

Impact of Labour-Management Relationship on Lecturers' Performance in Tertiary Institutions in Taraba State

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Abstract. This paper examined the impact of labour-management relationship on lecturers' performance in tertiary institutions in Taraba State. The researcher adopted the cross-sectional survey research design. The population of the study comprise of all the 4 tertiary institutions in the State with a staff strength of 3,214. The simple stratified random sampling technique was used to select a sample of 280 staff stratified along principal officers, academic, non-academic and union executives who participated in the research. A 15-item researcher-developed questionnaire titled "Labour-Management Relationship Questionnaire (LMRQ)" was used as instrument for data collection. Three research questions and one null hypothesis guided the study. Data collected were analyzed using Mean, standard deviation and percentage scores. The Chi-Square statistic was used to test the null hypothesis at 0.05 level of significance. The findings revealed that unhealthy labour-management relationship negatively affect lecturers' performance in tertiary institutions in Taraba State. Conclusion was drawn and it was recommended that Administrators of tertiary institutions and government should endeavour to maintain cordial relationship with their labour force to enhance lecturers' productivity and or performance.

Keywords: Labour Union, management, Lecturers' performance, tertiary institution.

1. Introduction

The role that education is expected to play in a society is multi-faceted. It is expected to build the character of the learner, to get him or her informed

about what is worthwhile, socially acceptable, desirable and purposeful about him or herself, his or her environment and society. It is also expected to make the individual worth living and worth living with (Tella, 1990). Education is not only a social service, but an instrument of political socialization that informs the learner as to his or her privileges and basic human rights (Taiwo, 1995). Every social organization such as the school is an embodiment of human beings who interact with one another in one way or the other and having specified roles to perform in line with their assigned duties. However, there is need for effective labour-management relation so as to avoid conflicts and equally manage conflicts when they inevitably occur.

Tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses. The goals include among others: to contribute to national development through high level relevant manpower training; to develop and inculcate proper values for the survival of the individual and society; to develop the intellectual capability for individuals to understand and appreciate their local and external environment (FRN, 2013). They are expected to achieve these goals through teaching, research and community service.

Over the years, the Nigerian labour history experienced several industrial disputes dating back from the colonial period to independence and to post-independence era. These usually arose out of disagreements or clashes of interest between the actors in industrial relations. Similarly, Wogu cited in

Chukwuka (2013) highlights major industrial disputes experienced in Nigeria starting from 1912 to 1966. In 1929 an attempt to introduce direct taxation in Eastern Nigeria sparked off the historic Aba Women's Riot. In 1938 the agitation of rail workers for a good working conditions gave rise to the industrial action of 1938; which was later granted to them in January 1938. In 1941, the Civil Service Union in collaboration with the Nigerian Union of Railway Men began the agitation for a cost of living allowance which was then known as 'war bonus' after the second world war.

Wogu cited in Chukwuka (2013) further stress that the general strike of 1945 is one of the most important events in the Nigerian labour history with the exception of Iva valley shooting incident of 1949, and the general strike of 1964. The immediate cause of the 1945 strike was the unwillingness of the regime to honour its pledges to workers. On June 21, 1947 there was a brutal shooting by the police on the defendless UAC employees in Burutu, which led them to strike in furtherance of a wage demand. Two years later, in November 18th, 1949 there was also brutal shooting of the striking coal miners at Iva Valley coal mine who were agitating for an improved working conditions and the inhuman treatment of the local miners by the colonial government. About 21 miners were killed and many of them injured. Wogu referred to the event as Enugu Blood Bath. Progressively, on December 14, 1950 the mercantile workers embarked on strike demanding for a cost of living allowance of which 29, 866 workers were involved and 239, 663 man-days were lost. Nine years later precisely on January, 1959 the Airways Workers Union organized a strike over a wage claim and improved conditions of employment. To beat the strike, the management promised to offer ten pounds to any worker who fails to join the strike.

