Industrial Conflict Management and Resolution Instructional Module for Teaching TVET in Nigerian Universities

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Abstract

This paper developed and validated industrial conflict management and resolution instructional module for teaching Technical Vocational Education and Training (TVET) students in Nigerian universities. Four research questions and one hypothesis were used for the study. Research and Development design was adopted for the study. The population of the study comprised of 483 Business Education students and 349 Technical Education students making a total of 832 students in five Universities in South-South geopolitical zone in Nigeria and 200 final year students were purposively sampled for the study. A 70-item structured questionnaire was used to collect data for the study. The instrument was faced validated by five experts. Cronbach alpha was used to determine the reliability coefficient of the instrument which gave a value of .89. A five-point rating scale was provided for the respondents to make their responses on the research questions. The research questions were analyzed using Mean and standard deviation while independent t-test was used to test the hypothesis at .05 level of significance. Findings of the study revealed that the contents, specific objectives, instructional methods, materials and evaluation techniques of the developed industrial conflict management and resolution instructional module are highly appropriate for teaching TVET students in Nigerian universities. The study recommended among others that the National Universities Commission should adopt the developed industrial conflict management and resolution instructional module for teaching and learning process of TVET in Nigerian Universities.

Keywords: Nigerian Universities, TVET, Conflict Management, Conflict resolution, Instructional Module.

Introduction

The establishment of educational standards in Nigeria since the introduction of the National Policy on Education has improved through different policy formulations which placed University education as a tertiary institution for developing skilled manpower. According to Akpan (2018), Abolo (2019), Akomolafe and Adesua (2019), the National Universities Commission (NUC), is the Federal government agency entrusted with the responsibilities of granting approval for the establishment of educational institutions offering degree programmes, accreditation of programmes, ensuring quality assurance, coordinating and controlling the administrative matters of the Universities. In the view of Jimoh, Hyginus, Samson, Samson, Obe, Olusesan and Ojo (2020), the responsibilities of Nigerian universities include admitting students, training students and graduating students in various degree programmes for gainful employment in an occupation or self-reliance.

In Nigerian educational system, universities offer Technical vocational education and training (TVET) programmes leading to the award of Bachelor of Science in Education (B.Sc Ed.) in Technical and vocational education to students who have fulfilled the University Faculty of Education requirements in broad areas of specialization such as Agricultural Science, Business Education, Home Economics Education, Computer Science Education and Industrial Technology/Technical Education for the purpose of producing skilled manpower required for the nation's economic and technological development (FRN, 2013 Ayonmike and Okeke, 2015; Ismail and Mohammed, 2015; Auta, 2017; Ayonmike, 2020; Owo and Deebom, 2020). In the same vein, Edokpolor and Owenvbiugie (2017), Ramadan and Chen (2018), Oladejo (2019), Danladi, Adamu, Usman, and Doma, (2020), described TVET as a programme for the acquisition of skills needed in the world of work to raise prospects for productive work, personal empowerment and socio-economic development, for sustainable livelihood in the speedily changing work milieu.

The Federal Government of Nigeria (FRN, 2013), stated that TVET is designed to promote the inculcation of requisite knowledge and employability skills in the students for increased productivity and sustainability in educational systems and industries. According to Edet, Benson and Williams (2017) and Owan (2018), no organization can effectively carry out its day to day activities without encountering conflict. In the same vein, Martin (2013), Islam and Klan (2019), noted that educational systems and industries are well known for its high level of inter-personal and inter-organizational conflict. Ndum and Okey (2013), maintained that crisis ranging from conflict between staff and administrators, students and staff, employers and employees has hindered increased productivity and sustainability of educational systems and industries in Nigeria.

Industrial conflict according to Mba (2013), Kazimoto (2013) and Otegbulu (2014), is described as the presence of discord that occurs when goals, interests or values of different individuals or groups are incompatible and frustrate each other's attempt to achieve set objectives in industrial system. The industrial conflicts have given rise to distrust and hostility among professionals and academics thus contributing in hampering smooth, effective and efficient administration in the educational system and industry. For industrial conflicts to be eliminated, prospective employees must understand the concept of conflict management and resolution techniques. In the view of Akinradewo (2017), conflict management seeks to limit the negative

aspects of conflict by inducing a positive performance while conflict resolution according to Igboeche (2015), Mungania and Kihoro (2017), refers to the methods and processes involved in facilitating the peaceful reduction, elimination or termination of all forms and types of conflict. Hence, the promotion of an enduring industrial conflicts management and resolution is essential for harmonious industrial environment which this study develop and validate industrial conflict management and resolution instructional module for teaching Technical Vocational Education and Training (TVET) students in Universities.

