

## ASSESSMENT OF THE IMPACT OF INDUSTRIAL DISPUTES ON TEACHING EFFECTIVENESS OF ACADEMIC STAFF IN ADAMAWA STATE POLYTECHNIC, YOLA, NIGERIA

Badekale, A. F.<sup>1</sup> Ngige, C. V.<sup>2</sup> HammanJoda, I.<sup>3</sup>

<sup>1,2&3</sup>Centre for Peace and Security Studies, Modibbo Adama University of Technology, Yola Adamawa State, Nigeria, P.M.B.2076, Yola-Adamawa State, Nigeria.  
E-mail: dexney@gmail.com, neleey25@yahoo.com

### ABSTRACT

*Industrial dispute is an inevitable aspect of organisational development; it can solidify an organisation and bring about positive outcome when constructively managed and it can also degenerate into confrontation resulting in dysfunctional outcome when misperceived and mismanaged in an organization. Industrial dispute is a constant phenomenon in Nigerian higher institutions of learning. Based on this, the study assessed the issues of industrial dispute and teaching effectiveness in Adamawa State Polytechnic, Yola, Nigeria. Three research objectives were developed to guide the study, and a sample comprising of 136 respondents which include both the academic and management staff of the polytechnic were used. Data was collected through a questionnaire entitled "Industrial Dispute and Teaching Effectiveness Questionnaire" (IDTEQ) and analysed through mean and standard deviation. The major findings of the study revealed that the causes of industrial disputes in Polytechnic include refusal on the part of the management to honour agreement reached with academic staff and refusal to pay emoluments and allowances of the academic staff. The study also revealed that industrial disputes have negative effects on teaching effectiveness of academic staff members. Therefore, the study recommended that agreement reached with the academic staff are honoured.*

**Keywords:** Industrial Dispute, Academic Staff, management

### INTRODUCTION

Dispute is a recurring phenomenon in employee-employer relations. In every organisation, whether it is a unionised or non-unionised organisation, there will always be disagreement between the employer and employees, either on wages or the general conditions of service of workers. This is evident in all institutions and organizations around the world and Africa in particular. The complex nature of organisations makes dispute inevitable in the work environment. Also, the pursue of incompatible goals by the management and employees often leads to industrial dispute. Dahida and Adekeye (2013) posited that industrial dispute is a common occurrence in both private and public sectors owing to the fact that the goals and objectives of staff and management in any given organization defers. The employees may tend to seek for improved welfare while the management may desire high turnover and improved productivity. Equally, the educational environment being a social organisation is not immune from the experiences of dispute between the various associations and the management.

According to Igbaji (2009) industrial dispute has become a focal concept in industrial relations system. While threats of strike cannot be absolutely prevented, conflicts or misunderstandings that often emanate from it can be well managed. Tertiary institutions which include universities, polytechnics and colleges of education had been locked up indefinitely and many students dropped out in the process as a result of unresolved industrial dispute bothering on minimum wage, poor funding of tertiary institutions and failure on the part of government to implement an agreement between it and unions. The polytechnics like other modern institutions are not without discord and incompatible objectives and response to issues concerning the welfare of employees, which are viable sources of dispute. This can later lead to wider industrial actions if not well handled; might be counter-productive and give rise to inefficiency, ineffectiveness or mental stress in the achievement of stated organizational goals and objectives. Nwankwo (2000) opined that Nigeria educational institutions, characterized by military intervention in governance have witnessed untold negative political interference and a seeming calculated move to submerge it in the river of irrelevancies. He further argued that those in authorities

see the tertiary institution as a burden and as institutions to be exploited and left desolate. The manifestations are in form of cultism, brain drain, under funding by government, erosion of academic freedom, general insecurity, dilapidated structures, and non-payment of staff salaries.

Disagreement and incompatibility of interest and goals between the employer and the employee which includes the refusal of management to honour the agreement reached with the employee, matters concerning payment of allowances and emoluments of staff, highhandedness on the part of the management, corruption and mismanagement of resources of the institution and victimization of staff by management. Ajewole (2014) stated that the manifestation of this could be seen in the incessant closure of polytechnics in Nigeria, disruption of the academic calendar, elongation of academic sessions and decrease in numbers of expected turnout of students at a particular year and the quality of students produced as well.