In 1964, there was a general strike carried out by the United Labour Union over the non-implementation of the revised salary structure. Workers demonstrated their grievances in the streets of Lagos and some labour leaders were tortured in the process by the police. In 1994 during the regime of late Sani Abacha, the academic staff union of universities (ASUU) carried out an industrial action throughout the federation which lasted for more than one year over good working conditions. Also in 2002 ASUU also embarked on six months old strike action over the better working conditions. Similarly, in 2007 during Olusegun Obasanjo's regime, the Nigerian Labour Congress embarked on a nation-wide strike protesting the increase on the fuel price with the aim of fighting for the interest of Nigerian citizens who

are the primary consumers of the product. In 2009 the ASUU also embarked on six months old strike demanding for a revised salary structure and better working conditions. In 2010, the academic staff union of universities in the south East States of Nigeria embarked on five months strike over the non-implementation of the 2009 FG-ASUU agreement. In that same vein, other sectors of the economy, such as the health workers' union, judiciary workers' union, downstream sector, etc. embarked on strike over poor salary and poor working conditions at several times across the country. On August, 2011 the Nigeria Labour Congress also embarked on nation-wide warning strike over the non-implementation of the new national minimum wage by the federal government as promised by the President, Goodluck Jonathan during his campaign. Also labour unions in States such as Ebonyi, Edo, Benue, etc also embarked on strike over the unwillingness of the state Government to pay workers the new national minimum wage as enshrined in the 2004 pension Reform Act.

Recently, the ASUU of Taraba State University embarked on strike over non-payment of salaries and allowances, just as the national body is threatening to shut down Nigerian universities over enrolment into the IPPIS. Also Nigerian Labour Congress threatened to embark on a nation-wide strike before the federal government reluctantly signed the new minimum wage into law, which is yet to be implemented.

However, considering the past history of Nigerian industrial relations, one may conclude that industrial conflict is a dominant factor in the Nigerian Labour Relations. Therefore, a study of labour-management relation is necessary especially in tertiary institutions in Taraba State. Industrial conflict has been a canker worm that has eaten deep the marrow of Nigerian industrial and social development. It has been a dominant factor in the history of Nigeria labour relations. They have been so many cases of disputes or disagreements either between the employers and the employees or between the government and the civil servants. The disagreements usually result in strike, lockout, sabotage, output restriction, boycottism etc. The effects of these industrial conflicts fall on the citizens who in one way or the other depend heavily on the services of the conflicting organizations. One would begin to ask question, why is it that Nigeria do experience constant industrial conflicts? It is either the Nigeria Labour Congress and other trade unions pursuing an increase in wage nor the academic staff union of universities fighting over better working conditions

etc. All these industrial actions adversely affected the performance of lecturers and academic achievements of the students.

Egwu cited in Ekundayo (2012) states that industrial conflict extended the number of years the students were expected to stay before graduating from the university. During periods of industrial unrest, most students would have engaged themselves in some anti-social acts such as political thuggery, armed robbery, drug trafficking, kidnapping, prostitution, etc. There are other attendant negative consequences of these strikes. This calls for serious attention. However, one would begin to ask why is industrial conflict a dominant factor in the Nigerian Labour history especially in the tertiary education system? What could be the cause of the action, the effects as well as possible alternatives to the problem of industrial conflict in Nigeria and the tertiary education system? These are questions sort to be answered by this study.

Taraba State is one of the States in the North-East Geo Political zone of Nigeria, it was created in 1991 by the regime of General Sani Abacha from the former Gongola State. It has sixteen local government areas and four state-owned tertiary institutions, which are: Taraba State University, Jalingo; Taraba State Polytechnic, Suntai, Taraba State College of Education, Zing and Taraba State College of Agriculture, Jalingo. The following labour unions exist in these institutions: Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU), National Association of Technologists (NAT), Non-Academic Staff Union (NASU), Academic Staff Union of Polytechnics (ASUP), Colleges of Education Academic Staff Union (COEASU), etc.

