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Industrial Disharmony and Sustainable Development Goals of State Government-Owned Tertiary Institutions in Southwest Nigeria

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Abstract

Nigerian public tertiary institutions have been plagued with incessant industrial conflicts that are always pronounced in form of strike actions and these had led to long closure of these public institutions with attendant negative effects on overall developments of these institutions. This study, therefore, examined the impact of industrial disharmony on sustainable development goal of state government-owned tertiary institutions in Southwest Nigeria. Two hypotheses were raised, and a descriptive survey research design of the ex post facto type was adopted for the study. The population for the study comprised of all the staff of three selected public tertiary institutions across three states in Southwest Nigeria (Moshood Abiola Polytechnic, Abeokuta; Adeniran Ogunsanya College of Education, Ijanikin, Lagos and Ladoke Akintola University of Technology, Ogbomosho). Simple random and proportionate stratified technique was used to select the respondents based on staff classification into academic (302), senior non-teaching (103) and junior non-teaching (280) cadres totaling 685 respondents. A self-designed questionnaire entitled Industrial Disharmony and Sustainable Development Goals Questionnaire (IDSDGQ) was used to collect information from the respondents. Data were analyzed using regression analysis to test the two hypotheses raised for the study at 0.05 level of significance. The findings revealed that industrial disharmony had a significant impact on sustainable development goals of state government-owned tertiary institutions in Southwest Nigeria. It is, therefore, recommended that state governments as proprietors of these tertiary institutions should strive to increase the funding of these institutions since a lack of adequate funding has been identified as a major source of industrial disharmony in public tertiary institutions.

Key Words: industrial disharmony, sustainable development, academic excellence, economic viability, state government-owned tertiary institutions

1. Introduction

Ownership of tertiary institution in Nigeria is a three-tier arrangement. Federal government-owned tertiary institutions are on the first-tier list, while those owned by state governments are on the second-tier list. The third-tier list is made up of tertiary institutions owned by private individuals and organizations. In Nigeria, tertiary institutions include educational institutions attended after the completion of secondary school education and these embrace universities, polytechnics, colleges of education,

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monotechnics and other vocational training centres. According to Varrella (2020), Nigeria presently has 170 universities (federal government-owned - 43; state government-owned - 48 and privately owned - 79). This trend applies to ownership of polytechnics and colleges of education in Nigeria.

The management of state-owned tertiary institutions involves people with different attitudes, interests and desires. In such situations where these sets of people work together, the tendency that there will be conflicts is high. Although, there is need for both the management and the workers in these tertiary institutions to work harmoniously in order to enable the institutions achieve their set goals and objectives, the fact that both groups will have to share limited resources coupled with the fact that their values and interests often differ may make working together without conflict unattainable.

The above describes the tertiary institution system in Nigeria. The management of any tertiary institution will have to deal with at least three unions (one for academic staff and the other two for senior and junior non-teaching staff). In the case of universities, a fourth union for the technologists is included. These unions are always at loggerhead with the management of these tertiary institutions due to the variety of demands of individual unions. This has been a major factor causing industrial disharmony in Nigerian public tertiary institutions. Inadequate and / or ineffective communication has also been fingered as another factor causing industrial disharmony. Where management of these public tertiary institutions fails to inculcate the use of timely, effective and adequate communication, conflicts will become inevitable. To corroborate this, Iwanbe (2002) offers that most schools, especially tertiary institutions in Nigeria do not take effective communication serious in the management of their institutions and this has been a major factor instigating conflicts in tertiary institutions. It is in this way that inadequate and ineffective communication in a tertiary institution setting can breed misunderstanding, suspicion, mistrust, rumours, and, ultimately, conflict or crisis.

In recent times, Nigerian public educational institutions have experienced disharmony, instability and other forms of industrial conflict. One major cause of industrial disharmony in Nigerian tertiary institutions has been linked to poor communication, which has resulted in low productivity. Low productivity in any organization has the propensity to bring disagreement between the management and the workers. Enyi (2001) and Nworgu (2005) attest to the fact that most tertiary institutions in Nigeria experience conflicts because of poor communication between the management and the students. Tertiary institutions, 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 and might be counter-productive and give rise to inefficiency, ineffectiveness or mental stress in the achievement of stated organizational goals and objectives. Wahab (2018) suggests that the only constant thing in the academic calendar of Nigerian universities is the persistent conflict between Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria. He further reiterates that ASUU always demand better funding of the university system and each time an agreement is reached, the government always reneges of its promise and this has plunged the university system into avoidable industrial conflicts almost every year. Amadi and Urho (2015), noting the unpleasant effect of industrial conflicts in tertiary institutions, express the idea that most academic activities for the institutions are distorted almost every year and this is a major cause of production of graduates who are deficient in their field of study. This will definitely have effects on sustainable development goals of the institutions and the nation at large.

