

**COGNITIVE BEHAVIOURAL THERAPIES AND INTERPERSONAL
RELATIONSHIP SKILLS OF NON-ACADEMIC STAFF UNION LEADERS IN
SELECTED UNIVERSITIES IN SOUTHWESTERN NIGERIA**

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A Thesis in the Department of Adult Education,
Faculty of Education,
in Partial Fulfillment of the requirements for the Degree of
DOCTOR OF PHILOSOPHY
of the
UNIVERSITY OF IBADAN

MAY 2023

CERTIFICATION

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DEDICATION

This research work is dedicated to Almighty ALLAH, the creator of mankind, the giver of knowledge, and the all in all of my life

And

My deceased parents: Imam J.A. AKINKUNMI and Alhaja S. A. AKINKUNMI, also to my immediate and only junior sibling, Engineer AbdulwasIU Awofe Adedayo AKINKUNMI. May Almighty ALLAH reward them with Aljana Fridaous (Amin).

ACKNOWLEDGEMENTS

All thanks, praises and adoration belong to Almighty ALLAH, the creator of all creators of everything on earth, knower of everything, benevolent giver, unquestionable decision maker who counted me worthy among those that will live to accomplish set goals particularly in academic realm. All I can say is that thank you, I'm grateful and is you alone that I will continue to worship, praise and serve. My sincere appreciation goes to Imam J. A. Akinkunmi and Hajia S. A. Akinkunmi who out of their little painstakingly exposed me to the Western education, *Jazzakalahu airan*. My unreserved appreciation goes to Prof. K. O. Kester, an ever ready to assist teacher, motivator, mentor and supervisor and his wife, Almighty reinforcer will reward you positively.

I am indebted to so many academicians amongst are Profs. K. O. Ojokheta, M. A. Momoh, O. E. Olajide, and all the academic staffs in the Department of Adult Education, Unibadan. Also, to unforgettable academic fathers and mothers like Profs M. O. Akintayo, R. A. Aderinoye, A. A. Sarumi, D. A. Egunyomi moreover, Prof A. O. Dasylva, and a host of others who are too numerous to mention. So also, Dr R. O. Oyelami for your immeasurable contribution, all Non-academic staffs in the Adult Education department, to you all I say a big Thank you sirs/mas. My academic friends M.A. Omilani, B. A. Fashogbon and all others who are too numerous to mention one after each other, I appreciate you all, well-done.

All my colleagues in academics from my starting point to Ph. D, you are all wonderful individuals whom I will always be eager to relate with anytime any day. My brothers and sisters; Hafsat, Rodiat Arike Adenekan, Nimotallah Oladejo, Silifat Amosa Shekoni, Khusenat Adesanya, Chief Muhideen Alamu Akinkunmi, you are all appreciated. My Inlaws I am indeed very grateful, Almighty Allah will help to appreciate you all. My dearest, you stood by me when it was darkness in my life in the course of attaining this height, Allah will never leave you at any point in time, F. A. Akinkunmis, thank you very much.

My friends, Musbaudeen Ayinla Aderinoye, Isiak Akanmu Oladipupo, Nelson Olayinka Ogunkunle, Imam, AbdulFatai Titilope Okanlawon, AbdulGafar Idowu Okanlawon to

mention just few, I thank you all. Ibrahim Adio Olaide, AbdulHammed Adigun Bolaji, Yussuf Adisa Kolawole, Sodiq Ishola Opeyemi, Zainab Arike Omowumi, Gafar Alabi Ayokunle, Rofiat Ajoke Pelumi, Halimat Abake Omotoyosi, Sam Oluwatobi, AbdulQuayum Akanbi Olufemi Inioluwa, Hamidat Anike Taiwo, Hamdalat Amoke Kehinde and the rest, Allah's mercy will never elude any of you forever, thank you all for your cooperation and understanding, keep on in the way of Allah.

ABSTRACT

The incessant industrial actions by Non–Academic Staff Union of Education and Associated Institutions (NASU), particularly in Nigerian public universities are partly attributed to poor Interpersonal Relationship Skills (IpRSs) by the leaders. Previous studies have focused more on postures, travails, struggles, general performance of the leaders with little emphasis on reshaping and modifying their behaviour using Cognitive behavioural therapies CBTs. This study, therefore, examined the effects of two CBTs (Acceptance and Commitment - ACT and Dialectical Behavioural Therapies - DBT) on IpRSs of NASU leaders in federal universities in Southwestern Nigeria. The moderating effects of locus of control and level of educational attainment were also examined.

Social Exchange Theory and Peplau’s Theory of Interpersonal Relations were deployed as the framework, while the pretest-posttest control group delayed quasi-experimental design with 3x2x3 factorial matrix was adopted. Three of the six federal universities in the southwest (University of Ibadan- UI, University of Lagos- Unilag and Federal University of Agriculture, Abeokuta- FUNAAB) were randomly selected and assigned to ACT - UI (8), DBT - Unilag (8) and control - FUNAAB (8). The intact NASU executive councils in the three institutions were enumerated. Treatment lasted eight weeks, while a two week post-treatment observation was done. Instruments used were IpRSs Inventory, IpRSs Questionnaire with seven subscales- Communication and Listening Skills ($r=0.91$), Negotiation Skills ($r=0.83$), Problem-solving skills ($r=0.90$), Decision-making Skills ($r=0.78$) and Assertiveness Skills ($r=0.80$), and ACT and DBT guides. Descriptive statistics were used to analysed demographic data and main data was analysed using Analysis of Covariance at 0.05 level of significance.

Participants’ mean age was 45 ± 5.0 years, while majority (87.5%; 83.3%) were male and married, respectively. They possessed school certificate (29.2%), bachelor’s degrees (45.8%) and postgraduate degrees (25.0%), while their years of service ranged as follows: 1-10 (12.5%), 11- 20 (37.5%), 21-30 (33.3%) and 31 years and above (16.7%). There was a significant main effect of treatment on IpRSs $F_{(2;20)} = 74.67$; $n^2 = 0.88$). Participants in ACT had a higher post-treatment mean score (274.3) than those in DBT (254.3) and control (143.7). The main effects of locus of control and educational attainment on IpRSs were not significant. The two-way interaction effects of treatment and locus of control, treatment, and educational attainment as well as locus of control and educational attainment were not significant. There was a significant three-way interaction of treatment, locus of control and educational attainment $F_{(2;20)} = 6.98$; $n^2 = 0.44$). Post-treatment possession of IpRSs among the NASU leadership ranked as follows: verbal communication (67.4%), listening (64.0%), decision-making (63.4%), negotiation (62.2%), problem-solving (62.0%) and assertiveness (57.0%).

Acceptance and commitment therapy more than dialectical behavioural therapy enhanced the interpersonal relationship skills of non-academic Staff Union leaders in federal universities in Southwestern Nigeria. There is the need to adopt the two therapies more regularly during induction training programmes for trade union leaders regardless of their level of education.

Keywords: Nigerian federal universities, Non-Academic staff union of Nigeria, Cognitive behavioural therapies, Interpersonal relationship skills

Word counts: 464

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LIST OF ABBREVIATIONS

ACT	Acceptance and Commitment Therapy
ASUU	Academic Staff Union of University
CBT	Cognitive Behavioural Therapies
CPT	Cognitive Processing Therapy
CT	Cognitive Therapy
DBT	Dialectical Behavioural Therapy
FUNAAB	Federal University of Agriculture Abeokuta
IR	Interpersonal Relationship
IRS	Interpersonal Relationship Skills
NAAT	National Association of Academic Technologies
NASU	Non Academic Staff Union
REBT	Rational Emotional Behavioural Therapy
SSANU	Senior Staff Association of Nigeria University
SIT	Stress Inoculation Training
TU	Trade Union
TUL	Trade Union Leaders
UI	University of Ibadan
UNILAG	University of Lagos

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The type of interpersonal contact and engagement people have with one another heavily influences the process of achieving their desired objectives. Anyone who has and displays good interpersonal relationships is far more likely to accomplish tasks and reach goals with ease, whereas those who have poor or insufficient interpersonal relationships frequently struggle to reach their objectives (Abu and Akinkunmi, 2020). It goes without saying that no one can live alone, that no one is an island and that no one can achieve without relating to, depending on, or connecting with other people. Only God is self-sufficient. Anyone who challenges this idea runs the risk of becoming hostile, harsh, rigid among others, which is not promising because such a person will not be appreciated or accepted in society. Human life has been deeply imbued with the spirit of dependency.

Building solid and worthwhile relationships both inside and outside of the workplace is essential for every trustworthy person since the right relationships that create connections (links) influence the outcomes that people are likely to achieve in their endeavours. Regardless of the stage of a relationship or its form, interdependence is essential, according to Velmurugan (2016), everybody that is involved in a relationship must connect and rely on one another to survive however, any attempt to resist this will unarguably result to failure. Influence also has a significant role as well, especially for groups of individuals like labour unions that want to achieve specific goals by cooperating; they carry out their activities collectively, have empathy for one another, share ideas, and have a united powerful voice.

Under normal circumstances, no matter how small the effects of relationship may be, it will undoubtedly have an impact on and reflect on others. Interpersonal relationships require acting morally, connecting with people, sharing sentiments, and showing others respect, tolerance, and endurance. To strengthen unity and cooperation, leaders must focus more on and make improvements in these key areas, especially when leading groups of people such as trade unions who need collaboration to accomplish the stipulated goals of the union. Every person must, therefore, understand the fundamental

importance of establishing healthy relationships. It is sufficient to emphasise that having good interpersonal relationships is a key to unlocking the difficult door to friendship.

The team spirit needed to accomplish group or organisational goals cannot be brought out in the absence of adequate interpersonal relationships within groups or organisations. Therefore, every group of like-minded individuals requires two elements that are complicate to separate: a good leader and a relationship. According to anecdotal evidence, some leaders behave in ways that seem harsh or irrational to their followers; however, these actions are typically not deliberate; rather, they are the result of the leader's lack of interpersonal relationship skills. As a result, it is important for leaders to develop the habit of possessing the necessary interpersonal relationship skills in order to strengthen their relationships with others.

It is mostly necessary for those who work in the same industry to form a union in order to protect their interests. However, this cannot be done without a leader or leaders to manage the union's affairs and operations. It is therefore pertinent to mention that the processes of modifying leaders who lack adequate interpersonal relationship skills require cogent intervention/therapy. Using appropriate emotional and psychological modification training, such as Acceptance and Commitment Therapy (ACT) and Dialectical Behaviour Therapy (DBT), are among the most common techniques to address undesirable and unacceptable attitudes and behaviours. These are behaviour modification techniques that can help people, especially those in leadership roles, become more psychologically flexible, emotionally stable, and change their attitudes for acceptability by their followers and colleagues within their domain.

If the leadership role in organisations, including trade unions, is given the proper consideration, then this is required. In general, someone must be elected, chosen, or imposed to lead and manage the actions and procedures of reaching the goals in every organisation where goals are specified. Anyone who is given such responsibilities is unquestionably thought of as a leader. A leader is someone who motivates people to take actions they might not otherwise take. A leader, in the opinion of Hammed (2018), is a person who knows the route, travels in that direction, exemplifies that direction, and

inspires other followers. A leader is such a person that motivates subordinates to work efficiently with a sense of personal power and ownership.

Leaders are thus those who establish new courses, motivate followers, and accommodate change. Such people are aware of the followers' methods of command and control, including making the subordinates feel strong, capable, and committed. These people are adept at using command and control to instil a sense of strength, competence, and commitment in their subordinates. Leaders provide others with directions, assist them in seeing the road ahead and imagining the possibilities, inspire and motivate those around them. Accordingly, a leader is someone who has the capacity to create and cultivate original ideas, communicate those ideas, emotions, and sentiments, as well as assist others in understanding their own personal values to change their organisation for better, according to the International Labour Organisation (ILO, 2002).

It is worthy to emphasise that an individual can influence the views, attitudes, and behaviours of others through the process of leadership. It has also been defined as the process of persuading others to take certain actions and achieve particular predetermined goals. Leadership is a distinct set of abilities, concepts, skills, attitudes, and behaviours that are accessible to all people and not just a selected group of charismatic males and females in society (Kester, 2012). It is a dynamic process in a group whereby one person persuades the other subordinates to voluntarily contribute to the accomplishment of collective goals in a particular circumstance. It entails having control over others in a variety of capacities, such as inspiring, organising, and motivating followers.

A manager has formal authority over their employees, while a leader may not always have formal authority over followers as a manager does. According to scholars, a manager is someone who does things correctly whereas a leader is for both official and informal groups. Managers are therefore people who are responsible for formal organisation and control activities within the business. A leader is consequently someone who consistently performs the correct thing because they organise, control, set instructions, motivate, and encourage the followers.

Both business and social lives require leadership. In fact, a leader may be needed in any circumstance when a group of individuals desire to achieve a common objective. Even in non-formal settings like a group of friends, leadership behaviour can be seen in both formal and casual social contexts. One person typically assumes the lead in most group activities, which is a form of leadership behaviour (Kester, 2012). Along with the aforementioned, leadership focuses on a person's capacity to articulate a vision, motivate people to take action, foster teamwork, and set a positive example that followers can follow. Leadership is frequently defined as the capacity to persuade a group of individuals to work toward common objectives. Due to individual differences in perception, interpretation, conception, understanding and emotions related to situations as well as perceiving things differently and leaning toward various solutions, a group of people easily descends into debate and conflicts without leadership. The success or failure of an organisation is largely dependent on its leadership (Kester and Shadare, 2011).

However, it is possible to view trade union leadership as a crucial human activity taking place in every organisation that supports unionism. It is important to separate leadership from power and management even though it is widely believed to be a solution to practically all societal issues. According to Green (2018), current debates on leadership view the institution of leadership as a symbol of power and the ability to manage and control human emotions and desires. Leadership has also been viewed as the process of persuading others to take certain specific actions in order to achieve specific goals.

The assumption on symbolism involves influence and authority in addition to power, notably in regard to the trade union movement. A union leader who abuses their position of authority is equivalent to imposing their will on their followers. Since authority also entails imposing laws on its adherents, it is bureaucratic in character. Therefore, it is advised to utilise influence that is built on friendship and cordial relationships with mutual respect and understanding, as this fosters the team spirit required to accomplish organisational goals. It goes without saying that a union leader needs to be somewhat influential, adaptable, tolerant, flexible and accommodating in order to enjoy a larger acceptability from the followers.

These all serve as signs that the union leader in question has strong interpersonal relationship skills. However, in order for trade union leaders to succeed in their desired objectives, they must possess a certain set of qualities and competencies that help them connect with individual union members. It is clear that a union leader's effectiveness is significantly influenced by his or her capacity to communicate and collaborate with the organisation's members, colleagues executive committee, management superiors, and other unions and dignitaries. Academic Staff Union of Universities (ASUU), Non-Academic Staff Union of Education and Associated Institutions (NASU), Senior Staff Association of Nigerian Universities (SSANU), National Association of Academic Technology (NAAT), and others are among the trade unions that are present in the university system.

Worthy to note is that ASUU and NASU were the first unions to begin unionism in the university system; the latter, however, has been representing all non-teaching personnel until other unions emerged thereby generating tensions within NASU. Adeniji and Adekunjo (2010) claimed that NASU was founded in 1977 as a house union and given authority by decree No. 2 of 1978. The Federal Government approved a difference in wage structures that favoured ASUU members in 1992, and NASU was the sole union to champion a 42-day nationwide strike to protest this disparity in wages. This demonstrates that, up until this point, this union has been a vocal advocate for all university non-teaching workers. Although NASU fought for and represented non-teaching employees, this does not mean that their attitudes and behaviours have never gone too far, especially when they are demanding something from management.

These excesses have resulted in a number of acts that were unexpected in the university environment. It has been reported that NASU actively supported several recent incidents of industrial unrest, interruption of the academic calendar, and other issues in our universities. This implied that it was necessary to examine the union's internal motivations for adopting this particular stance toward the university system. A good trade union leader, like the NASU, should actually have some prior experience of certain interpersonal relations abilities. These abilities are referred to as soft skills; a union leader should be able to effectively communicate verbally, talk to the members in a way that

fosters friendship rather than with hostility and anger, and instead in a polite and presentable way.

According to Abu (2013), people have accused NASU officials of using foul language, giving hate speeches, and other behaviours that have shown them to lack effective verbal communication abilities. A good union leader should be aware of non-verbal communication techniques and know when to employ them. Additionally, NASU has displayed behaviours that indicate the quality of their non-verbal communication is subpar, such as carrying stones, sticks, charms, and obstructing roadways among other actions that are unethical and unnecessary toward university residents. The ability to understand both the verbal and non-verbal cues given by members requires that trade union leaders have excellent listening skills.

If NASU leaders can effectively listen, there would be improved understanding between the union, management and the contemporary unions as well as residents in the university community, enhancing systemic peace and stability. A good union leader must possess the skills necessary to decipher, pay attention to, understand, and implement other people's submissions when making decisions. Additionally, a strong union leader needs to be a competent negotiator. This facilitates easier and more amicable collaboration with others when formulating strategies for a mutually beneficial result (Harris, and Orth, 2019). To identify the issues and chances of finding solutions to any contentious union issue, a good union leader should invite people to participate in discussions.

Rather than threatening the entire university system, which is a symptom of inadequate negotiating skills, the union could engage management and other unions in multiple critical discussions and dialogues to boost favourable results on their request. In order to identify, describe, and give answers to problems that arise in that system, a union leader must work together with other union members. This requires problem-solving skills. A good union leader must have a foundational understanding of how to handle issues within his areas of responsibility without allowing them to escalate to an explosive level. The main cause of the frequent conflicts between union leaders and followers was the leaders' inability to give a solution to the problems that persisted.

This is a major factor in why the union's goals have not been met; as a result, problem-solving abilities need to be strengthened. This will therefore be the priority and not constant industrial disturbance as seen in the public universities of today. Any leader who has effective problem-solving skills never gets tired of dialoguing and resolving difficulties amicably with whomever it includes. With the exception of trade unions, decision-making is the process and practice of examining and analysing choices to make wise judgments in an organisation. It is the most delicate and challenging stage of leadership since even the smallest error in judgment might prevent the organisation from achieving its objectives Ejimabo (2015).

In light of this, a competent leader should be aware of the risks when making decisions in order to protect the organisation from the risks. The ongoing crises and unjust industrial activities that have been plaguing the university system can be partially attributed to a series of decisions made by NASU. This can be related to their lack of good or inadequate decision-making abilities, which makes it extremely risky for the entire university to have a successful academic year free from disruption. If the union's objectives are to be met, a proactive union leader often needs to be a competent decision-maker. Similar to this, a successful leader must have strong assertiveness abilities, which call for the ability to be secure and confident without being confrontational.

As a result, articulating principles, ideas, views, opinions, needs, and wishes will become easier and less emotionally charged. The ideals and beliefs ingrained in trade unionism have been undermined by the union leaders' decreasing self-assurance and confidence. Compared to before, when the interests of the union members were the leaders' top priorities, union officials are now more obedient to outside pressure. Some union leaders need to have suitable and effective assertiveness skills since the lack of trust between NASU members and the leaders is extremely destabilising and works against the union's efforts to achieve its objectives. No matter their level of education, union leaders who lack these abilities are likely to fail.

Inadequate possession of these abilities is a sign of the poor interpersonal relationships that are currently visible in public universities, and this has a significant negative impact on the struggles and efforts made to achieve the original goals of establishing a university

education. Leaders who lack strong interpersonal relationship skills are doomed to failure because these abilities have a significant impact on performance, particularly in the context of unions. Rigidity is a trait shared by all such leaders. Any inflexible trade union leader will find it difficult to reach the unions' objectives. Such leaders are characterised by forcing their desires on their followers, dictating to management, withholding information from followers, and denying followers participation in decision-making by forcing their unilateral decisions on their followers without taking their members' interests into account.

These leaders fall short when dealing with delicate matters like bargaining and other agreements with the management of their organisation over wages, hours of labour, and other compensation. This mindset leads to the onset of industrial action. There are anecdotal indications that the majority of trade union leaders in Nigeria today are lacking in interpersonal communication abilities. This is one of the issues behind the ongoing labour disputes that have pervaded the labour relations scene, notably inside the Nigerian university system. Lack of interpersonal contact skills caused a number of intra- and inter-union conflicts in public universities, where NASU never hesitated to engage members of other unions and dignitaries in physical and verbal altercations rather than roundtable discussions whenever there was a problem (Abu, 2013).

Many individuals are perplexed as to why certain union leaders, most notably NASU, act in a manner that fosters intense animosity, backstabbing, miscommunication, and a lack of cooperation among their members, members of other unions, or even the management staff. Aggression, hostility, antagonism, rigidity, and a plethora of other unethical behaviours, according to Kester and Shadare (2011), can be linked to union leaders. This is one of the main reasons why Nigerian trade unions have not truly succeeded in achieving their main objectives. As a result, it is imperative to establish a method by which trade union leaders' interpersonal connection skills can be improved, as well as any treatment or intervention that can be provided to improve these leaders' interpersonal relationship skills in Nigeria.

Fuller (2021) claims that the Cognitive Behavioural Therapies (CBT) umbrella includes a variety of behaviour modification therapies, including the following: Cognitive

Processing Therapy (CPT), which is most helpful for treating post-traumatic stress, Cognitive Therapy (CT), which is also helpful for treating borderline disorder, and Dialectical Behaviour Therapy (DBT), which is highly effective in reducing emotional instability, anger management, and other issues. Additionally, Acceptance and Commitment Therapy (ACT) is effective in fostering and enhancing psychological flexibility, while Stress Inoculation Training (SIT) is for stress adaptability. These treatments include Rational Emotive Behavioural Therapy (REBT), which is primarily used for major depressive disorder, Self-Instructional Training (SIT), which can be used personally to improve the ability to avoid undesirable behaviour.

Based on the fact that the two therapies are eminently pertinent to the kind of behaviour that was seen to be rectified among the leaders of this union, ACT and DBT were used in this study to promote behaviour modification of NASU leaders. Through the use of interventions like dialectical behavioural therapies and acceptance and commitment programmes, behaviour can be changed or reshaped. Studies on the application of these two therapies for behaviour change, particularly among Nigerian trade union leaders, are scarce. One of the subspecialties of Cognitive Behavioural Therapy (CBT) that can be used to change people's behaviour is acceptance and commitment therapy (ACT).

One of the best ways to improve psychological health is to employ ACT, a form of psychotherapy flexibility of people. The main goal of employing this treatment (ACT) is not to scrape or remove difficult problems, but rather to mix it with whatever situation life throws at a person so that they can move forward toward value-based behaviour. It asks that individuals fully engage in uncomfortable situations, have the ability to control their emotional outbursts, and refrain from avoiding situations when and where they are brought up.

According to Fletcher and Hayes (2005), these therapies will produce a beneficial spiral effect in which feeling better leads to a deeper comprehension of the phenomena hence , this intervention is thought to be effective, pertinent, and acceptable to improve NASU leaders' interpersonal relationship abilities because it will increase their psychological flexibility. Moreover, it will also make the leaders have better awareness of the need to

meet issues head-on whenever and wherever they arise, without avoiding them or acting inappropriately toward them, but rather by developing solid and effective plans that may bring the situation under control.

Another subset of CBT is Dialectical Behavioural Therapy (DBT). It is especially intended to help people change unhelpful patterns of behaviour including hostility, violence, carelessness, and emotional instability, to name just a few. It is a behaviour-modifying intervention designed to help people improve and strengthen their capacity for controlling their thoughts and emotions. People can benefit from learning about the things that set off their emotions and make them receptive. In order to prevent undesirable reactions, it is also helpful to evaluate the precise skills that enable people to cope with the flow of events, feelings, ideas, and behaviours. The DBT is typically intended to bring about positive changes in a person's life, but it can also be used to address issues related to borderline personality disorder, such as drug and alcohol abuse, aggression, self-harm/suicidal behaviour, nudity, hostility, and unstable relationships, among others.

It emphasises the importance of interpersonal relationships and effectively motivation of people to change. Dialectic itself is important for balancing seemingly opposing viewpoints, such as teaching someone how to deal with their emotions in various ways, understanding and accepting who they are, comprehending other people's experiences and feelings, and so forth. The underlying premise of this therapy is that while individuals are genuinely making an effort and giving it their all, they may be lacking the knowledge, abilities, or influences whether from positive or negative reinforcement that would otherwise prevent them from performing to their full potential. Therefore, it is thought that this therapy will help NASU officials adopt attitudes and behaviours that are acceptable both inside and outside of their union. Therefore, this study set out to enhance a better interpersonal relationship skill of the union leaders by engaging acceptance and commitment, and dialectical behavioural therapies as the intervention.

Succinctly, the moderating effects of locus of control and educational attainment level do not affect an individual's interpersonal connection skills, or an intervention offered to improve them. The ability to manage and control their occurrences, or the degree to

which people think an individual can manage the results or outcomes of events that happen to them in life but are opposed to other external factors outside of their control, is the locus of control in the true sense of the word. These essentially fall into two categories: internal control of reinforcement and external control of reinforcement.

The relationship between an individual's mobilisation of internal resources, motivation, work adjustment, learning, and organisational commitment was researched by Weimer, Ahlstrom, Lisspers, and Lipsanen (2017). However, it was discovered that individuals who think that whatever outcome or result arises from their abilities, or via their efforts, and traits, such occurrence can be influenced, and designated as being of internal orientation. Thus, internal locus of control refers to how much a person holds oneself responsible for a trial's outcome or failure. Accepting one's own abilities and not the help or influence of others is the act of viewing one's success or failure in a situation.

For instance, a person who failed an examination regardless of the circumstances believed that they were to blame for not trying hard enough and taking responsibility rather than that someone or something else was to blame. It is essentially a form of personal loss acceptance without blaming others. Individuals' capacity to regulate and control their feelings, attitudes, and behaviour; those who never blame outside influences for their flaws or failings people who typically accept setback, mistake, or failure as it may be without necessarily assigning blame; those who believe they have some degree of influence over their fate and behaviour and that it is related to their performance.

People with an external locus of control do not accept accountability for the results of their trials. People of this calibre never own their mistakes, flaws, or failings; instead, they try to shift the blame or attribute it to outside factors in an effort to appear relevant. This group of people is thought to lack the courage, tenacity, and capacity to manipulate, influence, control, or reject any outcome resulting from their action or inactivity, which places the blame on external forces that are thought to be very powerful. People who believe that events are mostly decided by the influence of outside forces, such as chance, fate, luck, and the power of others, are referred to as possessing this mindset external locus of control. According to Harris and Orth (2019), people can be categorised along a spectrum from highly internally to very externally in terms of their locus of control.

Numerous studies have demonstrated the differences between the results/outcomes displayed by internal and externally oriented leaders. According to Elsevier (2014), the locus of control is rather high when it comes to the effectiveness of a leader's style and actions. An internal locus of control, on the other hand, is the better approach for effective leadership because it places more emphasis on persistence, tasks, exhibiting an effective pragmatic spirit, responsibility in organising and achieving the set goals, introduction and application of efficient procedures in decision-making, setting work schedules for themselves and their subordinates, and prudent use of available resources to make ends meet. In addition to the locus of control, education is a crucial component of all human endeavours, and when it is lacking, chances of success are obviously compromised.

In light of the academic qualifications or degrees a person has earned, one can consider their level of educational attainment. Despite being a continuous variable, educational level is usually categorically quantified in research investigations. Higher educated leaders are more likely to develop greater abilities, which are typically described in terms of a person's strength, power, or capacity to carry out a task. By giving people greater declarative and procedural information with which, they may successfully do their duties, education also increases core task performance.

Since educational level represents both higher levels of values connected with good civic behaviours as well as lower levels of values associated with counterproductive behaviours, many organisations employ educational attainment as a selection criterion. Accordingly, this study will investigate the moderating roles that locus of control and educational attainment play in the development of interpersonal relationship skills among trade union leaders. This will demonstrate whether the two variables should be regarded as a crucial factor in the trade union leaders in Southwestern Nigeria possessing enough interpersonal relationship skills.