1.2 Statement of the Problem

Industrial conflict has been a canker worm that has eaten deep the marrow of Nigerian industrial and social development. It has been a dominant factor in the history of Nigeria labour relations. They have been so many cases of disputes or disagreements either between the employers and the employees or between the government and the civil servants. The disagreements usually results in strike, lockout, sabotage, output restriction, boycottism etc. The effects of these industrial conflicts fall on the citizens (parents and students) who in one way or the other depend heavily on the services of the conflicting organizations (tertiary institutions). Observation has shown that some Nigerian graduates are deficient in communication skill and the ability to apply technical

and professional knowledge in solving personal and work- related problems. Some of them are poor in oral and written expression in English language. They lack leadership competence and good sense of judgment. Some of them are deficient in the proficiency for time management and self-control. This shows that the quality of tertiary education graduates is deteriorating. This has been blamed on the unhealthy labour-management relationship in tertiary institutions in Taraba State and Nigeria at large, which has led to several strike actions thereby making the teacher inefficient.

Despite the immense benefits of tertiary education to nation building, the potentials of the system in developing countries like Nigeria to fulfill these responsibilities is frequently thwarted by long-standing problems bedeviling the system. Prominent among the problems facing the system is the constant conflict between the various unions in the systems and the tertiary institutions' administrators. Unions and management tend to have opposite views because of the divergence between the expectations of management and labour in organizations, which often leads to conflicts. It is a fact that the trends in strike activities and poor labour-management relationship in Nigeria leads to reduction in workers' productivity, it is therefore identified as a problem towards the realization of educational objectives. In any educational institution, it is the work of the teachers that determines the degree of success or failure in the institution's effort to achieve its goal. This study therefore intends to examine the impact of labour-management relationship on the performance of teachers in tertiary institutions in Taraba State.

1.3 Objectives of the Study

The general purpose of the study is to examine the labour-management relationship, and its effect on teachers' performance in tertiary institutions in Taraba State. Specifically, it intends to:

- Find out factors that influence labour-management relationship in tertiary institutions in Taraba State.
- Evaluate the impact of labour-management relationship on teachers' performance in tertiary institutions in Taraba State.
- Determine the impact of labour-management relationships on students' academic achievements in tertiary institutions in Taraba State.

1.4 Significance of the Study

This study intends to provide insight into labour-management relationships and its impact on teachers' performance vis-à-vis students' academic achievements in State owned tertiary institutions in Taraba State.

The findings of this study might serve as guide to the management of tertiary institutions in Taraba State, by exposing the factors that contribute positively and negatively to labour-management relationships, and help them to develop relevant strategies that will help to improve the relationship positively.

The findings might also help teachers, students and labour unions in tertiary institutions in Taraba State to acknowledge the implications of strike actions on their performance, thus device alternative means of resolving conflicts.

The findings of this study might serve as a reference to other scholars who may wish to conduct research on related issues.

1.5 Research Questions

The following research questions guided the study.

- What are the factors that influence labour-management relationships in tertiary institutions in Taraba State?
- How does labour-management relationship affect teachers' performance in tertiary institutions in Taraba State?
- Does labour-management relationship affect students' academic achievements in tertiary institutions in Taraba State?

1.6 Hypothesis

The following null hypothesis guided the study, and was tested at 0.05 level of significance:

H_0 Labour-Management relationships has no significant impact on teachers' performance in tertiary institutions in Taraba State.

1.7 Scope of the Study

This study is on the impact of labour-management relationship on teachers' performance and students' academic achievement in State owned tertiary institutions in Taraba State. The scope of the study is the four (4) tertiary institutions in State, which are: Taraba State University Jalingo, Taraba State Polytechnic Suntai, Taraba State College of Education Zing and Taraba State College of

Agriculture Jalingo. Particularly the study was delimited to all principal officers, labour union leaders and teachers of these institutions. It will focus on the following variables: factors influencing labour-management relationship, impact of labour-management relationship on teacher performance; and impact of labour-management relationship on students' academic achievements.