Arikewuyo (2006) stated that the relationship between authorities of higher institutions and staff unions, especially the academic unions, has also not been all that rosy. The administrators of Nigerian institutions have often been on a collision course with unions on many issues, which range from allocation of funds to high handedness on the part of the administration. Funding of various polytechnic projects, award of contracts, payment of outstanding allowances and salaries, purchase of facilities, library and laboratory materials, etc. have sometimes caused disharmony within the polytechnic system. As a result of the inconsistency in the polytechnic system, which ranges from strikes and all other industrial actions that keep the academic staff members away from academic environment which leads to disruption of the academic calendar, which has also ridiculed the quality of the polytechnic education in Nigeria? Thus, it reduces the morale, concentration and commitment of the staff towards academic exercise and this in turn affects the performance of the staff due to lack of upgrading of the personal qualities of personnel.

## **STATEMENT OF THE PROBLEM**

Dispute is part of every job; even the most competent, intelligent, ethical people will disagree on issues from time to time. Adebile and Ojo (2012) posited that industrial dispute has become a recurring factor in Nigerian polytechnics as a result of policies, political undertones that lay behind management and funding of the polytechnic system. In academic settings, industrial dispute is inevitable for the fact that there are different interests pursued by different parties/unions and the consensus of opinion concerning rules governing the school seldom exists among the participants: the management, academic staff and non-academic staff. There is potential for disputes in practically most decisions which the management must make. Coping efficiently and effectively with potential and identified dispute is possibly one of the most important aspects of the management position in an organisation. Dispute between the unions and polytechnic administrators in Nigeria have been affecting the polytechnic system, especially in terms of interruptions of academic activities, poor academic performance, brain drain, poor international rating of polytechnics in the country among others (Ogonor, 1996). It is, however, obvious that during industrial disputes, management surely loses production, which its cost depends on the strength and periods which the workers will indulge in the strike.

These problems consequently hinder and retarded the objectives of the establishment of polytechnics in Nigeria (F.M.E, 2004). However, how can cordial relationship be established between the staff and management of Nigerian polytechnics as well as stakeholders, to enhance the performance of staff and bring about the much needed harmonious academic environment that can stimulate achievement of goals of Nigerian polytechnics? This study, therefore aims at examining the effects of industrial dispute on the performance of academic staff of Adamawa State Polytechnic, Yola.

## **OBJECTIVES**

- i. Determine the causes of industrial dispute in Adamawa State Polytechnic, Yola.
- ii. Identify the consequences of industrial dispute in Adamawa State Polytechnic, Yola.
- iii. To examine the management approaches often adopted to mitigate industrial dispute in Adamawa State Polytechnic, Yola.

## THEORETICAL FRAMEWORK

The theory adopted for this study is the general system theory (GST). The General system theory was propounded by Ludwig von Bertalanffy in 1940. This theory explores principles and laws that can be generalized across various systems. According to Skyttner (1996), a system is a set of two or more elements where: the behaviour of each element has an effect on the behaviour of the whole; the behaviour of the elements and their effects on the whole are interdependent; and while subgroups of the elements all have an effect on the behaviour of the whole, none has an independent effect on it.

Morgan (2009) stated that organizations contain individuals (which are systems themselves) who belong to groups or sections that also belong to larger organizational divisions, and so forth. Towing this line, the polytechnic here is referred to as a system and the academic staff, non-academic staff, the management staff and the students are the elements that make up the system. None of these elements are independent as they all work together, the actions have an influence on each other.

## FORMS OF INDUSTRIAL DISPUTE

There are many obvious ways through which owners of labour express discontent with the nature of work in the organization. The methods include: strikes, lockouts, sit-ins, work to rule, refusal to work overtime, sabotage, absenteeism and labour turn over.

**Strike:** Momodu, Gambo and Momodu (2014) described strike as the cessation of work by a body of employees or a labour union representing the interests of the employees in an organisation, due to a stalemate in collective bargaining between this group of employees and their management or employer. The Industrial Disputes Act, 1947 described strike as suspension or cessation of work by a group of persons employed in any industry, acting in combination or a concerted refusal or a refusal under a common understanding of any number of persons who are or have been so employed to continue to work or accept employment. According to Eni (2000), strike indicates a breakdown of cordial relationship between labour and management and is usually the one aspect of industrial relations that invites the most negative commentary.