Employment and subsequent empowerment of academic and non-teaching staff of tertiary institutions with relevant skills has been identified as a solution to the problems of increasing rates of social vices, which hamper sustainable developments in these tertiary institutions. The call for an innovative service delivery mechanism in Nigerian public tertiary institutions has resulted in the need to improve the development of human resource management by way of employment of qualified and skilled workers

for these tertiary institutions, which will in turn improve industrial peace and enhance sustainable developments. Well-trained human resource department personnel can mitigate conflict in tertiary institutions. Tertiary institutions are known to depend on effective and efficient academic and non-teaching staff to achieve their aims and objectives, which include the achievement of sustainable development in these tertiary institutions. Irrespective of their financial muscles, tertiary institutions would still need efficient and effective academic and non-teaching staff to manage and drive other resources. It is, therefore, not out of place to safely conclude that human resources is the most vital of all the assets in these institutions. In support of the above idea, Nwankwo (2000) is of the view that effective and efficient academic and non-teaching staff are the highest assets any tertiary institution can aim to have. He further posits that success or failure of any tertiary institution to achieve its aims and objectives depends largely on the quality of the academic and non-teaching staff at their disposal in order to plan and execute their programmes in order to achieve their overall objectives.

However, recognizing that the basis for competitive advantage is essential to developing a different frame of reference for tertiary institutions considering issues of having efficient and effective staff as strategic, because human resource aims to ensure that there is retention of skilled, committed and well-motivated workforce it needs. This means that taking steps to assess and satisfy future people needs and to enhance and develop their inherent capacities – their contributions, potential and employability by providing learning and continuous development (Anyadike, 2014).

Industrial conflicts in Nigerian universities have become endemic and this has been a major source of concern to both the students and parents. In 2020, the Academic Staff Union of Universities (ASUU) embarked on industrial action that lasted for nine months. All public universities in the country were closed down. The cause of disagreement was the inability of the Federal Government of Nigeria to implement collective agreement joint and freely entered into with the union in 2009. It is instructive to note that the union has been on this very agreement since 2009, making it eleven years during which the issue has been left festering. The damage done to these educational institutions is certainly enormous, as a great number of students could not make it back to their various institutions due to several reasons. Paramount among these reasons are – the attractive nature of cyber-crime in Nigeria which is prevalent among the youth, demise of major sponsors of these students as a result of the devastating effects of the global COVID-9 pandemic and the loss of confidence and interests in the Nigerian tertiary education system on the part of the students.

University-based conflicts do not come in the same form in Nigeria, since different universities have different sources of conflicts. According to Fatile and Adejuwon (2011), university-based conflicts vary from campus to campus and it certainly reflects the size of the institution, students' population, governance system and the unionization process of the workforce of the various universities. Tertiary institutions in Nigeria go through several conflicts situations and some of these sometimes snowball into violent encounters between the aggrieved workers and security agents employed by the management of the tertiary institutions to subdue the workers and whip them back to line. Fatile and Adejuwon (2011) were of the view that some industrial conflicts are unique to the university settings in Nigeria. This uniqueness causes conflicts arising from enforcement of academic freedom, research matters, and management of personnel matters. Based on the above, it is imperative to ponder on the likely effects of these conflicts on the sustainable development goals of these tertiary institutions. According to Agbonna (2009), Nigerian higher institutions have witnessed several industrial conflicts many of which have culminated into pure anarchy with devastating consequences on the development and the realization of the objectives of these institutions. This sometimes renders these institutions ungovernable. It is a common sight in Nigeria to see the head of tertiary institutions move around with armed security operatives. The reason is not for protection against kidnapers and bandits, but most of times to protect them against union leaders with violent tendencies.

2. Literature review

Industrial disharmony has become a focal concept in industrial relations system. Igbaji (2009) is of the view that the threat of strike and other forms of industrial disharmony may not be absolutely prevented, but it can be managed to bring down the conflicts that often come from it, if the management is well equipped with the right human resources. In recent times, tertiary institutions which include universities, polytechnics and colleges of education had been locked up for an indefinite period due to industrial disharmony and some students got pregnant or derailed by engaging in all manner of vices like internet fraud or scam as a result of unresolved industrial dispute bothering on minimum wage, poor funding of tertiary institutions and inability of the government to implement collective agreements freely signed with staff unions of these tertiary institutions.