2. Literature Review and Theoretical Framework

According to Gordian cited in Ige, Adeyeye and Aina (2011), labour-management relation which could be seen as industrial conflict is an expression of dissatisfaction within the employment relationship especially those pertaining the employment contract and the collective bargaining. Similarly, Marshall cited in Anyim (2009), viewed industrial conflict as resulting from the incompatible interest of workers and employers in the work place; disagreement arising from the terms and the conditions of employment clashes resulting from opposing views held by the management participant in the work place fashioned according to their steps and position on the organization location. This is also in line with the view of Roundhouse et al cited in Chukwuka (2013), that industrial conflict as a whole range of behavior and attitude that expresses opposition and diversant or orientation between mankind, individual owners {management} and the working people (Employees) and their organization on the other hand.

According to Tudor cited in Anyim, Ikemefuna and Oluseyi (2012), despite the best management practice in administration and communication, which improves labour-management relation, industrial conflict will still occur in organizations. A total absence of conflict would be unbelievable, boring and a strong indication that such conflicts are being suppressed. One of the characteristics of a mature group (government and employees) is its willingness and ability to bring suppressed conflicts to the surface where they may be discussed with a greater opportunity of resolving them.

Burton cited in Chukwuka (2013), conflict like sex, is an essential creative element in human relationship. It is the element in human relationship. It is the means to change, the means of our social values of welfare, security, justice and opportunity for development to be achieved. Conflict is neither to be depreciated nor feared; that conflict like sex, is to be enjoyed. Thus perceives conflict essential as a social phenomenon with both creative and destructive manifestation. In a similar notion, Hill cited in Chukwuka (2013)

however, argues that based on these assumptions, the interpretation of conflict is that human beings make choice regarding their behavior, and conflict may arise from the interplay of these choice.

To a large extent, the pattern of staff relations or labour-management relations determines the level of cooperation among the various staff which in turn determines the general atmosphere of the institution; to this end there is the need for proper coordination of the activities of the various departments in the school. Industrial conflict is the inability of two conflicting parties to reach agreement on any issue connected with object of industrial interaction, whether or not, this conflict results into a strike, lock-out or other forms of protestation. Amusan cited in Ekundayo (2012) opined that industrial conflict is a situation characterized by the inability of those concerned to iron out their differences and reach an agreement on issues of common interest. Meanwhile, the task of managing conflict is a major preoccupation of the tertiary institutions' administrators. Conflict management is essentially about the ability to balance the primary interests of the employers with those of the employees such that tensions are deescalated and disharmony in industrial relations avoided, hence, labour-management relationship.

The primary objective of the school system according to Nwagwu cited in Owojori and Asaolu (2010), is to ensure effective teaching-learning process. For this objective to materialize, the school head must be able to plan, organize, direct, coordinate and control the activities of the staff and students in an atmosphere devoid of persistent and unresolved conflicts. To this end, there is need for clear-cut policy concerning staff relations, duties and functions and most importantly, motivation in terms of remuneration and other staff welfare oriented policies. In Nigerian educational institutions, teachers are very vital if the objectives and aims of education as stated in National policy of education are to be achieved. Mahar (2004) emphasize the importance of teachers' job performance when she observed that school teachers are the principal instruments in awakening the learners' cultural value, in preparing the learner for his or her later professional training and in helping him or her adjust normally to his or her environment. Ololube (2006), posited that teachers are the most important group of professionals for our nation's future. In any educational institution, it is the work of the teachers that determines the degree of success or failure in the institution's effort to achieve its goal of integrating morality and learning. The teacher is

the vehicle through which the subject matter is presented to the students.

Based on the foregoing, it could be asserted that cordial labour-management relationship devoid of protest and strikes, is a sine qua non to the achievement of the objectives of tertiary education and enhance teachers' performance in Taraba State.

