



Industrial Conflict Management Strategies in the Teaching Service

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Abstract: The purpose of this paper is to explore some industrial conflict management strategies in the teaching service in Nigeria with a focus on Osun State. The major findings in this study indicate that a great majority of them believe that other viable alternatives that could be engaged in resolving the conflicts between the teaching service and the Osun State government are yet to be explored. Some of those viable alternatives include involving the private businesses or business owners, and the Non-Governmental Organisations. Further on this, the bulk of the respondents are in favour of collective bargaining as opposed to executive orders or acts of cohesion from the government.

Keywords: conflict, teaching, Nigeria, collective bargaining, conflict management

1. Introduction

The purpose of this paper is to explore some industrial conflict management strategies in the teaching service in Nigeria with a focus on Osun State.

Historically, Nigeria has witnessed many conflicts which date back to the colonial era when there were clashes and conflict of interest between Nigerian workers and the colonialists over the alienation and discrimination of indigenous Nigerian workers by their white counterparts in the civil service (Abiala 2012). The conflict between the workers and their employers have been championed by Nigerian trade unions who aim to protect workers' interest and support on-going nationalist struggles. Notable examples are the conflicts brokered between the Lagos Union of Teachers (LUT) created in 1925, the Association of Headmasters of Ijebu schools (AHIS) formed in 1926, the colonial administrators, the Nigeria Union of Teachers (NUT) formed in 1931 and the Nigerian Labour Congress (NLC) formed in 1978. These conflicts have continued to surface even in modern Nigeria and can be seen in the modern teaching service in Nigeria.

The teaching service in Nigeria has witnessed multiple industrial actions in the last two decades. Much of the industrial actions have been caused by poor working conditions, meager salary, low quality of education, institutional violence, injustice, the rivalry between teachers and the government, and the government's habit of renegeing on the implementation of previous agreements (Omole, 1987; Abiala, 2012; Otitigbe, 2016). For example, a typical NUT-Government conflict is often characterised by the government instructing the protesting teachers to go back to the classrooms or face disciplinary action. These types of assertive tactics used by government have led to standoffs and violence which have yielded little to no results. Although other mechanisms have been adopted to resolve the industrial conflict in the teaching profession, there is little discussion about their efficacy in Nigeria. Therefore, this paper delves into the strategies and their efficacy. The study focus on the teaching service in Osun State in Nigeria.

The study used questionnaires to offer a descriptive statistic assessment of the industrial conflict management strategies in the Nigerian teaching service. The findings of this study indicate that the respondents believe that other viable alternatives could be engaged in resolving the conflicts between the teaching service and the Osun State government. Some of those viable alternatives include involving private businesses or business owners, and Non-Governmental Organisations.

This study contributes to the conflict management and peace literature that examine some strategies for resolving conflicts. The present study contributes to the existing literature by assessing the areas of a possible collaboration for conflict resolution.

Citation: Opene, N. D. (2024). Industrial Conflict Management Strategies in the Teaching Service. *Journal Of Economic and Business Issues*, 4(1), 64-76.

Received: 21/08/2023

Accepted: 12/01/2024

Published: 29/02/2024

2. Literature review

2.1. Theoretical framework

There are two theories that explain conflicts in industrial settings. The first theory is the theory of relative deprivation while the second theory is the Karl Marx's conflict theory. The theory of relative deprivation, propounded in 1970 by Robert T. Gurr in his book titled *Why Men Rebel*, has its roots in ancient Greece. Aristotle the Greek had blamed revolutions on the feelings of discontent among the common people as they clamour for economic and political equality, and then on the oligarchs who continue to push and promote social inequality so as to maintain absolute control. The relative deprivation theory explains how frustration at not getting one's entitlement could be a source of conflict, and conflict is also a result of the collective discontent in the gap between what is, and what is expected. The applicability of this theory is most appropriate in situations where the welfare needs of individuals are not met, as is the case of the industrial conflict between the teaching service in Osun State and the government. Karl Marx's conflict theory describes conflict in industrial relations within a capitalist system. The theory explains that those at the top of the social ladder had the exclusive right of owning the means of production and were pre-occupied with profit gains while those at the bottom of the ladder had only labour which they gave in exchange of food, shelter and clothing. This also describes the conflict in present-day relations between employers and employees where employers own the resources and employees must give their labour in exchange for wages. But conflict arises when those at the top of the ladder (or employers) do not reward those at the bottom a wage that is commensurate with their efforts.