The roles of government in enhancing industrial peace in the universities in Nigeria have received a wide attention in the literature of industrial relations. This is amplified by the findings of Osamwonyi & Ugiagbe (2013) which confirmed that many organizations (including tertiary institutions) in Nigeria suffer from many avoidable industrial challenges caused by government nonchalant attitude towards resolving industrial disputes in addition to ineffective and inefficient management styles of the management of these tertiary institutions. As a result of the above, productivity is seriously affected because of frequent industrial conflicts caused by strained relationship between the management of these institutions and labour unions.

Information mismanagement has been seen as a culprit in cases of industrial disharmony in tertiary institutions. Udejah (2001) found that effective communication in tertiary institutions enhances industrial harmony and hampers the development of rumours, gossips and falsehood, which will not be of any benefit to the growth of these institutions. These, in turn, have the potential to generate conflict within the institution. Thus, Nworgu (2005) observed that conflicts between groups can be an indication of a lack of effective communication and positive interaction. On the other hand, effective and timely communication has the potential of quick detection of internal strains between the management of these tertiary institutions and the house unions, which will in turn serve as a catalyst for conflict prevention and increased productivity.

Industrial peace, which can be regarded as an antonym of industrial disharmony, is not the absence of disagreement, but it is when there is an understanding between employers and employees that permits the system to achieve the set goals. Industrial peace enhances labour productivity and in turn improves performance in industrial sector, achieving economic growth and enhancing living standards and quality of life. Further, industrial peace creates a peaceful working environment conducive to tolerance, dialogue and other alternative means of resolving industrial or labour disputes in Nigeria (such as negotiation, mediation, arbitration, conciliation and litigation or court adjudication). This creates a high level of employee satisfaction. Suggestively, the imperatives of industrial peace are the most potent panacea in a developing economy like Nigeria, for a productive system and sustainable human development (Onasanya, 2009).

Albert and Yahaya (2013) lend credence to this view, that the pattern of industrial relations in Nigeria has been conflictual in nature with disruptive consequences and significant work stoppages. Several reasons have been put forward to explain constant conflicts between the management of tertiary institutions and the unions.

Iheriohanma (2007) submits that the practice of exclusionism, derogation of organizational communication and neglect of power sharing mechanism tends to generate disharmony in many tertiary institutions.

Industrial conflicts in educational settings is not peculiar to Nigerian tertiary institutions as researches have shown that it is a world-wide phenomenon. According to Mojalefa (2021), industrial crises have frequently paralyzed educational endeavours in most educational institutions in Lesotho, the South African Republic. He asserted that there is no year that tertiary institutions will not experience industrial actions in Lesotho and this sometimes results in workers resorting to violent and destructive

engagements leading to looting of shops and private properties and the destruction of government properties when and if prompt attention is not given to the demands of the aggrieved workers.

The United States of America, as advanced as the country might be in the areas of wage administration, have had its share of industrial conflicts in its educational institutions. According to Thrupp and Lupton (2006), teachers' strikes in West Virginia and Oklahoma were caused by demands for higher pay. The workers argued that the pay in these two states was one of the lowest in the whole of the United States of America.

Findings by Bernardo and Baranovich (2014) revealed that in the Philippines, industrial conflicts in educational institutions are mostly caused by cultural and religious differences existing among the workers and the management of the tertiary institutions. This would normally hamper the smooth running of these institutions in the country. Similarly, several studies have reported that the violation of the institutional regulations bordering on first appointment of lecturers, absence of research ethics code and non-recognition of workers' inputs into management decisions through suggestions are the majors causes of industrial disharmony in tertiary institutions in the Yemen Republic (Muthanna, 2015; Muthanna, 2016; Muthanna and Karaman, 2014).

In South Africa, the major cause of numerous conflicts besetting tertiary institutions are problems of historical poverty, competition for jobs with migrant workers, agitation for wage increase and mismatch between wage offers and demands (Murwirapachena, 2014). These and many more studies have confirmed that industrial disharmony in tertiary educational institutions is not limited to Nigerian educational tertiary institutions.