1.2 Statement of the problem

Ineffective interpersonal relationship skills of the trade union leaders may be to blame for the ongoing industrial activities in public institutions today. It goes without saying that a

leader who has poor interpersonal relationship skills will have a very difficult time handling the leadership difficulties posed by organisational dynamism. This can be improved by developing suitable and pertinent interpersonal interaction skills, which will strengthen the leader's relationship capacity and make it simpler to engage and relate to the union's administration and rank-and-file members. Many union leaders are well educated and possessed acceptable technical skills, but many fall short in interpersonal relationship skills.

Because of this, it is challenging to organise and run their unions' operations. Unions do have strong arguments; however, it is possible that management was not properly informed of these matters. As a result, there is inadequate representation, endangering and jeopardising the interests of union members. Due to these leaders' poor interpersonal relationship skills, there is a low commitment to the fundamental principles and ideals of good interpersonal relationships, as well as divisive, acrimonious, chameleonic characteristics and fractional disputes that result from, among other things, competitive struggles for control and leadership, failure to strictly follow union constitutional procedures, ideological disagreements, financial impropriety, and lack of accountability.

This ultimately results in NASU failing, particularly when they struggle to accomplish some certain objectives of the union. For instance, despite what the residents of the university environment have experienced when NASU executives led the protest that resulted in victimising, harassing and intimidating the residents for compliance among other questionable attitudes exhibited during the earned allowance struggle that led to strike from December 1st 2017 to March 2018 greatly disrupted not only the academic activities but also the economic and social wellbeing of the people around the university community. It also includes shutting down the entrances of the universities at will, mounting roadblocks, locking up the lecture rooms as well as other offices among others. This demonstrates the need to look into the causes of NASU's unethical behaviour in the federal universities in southwestern Nigeria in order to reshape and alter their interaction with their surroundings.

This can be done by using an intervention or interventions to help the person's interpersonal connection abilities. Adewumi and Lakenfa, (1997), Adewumi, (2004);

Bassy, (2005), Abiala, (2011), Kester and Shadare, (2011), among others, focus previous studies on trade union leadership in Nigeria primarily on ideological postures, travails and struggles, attitude and behaviour, and general performance respectively, with less emphasis on their interpersonal relationship skills. Despite all the findings mentioned, the attitudes and actions of the NASU still need to be rehabilitated and modified. The connection between the NASU union, members of other unions, and the university administration must therefore be examined from the inside. Therefore, the purpose of this study was to investigate the effects of acceptance and commitment, and dialectical behavioural therapies on the interpersonal relationship skills of NASU leaders in federal universities in southwest of Nigeria.

1.3 Objectives of the study

This study examined the effects of acceptance and commitment, and dialectical therapies on the interpersonal relationship skills of trade union leaders in southwestern Nigeria.

The specific objectives were to:

1. ascertain the extent to which NASU trade union leaders possess and exhibit interpersonal relationship skills within their labour movement.
2. investigate the perceptions of the union members on the consequences of interpersonal relationship skills of the union leaders.
3. determine the effect of treatment on interpersonal relationship skills of NASU union leaders; and
4. examine the interaction effects of level of educational attainment and locus of control on interpersonal relationship skill of NASU trade union leaders.

1.4 Research Questions

In order to achieve the above highlighted objectives, this study provided answer to the following questions:

RQ1: To what extent do trade union leaders possess and exhibit interpersonal relationship skills within their labour movement?

RQ2: How do union members perceive the consequences of interpersonal relationship skills of the union leaders?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Ho₁: There is no significant main effect of treatment on interpersonal relationship skills of trade union leaders.
- Ho₂: There is no significant main effect of locus of control on interpersonal relationship skills of trade union leaders.
- Ho₃: There is no significant main effect of educational level on interpersonal relationship skills of trade union leaders.
- Ho₄: There is no significant two-way interaction effect of treatment and locus of control on interpersonal relationship skills on trade union leaders.
- Ho₅: There is no significant two-way interaction effect of treatment and educational level on interpersonal relationship skills on trade union leaders.
- Ho₆: There is no significant two-way interaction effect of locus of control and educational level on interpersonal relationship skills on trade union leaders.
- Ho₇: There is no significant three-way interaction effect of treatment, locus of control and educational level on interpersonal relationship skills on trade union leaders.

1.6 Significance of the study

This study would be of great benefit to all the trade union and other organisational leaders, it will sensitise the leaders on the importance of having good interpersonal relationship skills, how, when and where to use these skills to enhance and sustain the interest of the subordinates/followers. It would benefit the stakeholders in industrial relation that is, the management, employers, employees in that it would reveal the problems hindering and destabilising trade unions progress.

The findings of this study would be of use to policy makers in the sense that they will also know that trade unions are collection of workers and not ordinary working machines hence the need to respond to the demand tabled before them by the union leaders appropriately with mutual respect and understanding.

It would also sensitise the policy formulators on the need for appropriate policies that can enhance friendship and cooperation among the actors in the business to be formulated. It would also provide sound basis for informing and orientating trade union to see the other

actors as friends and partners in progress and not as enemy, make necessary union constitutional review in order to upgrade the union electoral transition policies.

It would benefit the management of organisations in the sense that qualified, well-informed and educated leaders that have what it takes to lead will be elected and not a rigid person that could not relate properly with the stakeholders in his organisation.

The findings would as well be of help to policy makers in industrial relations system by exposing the weaknesses and overacting of the union leaders that always lead to incessant industrial unrest pervading the public universities. Moreover, the government as a co-actor in the industrial relations system would be able to take proactive measure on any issue that has to do agreement with the trade union in the public organisation.

The residents of university environment would benefit and enjoy a relatively peaceful working atmosphere that is free from hatred, misunderstanding and physical confrontation as those things that degenerated to these will be uncovered. It would also be of benefit to the general public as an industrial crisis free environment creates conducive atmosphere for the general populace.

1.7 Scope of the study

The study examined the effect of acceptance and commitment, and dialectical therapies on interpersonal relationship skills of NASU leaders in federal universities in southwestern Nigeria. The choice of Federal universities was due to the level of freedom of association being expressed freely by their employees and also the uniqueness in policies guiding the university operation. The study was restricted to three branch unions (shops) of NASU, namely, University of Ibadan, (UI), Ibadan, University of Lagos, (Unilag) and Federal University of Agriculture, (FUNAAB), Abeokuta. The choice of these universities was based on simple balloting.

This study focused on the leadership of NASU in the Federal universities in southwestern Nigeria and their interpersonal relationship skills, namely: verbal communication skills, non-verbal communication skills, listening skills, negotiation skills, problem-solving skills, decision-making skills and assertiveness skills. However, this study was restricted to Non-Academic Staff Union leadership. The choice of NASU was based on its constant leading role and the oldest union protecting and representing non-teaching staffs in

universities moreover, NASU is an affiliate of the Nigeria Labour Congress (NLC). Moreover, there are anecdotal evidence that NASU has been constantly criticised for not having good relationship within the environment it operates like locking up the university gates at will, carrying stones and sticks to harassing and intimidating the residents for compliance when in action, carrying rituals at strategic junctions in the university among others.

The study was restricted to acceptance and commitment therapy (ACT) and dialectical behavioural therapy (DBT) which were two psychological treatments that are rarely used or applied for behavioural change among NASU trade union leaders in this clime. It was also delimited to the effect of the moderating variables of locus of control and educational attainment level.

1.8 Operational definitions of terms

The following terms were defined according to their usage in the study so as to avoid unnecessary ambiguity and misinterpretation in meaning:

Acceptance and commitment therapy (ACT): It is a form of cognitive behavioural therapy that is designed to help trade union leaders to change their attitudes towards improving their relationship with their union members.

Assertiveness skill: This involves the process of communicating opinions, ideas, values, needs, wants and beliefs freely within the trade union; a declaration emphatically made as there is no prove of evidence at the needed point.

Cognitive behavioural therapies (CBT): These are behavioural interventions or treatment that can be used to modify / change unpleasant behaviour of trade union leaders towards enhancing a better interpersonal relationship within the trade union movement.

Decision-making skill: This refers to the knowledge that the union leader needs to conclude on a particular issue, and the ability to explore, process and analyse options in order to arrive at better conclusion.

Dialectical behavioural therapy (DBT): a kind of intervention that are helpful to trade union leaders with the aim of modifying their ways of attitude that are not of assistance to

them at the same time, assisting union leaders' behaviour stability and wisdom enhancement.

Federal universities: These are the highest educational institutions that are owned by the federal government. They are created to educate for life and profession and to grant or awards degrees. They are specifically to produce high manpower development.

Interpersonal relationship: It is a close connection or association that exist between the management, trade union leaders, the union members the environment/community they operate in which is difficult to break or destroy and makes the one entity.

Interpersonal relationship skills: These are the knowledge that is required or needed to know and use to make enhancement of interpersonal relationship reality and these are Verbal communication, non-verbal communication, listening, negotiation, problem-solving, decision-making and assertiveness skills.

Listening skill: This is the process of grabbing or absorbing information disseminated by others by giving adequate attention to sound and conversations in order to give a befitting interpretation to the stated information.

NASU leadership: These are the people that are saddled with the responsibility of leading and representing the interest of the union members and also taking charge of the assets and properties of the union. They are elected by the union members to serve for certain period of time which is already stipulated in the NASU constitution.

Negotiation skill: This is the ability to discuss and ratify issue(s) with others so as to arrive at a better outcome or agreement. It is the process of finding mutually acceptable results to contending issues.

Non-academic Staff Union (NASU): This is the association of workers that are non-teaching staff in the university setting. Its umbrella covers all the junior staffs that are not in the teaching profession in the university system.

Non-verbal communication: It is a process of transmitting information to others with the use of body language and signals such as facial expressions and postures.

Problem-solving skill: It is the ability of a union leader to identify, define and solve issues that surface within the context of the union by dwelling in critical thinking that could bring a better solution to a particular issue.

Therapy: is an intervention, treatment or training that can be used or applied to solve/correct a particular problem either ailment or other deficiencies including attitudes and behaviours. For the purpose of this study, it is meant to be training.

Trade union leader: This is an individual that leads an organised association of workers in a trade, group of trades, or profession, formed to protect and further their rights and interests.

University system: This refers to the body or a complete higher institution of learning that comprises many faculties, centres, institutes and departments established purposely to produce high manpower development.

Verbal communication skill: This is the act of passing information across to another person or group by the use of words. It involves communicating via the use of words, that is, the act of transmitting ideas, thoughts and feelings by the use of words.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of related literature on the concepts pertaining to the study. This is with a view to situating the research within a clear framework which will assist in explaining the correlation between the dependent and independent variables in the study. These concepts were discussed accordingly.

2.1.1 Trade union

Trade union is a group of individuals from among the workers that represents and protects the interest of workers in an organisation and that also relates and interacts with the management/employer on any issue that has to do with their social welfare and terms and conditions of employment. Webbs (1912) see that trade union is an unbroken connection of wage receivers with the intention of sustaining and developing their social conditions and working lives. It is the collection of workers/employees who have come together under an umbrella to accomplish set goals in reds, and through their collective action pursuing goals like working conditions, protecting, and promoting their mutual interests among other things. Koumenta (2017) sees trade union as an organisation of workers that purposively exist to negotiate with the management on some issues that concerns the duo.

It is organisations of workers that is set up to represent the interest of its members at the management by improving the status, wages, and conditions of employment of the members, and through collective bargaining seeks to improve the working conditions and social lives. Section 1 of the Trade Union Act of 1973 states that ‘a trade union is any combination of workers or employers, whether temporary or permanent, the purpose of which is to regulate the terms and conditions of employment of workers, whether the combination in question would or would not, apart from this act, be an unlawful combination by reason of any of its purposes being in restraint of trade, and whether its purposes do or do not include provision of benefits for its member’. This is in accordance with the Trade Union Act Cap. 437 Laws of the Federation of Nigeria, (1990), and the Trade Union Amendment Act, passed in 2005. Although section 1(2) of Trade Union Act, Cap. 437 Laws of the Federation of Nigeria, 1990 which was first enacted as Decree No. 31 of 1973 affirms that Trade Union may also have other purposes in addition to the

initial or principal purpose. Henceforth representing the interest of the workers in totality is therefore an important duty of a union. This is because any such purpose is in restraint of trade, and whether such purpose includes or excludes the provision of benefits for its members. In light of this, a trade union may use its funds for any legal purpose currently permitted by its rules, including in particular, if so authorised, the following.

Subject to the provisions of this Act regarding the application of funds for political purposes, a combination of workers and employers may use its funds for any lawful purpose for the time being permitted by its rules, including, if so authorised, A trade union within the meaning of this Act shall not be treated as having been formed by reason only of:

- (a) any agreement between an employer and persons employed by him as to the terms and conditions of that employment; or
- (b) any agreement for the instruction of any person in a profession, trade or handicraft; or
- (c) any agreement between partners as to their own business or any trading agreement between employers; or

Trade union is any agreement that imposes limitations on the sale of a company's goodwill. However, a good trade union leadership's responsibility is to speak up for the interests of their members when negotiating a labour agreement with the management. These could include things like work regulations, worker promotions, complaint processes, pay, worker termination, safety, policy creation, remuneration, and benefits.

According to Row (2016), trade union through its leadership, engages the management in bargaining on behalf of the union member's and negotiates contracts that has to do with the employees. Deery and Iverson (2015) opined that trade unions can affect productivity of an organisation positively or otherwise.

With bargaining and negotiation in good faith and with acceptable agreement, trade unions are able to positively affect organisational productivity. Furthermore, trade unions can also negatively affect organisational productivity can as well mar or affect negatively if there is sharp disagreement between the management and union by instructing the workers to stop working tentatively or to engage in sabotage.

Whenever there is mutual understanding between the management and the union, there is tendency of improve and increase productivity and trade unions can also decrease

productivity of an organisation when they fail to peacefully negotiate for better terms. Trade unions may use anything including strikes to demonstrate their grievance during which organisational productivity drastically decreases. Amah and Ahiauzu (2018) posits that unionised organisations are more productive than those organisations that are not unionised. Gall and Fiorito (2016) state that trade union deals with regulation of relations between employees and employers, trade union is formed on a continuous basis for the purpose of securing diverse range of benefits.

2.1.2 Historical development of trade union

The beginning of trade unionism cannot be separated from the 17th century Euro-African trade and indeed, money economy which was introduced by the trade and gradually replaced the old system of trade by barter, and almost at the same time marked the beginning of paid labour (Adewumi 2004). Following the trend of trade union emergence in Nigeria, the Mechanics Mutual Aid Provident and Mutual Improvement Association was noted as the first organisation known to have shown interest in trade union activities and was founded in July 1883.

The imperative for the existence of trade unions was enhanced by the need to develop a voice that can be heard over the din of attempts to gloss over the very roots of social inequality (Tinuoye, 2014). Generally, trade unions are organised group of employees that relate with employers on those issues that has to do with the terms and conditions of employment of their members. It sprang up as a result of industrial revolution that eventually led to the growth and development of industrial capitalism, and this gave birth to accelerated resource accumulation and the development of large-scale enterprises.

This consequently brought thousands of employees working together and eventually led to the creation of management problems for the entrepreneurs. Industrial revolution however, impacted on the colonial master in several ways include breaking the home-style manufacturing system, development and growth of entrepreneurial activities, labour relations between the employees and employer started, assemblage of workers in their workplaces which brought about the need to discuss their social welfare and the perception of labour as commodity with a particular price.

This sensitised the workers that they are not mere workers and that they have what it required to bargaining with the employers in their effort to make ways for their existence (Adefolaju, 2013). Teaming up of labours is the most ideal way of achieving effective responses to the developing inequities, lack of fundamental rights and other abuses at work, which is becoming frequent in the present world of work and practice of employment relations. (Adewumi, 2007) says that 'trade unions sprang up to address the tremendous challenges faced at work, like injustice, job insecurity, dependence and the inhuman conditions under which the workers were working.

According to (Morris, 2002) trade union as an organisation of workers in various trades, occupations and professions as its members, with the mind-set of providing adequate representation for its members and protect the interest of members in their places of work, and even in the larger society through the use of collective bargaining and rulemaking towards upgrading the interest of their members. It is a group or organisation of people working together in an establishment who have banded together in order to accomplish common objectives that are important to them, like working conditions, hours of working, wages and salary among others.

Otobo (1996) emphasises that there are several activities that the trade union carrying out, although, while some are not visible, yet there are many others that are visible to the average members of the union, prominent among these are; those that have direct benefit on the union members amongst are, handling of grievances, negotiations, searching for job for the members (referral), uncertain trades, community services and so on.

According to Fajana (2006), the main responsibilities of a trade union should fall on the shoulders of the leaders, who must be prepared to cooperate and work with the followers in a manner that may be determined by the followers' and the situations' factors. The decisions or agreements made by the union leaders during negotiations with management, however, are enforceable against the employer, the rank-and-file members, and, in some cases, even other non-member workers.

According to Kester (2017), a trade union is a group of workers who banded together to protect and improve member wages and working conditions as well as to raise workers' social status and standard of living. It is also a group of employees, who may be from the same trade or from different ones, come together to bargain or discuss with their

employer(s) in order to secure fair pay and comfortable working conditions. It is a group of employees who have banded together to achieve broad goals, like improved working conditions. It is an existing group of people who exchange their services for pay with their employer(s) in order to maintain and improve their standard of living while also enhancing their social and general well-being and employment conditions.

According to Nwobodo (2010), trade unionism focuses on ideal and realistic circumstances like the brotherhood of man rather than the common practice of sharing in the wealth. According to Uvieghara (2001) both the workers and employers cannot come together in one trade union. Furthermore, a worker is an employee, suffice it to say that any member of the public service of the Federation or of a state or an individual who has entered into or works under a contract with an employer whether the contract is for manual labour, clerical work or otherwise, expressed or implied, oral or in writing and whether it is a contract personally to execute any work or labour or a contract of apprenticeship.

Curiously looking at this statement, there must be specific purpose for which a union or association is formed, and the characteristics makes the difference in-between a union and an association. In trade union, the utmost/principal purpose should be to regulate the terms and conditions of employment of the workers.

In the real sense, trade unions around the globe have historical record of undiluted struggle for the protection and improvement of the union members particularly in the areas of incomes, work and tenure securities in their various organisations that is; by shielding the union members from oppression of the employers, unfair and unjust dismissals, safety and conducive working environment for their members among others. Trade unions in Nigeria are no exception including unions in the educational systems like ASUU, NASU SSANU, NAAT, to mention but few are all in the constant pursuit of these noble goals. However, the most fashionable and acceptance instrument that is expected to be used by trade unions at levels is collective bargaining, trade unions are now embracing and patronising engagement of the management of organisations in lobbying even in the government settings thereby ensuring suitable and favourable policies to the side of employees.

2.1.3 Types of trade union in Nigeria

Fundamentally, there are four types of trade unions in Nigeria. These are: (i) craft union, (ii) general union (iii) industrial union, and (iv) national union.

Craft union: This is the type of union that is meant for only the workers in the same profession and craft only. It is specifically for people that engage in the same craft alone. This type of union ceased to exist in 1976.

General union: This type of union accommodates workers in different skills, trade and industries. It goes beyond what the craft union used to be. It is not limited to only workers in the same trade.

The National union: This is the type of union that other trade unions affiliate to. Examples are Nigeria Labour Congress (NLC) and Trade Union Congress (TUC). This pattern of union is normally the central labour movement; it is commonly practised here in Africa.

Industrial union: This is the type of union that accommodates and combines membership of different trades within the same industry. Examples are Academic staff union of universities (ASUU), Non-academic staff union (NASU), National union of bank, insurance and finance (NUBIFE), and Association of local government of Nigeria (ALGON). This trade union is unique in that it emphasises on the terms and conditions of service and the legal recognition to negotiate these terms and conditions of work on behalf of the members.

2.1.4 Functions of trade union leaders

A trade union is an organisation of workers who look out for the interests of their members by ensuring that their legal entitlements under the industrial system are upheld.

The primary goal of establishing a trade union, according to Emoruwa and Ambode (2012), is to control the terms and conditions of a worker's employment. The Trade Union Act (Amendment) of 2005's Section 7(1)(d) confirms the expected function of the trade union leaders. This Amendment Act explains further that trade union leaders are the representatives of the working-class citizens; they are the voice of the working class citizens in an organisation as well as in a country hence, they are saddled with the duty of carrying out the listed functions so as to be regarded as effective leaders:

- i. bargaining or negotiating with the employers/management.
- ii. participating in policy formulation in their establishment.
- iii. engaging the employers of labour in discussions over worker's welfare and other labour matters.
- iv. involved in their organisational objective's formulation and execution;
- v. effective representation of their union members at the governmental level.
- vi. liable for the goods and services production activities in their organisation on daily basis; and
- vii. effective representation of their union members at the management level

Moreover, the expected duties of the union leaders based on the overall functions of the regulation on terms and conditions of employment include to:

- ascertain that the employers provide safe and conducive working environment for the workers.
- ensure that the employers are committed to the provision of effective working tools and materials;
- protect the employment conditions of their union members;
- engage the employers of labour and the government in collective bargaining on behalf of their union;
- agitate on behalf of the workers for material benefits;
- persuade and encourage the employers to treat the employees with respect and dignity;
- use their right of recognition as union to fight for the social welfare of both their union members and their dependants;
- provide exemplary leadership by encouraging other registered unions under the federating unions to educate their members by giving them adequate training;
- ensure commensurate wages and salaries payment to the workers by their employers;
- engage the employers of labour in well-sealed agreement that guarantee provision of; welfare schemes like ill-health benefit, insurance, old age health scheme and so on for the workers;

- enforce industrial actions or resistance to lockouts when agitating for certain goals with the management;
- represent the workers in negotiation with employers over wages and other condition of service; and
- provide a sense of belonging for workers by striving for industrial democracy as well as capital provision towards articulation of ownership at industries.

Basically, trade unions are formed for specific goals in favour of the union members. These include provision of welfare services, economic benefits for the members of their union, social benefits (social interactions), political benefits as well as psychological benefits, that is, feeling of job security, belongingness, opportunity to participate in managerial functions and so on. Trade union movement like NASU must ensure that they continuously emphasis the importance of educating and training their members particularly in some critical areas that are considered important and paramount to the wellbeing of the union such as:

- capacity-building for the leaders as well as the union members
- harmonising training delivery within their area of coverage
- coordinating work on certification and accreditation of labour education
- provision for training and retraining of members regularly
- prioritising value education base on the trade union culture that strictly adhere to the principle of equity, freedom and justice and
- supporting the role of the International Labour Organisation (ILO) and the International Labour Movement (ILM) in their call for emphasising fundamental principles and rights of work, decent work, employment for all and building workplaces on “high road” policies and social dialogue.

2.1.5 Trade union development in Nigeria

In the past, Nigerians did not work for any other person in exchange of money. Paid employment was strange to them. The only employment that was available and acceptable then was their traditional industry, which was based on individual family. The practice of paid employment started in Nigeria in the 18th century. The Mechanic Mutual Aid Provident and Mutual Improvement Association (MMAPMIA), which was formed in

July 1883, it was known to be the first to have involved in trade union activities. However, there is no clearer evidence on how trade union started in the country, although there are records that showed that trade unionism started in Lagos in 1897.

There was a 3-day strike action from 9-11 August 1897 by Nigerian workers in their bid to assert their rights. It was carried out by artisan workmen in the Public Works Department (PWD). The strike action was carried out as a result of a major change in their hours of work, which they perceived as arbitrary frustration in their place of work. The current history of trade unionism in Nigeria started with the formation of the Southern Civil Service Union (SCSU) on 19 August 1912. This union name was changed to Nigeria Civil Service Union (NCSU) in 1914 after the amalgamation of the Southern and Northern Protectorates by the colonial masters. The Nigeria Railway Native Staff Union (NRNSU) was formed in 1919 just to enhance the standard of living of members. The formation was encouraged by the process of laying of railway lines from Lagos to the North. In 1931, the Railway Workers Union (RWU) was formed; it was a breakaway from the Nigerian Civil Service Union (NCSU). The reason given for the formation was that the Civil Service Union (CSU) was gentle and was too soft on fundamental issues and it could not meet the economic challenges of the period.

The Railway Loco Drivers Union (RLDU) sprang up around this period with the aim of obtaining better conditions of employment for train drivers. Also in the race were Nigerian Mechanic Union (NMU) and Motor Transport Union (MTU). The Nigeria Union of Teachers (NUT) also came up in July 1931. This was in tandem with the formation of railway workers and as a result of the increase in schools as well as dissatisfaction with the employment conditions. The aim included to exert pressure on improvement of working condition of teachers, national development promotion, and serving as a professional workers' organisation, to carry out the regulatory functions of the teaching profession and to be the watchdog or defender of the government educational policy. The Railway Technical Staff Union (RTSU) sprang up with the aim of catering for the technicians.

Many mushroom unions started springing up, although they were breakaways from other unions. As a result of this, Trade Union Ordinance was enacted in 1938 by the Colonial Administration to curb the sudden growth of mushroom unions and again make

registration compulsory for every trade union intending to either bargain with employers or embark on strike actions. Summing it up, Omolawal (2022) argues that the legislation enacted and the administrative measures which were taken, were those which seemed most suitable for the economic and administrative purposes of the time. He claims that there was emphasis on early labour legislations which was almost entirely on the regulation of contracts, protective legislations and on the abolition of native forms of domestic slavery. Among these legislations was Labour Ordinance No. 1 of 1929 which covered labour conditions generally provided for a contract of service as being invalid if it remained unsigned within a period of six months, the Labour Ordinance (1938), Workmen's Compensation Act (1941), The Trade Disputes (Arbitration and Inquiry) Act of 1941, Labour Code of 1945, Factories Act of 1955, Wages Board 1957 were all among other legislations endorsed between 1929-1959 that constituted a wider legal framework for labour administration in Nigeria (Adebiyi, 1999; Omolawal, 2022). Procedures for registration of trade unions as well as the rights and obligations of unions in the context of employer-employee relationship were properly stated in the laws. The struggle to enhance workers welfare made the union leaders to still recognise the need for labour unity which they regarded as important if the set goals of the trade unions were to be actualised. More trade unions, such as Postal Workers Union (PWU), General Workers Union (GWU) and PWD Technical Workers Union still emerged.

The Second World War also contributed more to the growth and development of trade unions in Nigeria. There were serious untold hardships to both the workers and the general public, like insufficiency of essential commodities, hike in prices of commodities, and stagnant wage structure (Otobo, 1987). The common characteristic of trade unionism then was their close relationship with nationalist leaders and their struggle for independence. There was enhancement of trade unionism through nationalism. The unions then were more concerned with intensified nationalisation and efficiency in the civil service than absolute trade unionism. Ubeku (1975) opines that trade unions developed around the only establishments that were in existence then.

Yesufu (1984) claims that the main reason then was for the existing trade unions to match with their contemporaries in other climes, like Sierra Leone. Promotion of welfare and

interests of the indigenous members of the civil service was included in the aims of trade union lately.

The most vibrant unions then were the Railway union. It was their demand for the cost-of-living allowance that brought the departure of their chief mechanical engineer, who was considered as the brain behind the poor conditions of employment of the mechanical department staff, which later led to award of a substantial cost of living allowance (COLA) to all workers in 1942. Prior to this point, in 1941 as a result of the world war, the cost of living became very high, and the workers found it extremely difficult to bear and this made the unions in the public sector in Nigeria came together and founded a new union called “The African Civil Servants Technical Workers Union (ACSTW)” and a popular unionist in respect of Michael Imodu emerged the president of that union.