The deprivation theory is very relevant in the Nigerian industrial context because the industrial setting in Nigeria is dominated by government cabals and oligarchs who deprive employees of their right until employees revolt and employers are forced into negotiation with employees. This characteristic of the Nigerian industry is one of the reasons why the teaching service in Nigeria has witnessed multiple industrial actions in the last two decades. Much of the industrial actions have been caused by poor working conditions, meager salary, low quality of education, institutional violence, injustice, the rivalry between teachers and the government, and the government's habit of renegeing on the implementation of previous agreements (Omole, 1987; Abiala, 2012; Otitigbe, 2016).

2.2. Related review

Dunlop (1958) and Esan (1986) have termed this 3-layered model, the tripartite system. They believe that by nature the industrial system is adversarial in itself because each hierarchy operates by a different set of rules and interests thus making the inevitability of conflict in industries ever more an illusion. Fashoyin (1992) opines that before the advent of colonialism, Africa had an organised and developed social system and guilds, capable of providing the much-needed social services. The idea of wages and a monetary economy, and the stratification of classes within industries all began with the colonial administrators. The history of Nigeria's industrial relations dates back to that colonial era. Adebisi (2013) believes that it is a history that significantly reflects signs of a possible fusion of the European model of industrial relations into Nigeria. According to Ubeku (1993), the balkanization of 1884-85 witnessed the total control and hand-over of the private entrepreneurs to the Royal Niger Company.

Adebisi (2013) showed that, by the time Nigeria eventually gained her independence, the colonial administrators had already successfully enacted and carried out a lot of reforms in Nigeria's labour industry, leaving the country with the Anglo-Saxon model of industrial relations. It was a model of industrial relations that left a spectrum of industrial dispute resolution mechanisms in the hands of both employers and employees, particularly on issues relating to employment. Among these mechanisms were arbitration, adjudications and collective bargaining. The system also recognised the right of workers to engage in strike action. Kilby (1976) showed that at first the Anglo-Saxon model of industrial dispute resolution was effective; however, as the number of wage-earners in Nigeria grew, together with the awareness on issues of human rights which invariably encompassed workers' rights as well, and then with the nationalist movement that was driven by World War I veterans who were interested in democratic reforms in the labours, the British immediately changed their industrial policy. They abandoned volunteerism in for interventionism. Kilby recalls the sheer brutality of industrial management model used to quell Aba Womens' riot of 1929 and the Coal Miners' Strike of 1940. It was a conflict management model that clearly showed that the colonial administrators were less than willing to negotiate nor collaborate with the aggrieved workers.

The industrial mayhem caused by the military regime did not just end with the adoption of the Structural Adjustment Programme. In 1976, the military set up a tribunal to look into the activities of the trade unions. By the 19th of February of that same year, the Trade Dispute Decree No. 7 was enacted. It was a radical decree that empowered both the police and the military to counter forcefully any perceived unofficial or illicit strikes and lockouts (Adeniji 2015). In a counter reaction, the workers had asserted that in the event that the injustice meted out to them by the government intensifies, that no level of police and military might can deter them from protesting.

From a global perspective, Guttal (2002) opines that the activities of the organised labour seem to be on a downward spiral. He identified factors such as the resistance to labour unions by private companies, structural change and migration from what he describes as “blue collar jobs”, as responsible for the decline. Williams (2009) showed that labour union activities reduced in the United States, and it decreased from 22% to 16% between 1980 and 1990. The same situation was in the United Kingdom. Nigeria on the contrary experienced a level of stability in union activity from the early 80s to the 90s (Wordofa, 2008).