**Lock-out:** is the counter-part of strikes. The Industrial Disputes Act, 1947 described lock-out as the temporary shutting down or closing of a place of business by the employer. Lockout is common in educational institutions such as the university, polytechnic and college of education. If the authority finds it impossible to resolve the dispute raised by the students, it decides to close-down the school till the students agree to resume to their studies on the conditions laid down by the school authority.

**Picketing:** is a method designed to request workers to withdraw cooperation to the employer. In picketing, workers through display signs, banners and play-cards drew the attention of the public that there is a dispute between workers and employer. Workers prevent their colleagues from entering the place of work and persuade them to join the industrial action. For this, some of the union workers are posted at the factory gate to persuade others not to enter the premises but to join the action.

**Boycott:** can be described as the activities aimed at disrupting the normal functioning of the organisation. The striking workers appeal to others for voluntary withdrawal of co-operation with the employer. Instances of boycotting classes and examinations are seen in the Polytechnics and Universities also.

## CAUSES OF INDUSTRIAL DISPUTE

The problem of industrial dispute is inherent in all organisations. The main features of industrial work anywhere are that (a) it involves division of labour; (b) it is a group activity; (c) it is carried out under control.

Ajewole (2014) stated that causes of industrial dispute in Nigerian tertiary institution with the staff unions factors related to poor infrastructures, poor salaries, and failure on the part of the federal government and management to implement the agreement between it and union members, incessant increment of fuel by the Federal Government, agitation for the reinstatement of ASUU sacked members,

among others. Ames, Harriet, Merryll and Yosuf(2011) attributes labour dispute to poor salaries, deterioration of academic facilities and poor working conditions.

However, the following are some of the areas that cause disputes between the unions and the management of tertiary institution. Underfunding of the educational system is one of the major factors responsible for industrial disputes in Nigerian polytechnic. Various stakeholders in the education sector have pointed accusing fingers on the government for the gross inadequacy of funds in the polytechnic system. Arikewuyo (2004) reported that since the advent of democracy in 1999, the funding of education had dropped considerably

Momodu *et al.* (2014) described poor funding of the public institution by the government as the major precipitant of dispute in the polytechnic and the university system. Both the federal and state governments are major financiers of the polytechnics and universities owned by them and they provide up to about 80% of the funds for running the public polytechnics. In spite of the government funding to the public tertiary institutions, findings have shown that the funds are still not adequate to run the institution optimally as paucity of funding of public universities and polytechnics is seriously undermining the capacities of public institutions to meet their objectives.

### **CONSEQUENCES OF INDUSTRIAL DISPUTE IN POLYTECHNICS INSTITUTION**

Incessant strikes in tertiary institutions in Nigeria have been having negative effects. Government, parents, educational institutions administrators and students are having their share of the effects. According to Ige (2014), the consequences include:

**Disruption of Academic Calendar:** there are irregularities in virtually all the academic calendars of Nigerian tertiary institutions. Many State and Federal universities and polytechnics have lost one or two academic sessions. Consequently, four-year courses often extend to five or six years as a result of closure of schools emanated from industrial strike. Igbaji (2009) posited that educational standard is now believed to be questionable. Academic calendar in the polytechnics has been disorganized, with some academic sessions out rightly lost. Students' academic performances comparatively took a nose dive, while various forms of examination malpractices are said to be on the increase.

**Retardation of the Economy:** incessant strike causes students' repetition, dropout, wastage and brain drain which have an advert effect on the growth of the economy. Anyim, Chidi and Ogunyomi(2012) noted that trade disputes as exemplified by strikes, to a large extent have a great bearing on the smooth and orderly development of the economy and the maintenance of law and order in the society. They sometimes arouse public resentment because they may hurt the public more than the parties involved in the dispute.

**Delay in the Graduation of Students:** there is a common saying that 'When two elephants fight, the grasses will suffer'. Students have been at the receiving end of strikes in Nigeria (Enomah, 2009). Strikes have been causing the closure of tertiary institutions and the disruption of academic calendar in the institutions. When closed institutions are, however re-opened, academic calendar are compressed while examinations are hurriedly conducted and semester/session hurriedly brought to an end because of the fear that an extension of the academic calendar by a day, will cost the institution much money. Incessant reduction of academic calendar has thus undermined the quality of training being provided for students in tertiary institutions.

