

UNIVERSITY OF CAPE COAST

A STUDY ON STUDENTS' PARTICIPATION IN THE
ADMINISTRATION OF THE UNIVERSITY FOR DEVELOPMENT
STUDIES, TAMALE, GHANA

BY

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Administration of the Faculty of Education, University of Cape Coast, in
partial fulfillment of the requirements for award of Master of Philosophy
Degree in Administration in Higher Education

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: Emmanuel Abatanie Chandi

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with guidelines on supervision of thesis laid down by the University of Cape Coast.

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ABSTRACT

The purpose of the study was to examine student participation in the administration of the University for Development Studies (UDS), Tamale. Areas investigated were student participation both at the University level; factors students felt impeded their participation; and what they perceived to enhance their participation in the management of UDS. The views of some Deans and Hall masters were sought.

The study was a descriptive survey. The sample consisted of 297 student leaders of the SRC, NUGS, GNATOC and the amalgamated clubs and societies of the three campuses of the UDS. Eleven lecturers made up of the Pro -Vice-Chancellor, the Dean and Vice – Dean of Students' Affairs and all the Hall Tutors, and six administrators which consisted of the Registrar and Assistant Registrars were sampled for oral interviews. Data was collected using questionnaire for students and structured interview guides for the lecturers and administrators. The data was analyzed by the SPSS software. Means and standard deviations, frequencies and percentages were calculated for the analysis.

The study revealed that, students are given representation on a few committees and boards of UDS and with one or two student representation. The study also showed that students did not know the extent to which they participated in the various administrative systems listed for their opinions. However, students generally agreed that their participation in the management of the University would enhance the smooth teaching and learning in the institution. The interviews also revealed that there were some

difficulties but that administrations were finding the best way to improve conditions in the University.

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DEDICATION

This thesis is dedicated to my wife, Comfort Kunlie and children; Desmond,

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CHAPTER ONE

INTRODUCTION

Background to the Study

The efficiency of an organization is directly related to the quality of inter-employee relationship which is built among the individuals who work together, and the relationship between management and the employees. Ahuja (1988) pointed out that the harmonious labour-management relations which are reflected in the morale, commitment and sense of belongingness of employees, serve as a catalyst for increased productivity, profitability, growth and survival of every organization. In the context of modern institutions which are characterized by growing sizes, fast technological changes, mounting competitions and changing environments, the issue of labour-management relations has assumed a special significance.

Ahuja (1988) explained that developing and maintaining harmonious relations is a two-way process which depends not only on the responsiveness of employees but equally on management. He added that if the relations are not cordial, the reason may be found either with the management or with the employees or with both. He, however, observed that it is the responsibility of the management to create such conditions in which relations may be developed, improved and harmonized. Ahuja noted that the presence of healthy relations ensures peace and uninterrupted production because all resources, both human and material, available in the organization are fully utilized resulting in maximum production.

Fajana (2000) agreed with Ahuja (1988) that it is not only the organization and its employees who benefit from the healthy labour-management relations but also several other institutions, as well as the government and the society at large. Other institutions benefit because if the products of the organization are intermediaries they serve as raw materials or inputs to them; to the government, if more profits are made as a result of industrial peace, it increases the government's revenue, and to the general public, it makes more goods and services available on the market for consumption.

The state of cordial relations in ensuring a peaceful working atmosphere as well as job security and safety at the workplace is brought about by three parties or social partners who work hand-in-hand for the benefit of the society. The partners involved are the government represented by its agencies, employers represented by their associations and employees represented by their unions (Obeng-Fosu, 1999).

Employees in their quest for better treatment at the workplace form unions to represent them and negotiate on their behalf with the employers. This employment relationship has come to be associated with economic, social and political issues by which employees provide skilled and unskilled labour in exchange for rewards from employers. Fajana (2000), citing Palmers (1983), indicated that the rewards or compensation paid to employees can be economic, social or psychological. The employer may pay wages and salaries for the workers' capabilities or qualifications and attendance to work, benefits for the employees' membership in the organization, and extra wage, bonus or commission for exceptional performance. The compensation gives employees

wealth, power and social prestige as well as psychological satisfaction of needs fulfillment. Employment also provides other non-monetary rewards such as opportunity for an employee to interact with other workers.

The interaction between employers and employees could produce both agreements or consensus and disagreements or conflicts. This is because the parties have congruent and partly divergent interests (Fajana, 2000). The idea of labour-management relations emerged because of the conflict involving the inability of employers and employees to have proper dialogue concerning the terms and conditions of employment. The ensuing conflict is inevitable but can be managed by both parties accommodating each other through negotiations. Each employee cannot negotiate separately with the employer for payment of wages and salaries and better conditions of service, hence the need for employees to come together to form a union and use the union as a mouth-piece.

A trade union is an organization of employees which aims to protect and promote employees' interests in the workplace, mainly by means of collective bargaining and consultation with employers in terms of conditions of employment and other matters affecting the members' interests (Cole, 2002). Employees have the right to form or join a trade union. Article 21 (1) (e) of the 1992 Constitution of the Republic of Ghana allows all citizens of Ghana the freedom of association, which includes freedom to form or join trade unions or other associations, national and international, for the protection of their interests. Section 79 (1) of the Labour Act, 2003 (Act 651) also provides that "every worker has the right to form or join a trade union of his or her choice for the promotion and protection of the worker's economic and social interests".

However, Section 79 Subsection 2 of Act 651 stipulates that: “a worker whose function is normally considered as policy making, decision making, managerial, holding a position of trust, performing duties that are of highly confidential nature or an agent of a shareholder of an undertaking, may not form or join trade unions”. To determine whether a worker falls within the class of workers referred to in Subsection 2, the parties shall consider the organizational structure and job descriptions or functions of the worker concerned (Labour Act 2003, Act 651, Section 79 (4), pp. 30 - 31).

The organisation of workers into trade unions has been demonstrated to be essential to economic, social and political freedom of society and to the successful functioning of democracy for and by the people, free from autocracy (Teachers and Educational Workers’ Union (TEWU) of Trades Union Congress (TUC), 2003). Thus, individual workers are free to join trade unions.

Labour-management relations has become one of the most delicate and complex challenges of the modern work setting. It looks at the relationship between employees (labour) and employer (management), and the government, and/or institutions and associations through which such interactions are mediated. In Ghana, the government is an employer and also plays the role of a mediator through the enactment of laws to regulate work-place activities. The government also acts as a third party in the settlement of industrial disputes. The Ghana Employers’ Association, as an association of employers, represents employers’ interests to government, promotes good relations and better understanding between employers and employees and assists affiliated employers or organizations of employers in negotiations with organized labour. Progress at the work-place is impossible without the cooperation of these three

agencies. Thus, labour-management relationship explains the association between employees and management which stems directly or indirectly from union-employer interactions at the workplace. The relationship is expressed in the process of trade unionism, collective bargaining, workers' participation in decision-making, grievance and dispute settlement and management of conflict between employers, workers and their unions. Workers generally unite to form unions and get support from these unions in their dealings with management. Trade unions are therefore important bodies in many organizations.

According to Skinner and Ivancevich (1992), labour unions are of two types, that is, the industrial union and craft union. Industrial union is a union in which all members are employed in a company or industry regardless of occupation while craft union is a union in which all members belong to one craft or a closely related group of occupations. According to these authors, the term "union" historically referred to the organization of men and women in the same trade. However, in recent times, some group of professionals who formally join together as an association may call themselves a labour organization; for example, the American Nurses Association (Skinner & Ivancevich, 1992).

Trade unions started in the 18th century during the industrial revolution when workers felt they were not being treated fairly by their masters for services they rendered. They therefore joined together to protect and care for themselves (Obeng-Fosu, 1999). Industrial workers and tradesmen in Britain were the first to form trade unions when they faced hardships as their wages were low and living conditions were poor. At that time, working conditions were appalling, working hours ranged between 14 to 17 hours a day and

environmental and sanitary conditions were unbearable (TEWU, 1991). Workers in agitation for better working conditions began to group together according to their trades to present a unified front, hence the name Trades Union. The British government after realizing the vanity of trying to suppress the labour movements passed the Trades Union Act of 1825 formally accepting trade unionism (Arthiabah & Mbiah, 1995; Adjabeng, 2007).

In Ghana, trade unionism began in the late 1920's. According to Obeng-Fosu (1999), there were mushroom trade or craft unions like the Motor Drivers' Association in 1928, Carpenters' Association in 1929 and Motor Transport Union of Ashanti in 1931 which was formed as a result of the activities of the police in tightening up road transport regulations. The formation of Motor Drivers' Union gave some stimulus to the idea of mutual protection. Domestic servants and teachers also organized themselves somehow to fight for their interests. There were cases of withdrawal of labour by workers in the mining areas and some government industrial departments. These were evidence that the will, if not the capacity, to organize workers was present.

Obeng-Fosu (1999) also stated that employees of the Public Works Department protested collectively against the delay in the payment of their wages in February, 1919 and so did the mine workers also in the same year. In April, 1921, artisans in Accra went on strike, spearheaded by the Artisans' and Labourers' Union. When the administration in response to the depression demanded a reduction of wages, railway employees and Public Works Department workers also joined the strike. Again, when the Prince of Wales was paying a visit to the Gold Coast in 1925, fishermen, earning nine pence a day, demanded one hundred percent increase in wages before they would ferry

the boat to bring the Prince and his entourage from the ship to the shore. They succeeded in their demand. Obeng-Fosu attributed these strike actions to poor working conditions in the early colonial days.

Ubeku (1983) indicated that trade unionism in Ghana did not become a practical reality until 1941 when the then Gold Coast government passed the Trades Union Ordinance, 1941 (Cap 91), and a few unions registered under it. However, this ordinance did not confer bargaining rights on the unions. Employers could agree or refuse to negotiate with their employees until the Industrial Relations Act of 1958 (Act 56) was enacted. This legislation gave legal backing and recognition to the Trades Union Congress as a corporate body and also gave a legal backing to the check-off system under which trade union dues were deducted at source (Anyemadu, 2000). The Department of Labour was established in 1938 with the responsibility of ensuring the development of trade unions and to encourage good industrial relations generally.

The period between 1941 and 1956 was one of growth and development of the trade union movement in Ghana. According to Ubeku (1983), the Railway Union took the initiative in forming the Trades Union Congress of the Gold Coast in 1943. This was followed by the Motor Drivers' Union, Cooks and Stewards' Union, Mines Employees' Union, Gold Coast Mercantile Employees' Union and the United Africa Company Workers' Union in the period 1945 to 1948.

However, in 1971, the government in power fearing that the TUC would embark upon a general strike to demand an increase in minimum wage, made Parliament sit for 17½ hours to amend the Industrial Relations Act, 1965 (Act 229) under a certificate of urgency in order to pass the Industrial Relations

(Amendment) Act 1971 (Act 383) to dissolve with immediate effect the Ghana Trades Union Congress on September 13, 1971. On January 13, 1972, that is, four months after the dissolution of the TUC, the government was overthrown in a coup d'état and the TUC was restored by the new military regime (Arthiabah & Mbiah, 1995).

It is acknowledged that the Trades Union Congress (TUC) of Ghana is the embodiment of the labour movement in the country responsible for coordinating the activities of all the national unions. Notwithstanding the considerable transformation which the Trades Union Congress has gone through since its formation in the colonial Gold Coast, through independent Ghana, its basic aim of seeking the welfare of the rank and file of workers has remained unchanged.

The Teachers and Educational Workers' Union (TEWU) is one of the 17 national unions affiliated to the TUC. It is the mouth-piece of workers in the universities, polytechnics and other educational institutions and has always been at the forefront of championing workers' interests. TEWU represents teachers in private schools and all non-teaching staff in the educational and cultural institutions.

On 20th July, 1958, three registered trade unions, the Ghana Union of Teachers, the Federation of Ghana Teachers' Associations and the University of Ghana Workers' Union, joined together to form what became the Union of Teachers and Educational Institutions Workers under the Trades Union Congress (TUC). This unity was decided upon because under the provisions of the Industrial Relations Act, 1958, no registered trade union could be certified by the Minister of Labour and Cooperatives as an appropriate representative

body to conduct on behalf of its members, collective bargaining with their employers unless that union was within the TUC structure.

In the interest of the teachers and non-teachers in the educational units, higher education institutions, teacher training colleges and secondary schools in the country, the executive of the Union of Teachers and Educational Institutions Workers decided to join the TUC. Under the Industrial Relations Amendment Act of 1960, the initial 24 National Unions were reduced to 16 and the Union was renamed Union of Teachers and Cultural Services. Then, by a Cabinet decision in 1962, the teachers were separated from the TUC to form their own Teachers' Professional Association which is now known as the Ghana National Association of Teachers.

On July 14, 1962, the non-teaching personnel in the Union of the Teachers and Cultural Services resolved to remain with the TUC under a new name, Educational Institutions Workers' Union. When the Industrial Relations Act was amended in 1965, the number of National Unions of Congress was reduced from 16 to 10. One of the 10 unions became known as Teachers and Educational Workers' Union (TEWU) (Teachers and Educational Workers' Union, 1991).

The objectives of TEWU are to:

1. negotiate with employers for improved conditions of service as well as better salaries and wages;
2. see to it that decisions/agreements with employers are carried out;
3. participate in the implementation of collective decisions/agreements (Obeng-Fosu, 1999).

Over the years, the TUC has been a feature of Ghana's tertiary education system. It has a chequered history having gone through a lot of challenges with the view to promoting the interests of workers and contributing to the development of education in general and national development as a whole.

At the University of Cape Coast (UCC), there are four categories of workers. These are senior members (teaching), senior members (non-teaching), senior staff and junior staff. Workers whose work schedule falls outside Section 79 Subsection 2 of the Labour Act, 2003 (Act 651) qualify to be members of the trades union and for that matter are members of the Teachers and Educational Workers' Union (TEWU).

The University of Cape Coast was established in October, 1962 as a University College and had a special relationship with the University of Ghana, Legon. The college attained the status of a full and independent University on 1st October, 1971 with the authority to confer its own degrees, diplomas and certificates by an Act of Parliament – the University of Cape Coast Act, 1971 (Act 390) and subsequently the University of Cape Coast Law, 1992 (PNDC Law 278). It was set up at a time when there was the need for highly qualified and skilled manpower in education to provide leadership and enlightenment. It was therefore to train graduate professional teachers for Ghana's second cycle institutions and the Ministry of Education. The facilities of the university have now been expanded to cater for other programmes. The university now produces the manpower needs of other ministries and industries in the country in addition to its original mandate.

As a way of creating a niche for itself, the university has clearly come out with its vision and mission. The vision of the University of Cape Coast is

“To have a University that is strongly positioned with a world wide acclaim”. This statement of what the university sees itself in the future serves as its strategic intent. The Mission Statement of the University of Cape Coast is: “The University of Cape Coast is the University of Choice in Ghana”, which is uniquely placed to provide equal opportunity quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and morally responsible citizens (University of Cape Coast Corporate Strategy, 2003).

According to Bateman and Snell (1999), the vision is the long term direction and strategic intent of an institution. The mission statement indicates the basic purpose and values of the institution, as well as its scope of operations. It is a statement of the institution’s reason to exist. In the view of Donnelly, Gibson and Ivancevich (1992), the stated mission provides direction and significance to all members of the organisation, regardless of their level.

The University, as at 31st December, 2008 had a workforce of 3347 with four different institutional interest groups. These are the teaching staff (senior members) association known as University Teachers’ Association of Ghana (UTAG) which had a membership of 359, the non-teaching staff (senior members) association known as Ghana Association of University Administrators (GAUA) with a membership of 67, senior staff association also known as Federation of Universities Senior Staff Association of Ghana (FUSSAG) which had a membership of 769 and Teachers and Educational Workers’ Union (TEWU) which caters for junior staff with a membership of 2152 (UCC Staff List, December, 2008).

Over the years, labour-management relations in tertiary education institutions in Ghana has been characterised by a lot of challenges which tend to undermine not only the gains in high academic standards but also the attainment of the vision and mission of the institutions. For instance, the whole of 1995/96 academic year was disrupted by industrial action embarked upon by the junior staff in all the public universities in Ghana.

TEWU became operative at the University of Cape Coast at the inception of the institution and has since championed and continues to champion the interests of its rank and file members, though there is no record on the kind of relationship that has existed between labour and management since the beginning of the University. The researcher's quest to find out the nature of the relationship that exists between TEWU and management was the motivation for this study.

Statement of the Problem

Hodgetts (2002) observed that managers of organizations are mostly concerned with objectives such as survival, growth and profit making while workers are concerned with good pay, adequate working conditions, a chance to interact with other personnel and the opportunity to do interesting and meaningful jobs. The fundamental objectives of tertiary educational institutions are to produce high calibre manpower for all sectors of the economy, promote scientific discovery by way of research and achieve technological breakthroughs. However, in these institutions of which the University of Cape Coast is not an exception, whereas Management is focused on achieving the set objectives and accomplishing its vision and mission, employees on the other hand seek to maximise the immediate and long-run returns to the skills and

efforts they exert in employment, expect job security and Management's ability and willingness to provide better conditions of service.

The existence of these differing interests between Management and labour often result in industrial disputes which affect the academic calendar and other programmes of the University Management. For example, the 1995/96 academic year industrial action embarked upon by the junior staff affected all the public universities in Ghana including the University of Cape Coast. Yet little evidence exists to inform us about the nature of labour-management relations at the University of Cape Coast. There was therefore the need to find out how Labour and Management relate at the University of Cape Coast, causes of labour unrests in the institution and how these unrests are resolved.

Purposes of the Study

The primary purpose of the study was to examine labour-management relations with emphasis on the activities of members of TEWU and the extent to which these activities were in line with the vision and mission of the University of Cape Coast. A second purpose of the study was to find out the factors that accounted for industrial disputes between Management and TEWU of the University of Cape Coast and how these disputes were managed by Management and TEWU.

Research Questions

The following research questions were formulated to guide the study:

1. What is the nature of labour-management relations in the University of Cape Coast?

2. In what ways are the activities of the members of Teachers and Educational Workers' Union (TEWU) of TUC in the University of Cape Coast in line with the vision and mission of the University?
3. What factors account for industrial disputes between management and TEWU in the University of Cape Coast?
4. What are the mechanisms for settling labour-management disputes in the University of Cape Coast?

Significance of the Study

The junior staff who form the Teachers and Educational Workers' Union of the University constitute the majority of the interest groups, therefore studying how management relates with the group was crucial. It is envisaged that the study could provide varied practical and theoretical insights. In the first place, it is expected that the study could add to existing knowledge on the subject by providing insight into how labour and management relate in the University of Cape Coast. Secondly, the results of the study could provide data on union activities that would enable UCC management and administrators to manage the economic efficiency of the institution with equity, justice and consensus building to maintain peaceful industrial atmosphere.

Thirdly, it is hoped that the result of the study would bring to light factors that account for industrial disputes and the mechanisms for minimising and resolving such disputes in order to promote harmonious relations between management and staff in the university in particular, and among all stakeholders in education in general. Fourthly, it is expected that the results would help labour-management relations practitioners and administrators to create a labour

relations culture which is oriented towards motivation, employee participation and the promotion of mutual trust, cooperation and improved performance.

Finally, the findings of the study could serve as a useful reference material for people in higher education institutions who may want to conduct research because it could be used as a basis for further studies into labour-management relations and other related areas in other higher education institutions in Ghana and other countries.

Delimitations of the Study

The University has four categories of staff, that is, senior members (teaching), senior members (non-teaching), senior staff and junior staff. The study covered TEWU executive and their members who are junior staff of the University of Cape Coast. Although the senior staff work in tandem with the junior staff on labour matters, they were not covered in this study. The senior members who were involved in the study consisted of only Management personnel who engage in Labour-Management negotiations. The study therefore looked at Management's relationship with the junior staff represented by their Union. In effect, the conclusions of the study apply to only Management and the junior staff of the University of Cape Coast.

Limitations

The study was constrained by the absence of research work on Labour-Management relations in higher education institutions in Ghana. In addition, since the data were collected by using questionnaire, the problem of biases usually associated with all research based on the use of questionnaire could not be ruled out.

Definition of Terms

To avoid misinterpretation, certain terminologies used in the study are defined as follows:

- Labour:** Employees who are of junior staff category and belong to Teachers and Educational Workers' Union (TEWU).
- Industrial relations:** Work relationship between employees represented by their unions and the employer, between employees and employees and between employers, union and the government.
- Labour-management relations:** Work relationship between employees represented by their unions and the employer.
- Employee relations:** Work relationship between employees or their unions, or non-unionised employees and the employer, and relationship between employees and employees.
- Employment relations:** Work relationship between employees and the employer, and between employees and employees.
- Labour relations:** The set of processes unions and employers develop and use to achieve goals.
- Management:** The principal administrators of the university. That is, the Vice-Chancellor, the Pro Vice-Chancellor, the Registrar and the Director of Finance.
- Rank and file:** Unionised members of staff.
- Senior members (teaching):** Lecturers of various ranks whose prime responsibilities are teaching and research.

Senior members (non-teaching): Senior administrative/professional staff of various grades.

Senior staff: Employees in the university of the rank from Administrative Assistant to Chief Administrative Assistant and their equivalents.

Junior staff: Employees in the university of the rank of Labourer to Senior Clerk and its equivalent.

Organisation of the Thesis

The thesis is presented in five chapters. The first chapter covers the introduction of the study. It comprises the background to the study, statement of the problem, purpose of the study, research questions and significance of the study. The chapter also looks at the delimitations, limitations and the operational definition of terms as well as the organization of the thesis.

Chapter Two focuses on the review of related literature on labour-management relations. It covers topics such as the concept and scope of labour-management relations, theoretical underpinnings of industrial relations, human resource management and labour-management relations, the role of the parties in industries relations, workers' participation in decision-making, organisational communication, employment laws, collective bargaining, industrial disputes and industrial disputes resolution mechanisms.

Chapter Three presents the methodology. It looks at the research design used in conducting the study, the population of the study, sample and sampling procedure, research instrument as well as the pilot-testing of instrument. It further discusses the procedure for data collection and data analysis.

Chapter Four presents and discusses the results of the study. The final chapter, which is Chapter Five, contains the summary of the research process and the major findings, the conclusions drawn from the findings and recommendations made for practice and areas suggested for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature on labour-management relations to guide the study. The review focuses on the following aspects of labour-management relations.

1. The concept and scope of labour-management relations
2. Theoretical underpinnings of industrial relations
3. Human resource management and labour-management relations
4. The role of the parties in industrial relations
5. Workers' Participation in Decision-Making
6. Organisational Communication
7. Employment laws
8. Collective bargaining
9. Industrial disputes
10. Industrial disputes resolution mechanisms

The Concept and Scope of Labour-Management Relations

There is abundant literature on the relationship between employees or their associations and the employer or management. Various authors have attempted to explain and address issues on employee relations, employment relations, industrial relations and labour-management relations.

According to Lewis, Thornhill and Saunders (2003), a look through the titles covering these terms over the past 20 years gives an idea of how the

emphasis has changed. They indicated that in the 1970s and 1980s, authors such as Clegg (1979) and Bain (1983) used the term 'industrial relations' in their book titles. More recently, Gennard and Judge, (2000) used the term 'employee relations', while Rose (2001) used the term 'employment relations'.

In the words of Lewis et. al. (2003), industrial relations is "associated with the declining 'smokestack' industry and blue-collar workers or their unions and the employer and the accompanying emphasis upon collective bargaining between employers and their trade unions" (p.3). Employee relations, according to these authors, suggests that a wider employment canvas is being covered with equal importance being attached to non-union employment arrangements and white-collar jobs. Nonetheless, the authors indicated that the emphasis still tends to be placed on the structure of perspectives, participants, processes and practices as adopted by writers such as Salamon (2000).

Armstrong (2003) also noted that employee relations consist of all those areas of human resource management that involve relationship with employees directly or through collective agreements where trade unions are recognized. The author however added that these relationships are concerned with generally managing the employment relationship but are not necessarily subject to collective agreements and is therefore seen as covering a broader spectrum of the employment relationship than industrial relations.

Gospel and Palmer (1993) as cited by Lewis et al.(2003) also referred to employment relations as "an economic, social and political relationship in which employees provide manual and mental labour in exchange for rewards allotted by employers" (p.4). Armstrong (2003) citing Kessler and Undy (1996) also stated that employment relationship concerns the relationships that exist

between employers and employees in the workplace which may be formal or informal. The formal relationship could be seen in the contract of employment and procedural agreements while the informal is in the form of psychological contract which expresses certain assumptions and expectations about what employers have to offer and are willing to deliver to employees and what they also expect from the employees or the union.

To the employees, some of the expectations can be how they are treated in terms of fairness, equity, security of employment, safe working environment, trust in the management of the organization to keep their promises and the scope to demonstrate competence. From the employer's perspective, the psychological contract may cover aspects such as competence, effort, compliance, commitment and loyalty exhibited by the employees. The psychological contract can be demonstrated through individual contracts and expectations or a collective dimension which refers to relationships between management and trade unions or staff associations. According to Armstrong (2003), the operation of the relationship will also be affected by processes such as communication and consultation, and by the management style prevailing throughout the organization or adopted by individual heads.

With the different authors using different terms to describe the relationship between labour and management, Lewis et al. (2003) contended that undoubtedly, there is an element of fashion at work in this regard because all these terms address the work relationship between employees and employers.

Pandy (2007) quoted a definition given by the International Labour Organisation (ILO) as follows: "industrial relations deals with either the

relationship between the state, employers and workers' organization or relationship between the occupational organizations themselves" (Pandy, 2007: p.4).