There was a conference held on 31st July 1943 which was the first of its kind at Glover Memorial Hall, Lagos that eventually prompted the emergence of Trade Union Congress of Nigeria (TUCN) which was formerly named Federated Trade Union of Nigeria (FTUN) as the Central Labour Organisation. The TUCN under the leadership of T. A. Bankole as the president enjoyed wider acceptance and support of Nigerian workers because this president took it upon himself to harmonise and bring all the existing trade unions under one umbrella, arranged and organised annual congress for the unions, attended to workers problems in Nigeria collectively, created means of communication and awareness by establishing workers’ newspaper, building of trade union secretariat, establishing of Nigeria Labour College as well as procurement of scholarships for trade unionist to study overseas.

Around the time, there was the demand for an increase in the cost-of-living allowance made earlier in 1942. There was a general strike that lasted 45 days as a result of the refusal of government to accept the request of the TUC. Economic activities throughout the country were paralysed. Moreover, in the same year, the Department of Labour was created, and the Tudor Davies Commission was established as a result of the successful strike action. The Tudor Davies Commission stressed that there should be substantial increases which should be on zonal basis. Unfortunately, there was division in the Trade Union Congress (TUC) that eventually resulted in the emergence of other central unions.

The various labour centres were divided along political and ideological differences, thus making it more complicated for the Nigerian Labour Movement (NLM) to have the needed unity and potency. This has led to ineffectiveness, poor performance, structural weakness and malfunctioning of the union for a long period. The division centred on the activities and positions embarked upon by the trade union federations and union officials. That is, workers from different backgrounds formed unions, which from the beginning sought to promote sectional interests of their members. However, culture, union segmentation, ethnicity and staff cadre and many others also contributed significantly to the problem.

In view of the above, 1976 marked another significant year, as the Federal Government established a commission of inquiry into the activities of the various unions and appointed an administrator to manage the unions and formulate an efficient administrative structure for them. The federal government again restructured the trade unions and merged them into only 42 in 1977. This was done along the industrial axis and not on craft basis. The government rejected the multiple labour centres and insisted on the formation and sustenance of only one central union. In February 1978, the Nigeria Labour Congress (NLC) was formally inaugurated and all the then existing 42 industrial unions became its affiliates; this was backed with the Trade Union (Amendment) Decree 22 of 1978.

In 1993, General Sanni Abacha carried out another restructuring and the existing 42 industrial unions then were compressed to 29 industrial unions. Another Trade Union Amendment Act occurred in 2004; this allowed the formation of more unions and creation of the Trade Union Congress (TUC), which is another central union different from the NLC. Despite all these actions/inactions of one union to other or government to union and harsh Decrees and policies forced on unions, trade union remaining in the central of Nigeria industrial relation scene. Babangida (n.d) confirmed that in spite of arrests and jail sentences for union leaders, inter-union rivalries and factions, and the sometimes-hostile regulatory decrees of the early military administrations, trade unions have won recognition today as a vital part of the nation's socio-economic structure.

2.1.6 Aims and objectives of trade union congress.

A congress is the gathering or collection of the elected/selected representatives and members of a union. It is a discussion forum where guiding policies and decisions on a particular issue/s were ratified, accepted and sealed. However, the main aims and objectives of a congress therefore include to protect, defend and promote the rights, social well-being and the interests of the working-class citizens as well as the nation at large so that there will be just, democratic, transparent, prosperous and egalitarian society and also advance the course of working class as a whole through the attainment of the following to:

- Promote, upgrade and defend the socio-political and economic well-being of workers
- Promote, defend and protect the interest of workers in the workplace
- Sustain and promote the unity of the trade unions as well as ensure complete unionisation of all workers regardless of any demographic variables
- Ensure job security, improve and worthy working environment and permanent employment
- Promote good working culture and industrial democracy
- Consistently prioritising workers education
- Promote social well-being of the workers
- Protect the rights, well-being, the interests and better recognition of pensioners in and by the society amongst others.

Curiously looking at the above roles, it is only achievable where there are capable hands managing the affairs of the union. According to Ali (2021), there is the need to critically take note of the persons that will be selected or elected to the leadership position and other sensitive areas in trade union movement, the officers must be knowledgeable about trade union administration and the leadership must be made up of people with impeccable character, integrity, honesty, knowledge and incorruptible credentials. This will ensure that there are no cracks in the walls of the union that may allow for interference that will erode the value of the trade union.

There should be strong processes and procedures that will retain the best of what trade union have traditionally stood for while responding positively to new pressures and

priorities thus, a kind of trade union administrative referred to is the type that will stand the test of time, this requires good relationship, principle, vigour and passion. The wheels of trade unions of today deserves to be manned by a constellation of highly skilled leaders that are committed and dedicated to the progress of the union as well as their institution so that a stabilise, smooth and uninterrupted academic calendar can be accomplished. Ali (2021) stressed further that the importance of open negotiation, communication, and shared decision-making, along with good collegial relationships and respect between union executives and members of the union, as well as in the management of their organisation will ensure that trade union governance and administration are effective and successful.

2.2.1 Concept of leadership

A leader is someone who is in charge of the process of achieving the goals in any organisation, whether it is industrial, community, social, political, or cultural. This person may be chosen, elected, appointed, or may even be imposed in those organizations where the presence of people is required to discuss specific issues that are focused on progress and development. The person or people who are in charge of the process of making an objective or objectives attainable are those who inspire, motivate, direct, control, encourage, and mentor other group members. A leader is the person who can assign tasks to others or persuade them to take certain actions to further the organisation's objectives. Focusing on the big picture, involving subordinates in implementation, and creating an environment where people can work and have enough room for creativity all play a part in it. Omolawal (2016) argues that for the effective utilization of any type of resources (human and material), good and strong leadership and management are necessary. He argues further that a good leadership and management are contingent on such factors as the subordinate relationships, the leaders' characteristics, the followers' characteristics, the organisational culture and organisational environment.

Moreover, moving the organisation forward and achieving continuous improvement in performance, encouraging the growth and development of new ideas and bringing the best out of employees should be the priority of a good leader. There is the need for competent and effective leaders who can understand the complexities of the technological

advancement and rapidly changing global environment in organisations nowadays. Leadership is the process in which a person known as the leader determines for other followers to act towards achieving an organised set of goals based on strong, attractive vision (Nastase 2006). There are various means by which this could happen in an establishment, and it can be influenced by so many factors. The most cogent ones are the personality of the leader, the features of the subordinates, the specificity and circumstance involved in the process.

Leadership is the catalytic and dynamic competence of people or a group of people to liberate engage and direct the constructive endeavours of people for the betterment of people or their communities, for their material prosperity and for their social, economic, political and cultural upgrading, peace and mental productivity. Effective leaders evoke people's emotions, display emotional intelligence, handle challenges, connect with others, and comprehend the problems at hand. They are motivated team members who develop their skills over time with coaching, training, and experience. They develop ties with one another and aid their groups in succeeding. High levels of effectiveness among subordinates will result from a task that is organised well and from a leader who gets along well with the other members of the group.

According to Terry (1977), leadership is the relationship in which one person, referred to as the leader, influences the subordinates to work cooperatively on related tasks without any form of coercion to achieve the leader's desired goals. According to Jacobs (1970), leadership is an interaction between a group of people in which one person presents information of a sort and in a way that will persuade the followers that if they follow the leader's advice, their outcomes will improve. Democratic leaders who can effectively engage all team members in conversation and who don't bother working with a small but highly motivated team will easily achieve the organisational goals. According to Nanjundeswaraswamy (2014), leadership is an activity and an influence process in which an individual moves a group toward task completion with or without the help of others' trust and commitment (s).

It is a technique by which someone exerts influence over the actions, ideas, and attitudes of others. More importantly, leaders provide the rest of the followers with direction, assist them in seeing what lies ahead, assist in visualising what they might accomplish, and

inspire and motivate the followers in numerous ways. People or groups of people easily descend into argument and conflict in the absence of leadership because everyone has a unique perspective on the world and offers a unique set of solutions to problems. Additionally, leadership helps to coordinate efforts and guide subordinates in the same direction (Kester, 2012). Using power, authority, and influence in social organisations like groups, businesses, governments, or entire nations is another aspect of leadership.

A leader can emerge within a group or groups, and such a leader is effectively carrying out the necessary group tasks. Although it only makes up a small portion of management duties, it is the process and ability to move others to fervently seek and specify the group's goals. The human element is what binds a group together and drives it toward its objectives. The process of introducing a new structure or arrangement in order to achieve organisational goals and objectives is another way that Akinkunmi (2021) defines leadership. Additionally, it is the process of directing a group of people's actions toward the achievement of the objectives set forth by their organisation.

Leadership, according to Abu and Akinkunmi (2020), is the process of persuading a willing recipient of influence to adopt an actor's goals, actions, and behaviour in a social organisation. Based on the aforementioned leadership qualities, it is simple to conclude that a leader is someone who has the capacity to affect the group's actions, behaviours, and beliefs. He is a leader who takes the initiative, gives orders, decides, mediates conflicts among subordinates, and renders judgment on matters pertaining to his organisation. Additionally, he is the one who can approve or disapprove, encourages others, invigorates them, and always takes the lead in all group activities. The tasks that have been highlighted are just a few of the general responsibilities that the group leader carries out.

Scholars have tried in various ways to explain leadership and leadership styles. Prominent among these are (Kester, 2012; Abiala, 2011; Bassey, 2005; Adewumi and Lakenfa, 1997), it has been authenticated that in their findings that the roles of leadership are very sensitive and crucial to the survival of any organisation including informal ones. These roles include expectations that specify people's role in terms of function and statues of the position occupied in a group, the view of group members about what leadership should be, and role classification. This may be in terms of role achieved and

ascribed role among others. However, it may be cumbersome for a leader to perform all these functions nevertheless; tangible efforts should be made so as to showcase the role played toward achieving the set organisational goals.

2.2.2 Leadership skills

This is the necessary knowledge and skills that leaders are expected to possess in addition to their educational attainment in order to be effective, efficient and productive in their assigned leadership task. It is soft skills that can aid performance enhancement in leadership. The McKinsey Global Survey's findings, which were released in October 2009, highlighted six key leadership qualities that are crucial to the long-term success of any organisation. These are: Participatory, decision-making, questioning presumptions, rewarding success, encouraging employees to take risks, and clearly defining expectations. When organisational leaders are unwilling to confront existing assumptions and raise issues, a business can quickly become stuck.

Developing new knowledge, ideas, skills, and innovations can become discouraged, and creative processes that deviate from the establishment's accepted norms can also be hampered. There must be proper encouragement for the leaders to focus beyond the hindrances of orthodox assumptions. Adoption of this management strategy can promote the growth of the employee and management innovations. Training on risk-taking strategies must be inculcated in the young leaders for future purposes, as this can increase revenue, market share and exploration of new opportunities for their organisation.

The moment a leader is able to possess new innovative strategies, it is imperative to inspire the subordinates, including the supervisors to put their efforts behind the implementation of these strategies for successful outcomes. The employees/subordinates are very cogent components to the success of the organisation, as they are the ones that have direct contact and impact on customers. They should also be inspired and empowered by the leaders so as to have the ability to drive the organisation's success; hence, the need to formulate unique strategies that could lead to good partnership between the employees and management.

The expectations from the subordinates should be clearly stated. When the subordinates understand what is expected of them and are doing it, the leaders must be ready to

motivate and reward them with considerable incentives. These could be in the form of monetary compensation, gift cards, extra vacation days, and flexible working schedule, depending on the choice of each subordinate. In addition, to meet the set goals of the organisation, the best plan that suits and can withstand the taste of time should be chosen so as to drive the working team up for job with motivation for satisfaction.

For any leader to succeed in achieving the set goals in an organisation, such leader needs to cultivate the habit of participative decision-making within the system. This becomes imperative, as the leader may not possess the foresight to accommodate all challenges when making decision. If participative decision-making is embraced, it will pave the way for the management to tap into the unequal talents of other members, as this will give consideration to all inputs made by others before taking the final decision, as full responsibility for any consequences resulting from that decision must be accepted by such leader.

2.2.3 Leadership styles

The way a leader provides guidance, implements and executes plans, and inspires people in a particular setting is referred to as their leadership style. This varies depending on the organisation's personality and current situational needs (Barchiesi and LA Bella, 2007). Given that there are different kinds of leadership, it is important to comprehend the kind of action or leadership that is required in a given organisation. Almost every leadership approach has an effect on either developing a distinctive culture or reforming the entire organisation.

In order to achieve the predetermined objectives of the organisation, the leader uses social influence to compel the subordinates to participate fully and freely. Therefore, a person who rules, delegates, guides, inspires and influences others to act in order to carry out specified objective can be described as a leader. One needs to comprehend these circumstances because the global environment is changing quickly and making leadership tasks more difficult. Effectiveness and efficiency on the part of such subordinates are dependent upon how well structured the leadership task is and how well the leader interacts with them.

The study also demonstrated that democratic leaders take great care to include every team member in discussions and can collaborate with a small but highly motivated group. The effectiveness on the part of the subordinate, however, will be very high if a leader has good relationships with the subordinates and a well-structured work schedule. Additionally, the study emphasised that democratic leaders take great care to include all team members in discussions and can succeed even with a small, highly motivated group (Barchiesi and LA Bella, 2007). The relationship between various leadership styles was examined in a mechanism of leadership styles affecting team innovation in the private research centres.

Despite the fact that different organisations and types of employees were investigated, and the findings from each organisation in regard to the leadership styles in use were highlighted and it demonstrated the scholars' efforts on various types of leadership styles. While some leadership styles had a positive effect on the respondents, others did not or showed a negative impact. Additionally, it was revealed that organisations varied, making it necessary for an effective leader to have sufficient knowledge and skills regarding positive human relations, individual differences, external influences, and other topics before acting. However, the democratic or participatory leadership style, which includes everyone and allows the workforce to contribute and be heard during decision-making, is the most appropriate and progressive style of leadership.

Democratic leadership/participative leadership: democratic leaders are those who give their followers or colleagues the chance and space to weigh in on matters that are important to their organisation in order to give their supporters a voice in the decision-making process. By involving others, this approach boosts job satisfaction and aids in skill development. Additionally, workers would feel in charge of their own destiny and be encouraged to put in extra effort by factors other than just financial gain. Although this method might take longer, it frequently produces better results. When teamwork is crucial and quality is more important than speed to market or productivity, democratic or participative leadership is perceived as the best.

Autocratic Leadership: this is a tyrannical leadership style. It is an extreme version of transactional leadership is autocratic rule. Employees have little opportunity to offer suggestions, even if they would be in the organisation's best interests, because leaders have absolute control over them. High rates of absenteeism and employee turnover are frequently consequences of autocratic leadership. For some routine and unskilled jobs, it might still be effective, though, as the benefits of control might outweigh the drawbacks. However, it is harsh and disrespectful and unfriendly in nature.

Bureaucratic Leadership: bureaucratic leaders have a propensity to adhere to the rules strictly.

They make sure that every procedure is strictly followed by their staff. When there are significant safety risks or significant financial stakes, bureaucratic leadership is ideally suited.

Charismatic leadership: leadership through charisma may resemble transformational leadership. Leaders with a lot of charisma exude a lot of energy and inspire their followers to move forward. However, charismatic leaders frequently have a stronger belief in themselves than in their subordinates. As a result, there is a chance that if the leader leaves, a project or even the entire organisation could fail. Success is directly related to the charismatic leader's presence in the eyes of the followers. Therefore, charismatic leadership entails great responsibility and calls for a dedication to the long term from the leaders.

Laissez-faire Leadership: The French phrase “laissez-faire” translates to “leave it to be.” It is used to describe managers who let their staff members handle their own work. If the leader regularly updates the team on what is being accomplished, laissez-faire leadership might be successful. This type of leadership frequently works best with highly skilled and experienced self-starters. But this kind of leadership can also happen when supervisors don't exert enough restraint.

People oriented leadership style: relationship- and people-centred leadership: Task-centred leadership is the antithesis of people-centred leadership. People-oriented leaders

put their entire attention into organising, assisting, and fostering the growth of the individuals on their teams.

It is a participatory style that frequently promotes effective teamwork and innovative collaboration. In reality, the majority of leaders use both task- and people-oriented leadership philosophies.

Servant leadership: servant leadership refers to a type of leadership that is frequently not officially recognised. A servant-leader is someone who, at any level within an organisation, simply takes care of the needs of the team to lead. In many ways, servant leadership is a type of democratic leadership because the entire team usually participates in decision-making. In a world where values are becoming more important and where servant leaders gain power based on their values and ideals, proponents of the servant leadership style contend that it is a crucial strategy for success. Others think that those who practice servant leadership may find themselves falling behind leaders who employ other leadership philosophies in competitive leadership environments.

Task-oriented Leadership: leaders who are very focused on completing the task at hand have a tendency to be quite autocratic. They put structures in place, define the tasks and roles that must be performed, plan, organise, and monitor. This strategy could, however, suffer from many of the drawbacks of autocratic leadership, including difficulties in motivating and retaining employees, since task-oriented leaders do not typically think much about the well-being of their employees.

Transactional Leadership: The foundation of transactional leadership is the idea that when a candidate accepts a position, they promise to submit to their superior in every way. In this type of leadership style, the leader has the authority to “punish” an employee whose work does not meet the required standard. There was little that employees could do to improve their job satisfaction under transactional leadership. By using rewards or incentives that promote even higher standards or increased productivity, the team leader could give team members some control over their income or reward. As an alternative, a transactional leader could employ "management by exception," whereby, in the event that

the required standards are not met, corrective action is taken rather than better work is rewarded.

Transformational Leadership: transformational leaders are real leaders who constantly motivate their team members by sharing a common future vision. While the team frequently benefits from this leader's enthusiasm, "detail people" may be needed to assist them. Both transactional and transformational leadership styles are required in many organisations. While transformational leaders oversee initiatives that create new value, transactional leaders make sure that routine work is reliably completed. Integrity, clear goals and vision communication, setting a good example, high expectations for team members, encouragement, inspiration, and support are all characteristics of a transformational leader. They also provide stimulating work that challenges employees to look beyond their own interests and place a greater emphasis on team goals and needs.

Because both parties work for the organisation's benefit, motivated by shared visions and values as well as reciprocal trust and respect, transformational leadership is more effective, innovative, and satisfying to followers, according to studies conducted in the past (Bass and Bass 2008). This implies that transformational leaders frequently use their own personal power and have a strong sense of fairness in the distribution of formalised power. A transformational leader uses their own personal values and beliefs to motivate followers to perform better than they have in the past. The four elements of transformational leadership style that Bass and Vaughan (2016) list are charisma, inspirational motivation, intellectual stimulation, and individual consideration.

Burns (1978) defined transformational leadership as a process where one or more people interact with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Studies have made a similar distinction between authentic transformational leadership and impostor leadership (Bass, 1985). False leaders would sacrifice their followers' success for their own status and position. As a result, they behave erratically and unpredictably. Transformational leadership puts more emphasis on what the leader actually achieves rather than on the traits and capacity of the leader to motivate followers to change. The four pillars of transformational leadership, according

to Meshane and Glinow (2000), are creating a strategic vision, communicating the vision, modelling the vision, and inspiring commitment to the vision.

The transformational leadership style clearly communicates the vision, describes the steps to take to realise the visions, acts upbeat and optimistic to show confidence in the followers, emphasises values with symbolic actions, sets an example for others to follow, and empowers followers to realise the visions (Stone, Russell and Patterson, 2003). It has been demonstrated by studies carried out in a range of professional and cultural contexts, including the military, educational institutions, and businesses (Bryant, 2003). In their study of traditionalistic in Taiwan and the United States, Spreitzer, Porttula, and Xin (2005) make it clear that while transformational leadership is effective regardless of culture, the level of effectiveness depends, to some extent, on cultural values. People with traditional cultural values perceive weaker links between transformational leadership and leader effectiveness than people with less traditional values do. A high level of follower motivation and commitment, as well as above-average organisational performance, particularly in times of crisis or uncertainty, have all been linked to transformational leadership (Bryant, 2003).

2.2.4 Leadership strategy

It is important to remember that business strategies and leadership both have similar characteristics. Typically, it is based on a thorough analysis of the current situation on the ground and a well-informed outlook for the future. However, a number of suggestions must be made in order to close the gap between the current situation and the desired future. In addition, once the proper strategy is implemented, the results from the business will undoubtedly provide the necessary feedback on the leadership strategy's efficacy. However, it is possible to think about using leadership skills that have been developed through experience to create new business strategies. Such a leadership strategy may also have an impact on the talent management process.

Leadership can refer to a variety of things, people, positions, or processes, according to Hollander (1978).

Mullins (2002) stated that there are over 400 definitions of leadership. Since it is a topic that is so frequently discussed, leadership can mean many different things to different

persons. Leadership is the most observed and least understood phenomenon on earth, as Burns (1978) correctly notes. Consequently, a few definitions will be taken into account for this study.

According to Mishane and Glinow (2000), leadership is the process of influencing people and creating a setting where they can accomplish organisational goals.

Mullins (2002) claims that it is a connection that allows one person to persuade others to act in a way that they might not typically. Tack (2004) connects motivation, behaviour in interpersonal relationships, and communication to leadership. Wehrich and Knontz (2005) state the fundamental tenet of leadership as follows: "People tend to follow those who, in their opinion, offer them a means of satisfying their personal goals. The more managers understand what motivates their subordinates, how they operate, and the more they reflect this understanding in carrying out their management activities, the more effective they are likely to be as leaders." In an effort to define leadership further, Durbin (2004) provides what he terms some representative definitions of leadership, these are as follows:

(i). Interpersonal influence geared toward achieving goals through communication, and
(ii). the skill of persuading or leading by example to get people to do something of value.

These two definitions make clear that objectives are attained through influence and not necessarily by engaging either power or authority. Instead of mentioning threats or using coercion, the portrayal of the relationship between the "influencer" and the "influenced" emphasises equality. It is understood that those who are "influenced" have a choice regarding whether or not to participate in the venture. This understanding is further supported by Coleman (1996), who claims that the main goal of leadership is to persuade a group of people to cooperate in order to achieve a shared goal while resolving any conflicts that may arise in the process.

According to Stagdill (2000), leadership is the personal behaviour that helps a group of people work toward a common goal. Rachin (2001) asserts that a person's ability to lead is directly related to the practices to which they are committed to and execute. Therefore, it can be said that leadership is a requirement for all human endeavours. Leadership, according to Muijs (2011), is the primary factor and extremely fundamental in organisational effectiveness. He claims further that leadership is one of the primary

factors that separate private companies from public ones in terms of effectiveness. Leadership is essentially the process of achieving objectives by motivating others to actively participate. The most crucial qualities of leaders are their persuasive personalities, which have a favourable impact on the productivity and job satisfaction of their followers.

2.2.5 Principles of leadership

Like any other status, leadership has its own unique maxims, Wiwcharuck (1988), gives five principles of leadership, these are:

- (i). In general, followers obey their leaders and only venture where those leaders permit them to go. Whether in formal or informal organisations, the leader must demonstrate competence because every subordinate looks to him for guidance on what to do and what not to do. The interest of both the followers and the organisation as a whole will be jeopardised if the leader does not set an example of passion, diligence, and maturity. A leader who cannot leave a positive legacy for others to follow cannot properly control and coordinate the organisation, and as a result, the organisation teeters on the verge of economic, educational, and political collapse.
- (ii). An ineffective leader can only take their followers as far as he or she is willing to go. This determines whether such a leader and the organisation succeed or fail.
- (iii). Every member of a group, team, or organisation possesses unique abilities, skills, and talents that must be fostered and developed to their full potential by a strong leader. Such a leader makes sure that the followers achieve their full potential, going above and beyond their own personal limitations.
- (iv). The leadership in place is the reason why things are moving in the direction they are in any organisation. Every action in an organisation must have some level of leadership behind it.

Although it has been strongly implied that the organisational condition at that time is a result of both past and present leadership, planning the moves and events, as well as instructing the subordinates and the environment to execute in a predetermined manner,

has strongly implied that if the organisation's leader can set the conditions, then it should also be possible for the organisation to alter these conditions.

(v) The difference between the leadership quality and the group average is steadily narrowing. If the leadership standard and performance are high, the average performance and standard will also be high; otherwise, it will be the opposite. A good leader makes performance-based demands rather than rigid conformity in order to ensure high-quality results. Consequently, the qualities listed below define a good leader:

- Loyalty to the organisation's cause;
- knowledge of organisational issues;
- aptitude for organising,
- inspiring, and coordinating organisational activities;
- commitment to the organisation's mission;
- empowered by their acceptance and support; and
- accountability for the tasks associated with their role.

2.2.6 Types of leadership styles encounter in the workplaces.

There are numerous different approaches to leadership, and each organisation has distinctive differences based on the skills of its executives. However, certain characteristics, such as the following, are necessary for all employees in the workplace:

Must blend in: People must experience love, whether romantic or not, and acceptance from their social circles, according to Maslow's hierarchy of needs (family, peer groups). As is the case with those who remain in unhealthy romantic relationships or who have abusive parents as parents, the need to fit in is so ingrained in human nature that it may even come before physiological and safety needs. Such occurrences show how deeply ingrained the psychological and biological need to belong is.

Social Exchange: To further understand the value of relationships, consider them in the context of a reward framework. This view holds that people engage in relationships that are rewarding in both concrete and abstract ways. When viewed from this angle, it oddly fits perfectly into the theory of social exchange. This theory, which was actually based on cost-benefit analysis, held that interpersonal relationships develop as a result of the goals

or objectives of each party involved. People want to gain benefits from their interactions with other people, and they are prepared to pay a price to do so. In a perfect world, benefits would outweigh costs, resulting in a net gain. This might prompt routine comparison of alternatives or shopping around in an effort to maximise rewards or benefits while minimising costs.

Relational Self: Relationships play a crucial role in a person's ability to define their identity. A person's self-concept includes a relational self, which is made up of feelings and beliefs about oneself that result from interactions with other people. In other words, past relationships have an impact on a person's emotions and behaviour. Accordingly, the relational-self theory contends that a person's emotions and behaviours in interactions with new people are influenced by earlier relationships, especially when those new relationships were formed because of shared characteristics with other people in the person's life. According to studies, exposure to someone who resembles a significant other activates particular self-beliefs and alters one's perspective on themselves in comparison to exposure to someone who does not resemble a significant other.

2.2.7 Power and Dominance

Power is the capacity to shape the actions of one's partner, superior, or subordinate. One will always be more powerful and perceived as dominant while the other is submissive; two people or groups cannot use or assert unequal amounts of power. The desire to establish or maintain dominance in a relationship can be expressed through dominance-related behaviours. Being submissive can be helpful because it can stop hostile behaviours like withholding assistance, ceasing cooperation, ending a relationship, harbouring resentment, or even engaging in physical violence. Additionally, it can save time and lessen stress.

There are different levels of submission; for instance, some workers may obey orders without question, while others may disagree with them but eventually give in. A hierarchy of dominance can develop within a group. For top-down management in a hierarchical organisation, a command hierarchy may be used. This keeps a sizable population of employees aligned with the owner's goals which they may not personally share, prevents inconsistent decisions from adversely affecting the operations of the

organisation, reduces time wasted in conflict over unimportant decisions, and, if promotion is based on merit, ensures that those with the most expertise make crucial decisions.

On the other hand, group decision-making and systems that encourage self-organisation and decision-making by front-line employees are more likely to profit from their familiarity with client needs and efficient working practices. Dominance is one element of organisational structure. A power structure defines the relationships of dominance and power in a larger society. For instance, dominance relationships are more nuanced in a democracy and capitalist society than they are in a feudal monarchy, where there is a clear hierarchy of economic and physical dominance. Financial strength is frequently associated with dominance in professional interactions.

For instance, a business might adopt a passive attitude toward customer preferences stocking what customers want to buy and still complaints in order to make more money while the customer is always right. A business with monopoly power may be less receptive to customer complaints because it can afford to maintain its dominant position. A person who assumes a subordinate role in all areas of a business partnership is referred to as a "silent partner" but still retains financial ownership and a share of the profits. There may be two dominant parties in various areas.