### **APPROACHES OF MANAGING INDUSTRIAL DISPUTES**

Management of disputes could be done through various mechanisms which include arbitration, collective bargaining, mediation and conciliation. Rose (2008) posited that collective bargaining is the process whereby representatives of employers and employees jointly determine and regulate decisions pertaining to both substantive and procedural matters within the employment relationship. The outcome of this process is the collective agreement.

Akpala (1982) stated that the essence of collective bargaining is to reach agreement. He described collective bargaining as the process of negotiation between workers and employers through their organizations of contract of employment for the best possible working conditions and terms of employment. The rationale of collective bargaining is agreement, but if an agreement was not reached, the action, which took place, is not less collective bargaining than if the process had ended in an agreement.

Adjudication: this can be described as a non- violent method of dispute management. This involves the use of the courts and litigation processes. Parties to a dispute may choose not to use any of the methods we have so far discussed. They may choose instead to take their case to a court of law, before a judge of competent jurisdiction. Legal counsels may represent them. At the end of the process, the court gives a judgment. The judgment is legally binding on both parties. The judgment will be further enforced, where necessary, by the law enforcement agencies of the state.

## METHODOLOGY

The study adopted a descriptive survey design to enable the researcher to produce answers to the various research question raised. The population of the study comprised all the four hundred and ten (410) academic staff members' and management staff of Adamawa State Polytechnic, Yola. The sample size was calculated through Yamane simplified formula, with 95% confidence and precision level of 0.07. One hundred and thirty-six (136) respondents were drawn through simple random sampling technique which includes both the academic staff and management staff were selected. A questionnaire entitled "Industrial Dispute and Teaching Effectiveness Questionnaire" (IDTEQ) was used to gather data for the study. The data collected were analysed and presented using mean and standard deviation.

## Results

The explanations that underlie the tables represent the results and interpretations.

**Research Question 1:** What are the causes of industrial dispute in Adamawa State Polytechnic, Yola?

**Table 1: Causes of industrial disputes in Adamawa state polytechnics Yola.**

S/N	Item statements	$\bar{x}$	SD	Remarks
1	Inadequate teaching facilities	2.99	1.047	Agreed
2	Refusal to pay emolument and allowance	3.57	0.685	Agreed
3	Unfavourable policies in the institution	3.12	0.959	Agreed
4	Refusal of management to honour agreement reached with the academic staff union	3.38	0.770	Agreed
5	Appointment of member of academic staff to position such as head of department, directors	3.15	0.962	Agreed
6	Victimization of the academic staff by the management	3.36	0.786	Agreed
7	High-handedness on the part of the management	3.13	0.893	Agreed
8	Corruption in the institution	3.22	0.892	Agreed

Table 1 showed the causes of industrial disputes in Adamawa State Polytechnics, Yola. The respondents agreed that all the item statements listed in table 1 causes industrial disputes in Adamawa State Polytechnics, Yola and these causes include: inadequate teaching facilities, refusal to pay emoluments and allowances, unfavourable policies in the institution, refusal of management to honour agreement reached with the academic staff union, appointment of member of academic staff into position such as Head of department, directors, victimization of the academic staff by the management, high-handedness on the part of management and corruption in the institution. The mean score ranged from ( $\bar{x}$ =2.99 to 3.57) which all cut above the decision level of 2.50. This implies that all the item statements in table 1 were accepted. Out of all the item statements, it was revealed that refusal to pay emoluments and allowances was the major causes of industrial disputes in Adamawa state polytechnic, Yola with the highest value of mean ( $\bar{x}$ =3.57)

**Research Question 2:** What are the consequences of industrial dispute in Adamawa State Polytechnic, Yola?

**Table 2: Consequences of industrial disputes in Adamawa state polytechnics Yola.**

S/N	Item statements	$\bar{x}$	SD	Remarks
1	Disruption of lectures	3.60	0.612	Agreed
2	Elongation of semester and session	3.46	0.833	Agreed
3	Decrease in expected numbers of students turned out in a particular year	2.65		Agreed
4	Closure of school	3.10	1.026	Agreed

Table 2 showed the consequences of industrial disputes in Adamawa state polytechnic Yola and they include: disruption of lectures, elongation of semester and session, decrease in expected number of student turnout in a particular year and closure of schools. The mean scores ranged from ( $\bar{x}=2.65$  to  $3.60$ ) which were all above the decision level of 2.50. This indicates that all items statement in table 2 were all accepted as they are cut across the decision level of 2.50. While disruption of lectures could be seen as the major consequences of industrial dispute in Adamawa state polytechnic with the highest mean score of ( $\bar{x}=3.60$ ), elongation of semester and session also followed with mean score of ( $\bar{x}=3.46$ ).