According to A Dictionary of Sociology (1998), the term industrial relations as it is known in Britain, comprises two words: industry and relations. Industry refers to any productive activity in which an individual or group of individuals are engaged in. Relations refer to the relationship that exists within the industry between the employer and the employees represented by their unions and between employees and employees. The term industrial relations explains the relationship between union and management which stems directly or indirectly from union-employer relationship and between employees. This assertion is shared by Ahuja (1988). In the view of Macdonald (1997), industrial relations includes the processes through which the relationship between union and management are expressed such as collective bargaining, workers involvement in decision-making and grievance and dispute settlement.

The differences in definition may derive partly from the fact that despite a long history of academic investigation, no single disciplinary core has yet emerged in descriptions and explanations of industrial relations behaviour. The field of industrial relations therefore looks at the relationship between management and workers, particularly, groups of workers represented by a union within the organizational setting.

According to Bratton and Gold (1999), the term industrial relations has broad as well as narrow outlook. They observed that originally, industrial relations was broadly defined to include the relationships and interactions between employers and employees. From the broad perspective, industrial

relations covers all aspects of the employment relationship including human resource management, employee relations and union-management relations.

On the narrow perspective, Bratton and Gold (1999) noted that the meaning of industrial relations has now become more specific and restricted. Accordingly, industrial relations pertains to the study and practice of trade unionism, labour-management relations and collective bargaining. They contended that industrial relations also includes the processes through which these relationships are expressed such as workers' participation in decision-making, grievance and dispute settlement, and the management of conflict between employers, workers and trade unions when it arises, while human resource management is a separate, largely distinct field that deals with non-union employment relations and the personnel practices and policies of employment.

Donnelly, Gibson and Ivancevich (1992) also pointed out that many managers want to deal with organized employees who have come together to form a union. Under labour laws, employees have the right to form unions for the purpose of improving wages, hours of work, benefits, working conditions and management practices of dealing with workers. When unions did not exist, employers set all conditions of work, performance evaluation, and rewards.

Obeng-Fosu (2007) on his part stated that no meaningful discussion could be done on industrial relations without first taking a look at the parties involved, which are the unions, the employers as well as the government which plays the role of a third party. According to Obeng-Fosu, industrial relations basically is the interactions between employers, employees and the government,

and the institutions and associations through which such interactions are mediated.

Ahuja (1988) also indicated that generally labour-management relations refers to the relationship between management and workers or the relationship between employers and employees. According to him, this dichotomy has been so strongly nurtured and maintained that often there has been a clash between the interests of management and workers.

Ahuja (1988) added that in an institutional process, there is a multiplicity of relationships and all of them are very important if the institutional process has to operate effectively. An institutional process is basically a relationship-building exercise in which natural, financial, human and environmental resources are converted into end products for improving human welfare. This, he argued, makes labour-management relations broader because it includes the real symptoms of healthy relationships in an institution which are reflected in the morale, commitment and sense of belongingness among the employees which promote unity and team work. It is therefore a narrow approach if labour-management relations is seen as the relationship between workers and management alone.

Labour-management relations has become one of the most delicate and complex problems of modern institutions with educational institutions not being an exception. The attainment of institutional goals is impossible without the cooperation and harmonious relationship between labour and management. There is therefore the need to create and maintain good relations between employees and employers.

In his contribution, Fossum (1999) observed that labour relations is the set of processes unions and employers develop and use to achieve goals while accommodating the needs of each other. This term, according to Fossum, connotes conflict resolution processes. He explained that because of the differences in their goals conflict between unions and employers is real, and to some extent, always underlies the relationship between the parties even though sometimes the parties might have some goals in common.

The process is therefore the means through which the employer and the union try to accommodate each other's goals while enhancing the likelihood of realizing common goals. The practice of labour relations, according to Fossum (1999), is governed by laws and regulations that specify and limit its scope and implementation.

As evidenced by definitions and perspectives given by the various authors above, it is generally considered that industrial relations, labour-management relations, employee relations and employment relations refer to the relationship between the employer and the employees as individuals and as a group in any organization or institution, and labour relations the processes through which these relationships are accommodated. In any workplace, there are two principal bodies or groups, which are the employer and the employees. The relationship between these two bodies is therefore the subject matter.

Theoretical Underpinnings of Industrial Relations

As observed above, the literature indicates that both industrial relations and labour-management relations refer to workplace relationships that exist between the employer and employees represented by their representatives and

therefore industrial relations theories are theories that underpin labour-management relations.

Stoner, Freeman and Gilbert (1995) described a theory as a coherent group of assumptions put forth to explain the relationship between two or more observable facts. Thus, a theory provides a stable focus for understanding what is experienced. Hoy and Miskel (1982) in their study of educational administration also opined that a theory is a set of interrelated concepts, assumptions and generalizations that systematically describe and explain regularities in behaviour in educational organizations. They pointed out that a theory logically comprises concepts, assumptions and generalizations used to describe, explain and predict issues and stimulate and guide the further development of knowledge. The authors asserted that theories are general and abstract and are neither true nor false.

Various attempts have been made by researchers to systemize relevant theoretical concepts of industrial relations. Bain and Gennard (1979) as cited in Fajana (2000) distinguished between:

- i. The systems model
- ii. The Oxford approach and
- iii. The industrial sociology view

According to Fajana (2000), these authors' classification suggests that the systems model which is credited to Dunlop focuses on industrial relations actors and the interface with their contextual environment. The Oxford school approach, on the other hand, focuses on the processes of conflict between industrial relations actors, whilst the industrial sociology view deals with the issue of conflict, its origin and treatment at the workplace. This differentiation

has been considered unsatisfactory by Schienstock (1981) because, according to him, the Oxford approach does not necessarily have to constitute an independent approach. He argued that concessions to conflict, systems stability, systems consistency and ideological premises seem to run through both the Oxford approach and the systems model.

According to Fajana (2000), Oxford (Flanders) approach emerged from the systems (Dunlop) model as both focus on institutions of industrial relations, although the point of difference is merely the emphasis. Fajana again cites Walker (1977) who distinguished between three alternative theoretical approaches. These are:

- i. Marxist approach
- ii. A concept of industrial government and
- iii. The systems model

Fajana (2000) stated that what has emerged as a Marxist perspective is indeed the attempt to typify workplace relations as a reflection of the incidence of societal inequalities. He indicated that the industrial government concept emerged as the product of conceptualization imputing focuses on decision-making struggles between workers and their employers. Fajana, however, contended that Walker's categorization presents difficulties because classifying industrial government as a separate approach appears to bear reference to the notion that collective bargaining should be understood as one form of the exercise of collective power but not as a distribution struggle.

Fajana (2000) argued further that the classification of industrial relations into different categories is not a new academic exercise, but instead, they are convenient to those who devise them. Fajana presented other sociological

differentiation schemes which describe the building blocks of the most popular theories of industrial relations. These are:

- i. Unitary theory
- ii. Pluralistic theory
- iii. The systems model (Dunlop)
- iv. Marxist concept
- v. Industrial relations as job regulation (Allan Flanders)
- vi. Industrial relations as parliamentary democracy (Hugh Clegg)

Unitary Theory

Fajana (2000) indicated that unitary view of industrial relations was first noticed on the part of some paternalistic American organizations which in the early 1960s were noted to be good to their employees as individuals, even when they did not negotiate with their trade unions. He added that other noticeable trends were the preference for the term human relations in place of industrial or labour relations because, according to him, the employee was considered as a team member rather than another number on the payroll. Management and workers were considered on the same side as team members. Fajana (2000) and Pettinger (1999) noted that the essence of the unitary approach to industrial relations is that every organization is an integrated and harmonious whole viewed as one family existing for a common purpose.

A core assumption of the unitary approach is that both management and members of the organization share the same objectives, interests and purpose and work together towards the accomplishment of shared goals. Unitarism has a paternalistic approach where it demands loyalty of all employees. Trade

unions are therefore deemed as unnecessary whilst conflict is perceived as disruptive.

From the employee's point of view, the unitary approach implies that working practices should be flexible. Individuals should be business-process-improvement oriented with multi-skills and ready to tackle with maximum efficiency the tasks that are assigned to them. Under the unitary approach, the role of a recognized union is to provide a viable means of communication between groups of staff and the institution. The emphasis is on good relationships, team work, and sound terms and conditions of employment which help in empowering individuals in their roles. This, according to Pettinger (1999), enables employees feel that the skills and expertise of management support their efforts.

From the employer's point of view, unitary approach means staffing policies should unify effort, inspire and motivate employees. The institution's wider objectives should be properly communicated and discussed with staff and reward systems so designed as to foster and secure loyalty and commitment. Employee-management conflict is seen as arising from lack of information and inadequate presentation of management's policies. It ensures that the personal objectives of every individual in the institution should be discussed and integrated into the institution's need. Trade unionism is viewed as contending with management over the loyalty and commitment of employees to their employer. The theory therefore assumes the absence of conflict in an industrial relations system.

Shortcomings of Unitary Theory

As observed by Hollinshead, Nicholls and Tailby (1999), critics of the unitary theory argue that the theory does not take into account the real needs of employees nor does it recognize the real differences in objectives that exist between employees and employers. Critics maintain that the theory fails to recognize the existence of differing interests between management and labour. The assumption is that management's decisions are rational and contain within them the interest of all employees which critics disagree. The occurrence or persistence of any conflicts is explained by what Palmer (1983) called 'deviance'. The behaviour of those acting against management (deviants) has to be dealt with by dismissal or the law.

It is noted that the unitary theory seeks to reflect employers' managerial interests rather than those of employees. It is based on a kind of idealized relationship at work which suits the management and which ensures that management would achieve all its objectives at the expense of employees. Employers assume that they share the same interest with employees which may not be true because the employer's interest is to increase output and maximize profit whereas employees aim at receiving returns on the energy or effort they exert.

Pluralistic Theory

According to Halsey (1995) as cited in Hollinshead et. al. (1999), the pluralist theory emerged in Britain at a time when post-war economic growth had led to a level of prosperity which, 20 years after the war, had started to produce a number of cultural forms that were to challenge established ideas and assumptions. Ideas of power vested in privileged positions and the right of old

elites to dictate standards and values to the rest of the society were under challenge as a new generation with opportunities for employment set out with less reverence for the established ways of British society.

Fox (1973) as cited in Hollinshead et al. (1999), also opined that the adoption of the pluralist theory in industrial relations demonstrated that the unitary theory had lost its credibility. Fox also indicated that the significance of pluralism grew leading to a change in emphasis within industrial relations theory.

In pluralism, the organization is perceived as being made up of powerful and divergent sub-groups, that is, management and trade unions. This approach sees conflict of interest and disagreements between management and workers as normal and unavoidable. Consequently, the role of management would lean less towards enforcing and controlling and more towards persuasion and coordination. Trade unions are deemed as legitimate representatives of employees. The pluralist theory reflects ideas of modern democracy and legitimizes the recognition of trade unions. This theory calls on management to accept power-sharing in certain areas of decision-making. There is therefore a more effective role for unions in the decision-making process and in the management of the institution. Conflict is also dealt with by collective bargaining and is viewed not necessarily as a negative phenomenon but something which if managed properly, could be channeled towards evolution and positive change. Realistic managers accept conflict if it occurs. They anticipate and resolve it by securing agreed procedures for settling disputes.

Palmer (1983) stated that the pluralist approach implies that the institution should have industrial relations and personnel specialists who advise

management and provide specialist services in respect of staffing and matters relating to union consultation and negotiation. Independent and external arbitrators are used to assist in the resolution of disputes. Unions are recognised and encouraged and their representatives given the scope to carry out their duties. Through these processes, comprehensive collective agreements are negotiated with unions.

Shortcomings of Pluralism

According to Hollinshead et al. (1999), critics of the pluralist theory contend that the theory is premised upon the existence of a consensus, but it differs from the unitary theory in that pluralism allows for the existence of limited conflict to achieve that consensus. However, the nature of that consensus and where it operates is questionable because it is not very clear whether employees are always and fully involved in decision-making in the pluralistic institutions.

Critics also argue that in seeking partnership between union and management, this theory plays down the political reality of employment and the very different worlds within which management and labour reside. Critics again assert that the pluralist theory misses the point that by entering into collective agreement or negotiation, employees unwillingly overlook the fact that the institutional arrangement within which they operate is itself distorted in favour of those in power.

Systems Theory

The systems theory is identified with Dunlop (1958). The theory views an organization as a system made up of subsystems or parts with boundaries. The different sub-systems have different jobs to fulfill and all complement each

other to help the organization survive. Palmer (1983) observed that the organization is seen in terms of parts and functions, functional parts that exhibit varying degrees of functional interdependence and functional autonomy. Although the parts or sub-systems compete for resources, it is expected that they will contribute towards maintaining the system as an on-going entity. This provides an account of the variety of parts connected together through the logic of the function each part appears to play in sustaining the whole system.

According to Fajana (2000), under the systems theory, the industrial relations system is seen as involving certain actors, contexts and an ideology that holds the system together, and a body of rules created to govern the actors at the workplace. The actors include the workers and their unions, the employers and their associations and the government and its agencies. There is also the environmental context namely, the technology, the market or budgetary constraints and the power relations and status of the industrial relations actors. An ideology binds the industrial relations systems together. This ideological factor plays a key role in explaining how the different parties in the industrial relations sub-system seek to reconcile any differences in values and objectives.

The focus of the systems theory has always been its ability to create an orderly description of its object of study to provide an account of the variety of parts and connect them all together through the logic of the function each appears to play in sustaining the whole system.

Shortcomings of the Systems Theory

A number of criticisms have been raised against the systems theory. One of the criticisms leveled against Dunlop's theoretical approach is the way the term 'systems' was applied. Blain and Gennard (1974) as cited in Fajana (2000)

viewed Dunlop's failure to define accurately the systems concept, and his application of the term in a variety of ways as a grave shortcoming. However, this criticism, to Fajana, should not be held as a very serious one since individual employees, individual institutions, and all others could be regarded as systems if what is meant by a system is a structure of component parts working together.

Another criticism is that the issue of conflict is missing under the systems theory. Critics argue that the theory assumes that in playing their respective roles, members of an organization come to adopt the objectives of the organization, which implies conformity and co-operation. Hence the theory does not make room for conflict resolution. Other critics also wonder whether the systems concept simply modifies the functional viewpoint from which industrial relations system was analysed.

Marxist Theory

Mandel (1978) as cited in Hollinshead et al. (1999) and Fajana (2000) stated that Marxist theory emerged from Marx's observations at a time when capitalism was still in its infancy and employment was very much a matter of survival in a world where huge disparities of wealth and power existed. Mandel indicated that in the process of elaborating a theory of capitalism, Marx pointed to the constant exploitations of workers under capitalist employment conditions. At the heart of Marx's analysis is a belief that work, in which ever way designed, gives back to the two sides of the employment relationship unequal portions of reward.

Under capitalism, according to Marx, the employee relationship is founded upon inequality. He added that the employment relationship is one of

the central features for understanding modern capitalism because of the observation that under this system work returns profit to the owners of capital but only wages to those who have to sell their efforts to work which, in turn, leads to low self-esteem and demoralization of workers. This view of industrial relations is a spin-off of a theory of capitalist society and social change. According to Fajana (2000), the Marxists argue that both collective bargaining and state intervention merely integrate working class leaders into political structures to the eventual disadvantage of workers.

The Marxist theory focuses on the fundamental division of interest between capital and labour, and sees workplace relations as founded upon economic inequality. It is concerned with the structure and nature of society and assumes that conflict in employment relationship is a reflection of the structure of the society. Conflict is therefore seen as inevitable and trade unions are the response of workers to their exploitation by capital. Employees therefore depend on institutions which seek to cheapen labour resources, increase exploitation and ensure maximization of profit.

Shortcomings of Marxist Theory

According to Hollinshead et. al. (1999), critics argue that this theory does not believe in consensus based on shared interests. Critics consider classes in the society as existing in opposition to one another and that in the employment relationship this is represented by the opposing interests of labour and management. They maintain that adopting the Marxist theory would lead to a concentration of permanent antagonism between classes which can be represented at the workplace.

Industrial Relations as Job Regulation

Fajana (2000) stated that Allan Flander, a British scholar at Oxford, viewed industrial relations from the point of the institutions that are established for regulating relationship between the social partners. According to Fajana, Flander contended that industrial relations should be seen as the study of the institutions of job regulation. This contribution expanded the scope of actors at the workplace to include not only the trade unions of workers, but also the union of employers, which is the employers associations and the third actor, that is, the state and all other specialized institutions vested with the responsibility of regulating the terms and conditions of employment. The main building blocks of Flander's theory are that industrial jobs are regulated in two main ways. These are substantive and procedural rules.

Fajana (2000) explained that substantive rules are characterized as the main object of institutional interactions. They consist of rules and regulations designed to govern the activities of these two bodies. These rules and regulations often arise from collective bargaining, custom and practice and can be adapted from the award of arbitration and the law courts. Procedural rules, on the other hand, pertain to issues which include procedures for calling a meeting, the periodicity of labour-management meetings, the procedure for review of collective agreements and the procedures for settling grievances and disputes.

Thus, industrial relations as job regulation is seen as institutions that are established for regulating relationship between the social partners and the rules and regulations that govern the relationship and how these rules and regulations are applied. This statement has, however, been opposed by Hyman (1975) who

argued that defining industrial relations exclusively in terms of rules and regulations is far too restrictive. According to Hyman, such interpretation confines industrial relations to the maintenance of stability and regularity in industry. The focus therefore is on how conflict is contained and controlled and not on the processes through which disagreements and disputes are generated.

Industrial Relations as Parliamentary Democracy

In his contribution, Clegg (1969) as cited in Fajana (2000) stated that industrial relations is equivalent to parliamentary democracy. He attempted to apply the parliamentary structures and processes to the politics at the workplace. According to Fajana, Clegg indicated that in parliament, the ruling party forms the government whereas the opposition serves as a relevant and formidable check. This arrangement is supposed to be applicable at the workplace where management is equivalent to government and the trade unions are the opposition but in this case the trade unions can never become government.

Feminist Theory

Hollinshead et al. (1999) citing Rowbotham (1974), indicated that the feminist theory also emerged towards the end of the 19th century to deal with the deteriorating conditions in which majority of women found themselves. As features of modern capitalism became clear in the form of large-scale industry and the creation of urban workforce, women were increasingly located in areas of work that were badly paid and for the most part blocked any chance of achieving a full career to senior positions. With women excluded from vote and considered inferior to men, the early feminist movement provided a different account of the situation confronting the majority of women.

The feminist theory is based on the premise that to understand how women and men behave in the work-place, an analysis must commence with an understanding of the role of patriarchy and gender. The over-riding feature of the society is the existence of a set of arrangements that have been designed by men with the effect of constantly defining women in an inferior position. The theory sets out to reveal the true nature of domination by men over women and to provide policy options for overcoming the various forms of domination. The intention of feminist theory is therefore not just to contribute to academic development but to provide understanding which can inform policy design and implementation.

Liberal Feminism

Cockburn (1975), as cited in Hollinshead et.al. (1999), explained that the theory of liberal feminism in industrial relations aims at establishing women as equal and not inferior to men. The theory seeks to argue for equality between men and women and to create policies for reform and emancipation of women. It also reveals the cultural factors that created gender stereotypes and focus on removing barriers to advancement. From this viewpoint, it is believed that women as individuals could overcome inequality through the removal of barriers and prejudices by adopting and implementing the appropriate policies.

The overall feature of this approach is to take the institution of society as it is and devise ways of improving the position of women through reforms such as equal opportunity policies, affirmative action plans and assertiveness training. In spite of this, some critics argue that liberal feminism provides a simplistic account which fails to recognize the entrenched nature of inequality between men and women in society.

Radical Feminism

On the other side of liberal feminism is radical feminism. Hollinshead et. al. (1999), citing Calas and Smircich (1996), noted that radical feminists argue that patriarchy and gender are arrangements that are deeply rooted in the society. To them, no amount of reform will change these arrangements when each generation of men reinvents instructions and practices that reconfirm male power and privilege. The radical feminists believe that women's oppression results from comprehensive and systemic inequalities and that policies like equal opportunities, although might carry the prospect of improvement for women in the workplace, do not guarantee it because the institutions that design and implement policies are themselves integral parts of an unequal society. The propounders of this theory also believe that to overcome men's dominion over women in both society and the workplace, fundamental change has to take place to transform unequal and hierarchical institutions, organizations and workplaces and replace these with organizations that allow women to gain their true identity.

The discussion so far has shown the similarities and differences in the various theories that have been used to explain the concept of industrial relations and the extent to which these theories help in the study of the subject. Their usefulness in institutional settings has also been brought out. Every institution, organisation or workplace may be identified with one or two of these theories.

Human Resource Management and Labour-Management Relations

Armstrong (2003) stated that human resource management is "a strategic coherent approach to the management of an organisation's most valued assets,

the people working there who individually and collectively contribute to the achievement of its objectives” (Armstrong, 2003, p.3).

Stoner, Freeman and Gilbert (1995) have also viewed human resource management as the management function through which managers recruit, select, train and develop organization members. In the opinion of Donnelly, Gibson and Ivancevich (1992), human resource management is the process of accomplishing organizational objectives by acquiring, retaining, developing and properly using the human resources in an organization. Accomplishing objectives is a major part of any form of management, and unless objectives are accomplished, the organization ceases to exist. Since it is the human beings who either use their physical or mental skills to manipulate the material resources, it is essential that the effective and efficient use of these people be looked at vis-a-vis the relationships that exist at the workplace.

According to Godard (1991) and Wells (1993) as cited in Bratton and Gold (1999), in the view of some authors, the new human resource management model, that is, the soft human resource management model which embraces concepts like organizational communication, employee involvement and participation is inconsistent with traditional labour-management relations. According to Bratton and Gold the critics argue that such human resource management policies and practices are designed to provide workers with a false sense of job security and unclear underlying sources of conflict inherent in employment relations.

Again, Bratton and Gold (1999) citing Godard (1991) stated that historically a major reason for managers adopting progressive human resource practices has been to avoid or weaken unions by emphasizing individualism

instead of collectivism which unions promote. He, however, conceded that it would also be a mistake to view progressive practices as motivated solely or even primarily by this objective. In another context, Fanaja (2000) also pointed out that some employers see unions' demands as a cost to them and therefore often regard unions as cost-raising associations.

In another instance, Bratton and Gold (1999) stated that some authors like Becherman (1994), Guest (1995) and Verma (1995) contended that other industrial relations scholars, taking a more traditional orthodox pluralist perspective, have argued that independent trade unions and variants of the human resource management model cannot merely co-exist but are actually necessary to their successful implementation and development. They added that trade unions should become proactive or champions of change, actively promoting the more positive elements of the soft human resource model. Such a union strategy would create a partnership between management and organized labour which would result in high performance with mutual gains for both sides.

Bratton and Gold (1999) asserted that trade unions seek to influence rewards. Union representatives strive to maximize the reward side of the wage-effort contract thereby bargaining for a better deal for employees in terms of wages and salaries and other conditions of service. They pointed out that in the area of recruitment and selection, in some institutions, trade unions traditionally have considerable control especially over external recruitment. Unions also take active interest in human resource development by making sure that training opportunities are distributed equitably and that the employer adheres to the principle of maintained or improved earnings during an employee's training. In the case of the University of Cape Coast, the union is represented at the

Appointments and Promotions Committee of the junior staff but has no representation on the Junior Staff Scholarship Committee.

In the view of de Silva (n.d.), there seems to be a certain measure of overlap. This, according to the author, is because policies and practices relating to recruitment, selection, appraisal, training and motivation form part of human resource management. The author conceded that team-building, communication and cooperation, though primarily human resource management initiatives, have a collectivist aspect. Thus, joint consultative mechanisms are industrial relations initiatives which may enhance collective bargaining. de Silva, however, pointed out that industrial relations has not, in regard to team-building for instance, developed any techniques or theories about how to achieve it.

de Silva (n.d.) further explained that industrial relations has a large component of rules which govern the employment relationship. These rules may be prescribed by the state through laws, or through tripartite process such as collective bargaining. de Silva indicated that human resource management differs in this respect from industrial relations in the sense that it does not deal with such procedures and rules, but with the best way to use human resource through, for example, proper recruitment and selection, induction, appraisal, training and development, motivation and intrinsic and extrinsic rewards. Thus, at least, basic human resource management represents a set of managerial initiatives. In Ghana, institutions which do not have separate sections for industrial relations use the human resource management department to handle labour-management issues.

The Role of the Parties in Industrial Relations

The Role of the Union

As Obeng-Fosu (2007) explained, labour unions are essentially formed by employees themselves to safeguard and promote their interests and to improve the working and living conditions of their members. The sustenance of the structure and strength of the group depends on the recognition by the members of their common interests and their determination to come together to formulate and strive to attain their objectives.

Obeng-Fosu (2007) added that trade unions have many functions and provide a broad range of services for their members. These services include protection of workers, provision for their security, negotiate for improved standards of living and working conditions, welfare facilities and in some cases, the raising of the vocational status of their members through training programmes. He pointed out that the most important job of a trade union is to bargain collectively with the employer or management on wages, conditions of work and terms of employment for their members.

Armstrong (2003) held a similar view that basically trade unions have two specific roles, that is, collective bargaining to improve terms and conditions for their members, and to provide protection, support and advice to their members. TEWU executives in the various universities, for example, meet with their respective managements in joint negotiations before the executives from all the public universities meet with the Vice-Chancellors Ghana for collective bargaining. Jose (1999) also asserted that trade unions perform democratic and representative roles by providing voice and identity for workers at the

workplace and in national circles and in some instances represent workers in individual grievance procedures.