In a friendship or romantic relationship, for instance, one person might have strong opinions about where to eat dinner, whereas the other person might have strong opinions about how to decorate a shared space. Being submissive in that area might be advantageous for the party with weak preferences because it won't make them unhappy and prevents conflict with the party who would be unhappy. According to the breadwinner model, the male partner in a heterosexual marriage would be the dominant figure in every situation.

2.2.8 Leadership qualities

A good leader should, among other things, be:

Chief security: The leader of a group must be able to make every effort to keep everyone safe and protected. Effective protection of people and property needs to be taken

seriously and shouldn't be politicised or treated lightly. Every individual within a group or community must feel safe; only then can they go about their daily lives freely, meaningfully contributing to the growth and development of the group or community, as well as ensuring peace and stability.

Chief accountant: A good leader must be in charge of all the financial assets of the company. A leader should have access to open, accountable, and transparent organisational resources. While in his care, he or she must not break a promise or act irresponsibly enough to blindfold the organisation's financial statue. Accountability and transparency help the leader look more respectable and boost followers' confidence in their leadership, which makes it simpler to accomplish the stated goals of the setting.

General servant: Regardless of their importance, seriousness, or ease of implementation, the leader will communicate a series of directives to each employee in the organisation under his control. Even though the person in the position of authority may feel uneasy, a good leader must persevere in order to demonstrate their support for their followers. He must demonstrate that he is an effective representative and do everything in his power to ensure fair representation without putting the interests of his supporters in danger.

Promoter of peace: In order for the people to survive, a good leader must ensure that there is a secure and encouraging environment for their growth and development. An agitated environment is the enemy of progress, but where there is peace, everything seems to go according to plan for everyone. A good leader must always seek peace, preach peace, promote peace, and act peacefully if positive change is to occur in that organisation or community.

Effective strategic planner: It is a skill that a good leader must possess to keep the organisation from imploding. You can accomplish the goal by putting the right strategies into action. Planning, organising, budgeting, coordinating, and carrying out are all part of a good leader's strategy. A leader who fails in this area might not be able to carry out the other tasks correctly, and he or she will undoubtedly fail.

Flexible: Above all, a good leader needs to be flexible, empathic, approachable, symbolic, dependable, proactive, and accountable in all spheres.

Good leaders shouldn't be:

Chaos: A chaotic leader doesn't care about the welfare of their followers. A good leader should not harbour or support hoodlums, thugs, or touts so they can be used to disrupt the peace of the organisation or community and serve their own interests. A leader who intends to take control of a group of people at all costs or through force without considering what might happen next is chaotic. Unfit to hold office is a controversial leader who disregards social norms.

Corrupt: A corrupt person is unfit to be the head of an organisation or of a society. Leaders are given responsibility for the organisation's resources in order to prevent theft or wastage. If they don't, the organisation will collapse and die. Any organisation, community or nation that take the issue of corruption with levity will unquestionably perish hence, the need to eradicate corruption urgently, so it is important to carefully choose or elect leaders who are disciplined and free from corruption.

Arrogant: A good leader shouldn't be rigid, arrogant, or haughty. A leader must be deferential, composed, and modest. The integrity of the organisation or society will be in jeopardy if the leader is too powerful to the point where people perceive elements of disrespect in him or her, whether in speech or action, there shouldn't be element of egoism, arrogance or disrespectful whatsoever to the followers, colleagues or superiors in and outside the organisation.

Weak-vessel: A leader shouldn't be unorganised, careless, or sloppy. Without a doubt, leaders used to delegate authority instead of responsibility will miss the mark. The leader should not be too at ease to the point where they push or delegate important decisions to the followers without sufficient oversight and control over it.

2.3.1 Concept of Training

In general, it is a method of problem-solving that ought to be given priority in every organisation. The government, which sets standards and creates industrial policies on which the operation of both employers and employees depends, should pay more attention to the training of the workforce in the public organisations while similar

provision should be made available to the employees in the private businesses as well. Every organisation, including those in the educational sector, has goals, so it is essential for these organisations to communicate these goals to their staff. Training is one way to help the members of such an organisation comprehend these goals. Employee training and retraining improves an organisation's productivity, efficiency, and product quality. It is a sure way to assist a company in meeting its future staffing needs, enhance workplace culture, boost employee morale, and also lower employee turnover.

It also greatly aids in bringing about a change in the outdated and antiquated methods and satisfies the expanding demands of a dynamic knowledge industry (Paulley 2012). Any serious management that wants to keep their organisation competitive in the modern world must adopt and embrace employee training as a crucial and essential investment. By acquiring and developing the knowledge, skills, experience, attitudes, and techniques that enable an individual to contribute most effectively and efficiently to group or team effort, employees can better themselves and grow professionally. When an organisation wants to increase productivity as well as effectiveness and efficiency, having a relevant, current, and well-planned training program becomes essential and unavoidable. Job-focused training is the essential component that improves performance in practically every industry. Employees receive ongoing training to help them gain knowledge and learn how to contribute effectively to the organisation.

According to Akinkunmi and Omilani (2018), it is a learning process that entails knowledge acquisition, skill development, understanding of concepts and rules, or alteration of attitudes and behaviours to improve employee performance. Employees receive ongoing training to help them gain knowledge and learn how to contribute effectively to their organisation. It is also the process of teaching employees old or new the fundamental knowledge and innovations required to advance and make them perform well at their various desks as well as to fortify them to face the challenges that arise in their line of work. In other words, it is the process of enhancing a worker's aptitude and capacity in a particular field.

It is not overstating things to say that training is a teaching and learning activity designed to assist both junior and senior staff members of an organisation in acquiring and using

the necessary concepts, know-how, innovations, skills, and attitudes to improve and enhance the performance of the workforce. In reality, good training improves workers' knowledge, abilities, and innovations while boosting morale and fostering intellectual capacity. Given the foregoing, Edens and Bell (2003) argue that both an individual and an organisation should seek development through training for a variety of reasons, including maintaining their superiority in the workplace, improving employee skills and knowledge, and increasing productivity, to name a few.

It is the procedure and practice of improving a worker's knowledge and abilities in a particular area of need. According to Michael Armstrong (n.d.), training is the process by which behaviours are consciously and methodically altered or corrected through learning. This occurs because of educating, developing, instructing, and coordinating a single person or a group of people using carefully thought-out resources and resource people with relevant experience. It is arguably the process of updating, developing, enhancing, and maintaining one's ideas, skills, and knowledge to perform better in the tasks that have been assigned to him.

Contrary to popular belief, it bridges the gap between an employee's skills and what the job at hand requires or demands. It can now be confirmed that investing in worker training across the board is essential and relevant to every organisational development in every society. The management of organisations must fully commit to and support training initiatives because they must be aware of the remedies and improvements that training can bring to their workplace. Training is the process of individually advancing workers/employees to give them the capability and self-assurance they desire in their various jobs and in their life endeavours.

Additionally, it is a methodical process for acquiring knowledge and skills that aims to improve employee performance. Therefore, it is a process of altering employee behavior in such a dynamic way that the results will be beneficial for the advancement and development of the organisation. According to Cascio (2015), training consists of a well-structured program created to boost employee and organisational performance. Therefore, improved performance indicates that the employee's social behaviour, knowledge, skills, attitudes, and innovations have changed significantly. The process of training has

significant potential for transferring and utilising current technical know-how, developing leaders, organising groups of people, establishing self-help groups, mobilising resources, empowering the rural mass with limited human resources, developing entrepreneurs, and a host of other things. Memoria (2000) defines training as an organised exercise for developing well-programmed characters, attitudes, and behaviours.

It goes without saying that putting knowledge, attitudes, innovations, and skills to use will improve an employee's performance on the job now, as well as position them to be ready for future challenges. Training simply refers to complete adherence to guidelines regarding the advancement of technical and mechanical operational processes, and it is specifically for issues pertaining to the job. The process of learning/acquiring the knowledge, attitudes, innovations, and skills is essential to training, but there are many opportunities to do so. It is important to understand that changing attitudes or behaviours depends on the trainee's personal interests and can only happen if someone truly intends to.

Therefore, it is important to state unequivocally that training is neither a command nor an enforcer but rather an influencer, preach that only purifies and renews the trainees' minds by educating or inculcating them with the specifics of their past, present, action, its implications, the need to change, its transformation or process, the way forward, as well as the life after. Training is related to each person's mindset. It is important to understand that properly trained employees use materials more efficiently and maintain equipment with care. It is a recognised method by which any organisation, community, or nation's superiority in manpower productivity can be attributed to the high-quality, effective training programs provided to the workforce.

Additionally, training is required to keep employees of different categories up to date on the most recent developments in their various designated fields. Training for leaders in industrial establishments, including trade unions, takes into account all of these leaders' experiences from the moment they are recognised as leaders and begin working in that capacity until the moment they have served the required amount of time in that capacity. It covers everything that could be categorised as on-the-job training and off-the-job training. Prior to holding a leadership position, there may be a series of training sessions.

This type of training is simply the process of transforming potential employees into competent and sound leaders. The main goal of all these training programs is to improve and develop employees' knowledge, competence, and commitment so they can be effective and efficient in their various work schedules.

2.3.2 Significance of training

Planning for a lifetime necessitates adequate human development. The benefits it provides to employees, employers, and the working world at large help to better understand the numerous benefits of training employees in organisations. Some of these benefits include:

Improve Performance: Employee training in a company automatically raises workers' aptitude and capacity. Employee performance, both in terms of quantity and quality, will be significantly enhanced by a well-informed and trained workforce, particularly in the area of skills acquisition. Increased productivity and effective and efficient organisational performance will follow from this. Additionally, the organisational output's quality can be guaranteed. All of these will undoubtedly result in multiple increases in the business's profit margin.

Quality enhancement: In terms of quality improvement, a well-thought-out, efficient, and standardised training program is more advantageous to the organisation. The employees are instructed in and exposed to a variety of techniques that can be applied to their work in a more standardised manner, leading to quality and consistency in the organisation's output or performance. Additionally, it helps the organisation achieve consistency in work performance and improves the quality of work or services with few or no operational errors.

Less Supervision: Training promotes independence and self-reliance at work. Given that they are knowledgeable about their jobs and the best methods for handling and performing them, employees who have received adequate training relieve their managers and superiors of stress and burden. As a result, such an employee needs less guidance and oversight in his or her area of expertise, which frees up the manager to focus on other

pressing issues. The manager can focus their efforts on other plans that can improve the effectiveness and performance of the organisation.

Minimise learning period: Training involves exposing the trainee to a specific and pressing issue; as a result, it requires less time, effort, and money from the employees than general learning (education) but instead draws their attention to a professional need that could enhance their performance in the career and area of specialisation they have chosen. By using the trial-and-error method, training thus helps to prevent the wastage of time, resources, and efforts in general study and learning, especially during turbulent and challenging times.

Boost Morale: Employee training enhances and improves attitude changes toward value-oriented, favourable, and acceptable behaviour not only to coworkers but also to management and customers. Effective performance, job security, opportunities for internal promotion, and job satisfaction are typical outcomes of an employee's good attitude and behaviour, among other things. Additionally, it increases the employees' interest in and loyalty to their various organisations.

Personal development or Growth: The only way to improve knowledge, skills, ideas, and innovations while also boosting employee morale, ability, and capability, making them goal-oriented, and preventing them from becoming obsolete and redundant is through employee training. It enhances the employees' overall development and mental capacity.

Conducive organisational climate: Only good labour relations that are free or nearly free of conflict can result in an organisation's climate that is conducive to employee retention, absenteeism, resistance to change, and increased organisational stability. The combination of these numerous benefits will put an organisation in an enviable position. The value of training for workers, organisations, and society at large cannot be overstated, it is noteworthy to say. There are numerous justifications and empirical claims that can be applied to this. It is sufficient to say that an organisation's investment in well-planned, systematic, adequate, and effective training is incalculable. Any company that disregards or avoids providing training to its employees is now headed for relegation, and that company's future is in grave danger.

2.3.3 Areas of Training

Training has been defined by Gordon (2012) as the type of activity that is systematically planned and executed to enhance high level of skills, knowledge and competencies that are needed to perform effectively in any assigned duty. There are several cogent areas that demands imparting training on the employees, this varies according to the area of specialisation of each section within an organisation and among the areas are:

Knowledge: The real objective of any training programme is to upgrade the knowledge, skills, ideas, innovations, attitudes of the beneficiary. It involves imparting relative facts, information, strategies, principles and policies that concerns the employees in their various duty posts. However, it can be categorically shared into three broad aspects, namely, quality of work, job context and job content.

Technical Skills: Training in this regard is more concerned with inculcating new skills into workers particularly in specialised areas that demands for professional worker. It concerns those that handle machine operations of any type like those in charge of operating computers, scientific and technological tools and so on.

Social Skills: This type of training goes beyond a specific skill acquisition; it is wider in scope. It aims to improve the employee social connections, interpersonal relation, attitudinal improvement, physical and environmental management among others. It is most often use to improve an individual social skill as well as teamwork. Employees are equipped with those skills that sharpen and broaden their mental horizons that could enhance cordial relationship, mutual understanding and effective leadership that are needed to accomplish the organisational goals.

Techniques: Inculcating series or special technique into employees involves exposing such workers to the manners and ways that require applying knowledge and skills to ever changing and dynamic situations. This becomes unavoidable in any organisation since everyone is tactically and practically not stagnant in their various assigned duties. It is the need to move with time in order to meet up with global changes in the world of work.

Attitudes: It is the process by which workers in an organisation are equip and sensitised on the importance of exhibiting good and acceptable behaviour among them. It is a kind of behaviour modification strategies that can be used to develop, improve, and enhance

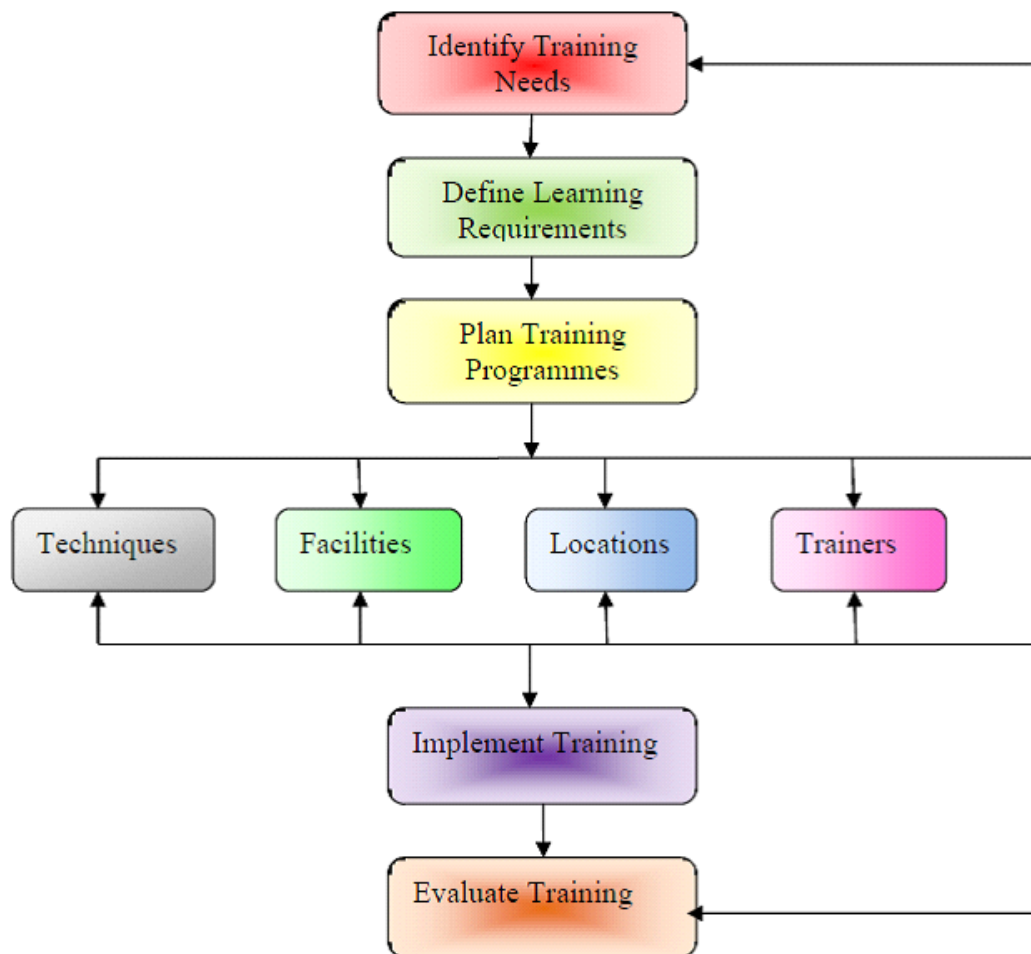
better interpersonal relationship among their colleagues. It involves orientating the employees on the acceptable norms and values and as well improves the workers on ethical issues.

It is an orientation or induction programmes that workers learn to assist them in changing their attitudes in favourable manner toward the accomplishment of organisational objectives. Studies have shown that effective training programs can change employees' attitudes into values-based behaviours that support the efficient completion of organisational tasks by fostering a culture of better cooperation and increased loyalty.

Experience: It is the consistence use of previously acquired and accumulated knowledge, skills, ideas, attitudes and so on which cannot be taught or inculcated in the classroom. Therefore, putting acquired knowledge, skills, techniques and attitudes into use regularly over a period of time in different work situations makes one perfect; that is experience.

Fig 2.1

Effective training programme Steps



Adopted from Armstrong (2015)

Below is the explanation of the graphic above:

Training needs identification: there is need to identify the training need and also define the appropriate training programme for all the trainees.

Learning requirements: learning requirement must be properly define to know exactly what skills, knowledge and innovations that needs to be learnt and also the attitudes and behaviours that needs to be modified.

The training objectives: there is need for objectivity at all times; there is absolute need to set achievable goals for every training programmes. These objectives that the organiser

wants to achieve must be clearly stated so that it will not be missing or mess up and the effort will not be in futility.

Planning the training: good training programme requires effective planning ahead therefore, the organiser must painstakingly design the training programmes in such a way that will capture or satisfy the main objective of the training by using right combination of training techniques, resource person and location.

The training provider: organiser must be very careful in selecting the training providers, must ensure that round peg is put in round hole and not the other way round.

Training extension: there can be amendment in the training programmes and schedules moreover, extension of the training programme can occur if there need be in order to achieve desire result.

Training evaluation: it is absolutely necessary to cross check how the training programme went, examine whether the objectives were achieved and so on. Any training that is deprived of evaluation is incomplete and the primary objectives of such training cannot be categorically said to be accomplished.

Differences between training and development

<i>Training</i>	<i>Development</i>
Training is meant for a specific purpose	It is meant for general knowledge acquisition
It is narrow in scope and focused in nature	It is wider in scope and covers more ground
It is a short term exercise	It is longer in duration
It is vocational oriented	It is meant for developing conceptual skills
It can be done on the job and outside the job	It is basically outside the job task
It is generally for managerial personnel	It is theoretical and conceptual idea implementation
It enhances specialisation	It enhances professionalism

Adopted from Yoder (2018)

In the technologically advanced era, it is important for trade union leaders to continuously pursue and acquire training of all kinds, especially that which relates to trade union management. This will equip the leader to keep up and be able to champion the union's goals in their pursuit. On the other hand, any leader who lets up and doesn't actively work to reverse the momentum of skill deficiencies will fail and fall behind. Training is a process that focuses on and aims to alter people's behaviour and attitude in a way that will ultimately be beneficial for both themselves and the improvement of the organisation to which they belong. Definitely, the organisation under his or her direction will lose the competency race if the labor or organisational leaders renege and choose to stand still (Solomon, 2019).

This indicates that education is distinct from development because the former aims to enhance society generally on a social, political, and economic level. To put it another

way, development aimed to improve the conceptual skills of the staff that aids individuals in achieving maturity and self-actualisation. Development is simply the nature and change that is influenced among employees through the process of education and training, according to Bass and Vaughan (2016). It is the process by which a person develops the abilities whose application will increase the organisation's effectiveness and efficiency with the expected outcome of achieving the set objectives one after the other.

2.3.4 Types of training

It is common knowledge that trainings obtained prior to beginning a leadership responsibility may not be sufficient to provide such a leader with all the necessary subject matter knowledge and leadership skills to positively impact the position for the duration of leadership. This necessitates the need for leaders to be trained and retrained in accordance with any skill gaps or deficiencies they may have, with little emphasis on the financial costs associated with training and an improper order of priorities, among other things. It is not illegal for leaders to enrol in on-the-job or off-the-job training programs to help employees truly master the details of the field (Paulley, 2012). It is important to emphasise that training, whether it be on-the-job or off-the-job, is generally highly valued and crucial because not only are organisations and knowledge dynamic and complex, but the economy is also unstable.

On-the-job training

This involves inculcating new employees their job, new skills and the expectations from them on their new offices by a more experience professional employee who advises and shows the trainee how to do the job, these include:

Job rotation- it involves the transfer of employee from one job, unit or department to another within the same system in which the employee learns about several skills, ideas, innovation, attitude and behaviour.

Internship training- this is the type of training in which job/skill training is merged with the related office responsibilities.

Apprenticeship training- in this regard, employees is trained under the guidance and supervision of a highly skilled and experienced co-worker. It may and may not be the

direct master of such an apprentice and such apprentice is expected to demonstrate high degree of patient, obedience, loyalty, hard-working and endurance during the training programme.

Induction training

Kupias and Peltola (2019) defined induction as a systematic process and support that organisations provide to new employees at a specific duty post in order to familiarise the employees with the duty post and also help them learn the ethics, know the peculiarities of the post/organisation and its members, as well as know the expectations and tasks related to the job. Scholars have defined induction in various ways. In addition to reducing or improving labour turnover, it is a method by which an organisation assists both new and old employees who have recently been assigned a new position in becoming productive, efficient, and efficient members of the organisation. Induction shows these employees a positive first impression of the company. A well-planned and executed induction training program will convey to the employee that the company values and cares about them.

Kuntatyönantajat (2019) emphasised that as a result, there will be fewer errors and accidents, and the workers will be more motivated to work hard and produce high-quality work that will satisfy clients. As the first process a new employee will encounter, induction is a crucial component of employee retention, according to Bonk and Lee (2018). If it is done well, it will obviously reflect the values of the company. According to Kutida (2018), induction training with a standard package also has an impact on the company's reputation because the overwhelming majority of employees talk about how well the induction process went with other people. Dessler (2018), in a puzzling explanation of an orientation programme, asserts that there are four main goals for orienting new employees:

- i. making them feel welcome,
- ii. familiarising them with the organisation's cultures and values,
- iii. helping them understand the organisation broadly, and
- iv. giving them the fundamental knowledge they need to do their jobs.

The primary motivations for the induction as well as its goal include the impact it can have on numerous issues, including labour costs and employee turnover, work quality and effectiveness, atmosphere, organisational values, strategy, and vision, to name a few. Although the end of the induction process may be simple to define, it is a continuous process that simultaneously enhances the performance of the organisation and its members. However, the induction of new employees begins as soon as they are hired. In order to ensure that new employees are not overlooked and that the opportunity to fully develop the business operations is taken advantage of, there is an absolute need for developmental drives that can modify or instil changes in every employee's business ideas.

Self-learning:

According to Malison (2018), it is a process of learning new information that the learner consciously undertakes on their own, with or without assistance from others, by evaluating their learning needs, setting study goals with the implementation of appropriate strategies, and assessing learning outcomes. Carson (2017) went on to say that the process of knowledge transmission is intended to help the learner in a particular area. It is a skill that people use every day and can get better with practice or professional instruction. Self-awareness, self-monitoring, critical and creative thinking, as well as improved learning styles, are some personality traits that a self-learner must have.

Self-learning is one of the key traits of adult learners, according to the constructivism approach. According to some previous scientific research, a self-learner should possess four key characteristics: independence, the capacity to apply knowledge to real-world situations, and ownership of their learning process and experience. According to Vaivada (2012), self-learners are highly intelligent and knowledgeable people with a deep understanding who also enjoy trying any learning opportunities. They are also able to use learning strategies and skills, make future plans, and have the ability and skills to solve problems.

It is clear that these learning tasks must be meaningful, interesting, enjoyable to the learner, and also have personal autonomy when considering that people learning in this process are dynamic, capable of using a variety of learning approaches and strategies, for

example, using Information and Communication Technology (ICT) as a means and sources of their learning. Self-learners must also be given the opportunity to establish individual objectives and track their development independently. The time factor, the technological inclination of the learning materials, accessibility of the learning materials, the availability of quality learning resources, support issues, website accessibility, and self-motivation or interest to use are just a few of the obstacles that self-learning must overcome.

Off-the-job training

In-service training is the complete opposite of this type of training programs. Although it makes an effort to mimic the organisation's actual working conditions, this type of training is conducted away from the workplace. In order to avoid workplace pressures that might want to interfere with the training process, Paulley (2012) claims that this type of training programs involves vestibule training, in which the personnel works or practices with the actual equipment in a realistic job setting but in a different apartment. To improve appropriate behaviour through role playing, it is not only limited to skill acquisition but may also involve behavioural modification training.

It obviously focuses on imparting knowledge, abilities, and attitudes related to human relations. Conferences, seminars, lectures, and symposiums are just a few examples of how it might appear. It is important to emphasise how cogent it is for organisational leaders to receive ongoing training. People frequently undervalue the importance of effective leadership development, but this should not be the case because mistakes made by leaders at one time may reflect negatively on followers and the organisation over a longer period of time and may even result in its demise.

2.4.1 Concept of interpersonal relationship

Interpersonal relationships are the channels, links, connections, sources, affiliations, or bonds that exist between two or more people or groups of people in both formal and non-formal settings, such as the workplace, places of worship, social gatherings, homes, learning centers, and so forth. It is the bound that exist between group of people that makes them rely, depend, believe and entrust themselves in numerous ways with mutual respect and understanding, apparently a change in behaviour of one of the people involve

influence changes in behaviour of others. It's important to remember that nothing worthwhile ever comes easily, so building relationships between those involved is a serious endeavour even though the rewards can never be overstated for those who are involved and wholly dedicated to it.

The success or failure of any home or organisation, formal or informal, is determined by the interpersonal relationships that exist among the people there. Today's knowledge-based economy, global competition, and technological challenges make it more difficult to recruit employees, maintain their interest, and keep them on board for an extended period of time. Therefore, it is essential for all organisations, including the trade union movement, to seek justice, especially in the area of retaining the workforce and maximising their potential while living in harmony and without conflict.

To do this, they must seek out and acquire the necessary knowledge and interpersonal relationship skills. Any organisation's interpersonal relationships hold the key to its success or failure. A person or group of people must be motivated to engage in interpersonal relationships, so the specific goals that must be achieved must be intact. Relationships are a ladder to happiness or misery, so they must be managed carefully. Interpersonal relationships require effort, nurturing, and careful upkeep; they do not just happen. According to Maxwell (2004), there must be a factor that ties two or more people together in order for the relationship to continue. Things like objectives, aspirations, and desires may be of shared interest.

If interpersonal relationships are nurtured properly after they are born or emerge in this way, they will develop and mature; however, if they are neglected or poorly managed, they will degrade and eventually end. Literature from both domestic and international communities on the interpersonal relationships that already exist between management and employees, employee to employee, leader and followers, superior and subordinates, parent and child, husband and wife, to name a few, have demonstrated that interpersonal relationships have a serious and fantastic role to play if the home or organisation wants to be at peace, maintain internal harmony, and advance (Isaac and Roger 2016). Those who are committed to fostering interpersonal relationships must treat it seriously in order for it to be fruitful for all parties involved.