Going by present-day industrial relations in Nigeria, a typical labour environment according to Adeyinka et al (2006) shows that, apart from the numerical representations, an average Nigerian worker both in the rural and urban settlement, has more than one job. The reason was not far-fetched. Those second jobs were meant to augment the meager resources that came from the primary jobs. As a matter of fact, it was a distinct feature of the period under the Structural Adjustment Programme, and the situation unfortunately still persists. With Nigeria’s present day economic recession, the cost of living has steadily been on the increase while salaries or wages continue on a downward trajectory, with the Naira losing its value against the Dollar every day. As Adeniji (2015) puts it, those who work in Nigeria are marginally employed. So far, the government has remained stoically resistant towards any move to increase wages. The only sectors in Nigeria as it is that has the capacity to make the government recapitulate are the trade unions of the petroleum industry and those of the university.

There is no gainsaying that the state of affairs with Nigeria’s trade Unions has equally trickled down to the education sector particularly at the primary and secondary school level. Industrial relations between the academia and the Nigerian government have been fouled over the years. It is either ASUU against the Federal Government, or the State governments against either the primary and secondary schools, or the State universities. While all may seem lost in this area, there may yet be prospects coming from the merits of shifting attention away from government-oriented solutions alone to that which is multi-sectorial and is all engaging of all the actors not just in industry but the larger society. Attention at this point goes to the principle of multi-track diplomacy.

3. Methodology

The survey method was used for the study. Teaching service in Osun State is the subject of the survey (see appendix A). Osun state is one of six States in the South-West region of the country. Figures from Osun Ministry of Education show that Osun State in 2017 had a total number of 1393 schools in the State. The researcher solicited survey responses from teachers in the three senatorial districts of the state that are members of the Nigeria Union of Teachers. The total number of teachers in Osun Teaching Service is 18,298 as shown in the breakdown in table 1. The target population for this study is a total number of 948 teachers that are members of NUT, from three schools (one high school, one middle school and one elementary school) each from four local governments selected from the three senatorial district of Osun State teaching service. The target population consist of headmasters, principals, the general teaching staff, leadership of the NUT, and staff of the State Ministry of Education. The sample consist of 36 selected schools from the 12 local government (see table 2). The data source is based on questionnaire that is divided into four sections. Section A presents the biodata of the respondents. Section B explore other viable alternatives away from the government that could be engaged in the resolution of the conflict between the teaching service and the government of Osun State. Section C ascertains whether the review of the Act establishing the NUT holds any prospects in terms of galvanizing the teachers’ labour force to become more productive. Section D examines the significant role that globalisation could play in the total restructuring of industrial relations amongst the key players in the education sector at the primary and secondary school levels. The instrument shall be proportionally distributed to the 711 sampled respondents that have been systematically drawn from 36 schools in 12 local governments from the 3 senatorial districts in Osun State teaching service. The questionnaire shall have the combination of the Likert measuring scale and open-ended questions. The Likert scale shall carry five options as follows; Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The open-ended question shall give the respondent the opportunity to give his/her personal opinion on the question

asked. The statistical software used to analyse the data is the Statistical Package for Social Sciences (SPSS). Ethical considerations were also made. I sought and obtained permission to carry out the field work and the respondents gave their consent to be part of the research. The respondents were assured that the questionnaire will not bear their personal identification information to ensure anonymity and protection of the respondents.