**Research Question 3:** What are the management approaches often adopted to mitigate industrial dispute in Adamawa State Polytechnic, Yola?

**Table 3: Management approaches to mitigate industrial disputes in Adamawa State Polytechnic, Yola?**

S/N	Item statements	$\bar{x}$	SD	Remarks
1	Negotiation	3.00	0.584	Accepted
2	Arbitration	1.67	0.753	Rejected
3	Collective bargaining	3.20	0.806	Accepted
4	Persuasion	1.82	0.475	Rejected
5	Mediation	1.69	0.615	Rejected

Table 3 showed the dispute management approaches often adopted in Adamawa state polytechnic, Yola and they include: negotiation, arbitration, collective bargaining, persuasion, and mediation. Negotiation has a mean score of ( $\bar{x}=3.00$ ), Arbitration has a mean score of ( $\bar{x}=1.67$ ), collective bargaining has mean score of ( $\bar{x}=3.20$ ), and persuasion has mean score of ( $\bar{x}=1.82$ ) while mediation has mean score of ( $\bar{x}=1.69$ ). As regards to the decision level of 2.50, only negotiation and collective bargaining cut across the decision level with the mean score of ( $\bar{x}=3.00$ ) and ( $\bar{x}=3.20$ ) respectively. This implies that the respondents agreed that negotiation and collective bargaining are the most adopted management approaches of industrial dispute in Adamawa State Polytechnic, while collective bargaining has the highest mean rating of ( $\bar{x}=3.20$ ).

## DISCUSSION

The result revealed that causes of industrial dispute in Adamawa state polytechnic includes: inadequate teaching facilities, refusal to pay allowances and emoluments, unfavourable policies in the institution, refusal of managements honour agreement reached with the academic staff unions, appointment of academic staff to position such as heads of department and directors, victimization of the academic staff

by the management, high-handedness on the part of the management and corruption in the institution. It was discovered that refusal to pay allowances and emoluments of the academic staff members was the major causes of industrial disputes in Adamawa state polytechnic. The result is in agreement with Banabo and Igweh (2014). They stated that refusal to honour the agreement reached with the staff unions, victimization and the refusal of management to grant demands made by unions, which include wages and salaries, housing allowances and other fringe benefits are the cause of industrial disputes between the management and staff of teaching hospitals in Nigeria.

The result also found out that the consequences of industrial disputes in Adamawa state polytechnic include disruption of lectures, elongation of semester and session, decrease in expected numbers of students' turnout in a particular year and closure of schools. It was revealed that disruption of lectures was the foundation of all other consequences which later leads to the closure of school at the end. The result has been found to be consistent with the conclusion Ajewole (2014). He established that academic calendar of most universities in Nigeria are irregular. Many State and Federal universities have lost one or two academic sessions. Consequently, four years courses are often extended to five or six years as a result of closure of schools emanated from industrial strike.

## **CONCLUSION AND RECOMMENDATIONS**

It is important to reemphasize that industrial dispute is a crucial factor that shapes or determines the activities of the tertiary institutions. Where there is high frequency of occurrence of industrial disputes, its effects and management approaches are equal issues that should not be treated with levity, if the stated objectives of the polytechnics as stated in the national policy on education are to be achieved. The study concludes that industrial dispute is majorly caused by refusal to pay emoluments and allowances of the academic staff. Therefore, the importance of managing industrial disputes in Nigerian polytechnics was crystalized in the study with emphasis on consequences of industrial disputes and the management approaches that stands as a bridge linking the gap between the management and the academic staff union when such dispute arises.

Base on the findings and subsequent conclusion drawn from the study, the study recommends that polytechnic management should release the entitlements of the academic staff members which include the supervision and excess work load allowance should be paid as at when due. The academic staff should also be granted research grants and sponsor those who wish to acquire higher qualification; this will help in reducing the agitation of the academic staff towards management of Nigerian polytechnics and this have the ability to improve the existing relationship between the management and the academic staff. The study further recommends that management should make sure they can fulfil any promise made before going into agreement with the academic staff.