Sustainable development in Nigerian public tertiary institutions requires the availability of competent and committed human resources. Using education as a tool, the government hopes to produce work force that will serve in different capacities and contribute positively to the nation's socio-economic and political development. There is no doubt that sustainable economic development cannot be achieved without substantial investment in human capital through tertiary education.

Higher education is seen as a catalyst for national creativity and productivity. It enhances social and economic development of people. The quality of knowledge that is accruable from tertiary institutions in Nigeria is critical for the development of the country. Sound tertiary education that can galvanize people toward productivity is a major way to transform the country economically, socially and politically. Nations like Nigeria can achieve sustainable developments through quality and sound tertiary education aimed at human capital development. According to Asiyai (2015), tertiary education provision enables the people of any nation acquire skills and relevant attitudes which will be used in increasing productivity, creativity, competence, and innovation.

Federal Government of Nigeria stated in the national policy on education document that it will use tertiary education as a tool for the production of competent work force and hopes to increase the speed of socio-economic and political development of Nigeria. Particularly, the government has made tertiary education the catalyst for high-level relevant work force training, self-reliance, national utility and international understanding (Federal Government of Nigeria, 2004). In pursuit of these objectives, institutions of higher learning such as universities, polytechnics, colleges of education and mono-technics have been established in different parts of the country by the government, private organizations and individuals. These institutions admit, train and graduate students in different fields.

Sustainable development has become a crucial issue in order to raise awareness, increase motivation, for both individuals and organizations, to develop and implement innovative solutions. Hence, an incredible variety of different contributions was offered from different perspectives. The whole idea behind sustainability lies in nations' ability to develop the education of their citizens. Education for sustainable development has been portrayed as an agent that enables people to develop knowledge,

values, and skills in order to engage in activities that will improve the quality of life of the citizenry. Dyer, Selby and Chalkley (2006) indicate that an individual should possess the knowledge, skills, attitudes, and values required for living and working in a sustainable manner. These attributes have been seen as the basis for making tertiary education for sustainable development a priority.

Higher education for sustainability prepares people to understand the nexus between economic, social and political systems. It is also seen as a catalyst toward sustainable development through its traditional mission of teaching, research and community service. This will help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions for the benefit of themselves and others and in the future.

Economic sustainability is defined as a means of realization of viable, long-term economic operations, providing socio-economic benefits that are fairly distributed to all stakeholders, including stable employment and income-earning opportunities and social services to people. Economic sustainability is a core issue implicating every step of development. In support of economic sustainability, it is internationally accepted that education is a vital tool and is essentially a process of learning (UNESCO, 2000).

The economic sustainability is a way of thinking about how we organize our lives and work using limited natural resources in order to satisfy the needs not only of our, but also of future generations. Therefore, economic sustainability requires education that will change mental models, which structure human thinking and inform the decisions and actions for more responsibility (UNESCO, 2000). Through education for economic sustainability, it is possible not only to understand economic sustainability, but also to promote and to improve the capability of people to address the issues with responsibility. The National Policy on Education in Nigeria states that the goals of education are building a united, strong and self-reliant nation, a great and dynamic economy, a just and egalitarian society, a land full of bright and full opportunities for all citizens and a free and democratic society (Orji, 2012).

According to Edward, Weedon and Riddell (2008), economic sustainability involves learning as education, training and/or learning intended to equip persons for a specific vocation in industry, commerce, IT and/or that which aims to enhance knowledge and skills to enable the learners fit successfully in the modern-day workplace. They further state that the acquisition of the appropriate practical skills that education offers is a means by which the productive power of a nation can be increased, which will result in capable human resources and economic growth of the nation.

2.1 Statement of the Problem

Nigerian public tertiary institutions system has been plagued with incessant industrial disharmony. Hardly can any year pass without incidents of industrial disharmony, which is always pronounced in form of strike action, and this, in turn, in some cases has led to closure of these public tertiary institutions for several months. In 2020, universities in Nigeria were closed down for nine months because of strike action organized by Academic Staff Union of Universities (ASUU). Closure of these institutions signifies that they are likely to be far away from the achievement of their sustainable development goals.

The current study, therefore, examined the impact of industrial disharmony on sustainable development goal of state government-owned tertiary institutions in Southwest Nigeria.

2.2 Objective of the Study

The objective of the study was to examine the impact of industrial disharmony on academic excellence and economic viability of state government-owned tertiary institutions in Southwest, Nigeria

2.3 Research Hypotheses

Based on the objective of the study, two hypotheses were raised and tested for their significance.