Table 1. List of Local Governments and Senatorial District in Osun State

Senatorial District	Local Governments	Total no. of high schools	Total no of middle schools	Total no of elementary schools	Total no of Teachers			
					Elementary schools		Middle and high schools	
					M	F	M	F
Osun Central	Boluwaduro	3	5	26	40	79	55	26
	Ila	2	5	27	60	133	103	114
	Ifedayo	3	4	19	67	224	66	26
	Irepodun	3	9	19	48	195	125	159
	Orolu	1	3	20	91	794	166	434
	Odo-otin	3	6	50	140	220	196	62
	Olorunda	2	6	34	73	665	159	351
	Boripe	3	7	35	68	18	107	91
	Ifelodun	3	5	33	74	320	87	148
	Osogbo	4	10	43	71	296	91	73
Osun West	Ayedaade	4	8	66	134	269	100	149
	Ayedire	3	3	32	106	194	71	28
	Ede North	2	3	27	128	257	87	61
	Ede South	2	2	33	82	233	71	67
	Egbedore	1	5	32	65	169	50	127
	Ejigbo	2	6	61	220	259	299	122
	Irewole	3	8	65	136	284	143	171
	Isokan	2	6	61	139	231	139	83
	Iwo	3	6	59	172	487	182	190
	Olaoluwa	2	3	37	156	200	51	25
Osun East	Atakunmosa East	1	0	69	132	128	53	14
	Atakunmosa West	2	2	47	93	177	79	43
	Ife central	4	6	41	63	555	156	242
	Ife East	8	15	63	68	345	77	108
	Ife North	3	6	65	110	194	101	54
	Ife South	3	4	92	305	82	92	12
	Ilesa East	3	9	33	120	320	96	212
	Ilesa West	2	9	24	93	627	99	237
	Obokun	3	3	52	156	200	51	25
	Oriade	2	3	68	200	275	66	30

Table 2. Sample Characteristics

Senatorial District	Local Governments	Selected Schools	No. of Teachers	Proportional Sample
Osun central	Ifedayo	Oke-Ila high School, Oke-Ila orangun	35	26
		St Stephen middle School, Ora	25	19
		St Mathew primary School, alagbede	15	11
	Boripe	Baptist High School, Iree	30	22
		African church middle school, Iree	20	15
		St John, Iree	15	11
	Osogbo	Baptist high school, Osogbo	40	30
		Laaro middle School, Osogbo	30	22
		AUD Govt. Elementary school A, Osogbo	30	22
	Odo-otin	Inisa high school, Inisa	25	19
		NUD middle School, Oyan	16	12
		Oyekunle D. C Okuku	40	30
Osun East	Ife central	Moremi high school, OAU, Ile Ife	28	21
		Anglican central middle school, Ile Ife	28	21
		Anglican central pry school, A, Ilare, Ile-Ife	20	15
	Ife East	AUD high school, Iloro, Ile-Ife	29	22
		Community Middle school, Ile-Ife	25	19
		C.A.C. primary school A, Moore	08	6
	Ilesa East	Ilesa high school, Okesa, Ilesa	58	45
		St Lawrence middle school, Ilesa	30	22
		Irojo community primary School	10	8
	Oriade	Ipetu-jesa high school, Ipetu-jesa	43	32
		Elefosan middle school	20	15
		St Mathew primary school, Ijebu-jesa	20	15
Osun West	Irewole	Fatima high school, Ikire	30	22
		Baptist middle School, Ikire	18	14
		Baptist day primary school 1, Ikire	12	9
	Iwo	Iwo high school, Iwo	32	24
		St Anthony Catholic middle school	16	12
		Aipate Baptist school 1	18	14
	Ede South	Adventist high school, Ede	49	37
		Obalaoye middle school, Ede	32	24
		St Peter Anglican pry school, Oke-Egan, Ede	30	22
	Ejigbo	Ejigbo Baptist school, Ejigbo	25	19
		L.A. Middle School, Ejigbo	21	16
		AUD Elementary school 1, Ejigbo	25	19