The social ties that connect two or more individuals are known as interpersonal relationships. According to Berscheid and Ammazalorso (2004), the concept of relationship refers to two people whose behaviours are interdependent in that a change in one person's behaviour frequently has an impact on a change in the other. An interpersonal relationship, according to Isaac and Roger (2016), is a strong bond between two or more people or a group of people that has the potential to influence each other's ability to believe, depend on, rely on, and trust one another in a variety of ways.

Additionally, it fosters a sense of unity, respect, and understanding between them. It may be based on constant interaction, love, solidarity, and other socioeconomic and political commitments. The partners may influence one another, and it appears that a change in one member's attitude or behaviour affects the behaviour of the other members. The context of social, cultural, political, religious, and economic engagement can be used to establish it. It can and might also differ based on ties to one's family or close kin, neighbourhoods, unions, friendships, relationships with coworkers, workplaces, social clubs, and houses of worship. Additionally, the governing principle can be governed by law, custom, or mutual agreement.

While bad relationships reject peace and stability in any gathering, formal or informal, good relationships give life meaning. According to Hyun and Park (2008), happy people must have fulfilling close relationships with their friends, family, coworkers, religious communities, and romantic partners. The majority of relationship studies have emphasised voluntary relationships. It is interesting that traditional social psychologists have focused on the elements that can draw people together. However, the following reasons among others are therefore found to be the reasons for not avoiding being with others:

Affiliation - Being affiliated means being a part of a group of individuals, interacting with them, or preserving close ties with them. We cannot survive alone or without one another, so this is a fundamental human need. Maslow lists the desire to blend in and be liked by others as one of his fundamental survival needs. This desire is one of the main forces behind conformity. Therefore, it is important to assess our beliefs and opinions by comparing them to those of others, especially in ambiguous or unstructured situations. In some situations, our affinities and propensities to seek out other people's company

increase, claims Duck (1988). For instance, we might be eager to make new friends after ending a close relationship, there is need for a rebound situation after relocating to a new area in order to avoid feeling lonely.

Anxiety - Anxiety is one of the most potent and persuasive factors. It makes sense that if someone has feelings or concerns about a problem, they will prefer to be with others who also have those feelings or concerns so that they could rationally approach the issue from the same angle and propose a solution. According to Cascio's (2015) research, seeking affiliation was driven more by social comparison than by distraction. Furthermore, Cascio (2015) continues by stating that unhappy people enjoy spending time with other people who are going through the same or comparable circumstances as they are.

Patients who were scheduled for coronary bypass surgery tended to prefer sharing a room with someone who had already undergone heart surgery over a patient who was awaiting the same procedure, according to research by Hyun and Park (2008). This preference's main motivator seemed to be a need for information about the stressful situation. Daft and Marcic (2009) expatiates further that a close relationship is characterised by a long-lasting pattern of interaction during which the partners' influence over one another is significant and frequent and numerous types of behaviour are affected.

Romantic relationships involve interdependence, which includes shared self-concepts, strong emotions, and committed intentions, similar to other close relationships. In contrast to interpersonal relationships in non-western cultures, which are more collectivist, involuntary, and lasting, interpersonal relationships in Western cultures tend to be more individualistic, voluntary, and transient. The aforementioned examples are all voluntary; however, in the past 20 years, western psychologists have studied a wide variety of such relationships, some of which may appear more voluntary than others.

The examples given by Mir, Said, Idris, and Hussain (2018) are as follows: Relationships in blended families, non-romantic cross-sex friendships, romantic or friendly relationships at work, cooperative neighbour relationships, guard-prisoner relationships, sibling relationships, child-to-child interactions, and adult-to-parent relationships are just a few examples. As a result, interpersonal relationships are viewed as the thread that ties two or more people together. Any of the following can develop interpersonal relationships:

- A man and a woman,
- members of their immediate families and close friends,
- a child and the parents,
- a group of people,
- students and their teacher,
- a religious leader and their followers,
- individuals working together in the same organisation,
- individuals working on the same team,
- individuals in the same age range, and so on.

Numerous branches of the social sciences, including sociology, communication studies, psychology, anthropology, and social work, are involved in the study of interpersonal relationships. When attempting to establish a relationship with another individual, interpersonal skills are essential. Relationship science, which distinguishes itself from anecdotal evidence or fake experts by basing conclusions on data and objective analysis, is the scientific study of relationships that developed during the 1990s. In mathematical sociology, interpersonal connections are also a topic.

Since interpersonal relationships skills are learned behaviours that can be seen in the direct verbal and nonverbal expression of opinions, needs, preferences, and feelings in an adolescent, adult, or even a leader, it is crucial for many reasons, for example, relationships which in totality involve expressing one's personal thoughts, feelings, and emotions. The capacity to express concern for others' will without reservation strengthen and firmly establish connections with others. Although conflict is inevitable in all human relationships, it always seeks peace; as a result, when one is present, the other is absent. This is a bitter truth and therefore, interpersonal relationships serve as the conduit through which conflict and peace emerge in every society. It can be seen as the setting in which the two additional actors perform.

2.4.2 Types of interpersonal relationship

Depending on the circumstances and the personalities of the parties involved, interpersonal relationships can take many different forms. Whatever the kind, the most

important thing is that everyone in a relationship understands that relationships are reciprocal and require fair play, respect for one another, and trust. Family relationships, egalitarian and platonic friendships, enemies, frenemies, neighbours, and intimate relationships with lovers, spouses, and significant others are just a few examples of these relationships. Additionally, it exists in business relationships such as those between partners, employers and employees, tenants and landlords, contractors and customers, leaders of certain religions and trade unions and their adherents, management and staff, and superiors and subordinates, among others.

2.4.3 Importance of Interpersonal Relationship

People are social creatures by nature, and their interactions with others shape who they become. There are many ways to look at this innate desire to interact with other people. Workplace interpersonal relationships play a crucial role in both job success and career advancement. Effective communication and understanding between the parties involved in a relationship are made possible by good interpersonal relationships. One of the most crucial relationships to build early in one's career and with each new position one takes later on is a relationship with the boss.

Suffice it to say that every member of an organisation must be certain of what to do and how to effectively do it, and they must support their organisation management team's direction. People should never forget that learning how to be a good assistant is a prerequisite for becoming a good leader. Show everyone involved in the operation of the system that you are a good team player. To demonstrate to the leader, colleagues, and other stakeholders that one is dependable, self-assured, and deserving of working with in all respects, one can use any of the following techniques: show respect, give one's best effort, be truthful, maintain open lines of communication, set boundaries, be optimistic, control emotions, and be receptive to criticism.

2.4.4 Stages of Interpersonal Relationship

Personal relationships are dynamic systems that evolve over the course of time. Relationships have a start, a life span, and an end, just like living things. They frequently evolve gradually as people get to know one another and emotionally close, or they

frequently degrade gradually as people drift apart, move on with their lives, and develop new connections with others. There are many models from academics and psychologists on interpersonal relationships, but one of the most well-known and influential models of relationship development were put forth by a psychologist by the name of George.

Obviously, the model was created to describe heterosexual, adult romantic relationships, it was not intended to be limited to those relationships and can be used to describe a variety of other interpersonal relationships. According to this model, relationships naturally progress through the following five stages:

Getting to know someone and developing an acquaintanceship - Getting to know someone depends on a number of variables, including prior relationships, physical proximity, first impressions, and more. In the event that two people start to get along, further interactions may lead to the next phase, but acquaintanceship can last indefinitely. Association is another illustration.

Build-up – During this phase, relationships start to grow in terms of trust and concern. Whether or not interaction continue will depend on the need for intimacy, compatibility, and filtering factors like shared background and objectives.

Continuation – This stage comes after a mutual decision to maintain a close and enduring friendship, romantic connection, or even marriage. In general, it is a protracted, relatively stable period. Nevertheless, this period will see further growth and development. The relationship must be based on mutual trust.

Deterioration - Although not all relationships experience this, those that do frequently exhibit warning signs of trouble. Individuals may experience boredom, resentment, and dissatisfaction, which can lead to decreased communication and self-disclosure. As the downward spiral deepens, there may be betrayals and a loss of trust, which will ultimately lead to the breakup of the relationship. Alternatively, the participants might figure out how to fix the issues and restore people's faith in one another.

Ending - The relationship ends at this stage, either through a breakup, a death, or a lengthy separation due to distance, severing all previous ties of friendship or romantic

love. Some degree of transitivity may be present in friendships. In other words, someone can become a friend of a friend they already have. However, if two people engage in sexual activity with the same person, they might end up competing against one another rather than becoming friends. Therefore, engaging in sexual activity with a friend's partner could endanger the friendship. When two friends engage in sexual activity, it often changes their friendship, either "taking it to the next level" or ending it abruptly.

2.4.5 Interpersonal Relationship and ways of improving it at the Workplace.

Although interpersonal relationships between coworkers do exist in an organisation, it is practically impossible for one person to think, work, and rely solely on themselves for the duration of the entire workday in order to produce a good outcome because good results require a spirit of cooperation, interdependence, and unity. The objectives of any organisation can be quickly attained if all of the stakeholders get along. One needs other people to talk to and talk about different things with at work. It goes without saying that teamwork improves and multiplies productivity far more than when an individual works alone. To create positive interpersonal relationships at work, employees need to have traits like tolerance, flexibility, and good working relationships with other coworkers. To enhance interpersonal relationships at work, employees must effectively communicate with one another.

A problem shared is a problem halved, as the saying goes. Positive psychologists use various terms, such as "flourishing, budding, blooming, and blossoming relationships," to describe interpersonal relationships that are not only happy but also characterised by intimacy, growth, and resilience. In relationships that are thriving, a dynamic balance between attention on intimate relationships and attention on other social relationships is also possible. While traditional psychologists who specialise in close relationships have focused on relationship dysfunction, positive psychology argues that healthy relationships go beyond the absence of relationship dysfunction.

Healthy relationships are built on a foundation of secure attachment, which is then supported by love and consciously positive relationship behaviours. In addition, it is possible to promote the growth of healthy relationships. Positive psychologists research the factors that contribute to successful relationships and the abilities that partners can

acquire to enhance their current and upcoming romantic relationships. A social skills approach contends that communication skills vary among individuals and have an effect on interpersonal interactions. Relationships where both partners possess and use the necessary communication skills tend to be more fulfilling and stable than those where neither partner does.

Minding Relationships

The relationship-mindfulness theory explains how to increase intimacy in relationships. Minding is the mutual, conscious process that involves the ongoing, interconnected thoughts, feelings, and behaviours of people in a relationship. The following elements make up a minding relationship:

- (i) knowing and being known by the partner
- (ii) attempting to understand the partner.
- (iii) Having empathy and social skills;
- (iv) showing acceptance and respect;
- (v) upholding reciprocity; and
- (vi) actively participating in the improvement of relationships.

Capitalising on Positive Events

Positive interpersonal developments can be used by people to build successful relationships. Capitalisation is the practice of people frequently seeking out others to share their happy news with. Studies show that both the act of sharing positive experiences with others and the other person's response can have personal and interpersonal effects. These outcomes include an improvement in positive emotions, subjective well-being, and self-esteem as well as advantages for relationships like closeness, intimacy, commitment, and stability. Studies show that, in addition to the positive effects of the positive event itself, sharing good news can have an even greater positive effect on your wellbeing. Another study found that the quality of relationships was higher when partners enthusiastically responded to good news communication.

2.5 Interpersonal relationship skills

These are the essential interpersonal skills that are needed especially when achieving important group or organisational goals. It is also known as "soft skills," which refers to any skill that can be used to support academic and professional abilities in order to improve performance. Although these skills vary, there are seven that are particularly important for building relationships with others, they are as follows: Verbal communication, non-verbal communication, listening, negotiation, problem solving, decision making and assertiveness skills.

2.5.1 Verbal communication

These include everything we say and the way we say it, the method by which we communicate with others through speech and language, and the way we talk to them, whether aggressively or in another way that might elicit a positive or negative response from them. It could be defined as the act of communicating with someone or a group of people using words to convey the intended information. It is important to emphasise that written communication is just as common as speaking alone.

Notwithstanding, the term is frequently used to refer only to spoken communication, it should be made clear that the term only refers to verbal communication because of the aspect of communication that has to do with the words used and how the messages are received and understood. Realising that communication has two sides and is two-way, with the sender "communicator" and receiver is interesting "communicate". Since the communication process cannot be completed in isolation from the other, it is necessary for both a speaker to transmit or send the message and a listener who is expected to understand the message. Both parties involved in communication are equally important.

Verbal Communication Skills

Effective communication: effective speaking and active listening are two of the many skills that are relevant to improving effective communication. When it comes to speaking effectively, there are three main areas to pay attention to: the words chosen, the way they are said, and the use of other non-verbal cues to support them. The aforementioned areas are necessary for effective information dissemination so that the recipients truly

understand. Because the situation at hand at a given time dictates which words will be more appropriate to use, choosing words to convey messages is very important and should be carefully done.

Active listening: another crucial ability required to improve effective communication is active listening. It goes without saying that speaking requires more focus and effort in order for the message to be understood, whereas listening requires less focus and energy when someone is trying to communicate with us. To achieve good verbal communication, one must be able to listen effectively. There are numerous strategies that can be used to make sure that other listeners are paying close attention when the speaker is speaking, some of which include:

Active listening: Absolute focus on the speaker is necessary in order to avoid missing or misinterpreting important points; this is more crucial than considering how to respond to the message. The receiver must be objective and open-minded in order to receive the message in good faith (without prejudice). This will make the conversation more engaging and goal-oriented rather than leading the listener to make hasty judgments about the speaker.

Complete focus: They must make an effort to direct the recipient of the message by getting their attention. It is important to have a thorough understanding of the subject matter, the speaker's overall intention, and the appropriateness of the language used.

Objectivity: When receiving information, it is important to maintain objectivity because doing so will help the recipient react appropriately and will also help to keep those whose emotions are being addressed calm. Distractions of any kind should be carefully avoided during this process. Questioning the speaker diverts attention and runs the risk of causing listeners to miss some crucial parts of the speaker's message.

How to improve verbal communication

To increase verbal communication's effectiveness, the following techniques can be applied:

Reinforcement:- A good verbal exchange should include words of encouragement that can also be accompanied by nonverbal cues like maintaining eye contact, using facial expressions, and nodding your head, among other things. The goal of these is to establish a strong rapport that may encourage others to be open and to actively participate in the conversation, especially when working in a team. Others can be persuaded to participate in the conversation by using encouragement and positive reinforcement (particularly in group work). It increases and strengthens interpersonal relationships, eliminates fears and nervousness, and provides reassurance with warmth and kindness. It also causes the group members to be more interested in the contributions of others to the discussion.

Questioning: - is the act of eliciting information from others, particularly regarding a specific topic or event. It is used to start a conversation that can highlight problems in a particular situation. In addition, it is a crucial way to clarify facts in ambiguous information and to show how well people understand a particular topic. The discussion can also include comments from other participants who express their interests and points of support.

Reflection:- This is how you demonstrate to someone else how much you understand what they just said. It is a type of specialized skill that is frequently used when counselling individuals, but its application is not restricted to counselling alone and is very applicable to many skill acquisition and communication contexts. It can mean rephrasing the message or information that has been communicated in one's own words. Since the recipient will be able to elaborate on the message without misinterpretation, this will actually lend more credence to how well someone has understood it.

Clarification:- It is the process of selectively choosing the message's contents and methodically separating and extracting the facts from the sentimental and false information. In order for people to grasp or separate the truth, it is necessary to ensure that the message's intent has a distinct focus without omitting any information. This area requires intense focus and a thorough understanding of the material.

Summary:- Compressing or reducing the entire communication exercise to a less verbose, concise, and brief form is what this process entails. Additionally, it provides a

broad overview of the important issues or points raised. All the participants in the conversation will be able to review the entire topic at hand, and it might also be helpful to direct further discussion.

Closing Communication:- It is crucial because how a conversation is ended frequently affects how people will remember it in the future. The use of both verbal and non-verbal cues to end a conversation is acceptable and can even be combined. It is important to keep in mind that since communication is typically the sum of its parts, each part is crucial and needs to be taken care of during the communication process.

2.5.2 Nonverbal communication skills

This is the process of communicating thoughts, feelings, and emotions to another person without using words or speech but rather body language and gestures. Body language is one way people communicate without using words or speaking out loud. It is the act of demonstrating intent through actions rather than speech. It is more reasonable to view them as two sides of the same coin than as a complete opposite of verbal communication. Even though they process differently in the brain, they are still parts of the same system. More effectively than verbal communication, nonverbal communication can convey emotions. It is clear that immediate behaviours play a crucial role in establishing human connections, which is the most significant function of nonverbal communication.

Nonverbal communication is based on a few distinct principles, such as the fact that it frequently conveys more meaning than verbal communication, is more unintentional than verbal communication, is also significantly more ambiguous than verbal communication, and is also more reliable and credible. Andersen (2005) posited that nonverbal communication does not have any official guidelines governing the usage of signals, unlike verbal communication, which has rules for grammar composition. Hargie (2011) asserts that nonverbal communication is used by creatures other than humans. The act of using body language, such as gestures, eye contact, facial expressions, and so forth, is known as nonverbal communication.

Andersen (1999) affirms the importance of nonverbal communication and its superiority to verbal communication by pointing out that nonverbal signals are universally

recognised and have the same meaning regardless of ethnicity or culture, whereas verbal signals do not unless they are adopted. Due to the special significance of nonverbal communication, leaders of organisations must adopt a culture of effective nonverbal communication use, learn to control their facial expressions, and develop other nonverbal communication skills to ensure that messages are effectively and impartially communicated. People should be more aware of and in control of their nonverbal communication because it can degenerate or cause misunderstandings because it is frequently more ambiguous; as a result, it is necessary to learn the nonverbal communication norms, which results in greater variance.

Functions of nonverbal communication

It conveys meaning: Gestures can portray true intent or the appropriate meaning even better than verbal descriptions, for instance, use your finger to point to the door instead of telling someone to leave. Action speaks louder than words, and facial expressions reflect emotions faster and more forcefully than verbal expression. Vocal variation can help to authenticate a specific part of a message that can help to reinforce the meaning of a word or sentence, according to Oster, Hegley, and Nagel (1992).

Influence others: Although there are many ways to use nonverbal communication to influence other group members, including outsiders, the most common method is deception, which is the customary intentional act of manoeuvring or manipulating information in order to attract others. Exaggerating, omitting, hiding, and other maneuvers are used in order to serve the conveyer's agenda.

Regulate the conversational flow: Nonverbal communication can be used to control or regulate how we express ourselves to others through gestures. It may even take the form of dancing without necessarily imitating or stepping on other people. Simply indicating when to start, stop, or end a conversation can effectively manage or regulate the scene. In support of this, Hargie (2015) asserts that one can also indicate their readiness to end a conversation by ceasing hand gestures and making eye contact with the person who should speak next.

Affect relationships: By encoding and decoding the messages, it is possible to influence interpersonal relationships in either a positive or negative way. To relate to and interact with others successfully in this situation, effective nonverbal communication skills are unquestionably required. It is sufficient to say that the nonverbal signals we send and receive have an impact on our relationships, whether positively or negatively. They can bring people together or drive them apart. Nonverbal communication can take many forms, including immediate behaviours, tie signs, and emotional expressions that can have a big impact on relationships.

It expresses identities: A person's identity can be communicated nonverbally and will make their true self known. People's identities, including their group of affiliation, culture, area of interest, hobby, and others, can be communicated nonverbally in a variety of ways, including how they arrange their living and working spaces, dress, voice, and intonation, to name a few. All of these traits affect how other people see the person.

2.5.3 Listening skills

This is the capacity to take in or grasp information and pay close attention to conversations, sounds, and other stimuli in order to catch or retain sufficient and important information. It refers to how individuals process verbal or nonverbal communications from others. Generally speaking, listening is the capacity to consciously attend to the message being conveyed by the speaker and others, and should pay attention to the way language is used, the voice used while speaking, as well as the tone and body language of the speaker. According to Certo (2014), listening is crucial because what one can infer from information will serve as the foundation for any response or judgment made in a given circumstance.

To avoid making silly mistakes that could blackmail a leader, it is therefore crucial to have good listening skills. However, there are some things that a good leader should avoid doing for better enhancement of the skill. These consist of:

- i. The speaker should not be rushed or coerced to say anything except his/her mind
- ii. There should not be argument or point dragging whether right or wrong

- iii. Interrupting the speaker or commentator should be completely avoided
- iv. There should not judgement on any point without having completed the speech
- v. Unless there is request for advise, never try to advise the speaker while speaking
- vi. It is unethical to jump to conclusion before the speaker hangs off or exhaust his/her view even if new things are not forth coming
- vii. Should not be too emotional about issues neither be sentimental
- viii. There shouldn't be empathy but sympathising is not forbidding
- ix. Do not share or compare your own experience with the speaker while speaking, offering of any sort should be rejected or avoided
- x. Never pretend to have really understood the point that the speaker is trying to make
- xi. Never be tired or bored of elaborate statement of the speaker
- xii. Never make a move to stigmatise the speaker

2.5.4 Negotiation skills

It is the capacity to engage in meaningful conversation with others in order to arrive at a resolution, the discussion of issues with the goal of coming to a consensus, or even better, the act of cooperating with others to arrive at a solution that is acceptable to both parties. It is the ability to discard or extract the fact that might serve as the discussion's clincher. Zohar (2015) explains negotiation as a means of resolving conflict or disagreements amicably without escalating to a violent stage.

Divide resources among two or more people or a group of people is done voluntarily and without the use of coercion if there is good negotiation skills. As expected, communication between the parties involved occurs as a result of preparation and contact between the parties for comments, suggestions, and counter suggestions. The ability of the negotiators to exhibit the desired skills and tactics in their struggle to maximise results is then a determining factor. Effective negotiation also requires some learnable abilities that leaders do require when assuming charge or control, and these include:

- Exercise critical thinking in order to present better alternatives or preferred options
- Be perfectly patient when negotiating issues. The negotiator should not be hurried when in the negotiation process.
- Reconsider the effects of your current actions.
- Always allow others to contribute their ideas by sharing opinions with them
- Be specific and justified about the reason for any action taken
- Humbly make meaningful suggestions that can be regarded as having a human face
- Try as much as possible to identify the cogent problem that is causing instability

Negotiation stages

There are some stages that necessary for effective negotiation to take place amongst these are; preparation, presentation and justification, bargaining, offer and counter-offer, tactics and agreement.

The preparation stage: this is the beginning of the discussion where all the parties involved get all the require information about the subject matter readily available. At this level, each party identify who is going to present their own side of the matter and such person must have firm knowledge and experience about issue and negotiation techniques.

Presentation and justification stage: at this level, all the parties involves in face-to-face contact and with someone to moderate the presentation and control the environment. Each party is expected to be fairly represented with knowledgeable presenter who should cautious and focused, should painstakingly touch all aspects involve in the matter with good justification.

The bargaining stage: this stage is very crucial and proper attention is needed, the representative should not forget that the weakness of one is an additional advantage to the other hence, the need to possess good bargaining skill. The representative should be calm, patient, focus, cool headed and critical thinking person.

Offers and counter offers: there will be offers available to each other however, such offer can be turn down and another suggestion is made. Several of this can be mentioned and it only ends when satisfaction is met without force.

The tactics stage: this is the appropriate time for antics, tactics and manoeuvre to occur, the representative should be very consistent and vigilant and should be free from distractions of all sort in their effort to arrive at favourable conclusion.

Agreement stage: this is the finalist stage of negotiation; it is conclusion point where all issues that have been critically ratified are concluded. It is the equilibrium point where the parties involved harmonise their views. Agreement can be reached only where offer and acceptance meet, that is, the satisfactory point for the parties in negotiation.

2.5.5 Problem solving skills

The capacity to apply critical and logical thinking in order to offer a solution to a specific issue, as well as the knowledge necessary or required to collaborate with others to recognise, categorise, and resolve specific issues at a specific time. According to Polya (1985), the process of solving a problem entail looking for ways to overcome a challenge or barrier. It is the capacity to look for a solution when there is none, looking for ways to get out of a jam or solve a specific issue. In order to offer a lasting solution to perceived problems, critical thinking is actually required. According to Carpenter (1988), simply learning a few problem-solving techniques is insufficient to qualify as problem solving. According to Lester (1985), the main goal of problem-solving instruction is to strengthen people to engage in practical self-deep thinking as well as to provide them with the necessary skills.

The degree to which problem-solving skills and instructional methods actually increase cognitive flexibility should be used to evaluate the effectiveness of these methods. The qualities of an effective problem solver, according to Dowshen (1980), can be summed up as follows:

- i. should be a diligent problem solver
- ii. likely to engage a wide range of logical strategies
- iii. follow some identified plan of attack
- iv. exhibits trial-and-error ability
- v. has good thinking skills
- vi. possess self-confidence abilities
- vii. cross-check proffer solutions for reasonableness

- viii. weigh the available solutions and
- ix. usually have an understanding of the problem at hand before embarrassed.

According to Polya's (1975) research, there are four key steps to solving a problem: understanding it, coming up with a plan, putting the plan into action, and assessing the outcome.

Understanding the problem:- an effective problem-solver must possess an idea or prior understanding of the lingering problem, this will help to identify the area that needs attention and the strategies to apply in order to solve the problem.

Devise plan:- there should be effective plan towards enhancing solution to a specific problem, this will assist the efforts of getting out of the difficulty. It is good to set out appropriate strategies that can lead to prompt resolution of the problem.

Executing the plan:- this is the stage of carrying out the mapped out strategies in the bid to proffer solution to a problem. The ability to act right and do justice to the stipulated steps highlighted to solve a problem.

Evaluation:- the process of looking back at the cause of the problem, the stages in resolving the problem. This will help to know whether the aim of taking the process of resolving the problem is achieved or not. Problems can only be resolved, according to (Charles & Lester, 1982), by adjusting prior experience, knowledge, and intuition. It is important to use knowledge, experience, and intuition all at once when solving a particular problem. As a result, problem solving is the act of undertaking a task for which the method of resolution is unknown in advance. It is also a crucial component of all leadership tasks.

2.5.6 Decision making skills

This is the capacity to research and evaluate options in order to come to wise decisions. It is the information that one needs or needs in order to decide or come to a conclusion about a certain topic. It is the act of deciding or coming to a conclusion about a topic after giving it careful thought. It is the experience needed to process or come to a decision or compromise on a topic. Making different decisions about a problem involves diagnosing and identifying a decision, searching for and compiling relevant information, carefully examining the information that is already available, and evaluating potential solutions.

According to (April, Goebel, Blass and Foster-pedley, 2012) these can best achieved by applying a step-by-step decision-making process. This in its true sense typically paves the way for efficient thought processes and well-informed choices. This strategy increases the likelihood of selecting the most satisfying option however, the steps are as stated:

Step 1:

Decision identification

It is better to have a clear definition of the type of decision to be made whenever a leader realises that one must be made. It is an extremely important step that could make or break the decision-making process, so the person should exercise caution, complete concentration, and focus when taking it.

Step 2:

Seeking and collation of information

The need to painstakingly search for and gather information that is pertinent and germane to the issue at hand prior to the decision-making process underscores how important information is, especially when it comes to the point when a decision must be made. The type of information required must be made clear, and the source, channel, or method of obtaining it must be verified.

In addition to internal resources, this step necessitates additional external efforts.

Step 3:

Identify the alternatives

Along with information gathering, identify and evaluate every alternative. This will help define the right course of action, which can be created using one's own imagination and additional information that can be used to create new options. It is a good idea to make a list of all desirable and feasible options.

Step 4:

Weigh the evidences

In order to accomplish the desired result, give each option any relevant alternative information, and your best imagined version of the outcome due consideration. Utilise the

previously mentioned alternatives one at a time to carefully assess whether it will be commensurate with the needs previously identified or not. While performing all of these tasks, some alternatives will be favored and the possibility of achieving the goal will emerge, despite how demanding they are. Based on the value, order the options in the list and give them the appropriate priority.