In the view of Ahuja (1988), the union plays active role in communication in organization, because the union is a regularly established channel upon which many employees depend. The union's support of any information may strengthen employer's acceptance of the information. According to Ahuja if management passes information through the union to the employees, it gives the union the satisfaction that they are being taken into confidence. Ahuja however noted that unions have their own communication problems and might misuse the information from management for their own benefit. In spite of this drawback, management makes use of the union for effective communication.

The University of Cape Coast Corporate Strategy (2003) Key Thrust 10, stipulates the need for the creation of a conducive working environment. As part of its contribution towards the achievement of the vision and mission of the university, the union is called upon to assist in establishing a framework for rapid response to staff grievances in order to curb the incidence of individual and collective disputes and promote harmonious working relations.

The Role of the employer

On the part of the employer, Cook and Hunsaker (2001) stated that management, representing the employer has the responsibility of working with and through others to achieve objectives by influencing people and systems. According to Hyman (1997a) as cited in Bratton and Gold (1999), management plays a predominant role in maintaining and harmonizing labour-management relations in the workplace and employees and their unions react to management

initiatives. Bratton and Gold (1999) were of the view that management choice and style of employment relations shape the options and to a large extent determine the outcomes of labour-management relations in the workplace.

Management may accept the legitimacy of trade unions in the decision-making process based on any of the four styles of industrial relations management developed by Fox (1974) as cited in Bratton and Gold (1999). These styles are traditionalist (authoritarian), sophisticated paternalist (welfare-oriented), sophisticated moderns (constitutionalists), and standard modern. The traditionalist and the paternalist approaches manifest unitary perspective while the sophisticated modern and the standard modern approaches reflect the pluralist conception.

However, Lewis et. al. (2003), have pointed out that managers are not free to choose the style of employment relations because in most organizations managers have the legacy of history which influences the general philosophy, ideology and the value system that shape everyday policy and practice. Managers are also influenced by the legislation pertaining in that country. Fajana (2000) sharing a similar view, added that organizational structure, technology, economic, political and social conditions, as well as the structure of industrial relations (the level at which industrial relations decisions are taken), also influence the style of employment relations managers adopt.

Ahuja (1988) was of the view that in any case, it is the responsibility of management to create such conditions in which relations may be improved and harmonized. Armstrong (2003) agreeing with Ahuja also stated that the steadiness of power has undoubtedly shifted to management who now have more choice over how they conduct relationships with their employees. At the

University of Cape Coast, for example, it is usually management that initiates TEWU-Management meetings. Such meetings are used as a platform to discuss issues relating to labour and management relations.

Individual employers from various organizations and institutions also form employers' associations. According to Lewis et. al.(2003), employers form associations in order to consult among themselves and to benefit from shared information which emanate from laws and practices that control the activities of employers in industrial relations.

The associations also regulate the market by preventing some individual employers that operate quietly and informally from cutting down wage rates or agreeing on maximum rates, and also develop industry-wide procedures for the avoidance of disputes. In addition, the associations provide information and advice to members on employee relations issues. The University of Cape Coast, for instance, working through Vice-Chancellors Ghana is a member of the Ghana Employers' Association.

In recent times, however, the role of employers' associations has declined in some countries because collective bargaining has now become a company issue rather than multi-employer issue (Poole, 1986).

The Role of the Government

On the part of the state, through the political processes, the government helps to shape the formal and informal rules within which the employment relationship operates. The role of the government, according to Ahuja (1988), is to provide a framework in the form of laws to regulate the activities of labour and management. By virtue of its unique role as the law maker in society, the government has the power and authority to influence the rule of the system.

Government policies and strategies play a major, if not fundamental, role in shaping, directing and regulating the social structures and interactions which make up any society.

Through legislation the government provides society-wide enforceable framework of rights and responsibilities, which reflects the government's subjective value regarding concepts such as fairness and equity, power and authority and individualism and collectivism within the employment relationship. In Ghana, the enactment of the Labour Act (2003) demonstrates the part that the government plays in ensuring harmonious relationship at the workplace. The government's policies and strategies on economic and social matters are significant influence on the general environment within which management, employees and unions have to conduct their relationship.

In some instances, the government acts as an employer and may control directly or indirectly, a wide number of organisations within the public sector in the provision of health, education, security services, transport and communication (Hollinshead et.al., 1999).

Workers' Participation in Decision Making

As indicated by Bratton and Gold (1999), human resource management theorists believe that ethically, politically and morally, it is good to involve employees in the affairs of organizations. In a democratic society, workers should be involved in the decision-making process especially when the outcomes of those decisions impact on their lives. Employees' involvement therefore presents a socially acceptable management style.

According to Walker (1977), workers' participation in management occurs when those at the bottom of the hierarchy of an organisation take part in

the authority and managerial functions of the organisation. Employees then become involved in extended areas of decision-making and control which had previously been reserved exclusively as management prerogative. This institutionalised workers' participation emphasizes employees' inclusiveness in decision-making within the organization. Decision-making as a process of thought and deliberation that results in a decision influences how good or otherwise the outcome is likely to be. This makes decision-making not a fixed procedure, but a sequential process.

Armstrong (2003) referred to workers' involvement in the workplace as employee voice which enables employees, directly or indirectly to contribute to decision-making in the workplace. This can be seen as the ability of employees to influence the actions of the employer and also provides opportunities for employees to register their discontent and modify the power of management.

Employees' involvement at the workplace provides them with the opportunity to influence and where possible take part in decision making on matters which affect their working lives. For, as Owens (2000) has pointed out, participating in decision making enables the organization to arrive at a better decision. In addition, it enhances the growth and development of the employees. With this, Owens believed that there is greater sharing of goals, improved communication and better-developed group process skills. Okumbe (1998) had the same view as Owens (2000) that in group decision-making, a lot of knowledge and facts could be gathered, more alternatives could be considered and therefore a better decision could be taken. Subordinates become more satisfied with the decisions that they have collectively made and support it enthusiastically.

A study conducted by Pandey (2007) in Bokaro Steel Plant in India on labour-management relations suggested that participative management should be based on mutual understanding between management and workers. The study further suggested that for industrial peace to prevail, management should realize the importance of workers as integral part of the organization.

Another study conducted in Britain on staff commitment as reported by Bratton and Gold (1999), indicated that pay is not the sole component of motivation for employees but the most powerful influence over a workers' perception of the general quality of management and employee relations was the degree of participation allowed to employees over decisions involving changes in work organizations.

Charlton (1983), as cited in Bratton and Gold (1999), indicated that the most prevalent classification of decision-making involving employees is direct and indirect participation. Direct participation in decision making occurs when individual employees, though in a very limited way, are involved in the decision-making process and it could be in the form of small briefing groups or self-managed teams. Indirect participation, on the other hand, refers to situations where employees are allowed some representation in the decision-making process, and this can take the form of joint consultation.

Donnelly et. al., (1992) have also postulated that every decision is the outcome of a dynamic process influenced by many forces. In their view, a decision is a little more than an abstraction if it is not implemented. A decision must therefore be effectively implemented to achieve the objectives for which it was made. Consequently, implementation of a decision may be more important than the actual choice of the alternative.

Bratton and Gold (1999) on their part asserted that involving individual employees in decision-making reduces the capacity of trade unions in taking radical initiatives to extend workers' involvement in decision-making through collective bargaining. Beach (1980) also contended that organised labour exerts a strong influence upon an institution, and the economic, social, and political climate in the country. He stated further that when employees in an institution are represented by a union, policies and practices affecting the employment relationship that were formerly decided by management alone would now be subject to joint determination. Wages, hours of work, and other conditions of employment are bargained between union and management. The decisions reached in negotiations on economic items often have an effect upon the output of the institution.

Donnelly et. al. (1992) have indicated that research has shown that consensus decisions are better than individual decision-making. They however stated that open discussions have been found to be negatively influenced by some behavioural factors such as the pressure to conform and the influence of a dominant personality type in a group. Sometimes, open discussions are also affected by status incongruity which causes lower-status participants to be inhibited by higher-status participants. Lower-status participants may therefore agree to the views of the higher-status participants even though lower-status participants believe that their own ideas are better. Some participants involved in decision-making sometimes attempt to influence others because they are perceived to be experts in the problem area.

The University Rationalization Committee Report (1988) submitted to the Ministry of Education, Ghana, noted that the committee system of the

universities serves as the nerve centre of the administrative machinery of the universities. The report indicated that the various boards and committees of the universities are responsible for the formulation of broad policies that are expected to guide the administrators in the management of the affairs of the institutions. The boards and committees ensure that policy issues are discussed at their respective levels before they are recommended to the University Council, which constitutes the apex of the committee system and also of the administrative structure, for further deliberation and approval where appropriate.

The report highlighted that the elaborate system of the hierarchical structure in the universities was expected to achieve active grassroots participation in the management of the institutions and to ensure democracy and efficiency in the administrative system. These provisions made room for TEWU to be part of the universities' decision-making process.

The composition of the University of Cape Coast Council is defined by the University of Cape Coast Law, 1992 (P.N.D.C. Law 278), and by that definition, TEWU is recognised as a member of the University Council. The University of Cape Coast Statutes (2003) which regulate the governance of the university also empowers TEWU to serve on the following boards and committees to improve the University's workplace culture:

1. University Hospital Board
2. University Basic Schools Management Board
3. Sports and Recreation Committee
4. Chaplaincy Board
5. Public Relations Committee

6. Senior Common Room Committee
7. Transport Committee
8. Appointments and Promotions Committee (junior staff) and
9. Disciplinary Committee (junior staff)

Through its participation in the meetings of the boards and committees, TEWU champions the interests of its rank and file and contribute to some of the decisions taken. The management of the University recognizes the union's contribution and sometimes consults them before some decisions affecting the junior staff are taken. The involvement of TEWU in the decision-making process is therefore intended to create a conducive climate for securing the necessary cooperation to improve performance through the implementation of best practices, and ways to resolve disputes, improve employee satisfaction, improve staff relations, promote positive labour-management relations and encourage free flow of information.

In the opinion of Musaazi (1982), in considering those who are to take part in decision-making, one of the first steps that the administrator must take is to identify carefully which decisions should involve staff and which should not. He added that if staff participation is to be meaningful and significant, the staff must be competent to contribute effectively.

Organisational Communication

Communication should exist in all institutions to enable them to function properly. In the view of Infante (2000) organizational communication is communication between the individuals and groups which make up the organization. The Advisory Conciliation and Arbitration Service's (ACAS)

definition of organizational communication as cited in Hannagan (1998) also stated that:

Organisational communication is the provision and passing of information and instruction which enable a company or any employing organization to function efficiently and employees to be properly informed about developments. It gives information of all kinds, which can be provided, the channels along which it passes, and the means of passing it (p.2).

Thus, effective communication within the university is crucial because it enables the various actors within the institution to clarify individual perception and discern institutional precepts. It also helps individuals and groups to produce the co-operation needed to reach institutional goals. Anyakoha, Uzuegbunam and Ezeike (2002) quoting from National Universities Commission, Nigeria, noted that many conflictual situations that characterize universities in Africa have been attributed to poor communication among the various actors within the university community. Lysaught (2000) held a similar view when he stated that lack of communication contributes to problems in most organizations.

Since most organisational conflicts often stem from poor communication, it is necessary to seek ways of enhancing communication among the actors within the organisation. There should therefore be appropriate channels of communication and good communication flow between union and management. According to Ahuja (1988) it is of utmost importance that policies and objectives which an organization has to follow are suitably communicated to its

workforce so that they are able to carry out their work in accordance with the guidelines laid down.

Describing how information flows in an organization, Bateman and Snell (1999) indicated that information flows from higher level to lower level of the organization's hierarchy, that is downward communication and from lower level to higher level, that is upward communication. Information is also shared among people on the same hierarchical level. Bateman and Snell asserted that people must receive information they need to perform their jobs and be consistent with organizational goals.

According to Bratton and Gold (1999), information that is usually sent from management to staff concerns terms and conditions of employment, working methods and issues on wages and salaries. In the view of Applbaum and Anatol (1982) and Gibson, Ivancevich, Donnelly and Konospaske (2003), information from superior to subordinates are usually meant to provide direction on job instructions, procedures, practices, rules and regulations, employee performance feedback, objectives and policies of the institution. Applbaum and Anatol (1982) further stated that it is the responsibility of management to administer, interpret, and update institutional policies and procedures. If policies and procedures were not in place, institutions would not function smoothly. According to Odgers and Keeling (2000), whether through employee meetings (formal or informal), newsletters or memos from management, employers must focus on improving two-way communication.

Bateman and Snell (1999) observed that management also needs information to learn about what is going on and gain insight of subordinates' work accomplishments, problems and attitudes. By welcoming information

from the lower level of the institution's hierarchy, management strengthens the device for tapping subordinates' ideas and improve work relationship.

Employees want to be heard, provide input, and receive timely information about issues of concern. Bratton and Gold (1999) noted that apart from supervisors who meet with their subordinates regularly to discuss work procedures and output, management is likely to meet with employees' representatives than all the employees. Curry (2004) on his part was of the view that managers should encourage employees to give suggestions. Managers should also institute grievance procedures that allow employees to send their complaints upwards and operate an open door policy that permits employees to ask questions. In a study conducted by Ubeku (1983) in some organizations in Nigeria, it was noted that management-union meetings were held at least once every six months and special meetings held at any time to discuss pressing issues.

To give out and receive information relieve people from frustration and help them achieve a stronger sense of participation in the institution, and improve their morale and effectiveness. Communication within organization allows sharing of information, improves coordination and helps solve problems among units. Organisational communication serves as interaction among peers and provides social and emotional support to employees.

According to Fajana (2000), sometimes management is reluctant to release certain information to employees because management feels employees may misuse such information. Information such as accounting reports and some strategies laid down by management to achieve its goals if not safeguarded may be disclosed by employees to other competitors. Unions on the other hand,

often claim that employees are entitled to know their management's policies. Fajana added that there has been no industry-wide agreement on what information should be made available to employees but that differs from one institution to another.

Employment Laws

The government as a social partner and a third party to labour-management relations enacts laws to regulate the activities of the parties involved in labour-management relations. These laws serve as legal framework and a guide which is necessary for employers, employees and their institutions to function effectively. Employers and employees' union need some knowledge of the laws in force. Labour laws in Ghana emanate from conventions, rules, regulations and superior court decisions and these can be described as industrial laws or employment laws. The major sources of these laws are International Labour Organisation (ILO) Conventions, provisions in the Constitution of the Republic of Ghana and Ghana's Labour Act.

International Labour Organisation (ILO) Conventions

According to Hodges and Baah (2006), Ghana joined the International Labour Organisation (ILO) in 1957 and has since then ratified many of the ILO Conventions which include the Convention that guarantees workers the right and freedom to form or join unions (Convention No. 87) and the right to collective bargaining (Convention No. 98). Other ILO Conventions that sought to promote industrial harmony and welfare of workers which were also ratified included Conventions on hours of work (Convention No.1), weekly rest (Convention No. 106), minimum wage fixing (Convention No. 26), labour

inspection (Convention No. 81) and labour administration (Convention No. 150).

Provisions in the Constitution of Ghana

The Constitution of the Republic of Ghana (1992) makes provision for labour issues. Article 21 (1) (e) states that “All persons have the right to freedom of association, which shall include freedom to form or join trade unions or other associations, national and international, for the protection of their interest”. Article 24 (3) and (4) in respect of economic rights ensure that every worker has a right to form or join a trade union of his or her choice for the promotion and protection of his/her economic and social interests.

Ghana’s Labour Laws

The Labour Act 2003 (Act 651) consolidated and updated the various pieces of former labour legislation, and introduced provisions to reflect ratified International Labour Organisation (ILO) Conventions. The Labour Act covers all employers and employees except those in strategic positions such as the Armed Forces, Police Service, Prisons Service and the Security Intelligence Agencies. Some of the provisions of the Labour Act include the establishment of National Tripartite Committee, the establishment of the National Labour Commission and occupational health, safety and environment.

Tripartism

According to Hodges and Baah (2006), the National Tripartite Committee (NTC) is one of the social dialogue institutions in Ghana. It has the responsibility for fixing the national minimum wage. The committee is made up of five representatives of labour, employers and government. Government is represented by the Minister responsible for labour, who convenes and chairs the meetings, the Ministry of Finance and Economic Planning, Ghana Statistical

Service, Labour Department and Internal Revenue Service. Labour is represented by the Secretary-General and other officials of the Ghana Trades Union Congress (TUC).

There are also representatives from Ghana Registered Nurses Association (GRNA) and Judicial Services Staff Association of Ghana (JUSSAG). These two institutions are affiliated to the Ghana Federation of Labour (GFL) which is a second labour centre in the country. There are also representations from Ghana National Association of Teachers (GNAT) and Civil Servants Association (CSA). These two bodies are registered workers' association but are not affiliated to TUC or GFL. The private sector employers are represented by the Ghana Employers' Association (GEA) while the public sector employers are represented by their respective management bodies. For example, universities are represented by Vice-Chancellors Ghana.

Sections 112 and 113 of the Labour Act, 2003 gives the National Tripartite Committee statutory backing and broadens its scope of responsibilities to include advising the Minister responsible for employment on all labour market issues, and on matters of social and economic importance. At the enterprise level negotiations can be bipartite, that is between the employer and the union.

National Labour Commission

Sections 135 to 152 of the Labour Act established the National Labour Commission (NLC). The Commission comprises a chairperson nominated jointly by employers and organised labour and six members (2 each from the 3 social partners). By this provision, the NLC is to be an independent body. The functions of the NLC are, among others, to facilitate the settlement of industrial

disputes, investigate unfair labour practices, prevent labour disputes and promote cooperation between workers and management.

The Ministry of Manpower Development, Youth and Employment is the executive body responsible for the formulation and implementation of labour laws, policies, regulations and conventions of industrial relations as well as the monitoring and evaluation of such policies and programmes. It is also responsible for the implementation of labour market programmes in collaboration with other stakeholders in the sector. It convenes meetings of the NLC and the NTC on salaries and wages and advises government on the decisions taken by these institutions.

Occupational Health, Safety and Environment

Section 118 of the Labour Act enjoins employers to ensure that every worker works under satisfactory, safe and healthy conditions. The regulation on the health and safety of employees is also enshrined in Factories, Offices and Shops Act, 1970 (Act 328). It concerns the improvements necessary to attain internationally accepted standards providing for safety, health and welfare of persons employed in factories, offices and shops. The primary objective is to reduce the risk of injury and safeguard the health of all persons employed in all premises covered by the Act. In addition, there is the Workmen's Compensation Law 1987 (PNDCL 187) which caters for employees who sustain injury by an accident arising out of and in the course of their employment. The workmen's compensation claim becomes applicable when the accident of an employee happens at the workplace.

Collective Bargaining

According to Armstrong (2003), labour-management relations system is regulated by the process of collective bargaining. Bratton and Gold (1999) defined collective bargaining as “an institutionalized system of negotiation in which the making, interpretation and administration of rules, and the application of statutory controls affecting the employment relationship are decided within union-management negotiating committees” (Bratton & Gold, 1999, p.354). As stated in the handbook on trade union studies by TEWU (1991), collective bargaining is the coming together of management representatives and workers representatives at a forum to negotiate on conditions of service. It involves a process of negotiation between management and union representatives for the purpose of arriving at mutually acceptable working conditions. Collective bargaining as defined in the Industrial Relations Act, 1965 is:

Negotiations which take place between an employer, a group of employers or one or more employers’ organizations, on the one hand, and one or more workers’ organizations, on the other, for determining working conditions and terms of employment, regulating relations between employers and workers, and/or regulating relations between employers or their organizations and workers’ organization or workers’ organizations (Quoted in Obeng-Fosu, 1999, p.81).

International Labour Organisation (ILO) also defined collective bargaining as “an institutionalised procedure ... of joint determination of the

rules to govern the terms and conditions of employment of the workers concerned and the labour-management relationship itself” (Bean, 1985, p.70).

The Federal Ministry of Employment, Labour and Productivity, Nigeria, also noted that “collective bargaining in the traditional sense is the negotiation about working conditions and terms of employment between an employer, a group of employers or one or more employers’ organizations on the one hand, and one or more representative workers’ organization, on the other, with a view to reaching an agreement” (Ubeku, 1983, p.130).

These definitions indicate that collective bargaining is a process of joint agreement basically representing a democratic way of life in an organization where employees represented by their union and management listen to each other on issues relating to employment. It has been characterized as a form of industrial democracy and industrial government. Collective bargaining also demonstrates the process of negotiation between an organisation’s management and workers’ representatives for the purpose of establishing mutually agreeable conditions of employment. It is recognized as a central feature of democratic industrial relations systems and the most desirable and normal means of regulating contracts of employment. It is collective because both the employer and the union act as a group rather than as individuals. The bargaining is a process because the method of reaching an agreement involves proposals and counter proposals, offers and counter offers and other negotiations.

With the ratification of ILO Convention No. 98 in 1959 and the subsequent passage of the Industrial Relations Act of 1965 and the Labour Act 2003, employers and employees, at least those in the formal sector, have the right to use collective bargaining as the main instrument to improve working

conditions. The Labour Act 2003 (Act 651) makes provision for Collective Agreement in Sections 96 to 110.

TEWU (1991) indicated that management and trade unions have reasons for bargaining. It noted that while management would want to ensure that there is always industrial peace and would want to purchase labour at low cost and thereby maximize profit, trade unions would want to have a fair share of the profits and a voice in determining issues affecting their members.

According to Palmer (1983), the basis of collective bargaining is that employees do not negotiate individually, and on their own behalf, but do so collectively. Obeng-Fosu (2007) also opined that in bargaining collectively, it saves time when management negotiates with the group instead of individual employees. This also eliminates unhealthy competition among employers in terms of better wages and conditions of service and helps the workers to be stable instead of moving from one institution to the other after attaining expertise through training and practice offered by the institution and thus avoid high labour turn-over and consequent loss of expertise in the institution.

The extent to which institutional sovereignty is shared by management with its trade unions depends upon the relative bargaining powers of the two parties. Armstrong (2003) observed that collective bargaining has political as well as economic basis, because both parties are interested in the distribution of power as well as the distribution of income between them. He also viewed collective bargaining as an exchange relationship in which wage and work bargain take place between employers and employees through the agency of a trade union which helps to off-set the inequalities of individual bargaining power between employers and employees in the labour market.

Hollinshead, Nicholls and Tailby (1999) on their part noted that, collective bargaining is not the only method for determining and regulating terms of employment and the nature of the employment relationship. They asserted that such rules and regulations can also be determined unilaterally by management or set by government through regulations. This practice, Fajana (2000) noted can alienate one of the parties. Hollinshead et al., however, were of the view that if institutions practise collective bargaining, it develops a sense of self respect and responsibility among the employees. This increases the strength of the workforce and enhances their bargaining capacity as a group.

Collective bargaining also restricts management's freedom for arbitrary action against employees. Effective collective bargaining machinery strengthens trade unions and enables workers feel motivated as they can approach management on various matters and bargain for higher benefits. It is easier for management to resolve issues at the bargaining level than to take up complaints of individual workers. According to Beach (1980) collective bargaining sometimes controls management's freedom of action on unilateral decisions and dealing with individual employees on wage adjustments, hours of work and other conditions of work. Channels of communication between workers and management are open and this increases workers' participation in decision making which in turn leads to industrial peace.

The outcome of a collective bargaining is a collective agreement or conditions of service which is signed by representatives of management and union at a date agreed upon by both parties. The agreement may differ from institution to institution but generally it covers union recognition, handling of

disputes, wages, hours of work, holidays, pensions and health and safety of employees.

Under Article 1 of the Unified Conditions of Service for Unionized Staff of the Public Universities of Ghana (2006), management recognizes the union as being the officially certified Trade Union under the Labour Act 2003, (Act 651). It also recognizes the union as the sole and exclusive collective bargaining representative of its employees and the sole negotiating body for all matters connected with the terms of employment or with the conditions of service for all the employees covered by the agreement who are members of the union or who may become members within the duration of the agreement. The agreement serves as the basis upon which the Teachers and Educational Workers' Union (TEWU) of the Trades Union Congress (TUC) of Ghana is able to interact with management. Without it, the interaction and relationship between the two bodies would not be sustainable.

Collective Bargaining Structure

Bratton and Gold (1999) noted that the structure of collective bargaining is the framework within which negotiations take place and defines the scope of employers and employees covered by the collective agreement. They indicated that collective bargaining is conducted at several levels. It may be multi-employer bargaining, which involves a number of employers who are normally engaged in the same or identical business reaching a central collective agreement on pay and other conditions of service with recognized trade unions. The agreement therefore covers all the institutions that are signatories to it. Collective bargaining can also be single-employer bargaining. This form of

collective bargaining, particularly in large multi-plant organizations, can either be centralized or decentralized.

Collective Bargaining Process

Palmer (1983) citing Flanders (1968) stated that collective bargaining does not involve the actual hire of labour. It is the rule-making process which determines and regulates, in varying degrees, the terms on which employees will be employed.

A dictionary on collective bargaining (n.d.) indicated that the process of collective bargaining begins when the majority of workers of an organization agree to be represented by a specific union and register with the appropriate agency. It stated that at this point the management of the institution must recognise the union as the collective bargaining agent for all the employees covered by that union and once this part of the process is complete, collective bargaining can begin.