4. Results

This section presents the results regarding other conflict resolution mechanisms. In this section, I assess whether there are viable alternatives, away from the government, that could be engaged in the resolution of the conflict between the teaching service and the government of Osun State. The result from table 3 reveals that 40.3% strongly disagree and 28.7% disagree, that government has utilized the best alternatives in handling ongoing conflict within the teaching service of Osun State. 14.4% agree and 9.5% strongly disagree that government has utilized the best alternatives in handling ongoing conflict within the teaching service of Osun State. 7.1% of respondents remain undecided. The table shows that 3.3% of the respondents strongly disagree and 11.8% disagree that private business has a role to play in mitigating the industrial conflict in the teaching service of Osun State, while 42.8% agree and 33.8% strongly agree that private business has a role to play in mitigating the industrial conflict in the teaching service of Osun State. 8.2% of the respondent remains undecided and the missing invalid response is 3.2%. The result shows that majority of the respondents agree to the assertion that private business has a role to play in mitigating conflict and should be encouraged. The respondents that agree are 77% while those that disagree are 10.6% to the assertion that track- two diplomacy (intervention of non- governmental organization) have the capacity of mitigating industrial conflict in Osun State. 33.5% strongly agree and 43.5% agree to this assertion while 1.6% strongly disagree and 9.0% disagree and 12.5% remain undecided on the research question.

Table 6 shows the different responses of respondents in the order of usage of the following strategies used for managing industrial conflicts between the teaching service and Osun State government. The responses show that in the conflict between the teaching service and Osun State government, 77.8% agree that collective bargaining is used often to settle industrial conflict, 61.1% agrees that setting up of ad-hoc is seldom, and the use of Third party not in use because 42.0% agree that it is not in use as against 26.7% that feel it is often used, and 31.3% that believe it is seldom used. 44.7% feel that the use of executive order (cohesion, threats and arrest of labour leaders) has been the option that is seldom explored in the industrial conflict between the teaching service and the Osun State government. In all the strategies mentioned, the respondents showed that collective bargaining is frequently used as 508 respondents were of the opinion that it is frequently utilized.

Table 7 reveals that collective bargaining is the most effective mechanism of managing conflict with 67.4% in favour of setting up of ad hoc committee as an effective strategy with 57.2% of respondents in support. The result further shows that 73.4% are of the opinion that the use of executive order (cohesion, threats, and arrest of labour leader) is not an effective strategy of managing industrial conflict. Therefore, it should not be encouraged, rather the use of collective bargaining and setting up of ad hoc committees for proper inquiry and implementation of findings of the committees should be encouraged as effective strategies in managing the industrial conflict between the teaching service and Osun State government.

Table 3. Do you think that the government has utilized the best alternatives in handling ongoing conflict within the teaching service of Osun State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	280	39.2	40.3	40.3
	D	199	27.8	28.7	69.0
	U	49	6.9	7.1	76.1
	A	100	14.0	14.4	90.5
	SA	66	9.2	9.5	100.0
	Total	694	97.1	100.0	
Missing	System	21	2.9		
	Total	715	100.0		

Table 4. Do you think private business have a role to play in mitigating the industrial conflict in the teaching service of Osun State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	23	3.2	3.3	3.3
	D	82	11.5	11.8	15.2
	U	57	8.0	8.2	23.4
	A	296	41.4	42.8	66.2
	SA	234	32.7	33.8	100.0
	Total	692	96.8	100.0	
Missing	System	23	3.2		
Total		715	100.0		

Table 5. Do you feel that the track-two diplomacy (interventions of Non-governmental organization) can assist in mitigating industrial conflict in Osun State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	1.5	1.6	1.6
	D	62	8.7	9.0	10.6
	U	86	12.0	12.5	23.0
	A	300	42.0	43.5	66.5
	SA	231	32.3	33.5	100.0
	Total	690	96.5	100.0	
Missing	System	25	3.5		
Total		715	100.0		

Table 6. Please rank the type of strategies used for managing industrial conflicts between the teaching service and Osun State government in order of usage.