3. Theoretical Framework

This study is hinged on the theory of Organizational equilibrium by Simon-Barnard, it is an offshoot of the theory of organizational behaviour or what is known in some circles as the nomothetic-ideographic model, which was propounded by Getzels and Guba (1957). This theory is about human behaviour in organizations. Getzels and Guba argued that the observed behaviour in an organization is a function of the interaction between the organizational (nomothetic) and the individual (personality or ideographic) dimensions. They contend that to understand or judge the behaviour of a leader or educational administrator, it is important to understand the institution, the leader's roles and his expectations as well as the individual, his personality and his need disposition. Getzels and Guba base their theory on the assumption that achieving the tasks of a social system like the school requires the combined effort of the staff with different functions and responsibilities.

The focus of this theory emphasizes the fact that the school or educational administrator endeavours to achieve the goals of education as well as satisfying the personal needs of the individuals. According to Getzels & Guba, such administrators who reconcile the school goals with individual needs (equilibrium) can be described as "Transformational". Thus in a school set up, there is need to achieve equilibrium in terms of achieving school goals as well as the needs of the staff working in the school. This theory is relevant to this study because it is assumed that though tertiary institutions were established to train high level relevant manpower for the nation, teachers working in these tertiary institutions have their other personal needs, which informs their behaviour and consequently affects their performance. This theory is therefore relevant to this study because it will help the Vice-Chancellor, Rector, Provost and other principal officers to balance the ideographic and nomothetic dimensions, thereby enhancing labour-management relationships in their various institutions so as to achieve school objectives.

4. Research Methodology

The research design adopted for this study is the cross sectional survey method; which being both descriptive and exploratory, entails to assess the labour-management relationships. This will involve physical visits to the study area, use of observation, and administration of questionnaire to obtain data from groups of respondents with similar characteristics at a given period of time. The population of this study covers all four (4) State owned tertiary institutions in Taraba State; with a staff strength of three thousand two hundred and fourteen (3,214) which is made up of two thousand two hundred and sixty (2,260) academic staff and nine hundred and fifty-four (954) non-academic staff.

All the four (4) tertiary institutions in the State served as the sample of the study. From each of the school ten (10) principal officers were drawn, twenty (20) Union executives/non-teaching staff, forty (40) teaching staff, giving a total of 280 respondents that participated in the research. They are stratified along male and female. The study employed the use of structured questionnaire, for principal officers, teachers, union leaders and non-teaching staff of all the four tertiary institutions in Taraba State as instrument. A 15-item, three clusters with four points rating scale questionnaire titled "Labour-Management Relationships Questionnaire (LMRQ)" developed by the researcher constitutes the main instrument used for data collection. The questionnaire consists of two sections (A & B). Section A comprised general information e.g. name of school, sex of respondent, age group, category of respondent, etc. Section B contains questions on labour-management relationships in tertiary institutions in Taraba State; in the following areas: factors influencing labour-management

relationships, impact of labour-management relationship on teachers' performance and impact of labour-management relationship on students' academic achievements. The scoring procedure or rating scale to be used is Likert modified scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The labour-management relationship questionnaire was face validated by experts in the Faculty of Education, Taraba State University, Jalingo. The validated instrument was tested for reliability using five principal officers, five union leaders and ten lecturers of Federal Polytechnic, Bali; making a total of 20 respondents. The co-efficient index using the Pearson product moment correlation statistic, was 0.73, 0.81 and 0.87 for the three clusters respectively. The instrument was therefore adjudged to possess high reliability.

A total of 280 copies of the Labour-Management Relations Questionnaire (LMRQ) were administered through the help of four (4) research assistants, who were trained on the purpose and nature of the study. two days was allowed for respondents to complete and return the instrument, in all a total of 268 copies were retrieved. The data collected were analyzed using descriptive statistic (Mean and Standard Deviation), Chi-square and percentage scores. Arithmetic Mean of 2.50 was used as the scale mean (cut-off point) in answering research questions; to determine the degree of impact (2.50 and above = high impact, 0 – 2.49 = low impact). The Chi-square was used to test the hypothesis to determine labour-management relationship variables. All tests were performed at a probability level of 0.05, using Statistical Package for Social Sciences (SPSS), latest edition.