Ho1: Industrial disharmony has no significant impact on academic excellence of state government-owned tertiary institutions in Southwest, Nigeria.

Ho2: Industrial disharmony has no significant impact on economic viability of state government-owned tertiary institutions in Southwest, Nigeria.

3. Methodology

3.1 Research Design

The study made use of a descriptive survey research design of the ex post facto type. In this design the researchers did not need to manipulate the variables.

3.2 Population

The population for the study comprised of all the staff of the three selected public tertiary institutions (Moshood Abiola Polytechnic, Abeokuta, Ogun State; Adeniran Ogunsanya College of Education, Ijanikin, Lagos, Lagos State and Ladoke Akintola University of Technology, Ogbomosho, Oyo State). The total number of staff of these institutions was three thousand four hundred and twenty-seven (3427) comprising of academic, senior non-teaching and junior non-teaching staff.

3.3 Sample and Sampling Technique

Simple random and proportionate stratified technique was used to select the respondents based on the staff classification into academic, senior non-teaching and junior non-teaching cadres. Twenty percent (20%) of the total population was selected as respondents (academic staff - 302, senior non-teaching - 103 and junior non-teaching staff – 280, totaling 685).

3.4 Research Instrument

A self-designed questionnaire entitled Industrial Disharmony and Sustainable Development Goals Questionnaire (IDSDGQ) was used to elicit information from the respondents. A test-retest method was used to determine the reliability of the questionnaire (it was administered to 20 respondents who were not part of the main study).

3.5 Method of Data Analysis

Regression analysis was used to test the research hypotheses for the study at 0.05 level of significance.

3.6 Results and analysis

Hypothesis One

Ho1: Industrial disharmony has no significant impact on academic excellence of state government-owned tertiary institutions in Southwest Nigeria.

Table 1. Summary of regression analysis of industrial disharmony on academic excellence of state government-owned tertiary institutions in Southwest, Nigeria

R = .793^a

R-Square = .630

Adjusted R-Square = .055

Standard Error = 32183.963

Source	Sum of Squares	Df	Mean Squares	F	Sig	Remarks
Regression	44083.365	1	13446.511	17.28	.031 ^b	Reject H ₀
Residual						
Total	41667.490	679	10416.650			
	55108.3222	680				

a. Predictor: Industrial Disharmony

b. Dependent Variable: Academic excellence

The result in Table 1 showed the significant impact of industrial disharmony on academic excellence of state government-owned tertiary institutions in Southwest, Nigeria ($R = .793$; $R^2 = .630$; $F_{(1, 4)} = 17.28$; $P = .31 < .05$). This result showed that industrial disharmony accounted for 63% of the total variance in academic excellence and that there is a strong correlation between industrial disharmony and academic excellence in state government-owned tertiary institutions in Southwest, Nigeria. The null hypothesis, which stated that there is no significant impact of industrial disharmony on academic excellence of state government-owned tertiary institutions in Southwest Nigeria, was hereby rejected. This result showed that industrial disharmony had a significant impact on academic excellence of state government-owned tertiary institutions in Southwest, Nigeria.

Hypothesis Two

Ho2: Industrial disharmony has no significant impact on economic viability of state government-owned tertiary institutions in Southwest Nigeria.

Table 2. Summary of regression analysis of industrial disharmony on economic viability of state government-owned tertiary institutions in Southwest Nigeria

R = .645^a

R-Square = .418

Adjusted R-Square = .376

Standard Error = 10206.894

Source	Sum of Squares	Df	Mean Squares	F	Sig	Remarks
Regression	10416.653	1	10415.544	41.4	.037 ^b	Reject H ₀
Residual						
Total	41666.342	679	10416.615			
	52083.100	680				

a. Predictor: Industrial Disharmony

b. Dependent Variable: Economic viability

The result in Table 2 showed the significant impact of industrial disharmony on economic viability of state government-owned tertiary institutions in Southwest, Nigeria ($R = .645$; $R^2 = .418$; $F_{(1, 4)} = 41.4$; $P < .05$). This result showed that industrial disharmony accounted for 41.8% of the total variance in economic viability of state government-owned tertiary institutions in Southwest Nigeria and that there is an average correlation between industrial disharmony and economic viability of state government-owned tertiary institutions in Southwest Nigeria. The null hypothesis, which stated that there is no significant impact of industrial disharmony on economic viability of state government-owned tertiary institutions in Southwest Nigeria, was hereby rejected. This result showed that industrial disharmony had a significant impact on economic viability of state government-owned tertiary institutions in Southwest, Nigeria.