Collective bargaining					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	508	71.0	77.8	77.8
	Seldom	99	13.8	15.2	93.0
	Not Use	46	6.4	7.0	100.0
	Total	653	91.3	100.0	
Missing	System	62	8.7		
Total		715	100.0		

Setting up of ad-hoc bodies (commissions and committees)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	209	29.2	31.8	31.8
	Seldom	402	56.2	61.1	92.9
	Not Use	47	6.6	7.1	100.0
	Total	658	92.0	100.0	
Missing	System	57	8.0		
	Total	715	100.0		

using third party

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	174	24.3	26.7	26.7
	Seldom	204	28.5	31.3	58.0
	Not Use	274	38.3	42.0	100.0
	Total	652	91.2	100.0	
Missing	System	63	8.8		
	Total	715	100.0		

through executive order (cohesion, threats and arrest of labour leaders)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	171	23.9	26.8	26.8
	Seldom	285	39.9	44.7	71.5
	Not Use	182	25.5	28.5	100.0
	Total	638	89.2	100.0	
Missing	System	77	10.8		
	Total	715	100.0		

others (Please specify)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NUT not recognized	1	.1	7.7	7.7
	2.00	2	.3	15.4	23.1
	3.00	10	1.4	76.9	100.0
	Total	13	1.8	100.0	
Missing	System	702	98.2		
	Total	715	100.0		

Table 7. How effective are these mechanisms in managing industrial conflict in the teaching service?

Collective bargaining					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most Effective	441	61.7	67.4	67.4
	Effective	142	19.9	21.7	89.1
	Not Effective	71	9.9	10.9	100.0
	Total	654	91.5	100.0	
Missing	System	61	8.5		
	Total	715	100.0		

Setting up of ad-hoc bodies (commissions and committees)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most Effective	211	29.5	31.9	31.9
	Effective	378	52.9	57.2	89.1
	Not Effective	72	10.1	10.9	100.0
	Total	661	92.4	100.0	
Missing	System	54	7.6		
	Total	715	100.0		

using third party					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most Effective	141	19.7	21.7	21.7
	Effective	196	27.4	30.2	51.8
	Not Effective	313	43.8	48.2	100.0
	Total	650	90.9	100.0	
Missing	System	65	9.1		
	Total	715	100.0		

through executive order (cohesion, threats and arrest of labour leaders)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most Effective	45	6.3	7.0	7.0
	Effective	125	17.5	19.5	26.6
	Not Effective	470	65.7	73.4	100.0
	Total	640	89.5	100.0	
Missing	System	75	10.5		
	Total	715	100.0		

		others (Please specify)			
		Frequency	Percent	Valid Percent	Cumulative Percent
	Most Effective	1	.1	8.3	8.3
Valid	Effective	2	.3	16.7	25.0
	Not Effective	9	1.3	75.0	100.0
	Total	12	1.7	100.0	
Missing	System	703	98.3		
	Total	715	100.0		

5. Conclusions

The purpose of this paper is to explore some industrial conflict management strategies in the teaching service in Nigeria with a focus on Osun State. The major findings in this study indicate that a great majority of them believe that other viable alternatives that could be engaged in resolving the conflicts between the teaching service and the Osun State government are yet to be explored. Some of those viable alternatives include involving the private businesses or business owners, and the Non-Governmental Organisations. Further on this, the bulk of the respondents are in favour of collective bargaining as opposed to executive orders or acts of cohesion from the government. It is recommended that the government should consider alternative viable measures for resolving the conflict between teachers and the Osun state government.

The implication of the findings is that other remedies could be applied in settling the age-long industrial crisis between the teaching service and the government. All stakeholders involved in this sector should be actively consulted and engaged if there is to be an overhaul and positive outcome. Also, policymakers should review the provisions of the NUT Act to ensure that the law does not grant too much power to the government compared to teachers in order to create a level playing ground in the area of dispute resolution. Furthermore, legislation should give teaching employees more power to negotiate their wages with government employers so as to avoid the incessant strikes and industrial actions that have plagued the teaching service in the last decade.