Step 5:

Select or choose the best alternative

It becomes easier to choose the best option once the options have been fairly weighed, provided that all relevant evidence has been properly considered. Numerous alternatives may be chosen, combinations of alternatives are permitted, and the final alternative may be the same as or similar to the alternative that was previously prioritised.

Step 6:

Take initiative

After everything has been said and done, it is imperative that appropriate action be taken. It should be kept in mind that taking positive action is ideal and most necessary at this time, and that by carefully implementing the selected alternative, positive results are guaranteed.

Step 7:

Review your decision & its consequences

In order to determine whether the needs identified in Step 1 have been met or not, one should now consider the potential effects of the current action and give the results or outcomes of the decision due consideration. It may be necessary to repeat some of the steps in order to reach a sound decision if, for some reason, the need identified in the previous step has not been satisfied. New detail information can also be gathered in this situation.

Decision making challenges

Making wise decisions will be greatly aided by carefully following and putting into practice the highlighted steps above, but each step has flaws that one should try to

recognise and capture. There are some of these typical difficulties that must be strategically avoided. It is important to emphasise that good decision-makers shouldn't rely on just one source of information because it may be biased, inaccurate, or deceptive. Making decisions is a crucial process that can easily make or break an organisation, so those who make them must develop the necessary subject-matter expertise. Some of these typical difficulties include:

Surplus or deficit information

It is impossible to overstate the significance of information in the decision-making process, but having too little or too much information can occasionally compromise the effort. For this reason, it is essential to seek out and gather pertinent information that is important and pertinent, especially when the decision-making process is about to begin. The true nature of the issue cannot be revealed by insufficient information, and the decision-maker may be misled, confused, or misled by excessive information.

Misunderstanding the problem

To ensure a thorough understanding of the issue, care must be taken when identifying the issue. Despite the fact that sometimes the issues surrounding the decision will be obvious, complex decisions can also occur when the true problem is hidden. There is need to be careful when identifying the problem so that there will be proper understanding of problem. At times, the issues surrounding the decision will be glaring, notwithstanding, complex decision do occur at times where the real issue will be hiding and unseen. One needs to painstakingly embark on critical investigation through the experts and those that knows the nitty-gritty of the problem in order to mollify and solve the problem.

Overconfidence in the result

It is therefore encouraged to always be ready for a viable or alternative option which should be achievable as being too confident in the result or outcome can lead to negative result or outcome. It is never automatic or certain that the moment the highlighted steps of the decision-making process are taking, the result or outcome will be exactly what is expected or had in mind.

2.5.7 Assertiveness skills

It is the act of communicating people's values, ideas, beliefs, opinions, needs and wants freely by examining and addressing the ways in which the people's thoughts, feelings, and behaviours are integrated into the current issue, it is possible to reduce or eradicate psychological distress and dysfunction. Some fundamental tenets of cognitive behavioural therapy are that thinking mediates emotions and behaviour. Faulty cognitions cause dysfunction, which is typically lessened or relieved by modifying the faulty cognitions and behaviours. Faulty cognitions also cause psychological distress. In order to alleviate the current issue, CBT aims to correct and replace negative or distorted thoughts, feelings, and behaviours with more acceptable and positive ones. People's values, ideas, beliefs, opinions, needs, and wants are expressed freely through this process.

It is a declaration that is made strongly, as if there were no need for proof or supporting documentation. In the training of social and communication skills, assertiveness is a skill that is frequently mentioned in almost arts and humanities fields. An assertive person should possess the courage and self-assurance to express themselves boldly, in a positive way, calmly, and without bias, aggression, passivity, or supporting the wrong. Anyone who is assertive should be able to communicate their intentions to others in a calm manner without upsetting or incensed them.

Assertiveness is a crucial component of interpersonal or personal relationship skills because it refers to the capacity to express thoughts, feelings, and desires in a way that fosters friendly relationships. Openly expressing one's opinions is helpful and can also be helpful if done in a way that respects the rights of others. With confidence and the ability to face challenges without fear or excessive anxiety, assertive people can perform well in their own best interests without necessarily hurting or upsetting other people. Assertive people are expected to exhibit certain behaviours, such as:

Effective listening:- there should be proper listening to the submissions of others and at same time an appropriate responses that will not hurt or embarrass others must be provided whether one agree with those submissions or disagree with it.

Accepting responsibilities:- an assertive person must be able to accept responsibilities that are associated to his position so also should be able to delegate some assignment to the subordinates in order to make things work well for the organisation

Appreciate others:- an assertive person must show appreciation to others either colleagues or subordinates for their efforts to act at a point in time; one good deserves another.

Admit mistakes:- since there no perfect person anywhere, whenever there is mistake from an assertive individual, there must be an urge to apologise to others whether superior, colleague or subordinate, never renege and start to shift the blames on others.

Self-control:- an assertive person should be self-esteem and self-control, should not allow him or herself to be pushed around, be highly optimistic and stand firmly.

Equality:- must be such that will see him or herself as equal to others and not necessarily showing ego or superiority on others, when expressing views, emotions, feelings, thoughts or ideas, should be consistence and encourage others to do the same thing.

One can respond to a situation in one of three different ways. It may be done in an assertive, passive, or aggressive manner. However, there is ample proof that being assertive is the most sensible, acceptable, and healthy course of action that ensures a good relationship. Anyone who is assertive will take great care to respectfully express their opinions, thoughts, feelings, and emotions to others by using a good conversational tone, making good eye contact, and using expressions that suit the message.

An assertive individual never hesitates to participate in group discussions and always speaks to the point promptly. According to Manuel (1975) assertion is not an inborn trait, that is, those traits that people were born with rather it is acquire through learning and continuous development of people. Simply consider how things have gone and share your thoughts, feelings, and opinions with others, including friends, superiors, and subordinates. It is the act of feeling good about oneself, being in control of one's life, and having the power to make a difference.

2.6.1 Cognitive behavioural therapy (CBT)

By examining and addressing the ways in which the service user's thoughts, feelings, and behaviours are integrated into the current issue, it is possible to reduce or eradicate psychological distress and dysfunction. Some fundamental tenets of cognitive behavioural therapy are that thinking mediates emotions and behaviour. Faulty cognitions cause dysfunction, which is typically lessened or relieved by modifying the faulty cognitions and behaviours. Faulty cognitions also cause psychological distress. In order to alleviate the current issue, CBT aims to correct and replace negative or distorted thoughts, feelings, and behaviours with more acceptable and positive ones. There are many forms of CBT among these are:

2.6.2 Acceptance and commitment

The abbreviation for acceptance and commitment therapy is ACT. It is one of the psychological treatments commonly referred to as CBT, or cognitive behavioural therapy. Its main goal is to give people the strength and energy to deal with any situation that nature may present to them at a given time. It teaches people to face the situation and find better means of survival or everlasting solutions that will free them from their bonds, set them free, and allow them to continue living an honourable and deserving life and engaging in valued behaviour. It does not, however, seek to eliminate or avoid problems.

In addition to educating people about the risks of overreacting, even when provoked, ACT approaches and encourages people to declare, unveil, and discuss any and all feelings and circumstances that are unfavourable or unpleasant to them. People should prepare for difficult times or challenges rather than avoiding situations where they are invoked. It definitely has a therapeutic effect, which is a beneficial spiral in which feeling better results in a better comprehension of the circumstances. There is no permanent condition; rather, it depends on how one handles and manages the condition or situation at hand. This implies that if an unfavourable condition is well handled and managed, it is temporary and can change to a good condition quickly.

ACT is strongly advocating for redress when people are dealing with unpleasant situations or conditions, hammering on applying appropriate strategies in order to enhance better living conditions. The effectiveness of this psychological intervention has

been supported by a number of empirical studies, especially when it is combined with mindfulness techniques, commitment, and behaviour modification techniques to free individuals from mental rigidity and promote psychological flexibility. Psychological flexibility is the capacity to be objective, factual, thoughtful, and rational in thought and decision-making. It involves people's capacity for thought, particularly when it comes to making decisions that affect a lot of people. Psychological adaptability includes emotional stability, composure, calmness, and tolerance.

Enhancing psychological flexibility is one of ACT's main objectives. Therefore, it can be described as the capacity of a rational being to fully adapt to the present, change behaviour or stick with the current one as long as it is acceptable and in line with established social norms and values. Hases et al (1999). The aforementioned processes namely, acceptance, diffusion, being present, a noticing self, values, and committed action contribute collectively to the development of psychological flexibility in a significant way. In conclusion, there are many different ways for ACT to work, but the precise targeted behaviour that needs to be corrected will indicate the course to take or the method to employ in order to reach the desired outcome.

The goal of this therapy, known as acceptance and commitment therapy, is to strengthen and energise people by encouraging them to maintain their courage, be bold enough to face challenges by opening up to uncomfortable feelings, and at the same time acquire the skill to stabilise themselves so as not to react incorrectly above the situation even if they are invoked. The effect of this therapy or treatment on people is unquestionably positive because it aids in their better understanding of their circumstances as they begin to feel better.

Without any doubt, therapists believe that ACT works wonders, and the reason for this is that placebo simply does not hold a candle to it, especially when it comes to standard treatments for disorders like anxiety, aggression, depression, and rigidity, to name a few. One of the goals of ACT is to help people identify their personal values, articulate them, and act on them. By giving their lives more vitality, meaning, and direction, this actually enriches people's lives and increases their psychological flexibility. Although so-called Western psychology has vigorously operated under the "healthy normality" assumption,

which held that people are psychologically healthy by nature, ACT instead operates under the premise that a normal human mind's psychological processes are frequently destructive.

According to ACT, any suffering that could be considered psychological in nature typically results from experiential avoidance, cognitive entanglement, and is usually resolved in psychological rigidity, which invariably prevents the person from taking the necessary behavioural actions that are consistent with core values. The model is best summarised by ACT as FEAR, with the concepts at its core likely to be the cause of many related problems.

- Fusion with ones' thoughts
- **E**valuation of experience
- **A**voidance of people's experience
- **R**eason-giving for an individual behaviour

And the healthy alternative is to **ACT**:

- **A**cept your reactions and be present
- **C**hoose a valued direction
- **T**ake action

ACT has a few strong guiding principles that can be viewed as essential ACT tenets. These tenets aid in personal growth and psychological adaptability. Again, ACT has been developed in a non-therapy setting and uses the same processes; this version is known as Acceptance and Commitment Training. In particular, in schools, businesses, and even trade unions, the training version of ACT was oriented toward the development of mindfulness, acceptance, and values skills. The effectiveness of Acceptance and Commitment Training has also been the subject of numerous studies, with promising preliminary findings. The awareness-management movement in business training programs that used mindfulness and cognitive-shifting techniques is obviously comparable to it. Many academics, including Wilson, Hayes, and Byrd, have studied and explored the compatibilities between ACT and the treatment of rigidity. However, they hypothesised that, in contrast to the majority of other therapies that are effective at

modifying psychological issues, both approaches can be combined either implicitly or explicitly because of their many shared characteristics.

For example, both perspectives unanimously support acceptance as an alternative to ineffective rigidity control. Therefore, ACT demonstrated that relying on ineffective strategies to manage experiences that were not revealed or made open is dangerous and hopeless; additionally, the 12-step methodology was strongly demonstrated to be incapable of reducing overreaction, hostility, and rigidity. Therefore, rather than concentrating on a specific method or strategy for getting rid of undesirable behavior, both approaches soothe and encourage people to embrace a broad life-reorientation.

Both ACT and 12-step programs promote the practical value of developing a transcendent sense of one's own higher power within a unique, personalised spirituality. Therefore, it is acknowledged, concluded, and embraced at the end that acceptance is a necessary prerequisite for modification and that both promote a playful awareness of human thinking's limitations. It is clear that contextually functional assumptions are reflected in ACT in many different ways, such as when a person questions whether certain thoughts and behaviours are correct and in line with social norms. ACT's specific focus on psychological conflict in a social and verbal setting follows. Though it can vary at times, it is important to keep in mind that actions frequently follow thoughts.

In keeping with the aforementioned concepts, ACT tries to break down the language barriers associated with a specific issue rather than in any way trying to educate people on a particular way of thinking. The focus of ACT is on helping people understand that a thought is just that a thought and that, regardless of the thoughts they may have, the appropriate course of action must be taken in terms of deeds. In ACT, acceptance serves as the antidote to experiential avoidance. It is an awareness that is backed by a proactive embrace of people's private experiences without struggling or even tipping the line into trying to alter the frequency or nature of the circumstance.

Furthermore, it is not merely a temporary fix for a problem; rather, it aims to encourage methods of boosting actions with a solid moral foundation that is, actions that are values-based. Again, Acceptance is very active in ACT, it is not a matter of tolerance or

resignation, but it involves a posture of active curiosity, interest, and deliberate exploration of feelings, memories, bodily sensations, and thoughts. The principal goal of ACT is to build and increase psychological flexibility and not to reduce arousal. Precisely, the noble objective of ACT is to increase the psychological freedom of the people, irrespective of the experiential echoes of an individual.

Cognitive fusion: When it occurs excessively, the literal nature of human thought is frequently referred to as cognitive fusion. It has been noted that the severity of the fusion patterns can cause behaviour to become rigid, constrained, and less influenced by experience. For example, if a person is struggling with the idea that “life is not worth living,” they may not be inspired but instead fall into a deep depression despite having access to everything else they would otherwise need to lead a meaningful, worthwhile life. According to Addis and Jacobson (1996), depressed patients who can give precise explanations of the factors that contributed to their depressed behaviour are more depressed, complicated, and difficult to treat than depressed patients who are unable to do so. By altering the way that people interact with or relate to their thoughts, feelings, and bodily sensations, ACT is actually attempting to do away with the fusing of too many human thoughts.

ACT techniques like cognitive diffusion and mindfulness can both be used to increase flexibility, especially in situations where there are challenging thoughts. Although it is not unique to ACT alone, it is true of all forms of Cognitive Behavioural Therapies (CBTs) that constantly work to reduce the likelihood of the thought, contest its veracity and authenticity, or demand that the thought be tested in the real world. Worthy note is that thought is made to be seen as very important by these approaches that specifically try to treat thought personally however, the main goal of all of these methods or approaches is to reduce the believing ability of attachment to, or impact of private thoughts and experiences rather than focusing on instant change in their occurrences.

Rigidity of attention to the past, present, and future: Realising the importance of "now" in human life is crucial. Now's actions and inactions will undoubtedly add up and shape whoever uses it and their life. By examining and addressing the ways in which the service user's thoughts, feelings, and behaviors are integrated into the current issue, it is

possible to reduce or eradicate psychological distress and dysfunction. Some fundamental tenets of cognitive behavioural therapy are that thinking mediates emotions and behaviour. Faulty cognitions cause dysfunction, which is typically lessened or relieved by modifying the faulty cognitions and behaviours. Faulty cognitions also cause psychological distress. In order to alleviate the current issue, CBT aims to correct and replace negative or distorted thoughts, feelings, and behaviours with more acceptable and positive ones. However, focusing on things that have already happened or will happen in the future typically results in a rigid mind that is hard to change and become rigidity for the person.

It is well-known to exacerbate issues and circumstances and frequently leads to trauma. Attentional control and mindfulness are two techniques ACT uses. These methods are beneficial and good for promoting focus in the here and now as well as voluntary and flexible behaviour. Contemplative practices are one example of an ACT strategy that can be used to help people develop general skill. Although ACT uses a variety of methods and approaches that are largely based on the client being treated, non-contemplative techniques can also be used. Uncertain, compliant, or avoidant motivations or values: Another compelling goal of ACT is to take advantage of any chance to link a client's attitude and behaviour to that person's values through orally arranged patterns of behaviour. It goes without saying that behaviour modification driven by guilt or compliance results in less purposeful behaviour.

Inaction, impulsivity, or avoidant persistence/committed action

A very effective intervention, ACT encourages people to continuously adopt new, normal attitudes and behaviours that can lead to the production of more extensive patterns of efficient action that can be connected to desired values. As a result, ACT resembles conventional behaviour intervention so much. However, there are some protocols in ACT that typically involve treatment work and homework that are connected to short, medium, and long-term behaviour change goals that were fitted to the specific problem area and done in the context of other processes of it.

For instance, introducing behavioural activation goals to someone who is depressed can help them overcome their condition. Giving relevant exposure to someone who is anxious

can also help them overcome their condition. Smoking schedules and tapering can help people who want to stop smoking. The use of ACT techniques does appear to encourage more steadfast behaviour, such as a willingness and eagerness to follow therapy recommendations.

Psychological flexibility: In order to avoid making flimsy excuses, it is necessary to approach the current moment or situation with sufficient care. The problem will be dealt with as it is, without hearsay or exaggeration, and the appropriate modification in behaviour will be made in the service of chosen values. The real focus of the ACT model, according to Fletcher and Hayes (2005), is on these processes: acceptance, defusion, being present, a noticing self, values, and committed action, which work together to form/create psychological flexibility. It is necessary to approach the current moment or situation with enough care in order to avoid coming up with flimsy justifications. Without hearsay or exaggeration, the issue will be addressed head-on, and the necessary behaviour modification will be implemented in support of the values of choice.

According to Fletcher and Hayes (2005), these processes, acceptance, defusion, being present, a noticing self, values, and committed action, combine to form/create psychological flexibility and are the real focus of the ACT model. Observing oneself according to Hayes (2002), the ACT model also includes committed action and values and places the aforementioned mindfulness processes in the service of commitment and behaviour modification processes. As a result, ACT can be considered an intervention model that uses commitment and behaviour modification processes along with acceptance and mindfulness processes to improve psychological flexibility.

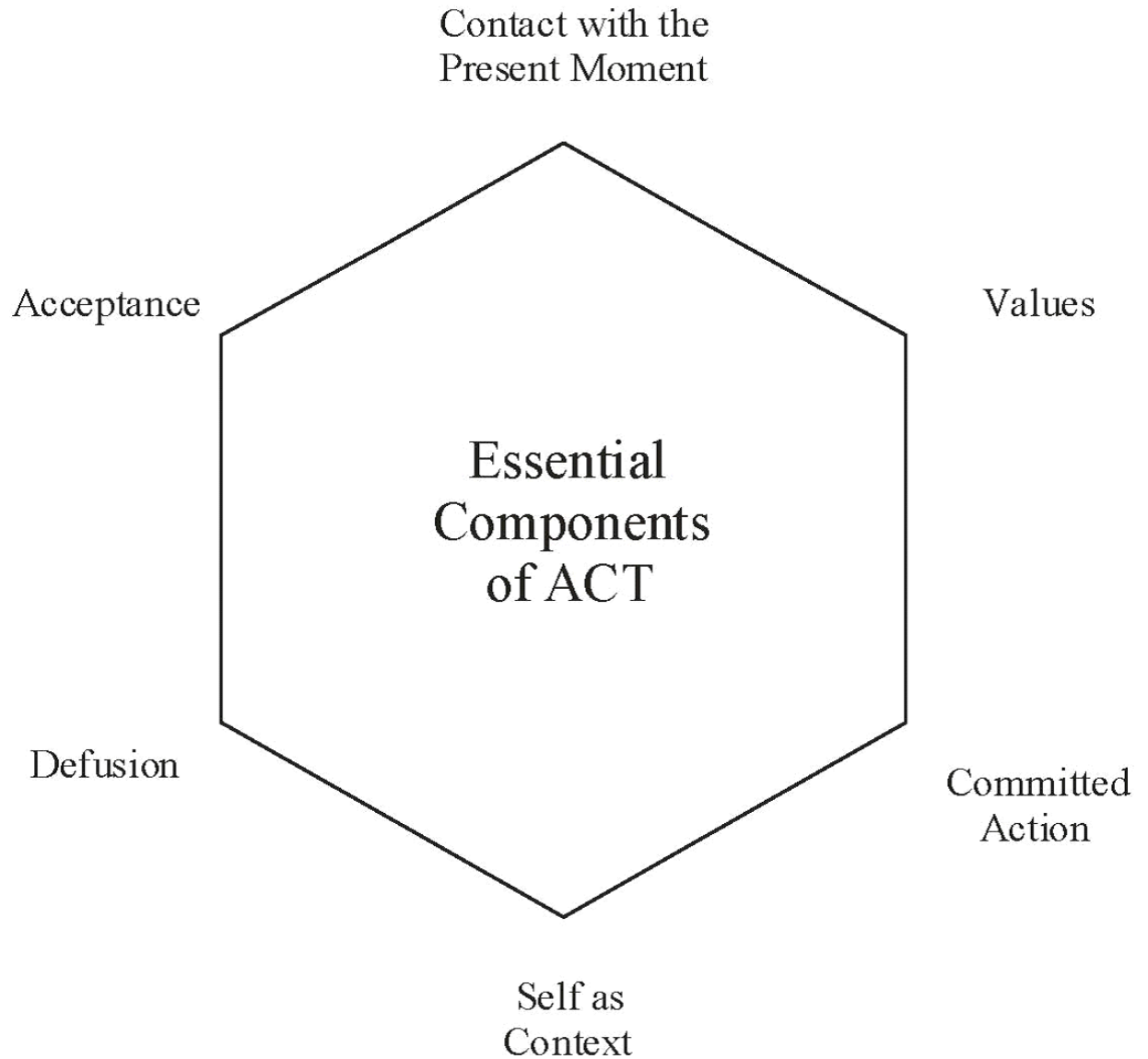
Person's view: It makes sense that ACT was never founded on the psychology of abnormality and that it was never linked to the syndromes that were categorised under that heading. The same analysis will be applied to both the client and the therapist, and equal effort will be put into the process as long as the therapy is seen as a relationship between equals and the client is not viewed as destroyed, broken, or damaged beyond repair. Instead, there should be a hopeful expectation that the client will lead a full, fulfilling life based on moral principles; this will serve as motivation for everyone involved. It is also important to understand that suffering or difficulty is never an evil

thing in a person's life, and whenever it occurs, a suitable strategy and effort to eliminate it must follow because it is a common phenomenon that can appear in a person's life at any time and is not permanent.

People must also understand that progress cannot be equated with absolute achievement levels; rather, it is the gradual decision to accept the current reality and move toward a new normal life that is worthwhile. It is a person's interactive stage, not their active stage or level, nor their passive stage or level. Therefore, ACT is concerned with the psychological level of each individual and should not be interpreted as historical and situational in the analysis process. For effectiveness and efficiency, the level of analysis in ACT, particularly the psychological component, connects readily to other levels. Wilson (2007) went on to explain that, when considered in the context of the evolutionary biology of linguistic organisms, controlling an organism's environment can be done with ease by genes, an individual, or a group of people.

In other words, if language development processing is based on the survival of cultural practices across individuals and groups, social/cognitive evolution is the result. An individual can only be reflected upon and comprehended as a part of the entire group if there is a reference to context. The parties that are involved in a therapeutic process are very important and must be present before the process can be successfully carried out, and they are also taken into account equally in the ACT model. Therapy is a type of treatment in and of itself and can be viewed as special social/verbal or interaction context that occurs between the therapist or professional and client, it is not separable. The six prominent components of acceptance and commitment therapy (ACT), which are often referred to as the therapy's essential elements are: contact with the present moment, acceptance, values, defusion, committed action, and self as context. However, ACT is a treatment that prioritises values-based and mindfulness-based behaviour.

Fig: 2.2 The Hexagonal box



Adopted from Hayes et al (2005)

The hexagonal box above depicts the various elements connected to ACT; in order to fulfil the goals of using this therapy, each element must successfully fulfil its respective

role, and the client must pay enough attention to each element to do so. The outcome of flexible thinking, reasoning, and psychologically embark on action may not be optimally accomplish if by mistake or deliberate action, a component is omitted or overlaps with another. The following is a brief explanation of these elements:

Contact with the present moment.

A person's ability to accurately perceive what is happening to them at any given time depends on their ability to be conscious of their experience at that particular time. Furthermore, it gives someone the courage and capacity to engage in and focus intently on what to do at the appropriate moment, which allows them to gain the knowledge and wisdom that are required to manage a situation.

Acceptance

It is the capacity to address psychological experiences head-on without assigning blame or making unneeded justifications for what happened. It implies that a conscious person must be ready to face reality at any time, give room or open up and subject to corrections from others, dance to the tune and contributions of others, and perceive issues as they are and not as the person thinks that they should be. It is the ability to accept reality on grounds that perhaps do not need to be defended or manipulated.

Defusion

This is the capacity to scrutinise or critically evaluate ideas without necessarily seeing the problem as arising from ideas. It is the capacity to be aware of one's thoughts in order to avoid getting sucked into them; acceptance of events taking place or being as they are rather than how they initially appear. It is prepared to move forward and develop a new way of handling such occurrences better without spiralling out of control, not to make people avoid unexpected and undesirable thoughts or situations. This will undoubtedly lessen the dominating influence of cognitive processes that are detrimental to behaviour and also promote awareness of the language process to ensure that people are not psychologically rigid.

Self-as-context

This is also known as "observing oneself." It is the capacity to continuously observe, understand, and accept the accumulation of experiences as it changes over time. It is the stage where a person's sense of self or identity transcends, and it also involves a gradual process of acquiring a true sense of awareness.

Values

This is the process of selecting or choosing life directions of people, it is the deepest heart-felt desire, willingness and intention for the type of person and life that an individual wants to be or live, the process of choosing the path to follow that will make the intention known to others, an individual's ideology or the idea of what a particular person stand for or represent. The stage and process of providing motivation and inspiration to be for oneself, providing appropriate guidance for ones' thought and actions, orchestrating meaningful life, propelling sense of abundance life among others.

Committed Action

This stage in particular needs some skill acquisition or training. It is noteworthy that the mind human being is not a particular thing. Rather it is complex and also set of cognitive processes, such as planning, visualising, analysing, comparing, remembering, evaluating among others. Although all these cognitions rely mostly or embedded in every individual or on human language which is also a complex system of symbols amongst are words, physical gestures, images, sounds and so on.

The major responsibilities of ACT are to:

- (a). learn how to accept and cope with unwanted private experiences or situations that might be out of personal control,
- (b). strategize and embark on necessary action towards living a valued and expected normal life moreover,
- (c). creating a rich, full, and meaningful life, while accepting any pain that may involve or goes with it which are inevitable.

Technically, ACT is practically to improve peoples' psychological flexibility. According to Hayes et al (2005), it makes people to be psychologically present, create awareness, be attentive, open up to others, engage in one's experience, furthermore, it involves the ability to manage and control ones behaviour in order to accomplish valued ends. Increasing psychological flexibility of people involve the ability and capability to marry or contact the present moment and the reactions that are psychological in nature, it is also for the people that are consciously base situation on reality and take bold step to change the behaviour for better valued ends.

2.6.3 The ACT Model of Behaviour Change

Multiple stressors do occur as a result of people trying to dodge unfavourable experiences which if people are expose to it will usually lead to depression and anxiety. According to Marx and Sloan (2004), dodging unfavourable experiences (experiential avoidance) mostly responsible for any interaction or relationship that occur between factors that make people become temperamental (hot temper) and psychosocial disability like high emotional responsiveness and stressors from psychosocial issues.

Dempsey, (2002) authenticated that any violence that the youth of a community face or carry-out are usually some of the emotional responsiveness and psychosocial stressors. Kashdan, Barrios, Forsyth, and Steger, (2006) also posited that Experiential avoidance may mediates psychological distress which can influence maladaptive coping, cognitive reappraisal, and emotional suppression.

2.6.4 Dialectical Behavioural Therapy

Dialectical behaviour therapy (DBT) is a type of treatment that can be used to treat multiple problems. It can be used to treat undesirable psychological behaviours like suicidal act, anxiety, disorder, aggression, depression, hostility, rigidity, and other emotional difficulties that can harm a person (Linehan, 1970). It is a well-known type of cognitive-behavioural interventions that direct attention to people's unwanted, unacceptable, and antisocial behaviours, and literature has confirmed that it is an effective psychosocial treatment. This therapy/intervention was initially focused on altering the behaviours and beliefs that many people felt were misunderstood, criticised, and invalidated by society as a whole.