In the view of Cole (2002), the process of negotiating collective agreements does not occur in a vacuum but forms part of a continuous relationship between rank-and-file employees and their management with the aim of achieving a workable relationship between both parties.

Industrial Disputes

No relationship is without difficulties and disputes and labour-management relation is no exception. However sound the underlying relationship between a management team and the workforce may be, there is always a scope for disagreements and misunderstandings on both sides because of differing interests. According to Hollinshead et. al. (1999), conflict of interest is an inherent part of the employment relationship because it exists

within any social structure. From the pluralist point of view, dispute may be seen as a means of expressing divergent interests and therefore is a necessary element in maintaining the stability of the institution but to the unitary standpoint, it may appear as a deviance.

Ahuja (1988) described industrial dispute as “any dispute or difference between employer and employer or between employer and workmen or between workmen and workmen which is connected with the employment or non-employment or their terms of employment or with the conditions of labour of any person” (Ahuja, 1988, p.755). The characteristics of industrial dispute are that such dispute should be between employers, between workmen, or between an employer and an individual workman or a union. Other characteristics are that industrial dispute must be connected with the employment or non-employment issues or the terms of employment or with conditions of labour.

Fajana (2000) citing Kornhauser, Dubin and Ross (1954), referred to industrial disputes as the total range of behaviour and attitudes that express opposition and divergent orientations between individual owners or management, on the one hand, and the working people or their associations on the other. Cole (2002), citing Trade Union and Labour Relations (Consolidation) Act, 1992 (TULRCA), also noted that for a dispute to be called a trade dispute, the dispute must be between workers and their own employer and the dispute must be wholly or mainly about matters directly affecting their terms and conditions of employment. Cole added that the legal definition of a dispute is so important to trade unions because the law provides protection against civil actions for those organizing strike action or other forms of industrial action on behalf of a trade union. If immunity was not provided, the

officials concerned would be liable to civil action for inducing employees to break their contracts of employment.

An industrial dispute could be a difference of opinion between management and workers on the terms of employment. It could also result from an entrenched positions taken by an employer or employees' representative, usually a trade union and may result in industrial action if not handled well. When industrial dispute occurs, both the management and the union try to pressurize each other in order to make their case better than the other's.

Causes of Industrial Disputes

Ahuja (1988) observed that the causes of industrial disputes can be broadly classified into two categories namely, economic and non-economic. The economic causes include issues relating to compensation like wages and salaries, bonuses, allowances, conditions of work, working hours, leave and holidays without pay, unjust layoffs and retrenchment. The non-economic factors include victimization of workers, ill-treatment by senior officers or colleagues, sympathetic strikes, political factors and indiscipline.

This is supported by Obeng-Ofosu (2007) who indicated that in Ghana, the Labour Department's record of strikes reveals that some of the causes of strike actions have been mainly due to the demand for increase in wages, non-payment of wages and allowances, claim for yearly bonus, unfavourable conditions of service, delay in implementation of collective agreement, demand for the re-instatement of dismissed colleagues and demand for the removal of management staff. As observed by TEWU (1991), there can be a dispute when the two parties (union and management) to the agreement are unable to agree on

an issue not partly or wholly covered by the terms of the agreement or on an issue to be included in the agreement.

Ubeku (1983) also pointed out that in some instances a dispute that begins as a result of an individual grievance can develop into collective dispute. Individual grievances are over their rights and what they think they are entitled to as workmen. These are regarded as legal rights because the claims are based on the contractual relations between the parties. Collective disputes are usually attributed to economic matters which are not met.

In the view of Obeng-Fosu (2007), there could be dispute of interest that involves controversies in the making of new terms and conditions of employment or renewing those which have expired and which are subject to a process of negotiation. A dispute of right could arise out of alleged violations of rights established in contract of employment, by law or by collective agreement. He continued that in the course of collective bargaining, circumstances often make agreement difficult and this calls for great skill and patience in negotiation. At the background is the possibility of the use of force in the form of a refusal of workers to work if their final demands are rejected, or a refusal of employers to offer work if their final demands are not accepted. This situation may arise as a result of lack of communication or poor communication, a misunderstanding or ignorance about the present condition of an institution especially concerning its profit or financial position.

A study conducted by Ubeku (1983) in Nigeria indicated that the most frequent causes of industrial disputes in Nigeria were issues concerning wages and salaries and on interpretation and implementation of collective agreement.

The potential for industrial dispute arising always exists within any social structure. While the dominant group in the social structure may perceive it as a threat to the established order which must be controlled or even suppressed, those who seek to challenge the status quo may regard it as a necessary part of the process of developing a new order. Pettinger (1999) observed that an industrial dispute may result into industrial action if not handled well.

Industrial Actions - Strike and Lockout

There are a number of industrial actions taken by either employers or employees in the event of unresolved impasse between them. Two of such actions are strike and lockout. Beach (1980) indicated that generally, the right to strike is considered a fundamental right of the working people. It is a legitimate weapon in the hands of workmen to be used for asserting their bargaining power. He, however, added that this does not mean workers have an unrestricted right to strike under all circumstances.

In the opinion of Ubeku (1983) there appears to be a general feeling among workers that an employer will not recognize their power unless and until they have gone on strike with consequences of economic damage to the employer. Yet, as provided by the Labour Act 2003, Act 651, industrial action such as strikes or lockouts should be used as the last resort only when all the avenues for dispute resolution have proved futile. This requirement is often flouted. For, as Obeng-Fosu (1991) lamented, in most cases, industrial actions are embarked upon even when the laid down procedures have not been exhausted.

Donnelly, et.al. (1992) and Fajana (2000) described strike as the refusal of employees to work. It may be a protest, sometimes with some open expression of aggression, by a group of aggrieved workers of a particular workplace who

may decide to lay down their tools and refuse to work in support of their demands, which in their view are being denied by their employer.

Ahuja (1988) held a similar view when he stated that “strike is a cessation of work for any length of time by a group of workers or union under a common understanding to put pressure on an employer to accept their demands” (p. 782). Employees’ strike may take the form of absence from work, sit-down strike, slow-down work, sick-out, picketing, or lock-in.

A lockout, on the other hand, is an industrial action taken by an employer against employees. It is an employer’s decision not to permit employees to work and therefore closes the workplace temporarily or suspends employees from work or refuses to continue to employ such persons until certain conditions are met by the employees (Ahuja, 1988). Employers lockout workers if they feel pressurized by workers to take decisions which in the view of the employers are detrimental to the survival of the organization. Such conditions may be the demand for very high increase in wages, reinstatement of a dismissed employee or a reduction in working hours.

Unions are usually initiators of work stoppages. When unions are unable to get management to agree to their request, they may resort to slowdown to work, sit down, or may decide not to come to work at all until their demands are met. Employees may lose their wages and in some cases lose their jobs when they embark on a strike action. Employers, on their part, are normally not so quick to lockout employees. They desire to keep their business in full operation because they consider stoppages as costly. It brings production to a halt, interrupts sales, may cause a company to lose its customers and also incur additional cost in recruitment and training of new staff. The state or

government being a third party to industrial relations also loses when there is a strike action or a lockout of employees. Stoppage of work and man hours wasted affect the national income especially in the area of tax collection.

Fossum (1999) observed that in some instance a no-strike clause is negotiated during the collective bargaining and if such clause has been agreed upon by the union and management, a strike during the agreement period is a wildcat strike because it contradicts the contract and may not be authorized by the national union.

Industrial Disputes Resolution Mechanisms

In Ghana, the Labour Act, 2003 (Act 651) allows for the settlement of industrial disputes and sets out procedures for resolution of such disputes. Section 153 encourages the parties to negotiate to reach a settlement using their own procedures agreed upon in their collective bargaining agreement or contract of employment. This mechanism for settling labour-management dispute is based on the internal mechanisms agreed upon and stated in the collective agreement. It does not call for any external help. Where this is not in place, the parties may resort to external machinery which is statutory and established by the state.

According to Beach (1980), when there are disagreements between labour and management, they normally meet with one another to negotiate a settlement that will be acceptable to both parties over matters of right. However, there are times when an impasse is reached and the parties may be at loggerheads. It is at this point that one of the several dispute resolution methods may be applied. In the view of Beach, employers should seek, as far as possible, means to create a culture that prevents conflict from arising.

Donnelly, et. al. (1992) opined that disputes can be resolved through mediation or arbitration. Mediation is a method in which experienced neutral third party is called in to help the union and management resolve their impasse. The mediator makes suggestions and attempts to facilitate the establishment of a cooperative relationship. The mediator has no power to impose a settlement but acts to counsel the parties, re-open communication channels, clarifies offers to each of the parties and suggests strategies and tactics that will lead to a mutually acceptable settlement.

Arbitration refers to a dispute resolution mechanism through which a third party listens to both sides, analyses the arguments and makes a decision that is binding on the union and management. The arbitrator, who is also experienced, determines the agreement and the decision is final.

Obeng-Fosu (1991) opined that the parties to an industrial dispute are under an obligation to negotiate in good faith with a view to reaching a settlement of the dispute in accordance with the dispute settlement procedures established in the collective agreement or contract of employment. Odgers and Keeling (2000) on their part indicated that employees are less likely to want a third party's help if steps are taken to improve work-place policies and communication mechanisms through an open-door complaint procedure, enhanced communication and personnel policies and procedures.

When disputes arise, employers may meet with representatives of their employees in order to resolve the problem as soon as possible to define the actual cause of the dispute and explore what options are available to resolve them. This can be conducted by arbitrators or by conciliators helping both parties discuss their differences and reach a settlement. The decision to go to

arbitration may be ad-hoc, or may be an agreed stage in the parties' procedure. Such a stage may be triggered either on a joint, unilateral or mandatory basis.

Industrial disputes are costly and damaging to institutions and employees alike. Grievances held by individual employees or groups of workers can lead to potentially heavy costs if they develop into industrial action. Ideally, an organisation's culture and procedures should seek to avoid any potential industrial disputes. However, it is not always possible to prevent them from arising. In situations when they arise, knowing how to handle and resolve them may substantially reduce the financial cost and the damage done to productivity. Good employee relations, especially free flow of communication, is one way of controlling potential industrial disputes.

Summary of the Chapter

As can be seen from the reviewed literature, labour-management relations takes into account all the relationships within an organization relating to employment conditions. The relationship can be between employee and employee and between employees represented by their unions and the employer and is regulated by the government through the enactment of laws.

It is clear that labour-management relations has become one of the most delicate and complex challenges of modern institutions with educational institutions not being an exception. The attainment of institutional goals is impossible without the cooperation and harmonious relationship between labour and management. There is therefore the need to create and maintain good relations between employees and employers.

From the literature review it has also come out that industrial relations, labour-management relations, employee relations and employment relations

refer to the relationship between the employer and the employees as individuals and as a group in any organization or institution. Also a sound labour-management relations is one in which relationships between management and employees are harmonious and cooperative than confliction.

It was also noted from the review that for sound labour-management relations to prevail, there is the need to encourage the employees in their efforts to come together as a union and allow their participation in decision-making. This will ensure a sense of belongingness, consensus building and promote industrial peace.

The reviewed literature also highlighted that management plays a predominant role in maintaining and harmonizing labour-management relations in the workplace and employees and their unions react to management initiatives. Also, the choice and style of management in employment relations shape and determine the outcomes of labour-management relations in the workplace. The review further showed that disputes are inevitable and when they occur must be resolved amicably. Usually, institution's collective bargaining agreement provides mechanisms for resolving industrial disputes which institutions must use in order to promote peace.

The study of labour-management relations in the University of Cape Coast, therefore dealt with how labour, that is, unionized employees and management relate and whether the activities of the Teachers and Educational Workers' Union (TEWU) of UCC are in line with the vision and mission of the University. The study also looked at the factors that account for industrial disputes between management and TEWU of UCC and the mechanisms for settling these disputes in the University.

CHAPTER THREE

METHODOLOGY

The study aimed at looking at labour-management relations in the University of Cape Coast. This chapter describes the methods used to conduct the study. The chapter discusses the research design for the study, the population, sample and sampling procedure, the instrument used and pilot-testing of the instrument. It also looks at the processes followed in collecting and analyzing the data.

Research Design

The descriptive survey method was considered appropriate for use in conducting the research because the study aimed at looking at current ideas, opinions and practices of the junior staff, executive members of the Teachers and Educational Workers Union and the Management of UCC who are involved in labour-management negotiations. Best and Khan (2003) explained that descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on, or trends that are developed. Gay (1987) also stated that in descriptive survey, an attempt is made to collect data from members of a population in order to determine the current status of that population. Ary, Jacobs and Razavieh (1979) indicated that descriptive design looks at the phenomena under consideration with accuracy and describes precisely what is observed and seen.

According to Orcher (1999), a descriptive survey is concerned with the description of what currently exists by using questionnaire or interview to measure attitudes and opinions and not to determine what caused the existence of the phenomena. Babbie (1992) also supported the use of descriptive design when he stated that it is an excellent means of measuring attitudes and opinions in a large population and allows the researcher the opportunity to ask questions on a given topic thereby giving room for more flexibility in the analysis. Peil (1995) agreeing to this view also asserted that with descriptive survey, questions can be asked personally through interviews, or impersonally through questionnaire about phenomenon which cannot be easily observed.

Amedahe (2002) on his part has noted that the objective of descriptive research is the accurate description of activities, objects, processes and persons. Thus, it determines the status of a defined population with respect to certain variables and reports the state of things as they are. The purpose of descriptive research is to observe, describe and document the situation as it naturally occurs. It refers to descriptions, tabular, graphic and numerical information about the data (Nwadinigwe, 2002 & Sekaran, 1992). In descriptive survey, obtaining answers from a large group of people to a set of carefully designed and administered questions is the interest of the researcher. The descriptive research survey was therefore used for this study in order to collect data to answer research questions concerning the prevailing state of labour-management relations in UCC.

The descriptive survey design was chosen for this study because of the following strengths as enumerated by Frankel and Wallen (2000):

- i. It produces a good number of responses from a lot of people.

- ii. It provides a meaningful picture of events and seeks to explain people's perception and behaviour on the basis of information obtained at a point in time.
- iii. It could be used with greater confidence with regard to particular questions that are of interest and value to the researcher.
- iv. In-depth follow-up questions can be asked and items that are not clear can be explained.
- v. It is easy to analyse the responses obtained from the respondents

Notwithstanding these strengths, Frankel and Wallen (2000) also indicated that descriptive research design has some weaknesses. According to them, the design may produce untrustworthy results because they may delve into private and emotional matters that respondents may not completely be truthful about. Hence with the help of some experts like the supervisors, the questionnaire items were carefully worded devoid of issues that could raise emotions.

Despite the limitations of the descriptive survey design as stated above, the researcher considered it appropriate for carrying out this study on labour-management relations in UCC. This is because the design produced a good number of responses from a lot of people. In addition, the descriptive survey provided a meaningful picture of events and people's perception through the responses provided by the respondents. It also allowed in-depth follow-up questions to be asked and by so doing items that were not clear were further explained.

Population

The target population of this study comprised four Management personnel who deal with labour negotiations, the Deputy Registrar in charge of Division of Human Resource who is also part of the Management side of the Labour-Management negotiating team, five TEWU executive members and 2152 junior staff of UCC. The total population was 2162. The breakdown according to gender is shown in Table 1.

Table 1

Distribution of the Population by Gender

Gender	Junior Staff	TEWU Executive	Management	Total
Male	1847	4	4	1855
Female	305	1	1	307
Total	2152	5	5	2162

Source: Compiled from official staff list from the Division of Human Resource, UCC. December 2008.

The University of Cape Coast junior staff is made up of various categories of personnel. There are positions such as clerks, library assistants, janitors, messengers/cleaners, technical assistants, nurses, ward assistants, laboratory assistants, drivers, porters, security guards, tradesmen, conservancy labourers, sanitary labourers and general labourers. For the purpose of this study, these positions were grouped according to the duties they perform and by gender as depicted in Table 2.

Table 2**Distribution of Junior Staff Population by Position and Gender**

Positions	Male	Female	Total
Clerks/Messengers	180	136	316
Nurses/Ward Assistants/laboratory Assts.	23	61	84
Library Assistants/Janitors	70	65	135
Drivers	99	-	99
Security Guards	127	10	137
Technical Assistants/Tradesmen/Lab. Asst.	518	8	526
Porters	48	17	65
Conservancy/Sanitary/General Labourers	782	8	790
Total	1847	305	2152

Source: Compiled from official staff list from the Division of Human Resource, UCC. December 2008

Sample and Sampling Procedure

The sample for the study consisted of 337 respondents comprising four Management personnel who are involved in Labour-Management negotiations, one Deputy Registrar in charge of Division of Human Resource who is also part of the Management side of the Labour-Management negotiating team, five TEWU executive members and 327 junior staff. The 327 junior staff sample constituted 15% of the junior staff population of 2152. The 327 was obtained from the table for determining sample size of a given population by Krejcie and Morgan (1970) as cited in Sarantakos (1997). The population of 2152 junior staff was approximated to 2200 to reflect what was contained in the table to arrive at the sample of 327.

The sampling frame was a list of junior staff obtained from the Division of Human Resource after permission had been granted by the Registrar. Multi-sampling method was used to select the sample. The four core management personnel, namely the Vice-Chancellor, the Pro-Vice Chancellor, the Registrar and the Director of Finance who are involved in labour issues were purposively selected and so was the Deputy Registrar in charge of Division of Human Resource. Also, all the five executive members of TEWU were purposively selected because by virtue of their positions they had expert knowledge on issues concerning labour-management relations.

To obtain a representation of the junior staff from the population of 2152, stratified random sampling technique was used to put the junior staff in the various departments, sections and units into significant groups according to their job schedule and gender. In the view of Nwana (1992) and Best and Kahn (2003), stratified random sampling technique is used to disaggregate the population into sub-groups to get a more accurate representation. This ensured that each element was given an equal chance of being selected.

A sampling proportion was used to select from each group. For example, to obtain the sample for male and female clerks and messengers, the following procedure was followed: First, the total number of clerks and messengers which was 316 was divided by the total number of junior staff which was 2152, then multiplied by the sample for the junior staff obtained from the table for determining sample size of a given population by Krejcie and Morgan as cited in Sarantakos (1997) which was 327. This worked out as 48.

Since equal representation for both males and females was desired, proportional sampling was again used. For the males, the number of male clerks

and messengers which was 180 was divided by the total number of clerks and messengers which is 316, then multiplied by their sample which was 48. The answer was 27. The same procedure was followed for the female clerks and messengers and obtained 21. Thus, among the sub-sample of 48 for clerks and messengers, 27 were males while 21 were females. The same procedure was followed to obtain representations for all the other positions and obtained the figures shown in Table 3.

Table 3

Distribution of Junior Staff Sample by Position and Gender

	Population of the Junior Staff			Sample of the Junior Staff		
	Male	Female	Total	Male	Female	Total
Clerks/Messengers	180	136	316	27	21	48
Nurses/Ward Assts	23	61	84	4	9	13
Library Asst/Janitors	70	65	135	11	10	21
Drivers	99	-	99	15	-	15
Security Guards	127	10	137	19	2	21
Tech. Asst./Tradesmen	518	8	526	79	1	80
Porters	48	17	65	7	3	10
Conservancy/Gen. Lab.	782	8	790	119	1	120
Total	1847	305	2152	281	46	327

Source: Compiled from official staff list from the Division of Human Resource, UCC. December 2008

The fish bowling random sampling technique was used to select the junior staff from each group by writing their names on sheets of paper, which were folded and put into a bowl. The bowl was shaken and the folded pieces of paper were then picked at random, without replacement. The bowl was shaken to mix

up the pieces of paper after each paper had been picked. The procedure continued until the required number was obtained.

Research Instrument

A questionnaire was prepared and used to gather data for the study. The questionnaire was developed by the researcher using ideas gleaned from the literature. The choice of the items of the questionnaire was guided by the literature and the purpose of the study. The questionnaire was used because it was considered to be more convenient as respondents could take it home and answer at their convenience. It was also considered appropriate because it could enhance the accuracy of recording and make data processing easier (Gordor, Akar & Howard, 2006). The questionnaire was administered to the four Management Personnel, the Deputy Registrar in charge of Human Resource, the five TEWU executive members and 302 junior staff who could read and write. A total of 25 of the junior staff respondents could neither read nor write, and in their case the items were read to them and their responses filled in by the researcher. The items for those who could read and write and those who could not were the same.

The questionnaire (Appendix A) began with an introductory statement which specified the purpose of the research as purely academic. Respondents were encouraged to give frank responses by assuring them of the confidentiality of their responses. The questionnaire was divided into six sections (I, II, III, IV, V and VI). In the first section, respondents were asked to give personal information such as gender, age and length of service.

Section two was numbered 5, 6, and 7 to answer Research Question 1 which was on the nature of labour-management relations in UCC. Part of the

section had closed-ended questions made up of statements from which the respondents were expected to indicate the extent to which they agreed or disagreed with the statements. This was done on a 5-point Likert type scale and were rated as 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree with the statements. This part sought answers to questions such as the nature of relationship between TEWU and Management in UCC. The other part of section two also comprised closed-ended questions with multiple answers from which respondents were free to choose. It sought answers on issues such as whether respondents were prepared to stay or leave the service of the University of Cape Coast if they had employment opportunity elsewhere.

Section three contained a mixture of closed-ended and open-ended questions. The open-ended questions allowed respondents to come out with their own individual responses. This enabled the researcher to tap unanticipated but valuable information from the respondents. It addressed Research Question 2 which was on the activities of members of TEWU that contributed to the achievement of the vision and mission of UCC. It was numbered 8, 9, 10, 11, 12 and 13.

Section four was also numbered 14, 15, 16, 17, 18, 19 and 20. It was meant to answer Research Question 3 which looked at factors that accounted for industrial disputes between Management and TEWU in UCC. The section had only closed-ended questions including statements on a 5-point Likert type scale which the respondents were expected to rank according to the frequency at which the issues mostly occurred with 5 being the most frequently occurring factor, 4 as frequently occurring factor, 3 as occasionally occurring factor, 2 as

the least occurring factor and 1 being the factor which does not cause industrial dispute.

Section five was numbered 21, 22, 23, 24, 25 and 26 and comprised both open and closed ended questions. Data gathered from this section was used to answer Research Question 4 which dealt with the mechanisms for settling labour-management disputes in UCC. The final part of the questionnaire which is section six had only one question which was numbered 27 and that sought answers for strategies for the way forward.

Pilot-Testing of Instrument

The instrument was pilot-tested to ascertain its validity and reliability at the University of Education, Winneba (UEW), where the researcher thought that the sample would mimic the actual sample that was chosen for the main study at UCC because of the similar characteristics that the two institutions have. The questionnaire was administered to a total of 50 respondents, that is, four management personnel who were the Vice-Chancellor, Pro-Vice-Chancellor, Registrar and the Finance Officer; the Deputy Registrar in charge of Division of Human Resource; five TEWU executive members who were the Chairman, Vice Chairman, Secretary, Assistant Secretary, and Trustee and 40 junior staff. The junior staff were made up of staff from the maintenance section, library, administration, halls of residence and the academic departments. Out of the 40 junior staff respondents, five of them could neither read nor write. In their case the items were read to them and their responses filled in by the researcher.

The distribution of the questionnaire was made with the help of the Chief Administrative Assistant at the Register's office and the TEWU Chairman after

all the necessary procedures and briefing had been done. In all, 48 (96%) out of the 50 copies of the questionnaire administered were retrieved after two weeks.

The pilot-test enabled the researcher gain insight into how the selected staff would respond to the questionnaire, and to determine the validity and reliability of the instrument. Validity, according to Cassell and Symon (1994), refers to the extent to which a method or instrument actually measures what it suggests to measure. Reliability, on the other hand, refers to the extent to which the respondents consistently gave certain answers and this meant that the instrument could be replicated.

Since content validity is determined by expert judgment and opinion, the research instrument was subjected to critical review by the supervisors and experts in labour-management relations and questionnaire development. Their pieces of advice helped in effecting the necessary corrections and changes by way of reframing some of the questions. For example, it was realized that questionnaire item number 12 which originally was about the extent to which union activities were in line with the vision and mission of the University had responses which were difficult to measure. The question was therefore reframed to read “In what ways are union activities in line with the vision and mission of the University?”. Again, questionnaire item number 19 which was about how often management met with workers also did not have explanatory note hence some respondents referred to departmental meetings. Since the interest was not in departmental meetings, an explanatory note was provided to guide the respondents. Furthermore, the original questionnaire item number one for the management personnel which was about the age of the respondents was not completed by majority of the respondents and therefore it was deleted after the

pilot-test. The pilot-test also provided ideas about anticipated difficulties such as length of time people would use to answer the questions and how accurate the questionnaire items were to be translated from the English language to the local language to the understanding of the respondents who could not read and write. The pilot-test also helped in making the needed corrections in the data collection methods and to overcome the difficulties that the pilot-test revealed. An overall Cronbach alpha reliability coefficient of .78 was obtained, suggesting that the instrument was reliable.

Data Collection Procedure

In each department, section or unit visited, a letter of introduction from the Director of the Institute for Educational Planning and Administration (IEPA), UCC, together with the names of those sampled from that particular unit were presented to the administrator in charge. The letter was approved by the Registrar of the University of Cape Coast. Introduction was done by the officer in charge to the respondents and the purpose of the study explained with an assurance that their responses would be kept confidential. The introduction usually took place during lunch break or getting to closing time in order not to interrupt official working hours. The administration of the questionnaire was done personally. The researcher went through the entire questionnaire with the staff after which they were left to complete. In the case of those who could neither read nor write, the items were read to them and their responses filled in by the researcher.