Future research can use sophisticated quantitative methods to determine the appropriate strategies for resolving industrial in the teaching service in Osun state. Future studies can also extend this research by examining the strategies that could be used to resolve industrial conflict in other critical sectors such as the medical profession, the civil service and in the transportation sector.

Supplementary Materials: None.

Author Contributions: All parts of this research article was written by the sole author.

Funding: This research received no external funding.

Data Availability Statement: The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Acknowledgments: I acknowledge the encouragement and support Mr Francis Opene in completing this research.

Conflicts of Interest: The author declares no conflict of interest.

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Appendix A

Section A: Bio Data

Instruction: please tick the blank space using [X]

1. What is your age?
 - Below 30 years []
 - 30-40 years []
 - 40 – 50 years []
 - 50 – 60 years []
2. Sex: Male [] Female []
3. Marital Status: Single []
 - Married []
 - Separate []
 - Divorced []
 - Widowed []
 - Other (please Specify) []
4. What is / are your academic qualification []
 - i. OND []
 - ii. NCE []
 - iii. HND []-Higher National Diploma
 - iv. Bachelor's Degree []
 - v. Post Graduate Qualification []

SECTION B: Explore other viable alternatives; away from the government that could be engaged in the resolution of the conflict between the teaching service and the government of Osun State.

Please indicate the level of effectiveness of the following questions

1. Do you think private business have a role to play in mitigating the industrial conflict service in the teaching service of Osun State?

Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
2. Do you feel that the track-two diplomacy (interventions of Non-Governmental Organisation) can assist in mitigating industrial conflict between in Osun State?

Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
3. Do you belief Multinational companies can positively overhaul the operations of the Industrial system in the teaching service?

Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
4. Please rank the type of strategies used for managing industrial conflicts between the teaching service and Osun state government in order of usage.

Please rank in these order: 1= often, 2= seldom, 3= Not use.

 - [] collective bargaining
 - [] setting up of ad-hoc bodies (commissions and committees)
 - [] using of third party
 - [] through executive order (cohesion, threats and arrest of labour leaders)

[] others (please specify).....

5. How effective are these mechanism in managing industrial conflict in the teaching service? Please rank in order of effectiveness as

1= Most effective, 2= effective, 3=not effective

- [] Collective bargaining
- [] setting up of ad-hoc bodies (commissions and committees)
- [] using third party
- [] through executive order (cohesion, threats and arrest of labour leaders)
- [] others (please specify).....

SECTION C: Ascertain whether the review of the Act establishing the NUT holds any prospects in terms of galvernising the teachers’ labour force to become more productive.

1. How many years have you been in the Teaching Service? A. 0-5years [] B. 6-10years [] C. 11-15years [] D. 16- 20years [] E. 21years and above []
2. How often do you attend Nut meetings?
Often [] seldom [] not all []
3. Have you gone through the Act establishing the NUT?
Yes [], No []
4. Do you think that the Act establishing the NUT addresses the financial benefits challenges suffered by NUT members that other ministries enjoy?
Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
5. Do you think that the Acts establishing the NUT holds prospect in terms of improving the productivity of the teaching service?
Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []

SECTION D: Examine the significant roles globalisation could play in the total re-structuring of industrial relations amongst the key players in the education sector at the primary and secondary school levels.

1. Do you feel that globalisation can have positively effect on present-day industrial relations?
Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
2. Do you feel improved synergy of information and sound feedbacks can improve the Industrial relations?
Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
3. Do you think that the Public Private Partnership (PPP) of educational administration will promote the education quality and industrial relation?
Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
4. Do you think that the government has utilized the best alternatives in handling ongoing conflict within the teaching service of Osun State?
Strongly, Agree [], Agree [] undecided [] disagree [], strongly disagree []
5. what in your opinions are the issues in contention in Osun teaching service not addressed by the Acts establishing the NUT and by the government in two words?
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Thank you for your cooperation