Statement of the Problem

Educational systems and industries consist of varieties of people from different background, ethnicity and religion or belief which result in incompatibility of needs, ideas, beliefs, values or goals among the people working as a team. Within the educational systems and industries in Nigeria, conflict may arise as a consequence of enduring power struggle between workers and their employers over the control of various aspect of work, inequality in the distribution of proceeds of industry, job insecurity of the worker and poor management control. Mismanaged and unresolved industrial conflict could lead parties to abandon contact, unnecessary financial costs, withheld information or provide wrong information, missing meeting deadlines, lack of self-confidence, low trust level, communication problems, absenteeism, undertake legal actions, humiliation, embarrassment and stressed which could induce psychological, emotional, physical stress and diseases. To understand the multi-dimensionality of conflict in today's competitive industrial technology environment, studies have been conducted by scholars on industrial conflict to investigate and explain why conflict is inevitable in educational systems and industries but failed to develop Industrial conflict management and resolution instructional module for teaching Technical Vocational Education and Training (TVET) students in Nigerian universities. Hence, it is against these background that this study seeks to develop and validate industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities.

Purpose of the Study
The purpose of the study was to:
1. Determine the contents considered appropriate for inclusion in the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities.
2. Determine the specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities.
3. Validate the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities.
4. Try-out the industrial conflict management and resolution instructional module on TVET students taught with the module and students taught without the module in Nigerian universities.

Research Questions
The following research questions guided the study:
1. What are the contents considered appropriate for inclusion in the industrial conflict

management and resolution instructional module for teaching TVET students in Nigerian universities?

2. What are the specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities?

3. How valid is the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities?

4. To what extent are TVET students taught with the instructional module and TVET students taught without the instructional module understand industrial conflict management and resolution in Nigerian universities?

Hypothesis

One hypothesis will guide the study:

H0₁: There is significant difference in the mean response of TVET students taught with industrial conflict management and resolution instructional module and TVET students taught without the instructional module in Nigerian universities.

Methodology

The study was carried out in four Universities in South-South geopolitical zone in Nigeria. The study adopted Research and Development (R & D) design. According to Alshahad (2013), R & D is the use of research methods to design new products and procedures, field test, evaluate and refine the processes until they meet specified criteria of effectiveness, quality or similar standards. The population of the study comprised of 483 Business Education students and 349 Technical Education students making a total of 832 students from which 200 final year students were purposively sampled from five Universities in the study area.

A 70-item structured questionnaire titled: Development and Validation of Industrial Conflict Management and Resolution Instructional Module for Teaching TVET in Nigerian Universities Questionnaire was used. A five-point rating scale of Very Highly Appropriate (HA=4.50-5.00), Highly Appropriate (HA=3.50-4.49), Moderately Appropriate (MA=2.50-3.49), Lowly Appropriate (LA=1.50-2.49), Not Appropriate (NA=1.00-1.49) was provided for the respondents to make their responses in research questions 1.and 2 while Strongly Agreed (SA=4.50-5.00), Moderately Agreed (MA=3.50-4.49), Lowly Agreed (LA=2.50-3.49), Strongly Disagreed (SD=1.50-2.49), Undecided (SD=1.00-1.49) was provided for the respondents to make their responses in research questions 3 and 4. The instrument was face validated by three experts in Faculty of Law and two experts in Test and Measurement, University of Nigeria, Nsukka, Enugu State. In order to ensure the reliability of the instrument, Cronbach Alpha statistics was used to analyze the data collected which yielded a reliability coefficient of 0.89 which shows the instrument was reliable for the study.

The researchers administered the questionnaire directly to the respondents in the Universities with the help of three research assistants immediately after their final year examination. The instrument was collected immediately after completion which recorded 100% return rate. The data collected were analyzed using mean and standard deviation while independent t-test was used to test the hypotheses at .05 level of significance. Where the calculated t-value was greater than the tabulated value, hypothesis was rejected, where the calculated t-value was less than the tabulated value hypotheses was upheld.

Presentation of Data Analysis and Results

Research Question 1: What are the contents considered appropriate for inclusion in the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities?

Table 1: The contents considered appropriate for inclusion in the industrial conflict management and resolution instructional module.