To ensure a high rate of return, two weeks were used to administer the questionnaire and another two weeks used to retrieve all the completed

questionnaire. In some cases, fresh copies of the questionnaire had to be given out to staff who had misplaced theirs.

Out of the 337 questionnaire administered, 315 (93%) were retrieved with 305 coming from the junior staff, five from the management personnel and five from the TEWU executive. Out of the 305 junior staff respondents, 25 (8%) of them could neither read nor write so the items were read to them and their responses filled in by the researcher. Arrangements were made with those who could not read and write concerning the times and places that were convenient to them for the items to be read to them. After the various dates had been fixed, each of them was met separately to respond to the questionnaire. To be sure that the responses filled in were what they were intended to be, with permission from the respondents, their responses were tape-recorded and later transcribed to compare with what was written down. To ensure reliability of the data, the researcher went back to those who could not read and write and read to them the responses they provided. This was intended to check on the accuracy of their responses.

Data Analysis Procedure

Data gathered for the study were analysed statistically. The Statistical Package for Social Sciences (SPSS) version 10.0 was used for the analysis. The responses were first edited, coded and scored. The questionnaire items were fed into the computer. Since the questionnaire items had been coded and scored, the responses that corresponded with the scores given were put under the respective codes given to the questionnaire items.

With the open-ended items, the responses were grouped into patterns or themes and coded appropriately. With questionnaire item 26, for example,

where respondents had to state issues that they considered as challenges to labour-management relations in UCC, the responses were grouped into themes and patterns. For example the responses which indicated that management did not attach importance to workers' problems were coded 1 and the responses which stated that senior members enjoyed a lot of benefits while junior staff were paid scanty salaries were coded 2. The responses that corresponded with the scores given were put under the respective codes given to the questionnaire items since the questionnaire items had already been coded and scored. The data were then analysed using the SPSS computer package in response to the research questions. The patterns or themes were re-organised to tally with the research questions.

To answer the research questions, cross-tabulations and quantitative analysis involving frequencies and percentages were used in the analysis of the closed-ended questions while qualitative analysis involving organizing data into themes and patterns, describing and interpreting the data were used to analyse the open-ended questions.

CHAPTER FOUR

FINDINGS AND DISCUSSION

The study sought to examine labour-management relations in the University of Cape Coast. A structured questionnaire was designed to obtain information from management personnel who are involved in labour-management negotiations, the Deputy Registrar in charge of the Division of Human Resource who is also part of the Management side of the Labour-Management negotiating team, executive members of the Teachers and Educational Workers' Union (TEWU) of UCC and some sampled junior staff. This chapter presents and discusses the findings of the study. The presentation of the findings is based on the research questions that covered issues such as the nature of labour-management relations in the University of Cape Coast, the activities of TEWU that are in line with the vision and mission of the University as well as causes and mechanisms for resolving industrial disputes in the University of Cape Coast.

Bio-Data of Respondents

The bio-data of respondents that were considered in the study are gender, age and length of service. The representation of the sexes was to get a fair view of both females and males. Table 4 shows a cross tabulation of the gender of the respondents and the categories to which they belong.

Table 4**Distribution of Respondents by Gender**

Sex	Junior Staff No(%))	TEWU Exec. No(%)	Mgt No(%)	Total No(%)
Male	259(84.9)	4(80.0)	4(80.0)	267(84.8)
Female	46(15.1)	1(20.0)	1(20.0)	48(15.2)
Total	305(100.0)	5(100.0)	5(100.0)	315(100.0)

The respondents who provided data for the study comprised 84.8% males and 15.2% females. The greater proportion of male respondents is a reflection of the fact that there are more male junior staff than female staff in that category in the University of Cape Coast.

The study also sought to find out the ages of the junior staff and the TEWU Executive. The results are presented in Table 5.

Table 5**Distribution of Respondents (Junior Staff and TEWU Executive) by Age**

Age (years)	Junior Staff No(%)	Executive No(%)	Total No(%)
20-29	80(26.2)	0(0.0)	80(25.8)
30-39	116(38.0)	3(60.0)	119(38.4)
40-49	76(24.9)	2(40.0)	78(25.2)
50 and above	33(10.8)	0(0.0)	33(10.6)
Total	305(100.0)	5(100.0)	310(100.0)

The study showed that majority (38.4%) of the junior staff and TEWU executive respondents were between the ages of 30 to 39 years. Those whose ages were between 20 and 29 years were 25.8%, 40 to 49 years were 25.2% while those who were 50 years and above constituted 10.6% of the respondents. This shows that the respondents were matured enough to come out with their own views and opinions.

The study also looked at the length of service of the respondents and the findings are presented in Table 6.

Table 6
Distribution of Respondents by Length of Service

Length of Service (Years)	Junior Staff No(%)	Executive No(%)	Management No(%)	Total No(%)
1-10	104(66.9)	1(20.0)	1(20.0)	106(33.7)
11-20	154(17.7)	0(0.0)	1(20.0)	155(49.2)
21 and above	47(15.4)	4(80.0)	3(60.0)	54(17.1)
Total	305(100.0)	5(100.0)	5(100.0)	315(100.0)

Table 6 indicates that 33.7% of the respondents have worked in the university between 1 to 10 years. Those who have served the university between 11 to 20 years constitute 49.2% while those who have served for 21 years and above make up 17.1%. Majority of the respondents who have served the university for more than 21 years are TEWU executive and management personnel. This shows that the respondents have been in the service of the

university for a very long time and that they know what has been happening concerning the relationship between labour and management and were in the position to respond to issues relating to this study. Although majority of the management personnel and the TEWU executive respondents have been in the service of the university for a long time, some of them have spent less than 4 years on their current positions as TEWU executive members and management personnel respectively.

Nature of Labour-Management Relations in UCC

Research Question 1: What is the nature of labour-management relations in the University of Cape Coast?

Relationship within and outside an organization is very important because the efficient performance of an organization depends on the harmonious relationship which is built among the individuals and between employees and management. It is common to see organizations which have all resources but with unsatisfactory performance due to labour-management relations problems. The research question sought to find out the views of the junior staff, the TEWU executive and the management personnel who are engaged in labour-management negotiations in the university on the relationship that exists between management and the junior staff represented by their union. The results are presented in Table 7.

Table 7**Views of Respondents on Nature of Labour-Management Relations in UCC**

Statements	Responses	JS	Exec.	Mgt	Total
		No(%)	No(%)	No(%)	No(%)
Mgt. involves	Str. Agree.	37(12.1)	0(0.0)	3(60.0)	40(12.7)
TEWU executive	Agree	187(61.3)	4(80.0)	1(20.0)	192(61.0)
in taking decisions	Undecided	25(8.2)	1(20.0)	0(0.0)	26(8.3)
which affect staff.	Disagree	32(10.5)	0(0.0)	1(20.0)	33(10.5)
Mgt communicates	Str. Disagree	24(7.9)	0(0.0)	0(0.0)	24(7.6)
	Str. Agree	43(14.1)	2(40.0)	2(40.0)	47(14.9)
freely with TEWU	Agree	168(55.1)	3(60.0)	2(40.0)	173(54.9)
Executive.	Undecided	46(15.1)	0(0.0)	0(0.0)	46(14.6)
	Disagree	30(9.8)	0(0.0)	1(20.0)	31(9.8)
	Str. Disagree	18(5.9)	0(0.0)	0(0.0)	18(5.7)
TEWU Exe.	Str. Agree	47(15.4)	1(20.0)	3(60.0)	51(16.2)
communicates	Agree	181(59.3)	4(80.0)	1(20.0)	186(59.0)
freely with	Undecided	34(11.1)	0(0.0)	0(0.0)	34(10.8)
Management.	Disagree	31(10.2)	0(0.0)	1(20.0)	32(10.2)
	Str. Disagree	12(3.9)	0(0.0)	0(0.0)	12(3.8)
Mgt allows TEWU	Str. Agree	35(11.5)	2(40.0)	2(40.0)	39(12.4)
executive to meet	Agree	114(47.2)	2(40.0)	2(40.0)	148(47.0)
with workers very	Undecided	28(9.2)	1(20.0)	1(20.0)	30(9.5)
often.	Disagree	67(22.0)	0(0.0)	0(0.0)	67(21.3)
Mgt and TEWU	Str. Disagree	31(10.2)	0(0.0)	0(0.0)	31(9.8)
	Str. Agree.	43(14.1)	1(20.0)	3(60.0)	47(14.9)
	Agree	182(59.7)	3(60.0)	1(20.0)	186(59.0)
executive cooperate	Undecided	27(8.9)	1(20.0)	0(0.0)	28(8.9)
with each other.	Disagree	37(12.1)	0(0.0)	1(20.0)	38(12.1)
Union and mgt.	Str. Disagree	16(5.2)	0(0.0)	0(0.0)	16(5.1)
	Str. Agree.	39(12.8)	0(0.0)	3(60.0)	42(13.3)
	Agree	91(62.6)	3(60.0)	1(20.0)	195(61.9)
	Undecided	25(8.2)	2(40.0)	0(0.0)	27(8.6)
relation has been	Disagree	30(9.8)	0(0.0)	1(20.0)	31(9.8)
cordial.	Str. Disagree	20(6.6)	0(0.0)	0(0.0)	20(6.3)

As Table 7 depicts, majority (73.7%) of the respondents agreed with the statement that management involves TEWU executive when taking decisions which affect staff while only 18.1% disagreed. Majority of those who agreed with the statement are management personnel and TEWU executive. This finding confirms the view of Bratton and Gold (1999) that in a democratic society, workers should be involved in the decision-making process especially when the outcome of those decisions impact on their lives. The table also shows that with the issue of communication between management and TEWU executive, majority (69.8%) agreed that management communicates effectively with TEWU executive, while 75.2% also agreed that TEWU executive communicates effectively with management. This suggests that the university accepts the fact that communication holds the various parties of the institution together hence the good communication flow between labour and management. For an organization to function effectively, there should be free flow of information between its members. Table 7 further shows that 59.4% of the respondents agreed with the statement that management allows TEWU executive to meet with workers, while 31.1% disagreed with the statement. This also reflects the fact that the union meetings are recognized by management. This is because it is at these union meetings that the concerns of workers, especially those related to conditions of service, are noted by the union executive and presented to management since management does not usually deal with such issues on individual basis.

Again, the table indicates that among the 315 respondents, 233 representing 73.9% agreed that management and TEWU executive cooperate with each other while 17.2% disagreed with the statement. The finding is in

line with the view expressed by Anyakoha et. al. (2002) in their study on communication culture within Nigerian universities. According to them, effective communication within the university is crucial because it enables individuals and groups within the institution to come out with the cooperation needed to reach institutional goals. Attaining institutional goals is the primary aim of every institution, and this is what every institution works hard to achieve. Table 7 further shows that 75.2% of the respondents agreed that union and management relation has been cordial. On this view, 80% of the management respondents agreed while 20% disagreed. In total, only 16.1% disagreed with the statement and 8.6% could not decide. The cordial relationship that the findings suggest may have come as a result of the adoption of the recommendations made by the University Rationalization Committee (1988) which entreats the universities to make TEWU part of the decision-making process of the universities, and the implementation of the provisions made in the University of Cape Coast Statutes (2003). The statutes empower TEWU to serve and contribute to decision-making especially those that impact on the lives of the junior staff. The finding implies that effective communication practised by the university, which the findings of this study suggest, has also contributed to the cordial relation that exists between labour and management. The result confirms the observation by Ahuja (1988) and Lysaught (2000) that effective communication within an institution prevents industrial dispute and promotes harmonious relations.

Employees' Stability

Views of respondents (Junior staff and TEWU executive) were solicited on whether under the existing conditions of service, if they had an employment

opportunity elsewhere they would leave or remain in the service of the University. The results are presented in Table 8.

Table 8

Views of Respondents (Junior Staff and TEWU Executive) on their Stability in the University

Statement	Responses	JS	Exec.	Total
		No(%)	No(%)	No(%)
Given the existing conditions of service, if you had an employment opportunity elsewhere, will you leave or remain in the service of UCC?	I will leave.	61(20.0)	0(0.0)	61(19.7)
	I will remain.	177(58.0)	4(80.0)	181(58.4)
	Undecided.	67(22.0)	1(20.0)	68(21.9)

Changing employment is a decision that needs careful consideration. Table 8 shows that majority (58.4%) of the respondents (TEWU executive and junior staff) were of the view that under the existing conditions of service, even if they had employment opportunity elsewhere they will still remain in the service of the university while 19.7% of them stated that they will leave. However, 21.9% of the respondents could not decide. The finding confirms Hollinshead et.al.'s (1999) observation that improved conditions of service increases the strength of the workforce and this in turn reduces the rate of staff turnover as it is in UCC. The finding is also in line with the assertion of Ahuja (1988) that employees are mostly interested in better conditions of service. Once this is in place, they may not want to leave the services of the institution since at the level of the junior staff, they are motivated by the provision of their basic needs.

To confirm their commitment to the university, majority of the respondents (junior staff and TEWU executive) indicated that they have high morale while a few of them stated that they have low morale. This signifies harmonious relations within the university because as noted by Ahuja (1988), harmonious labour-management relations are reflected in the morale, commitment, sense of duty and sense of belongingness of employees. Once there is cordial relations which results in peaceful atmosphere, employees are prepared to remain and give off their best. In a situation where there is instability within an institution and the rate of staff turnover is high, it is difficult to attract clients, and in the case of the university, prospective students may divert their attention to other institutions.

Activities of Members of TEWU that are in Line with the Vision and Mission of the University

Research Question 2: In what ways are the activities of members of the Teachers and Educational Workers' Union (TEWU) of TUC in the University of Cape Coast in line with the vision and mission of the University?

The mission of an institution is the purpose of its existence and the scope of its operation and the vision shows the long-term direction of the institution. Unions on their part have their own interest and therefore have activities that they pursue to achieve their interest. The study sought to find out the opinions of respondents on whether the activities of members of TEWU in UCC are in line with the vision and mission of the university. Table 9 presents the results.

Table 9**Opinions of Respondents on the Activities that the Union Undertakes**

Statement	Responses	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
What activities does the union undertake?	Negotiate with mgt. on salaries & other conditions of service.	256(39.3)	5(25.0)	3(30.0)	264(38.7)
	Educate members on labour issues & offer advise to members.	135(20.7)	5(25.0)	1(10.0)	141(20.7)
	Help resolve conflicts between Heads and staff.	85(13.0)	3(15.0)	1(10.0)	89(13.0)
	Defend members on disciplinary issues.	89(13.7)	5(25.0)	1(10.0)	95(13.9)
	Take part in appointment and promotion of members.	87(13.3)	2(10.0)	4(40.0)	93(13.6)
Total		652(100.0)	20(100.0)	10(100.0)	682(100.0)

Table 9 depicts that 38.7% of the responses showed that the union negotiates with management on salaries and other conditions of service as part of the activities that the union performs, 20.7% stated that the union educates its members on labour issues while 13.9% were of the view that the union stands as a unifying body to defend its members on disciplinary issues. Others, that is, 13.6% noted that the union takes part in the appointment and promotion of its

members while 13.0% were of the view that the union helps resolve conflict between staff and heads of department.

The findings on the activities that the TEWU undertakes confirm the views shared by Obeng-Fosu (2007) on the roles that unions play. According to him, trade unions provide protection for their members, bargain collectively with the employer on wages, conditions of work and terms of employment, and seek to improve the standards of living of their members.

The findings are also in line with the view of Armstrong (2003) that trade unions engage in collective bargaining to improve the terms and conditions of their members and to provide protection, support and advice to their members. The assertion of Jose (1999) is also supported by the findings. He stated that trade unions perform democratic and representative roles by providing voice and identity for workers as a group at the workplace and speak for workers in individual grievance procedures. The study, however, did not find the union take part in the human resource development of its members by making sure that training opportunities are distributed equitably as opined by Bratton and Gold (1999). Thus, the findings of this study are in contrast with the assertion of Bratton and Gold because TEWU is not represented on the Junior Staff Scholarship Committee which is responsible for granting study leave to the junior staff to undergo training and development.

A follow-up question was to find out the opinions of respondents on whether or not management encourages union activities. Majority of the respondents were of the opinion that management encourages union activities while a few of them responded in the negative. It could be inferred from the responses that UCC management supports union activities because it is through

these activities that the union brings its members together, and this helps foster and strengthen the relationship between the union executive and the rank and file of workers.

Awareness of the Vision and Mission of UCC

The study sought to find out whether respondents (junior staff and TEWU executive) were aware of the vision and mission of the university. Their responses are presented in Table 10.

Table 10

Views of Respondents (Junior staff and TEWU Executive) on their

Awareness of the Vision and Mission of the University

Statement	Response	JS No(%)	Exec. No(%)	Total No(%)
Are you aware of the vision and mission of the university?	Yes	87(28.5)	4(80.0)	91(29.4)
	No	218(71.5)	1(20.0)	219(70.6)
Total		305(100.0)	5(100.0)	310(100.0)

Table 10 shows that majority (70.6%) of the respondents are not aware of the vision and mission of the university. Only 29.4% are aware. Majority of those who are aware are TEWU executive members. This may be because the executive deal directly with management and may have had the privilege of being informed. The study also sought to find out from this group why they were not aware of the vision and mission and majority of them indicated that they have not been communicated to them, while others stated that the vision and mission are meant for senior members only. Other respondents also pointed out that the vision and mission are not relevant to their duties.

The mission and vision are what the university stands for and where it sees itself in the future. In the view of Donnelly et. al. (1992), the stated mission provides direction and meaning to all members of the organisation, regardless of their level. The management personnel respondents were also to indicate whether or not the junior staff were aware of the vision and mission of the university and majority responded in the affirmative while others did not provide any response. It could be inferred from the management personnel who did not respond that they were not sure whether the junior staff have been educated on the university's mission and vision or not. This may be attributed to the fact that at the time of this study, majority of the management respondents had spent less than four years on their current managerial positions some had not even spent a year on their current positions. As to how those staff who were aware got to know, some management respondents indicated that TEWU executive took part in the formulation process of the strategic plan so they in turn educated their rank and file. Others also stated that the strategic plan was discussed and made available to the union executive so they also explained to the staff. Another reason cited was that the various heads of department were aware so they educated the staff.

The responsibility of who to educate staff on the policies and goals of the university is missing. In the absence of official way of disseminating information, workers resort to the grapevine and information from such sources is sometimes altered by rumour mongers. It is against this backdrop that Ahuja (1988) posited that it is important that policies and objectives which an organization has to follow are communicated to its workforce so that they are able to work according to the guidelines laid down.

In a follow-up question as to how union activities are in line with the vision and mission of the university, responses gathered suggested that majority of the respondents who indicated that they were aware of the mission and vision of the university were themselves not familiar with the issue because their responses were not in order, except a few whose responses showed that they had some idea. From the findings, as depicted in Table 9, the union contributes to the achievement of the vision and mission of the university through the education and the advice that the union gives to its members to enable them work effectively and efficiently. Though not line employees, the junior staff, from Labourers to Senior Clerks and the analogous grades, act as lower level supporting staff by helping in teaching and learning through the discharge of their daily duties. The University of Cape Coast Corporate Strategy (2003) Key Thrust 10, stipulates the need for the creation of a conducive working environment. By this, the union is called upon to assist in establishing a framework for rapid response to staff grievances since the absence of grievances helps in promoting harmonious relations. As indicated by Ahuja (1988), an institution's efficiency is related to the type of relationship that exists within and outside the institution. In ensuring healthy and harmonious relations on campus, the union contributes to the smooth running of the university.

Attitude of TEWU Members Towards the Achievement of the Vision and Mission of UCC

The issue of the attitude of members of TEWU towards the achievement of the vision and mission of the university was also examined. In response to the question "What is the attitude of TEWU members towards the achievement

of the vision and mission of the University?”, respondents gave the answers indicated in Table 11.

Table 11

Opinions of Respondents on the Attitude of TEWU Members Towards the Achievement of the Vision and Mission of the University

Responses	JS	Exec.	Mgt	Total
	No(%)	No(%)	No(%)	No(%)
Cooperative	230(75.4)	5(100.0)	3(60.0)	238(75.6)
Hostile	23(7.5)	0(0.0)	0(0.0)	23(7.3)
Indifferent	41(13.4)	0(0.0)	1(20.0)	42(13.3)
No Response	11(3.6)	0(0.0)	1(20.0)	12(3.8)
Total	305(100)	5(100.0)	5(100.0)	315(100.0)

Table 11 reveals that majority (75.6%) of the respondents were of the opinion that TEWU members cooperate with management in working towards the achievement of the vision and mission of the university while only 7.3% of them were of the opinion that TEWU members’ attitude is hostile. The table further shows that 13.3% of the respondents were of the opinion that TEWU members are indifferent towards the achievement of the vision and mission of the university, while 3.8% did not respond. Since the junior staff contribute to the achievement of the vision and mission of the university through the performance of their daily duties, the findings imply that the workers take whatever duties they perform seriously. This may be for the fact that the achievement of the university impacts on their lives hence their positive attitude towards work which helps in the achievement of the vision and mission of the university.

The union is enjoined by the provisions in the Corporate Strategy (2003) to assist in creating a conducive working environment. This target is measurable at the end of the target period. If the activities of the union do not help in the achievement of the set target, acceptable reasons must be provided. It therefore behoves TEWU to cooperate in ensuring that the necessary cordial and peaceful atmosphere is created.

Factors that Account for Industrial Disputes in UCC

Research Question 3: What factors account for industrial disputes between management and TEWU of the University of Cape Coast?

The potential for dispute exists within any social structure. Relationships are prone to disputes and so is labour-management relations. Because both labour and management have differing interests, in trying to achieve these respective interests there is bound to be dispute between them. The research question therefore sought to find out the views of the respondents on the factors that account for industrial disputes between management and TEWU in the University of Cape Coast.

The responses are from the most frequently occurring factor (5), frequently occurring factor (4), occasionally occurring factor (3), least occurring factor (2) to factor which does not cause industrial dispute (1). The results are presented in Table 12.

Table 12**Views of Respondents on Factors that Account for Industrial Disputes**

Factors that Account for Industrial Disputes	Resp.	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
Staff indiscipline.	5	41(13.4)	0(0.0)	1(20.0)	42(13.3)
	4	0(0.0)	3(60.0)	0(0.0)	3(1.0)
	3	128(42.0)	1(20.0)	0(0.0)	129(41.0)
	2	67(22.0)	1(20.0)	3(60.0)	71(22.5)
	1	69(22.6)	0(0.0)	1(20.0)	70(22.2)
Victimization of workers by Heads of Dept./Section/Unit.	5	45(14.8)	0(0.0)	1(20.0)	46(14.6)
	4	0(0.0)	1(20.0)	0(0.0)	1(0.3)
	3	123(40.3)	2(40.0)	0(0.0)	125(39.7)
	2	56(18.4)	1(20.0)	3(60.0)	60(19.0)
	1	81(26.6)	1(20.0)	1(20.0)	83(26.3)
Issues concerning wages and salaries.	5	138(45.2)	2(40.0)	3(60.0)	143(45.4)
	4	53(17.4)	1(20.0)	2(40.0)	56(17.8)
	3	67(22.0)	2(40.0)	0(0.0)	69(21.9)
	2	28(9.20)	0(0.0)	0(0.0)	28(8.9)
	1	19(6.2)	0(0.0)	0(0.0)	19(6.0)
Inadequate allowances.	5	123(40.3)	1(20.0)	0(0.0)	124(39.4)
	4	56(18.4)	2(40.0)	2(40.0)	60(19.0)
	3	50(16.4)	0(0.0)	1(20.0)	51(16.2)
	2	41(13.4)	2(40.0)	1(20.0)	44(14.0)
	1	35(11.5)	0(0.0)	1(20.0)	36(11.4)
Inappropriate health and safety measures	5	65(21.3)	1(20.0)	0(0.0)	66(21.0)
	4	84(27.5)	2(40.0)	3(60.0)	89(28.3)
	3	66(21.6)	2(40.0)	1(20.0)	69(21.9)
	2	55(18.0)	0(0.0)	1(20.0)	56(17.8)
	1	35(11.5)	0(0.0)	0(0.0)	35(11.1)

Table 12 Continued

Factors that Account for Industrial Disputes	Resp.	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
Long working hours.	5	42(13.8)	0(0.0)	1(20.0)	43(13.7)
	4	60(19.7)	2(40.0)	1(20.0)	63(20.0)
	3	67(22.0)	1(20.0)	0(0.0)	68(21.6)
	2	55(18.0)	0(0.0)	2(40.0)	57(18.1)
	1	81(26.6)	2(40.0)	1(20.0)	84(26.7)
Non-payment for overtime.	5	110(36.1)	0(0.0)	1(20.0)	111(35.2)
	4	50(16.4)	2(40.0)	0(0.0)	52(16.5)
	3	35(11.5)	2(40.0)	1(20.0)	38(12.1)
	2	34(11.1)	0(0.0)	2(40.0)	36(11.4)
	1	76(24.9)	1(20.0)	1(20.0)	78(24.8)

As shown in Table 12, 45.4% of the responses indicated that the most frequently occurring factor that accounts for industrial disputes in UCC are issues concerning wages and salaries. The table also shows that 39.4% of the respondents rated inadequate allowances as one of the most frequent causes of dispute between labour and management and 35.2% also held the opinion that non-payment for overtime work also contributes to industrial disputes. The results give an indication that workers' agitations are mostly to demand their fair share of what the institution has made in the face of economic situations. The finding supports the study conducted by Ubeku (1983) in Nigeria which came out that issues concerning salaries and wages and the implementation of collective agreement are mostly the causes of industrial disputes. This

presupposes that in exerting their energy, skills, knowledge and abilities for the institution, employees expect some compensation. Thus, if the compensation falls below employees' expectations, they become agitated. As additional information, management respondents indicated that there has been some occasions when TEWU executive refused to enter into collective bargaining with management because the percentage increase for salary offered by government was not acceptable to them.