3.7 Discussion

From the result generated from the analysis of hypothesis one, it was found out that industrial disharmony has a statistically significant effect on the achievement of academic excellence in state government-owned tertiary institutions in Southwest Nigeria. From the result, industrial disharmony accounted for 63% of the total variance in academic excellence and that there is a strong correlation between industrial disharmony and academic excellence among state government-owned tertiary institutions in Southwest Nigeria. In addition to the above, the result generated from the analysis of hypothesis two also confirmed that industrial disharmony has a statistically significant effect on economic viability of state government-owned tertiary institutions in Southwest Nigeria. From the result, industrial disharmony accounted for 41.8% of the total variance in economic viability excellence and that there is an average correlation between industrial disharmony and economic viability of state government owned tertiary institutions in Southwest, Nigeria. The results indicated that incessant industrial conflict and the accompanying industrial disharmony have been an important cause of non-achievement of sustainable development goals (academic excellence and economic viability) of state government-owned tertiary institutions. The development of any kind requires peaceful and conducive atmosphere to materialize. Adekunle, Abimbola and Ehimen (2019) amplified this when they claimed that industrial disharmony have a negative consequence for the organizational growth and development, as well as physiological and behavioural responses for individuals working in such institutions. In addition, Agba, Ushie and Agba (2009) submitted that industrial disharmony in form of incessant grievances and conflicts between management and employees has manifested several negative consequences such as decline in the performance of the organization and the employees. All these indicated that industrial disharmony will impact negatively on developmental goals of tertiary institutions. State government-owned tertiary institutions cannot be an exception.

These findings are in consonance with Ukonu and Gideon (2016) who reported that National Industrial Court through its adjudicating roles plays significant roles in ensuring industrial harmony in Nigerian health sector. It was reported that National Industrial Court has risen to the challenges to extinguish the rising tension that might have escalated out of proportion in University of Abuja Teaching Hospital and this has engendered economic growth, development and industrial harmony in the health sector. The results above are also in line with the findings of Nwokocho (2015) who reported that industrial conflict is inevitable in all organizations; employers should, therefore, play a dominant role in ensuring peace by making major organizational policies to achieve corporate objectives. In addition to the above, the results are also in line with the findings of Akuh (2015) who conducted a research on industrial harmony as an imperative for academic excellence and productive educational system in Nigeria. Akuh (2015) submitted that promotion of visionary and disciplined leadership within our educational system is a key to a conducive environment for learning devoid of corrupt practices and indiscipline, which will curb industrial unrest and disharmony.

In a study conducted by Mojalefa (2021) on factors contributing to industrial conflicts withing higher education in Lesotho, the South African Republic, it was confirmed that a major factor, which has contributed to industrial disharmony in National University of Lesotho, is the inconsistent application of plocies across the institution by management. This factor has the capacity to stagnate sustainable development goals of tertiary institutions. Kaloki (2017) also affirmed that in Kenya issues such as oppression of women as perceived in the context of gender parity in power sharing remains a common cause of industrial disharmony. In addition, Bernardo and Baranovich (2014) asserted that in the Phillipines, industrial disharmony in educational institutions, which has remained a national problem hampering the development of these institutions, is caused by religious and cultural differences among the stakeholders.

4. Conclusion and Recommendations

The study has established that industrial disharmony has been a major impediment to the achievement of sustainable development goals in state government-owned tertiary institutions in Southwest Nigeria. Development can only thrive in a peaceful and conducive environment and Nigerian educational system cannot be an exception. Most of the developmental problems besieging public tertiary institutions in Nigeria are actually caused or influenced by a lack of industrial peace in these institutions. A situation where a larger part of institutions' academic calendar is spent under locks and keys will not only augur well for the achievement and sustenance of academic excellence and economic viability, but will also affect academic development of both students and staff of these state government-owned tertiary institutions.

Based on the findings and conclusion of this study, the following recommendations are made:

- Management of state government-owned tertiary institutions should embrace institutional policies that will ensure industrial peace in these institutions. Some of these policies should include the adoption of collective bargaining and implementation of collective agreement without pressure from the trade unions. This will create an atmosphere of trust from the workforce and peace will reign in these institutions.
- State governments as proprietors of these tertiary institutions should strive to increase the funding of these institutions. A lack of adequate funding has been identified as a major source of industrial disharmony in these tertiary institutions. It is on record that most strike actions in public tertiary institutions have resulted from funding problems.

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