According to Rector (2019), DBT is a treatment that is developed through collaboration between science and practice. Clinical experiences with multiple problematic and other important psychological issues have sparked additional research into the method. The main goal of the treatment interventions was to rebrand the affected individuals as acceptable people while also assisting them in accepting who they are, including their emotions, thoughts, and social life in general. However, DBT heavily relies on initiatives from dialectical philosophy, where DBT practitioners aim to continuously resolve the differences by developing and putting into practice strategies to improve agreeable and change-oriented programs.

The majority of DBT research has resulted in a thorough and evidence-based cognitive-behavioural therapy for borderline personality disorder (BPD), and its package includes group skill-training sessions with a professional trainer or practitioner. It has been empirically demonstrated that, when properly applied, DBT is an effective and specialised treatment for a wide range of other unacceptable behaviours, such as aggression, rigidity, and other antisocial-related issues aside from BPD. Numerous studies have looked at DBT for people of both sexes who exhibited any of the undesirable and unacceptable behaviours in families, homes, organisations, communities, and even nations.

The studies found that people in the DBT condition significantly reduced their risk of suicide attempts, rigidity, aggression, wilful self-harm, inpatient days, hopelessness, suicidal ideation, impulsivity, depression, anger, and other problems with their overall mental health. There is also ample evidence that DBT-focused therapies are successful in treating other clinical issues like binge-eating disorders, depression in older people, and body image. Aggressive, hopeless, hostile, impatient, and emotionally unstable behaviour are among the traits of union leaders for which CBT has the most reliable and compelling empirical support.

Additionally, more encouraging information is becoming available regarding the application of ACT and DBT to individuals in leadership roles, members of groups or associations, and the management staff of organisations. According to pre-test data from this study, ACT and DBT may have promising behaviour modification reduction effects. Therefore, CBT is a thorough and in-depth intervention that incorporated a number of

components of other cognitive-behavioural treatments for psychological issues that are evidence-based.

However, caution was exercised when applying ACT and DBT to individuals other than the union executive members who were the subject of this study's treatment and evaluation. DBT is a comprehensive intervention that also incorporates contingency management, exposure, problem-solving, and stimulus control as components of cognitive behavioural approaches. It has a therapist consultation team and can be used for both individual and group therapy.

Functions of DBT treatment

Dialectical behavioural therapy has some notable treatment functions. According to Fuller (2021) some of these functions are: Capability enhancement, capability to generalise, motivational improvement, dysfunctional reduction among others.

Capability Enhancement- For those who require this intervention to improve their social life, it helps to improve some crucial skills. Prominent among these skills are those for emotion regulation, interpersonal effectiveness, mindfulness, distress tolerance, and other areas. It is believed that anyone struggling with any of the aforementioned issues or BPD must unquestionably need to boost or improve on the aforementioned skills in order for their lives to return to normal. Therefore, strengthening these abilities becomes apparent and actually plays a significant role in dialectical behaviour therapy (DBT).

Capability to generalise- Anyone who has received DBT treatment must be able to apply or use the knowledge gained during the treatment process in their daily lives. If they are unable to do this, they cannot be considered to have received treatment or to have completed the therapy sessions; instead, this will be seen as an unsuccessful therapeutic session. Being able to transfer treatment benefits to the patient's natural environment is one of DBT's key capabilities. Therefore, training is the most efficient method for acquiring skills in all areas of the workplace.

Motivational improvement- It is clear that DBT has many important responsibilities and objectives, some of which include assisting patients in adjusting to potential changes and improving and motivating patients to adopt new innovations, ideas, skills, and knowledge that can change their behaviour and transform their previous unacceptable and

inconsistent stance into a new way of life that is worthy of living for a responsible and diligent person. Rector (2019) went on to say that although periodic client evaluations are necessary, DBT makes it simpler to achieve behaviour modification for both individuals and groups. People who exhibit aggressiveness, arrogance, rigidity, emotional misery, and other traits are among those who are vulnerable to this.

Additionally, people who experience problems with their daily lives, such as marital issues, unemployment, and other anti-social problems that can alter people's orientation, are not excluded. However, handling cases like these calls for a capable and diligent therapist who will have to put in extra time and effort in order to assist the client in finding ways to apply skill, appropriate behaviour, solve life's problems, stabilise, or regulate emotions. Dialectical behaviour therapy (DBT) is a treatment that was specifically developed to assist anyone who wants to correct or change attitudes and behaviours that are contrary to or inconsistent with social norms. Examples of such patterns of behaviour include aggression, suicidal ideation, nudity, hostility, substance abuse, and a wide range of others.

It is a channel that works to support people in improving peoples' temperamental and wisdom adjustment through seeking out and acquiring knowledge on things which can set them off and cause reactive states. It also helps people know which coping mechanisms to employ when a series of events, thoughts, feelings, and behaviours occur so that they can prevent unwanted reactions. DBT operates under the premise that, despite people's best efforts, they lack the necessary knowledge, skills, or reinforcement that would allow them to function at their best. It has been purposefully changed to treat people with hostility, aggression, rigidity, and other unacceptable attitudes and behaviours.

It is a form of therapy that combines with other widely accepted cognitive-behavioural techniques for acceptance, distress tolerance, reality testing, and emotion regulation, among other things. DBT is the first therapy that has been empirically tested and found to be fully effective in treating behaviour modification, according to Linehan (1970). DBT had moderate effects on people with borderline personality disorder, according to a meta-analysis. When used to treat psychological issues, DBT aims to capture the client's perception of the therapist and assumes it to be an ally rather than an adversary.

According to Linehan (1970), combining adherence to the fundamental principles of acceptance and modification with the dialectical principle leads to the development of a variety of knowledge. In order to relate to a dialectical person, they must have some or all of the following qualities:

- being more flexible and approachable;
- letting go of self-righteous indignation;
- letting go of previous ways of seeing a situation;
- looking for the way out based on the understanding of a situation;
- searching for means to authenticate other person's point of view;
- broadening the focus and knowledge of seeing things;
- getting free from antagonisms and conflicts; and
- do away with assumptions and blaming.

Every DBT typically consists of 4 elements: individual, group, therapist consultation team, and phone coaching, according to Harris and Orth (2019). The individualistic aspect of it is that it is absolutely necessary for the stakeholders, the therapist and the patient, to discuss issues that call for intervention at least once a week. As a result, this should be done in a sequential manner and should adhere to a treatment target hierarchy. The treatment of life-threatening or suicidal behaviours must come first. Then there are the behaviours that are unacceptable and do interfere with the course of treatment but are not directly harmful to oneself or others. These behaviours are referred to as therapy-interfering behaviours. The third to be given priority is improving a better and worthy life, or working on problems that can make one's life better in general.

The patient and therapist spend a lot of time during this time talking about the best skill to use to accomplish the goal. Additionally, anything that might prevent acting skilfully will be discussed during a skills group. To ensure that everyone in the group is aware of the situation and the appropriate course of action, group discussions are essential. A group should typically meet once per week, and discussions should be minimal and not too long.

Members of the group gain knowledge of a specific skill during the discussion, which can be divided into four skill modules: core mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance. The individuals who are a part of the group treating the

patients or providing DBT are referred to as a therapist consultation team. Members of this team must meet at least once per week; this will give them a chance to contribute to and support the process of effectively delivering the treatment.

Phone Coaching- It is a method that has been specifically created to aid in ingraining some important skills into the patient's day-to-day activities. Phone coaching typically is brief and focuses specifically on certain necessary skills. A component cannot be used by itself however, all components are considered very necessary, with this, unacceptable behaviours including self-harms, disorderliness and emotional issues can be controlled from disrupting group sessions, while the group sessions teach the skills unique to DBT, and also provide practice with regulating emotions and behaviour in a social context. Basically, there are four modules of DBT:

Mindfulness- It is worth note that mindfulness is crucial, and it really helps people cope and endure particularly when criticising the actions of others or when exposing themselves to situations that can arouse them, it is regarded as more or less the foundation for the other skills taught to clients in DBT. One aspect of it is the capacity to focus on the present moment without passing judgment on it, to fully experience one's emotions and senses, and to do so while maintaining perspective.

The needful skills

Observational: DBT educates and motivates individuals to take charge of their mental health, cultivate a tough mental fortitude that cannot be easily broken, and learn to let thoughts, feelings, and experiences pass through without storing them in the mind. It is of assistance in conveying the findings of an observation about a specific circumstance, but it does require the use of observational skills. However, it cannot be used or applied in conjunction with judgmental statements. It will help to inform and sensitise others to the observation made by that individual.

Participate: It entails that such an individual concentrates fully on the situation and engage wholeheartedly in such activity that the person is doing.

Non-judgmentally skill: It is the process of objectively stating the facts of a situation. It is nothing less than a simple description of the situation and does not necessarily require consideration of whether the action is in fact good or not. It is sufficient to say that it is

neither an assessment nor an account of the facts. Being non-judgmental actually makes it much easier to diplomatically communicate the observed point to others.

One-mindfully: This is the act of concentrating or focusing on a particular thing at a time. It is very helpful especially when the need to keep the mind away from deviating from the real issue and straying into emotion mind as a result of proper concentration and lack of focus. At any point in time, the mind should be free and focus directly on a certain thing in order not to lose concentration as a divided mind can easily be emotionally fused.

Effectiveness: This ability can be used in any circumstance and is very important for performance enhancement. The act of doing things in the right way is what causes them to work correctly. Effectiveness is a very versatile skill that can be combined with any other skill to achieve specific goals. It would appear that finding a way to succeed in an endeavour requires a special skill. Nowadays, there are a variety of approaches that can be used to deal with psychological issues and mental health issues. These treatments primarily centres on modifying discomfort issues and conditions, like how to handle a loved one's death, betrayal and disappointment, job loss, serious illness, natural disasters, violence, and other unpalatable events.

Although accepting, giving meaning to, and tolerating discomfort have not received much attention. Similarly, religious and spiritual approaches, including community leaders' efforts, also work best in tandem with it. DBT emphasises learning how to manage pain effectively. Therefore, the targeted goal is to develop the skills necessary to recognise unpleasant situations, handle them delicately, and have a positive impact on them rather than capitulating to them or fleeing from them. A kind of special knowledge that is useful for a while to divert attention of people or distract oneself from emotions that are not suitable or unpleasant. Among these are:

Activities– There are several activities that are positive and that can be used joyfully wipe away sorrowful or unpleasant period. This will keep such an individual busy and possibly forget those things that led to nastiness and bitterness.

Contribute– People can also get out of unpleasant emotion by engaging oneself in assisting other people around, it may be community assistance or rendering help to other group of people and while doing the unpleasant emotions will be forgotten.

Comparisons– In comparing oneself with others that are not really fortunate within the reach or making comparison between certain periods of difficulty with the present moment is a means of engaging oneself in something so as to unhooked in any unnecessary emotion that is not palatable.

Emotions– It is the act of having some feelings that are somehow different from real normal occurrence or noticing some strange things that can intimidate or provoke someone's sense of humour, or something that can disrupt, suspend or vacate happiness in oneself.

Push away– It is the deliberate pushing aside any situation that can lead to sadness at least for sometimes and replace such unfriendly situations with better one even if it will not be permanent in the person's mind. Developing a good mind-set at a particular time as against any bordering situation though may be temporal yet it can push sorrow and other unpleasant situations aside for a while.

Thoughts– This is what is in the mind of a person at a giving period. It is therefore necessary to force any issue that disturb someone's mind or that can result to emotional instability and start thinking about something good instead.

Sensations– Do something that will make the person happy, things that bring intense feeling, sensational things or that can lead to joy and happiness rather than continuously feeling otherwise, that is enjoying oneself with anything that can make the person happy.

Self-soothe

This is another notable skill that can be used to comfort oneself. It involves doing or engaging in something that soothes or enhances emotional happiness in oneself particularly when the person is in critical situation of distress, state of uncomfortableness, emotional instability and the likes or in the period of tense agitation. According to Marshall (2011), situations like this require some activities like listening to music, playing jazz, games, or engaging in prayer for the period.

Improving the moment

In the case of this skill, there is no dull moment. It is such a skill that assists a worrying person to ignore whatever the cause of the distress and initiate ways by which improvement on relaxation and rest of mind can be enhanced. Engaging in the following can be of help:

Imagery – It is the act of imagining the past or proposed relaxing scenes, the way it was or will be, how enjoyable things were or will be, or other things that pleases the person or that makes it a memorable event.

Meaning – It is pertinent to note that anything that someone is doing at any point in time is meaningful, that is, it must read or has meaning and not just meaning but an output that makes the person happy in the feeling of the person.

Prayer – No matter how what, prayer cannot be neglected at any point of a situation. Even if someone is not all that religious, it is not an abomination to pray to whomever someone is worshipping or serving and at worst chant a personal mantra.

Relaxation – There is needed to have schedule for everything, physical relaxation is also as important as mental and emotional relaxation. Relaxing muscles and other body component have deep breathing with self-soothing.

Concentration – It is important to focus and concentrate on one particular thing at a time, the entire attention should be on what the person is doing right now. The person should avail or keep to that present moment.

Brief vacation – Whenever there is stress or a person faces serious challenges, it is advisable that the person should take a short break to rest from what the person might be doing at that time. This will allow the person to refresh the brain and think of the way forward.

Encouragement – Every individual needs the will power to overcome a challenge. People should therefore be courageous enough when battling with any difficulty, cheerleading oneself is hence needed. Encouraging oneself in the face challenges by regarding the problem as nothing to worry about, it is not all that difficult, and that the person can make it through the period and as well cope with the situation. This will help the person's resilience and reduce vulnerability.

There is therefore the need to think and rethink about the possible outcome of someone's inability to tolerate distress, that is whether distress intolerance will yield positive or negative result should be adequately thought of at the initial stage so as not regret at the end. Moreover, people should imbibe the culture of fighting reality at all time, whatever the situation should be accepted for what it is and therefore re-strategise on the best way to handle the situation. This is referred to as radical acceptance and it is needed by

everybody. There should also be willingness and openness to do things effectively and keep away from wilful stance that goes against acceptance. People should be more focus and concentrate on the goal that is in front to be achieved.

PEASE

It is an acronym that comprises of physical illness, eating, avoidance, sleep and exercise. These skills mostly concern enhancement of effective health habits that people need to can make them free invulnerable to emotion mind. It is perceived that if these skills are adequately observed, healthy body is assured, and it is possible for the observers to be emotionally stable.

Sickness – Health is wealth, whenever there is any health challenge, it must be taken seriously and should be treated properly. Consulting the health professional is mandatory so that adequate attendance and relevant treatment (including drugs) will be administered so that good health shall be maintained.

Eating – To maintain good health requires eating moderately, keep balancing diet, be hygienic, avoid irrelevant foods, and keep away from fake or adulterated drugs and so on. Proper healthy diet is absolutely necessary to maintain good health although, once occasionally, sickness cannot be totally avoided but whenever it occurred, the way and type of treatment as well as the food that is being taking by the person matter most. It is therefore pertinent to take absolute care of what will be sent to our stomach whether as drug or food.

Avoid mood-altering drugs – There are a lot non-recommended and non-prescribed drugs that people use to change their mood however, this habit is bad and is not an acceptable norm. People should therefore avoid and keep away from using just any drug that can change their mood unpredictably, boost their energy or shark and shine their eyes. It contributes more problems than ever into peoples' body, does more harms than good, so therefore abstain completely from illegal and non-prescribed drug to avoid mood disorder.

Sleeping – Excess of everything is bad, too much of sleeping is not ideal neither inadequate nor under sleeping. Although has been recommended that an average adult should sleep for eight hours. This is moderately and ideally alright to maintain healthy living, suffice it to say that anything difference from this can be regarded as abnormal or

not ideal however, it is worth to note that sleeping is absolutely necessary for every individual.

Physical exercise – It is the act of engaging on activities that can make the body components work warmly and this will prevent the components from stiffing or static. Engaging in this regularly is necessary and people should make sure that reasonable amount of exercise is effectively done on daily basis.

Mastery building - developing the ability to be in total control or knowing specific thing perfectly is necessary, the process of developing the ability to be in possession of something which the person can talk about or handle exceptionally without much mistake that is, building or developing competency in certain area as a result of continuous practicing it. This will make the person confident to lay claim or control over the thing.

Attitudinal change – It is such an attitude that does not belong or relevant to a specific situation at a point in time. It is mostly used by acting contradictorily or doing the opposite of what is urging a person at a time. It is an antidote that can be applied by an individual which can safe or prevent the person from an unwanted, unjustified and unacceptable emotion by replacing it with the opposite action.

Conflict resolution – It is the soft skill and a process of finding solution to a particular issue that arises at a point in time. It can be used together with other skills. It is necessary and mandatory for every individual to possess this since there is no setting, group of persons or an individual that is free from facing one challenge or the other, therefore, providing solution is the only way out so normalcy will surface.

Letting go of emotional suffering - Emotional suffering is a borderline disorder that needed attention, however, freeing the mind and forgo or overlooking unpleasant situations is a key antidote to overcome the problem however, whoever that does not seek or acquire the skill of let go may find it difficult to cope with any situation that warrant it. Curiously looking and examining emotion and learn to take or accept it as it were and forget about it and continue with the new normal life.

2.6.5 Interpersonal effectiveness

The patterns of response of interpersonal effectiveness acquisition in DBT skills is not of much different to others that were taught in the skills of Interpersonal relations particularly in the problem-solving and assertiveness skills. The strategies comprise of

requesting for the specific need of a person, adopting the option “No” as well as the boldness and ability to cope with interpersonal conflict.

Whoever that has any emotional issue and can still coordinate and compose his/herself properly actually possess good and effective interpersonal skills hence the application of the identified skills to a strange or peculiar situation and achieve positive result is then the problem and not the strategy or the skills. It has been observed that people are more active and able to describe step to step of someone else behaviour when analysing or discussing a challenge faced by another person but as a matter of fact unable to do so when it is the turn for them to reveal the sequence of their personal behaviour particularly as regard an ordeal or challenge encountered by that person.

According to Cropanzano and Mitchell, (2015), the module of interpersonal effectiveness was directed on instances where the objective is to modify something. The skills taught are designed and aimed to optimise the opportunities that peoples’ goals in a particular situation will be met and simultaneously preserve the existing relationship and self-respect of that person with others. Cropanzano and Mitchell, (2015) explain further that that are some acronyms that captures the issues of interpersonal effectiveness, these are: DEARMAN, GIVE and FAST. Below were the discussions on these acronyms:

DEARMAN

It is the acronym that is used when trying to get something by asking for it.

(i) Describe your situation – if someone needs to get something from another person which the person seeking the favour think that it may be difficult or may not possible, the person may start by explaining the situation at hand, this will pave way for leniency and the goal become easy to achieve. The explanation of the help-seeker will go a long way to induce the person in charge of the favour to assist, having heard how it is an issue for the person seeking favour and how the person is feeling about it can help to open the way for assistance and favour. The person seeking favour must be very assertive about the exact thing that is needed so that perambulating around the bush will not occur, there must be good assurance of the subject matter.

Whichever one among distractions should be avoided as this may hinder the process of getting the need at the appropriate time hence, the need to be mindful and focus directly on how the situation will be presented and the goal achieved. In order to avoid

embarrassment, the person must not appear inferiorly rather be confident and perhaps with the acquired assertiveness skill, to be confident shouldn't be much difficult. The person should feel free to negotiate with anybody that is in possession of the need even if such an individual is hesitant; being confident and assertive.

GIVE

It is an acronym that is used to explain your situation when the need to give something arises.

It is a kind of skill that helps someone to manage and maintain one's relationships, whether with friends, co-workers, family, spouses, religious associates and many others. People therefore need to learn how to use it especially when engaging in conversations with others.

- **Gentility:** Being gentle does not mean unwise, sustaining relationship actually needs calmness. The use of negative words or language is inappropriate, it is like attacking the recipient verbally, moreover, engaging in physical attacks is the worse as this will prove that such person is not responsible mention less about maturity and integrity. Therefore, sarcasm must be completely avoided with caution and non-judgemental.
- **Interest:** Show interest whenever something serious is being discussed with you so that the person narrating or speaking will feel honoured and recognised. This will sustain the interest of the speaker and more narrations that be of use will come moreover, it will boost the morale of the speaker and the person will also feel belong most especially when maintaining eye contact, ask questions relating to the issue in discussion among other things. Never engage self in anything that can distract, this can put the speaker off, feel inferior or irrelevant.
- **Validate:** It is also good to authenticate and validate peoples' situation, be remorseful and show sympathy with others particularly when they are in distress or difficulty. Validation can be in form of verbal communication, non-verbal communication or both.
- **Be mannered:** Respect is reciprocal hence people should be respectful to others during conversation, calmness and patience is require and one should be

comfortable free from displaying bad attitudes to others, smiling and humour should be used accurately and effectively.

FAST

It is the acronym for fair, apology, stick and truth. Consistency with these skills is a reliable mean of keeping self-respect. The skills purposively aimed to enhance or earn respect for oneself from others. However, it is worthy to note that using it in isolation of other interpersonal skills may not yield appropriate result hence, it is to be used in combination with some notable other interpersonal skills for effectiveness.

- **Fair:** One of the most effective skills that bring respect to people is to be fair to not the person alone but also to others. Fairness in relating with others is very important although some people do take for granted and does not border be fair in dealing with others.
- **Apology:** It is good to apologise to others when they are violated however, apologising too much may be as if it is deliberate inaction of the person. Ineffectiveness or inappropriate dealing or interacting with others for many times can apparently change other peoples' attitude toward oneself in the sense that it can be assumed that the person really mean to act the way it were. Therefore people should be mindful of how to use the skill so that it will not be misinterpreted.
- **Stick to Your Values:** Every individual needs to realise their value and should not be joking with or compromised. Individuals believe is different hence the need to uphold trust firmly, shameless and support individual believe thereby protecting and preventing our value to be eroded away. People should be strong enough to guide their value so that others will not lure you into other things that contradict our values.

(iv) **Truthful:** It is wise for people to say the truth, stand by the truth and exhibit true behaviour. Lying is disastrous and ridicules whoever that choose it moreover, it destroys relationship with others, perish integrity, self-respect and respect from others disappear. Whoever that has the quality has virtually all things as no person would like to associate with someone that is not trustworthy unless those that are in the same attitude of ingenuity.

2.6.6 Basic principles of therapy agreement

Generally, therapy is based on three strong and established principles, according to Hayes, Kirk and Kelly (2013), these principles in most cases may be difficult to change, and these are: mutual trust, safety and family therapy.

Mutual Trust: Both parties involve in the therapeutic process should have trust in each other. They are partners in progress in the sense that if any of them fail, both of them will fail gallantly therefore must enter into the contract with all sincerity and trust. This will aid success of the business if otherwise, there cannot be adequate goal achieved. Therefore, absolute trust is the hallmark to a successful treatment in any intervention. Each partner must maintain their commitment base on mutual trust.

Safety: It is pertinent to take the issue of safety very important otherwise it will jeopardise the intervention programme. Both parties involve in the business actually needs safety not only for their life but also to all other things that can result in negative emotion. Therapy cannot take place or succeed under any treat of insecurity hence the need for the actors in a therapeutic programme must have clear agreement on how adequate safety will be enhanced.

Good strategies that will specify clear safety plan must be well spelt out before embarking on any therapy. Any act of harmful behaviour must be avoided and prevented with pain mind and intentions. The expectation is therefore that every participant in DBT are expected to act in a reasonable way that does not endanger any of them including their family and well-wishers in order not to face legal outcome or the risk of therapy termination.

Family therapy: Good and effective therapy should involve the inclusion of family of the client and some other important individuals. People should be rest assured with confidence that the client is opening up his mind with utmost honest and sincerity and communicate with the family particularly at the family sessions. The family members must take it upon themselves by giving the client absolute support so that the client can concentrate on the treatment.

2.6.7 The aim of therapy agreement

There must be purpose for doing something and this form the targeted goal that needs to be achieved. However, therapy agreement like any other purposeful things also has.

Behavioural therapy generally is the act of acquiring the skills that someone can use which can possibly enhance ability increment toward a life that is worth living. It is not really about feeling better rather, it is about becoming better at feeling some causes of having uncomfortable emotions particularly at the initial stage of living a life that is worth living. However, there must be targeted behaviour before involving in and agreement, this is succinctly discoursed as follows. Katherine and Craig (2017) affirmed that Target Behaviours Agreement (TBA) is very important, prioritised and discussed in the following order:

(a) Eliminating behaviours - First and foremost, the agreement should centre on removing those behaviours that not helpful but harmful to either the person in particular or others around. It varies from one person to the other as individuals have different emotional challenges. Prominent among the primary aims of DBT is suicidal reduction, self/other-harm behaviours, rigidity/strong head, aggressiveness, over ambitious to mention just few. The basic agreement that is in conformity with the societal norm is that every individual will work towards solving problems in ways that do not include intentional harm to self or others, commit suicide or order things that can end up in emotional disorder.

(b) Eliminating therapy-interfering behaviours: To achieve good result, the people that need to be treated must not only accept but also work together with the therapist on any problems that might surface or interfere with the progress of the intervention. Therapy is about teamwork that comprises of the client and the therapist and must purposively work together in order to accomplish desire result. Neither the client nor the therapist should not be disturbed to comment or give adequate feedback to either side on the perceptions of how the person perceived, particularly when someone feel concerned about something that occurs in therapy.

(c) Reducing quality-of-life interfering behaviours: These are unhelpful problems that may seize or interrupt one's chances of living a life of reasonable quality. The guidelines for addressing these problems are as follows; problems linked to higher priority targets or to someone's life goals.

Open-mind thinking is dialectical, and it means that there can be more than one idea at a particular time and all available ideas can be real and correct. Moreover, there can be

more than one fact or true about a singular idea hence the need for people to open their mind by engaging in critical thinking in the process of seeking the fact/s on an idea/s. People reason differently and one situation can adduce more than single fact/true since people look at a situation in different angle, think about it differently and lean toward solution from diverse means. Furthermore, some things may look like word and opposite to an opinion, idea, thought, or dream yet both of them can be true since nobody has monopoly of knowledge. We learn and gain from each other and factually every situation or condition in live has opposite or alternative.

Controversies: is mandatory and inevitable in every social interaction, the most important aspect of it is that people involved should apply wisdom and understanding by trying to identify the positive and negative part of processes especially in a relationship in order to enhance better understanding as functionally independent, not as opposites of each other.

2.6.8 Behaviour, Attitude or Character

It can be deduced that human behaviour, attitude or character is the person's fate. This is corroborated by a writer and politician, Heraclitus Thomas Jefferson (n.d), the third United State president who said that nothing can stop the person that has and exhibits the right mental attitude or character from achieving his/her goal and again, nothing on earth can assist people that has and exhibits wrong mental attitudes or character to accomplish his/her objectives successfully.

In interpersonal relationship, it is only the people that open up and feel free to express their emotions are secure otherwise, people that are found to be anxious or that are having contradictory and reserved opinion that is unexpressed inside them are prone to the danger of immune system disorders. However, people that possess similar coping system will always remain in having positive relationship status. Without mincing words those people that are expressing their emotion appropriately, their psychological and emotional well-being are normally alright. It is worthy to understand that there are factors that influence interpersonal relationship, amongst are individual characteristic, culture and personal experiences.

According to Hayes, Pistorello and Levin (2014) human destiny in life can be equated to the type of attitude or behaviour that people possess and if truly human attitude/behaviour can change definitely peoples' destiny can as well change therefore the equation is "A =

C” where ‘A’ stands for attitude while ‘C’ stands for change. It is good to unveil that many people when jostling for leadership position seek favour and assistance from not only man but also from God through relentless prayers without looking inward to address their attitude /character hence the dream may or may not be realised simply because what goes around comes around, what you do to others shall repeat itself to yourself.