5. Data Analysis and Findings

Research Question 1: What are the factors that influence labour-management relationships in tertiary institutions in Taraba State?

Table 1: Mean response of management staff, lecturers, non-teaching staff and union leaders on factors that influence labour-management relationship in tertiary institutions in Taraba State.

S/N	DESCRIPTION	SA	A	D	SD	M	SD	Decision
1	The undemocratic leadership style of principal officers influences labour-management relationship in tertiary institutions.	103	81	43	41	2.9	1.07	Agree
2	Poor and erratic funding of tertiary institutions by State government influence labour-management relationship.	118	73	45	32	3.0	1.04	Agree
3	Increased student population with deteriorating teaching-learning facilities influence labour-management relationship.	121	88	29	30	3.1	0.04	Agree
4	Poor condition of service and irregular payment of staff entitlements influence labour-management relationship.	136	92	28	12	3.3	0.003	Agree
5	Violent trade unionism influence labour-management relationship in tertiary institutions.	96	134	60	22	3.5	0.005	Agree
Cluster Mean						3.2		Agree

Scale Mean = 2.5

Table 1 show that respondents agree that undemocratic leadership styles of principal officers of tertiary institutions influences labour-management relationship; with a mean of 2.9 and standard deviation of 1.07. They also agree that poor and erratic funding of tertiary institutions by State government influences labour-management relationship, with a mean of 3.0 and standard deviation of 1.04. The respondents further agree that increased student population without a corresponding increase in teaching-learning facilities and infrastructure, influences labour-management relationship in tertiary institutions in Taraba State; with a mean of 3.1 and standard deviation of 0.004. They also agree that poor condition of service and irregular payment of staff entitlements influence labour-management relationship in tertiary institutions in Taraba State; with a mean of 3.5 and standard deviation of 0.005. With a cluster mean of 3.2 which is greater than the scale mean of 2.5, it could be concluded that the above mentioned factors influence labour-management relationship in tertiary institutions in Taraba State.

Research Question 2: How does Labour-Management Relationship affect Teachers' Performance in Tertiary Institutions in Taraba State?

Table 2: Mean response of Management Staff, Lecturers, Non-Teaching Staff and Union Leaders on how Labour-Management Relationship affects Teachers' Performance in Tertiary Institutions in Taraba State.

S/N	DESCRIPTION	SA	A	D	SD	M	SD	Decision
6..	Unhealthy labour-management relationship negatively affects teachers performance in tertiary institutions.	127	89	32	20	3.2	0.003	Agree
7..	Most teachers take to other trades or part-time jobs during strike actions or dispute.	67	84	91	26	2.7	0.003	Agree
8..	During strike actions or dispute, teachers do not attend to students on academic matters.	111	82	45	30	3.0	0.004	Agree
9.	Teachers rush students in lectures after strike actions may have been suspended, in order to cover the syllabus within a very short period; to meet academic calendar.	97	91	69	11	3.0	0.003	Agree
10.	Most teachers (lecturers) are not able to effectively cover or finish their course work due to time constraints occasioned by strike actions.	89	87	66	26	2.9	0.004	Agree
Cluster Mean						3.0		Agree

Scale Mean = 2.5

Table 2 show that respondents agree that unhealthy labour-management relationship affects lecturers' performance negatively in tertiary institutions; with a mean of 3.2 and standard deviation of 0.003. They also agree that most lecturers take to other trades or part-time jobs during face-off between management and labour; with a mean of 2.7 and standard deviation of 0.003. They further agree that during strike actions, lecturers do not attend to students on academic matters; with a mean of 3.0 and standard deviation of 0.004. They agree that lecturers rush students on lectures after strike action may have been resolved or suspended, to enable them cover syllabus within a short possible time, to meet up with academic calendar of their various institutions; with a mean of 3.0 and standard deviation of 0.003. They further agree that most lecturers are not able to effectively cover or finish their course work due to time constraints, occasioned by strike actions; with a mean of 2.9 and standard deviation of 0.004. With a cluster mean of 3.0 which is greater than the scale mean of 2.5, it could be stated that that labour-management relationship affects lecturers' performance in tertiary institutions in Taraba State.