The table further reveals that 28.3% of the respondents were of the view that inappropriate health and safety measures also causes dispute while 26.7% of the respondents were also of the view that long working hours did not cause industrial dispute. The least among the causes were victimization of workers by heads of department and staff indiscipline with responses of. 14.6% and 13.3% respectively. It could be observed from the findings that victimization of workers by heads of department and staff indiscipline have not been so much problems in UCC to call for industrial dispute between labour and management.

The finding further confirms the observation by Obeng-Fosu (2007) that in Ghana, the Labour Department's record of strikes reveals that issues such as claim for yearly bonus, demand for increase in wages, non-payment of wages and allowances, unfavourable conditions of service and delay in implementation of collective agreement are some of the causes of industrial disputes. Other causes such as demand for the removal of management staff and demand for the re-instatement of dismissed colleagues as mentioned by Obeng-Fosu did not apply to the University of Cape Coast according to the findings of this study.

Information Flow Between Management and Junior Staff

The study also examined how information from management gets to employees and vice-versa. The responses are presented in Table 13.

Table 13

Views of Respondents on Information Flow Between Management and Junior Staff

Statements	Responses	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
How does info. from Mgt get to workers.	Through: TEWU Exec.	149(47.0)	4(40.0)	5(31.3)	158(46.1)
	Heads of Dept.	123(38.8)	4(40.0)	5(31.3)	132(38.5)
	Grapevine.	25(7.8)	0(0.0)	1(6.3)	26(7.6)
	Notice Board.	20(6.3)	2(20.0)	5(31.3)	27(7.9)
How does info. from workers get to Mgt.	Through: TEWU Exec.	212(73.9)	4(66.7)	5(55.6)	221(73.2)
	Heads of Dept.	65(22.6)	2(33.3)	2(22.0)	69(22.8)
	Grapevine.	10(3.5)	0(0.0)	2(22.0)	12(4.0)

Table 13 reveals that 46.1% of the responses indicated that information from management get to workers through TEWU executive while 38.5% stated that workers receive information from management through their heads of department. The table again shows that 7.9% noted that workers get information from management by reading from the notice boards while 7.6% indicated that they get information from management through the grapevine. With regard to upward communication, Table 13 shows that majority (73.2%) of the responses indicated that information from workers to management pass through TEWU executive while 22.8% stated that management receive information from workers through the heads of department.

The findings support the view of Ahuja (1988) that union plays active role in communication in organization. This is because according to Ahuja, the union is a regularly established channel upon which many employees depend for information. Being the mouthpiece of employees, TEWU serves as communication link between management and workers through which information is sent and received. Information such as the outcome of meetings held with management especially those relating to payment of salaries and wages and other conditions of service are conveyed by the TEWU executive to employees and also forward the feedback from employees to management. The second most dominant channel through which information from management gets to workers and vice-versa, according to the study, is through heads of department.

As indicated by Bateman and Snell (1999), employees must get information in order to perform their jobs and be in tune with the organizational goals. Management also needs information to know what is going on in terms of achievements and potentials. In the University of Cape Coast, management works through heads of department, section and unit. Information is therefore sent to employees in the form of circulars issued from the Registrar's Department through the various heads of department, section, and unit. Information to workers usually concern staff attendance to work, payment of monthly salaries and wages, annual and study leave.

Workers also send their requests to the Registrar through their heads of department for their comments before submission to the Registrar. Requests from staff which do not pass through the heads of department are sometimes referred back to the heads. Such letters include request for promotion,

upgrading, annual leave, registration of spouse or child and on payment of allowances. The finding again shows that the grapevine, that is the informal communication network which moves through the organization in every direction, is another source through which both management and staff receive information. Although sometimes information from the grapevine may just be a speculation, people resort to such a source in the absence of formal or official source of information or when there is a long delay in official dissemination of information. Inferring from the responses from the study, it could be noted that formal and approved channels of communication are effective in the University of Cape Coast.

Briefing of Workers On Conditions of Service or Agreements on Work Procedures.

The study sought to find out the views of respondents on whether workers are briefed from time to time on conditions of service or agreements on work procedures. The responses are presented in Table 14.

Table 14

Views of Respondents on Whether Workers are Briefed on Conditions of Service or Agreements on Work Procedures.

Statement	Response	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
Are workers briefed from time to time on conditions of service or agreements on work procedures?	Yes	152(49.8)	4(80.0)	3(60.0)	159(50.5)
	No	107(35.1)	0(0.0)	2(40.0)	109(34.6)
	No Resp.	46(15.1)	1(20.0)	0(0.0)	47(14.9)
Total		305(100.0)	5(100.0)	5(100.0)	315(100.0)

Table 14 depicts that 50.5% of the responses on whether workers are briefed from time to time on conditions of service or agreements on work procedures are positive, 34.6% responded in the negative while 14.9% did not give any response. It could be inferred from the responses as indicated in the table that even though 50.5% is on the majority side, it did not in any way show clearly that workers were from time to time briefed on conditions of service or agreements on work procedures. The responses seem to suggest that though there might have been some briefing, it was not done regularly. From the management respondents, 60.0% were positive and 40.0% negative. This shows that there is more room for improvement.

The conditions of service or collective agreement which is the outcome of negotiations between management and union on working conditions and terms of employment is reviewed from time to time. Employees are therefore, to be informed periodically to enable them know what is expected of them and what they should also expect from management. The finding suggests that employees are not briefed from time to time on what is expected of them and this could lead them to act in ignorance.

In a follow-up question as to who briefs workers on conditions of service or agreements on work procedures, majority of the respondents indicated that it was done by the TEWU executive while others also stated that it was the heads of department. Other respondents also noted that it was management. Since conditions of service undergo review from time to time, it is necessary that employees are briefed as and when reviews are done to enable staff to be abreast with issues and also to guide them in the performance of their duties.

The result suggests that the union does more talking than management in this regard. The finding also confirms the assertion expressed by Ahuja (1988) in respect of the role the union plays in organizational communication as it is seen as a recognised channel for dissemination of information. The union is also fulfilled as it conveys information from management to employees and vice-versa because through this the union establishes rapport with workers and gain their support. Since union executives are also part of the workforce, employees tend to rely on information which come from them. In some circumstances, employees even accept information from the union more than from any other source and will usually want their union executive to confirm information relating to conditions of service which come from management.

However, in the view of Applbaum and Anatol (1982), it is the responsibility of management to administer, interpret, and provide an update on conditions of work and organizational policies to employees. It could be inferred from the study that there is no clear policy on information dissemination in UCC since majority of the employees are virtually unaware of some basic information.

Management Meeting with Workers and TEWU Executive

The question of how often management meets with workers and TEWU executive was also examined. The responses are provided in Table 15.

Table 15**Views of Respondents on How Often Management Meets with Workers and TEWU Executive**

Statements	Responses	JS	Exec.	Mgt	Total
		No(%)	No(%)	No(%)	No(%)
How often does mgt meet with workers?	Once a month.	10(3.3)	0(0.0)	0(0.0)	10(3.2)
	Once in 3 months.	8(2.6)	0(0.0)	1(10.0)	9(2.9)
	Once a year.	64(21.0)	0(0.0)	0(0.0)	64(20.3)
	Anytime they decide to call for meeting.	134(43.9)	3(60.0)	3(60.0)	140(44.4)
How often does mgt meet with TEWU Executive?	Never.	89(29.2)	2(40.0)	1(10.0)	92(29.2)
	Once a month.		0(0.0)	0(0.0)	0(0.0)
	Once in 3 months.		2(40.0)	1(20.0)	3(30.0)
	Once a year.		0(0.0)	0(0.0)	0(0.0)
	Anytime they decide to call for meeting.		3(60.0)	4(80.0)	7(70.0)
	Never.		0(00.0)	0(0.0)	0(00.0)

As shown in Table 15, some respondents were of the view that management has no specific time for meeting workers and TEWU executive. In the case of management meeting with workers, 44.4% of the respondents indicated that management meets with workers anytime they decide to call for meeting while 29.2% indicated that management has never met with workers and 20.3% also stated that management meets with workers once a year. Since a simple majority of 50% could not come out clearly as to how often management meets with workers, it gives an impression that the frequency at which management meets with workers is not encouraging and even with 29.2% responding that management has never met with workers also gives

some impression that management meeting with workers was not as often as they should.

On the side of management meeting with TEWU executive, 70.0% indicated that management meets with the executive anytime management decides to call for meeting while 30% indicated that management meets with the executive once in three months. In this case, it is clear that management meets with the executive but not at any fixed time. The findings are in line with the assertion made by Bratton and Gold (1999) that apart from supervisors who meet with their subordinates regularly to discuss work procedures and output, management is more likely to meet with employees' representatives than with all the employees. This may be because information from management to employees are usually in the written form which they pass round. The result, however, is in contrast with the findings of a study conducted by Ubeku (1983) in some organisations in Nigeria which noted that in those organizations, management-union meetings were held at least once every six months and special meetings held at any time to discuss pressing issues. In this case they have fixed time for meetings.

Mechanisms for Settling Labour-Management Disputes in UCC

Research Question 4: What are the mechanisms for settling labour-management disputes in the university?

The study sought to look at the role the union plays in maintaining harmonious relations as a means of minimizing industrial disputes and the mechanisms used to settle industrial disputes between management and the union. The results of the role the union plays in settling industrial disputes are presented in Table 16.

Table 16**Opinions of Respondents on the Role the Union Plays in Maintaining Harmonious Relations**

Statement	Responses	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
How would you describe the role the union plays in maintaining harmonious relations?	Very effective	49(16.1)	2(40.0)	4(80.0)	55(17.5)
	Effective	156(51.1)	2(40.0)	1(20.0)	159(50.5)
	Fairly effective	78(25.6)	1(20.0)	0(0.0)	79(25.1)
	Not effective	22(7.2)	0(0.0)	0(0.0)	22(7.0)
Total		305(100.0)	5(100.0)	5(100.0)	315(100.0)

As Table 16 depicts, 68.0% of the respondents were of the opinion that the union plays effective role in maintaining harmonious relations. This group of respondents included all the management personnel and majority of the TEWU executive. Only 7.0% indicated that the role that the union plays is not effective. The finding suggests that the union has understood and accepted the part that it is supposed to play in fulfilling the provisions in the University of Cape Coast Corporate Strategy (2003). As a representative of workers, the union has a mandate to organize its members in a manner as to promote peaceful working atmosphere. The absence of this affects the operations of the university, that is, teaching, learning and research.

The finding is in line with the assertion of Beach (1980) that organised labour has a strong influence upon an institution. This may be attributed to the fact that when unions resort to agitation, no matter the amount of physical or material resources an organization may have, it cannot turn them into

meaningful products because the human resource which can marshal the materials into meaningful products will be engaged in defending and resolving disputes. The finding also confirms the study conducted by Pandey (2007) in Bokaro Steel Plant in India on labour-management relations which suggested that for industrial peace to prevail, management should realize the importance of workers as an integral part of the organization and also embrace participatory management.

The finding further collaborates a study conducted in Britain on staff commitment as reported by Bratton and Gold (1999), that employees are motivated by the degree of participation allowed them in decision-making especially on issues which affect them. Employees' participation in decision-making ensures harmonious relations in the institution. In the view of Ahuja (1988), the union plays an active role in information relay in an organization. In performing such function, the union contributes in the dissemination of information which helps build mutual trust between management and employees. By the role assigned to the union as contained in the University of Cape Coast Corporate Strategy (2003), the union is committed to promoting harmonious relations. The findings from this study confirm it.

Mechanisms for Settling Labour-Management Disputes in UCC

The study examined the mechanisms that are in place for settling labour-management disputes. Table 17 provides a summary of the responses.

Table 17**Views of Respondents on the Mechanisms for Settling Labour-Management Disputes in UCC**

Statement	Responses	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
Which of the following dispute resolution mechanisms are used in UCC?	Arbitration	58(16.8)	2(33.3)	3(30.0)	63(17.5)
	Mediation	52(15.1)	1(16.7)	2(20.0)	55(15.2)
	Negotiation	126(36.5)	3(50.0)	5(50.0)	134(37.1)
	I don't know	109(31.6)	0(0.0)	0(0.0)	109(30.2)
Total		345(100.0)	6(100.0)	10(100.0)	361(100.0)

As shown in Table 17, there are a number of mechanisms for settling labour-management disputes in UCC. It could be observed from the responses that 37.1% showed that disputes are settled through negotiation. Negotiation is the first provision made in the Labour Act, 2003 (Act 651) in terms of dispute resolution. This provision encourages internal arrangement for settling industrial disputes as agreed upon in the collective agreement of the respective institutions. The finding implies that UCC management and the union mostly settle their disputes without resorting to external help. When disputes are quickly handled internally, it saves the institution a great deal of resources on travelling and transport expenses and in terms of time spent. It could also be inferred from the study that labour-management disputes in UCC are resolved amicably and promptly. The finding confirms the observation by Odgers and Keeling (2000) that some institutions are less likely to want a third party's help because if disputes arise, employers quickly meet with employees' representatives to resolve the problem without waiting for it to escalate.

The table also depicts that there are instances where disputes are resolved with external assistance. It is noted from the table that 17.5% of the respondents indicated that disputes are resolved through arbitration. This means that arbitrators are sometimes called upon to help settle disputes. If a dispute is settled through arbitration, the final decision is determined by the arbitrator. As opined by Donnelly et. al. (1992) and also stipulated in Labour Act, 2003 (Act 651), this level of dispute resolution is reached after negotiations and mediations have failed.

As many as 31.6% of the junior staff respondents did not know how disputes are resolved in UCC. This seems to suggest that a lot of junior staff lack knowledge of how issues are handled between management and the union.

Grievance/Complaint Procedure

The study also sought to find out the views of respondents on whether the university has grievance/complaint procedure. The results are presented in Table 18.

Table 18

Views of Respondents on Grievance/Complaint Procedure

Statement	Responses	JS No(%)	Exec. No(%)	Mgt No(%)	Total No(%)
Does the university have a grievance/complaint procedure?	Yes	75(24.6)	4(80.0)	5(100.0)	84(26.7)
	No	137(44.9)	1(20.0)	0(0.0)	138(43.8)
	I don't know	88(28.9)	0(0.0)	0(0.0)	88(27.9)
	No response	5(1.6)	0(0.0)	0(0.0)	5(1.6)

Table 18 shows that 43.8% of the respondents were of the view that there is no grievance/complaint procedure in UCC while 27.9% stated that they did not know of any grievance procedure in the university. Since majority (71.7%) of the respondents were either ignorant or sure that there is no grievance procedure in UCC, it may be possible that staff may take certain actions out of ignorance if their grievances are not addressed. This is because according to Ubeku (1983), individual grievances that are not met can develop into collective disputes. If employees feel embittered but do not know where to send their complaints, they may be frustrated and this could affect their performance. As noted by Odgers and Keeling (2000), if steps are taken to improve work-place policies and communication mechanisms through open-door complaint procedure and personnel policies and procedures, there is the likelihood that disputes would be minimized. The observation by Odgers and Keeling implies that certain negative actions could have been curtailed if staff were aware of what they were supposed to do when they wanted issues to be addressed.

Table 18 also shows that only 26.7% of the respondents were aware that there is a grievance/complaint procedure in UCC. This group includes all the management respondents and majority of TEWU executive. This may be because, it is management and TEWU executive who enter into collective bargaining agreement so they are aware of what the agreement contains.

Article 36 of the Unified Conditions of Service for Unionised Staff of the Public Universities of Ghana (2006) spells out the grievance procedure in place. For 43.8% of the respondents to indicate that there is no grievance procedure and 27.9% also to state that they did not know of such procedure gives the impression that majority of the junior staff who are supposed to benefit from

the conditions of service do not know its contents. It could be inferred from the finding that due of lack of knowledge of the conditions of service majority of the junior staff do not know their rights and responsibilities.

Reasons for No Provision for Grievance/Complaint Procedure

The study also solicited views from the respondents who indicated that the university has no grievance/complaint procedure to know what they thought were the reasons. Since all the management respondents indicated that the university has grievance procedure, only TEWU executive and the junior staff responded to this particular question. The results are presented in Table 19.

Table 19

Views of Respondents (Junior Staff and TEWU Executive) on Reasons for No Grievance/Complaint Procedure

Statement	Responses	JS No(%)	Exec. No(%)	Total No(%)
What do you consider as the reasons for non-existence of a complaint/ grievance procedure?	There is no well structured grievance procedure in UCC.	68(37.2)	0(0.0)	68(37.0)
	Mgt does not recognize grievance procedure as a useful mechanism.	47(25.7)	1(100.0)	48(26.1)
	Mgt's attitude to workers complaint is hostile.	41(22.4)	0(0.0)	41(22.3)
	Workers complaints are always ignored.	27(14.8)	0(0.0)	27(14.7)
Total		183(100.0)	1(100.0)	184(100.0)

Various reasons were assigned by those who indicated that the university has no grievance procedure. As shown in Table19, majority (37.0%) of the respondents were of the view that there is no structured grievance procedure in the university while 26.1% also indicated that management does not recognize grievance/complaint procedure as a useful mechanism for ensuring industrial harmony. Others (22.3%) noted that management's attitude to workers' complaints is hostile while 14.7% were of the view that workers' complaints are always ignored. It could be deduced from the finding that majority of the junior staff do not know where to send their grievances or complaints. They either send their complaints to where it is supposed to be the last resort or to where they are not supposed to go.

Those who indicated that the university has grievance procedure also noted some benefits of the procedure. Some indicated that the presence of grievance procedure encourages workers to have a voice at the work place, while others were of the view that the procedure serves as a mechanism for voicing out complaints without fear of victimization. Others also stated that the procedure enables workers feel a sense of empowerment. This shows that those who are aware of the procedure for voicing out grievances may use it to their advantage.

Challenges Associated with Labour-Management Relations

Relationships are characterized by challenges and so is labour-management relations in UCC. The study therefore sought to find out views of the respondents on the challenges associated with this relationship.

Respondents came out with a number of issues that they considered as challenges that confront labour-management relations in UCC. From the junior

staff and TEWU executive, majority were of the view that management did not attach importance to workers' problems. Others noted that senior members enjoy a lot of benefits while junior staff are paid scanty salaries, and to them, this does not promote healthy relationship. Furthermore, there were views that workers do not have a voice in some areas of decision-making in the university. Others also pointed out that management did not regularly dialogue with the union, while some of the junior staff respondents were also of the view that the current TEWU executive cannot approach management because they lack courage.

On the part of management respondents, some noted that the executive of the union often did not give the right feedback to their followers. This implies that because of wrong feedback to staff, tension could easily mount in the system. Other challenges they noted were that most of the junior staff were not aware of the grievance procedures while others did not know their rights and responsibilities. The absence of knowledge of one's rights and responsibilities could result in staff taking arbitrary action on issues which could even end up in their disadvantage. Some management respondents also noted infrequent management-workers meeting/durbar as a challenge. This, they considered, could lead to estranged relationship between management and staff. Another concern was that many staff did not read notices but prefer to use the grapevine approach in seeking information. This practice may have come as a result of lack of knowledge of the availability of formal channels of communication. A further concern expressed was about the mistrust the union has for management when it comes to labour issues.

Existing Strategies That Help Improve Labour-Management Relations

The study also sought to find out from the management respondents the existing strategies that help improve labour-management relation in UCC. Some of the respondents noted that there is a labour-management consultative committee in place which is used to pass on information to staff and to resolve sticky issues. There were other responses that as part of maintaining the cordial relationship, the union representatives serve on some university committees including the university council. In addition, some respondents also noted that management was always ready to discuss labour issues with the union leaders and also allows the leaders to meet with their members for their union activities. Others on their part stated that, management encourages union leaders to attend refresher courses every year.

The Way Forward

Views of respondents were sought to find out strategies that would improve labour-management relations in the university. Various ideas came up. Some respondents were of the view that the union executive should be involved in other areas of decision making in the university while others were of the view that there should be regular dialogue between management and the union executive. Others also suggested that there should be regular open fora between management and workers while others expressed the need for management to organize management-staff get-together to bring the staff closer to management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, the major findings and the conclusions drawn from the study. The chapter also presents recommendations and suggestions for further studies.

Summary of the Study

The need for cordial relations between management and employees' union cannot be overemphasized because harmonious relations promote increased productivity while hostile relations retard progress. In spite of the need for harmonious relations, the differing interests of both management and employees sometimes do not encourage such cordial relations. The study, therefore, sought to find out how labour, that is, employees' union and management relate in the University of Cape Coast. It aimed at examining the nature of such relationship. It also looked at whether the activities of the members of the Teachers and Educational Workers' Union (TEWU) of TUC in UCC are in line with the vision and mission of the university. In addition, the study examined the factors that account for industrial disputes in UCC and how these disputes are settled.

Descriptive survey method was used to undertake the study. The population of the study comprised four management personnel who are involved in labour-management negotiations, the Deputy Registrar in charge of the Division of Human Resource who is also part of the management side of the

labour-management negotiating team, five TEWU executive members and 2152 junior staff. The total population was 2162. The methods used to select the sample for the study were purposive, stratified and simple random sampling techniques. Purposive random sample was used to select all the management personnel, the Deputy Registrar in charge of the Division of Human Resource and all the TEWU executive members, while stratified and simple random sampling techniques were used to select the junior staff.

The total sample was 337, which comprised five management personnel, five TEWU executive members and 327 junior staff. Questionnaire was the instrument used for the data collection. Out of the 327 junior staff respondents, 25 (8%) of them could neither read nor write. The items in the questionnaire were read to those who could not read and write and their responses filled in by the researcher. Out of the total sample of 337, 315 (93%) responded to the questionnaire. The questionnaire consisted of six sections. The first section dealt with the bio-data of the respondents while sections two to five addressed the research questions. The final section, section six, dealt with the way forward for labour-management relations in UCC. The questionnaire consisted of open-ended questions, closed-ended questions and 5-point Likert type scale of measurement. To ensure reliability and validity of the instrument, the instrument was pilot-tested at the University of Education, Winneba, and an overall Cronbach alpha reliability coefficient of .78 was obtained.

The research questions used for the study are as follows:

1. What is the nature of labour-management relations in the University of Cape Coast?
2. In what ways are the activities of the members of Teachers and

Educational Workers' Union (TEWU) of TUC in the University of Cape Coast in line with the vision and mission of the University?

3. What factors account for industrial disputes between management and TEWU in the University of Cape Coast?
4. What are the mechanisms for settling labour-management disputes in the University of Cape Coast?

The data collected were coded and fed into the computer. The SPSS 10.0 computer package was used to analyse the data. Descriptive statistics such as cross-tabulations, frequencies and percentages of the SPSS version 10.0 was used for the analysis of the data collected.

Summary of the Major Findings

The major findings of the study are presented in line with the research questions as follows:

Nature of Labour-Management Relations in UCC

The study showed that:

1. Management involves TEWU executive when taking decisions which impact on the lives of the junior staff.
2. Management and TEWU executive communicate effectively with each other.
3. Employees are committed to the university to the extent that they are prepared to remain in the service of the university under the existing conditions of service.
5. There is cordial relations between union and management in UCC.

Activities of the Union that are in Line with the Vision and Mission of the University

It was also noted from the study that:

1. The activities that the union undertakes include negotiating with management on salaries and other conditions of service, educating its members on labour issues, standing as a unifying body in defending its members on disciplinary issues, taking part in the appointment and promotion of its members and helping to resolve conflicts between staff and heads of department. The union is, however, not represented on the Junior Staff Scholarship Committee which grants study leave to junior staff for training and development. This notwithstanding, management encourages union activities.
2. The activities of the union members contribute to achieving the vision and mission of the university. However, some junior staff were noted to be unaware of the university's vision and mission.

Factors that Account for Industrial Disputes in UCC

The study revealed that:

1. Issues concerning wages and salaries are the leading causes of industrial disputes in UCC. However, when such issues arise, they are mostly resolved through negotiation without external intervention.
2. Employees usually send and receive information from management through the union and their heads of department.
3. Management meets with TEWU executive anytime they decide to call for meeting.

Mechanisms for Settling Labour-Management Disputes in UCC

From the study, it was noted that:

1. There are a number of mechanisms that are used in settling labour-management disputes in UCC such as negotiation, mediation and arbitration but the most dominant one is negotiation.
2. In spite of the provisions made in the collective agreement, majority of the junior staff are not aware of the grievance procedure in the university.

Challenges Associated with Labour-Management Relations in UCC

Some major challenges that confront labour-management relations in UCC noted in the study were as follows:

1. The junior staff respondents were of the view that management did not attach importance to workers' problems.
2. Management-workers meeting/durbar is not frequently held to discuss issues of mutual interest.

From the management respondents, it was noted that:

1. The executive of the union often do not give the right feedback to their followers.
2. The junior staff lack knowledge of the grievance procedure and majority of them also do not know their rights and responsibilities.
3. Many staff do not read notices but prefer to use the grapevine approach in seeking information.

Existing Strategies that Help Improve Labour-Management Relation in UCC

Management respondents indicated the following strategies that are already in place that help improve labour-management relations in the university.