## **REFERENCES**

- Adebile O.A and Ojo T. O (2012). Management of Organizational Conflict in Nigeria Polytechnics, an Empirical Study of the Federal Polytechnic, Ede Osun State, *International Journal of Asian Social Science* ,2,(3),pp.229-243
- Ajewole, I.P. (2014). Managing Labour Unrest In Nigerian Universities. *Journal of Education and Policy Review*, Cenresin Publications 6, (2) pp. 93-107
- Akpala, A. (1982). *Industrial Relations Model for Developing countries: The Nigerian System*. Enugu: Fourth Dimension Publisher.
- Ames, D., Harriet R.E., Merryll, V. and Yosuf, V. (2011). The Public's Attitude Towards Strike Action by Healthcare Workers and Health Services in South Africa. *South African Journal of Bioethics and Law* 4, (2) pp. 58-62.
- Anyim, C. F., Chidi, O. C. and Ogunyomi, O. P. (2012). Trade Disputes and Settlement Mechanisms in Nigeria: A Critical Analysis. Department of Industrial Relations and Personnel Management, Faculty of Business Administration, University of Lagos, Nigeria. *Interdisciplinary Journal of Research in Business* 2 (2), 01- 08.
- Arikewuyo M.O. (2006). University management and staff unions in Nigeria: Issues and Challenges. *SA-DUC JOURNAL* 3, (1), pp. 15-2.3

- Arikewuyo M.O.(2008). University management and staff unions in Nigeria: Issues and Challenges. *SA-eDUC JOURNAL* 3(1), pp. 15-22.
- Arikewuyo, M. O. (2004). Democracy and university education in Nigeria: Some constitutional Considerations, Higher Education Management and Policy. *Journal of the Organisation for Economic Cooperation and Development*, 16: pp. 121-134.
- Banabo, E. and Igweh F. K . (2014).Managing Industrial Disputes in the Nigeria Teaching Hospitals: An Empirical Analysis, *European Journal of Business and Management*,6, (19), pp. 152-162.
- Dahida, D.P. and Adekeye, J. A. (2013). A Comparative Analysis of Trade Disputes Settlement in Nigerian Public and Private University. *Journal of Law, Policy and Globalization*, 18 (1), 60-68
- Eni, M. (2000) *Trade Union Development in Nigeria*. Port Harcourt: Idowu Publishers.
- Enomah. S (2009). Joseph Omoregbe's Philosophy of Civil Disobedience and the Imperativeness of 2009 ASUU Strike: Implications for a Sustainable Higher Education in Nigeria. *Continental Journal of Arts and Humanities*, 2(1) pp. 32-37.
- Federal Ministry of Education (2004). *National Policy on Education 4th Edition*. Abuja: FME Publication.
- Igbaji, P. (2009). Industrial Conflict and Goal Achievement of Tertiary Institutions in Cross River State, Nigeria. *Journal of Research in National Development*, 7(2), pp. 122-135.
- Ige, K., Adeyeye, F and Aina, S. (2011). An empirical study of the factors influencing Industrial Conflicts in Nigeria (1980-2010). *European journal of humanities and social sciences*, 10.(1), pp. 423-439
- Ige, A.K. (1998). An Empirical Study of the factors influencing Industrial Strikes in Nigeria(1970 - 1995). A thesis submitted to the Department of Economics, ObafemiAwolowoUniversity, Ile-Ife. September, 1998.
- March, J. G. and Simon, H. A. (1993). *Organizations Conflicts*. Cambridge: Blackwell Business Publisher.
- Momodu, J.A., Gambo, I. M. and Momodu, A.L. (2014). Exploring the Triggers and Strategies for Tackling Industrial Strikes in Public University System in Nigeria. *European Academic Research*, 2(6), 8091-8119.
- Morgan, G. (2009). *Imagens da organizacao*. Sao Paulo: Atlas.
- Nwankwo, A. (2000). *Development of university Education in Nigeria: Enugu: Fourth Dimension Publishers*.
- Ogonor, B. O. (1996). A study of the management of Intergroup conflict in Nigerian universities' Unpublished PhD thesis, University of Benin
- Rose, E.D. (2008). *Employment Relations* (3<sup>rd</sup> ed.) London: Pearson Education Ltd.
- Skyttner, L. (1996). *General Systems Theory: An Introduction*. London: Macmillan Press, Ltd.