S/N	Item Statement: Contents considered appropriate for teaching industrial conflict management and resolution	$\bar{x}$	SD	Dec.
1.	Definition of employee, employer and state their duties.	4.37	.66	HA
2.	Difference between industrial disputes and conflicts.	4.42	.74	HA
3.	Explain the causes of Industrial conflict and labour dispute.	4.48	.71	HA
4.	Types of Industrial conflict and labour dispute.	4.44	.68	HA
5.	Identification of parties Involved in industrial conflict and labour dispute.	4.39	.63	HA
6.	Identification of parties and stages involved in conflict resolution in work place.	4.05	.60	HA
7.	Identification of emerging trends/challenges of conflict resolution.	4.18	.59	HA
8.	Identification of Industrial Conflict and Labour dispute resolution processes.	4.36	.64	HA
9.	Identification of remedies and classifications for breach of contract.	4.24	.72	HA
10.	Distinguish between negotiation and collective bargaining.	4.30	.64	HA
11.	Distinguish between social dialogue and collective bargaining.	4.41	.76	HA
12.	Explanation of the benefits of negotiation, social dialogue and collective bargaining.	4.23	.65	HA
13.	Explanation of the process and stages of negotiation/ collective bargaining.	3.55	.73	HA
14.	Explanation of the institutions involved in negotiation/collective bargaining.	4.49	.77	HA
15.	Definition of termination of employment and processes.	3.96	.69	HA
	Grand Mean and Stand. Dev.	**4.28**	**.68**	**HA**

NOTE: HA – Highly Appropriate

The data presented in Table 1 shows grand mean and standard deviation of 4.28 and 0.68 respectively on the contents considered appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution in Nigerian Universities. The result indicates that the contents are highly appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution to TVET students in Universities in South-South geopolitical zone, Nigeria.

Research Question 2: What are the specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities?

Table 2: The specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module.

S/N	Item Statement A: Specific objectives On completion of this module, the student should be able to:	$\bar{x}$	SD	Dec.
1.	Explain the concept of industrial conflict and Labour Dispute.	4.22	.65	HA
2.	Explain the types and causes of Industrial conflict and labour dispute.	4.47	.70	HA
3.	Explain the concept of negotiation, social dialogue and collective bargaining.	4.39	.72	HA
4.	Differentiate the parties involved in negotiation, social dialogue and collective bargaining.	4.36	.67	HA
5.	Explain the legal framework for conflict management and resolution in Nigeria.	4.30	.63	HA
	Total	**4.35**	**.67**	**HA**
	Item Statement B: Instructional methods of the module			
6.	Use discussion method.	4.38	.66	HA
7.	Use project method.	4.21	.69	HA
8.	Use peer tutoring method.	3.54	.64	HA
9.	Use lecture method.	4.01	.68	HA
10.	Use problem solving method.	4.11	.59	HA
	Total	**4.05**	**.65**	**HA**
	Item Statement C: Instructional materials/facilities of the module			HA
11.	Case studies/Text books/Journals.	4.49	.61	HA
12.	Multimedia Projector.	3.92	.73	HA
13.	Interaction Whiteboard/Electronic Class Roll.	4.08	.75	HA
14.	Google Classroom.	4.37	.60	HA
15.	Desktop/Laptop Computer.	3.99	.67	HA
	Total	**4.17**	**.67**	**HA**
	Item Statement D: Evaluation techniques of the module			HA
16.	Ipsative Evaluation.	4.27	.58	HA
17.	Criterion-referenced Evaluation.	4.40	.70	HA
18.	Norm-referenced Evaluation.	4.44	.63	HA
19.	Formative Evaluation.	3.96	.74	HA
20.	Summative Evaluation.	4.48	.78	HA
	Total	**4.31**	**.69**	**HA**
	Grand Mean and Standard Deviation	**4.22**	**.67**	**HA**

NOTE: HA – Highly Appropriate

The data presented in Table 2 shows grand mean and standard deviation of 4.22 and 0.67 respectively on the objectives, methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution in Nigerian Universities. The result indicates that the objectives, methods, materials and evaluation techniques are highly appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution to TVET students in Universities in South-South geopolitical zone, Nigeria.

Research Question 3: How valid is the industrial conflict management and resolution instructional module for teaching TVET students in Nigerian universities?

Table 3: Validity of the developed instructional module for teaching industrial conflict

management and resolution in Nigerian universities.