1. The use of labour-management consultative committee in passing on information to staff.
2. The representation of the union on some university committees including the university council.
3. Management's readiness to discuss labour issues with union leaders.
4. The recognition of union activities by the university.

Conclusions

The following conclusions could be drawn from the findings of the study.

There is a strong and productive relations between the union and management in the University of Cape Coast and this could be attributed to the strategies put in place by management especially those which embrace the union's involvement in decision-making on issues which impact on the lives of its members. However, certain areas of the labour-management relations need to be strengthened.

In spite of the union's involvement in some decision-making processes, TEWU is not represented on the Junior Staff Scholarship Committee. This may prevent the input or contribution that the union can offer in that direction. Some of the junior staff are not aware of the vision and mission of the university. They also lack knowledge of the conditions of service which is supposed to be their reference material when they want issues to be addressed. The absence of awareness could result in employees losing some benefits out of ignorance or making unrealistic demands which they may think they are entitled.

Employees attach great importance to remuneration. The inability to meet this expectation has always been the major cause of dispute between the union and management but such issues are resolved amicably. Many junior staff do not read notices but prefer to use the grapevine and informal approach in

seeking information. This may be attributed to the level of education of this category of staff since some of them lack the ability to read on their own.

Recommendations

The following recommendations are made based on the findings and conclusions of the study.

1. It was realized from the study that the cordial relations between management and the union need to be strengthened. It is therefore recommended that the strategies that are already in place be sustained and improved upon by management.
2. Since issues discussed at the Junior Staff Scholarship Committee concern union members, the union should be represented on the Junior Staff Scholarship Committee to enable them contribute in that direction.
3. The junior staff should be brought to the limelight. It is recommended that the contents of the conditions of service and the vision and mission of the university should be made known to them. This could be done through periodic education. Management could use management-workers durbar/meeting and staff development programmes organized by the Training and Development Centre to address some of these issues. The union leaders should also be encouraged to give the right feedback to the workers.
4. The subject of causes of industrial dispute can be minimized if the main source is tackled. It is recommended that issues concerning salaries and wages and other economic benefits to staff be addressed by management promptly to prevent the occurrence of industrial unrest.

5. Staff should be encouraged to read from the notice boards. On this note, it is recommended that designated places be assigned to staff and students respectively since most staff might not be able to distinguish between where staff notices are from students notices especially those in the academic departments and the halls of residence.

Suggestions for Further Research

Since the study looked at labour-management relations in the University of Cape Coast, it is suggested that studies be conducted into management relations with the senior staff represented by their association, that is, Federation of Senior Staff Association of Ghana (FUSSAG), UCC branch which has no bargaining rights.

Another study could also be conducted into policy on information dissemination in University of Cape Coast.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR TEACHERS AND EDUCATIONAL WORKERS' UNION (TEWU) EXECUTIVE AND THE JUNIOR STAFF

Dear Respondent,

This questionnaire is part of an academic study being carried out by a graduate student of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC). The purpose is to find out how Management and the Teachers and Educational Workers' Union (TEWU) at the University of Cape Coast relate. Please take some time off your busy schedule to complete the items below.

You are assured that any information you provide would be used solely for an academic purpose, and would be kept confidential.

SECTION I: DEMOGRAPHIC PROFILE

Kindly respond to each of the items in this section by ticking (✓) in the appropriate box or filling in the space provided.

1. Sex
(a) Male (b) Female
2. Age (as at last birthday)
(a) 20 – 29 (b) 30 – 39
(c) 40 – 49 (d) 50 and above
3. How long have you worked in this university?
(a) 1 – 5 years (b) 6 – 10 years
(c) 11 – 15 years (d) 16 – 20 years
(e) 21 – 25 years (f) 26 years and above

4. How long have you been a TEWU Executive member?

(To be answered by TEWU Executive only)

- (a) 1 – 5 years [] (b) 6 – 10 years []
 (c) 11 – 15 years [] (d) 16 – 20 years []

SECTION II: NATURE OF LABOUR-MANAGEMENT RELATIONS IN
 UCC

5. Please indicate whether you Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) or Strongly Disagree (SD) with any of the following statements about your views on the relationship between union and management.

Statement	SA	A	UN	D	SD
(a) In taking decisions which affect staff, management involves TEWU executive					
(b) Management communicates effectively with TEWU executive					
(c) TEWU Executive communicates effectively with management					
(d) Management allows TEWU executive to meet with workers very often					
(e) Management and TEWU cooperate with each other					
(f) Union and Management relation has been cordial					

6. Given the existing conditions of service, if you had an employment opportunity elsewhere will you leave or remain in the service of UCC?

- (a) I will leave [] (b) I will remain []
 (c) Undecided []

13. What is the attitude of TEWU members towards the achievement of the vision and mission of UCC?

- (a) cooperative [] (b) hostile [] (c) indifferent []

SECTION IV: FACTORS THAT ACCOUNT FOR INDUSTRIAL DISPUTES IN UCC

14. What are the factors that account for industrial disputes in UCC? Kindly rank them in the order in which they mostly occur or do not occur in your opinion on a scale of 5 – 1 where 5 is the most frequently occurring factor, 4 as frequently occurring factor, 3 as occasionally occurring factor, 2 the least occurring factor and 1 the factor which does not cause industrial dispute.

Factors that Account for Industrial Disputes	5	4	3	2	1
(a) Staff indiscipline					
(b) Victimization of workers by Heads of department/section/unit					
(c) Issues concerning wages and salaries					
(d) Inadequate allowances					
(e) Inappropriate health and safety measures					
(f) Long working hours					
(g) Non-payment for overtime					
(h) Other (Please specify and tick)					

15. How does information from Management get to workers?
- (a) Through Union executive []
- (b) Through circulars to the Departments/Sections/Units []
- (c) Through the grapevine [] (d) From notice board []
- (e) Other (please specify)
16. How does information from workers get to Management?
- (a) Through Union Executive []
- (b) Through Heads of Department/Section/Unit []
- (c) Through the grapevine [] (d) Other (please specify).....
17. Are workers briefed from time to time on conditions of service or agreements on work procedures?
- (a) Yes [] (b) No [] (c) I don't know []
18. If you answered 'yes' to question 17, who briefs workers on conditions of service or agreements on work procedures?
- (a) Management [] (b) Heads of Department []
- (c) TEWU Executive [] (d) Other (Please specify).....
19. How often does Management meet with workers? (Please, departmental meetings are not included)
- (a) Once a month [] (b) Once in three months []
- (c) Once in a year []
- (d) Any time they decide to call for meeting []
- (e) Never []
20. How often does Management meet with TEWU Executive?
(To be answered by TEWU Executive only)
- (a) Once a month [] (b) Once in three months []
- (c) Once in a year []
- (d) Any time they decide to call for meeting []
- (e) Never []

SECTION V: MECHANISMS FOR SETTling LABOUR-
MANAGEMENT DISPUTES

21. How would you describe the role the union plays in maintaining harmonious relations?
- (a) very effective [] (b) effective []
(c) fairly effective [] (d) not effective []
22. Which of the following dispute resolution mechanisms are used in UCC? (Please tick as many as are applicable)
- (a) arbitration [] (b) mediation [] (c) negotiation []
(d) personnel policies and procedures [] (e) Other (please specify).....
23. Does the university have a grievance/complaint procedure?
- (a) Yes [] (b) No [] (c) I don't know []
24. If you answered 'yes' to question 23, what would you consider as the benefits that the grievance/complaint procedure give to workers?
- (a) Workers feel a sense of empowerment []
(b) Workers have a voice in the workplace []
(c) The procedure provides a mechanism for voicing out complaints without fear of victimization []
(d) Workers are encouraged to approach management []
(e) Other (Please specify)
25. If you answered 'no' to question 23, what would you state as the reasons for the non-existence of a complaint procedure?
- (a) There is no structured grievance procedure in the university []
(b) Management does not recognize complaint procedure as a useful mechanism for ensuring industrial harmony []

- (c) Management's attitude to workers complaints is hostile []
- (d) Leadership style on the part of management is intimidating []
- (e) Workers complaints are always ignored []
- (f) Other (please specify)

26. In your opinion, what are the issues that you consider as challenges to labour (Union) and Management relations in UCC?

.....

SECTION VI: THE WAY FORWARD

27. Which of the following strategies, in your view, would improve TEWU-Management relations in the university? (Please tick as many as are applicable).

- (a) Involvement of union executive in decision-making processes of the university []
- (b) Open channel of communication between management and union []
- (c) Regular dialogue between management and union executive []
- (d) Open fora by management with workers []
- (e) Management and staff get-together (Please not departmental get-together) []
- (f) Other (please specify)

Thank you.

APPENDIX B
UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION
QUESTIONNAIRE FOR MEMBERS OF UCC MANAGEMENT
PERSONNEL INVOLVED IN LABOUR-MANAGEMENT
NEGOTIATIONS

Dear Sir/Madam,

This questionnaire is part of an academic study being carried out by a graduate student of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC). The purpose is to find out how Management and the Teachers and Educational Workers' Union (TEWU) at the University of Cape Coast relate.

You are assured that any information you provide will be used solely for academic purpose and would be kept confidential.

SECTION I: DEMOGRAPHIC PROFILE

Kindly respond to each of the items in this section by ticking () in the appropriate box or filling in the space provided.

1. How long have you worked in this university?

- | | |
|-----------------------|----------------------------|
| (a) 1 – 5 years [] | (b) 6 – 10 years [] |
| (c) 11 – 15 years [] | (d) 16 – 20 years [] |
| (e) 21 – 25 years [] | (f) 26 years and above [] |

2. How long have you served on your current post?

- | | |
|-----------------------|----------------------------|
| (a) 1 – 5 years [] | (b) 6 – 10 years [] |
| (c) 11 – 15 years [] | (d) 16 – 20 years [] |
| (e) 21 – 25 years [] | (f) 26 years and above [] |

SECTION II: NATURE OF LABOUR-MANAGEMENT RELATIONS IN
UCC

3. Please indicate whether you strongly agree (SA), Agree (A), Undecided (UN), Disagree (D) or Strongly Disagree (SA) with any of the following statements about your views on the relationship between union and management.

Statement	SA	A	UN	D	SD
(a) In taking decisions which affect staff, management involves TEWU executive					
(b) Management communicates effectively with TEWU executive					
(c) TEWU Executive communicates effectively with Management					
(d) Management allows TEWU Executive to meet with workers very often					
(e) Management and TEWU executive cooperate with each other					
(f) Union and Management relation has been cordial					

SECTION III: ACTIVITIES OF MEMBERS OF TEWU (UCC) THAT
CONTRIBUTE TO THE ACHIEVEMENT OF THE VISION
AND MISSION OF THE UNIVERSITY

4. What activities does the union undertake?

.....

5. Does UCC management encourage union activities?

(a) Yes []

(b) No []

6. Are the junior staff aware of the University's vision and mission?
 (a) Yes [] (b) No []
7. If you answered 'no' to question 6, why are they not aware?

8. If you answered 'yes' to question 6, how did they get to know?

9. What is the attitude of TEWU members towards the achievement of the vision and mission of the University?
 (a) cooperative [] (b) hostile [] (c) indifferent []

SECTION IV: FACTORS THAT ACCOUNT FOR INDUSTRIAL DISPUTES IN UCC

10. What are the factors that account for industrial disputes in UCC? Kindly rank them in the order in which they mostly occur or do not occur in your opinion on a scale of 5 – 1 where 5 is the most frequently occurring factor, 4 as frequently occurring factor, 3 as occasionally occurring factor, 2 the least occurring factor and 1 the factor which does not cause industrial dispute.

Factors that Account for Industrial Disputes	5	4	3	2	1
(a) Staff indiscipline					
(b) Victimization of workers by Heads of Department/section/unit					
(c) Issues concerning wages and salaries					
(d) Inadequate allowances					
(e) Inappropriate health and safety Measures					
(f) Long working hours					
(g) Non-payment for overtime					
(h) Other (Please specify and tick)					

11. (a) Has there been any instance when TEWU refused to enter into collective bargaining with Management?
- (a) Yes [] (b) No []
- 11 (b) If 'yes', what were their reasons?

12. How does information from Management get to workers?
- (a) Through TEWU Executive [] (b) Through meetings []
 (c) Through circulars to the Departments/Sections/Units []
 (d) Through the grapevine [] (e) From notice board []
 (f) Other (please specify)
13. How does information from workers get to Management?
- (a) Through TEWU Executive [] (b) Through meetings []
 (c) Through Heads of Department/Section/Unit []
 (d) Through the grapevine [] (e) Other (please specify).....
14. Are workers briefed from time to time on conditions or agreements on work procedures?
- (a) Yes [] (b) No []
15. If you answered 'yes' to question 14, who briefs workers on the conditions of service or agreements on work procedures?

16. How often does Management meet with workers? (Please, departmental meetings are not included).
- (a) Once a month [] (b) Once in three months []
 (c) Once in a year []
 (d) Any time Management decides to call for meeting []
 (e) Never []

17. How often does Management meet with TEWU Executive?
- (a) Once a month [] (b) Once in three months []
- (c) Once in a year []
- (d) Any time Management decides to call for meeting []
- (e) Never []

SECTION V: MECHANISMS FOR SETTling LABOUR-
MANAGEMENT DISPUTES

18. How would you describe the role the union plays in maintaining harmonious relations?
- (a) very effective [] (b) effective []
- (c) fairly effective [] (d) not effective []
19. Which of the following dispute resolution mechanisms are used in UCC? (Please tick as many as are applicable).
- (a) arbitration [] (b) mediation []
- (c) negotiation []
- (d) personnel policies and procedures [] (e) Other (Please specify).....
20. Does the university have a grievance/complaint procedure?
- (a) Yes [] (b) No []
21. If you answered 'yes' to question 20, what would you consider as the benefits that the grievance/complaint procedure yield for workers?
- (a) Workers feel a sense of empowerment []
- (b) Workers have a voice in the workplace []
- (c) The procedure provides a mechanism for voicing out complaints without fear of victimization []
- (d) Workers are encouraged to approach management []
- (e) Other (Please specify)

22. If you answered 'no' to question 20, what would you consider as the reasons for the non-existence of a grievance/complaint procedure?

.....

23. What are the issues that you consider as challenges to labour-management relations in UCC?

.....

SECTION VI: THE WAY FORWARD

24. What, in your view, are the existing strategies for improving Labour-Management relations in UCC?

.....

25. In your opinion, what is the way forward for sound labour-management relations in UCC?

.....

Thank you.

APPENDIX ()
UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR TEACHERS AND EDUCATIONAL WORKERS'
UNION (TEWU) EXECUTIVE AND JUNIOR STAFF

Dear Respondent,

This questionnaire is part of an academic study being carried out by a graduate student of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC). The purpose is to find out how Management relates with the Teachers and Educational Workers' Union (TEWU) at the University of Cape Coast. Please spend some time off your busy schedule to complete the items below.

You are assured that any information you provide would be used solely for academic purpose and would also be kept confidential.

SECTION I: DEMOGRAPHIC PROFILE

Kindly respond to each of the items in this section by ticking (√) in the appropriate box or filling in the space provided.

1. Sex
(a) Male (b) Female
2. Age (as at last birthday)
(a) 20 – 29 (b) 30 – 39
(c) 40 – 49 (d) 50 and above
3. Academic qualification (Please indicate the highest level reached)
(a) No certificate
(b) Middle School Leaving Certificate
(c) Trade Test (d) NVTI
(e) City and Guilds (f) GCE O' Level/SSSCE
(g) Diploma (h) Other (Please specify).....

4. How long have you worked in this university?
- (a) 1 – 5 years [] (b) 6 – 10 years []
- (c) 11 – 15 years [] (d) 16 – 20 years []
- (e) 21 – 25 years [] (f) 26 years and above []
5. What is your present grade/position?.....
6. How long have you served in this grade/position?
- (a) 1 – 5 years [] (b) 6 – 10 years []
- (c) 11 – 15 years [] (d) 16 – 20 years []
- (e) 21 – 25 years [] (f) 26 years and above []
7. What position do you hold in the union?
- (To be answered by TEWU Executive only)
- (a) Chairman [] (b) Vice-Chairman []
- (b) Secretary [] (d) Assistant secretary []
- (e) Trustee []
8. How long have you held this post?
- (To be answered by TEWU Executive only)
- (a) 1 – 5 years [] (b) 6 – 10 years []
- (c) 11 – 15 years [] (d) 16 – 20 years []

SECTION II: NATURE OF LABOUR-MANAGEMENT RELATIONS IN UCC

9. Please indicate whether you Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) or Strongly Disagree (SD) with any of the following statements about your views on the relationship between TEWU and Management.

Statement	SA	A	UN	D	SD
(a) Union-Management relation during the past 4 years has been cordial					
(b) In taking decisions which affect staff, Management involves TEWU Executive					
(c) TEWU Executive communicates freely with Management					
(d) Management communicates freely with TEWU Executive					
(e) Management allows TEWU Executive to meet with workers very often					
(f) Management cooperates with TEWU on issues concerning staff					

10. In your opinion, what is the attitude of Management towards TEWU?

(a) very cooperative [] (b) cooperative []

(c) Less cooperative [] (d) not cooperative []

11. Given the existing management-union relations, if you had an opportunity elsewhere will you leave or remain in the service of the University?

(a) I will leave [] (b) I will remain []

(c) Undecided []

12. The reason(s) for my answer to question 9 are:
- (a) The University has better conditions of service []
 - (b) Salaries and wages paid in UCC are better than elsewhere []
 - (c) I will remain and contribute to make the University better []
 - (d) I want admission concession for my children/wards []
 - (e) The University does not have better conditions of service []
 - (f) Salaries and wages paid in UCC are very low []
 - (g) Other (please specify).....

13. How will you describe your morale as an employee of the University?
- (a) Very high []
 - (b) High []
 - (c) Low []
 - (d) Very low []

SECTION III: ACTIVITIES OF MEMBERS OF TEWU THAT CONTRIBUTE TO THE ACHIEVEMENT OF THE VISION AND MISSION OF UCC

14. Does UCC Management encourage union activities?
- (a) Yes []
 - (b) No []
- Please give reason(s) for your answer.....

15. What activities does the union undertake? (Please tick as many as are applicable)
- (a) Negotiate with management on salaries and other conditions of service []
 - (b) Educate members on labour issues []
 - (c) Help resolve conflicts between staff and Heads of Department []
 - (d) Stand as a unifying body to defend members on disciplinary issues []
 - (e) Take part in appointment and training of members []
 - (f) Other (Please specify).....

16. Are you aware of the vision and mission of the University?
 (a) Yes [] (b) No []
17. If you answered 'no' to question 16, why are you not aware?
 (a) Because they have not been communicated to me []
 (b) Because they are meant for only senior members []
 (c) Because they are not relevant to my duties []
 (d) Other (Please specify)
18. If you answered 'yes' to question 16, in what ways are union activities in line with the vision and mission of the University?

19. What is the attitude of TEWU members towards the achievement of the vision and mission of UCC?
 (a) cooperative [] (b) hostile [] (c) indifferent []
20. In your opinion how would you rate the following in terms of their importance in the collective agreement?

Benefits	High Priority	Low Priority	Not a Priority
(a) Salaries and wages			
(b) Medical care			
(c) End of service benefit			
(d) Risk /tools allowance			
(e) Increase in number of recognized children/wards			

(f) Increase in funeral grant			
(g) Motor/bicycle loan			
(h) Reduction in years of service to qualify for study leave			
(i) Other (please specify and tick)			

SECION IV: FACTORS THAT ACCOUNT FOR INDUSTRIAL DISPUTES

21. What are the causes of industrial disputes in UCC? Kindly rank them in the order in which they mostly occur in your opinion on a scale of 1 – 5 where 1(one) is the least frequent occurring factor and 5 (five) the most occurring factor.

Causes of industrial disputes	5	4	3	2	1
(a) Staff indiscipline					
(b) Victimization of workers by Heads of department/section/unit					
(c) Layoff and retrenchment					
(d) Issues concerning wages and salaries					
(e) Inadequate allowances					
(f) Inappropriate health and safety measures					
(g) Long working hours					
(h) Non-payment for overtime					
(i) Loss of annual leave days					
(j) Other (Please specify and tick)					

22. Does union executive take part in decision-making in the university?
- (a) Yes [] (b) No [] (c) I don't know []
23. Do you agree that Management regularly communicate information to workers?
- (a) Yes [] (b) No [] (c) I don't know []
24. How does information from Management get to workers?
- (a) Through TEWU executive [] (b) Through meetings []
- (c) Through circulars to the Departments/Sections/Units []
- (d) Through the grapevine [] (e) Through friends []
- (f) From notice board [] (g) Other (please specify)
25. How does information from workers get to Management?
- (a) Through TEWU executive [] (b) Through meetings []
- (c) Through Heads of Department/Section/Unit []
- (d) Through the grapevine [] (e) Other (please specify)
26. Do you agree that lack of information from Management to workers and vice-versa causes tension in the university?
- (a) Yes [] (b) No []
27. How often does Management meet with workers? (Please this does **not** include departmental meetings)
- (a) Once a month [] (b) Once in three months []
- (c) Once in a year []
- (d) Any time they feel like calling for meeting []
- (e) Never []
28. How often does Management meet with TEWU Executive ?
- (To be answered by TEWU Executive only)
- (a) Once a month [] (b) Once in three months []

- (c) Once in a year []
 - (d) Any time they feel like calling for meeting []
 - (e) Never []
29. Are workers briefed from time to time on conditions of service or agreements on work procedures?
- (a) Yes []
 - (b) No []
 - (c) I don't know []
30. If you answered 'yes' to questions 29, who briefs workers on conditions of service or agreements on work procedures?
- (a) Management []
 - (b) Heads of Department []
 - (c) TEWU Executive []
 - (d) Other (Please specify)

**SECTION V: MECHANISMS FOR SETTLING LABOUR-MANAGEMENT
DISPUTES**

31. How would you describe the role TEWU plays in maintaining harmonious relations between workers and management?
- (a) very effective []
 - (b) effective []
 - (c) less effective []
 - (d) not effective []
32. Which of the following dispute resolution mechanisms are used in UCC? (Please tick as many as are applicable)
- (a) arbitration []
 - (b) mediation []
 - (c) joint consultative mechanism []
 - (d) I don't know []
 - (e) Other (please specify).....
33. Does the university have an open-door grievance/complaint procedure?
- (a) Yes []
 - (b) No []
 - (c) I don't know []
34. If you answered 'yes' to question 33, which of the following would you consider as the benefits that the open-door grievance/complaint procedure give to workers?
- (a) Workers feel a sense of empowerment []
 - (b) Workers have a voice in the workplace []

- (c) The procedure provides a mechanism for voicing out complaints without fear of victimization and ask work related questions without intimidation []
 - (d) Workers are free to approach management []
 - (e) Other (Please specify)
35. If you answered 'no' to question 33, what would you consider are the reasons for non-existence of an open-door complaint procedure?
- (a) There is no well structured grievance procedure in the university []
 - (b) Management does not recognize the importance of an open door complaint procedure as a useful mechanism for ensuring industrial
 - (c) Management's attitude to workers' complaints is negative []
 - (d) Leadership style on the part of management is intimidating []
 - (e) Workers' complaints are always treated with contempt []
 - (f) Other (please specify)
36. In your opinion, what are the issues that you consider as challenges (problems) to Labour (Union) and Management relationship?
- (a)
 - (b)
 - (c)

SECTION VI: THE WAY FORWARD

37. Which of the following strategies, in your view, would improve labour-management relations in the university? (Please tick as many as are applicable).
- (a) More involvement of union executive in decision-making processes of the university []
 - (b) Open channel of communication between management and union []
 - (c) Regular dialogue between management and union executive []
 - (d) Regular open fora by management with workers []
 - (e) Management and staff get-together (Please not departmental get-together) []

(f) Other (please specify)

Thank you.

APPENDIX *****

UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION
QUESTIONNAIRE FOR TEACHERS AND EDUCATIONAL
WORKERS' UNION (TEWU) EXECUTIVE

Dear TEWU Executive,

This questionnaire is part of an academic study being carried out by a graduate student of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC). The purpose is to find out how Management relates with the Teachers and Educational Workers' Union (TEWU) at the University of Cape Coast. Please take some time off your busy schedule to complete the items below.

You are assured that any information you provide would be used solely for an academic purpose, and would be kept confidential.

SECTION I: DEMOGRAPHIC PROFILE

Kindly respond to each of the items in this section by ticking () in the appropriate box or filling in the space provided.

1. Sex
(a) Male [] (b) Female []
2. Age (as at last birthday)
(a) 20 – 29 [] (b) 30 – 39 []
(c) 40 – 49 [] (d) 50 and above []
3. Academic qualification (Please indicate the highest level reached)
(a) Middle School Leaving Certificate [] (b) Trade Test []
(c) NVTI [] (d) City and Guilds []
(e) GCE 'O' Level/SSSCE [] (f) Diploma []
(g) Other (Please specify).....

4. How long have you worked in this university?
- (a) 1 – 5 years [] (b) 6 – 10 years []
- (c) 11 – 15 years [] (d) 16 – 20 years []
- (e) 21 – 25 years [] (f) 26 years and above []
5. What is your present grade/position?.....
6. How long have you served in this grade/position?
- (a) 1 – 5 years [] (b) 6 – 10 years []
- (c) 11 – 15 years [] (d) 16 – 20 years []
- (e) 21 – 25 years [] (f) 26 years and above []
7. What position do you hold in the union?
- (a) Chairman [] (b) Vice-Chairman []
- (c) Secretary [] (d) Assistant Secretary []
- (e) Trustee []
8. How long have you held this post?
- (a) 1 – 5 years [] (b) 6 – 10 years []
- (c) 11 – 15 years [] (d) 16 – 20 years []

SECTIONII: NATURE OF LABOUR-MANAGEMENT RELATIONS IN UCC

9. Please indicate whether you Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) or Strongly Disagree (SD) with any of the following statements about your views on the relationship between union and management.