Research Question 3: Does labour-management relationship affect students' academic achievements in tertiary institutions in Taraba State?

Table 3: Mean response of management staff, lecturers, non-teaching staff and union leaders on how labour-management relationship affects students' academic achievements in tertiary institutions in Taraba State.

S/N	DESCRIPTION	SA	A	D	SD	M	SD	Decision
11.	During strike actions, students resort to some anti-social acts such as: thuggery, armed robbery, drug trafficking and kidnapping.	93	84	32	59	2.8	0.005	Agree
12	Unhealthy labour-management relationship (strike) contribute to the poor performance of students in their final examinations.	81	88	51	48	2.8	0.004	Agree
13.	Students suffer more during labour-management face-off, than staff and management of the institution.	99	78	32	59	2.8	0.005	Agree
14.	80% of final year students are able to pass at Credit, upper credit or second class upper level from tertiary institutions.	51	62	98	57	2.4	0.004	Disagree
15.	Unhealthy labour-management relationship cause students to stay more than the stipulated number of years for their course of study.	87	76	58	47	2.8	0.004	Agree
Cluster Mean						2.7		

Scale Mean = 2.5

Table 3 shows that respondents agree that during strike actions, students resort to some anti-social behaviours such as thuggery, armed robbery, drug trafficking and kidnapping; with a mean of 2.8 and standard deviation of 0.005. They also agree that unhealthy labour-management relationship in terms of strike, contribute to the poor performance of students in their examinations in tertiary institutions; with a mean of 2.8 and standard deviation of 0.004. They further agree that students suffer more during labour-management face-off than staff and management of tertiary institutions; with a mean of 2.8 and standard deviation of 0.005. They however disagree that eighty percent of final year students are able to pass at second class upper, upper credit or merit level as the case may be; with a mean of 2.4 and standard deviation of 0.004. They agree that unhealthy labour-management relationship cause students to stay more than the stipulated number of years for their course of study; with a mean of 2.8 and standard deviation of 0.004. With a cluster mean of 2.7 which is greater than the scale mean of 2.5, it could be concluded that labour-management relationship affects students' academic achievement in tertiary institutions in Taraba State.

Testing of Hypothesis

H₀ "Labour-Management relationship has no significant impact on lecturers performance in tertiary institutions in Taraba State".

Table 4: Chi-Square analysis of null hypothesis

SCALE	Frequency	%	X ² Cal.	X ² Crit.	Remarks
Strongly Agree	491	37	5.393	21.026	Null Hypothesis not accepted
Agree	433	32			
Disagree	303	23			
Strongly Disagree	113	8			
TOTAL	1340	100			

$P = 0.05$

$DF = 12$

$Chi-Square = \sum \frac{(O-E)^2}{E}$

The table is a contingency table of 5 columns and 4 rows which gave a degree of freedom (df) of 12, going by the formula (C-1) (R-1). From table 4, a total of 491 respondents representing 37% strongly agree, 433 representing 32% agree, 303 representing 23% disagree, while 113 representing 8% strongly disagree. The table show that the Chi-square (X^2) calculated is 5.393 while the Chi-Square critical or table value at 0.05 level of significance stood at 21.026. Going by the decision rule, since the chi-square calculated is less than the chi-square critical, the null hypothesis which states that "Labour-Management relationship has no significant impact on lecturers' performance in tertiary institutions in Taraba State" is not accepted. This means that the alternate hypothesis which states that "Labour-management relationship has significant impact on lecturers' performance in tertiary institutions in Taraba State" is upheld.