S/N	Item Statement A. The content of the Modules:	Means	SD	Dec.
1.	Gives a clear idea of how much to plan and teach each topic.	4.59	.78	SA
2.	Is simple and easy to understand.	4.82	.65	SA
3.	Are fully discussed.	4.98	.61	SA
4.	Is appropriate for the level of the students.	4.55	.66	SA
5.	Gives equal emphasis in the lessons.	4.63	.63	SA
	Item Total	**4.71**	**.67**	**SA**
	Item Statement B. The objectives of the modules			
1.	Are clearly stated in behavioral form.	4.74	.64	SA
2.	Are well-planned, formulated and organized.	4.91	.62	SA
3.	Are specific, measurable and attainable.	4.89	.68	SA
4.	Are relevant to the topics of each lesson of the modules.	4.66	.60	SA
5.	Take into account the needs of the students.	4.79	.72	SA
	Item Total	**4.80**	**.65**	**SA**
	Item Statement C. The instructional methods of the module are			
1.	Clear and concise.	4.50	.86	SA
2.	Easy to understand.	4.69	.73	SA
3.	Motivate to develop creative thinking.	4.88	.81	SA
4.	Well-defined.	4.94	.87	SA
5.	Self-explanatory.	4.73	.65	SA
	Item Total	**4.75**	**.78**	**SA**
	Item Statement D. The instructional materials/facilities will:			
1.	Motivate the students	4.99	.72	SA
2.	Facilitate student's mastery of the topics	4.97	.83	SA
3.	Help teachers avoid extra teaching which ultimately saves time	4.93	.89	SA
4.	Help teachers design their teaching material more effectively	4.85	.66	SA
5.	Help teachers select appropriate strategies for teaching.	4.58	.79	SA
	Item Total	**4.86**	**.78**	**SA**
	Item Statement E. The evaluation techniques will:			
1.	Make students study on their own and attend classes well prepared.	4.54	.74	SA
2.	Help in measuring the effectiveness of the topic.	4.79	.77	SA
3.	Enable appropriate allocation of marks while setting question papers.	4.95	.68	SA
4.	Make midway corrections possible.	4.86	.70	SA
5.	Make assessments mapping clear and easy.	4.55	.69	SA
	Item Total	**4.74**	**0.72**	**SA**
	Grand Mean and Standard Deviation	**4.77**	**.72**	**SA**

NOTE: SA – Strongly Agreed

The data presented in Table 3 shows grand mean and standard deviation of 4.77 and 0.72 respectively on validity of the developed instructional module for teaching industrial conflict management and resolution in Nigerian universities. The result indicates that the respondents strongly agreed that the instructional module is valid for teaching industrial conflict management and resolution to TVET students in Universities in South-South geopolitical zone, Nigeria.

Research Question 4: To what extent are TVET students taught with the instructional module and TVET students taught without the instructional module understand industrial conflict management and resolution in Nigerian universities?

Table 4: Students taught with the instructional module and students taught without the instructional module in Nigerian universities.

S/N	Item Statement: Students understanding of industrial conflict management and resolution	Students taught with the instructional module		Students taught without the instructional module	
		X	SD	X	SD
1.	I understand the definition of employee, employer and state their duties	4.96	.99	2.21	.28
2.	I understand the difference between industrial disputes and conflicts.	4.88	.87	2.36	.33
3.	I understand the causes of Industrial conflict and labour dispute.	4.93	.93	2.29	.32
4.	I understand the types of Industrial conflict and labour dispute.	4.99	.89	2.24	.42
5.	I understand the different parties to industrial conflict and labour dispute	4.94	.86	1.43	.31
6.	I understand the parties involved in conflict resolution in work place	4.98	.97	2.22	.37
7.	I understand the various stages involved in Industrial Conflict and labour dispute resolution	4.83	.98	2.01	.35
8.	I understand the processes involved in dispute resolution	4.78	.85	1.39	.36
9.	I understand the appropriate remedies for breach of contract including their classifications.	4.92	.94	2.23	.39
10.	I understand the termination of employment and processes	4.95	.96	2.04	.38
	Grand Mean and Standard Deviation	**4.92**	**.92**	**2.04**	**.36**

The data presented in Table 4 shows grand mean and standard deviation of 4.92, 0.92 and 2.04, 0.36 respectively on students taught with the instructional module and students taught without the instructional module understand industrial conflict management and resolution in Nigerian universities. The result indicates that TVET students taught with the instructional module strongly agreed that they understand industrial conflict management and resolution while TVET students taught without the instructional module do not understand the contents of industrial conflict management and resolution.

Hypothesis (H0): There is significant difference in the mean response of TVET students taught with industrial conflict management and resolution instructional module and TVET

students taught without the instructional module in Nigerian universities.

Table 5: Independent t-test of Mean response of students taught with industrial conflict management and resolution instructional module and students taught without the instructional module in Nigerian universities.