Statement	SA	A	UN	D	SD
(a) Union-Management relation during the Past 4 years has been cordial					
(b) In taking decisions which affect staff,					

Management involves TEWU Executive					
(c) TEWU Executive communicates freely with Management					
(d) Management communicates freely with TEWU Executive					
(e) Management allows TEWU Executive to meet with workers very often					
(f) Management cooperates with the TEWU Executive on issues concerning staff					

10. In your opinion what is the attitude of Management towards TEWU?

(a) very cooperative [] (b) cooperative []

(c) less cooperative [] (d) not cooperative []

11. Given the existing management-union relations, if you had an opportunity elsewhere will you leave or remain in the service of the University?

(a) I will leave [] (b) I will remain []

(c) Undecided []

12. My reason(s) for my answer to question 11 are:

(a) The University has better conditions of service []

(b) Salaries and wages paid in UCC are better than elsewhere []

(c) I will remain and contribute to make the University better []

(d) I want admission concession for my children/wards []

(e) The University does not have better conditions of service []

(f) Salaries and wages paid in UCC are very low []

(g) Other (please specify).....13.

How will you describe your morale as an employee of the University?

(a) Very high [] (b) High []

(c) Low [] (d) Very low []

SECTION III: ACTIVITIES OF MEMBERS OF TEWU THAT
CONTRIBUTE

TO THE ACHIEVEMENT OF THE VISION AND MISSION
OF UCC

14. Does UCC Management encourage union activities?
(a) Yes [] (b) No []
Please give reason(s) for your answer.....
15. What activities does the union undertake? (Please tick as many as are applicable)
(a) Negotiate with management on salaries and other conditions of Service []
(b) Educate members on labour issues []
(c) Help to resolve problems between staff and Heads of Departments []
(d) Stand as a unifying body to defend members on disciplinary issues []
(e) Take part in appointment and training of members []
16. Are you aware of the vision and mission of the University?
(a) Yes [] (b) No []
17. If you answered 'no' to question 16, why are you not aware?
(a) Because they have not been communicated to me []
(b) Because they are meant for only senior members []
(c) Because they are not relevant to my duties []
(d) Other (Please specify)
18. If you answered 'yes' to question 16, in what ways are union activities in line with the vision and mission of the University?
.....
19. What is the attitude of TEWU members towards the achievement of the vision and mission of UCC?

(a) cooperative [] (b) hostile [] (c) indifferent []

20. In your opinion, how would you rate the following in terms of their importance in the collective agreement?

Benefits	High Priority	Low Priority	Not a Priority
(a) Salaries and wages			
(b) Medical care			
(c) End of service benefit			
(d) Risk /tools allowance			
(e) Increase in number of recognized children/wards			
(f) Increase in funeral grant			
(g) Motor/bicycle loan			
(h) Reduction in years of service to qualify for study leave			
(i) Other (please specify and tick)			

SECTION IV: FACTORS THAT ACCOUNT FOR INDUSTRIAL DISPUTES

21. What are the causes of industrial disputes in UCC? Kindly rank them in the order in which they mostly occur in your opinion on a scale of 1 – 5 where 1(one) is the least frequent occurring factor and 5 (five) the most occurring factor.

Causes of industrial disputes	5	4	3	2	1
(a) Staff indiscipline					
(b) Victimization of workers by Heads of department/section/unit					
(c) Layoff and retrenchment					
(d) Issues concerning wages and salaries					
(e) Inadequate allowances					
(f) Inappropriate health and safety measures					
(g) Long working hours					
(h) Non-payment for overtime					
(i) Loss of annual leave days					
(j) Other (Please specify and tick)					

22. Does the TEWU executive take part in decision-making in the university?

- (a) Yes [] (b) No []

23. Do you agree that Management regularly communicates information to

- (a) Yes [] (b) No [] (c) I don't know []

24. How does information from Management get to workers?

- (a) Through Union executive [] (b) Through meetings
(c) Through circulars to the Departments/Sections/Units []
(d) Through the grapevine [] (e) Through friends []
(f) From notice board [] (g) Other (please specify) ...

25. How does information from workers get to Management?
- (a) Through Union Executive [] (b) Through meetings
- (c) Through Heads of Department/Section/Unit []
- (d) Through the grapevine [] (e) Other (please specify).....
26. Do you agree that lack of information from Management to workers and vice-versa causes tension in the university?
- (a) Yes [] (b) No []
27. How often does Management meet with the workers? (Please, departmental meetings **not** included)
- (a) Once a month [] (b) Once in three months []
- (c) Once in a year []
- (d) Any time they feel like calling for meeting []
- (e) Never []
28. How often does Management meet with TEWU Executive?
- (a) Once a month [] (b) Once in three months []
- (c) Once in a year []
- (d) Any time they feel like calling for meeting []
- (e) Never []
29. Are workers briefed from time to time on conditions of service or agreements on work procedures?
- (a) Yes [] (b) No [] (c) I don't know
30. Who briefs workers on conditions of service or agreements on work procedures?
- (a) Management [] (b) Heads of Department []
- (c) TEWU Executive [] (d) Other (Please specify).....

SECTION V: MECHANISMS FOR SETTLING LABOUR-MANAGEMENT
DISPUTES

31. How would you describe the role the union plays in maintaining harmonious relations?
- (a) very effective [] (b) effective []
(c) less effective [] (d) not effective []
32. Which of the following dispute resolution mechanisms are used in UCC? (Please tick as many as are applicable)
- (a) arbitration [] (b) mediation []
(c) joint consultative mechanism [] (d) Other (please specify).....
33. Does the university have an open-door grievance/complaint procedure?
- (a) Yes [] (b) No [] (c) I don't know
34. If you answered 'yes' to question 33, what would you consider as the benefits that the open-door grievance/complaint procedure give to workers?
- (a) Workers feel a sense of empowerment []
(b) Workers have a voice in the workplace []
(c) The procedure provides a mechanism for voicing out complaints without fear of victimization and ask work related questions without intimation []
(d) Workers are motivated to approach management []
(e) Other (Please specify)
.....
35. If you answered 'no' to question 33, what would you state as the reasons for the non-existence of an open-door complaint procedure?
- (a) There is no well-structured grievance procedure in the university []
(b) Management does not recognize the importance of an open door complaint procedure as a useful mechanism for ensuring industrial harmony []
(c) Management's attitude to workers complaints is negative []
(d) Leadership style on the part of management is intimidating []

- (e) Workers complaints are always treated with contempt []
- (f) Other (please specify)

36. In your opinion, what are the issues that you consider as challenges (problems) to labour (Union) and Management relationship at UCC?

- (a)
- (b)
- (c)

SECION VI: THE WAY FORWARD

37. Which of the following strategies, in your view, would improve TEWU-Management relations in the university? (Please tick as many as are applicable).

- (a) Involvement of union executive in decision-making processes of the university []
- (b) Open channel of communication between management and union []
- (c) Regular dialogue between management and union members []
- (d) Open fora by management with workers []
- (e) Management and staff get-together (Please not departmental get-together) []
- (f) Other (please specify)

Thank you.

APPENDIX D
UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION
INTERVIEW SCHEDULE FOR JUNIOR STAFF WHO CAN NEITHER
READ
NOR WRITE

(To be translated to respondents)

This interview schedule is part of an academic study being carried out by a graduate student of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast (UCC). The purpose is to find out how Management relates with the Teachers and Educational Workers' Union (TEWU) at the University of Cape Coast.

You are assured that any information given is solely for academic purpose and would be kept confidential.

SECTION I: DEMOGRAPHIC PROFILE

1. Sex

.....

....

- (a) Male [] (b) Female []

2. Age (as at last birthday):

.....

- (a) 20 – 29 [] (b) 30 – 39 []
(c) 40 – 49 [] (d) 50 and above []

3. Academic qualification (Please tell me professional qualification that you have)

- (a) No qualification [] (b) Trade Test []
(c) NVTI [] (d) Other (Please specify).....

4. How long have you worked in this university?

(a) 1 – 5 years [] (b) 6 – 10 years []

(c) 11 – 15 years [] (d) 16 – 20 years []

(e) 21 – 25 years [] (f) 26 years and above []

5. What is your present grade/position?.....

6. How long have you served in this position?

(a) 1 – 5 years [] (b) 6 – 10 years []

(c) 11 – 15 years [] (d) 16 – 20 years []

(e) 21 – 25 years [] (f) 26 years and above []

SECTION II: NATURE OF LABOUR-MANAGEMENT RELATIONS IN UCC

7. Please tell me whether you Strongly Agree (SA), Agree (A), Undecided (UN),

Disagree (D) or Strongly Disagree (SD) with any of the following statements

about your views on the relationship between TEWU and Management.

Statement	SA	A	UN	D
(a) Union-Management relation during the past 4 years has been cordial				

(b) In taking decisions which affect staff, Management Involves TEWU Executive					
(c) TEWU Executive communicates freely with Management					
(d) Management communicates freely with TEWU Executive					
(e) Management allows TEWU Executive to meet with workers very often					
(f) Management cooperates with TEWU on issues concerning Staff					

8. In your opinion, what is the attitude of Management towards TEWU?

(a) very cooperative [] (b) cooperative
[]

(c) Less cooperative [] (d) not cooperative
[]

9. Given the existing management-union relations, if you had an opportunity elsewhere

will you leave or remain in the service of the University?

(a) I will leave [] (b) I will remain []

(c) Undecided []

10. The reason(s) for my answer to question 9 are:

(a) The University has better conditions of service []

(b) Salaries and wages paid in UCC are better than elsewhere []

(c) I will remain and contribute to make the University better []

- (d) I want admission concession for my children/wards
-]
- (e) The University does not have better conditions of service
-]
- (f) Salaries and wages paid in UCC are very low
-]
- (g) Other (please specify).....

11. How will you describe your morale as an employee of the University?

- (a) Very high
- (b) High
- (c) Low
- (d) Very low

SECTION III: ACTIVITIES OF MEMBERS OF TEWU THAT CONTRIBUTE TO THE

ACHIEVEMENT OF THE VISION AND MISSION OF UCC

12. Does UCC Management encourage union activities?

- (a) Yes
- (b) No

Please give reason(s) for your answer.....

.....

13. What activities does the union undertake? (Please tick as many as are applicable)

- (a) Negotiate with management on salaries and other conditions of service
- (b) Educate members on labour issues
- (c) Help resolve conflicts between staff and Heads of Department
- (d) Stand as a unifying body to defend members on disciplinary issues

- (e) Take part in appointment and training of members []
- (f) Other (Please specify).....

14. Are you aware of the vision and mission of the University? []

- (a) Yes []
- (b) No []

15. If you answered 'no' to question 14, why are you not aware?

- (a) Because they have not been communicated to me []
- (b) Because they are meant for only senior members []
- (c) Because they are not relevant to my duties []
- (d) Other (Please specify)

16. If you answered 'yes' to question 14, in what ways are union activities in line with

the vision and mission of the University?

- (a)
- (b)
- (c)

17. What is the attitude of TEWU members towards the achievement of the vision and mission of UCC?

- (a) cooperative []
- (b) hostile []
- (c) indifferent []

18. In your opinion how would you rate the following in terms of their importance in the collective agreement?

Benefits	High Priority	Low Priority	Not a Priority
(a) Salaries and wages			
(b) Medical care			
(c) End of service benefit			
(d) Risk /tools allowance			
(e) Increase in number of recognized children/wards			
(f) Increase in funeral grant			
(g) Motor/bicycle loan			
(h) Reduction in years of service to qualify for study leave			
(i) Other (please specify and tick)			

SECTION IV: FACTORS THAT ACCOUNT FOR INDUSTRIAL DISPUTES

19. What are the causes of industrial disputes in UCC? Kindly rank them in the order in which they mostly occur in your opinion on a scale of 1 – 5 where 1(one) is the least frequent occurring factor and 5 (five) the most occurring factor.

Causes of industrial disputes	5	4	3	2	1
(a) Staff indiscipline					
(b) Victimization of workers by Heads of department/section/unit					
(c) Layoff and retrenchment					

(d) Issues concerning wages and salaries					
(e) Inadequate allowances					
(f) Inappropriate health and safety measures					
(g) Long working hours					
(h) Non-payment for overtime					
(i) Loss of annual leave days					
(j) Other (Please specify and tick)					

20. Does union executive take part in decision-making in the university?

- (a) Yes [] (b) No [] (c) I don't know []

21. Do you agree that Management regularly communicate information to workers? (a) Yes [] (b) No [] (c) I don't know []

22. How does information from Management get to workers?

- (a) Through TEWU executive [] (b) Through meetings []
(c) Through circulars to the Departments/Sections/Units []
(d) Through the grapevine [] (e) Through friends []
(f) From notice board [] (g) Other (please specify)

23. How does information from workers get to Management?

- (a) Through TEWU executive [] (b) Through meetings []
(c) Through Heads of Department/Section/Unit []
(d) Through the grapevine [] (e) Other (please specify)

24. Do you agree that lack of information from Management to workers and vice-versa causes tension in the university?

- (a) Yes (b) No

25. How often does Management meet with workers? (Please this does **not** include departmental meetings)

- (a) Once a month (b) Once in three months
(c) Once in a year (d) Any time they feel like calling for meeting
(e) Never

26. Are workers briefed from time to time on conditions of service or agreements on work procedures?

- (a) Yes (b) No (c) I don't know

27. If you answered 'yes' to questions 26, who briefs workers on conditions of service or agreements on work procedures?

- (a) Management (b) Heads of Department
(c) TEWU Executive (d) Other (Please specify)

SECTION V: MECHANISMS FOR SETTling LABOUR-MANAGEMENT DISPUTES

28. How would you describe the role TEWU plays in maintaining harmonious relations between workers and management?

- (a) very effective (b) effective
(c) less effective (d) not effective

29. Which of the following dispute resolution mechanisms are used in UCC?

(Please tick as many as are applicable)

- (a) arbitration (b) mediation
(c) joint consultative mechanism (d) I don't know
(e) Other (please specify).....

30. Does the university have an open-door grievance/complaint procedure?

- (a) Yes [] (b) No [] (c) I don't know []

31. If you answered 'yes' to question 30, which of the following would you consider as the benefits that the open-door grievance/complaint procedure give to workers?

- (a) Workers feel a sense of empowerment []
(b) Workers have a voice in the workplace []
(c) The procedure provides a mechanism for voicing out complaints without fear of victimization and ask work related questions without intimidation []
(d) Workers are free to approach management []
(e) Other (Please specify)

32. If you answered 'no' to question 30, what would you consider are the reasons for non-existence of an open-door complaint procedure?

- (a) There is no well structured grievance procedure in the university []
(b) Management does not recognize the importance of an open door complaint procedure as a useful mechanism for ensuring industrial harmony []
(c) Management's attitude to workers' complaints is negative []
(d) Leadership style on the part of management is intimidating []
(e) Workers' complaints are always treated with contempt []
(f) Other (please specify)

33. In your opinion, what are the issues that you consider as challenges (problems) to Labour (Union) and Management relationship?

- (a)
(b)
(c)

SECTION VI: THE WAY FORWARD

34. Which of the following strategies, in your view, would improve labour-management relations in the university? (Please tick as many as are applicable).

- (a) More involvement of union executive in decision-making processes of the university []

- (b) Open channel of communication between management and union []
- (c) Regular dialogue between management and union executive []
- (d) Regular open fora by management with workers []
- (e) Management and staff get-together (Please not departmental get-together) []
- (f) Other (please specify)

Thank you.

Darren, G. & Mallery, P. (2001). *SPSS for windows. Step by step: A simple guide and reference 10.0 update*. (3rd ed). Allyn and Bacon: Boston.

The breakdown of negotiations is quite frequent because the parties approach the negotiation table with very different views and mandates and it is no always possible to reconcile such opposing views.

Ubeku p. 159

Hawkins, K.A. (1997). *A handbook of industrial relations practice*. London:

Kogan Page.

Curry (2004) suggest that managers should encourage employees to send their complaints upwards and should operate an open door policy that permits employees to as questions.

The Importance of the Items in the Collective Agreement

The conditions of service or collective agreement cover a number of items that benefit employees. The study sought to find out the opinions of respondents on how they would rate some of the items in the collective agreement in terms of their importance. The responses are presented in Table 16.

Table 16

Views of Respondents on How They Would Rate Some Items in the Collective Agreement in Terms of Their Importance

Statements	Responses	JS No(%)	Exe No(%)	Mgt No(%)	Total No(%)
	High Priority	199(65.2)	2(40.0)	5(100.00)	206(65.4)
Salaries and wages	Low Priority	87(28.5)	3(60.0)	0(0.0)	90(28.6)
	Not a Priority	19(6.2)	0(0.0)	0(0.0)	19(6.0)
	High Priority	201(65.9)	3(60.0)	5(100.0)	209(66.3)

Medical care	Low Priority	95(31.1)	1(20.0)	0(0.0)	96(30.5)
	Not a Priority	9(3.0)	1(20.0)	0(0.0)	10(3.2)
Ex-Gratia award	High Priority	188(61.6)	3(60.0)	2(80.0)	193(61.3)
	Low Priority	91(29.80)	2(40.0)	3(60.0)	96(30.5)
	Not a Priority	26(8.5)	0(0.0)	0(0.0)	26(8.3)
Risk/tools allowance	High Priority	115(37.7)	1(20.0)	1(20.0)	117(37.1)
	Low Priority	131(43.0)	4(80.0)	2(40.0)	137(43.5)
	Not a Priority	59(19.3)	0(0.0)	2(40.0)	61(19.4)
Increase in number of recognized children/wards	High Priority	76(24.9)	2(40.0)	0(0.0)	78(24.8)
	Low Priority	167(54.8)	3(60.0)	2(40.0)	172(54.6)
	Not a Priority	62(20.3)	0(0.0)	3(60.0)	65(20.6)
Motor/bicycle loan	High Priority	90(29.5)	0(0.0)	1(20.0)	91(28.9)
	Low Priority	144(47.2)	2(40.0)	3(60.0)	149(47.3)
	Not a Priority	71(23.3)	3(60.0)	1(20.0)	75(23.8)
Reduction in years of service to qualify for study leave	High Priority	115(37.7)	0(0.0)	2(40.0)	117(37.1)
	Low Priority	133(43.6)	5(100.0)	2(40.0)	140(44.4)
	Not a Priority	57(18.7)	0(0.0)	1(20.0)	58(18.4)

As can be seen from Table 16, the findings suggest that employees, TEWU executive as well as management consider some items in the collective agreement of high priority than others. Majority of the respondents (66.3%) placed the provision of medical care in the collective agreement as a high priority. A total of 65.4% placed the issue of salaries and wages it as a high priority and 61.3% considered the provision of ex-gratia in the collective agreement as a high priority. Majority (60.0%) of the management personnel considered the provision of ex-gratia award as a low priority.

On the other hand, as many as 54.6% of the respondents considered increase in the number of recognized children/wards as a low priority. Table 16 also indicated that 47.3% considered the provision of motor/bicycle loan as a low priority. On the issue of the reduction in the years of service for staff to qualify for study leave, 44.4% placed it as a low priority while 43.5% also rated the provision for risk/tools allowances in the collective agreement as a low priority.

The result shows that apart from the workers' need for the provision of medical care the responses show that they are interested in the monetary issues more than monetary issues. This goes to confirm Ahuja's (1988) assertion that in collective bargaining the immediate objective of workers is always to ask for some kind of monetary gain. Workers usually expect the compensation for their contributions made in cash rather than in kind since they always perceive that the organization makes so much income.

Summary of Major Findings

The major findings of the study are discussed in line with the research questions. They are presented as follows:

Nature of Labour-Management Relations in UCC

1. Majority of the respondents were of the view that management involves TEWU executive when taking decisions which impact on the lives of staff.
2. The study also revealed that management and TEWU executive communicate freely with each other .
3. It also came out of the study that union and management relation during the past 4 years has been cordial.
4. The study again showed that majority of the employees are committed to the university to the extend that they are prepared to remain in the service of the university under the existing conditions of service.

Activities of the Union that are in Line with the Vision and Mission of the University

1. It was noted from the study that the activities that the union undertakes include negotiating with management on salaries and other conditions of service, educating its members on labour issues, standing as a unifying body in defending its members on disciplinary issues, taking part in the appointment and promotion of its members and helping to resolve conflicts between staff and heads of department. It was however, noted from the study that the union is not represented at the Junior Staff Scholarship Committee which awards scholarships to

junior staff for training and development.

2. It also became clear in the study that management encourages union activities.
3. The study also revealed that majority of the junior staff are not aware of the vision and mission of the university.

Factors that Account for Industrial Disputes in UCC

1. Majority of the respondents were of the view that issues concerning wages and salaries are the leading causes of industrial dispute in UCC.
2. It was noted from the study that employees mostly send and receive information from management through the union and their heads of department.
3. The study further showed that employees are scarcely briefed on conditions of service.
4. The study also revealed that management does not normally meet with workers but meet with TEWU executive anytime they decide to call for meeting.

Mechanisms for Settling Labour-Management Disputes in UCC

From the study, it was also noted that:

1. The union plays effective role in maintaining harmonious relations
2. There are a number of mechanisms used in settling labour-management disputes in UCC but the most dominant one is negotiation.
3. In spite of the provisions made in the collective agreement, majority of employees are not aware that there is a grievance procedure in UCC.

Challenges Associated with Labour-Management Relations in UCC

Some major challenges that face labour-management relations in UCC were also noted from the study.

1. Majority of the junior staff and TEWU executive respondents were of the view that management did not communicate effectively with workers.
2. Management did not attach importance to workers problems.
3. Management does not dialogue regularly with the union.

On the part of management respondents, the following were also noted as challenges.

1. The executive of the union often do not give the right feedback to their followers.
2. The junior staff lack understanding of procedures and majority also do not know their rights and responsibilities.
3. There were infrequent management-workers meeting/durbar.
4. Many staff do not read notices but prefer to use the grapevine approach in seeking information.

Existing Strategies that Help Improve Labour-Management Relation in UCC

Management respondents indicated existing strategies that help improve labour-management relations in UCC as follows:

1. The use of labour-management consultative committee in passing on information to staff.
2. The representation of the union on some university committees including the university council.
3. Management always ready to discuss labour issues with union leaders.
4. Union activities are officially recognized in the university.

Conclusion

The following conclusions could be drawn from the findings of the study.

1. Union-management relations during the past 4 years has been cordial.
It could be concluded that the strategies put in place by management is effective especially those which embrace the union's involvement in decision-making especially on those which affect its members.
2. TEWU is not represented at the Junior Staff Scholarship Committee.
This may prevent the input or contribution that the union can offer.
3. Majority of the junior staff are not aware of the vision and mission of the university. It could be concluded their unawareness could render a lot of them unable to follow the university's programmes.
4. Issues concerning payment of wages and salaries are mostly the cause of dispute between management and union in UCC. Employees would want to be rewarded for their contributions made.
5. Employees lack knowledge of the conditions of service which is supposed to be their reference material when they want issues to be settled. It is therefore concluded that employees may lose some benefits out of ignorance or may make unrealistic demands which they may think they are entitled to.
6. Management does not often meet with workers. Workers and management may not in touch with each other.
7. Many staff do not read notices but prefer to use the grapevine approach in seeking information. Employees may not be abreast with true since information from the grapevine are usually altered.

Recommendations

The following recommendations are made based on the findings and conclusions of the study.

1. The study revealed that union and management relation during the past 4 years has been cordial. It is therefore recommended that the strategies that are already in place should be maintained and improved.
2. The study again revealed that the union is not represented on the Junior Staff Scholarship Committee. It is also recommended that the union be represented on the scholarship committee to enable them contribute in that direction.
3. The study further revealed that majority of the junior staff are not aware of the vision and mission of the university. It is therefore recommended that some form of periodic education be organized to brief workers on what is expected of them in respect of the vision and mission and any other policy that staff need to know.
4. The study also revealed that the issues concerning salaries and wages are the most frequent cause of dispute between management and union in UCC. It is therefore recommended that such issues be addressed promptly to prevent the occurrence industrial unrest.
5. The study also showed that employees are scarcely briefed on conditions of service and are therefore not aware of the provisions available for them. Since the junior staff are not issued with copies of the conditions of service, it is recommended that management should find a way of

communicating to staff the contents of the collective agreement as and

when they are reviewed and where possible workers be briefed from time to time to enable them know their rights and responsibilities.

6. The study again showed that management does not often meet with workers. It is recommended that management should plan its activities to include organizing workers' durbar/meetings.
7. The study also revealed that many staff do not read notices but prefer to use the grapevine approach in seeking information. Staff might not be able to distinguish where staff notices are pasted from where students' notices are. It is recommended designated places be assigned to staff and students respectively to enable staff know where to seek information.

Suggestions for Further Research

Since the study looked at labour-management relations in the University of Cape Coast, it is suggested that studies be conducted into the management relations with the senior staff represented by their association, Federation of Senior Staff Association of Ghana, UCC branch.

Another study could also be conducted into management relations with University Teachers Association of Ghana (UTAG), UCC branch or management relations with Ghana Association of University Administrators (GAUA), UCC branch.

policy on information dissemination in UCC