6. Discussion of Findings

The findings of this study reveal that certain factors such as leadership style, poor funding, students' population explosion, decaying facilities, and poor conditions of service for staff influences labour-management relationship in tertiary institutions in Taraba State. This finding is in consonance with Ige, Adeyeye and Aina (2011) who found out that changes in wage rate, price expectation and union

membership concentration, were the factors influencing industrial conflicts in Nigeria. It is also in agreement with Owojori and Asaolu (2010) who discovered that prominent among the problems of personnel management in the Nigerian school system are: disagreement on policy matters, disparity in salary structure, dictation from the political class and violent trade unionism. Ekundayo (2012) supports the above as he found out that causes of conflicts between trade unions and university management include: poor funding of the system, poor condition of service and bad leadership style of university administrators.

The finding also reveal that unhealthy labour-management relationship negatively affects lecturers' performance in tertiary institutions to the extent that most times, lecturers are not able to cover the syllabus and course outlines for their respective courses. On the other hand, they have to rush students to compensate for time lost, thereby reducing the quality of instruction. This finding is in agreement with Odiagbe (2012) who revealed that internal and external factors, economic and political factors such as low wages and condition of service, poor and erratic funding, rising student population, deterioration of teaching-learning facilities, weak institutional autonomy and macro-economic policies contributes to the intensity of the disputes between

trade unions and management which makes teachers ineffective.

The study went further to reveal that incessant strike as a result of labour-management face-off, negatively affects students' academic achievements in such a manner that some students have to spend more years on campus, and most times the tertiary institutions lose some academic semesters or even a session, through disrupted academic calendar. This finding is in tandem with Egwu as reported in Ekundayo (2012) who opined that industrial conflict extended the number of years the students were expected to stay before graduating from the university. During periods of industrial unrest, most students would have engaged themselves in some anti-social acts such as political thuggery, armed robbery, drug trafficking, kidnapping, prostitution, etc. It is also in agreement with Uchefuna (2001) who posits that considering government's huge investment in public education, its output in terms of quality of students have been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and value of tertiary institution students, one may wonder if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words, the ineffectiveness of teachers in classroom interaction with the students could be as a result of constant strike actions, which is responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

The study revealed that labour-management relationship has significant impact on lecturers' performance in tertiary institutions in Taraba State.

7. Conclusion

Despite the immense benefits of tertiary education to nation building, the potentials of the system in developing countries like Nigeria to fulfill these responsibilities is frequently thwarted by long-standing problems bedeviling the system. Prominent among the problems facing the system is the constant conflict between the various unions in the systems and the management or administrators. Unions and management tend to have opposite views because of the divergence between the expectations of management and labour in organizations, which often leads to conflicts. It is a fact that the trends in strike activities and poor labour-management relationship in Nigeria leads to reduction in workers' productivity, it is therefore identified as a problem towards the realization of educational objectives. In

any educational institution, it is the work of the teachers that determines the degree of success or failure in the institution's effort to achieve its goal. In this 21st century, efforts must be geared towards a sustainable cordial labour-management relationship to enhance lecturers' productivity and students' academic achievement in tertiary institutions in Taraba State and Nigeria as a whole.

8. Recommendations

Based on the findings, the following recommendations are put forward:

- Government and tertiary institution administrators should ensure proper funding, judicious use of funds, better condition of service, principle of democratic governance, conducive teaching-learning environment and better communication channel so as to strengthen the relationship between unions and management authorities.
- Tertiary institution administrators must adopt transformational leadership style that will cater for the idiographic and nomothetic dimensions in the management of their institutions, thus reduce conflicts to its barest minimum.
- Labour leaders must as a matter of fact find other alternatives to strike in resolving industrial or labour-management disputes to avoid the attendant consequences on lecturers and students, associated with strikes.
- Government must be pro-active in responding to labour genuine demands before it gets to the level of strike or shutting down the institution(s).
- Government and tertiary institution administrators should endeavour to involve union leaders in decision making process and policy formulation to enhance cordial relationship.

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