Variable	N	$\overline{\text{X}}$	SD	Mean Diff.	df	t-cal.	t-crit.	Dec.
Students taught with the instructional module	112	4.92	0.92					
				2.88	198	22.2	1.67	NS
Students taught without the instructional module	88	2.04	0.36					

Table 5 showed that the t-cal was 22.2 while the t-crit. was 1.67 at 198 degree of freedom and mean difference of 2.88. Hence, since the t-cal. is greater than t-crit., hypothesis of significance difference between the mean response of students taught with the instructional module and students taught without the instructional module was upheld. This indicate that the understanding of the TVET students taught with the instructional module was significantly different from TVET students taught without the instructional module in universities in South-south, Nigeria.

Discussion of Findings

The data presented in Table 1 showed grand mean and standard deviation of 4.28 and 0.68 respectively on the contents considered appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution in Nigerian Universities. The result indicates that the contents are highly appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution to TVET students in Universities in South-South geopolitical zone, Nigeria. The finding of this study is in agreement with the finding of Gambari and Yusuf (2014), Aminu (2015) and Hassan (2019), who stated that expert opinions is required for selection of contents considered appropriate for inclusion in instructional module for teaching and learning.

The data presented in Table 2 showed grand mean and standard deviation of 4.22 and 0.67 respectively on the objectives, methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution in Nigerian Universities. The result indicates that the objectives, methods, materials and evaluation techniques are highly appropriate for inclusion in the instructional module for teaching industrial conflict management and resolution to TVET students in Universities in South-South geopolitical zone, Nigeria. The finding of this study is in agreement with the finding of Frank (2011) and Alshahad (2013) and Hassan (2019), who stated that instructional module involves objectives, methods, materials and evaluation techniques that are considered appropriate for the topic to be taught.

The data presented in Table 3 showed grand mean and standard deviation of 4.77 and 0.72 respectively on validity of the developed instructional module for teaching industrial conflict management and resolution in Nigerian universities. The result indicates that the respondents strongly agreed that the instructional module is valid for teaching industrial conflict management and resolution to TVET students in Universities in South-South geopolitical zone, Nigeria. The

finding of this study is in line with the finding of Omabugu (2013), Gambari and Yusuf (2014) and Hassan (2019), who noted that the professional assessment of the validity of instructional package and suggestions is required to ascertained the quality of the package for adequate impact on the learners.

The data presented in Table 4 showed grand mean and standard deviation of 4.92, 0.92 and 2.04, 0.36 respectively on TVET students taught with the instructional module and TVET students taught without the instructional module understand industrial conflict management and resolution in Nigerian universities. The result indicates that TVET students taught with the instructional module strongly agreed that they understand industrial conflict management and resolution while TVET students taught without the instructional module do not understand the contents of industrial conflict management and resolution. The finding of this study is in agreement with the finding of George (2022), who stated that the mean response of trainees who were taught with instructional package (experimental group, 5.89) was greater than the mean score of trainees who are taught with instructional package (control group, 2.79).

Table 5 showed that the t-cal was 22.2 while the t-crit. was 1.67 at 198 degree of freedom and mean difference of 2.88. Hence, since the t-cal. is greater than t-crit., hypothesis of significance difference between the mean response of TVET students taught with the instructional module and TVET students taught without the instructional module was upheld. This indicate that the understanding of the TVET students taught with the instructional module was significantly different from TVET students taught without the instructional module in universities in South-south, Nigeria. This is in line with the study conducted by George (2022), who concluded that the trainees who were taught with instructional package was significantly different from those who were taught without instructional package.

Conclusion

Industrial conflict as stated by several researchers is an inevitable reality of social existence, and they occur even in the best human societies. With current status of industrial conflict in Nigeria, it is the view of the researchers that there is a wide gap to be bridged in the teaching of industrial conflict management and resolution in Nigerian Universities. Hence, this paper has developed effective instructional module for teaching industrial conflict management and resolution to TVET students in Nigerian Universities. The validators of the instructional module strongly agreed that the contents, objectives, methods, materials and evaluation techniques of the instructional module are highly appropriate for teaching industrial conflict management and resolution to TVET students in Universities. In the same vein, the findings of the study revealed that TVET students taught with the instructional module understand industrial conflict management and resolution than TVET students taught without the instructional module. It is hoped that if this instructional module if adopted, will encourage the facilitation of effective industrial conflict management and resolution in Nigerian universities and industries where TVET graduates are employed.

Recommendations

From the findings of study, the following recommendations were made:
1. Government at all levels and stakeholders in TVET should organize workshop and training programmes for lecturers on how to develop instructional module in every area of TVET to help address the challenges of ill-equipped.
2. The developed instructional module should be incorporated into curriculum of TVET for

teaching and learning of industrial conflict management and resolution at the University level in Nigeria.

3. Qualified and experienced staff should be employed to teach industrial conflict management and resolution in TVET at the University level in Nigeria.

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