To add credence to it, Macaulay (1859) said that the measure of someone’s attitude/character is what he would properly take care of if s/he knew that s/he never would be found out. Most often, people fall from grace to grass, a highly rated leader fall beyond imagination and become unrecognised in his society thinking that it is the handiwork of the enemies forgetting that is not but his attitude/character that followed him/her to that position and which the fellow exhibited or demonstrated to the subordinates and colleagues that waged war against him or her.

Succinctly, attitude and character can never be taken for granted at every stage of one’s life and whoever that neglects its place ignores good relationship with other, certainly, such an individual will regret his previous actions to people around him/her because nothing, even the prayer cannot rule out the significant influence of good interpersonal relation with others. It is the attitude and behaviour of people that truly trigger God’s manifestation no matter how plenty it is in human life.

It is pertinent to let the leaders realise that subordinates are not meant to be insulted or looked down on because many are divinely placed and even orchestrated to assist them in their struggle to achieve and fulfil their destiny or whatever good things that God has prepared for them in future. Abigail Van Buren (n.d) affirmed that the best way to assess someone’s attitude or behaviour is to examine how such person treats and interact with the voiceless, powerless, less privileged, unrecognised people around him or her.

That is those that cannot return to him or her any good done for them, the oppressed and those that cannot fight back because they didn’t has what it takes to do so, while it is easy and ideal to assess a leader by the way he interact, relate, treats, react, attends and behaves to the subordinates, messengers, drivers, cleaners, gardeners, secretaries to mention but few. This in fact will give fair description and also reveals more about one’s attitudes and behaviours than to see him/her relating with the superiors and dignitaries in the world of work.

Hayes, Pistorello and Levin (2014) explained further that fortified attitudes and behaviours are seriously needed to accomplish people's desires and not restless struggle and lobbying that leads to unnecessary domineering, dictatorship, rigidity and corruption. Good attitudes and behaviours that can build unconditional cordial relationship are thereby encouraged for the union leaders as its benefits and influence on enhancement of the organisational goals cannot be overemphasised. It can therefore be emphatically pronounced that good attitude, behaviour or character is not optional but sacrosanct to the already made proposals that God has for everyone.

Williams Shakespeare once said that there is no fault in our individual stars but in ourselves. The way we interact, interrelate, interdependent on each other that will bring love, peace and cordial relationship as a result of our attitudes and behaviours is where to trace any fault that occur to man in life. Nevertheless, it is pertinent for every person to give what he/she has since it is not possible to give what one didn't have, hire and acquire good attitude and behaviour while one can be trained in skills, show love to people and deny hatred, embrace peace at all times and shun violence always, choose life and ignore death, enhance capability and competence to build and avoid tactics, techniques and capability to destroy.

A good union leader should give out the best in him/her always to the followers so that the desire support and cooperation can be derived from them to drive home the stipulated goals of the union will be easy. Leaders should also learn the best way to treat the subordinates with respect including every stranger as courtesy demands. Never undermine or underrate the followers, behave fairly to people and relate well to them always. It is quite obvious that God can use anyone to change someone's situation at any point in time.

2.7 Empirical review

Trade union leadership

Trade union leadership is a very complex and dynamic issue that has been an object of discussion for very long time, particularly on the interpersonal relationship that exists between the union leaders and the followers. This issue is not limited to its complexity and dynamism alone but also very wide in scope as well as diverse in nature. These have interested several scholars in the field of industrial relations to critically delve with this

concept as it is vivid to the stake holders in industrial relations that is, the government, employer and employees that its importance cannot be overlook in any goal-oriented establishment.

In the submission of Oyegbile (2019), to enhance efficiency in leaders' interpersonal relationship skills, it is absolutely necessary to provide effective and adequate training programmes for such leader as it is the most vital tool that can broadened opportunities for every individual to accomplish their full potentials. Mark Griffin (2000) has established in his study that personnel are distinctively cognisant of their style of delivery of their various tasks and if by peradventure, someone is not exceptionally performing up to expectation or in an impressive way after acquiring the training programme, definitely it could best be described as mere waste of time and resources.

Shepard and Jon (2003) added credence to it by positing that beyond any doubt, training of the employees is costly but at the end of it all, it will be obvious that its benefit cannot be quantify, suffice it to say that the root of educating and developing minds is bitter but the fruit thereafter is sweet.

Acceptance and commitment therapy

Hayes *et al* (2014) demonstrated ACT's preliminary efficacy in areas such as anxiety, depression, and chronic pain represents one of the few attempts in the literature to integrate ACT with behavioural strategies in treatment.

Bifaro (2016) has shown that, when ACT is applied in the workplace, workers are more likely to demand needed changes of their superiors in the work environment, even if these were never directly targeted in the intervention. Bond and Bunce (2000), argue that when ACT is applied to workers, burnout decreases and a sense of personal accomplishment increases, Hayes (2015) claims that when ACT is applied in learning institution settings, workers confirmed that their relations with their colleagues within and outside society became more flexible, collegial, and value based.

Bankole and Kester (2010) studied emotional intelligence and assertiveness skills of some construction workers in Lagos State, Nigeria. They found that an individual without emotional intelligence is not likely to be assertive. Such an individual will be aggressive in the way he or she relates and communicates with others in the workplace. This indicated that emotional intelligence is obviously needed for everybody in the position of

leadership. People with high emotional intelligence are more likely to exhibit high level of assertiveness skills that will enable them to develop right interpersonal communication skills and consequently manage interpersonal conflict more effectively.

Wilson, Hayes and Byrd (2001), accept the paradox that acceptance is a necessary condition for change and encourage playful awareness of the limitations of human thinking. Many researchers have used ACT and DBT to treat or modify people's attitudes and behaviours in different areas, such as in medical/clinical, and drug addict contexts. The outcomes of their treatment were all positive on their various clients. However, these therapies have not been used to modify leadership behaviours. Therefore, this study will focus mainly on application of these therapies to modify and enhance a better interpersonal relationship among trade union leaders via training the executive members of NASU union on the needful skills of interpersonal relationship.

2.8 Appraisal of literature

Different researchers have severely probed into some of the related areas particularly in their attempt to achieve better interpersonal relationship between the trade union executives and the members of their union in their endeavour to proffer solution to the challenges facing the trade union leaders. However, the findings of the contributed researchers in this area need to be patiently reviewed to identify those areas that are not completely covered and see the extent to which this study can cover the gap and contribute to knowledge on leadership issues in our society, particularly in Nigerian tertiary institutions.

This study tries to boost and enhance better interpersonal relationship skills by using Cognitive Behavioural Therapies (CBT). Curiously examining CBT further, at any point in time every individual needs to actually modify some existing thoughts, feelings and attitudes toward other colleague. This will improve the social interaction, value system and work ethics in the society, however, failure to accommodate changes to occur will eventually lead to behaviour rigidity which is highly destructive rather than being constructive. This submission correlates with the intent of this study which typically centre on enhancement of attitudinal/behavioural change toward the norms and values as well as the work environment ethics.

It is obvious that whoever that does not possess good emotional intelligence cannot be assertive. This is one of the interpersonal relationship skills that the trade union leaders need to improve upon in order to sustain the interest of the followers; however, emotional intelligence is a product derivable from cognitive behavioural therapies that are in use in this study. Although being assertive alone is not enough to make a better relationship however this study probed further to see some other indices needed to enhance better interpersonal relationship.

Having the wisdom to handle a strong feeling will instil the spirit and ability to seek fact and be factual at all times into leaders particularly in trade union movement where the spirit of togetherness is regarded as very important. It is worth note that when ACT is applied to the leaders in an organisation like NASU union, the follower having known the importance role of this intervention are more likely to expect better attitudinal changes of their union executive members. However, if anything short of attitudinal improvement occurred, the union members may not cooperate with their leaders with the attitude that were not embraced by the followers initially. This means that either the treatment procedure is faulty or there is element of rigidity in those leaders which may not help them change their unfriendly attitudes.

Dialectical behavioural therapy's usefulness and effectiveness cannot be over-emphasised, in the real sense, people that possessed some unwanted psychological behaviours like anxiety, rigidity, aggression, depression to mention just few are normally with emotional difficulties that are liable to life destruction. This is rather the reason for using this therapy to modify and correct the leaders that are battling with these behaviours, it is sufficient to say that any leader particularly union leader that is prone to any of these behaviours need to endeavour acquire knowledge on behaviour modification so as to soften the problems associated with leadership position. This study therefore endeavours to merge ACT and DBT as interventions order to enhance psychological flexibility of the union leaders and as well improve the existing relationship between the executives and the union members.

It is more important to understand that whoever to be regarded as a good leader must be such that actually knows the vision, mission, objectives and right path to follow so as to achieve the goals of the organisation easily, not only this, such person must be the type

that does the right things always thereby influencing the followers to do the same moreover, should not be the type that hide relevant information for those under his/her watch moreover, such person must be the type that has the ability and courage to induce and lead the subordinates in the right direction. These are actually the qualities expected in virtually every individual that leads group of people to accomplish stipulated goals in an organisation.

2.9 Theoretical framework

Series of theories and models have been advanced in an attempt to explain interpersonal relationship and its consequences, just as there are so many definitions regarding the subject matter. These theories and models are used to provide a framework to better comprehend the skills that enable or act as barriers to good leadership in trade union movement. For the purpose of this study, Social exchange and Peplau's interpersonal relations theories are adopted.

2.9.1 Social Exchange Theory

Social Exchange Theory (SET) was proposed by Homans (1958), this theory posit that “give and take” forms the basis of almost all relationships though their proportions may vary as per the intensity of the relationship. In a relationship, every individual has expectations from his/her partner. While the union leaders are expecting support and cooperation from the union members (Followers), the followers are also expecting good representation, fairness, sincerity, accountability, mutual respect and understanding among others from the leaders. A relationship without expectations is meaningless and does not necessarily worthy engaging in.

According to SET, feelings and emotions ought to be reciprocated for a successful and long-lasting relationship. Relationships can never be one sided. Leaders as well as the followers will only invest their time and energy in relationships only when there is hope of getting something out of it. Although at times there are relationships where people receive less than what they invest or expect from such relationship. This theory is relevant to organisations in the sense that it takes many people to form a trade union and every union has leader and followers. Trade union movement cannot exist without “give and take”, this is actually the basis of every reliable relationship, the leaders are expected

to discharge their duty in good faith while the followers are also accepting the leaders if they trust and believe the leaders.

This theory emphasises the need for reciprocity of feelings/emitting and relationship between a union leader and members of the union in order to achieve its goals. Social exchange relationships are different from those based on purely economic exchange, in that the obligations of the parties in a social exchange to one another are often unspecified and the standards for measuring contributions are often unclear. Social exchange relationships develop between the union members and the union leader through a series of mutual, although not necessarily simultaneous, exchanges that yield a pattern of reciprocal obligation in each party (Cropanzano and Mitchell, 2015).

One party makes a contribution or provides a service to the other party and, in so doing, develops an expectation of a return at a future time. The other party, having received something of value, develops a sense of obligation to reciprocate. Studies have convincingly authenticated that a union member is involved in at least two social exchange relationships at work: one with his/her union leader and one with his/her organisation which must not be neglected as the expectations and benefits from these two relationships differ and unavoidably needed.

2.9.2 Peplau's Theory of Interpersonal Relations

Peplau's (1992) theory of interpersonal relations provides a conceptual framework by which the leaders can assess, plan, and intervene for optimal outcomes for the followers. The theory explores the primacy of the leader-follower relationship. According to Peplau (1992), the leader is a complex individual, who is the sum of all past experiences, rigorous leadership training, and unique personality traits. The followers are also complex individuals that have unique personality and are knowledgeable within their own frame of reference. The leader-follower relationship is initiated with a change in interpersonal relationship, and the availability of a leader with the ability to provide specific skills.

The leader-follower relationship evolves through the phases of orientation, identification, exploitation, and resolution. The leader must adapt to different roles so that the needs of the followers are met within each different phase while the followers must as well

reciprocate by also ensuring that the expectations of the leader are not jeopardise. As leaders learn to apply principles of human relationships, they upgrade and mature in the ability to promote therapeutic relationships as they come to understand their own behaviours and needs.

Therefore, for leader-follower relationships to be successful, it requires unbiased, patient-focused encounters that address and meet the follower's needs (Peterson and Bredow, 2004). Leaders must recognise, accept, and encourage cues that indicate the follower's readiness for growth and movement. Moreover, the leader must be able to identify and mobilise community resources to help followers cope with the psychosocial needs that arise with sudden change in trade union. With this, effective cooperation, mutual respect, understanding and adequate support are the expectation from the follower's end.

2.9.3 Framework for the study

The two theories adopted for the study were integrated and their core components were applied to the therapies training process used for the trade union leaders. While ACT assisted in increasing the union leaders' psychological flexibility, the DBT inculcated into the leaders of NASU union the spirit of increasing their emotional and cognitive regulation by learning about the triggers that lead to reactive states.

Apart from the fact that, at the end of the whole exercise, the NASU leaders adopted for this study are expected to possess better communication skills, improved negotiation skills, unbiased decision-making skills, they are also expected to develop mutual interaction (reciprocate) in terms of feelings, emotions and obligations, adaptation to different roles, and therapeutic relationship in meeting the needs of followers, and patient-focused unbiased ability to identify and mobilise resources to address lingering issues.

Theoretical relevance of these theories to this study cannot be overemphasised. Theory is a postulation that has been grossly tested by various scholars and found to give same result about what it has been used for. It is therefore necessary for a study like this to be anchored by relevant theory that can add more credence to the study. Social exchange and Peplau's theories of interpersonal relation are therefore very relevant to this study in

the sense that the theories emphasised that no person is an island; people must interact together before the stipulated goals of an organisation can be accomplished.

In order to achieve the objectives of a union that is, group of individuals that were banded together by their trade, there must be interactions with cordial relationship, mutual respect and understanding. The union leaders need the followers to cooperate with them to make things work well and through collective effort, whatever challenge that may arise will be overcome easily. It has been agreed that united a union stand and divided it falls hence the need for collaborative efforts of the leaders and followers toward enhancing smooth administration that can drive the union to success without discrimination or biasness.

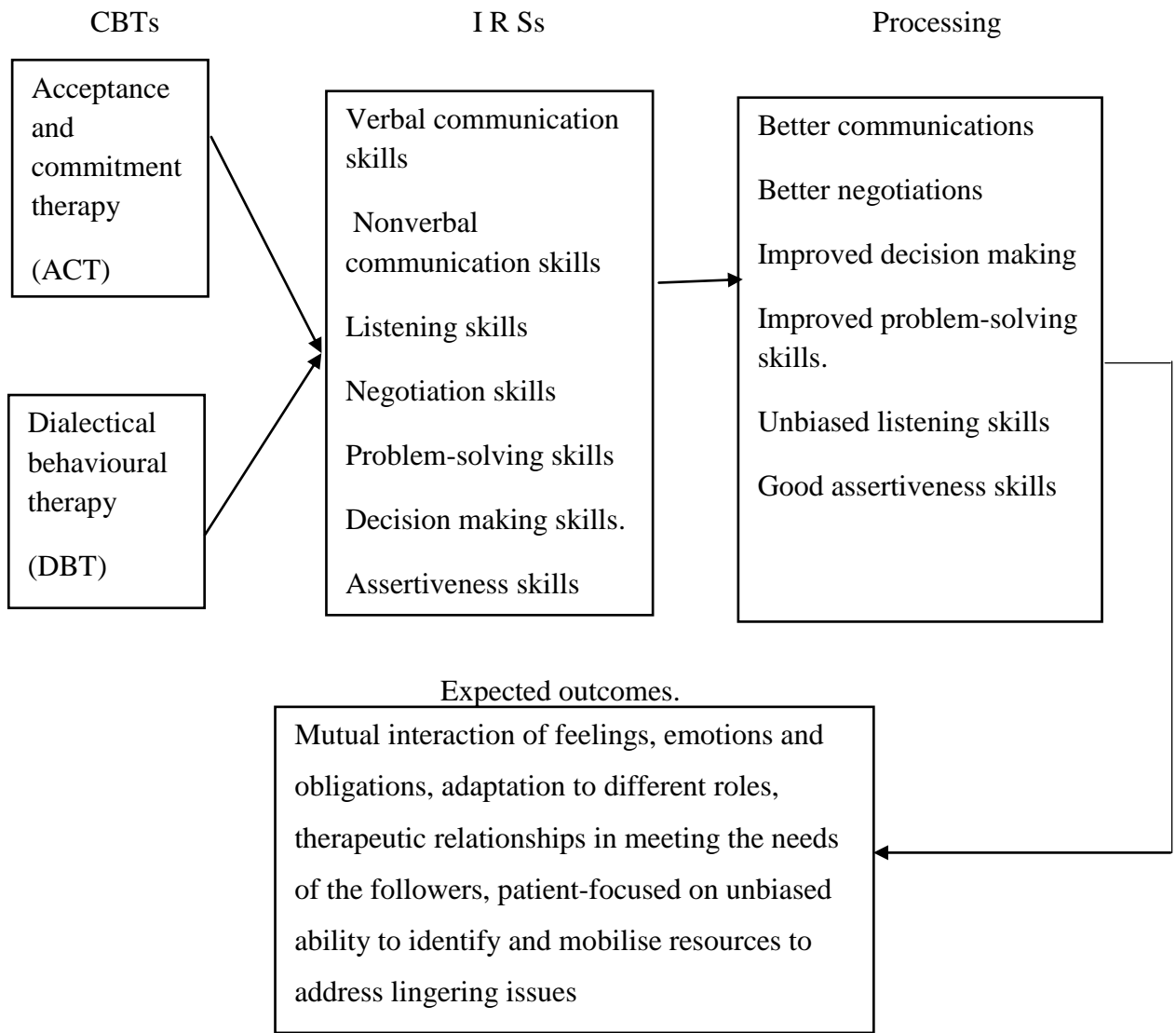


Fig 2.3 Adapted theoretical framework for the study.

This theoretical framework was adapted from Homans (1958) and Peplau (1992).

This framework revealed that the therapies (ACT and DBT) are basically useful to modify peoples' behaviour particularly when the need to enhance desire soft skills that can aid and improve performance arises most especially when dealing with trade union where the use of power and authority were grossly discouraged. From the framework, it can be inferred that if these therapies are properly used or applied on the union leaders, the beneficiary will enjoy been exposed to the core soft skills components that are necessary and require to enhancing organisational performance.

These soft skills are: verbal communication skills, non-verbal communication skills, listening skills, negotiation skills, problem-solving skills, decision-making skills and assertiveness skills. If the union leaders endeavour to undergo the process of acquiring these skills, it is obvious that a better union leaders will emerge, and transformation of their union become easy. Union leaders that acquire and possess better communication skills will enhance and enjoy good cordial relationship and mutual understanding with the followers in the sense that there will be mutual respect that is free of ambiguous and derogatory words that can arouse the followers.

A listening leader that carefully pay attention to the comments of the followers will definitely enhance good fruitful interaction with others, in the process of taking time to negotiate and discuss issues of concerned with the followers, better understanding that can benefit the union generally will come up. Furthermore, union members will show loyalty and appreciate the leader that painstakingly involve in the process of solving their problems. Also, the rank and file also want to participate in the decision making process of their organisation and a well-informed leader in the decision making process becomes an asset to the organisation and this will lead to cooperation, solidarity support and cordial relationship among the union, harsh, unilateral, rigidity and undemocratic decisions will be avoided.

CHAPTER THREE

METHODOLOGY

3.1 Research design

This research adopted the pretest-posttest control group, quasi experimental design in determining the effect of treatment on interpersonal relationship skills of trade union leaders of Non-academic Staff Union (NASU) of Universities. The design employed a 3x2x3 factorial matrix, as this enabled the researcher to consider the effects of the moderating variables (locus of control and level of educational attainment) alongside the effects of treatment. This factorial matrix is preferred in order to ensure proper matching of the variables involved in the study, and to allow for separate determination of the main effects of treatment (acceptance and commitment and dialectical therapies) as well as the interaction effects of locus of control and level of educational attainment of the executive members of NASU of the selected federal universities in Southwestern Nigeria.

The participants for the study were divided into three groups, namely A1, A2 and A3, where Group A1 and A2 were treated and the third group A3 was used as the control. The experimental and control groups made the three rows, that is A1, A2 and A3, while the internal and external locus of control of participants were constituted into the columns B1 and B2 respectively. The participants' levels of educational attainment (low, moderate and high) were constituted into columns C1, C2 and C3. The experimental groups were exposed to treatment using acceptance and commitment, and dialectical training, while the control group was exposed to conventional leadership training programmes.

Table 3.1**Matrix table for the study**

	Locus of control					
	B1 Internal			B2 External		
	Level of educational attainment					
	C1	C2	C3	C1	C2	C3
	Low	Middle	High	Low	Middle	High
A1	A1+B1+C1	A1+B1+C2	A1+B1+C3	A1+B2+C1	A1+B2+C2	A1+B2+C3
A2	A2+B1+C1	A2+B1+C2	A2+B1+C3	A2+B2+C1	A2+B2+C2	A2+B2+C3
A3	A3+B1+C1	A3+B1+C2	A3+B1+C3	A3+B2+C1	A3+B2+C2	A3+B2+C3

3.2 Population

The population of this study consisted of the executive members of NASU in selected federal universities in Southwestern Nigeria.

3.3 Sample size and sampling techniques

The random sampling technique through a simple balloting process was used to select three branch units of NASU of federal universities in the Southwestern Nigeria with 8 participants in each branch union. However, the target population was all the executives of NASU in three branch unions (shops), namely: University of Ibadan, Ibadan, (UI), University of Lagos (Unilag) and Federal University of Agriculture, Abeokuta, (FUNAAB). Selections of the participants were through total enumeration of the executive committee members of NASU in each branch. The participants in each intact branch (group) were assigned to the two treatments and a control group using the non-randomised sampling technique. U I, Ibadan and Unilag, Lagos were assigned to experimental group while FUNAAB, Abeokuta was the control group. Assignment of

these universities to group was based on their year of existence and their statuses. While those in the experimental group are older and conventional institutions, the control group is the youngest and professional institution in nature.

3.4 Inclusion criteria

The following criteria were used in selecting the participants for the study.

1. The participants were member of the NASU executive committee.
2. The participants willingly participated in the study without any coercion
3. The participants attended the study activities for at least 75% of the times of the training programme.

3.5 Instruments

The researcher used two major assessment scales for the study.

- A. Interpersonal Relationship Questionnaire, and
- B. Treatment guides

Interpersonal Relationship Questionnaire

This instrument was self-developed and contains questionnaire items on the interpersonal relationship of the union leaders of the NASU. It contains ten-item questions for each of the skills structured on 4-point Likert scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The questionnaire was divided into seven sub scales using the following indices:

- i. Verbal communication
- ii. Non-verbal communication skills
- iii. Listening skills
- iv. Negotiation skills
- v. Problem solving skills.
- vi. Decision making skills.
- vii. Assertiveness skills

The questionnaire was validated by giving the draft copy to experts in the field of industrial relations for critical review. Thereafter, the corrections and suggestions were

effected so as to have a well-structured questionnaire. Besides, the test-retest reliability procedure was exploded to determine the reliability of the instrument.

B. The treatment guide

This was the training package that guided the treatment process. It contained the treatment scheme of work and layout for the seven sessions involved in the treatment on a weekly basis.

Weekly sessions for Experimental group “A” (University of Ibadan)

Week 1: Orientation and treatment outline

Guidelines for the training programme

Objective of the training

The need for the training

Questions and answers

Week 2: Introduction of the treatment and its importance

Meaning of Acceptance and Commitment Therapy (ACT)

Usefulness of ACT

Questions and answers

Week 3: Interpersonal relationship and its development

Meaning of Interpersonal Relationship (IR)

How to develop Interpersonal relation and the need for it

Its usefulness

Questions and answers

Week 4: Training on interpersonal relationship skills

Verbal communication skills

Non-verbal communication skills

Questions and answers

Week 5: Training on interpersonal relationship skills continued

Listening skills

Negotiation skills

Problem solving skills

Questions and answers

Week 6: Training on interpersonal relationship skills continued

Decision making skills

Assertiveness skills

Questions and answers

Week 7: General revisions on the:

Previous discussions

Questions and answers

Post-treatment scores

Weekly sessions for Experimental group “B” (University of Lagos)

Week 1: Orientation and treatment outline

Guidelines for the training programme

Objective of the training

The need for the training/treatment

Questions and answers

Week 2: Introduction of the treatment and its importance

Meaning of Dialectical Behavioural Therapy (DBT)

Usefulness of DBT

Questions and answers

Week 3: Interpersonal relationship and its development

Meaning of Interpersonal Relationship

How to develop Interpersonal relation and the need for it

Its usefulness

Questions and answers

Week 4: Training on interpersonal relationship skills

Verbal communication skills

Non-verbal communication skills

Questions and answers

Week 5: Training on interpersonal relationship skills continued

Listening skills

Negotiation skills

Problem solving skills

Questions and answers

Week 6: Training on interpersonal relationship skills continued

Decision making skills

Assertiveness skills

Questions and answers

Week 7: General revisions on:

Previous discussions

Questions and answers

Post-treatment scores

Weekly sessions for the Control group (FUNAAB)

Week 1: Orientation and treatment course outline

Guidelines for the training programme

Objective of the training

The need for the training

Questions and answers

Week 2: Introduction to trade union movement in Nigeria

Historical development of trade union

NASU as a union

Objectives of NASU

Questions and answers

Week 3: Trade union leadership in Nigeria Leadership styles

The role of trade union leaders

Significance of the union leaders

Questions and answers

Week 4: Trade union membership

Membership eligibility

Responsibilities of union members

Questions and answers

Week 5: Challenges facing trade unions in Nigeria

Trade union funding

Transparency and accountability

Educational issues

Ideologies and postures

Questions and answers

Week 6: General revisions on:

Previous discussions

Questions and answers

Week 7: Post treatment scores

3.6 Procedure for the study

The researcher obtained a letter of introduction from the Department of Adult Education, University of Ibadan, to the Chairmen of NASU in the selected universities. Thereafter, a date was fixed by each chairman for preliminary visitation and proper introduction. On the date, the researcher was accompanied to each group or institution by a research assistant who has been thoroughly trained on the subject matter earlier. The research assistant for each institution was drawn from the institution based on recommendation and they were all doctoral students in their various institutions. The researcher collected pretest information from the participants on the introduction day and subsequent treatment/training days were arranged on weekly basis for seven consecutive weeks.

3.7 Variables in the study

The following are the variables in the study;

1. Independent variables are:

Acceptance and commitment, and Dialectical therapies

2. Moderating variables were:

Locus of control:

- (a). Internal locus of control and
- (b). External locus of control

Level of educational attainment at three levels:

- (a). Low (below school certificate level)
- (b). Moderate (above school certificate level)
- (c). High (first degree and above)

3. The dependent variable of the study was:

Interpersonal relationship skills of NASU leaders

3.8 Control of extraneous variables

Extraneous variables were those intervening factors that were different from independent variables that might affect the dependent variable. They are variables that were not prepared for consideration and that might interject and pollute or contaminate the study. The control of extraneous variables was done basically through random assignment of participants to treatment and experimental groups. Also the use of factorial design in the study that could help to take care of likely variations among participants was adopted.

3.9 Method of data analysis

Data collected were analysed using percentages, mean, standard deviation and analysis of covariance (ANCOVA) at 0.05 level of significance.

3.10 Ethical consideration

Ethical approval No: UI/SSHREC/2019/0023 was obtained from the Social Sciences and Humanities Research Ethics Committee (SSHREC), University of Ibadan, Ibadan before proceeding to the research field for the study. Furthermore, as a researcher, it is imperative to guarantee that the respondents' comfort and safety come first in everything done in the name of study. As a result, the researcher made sure that the data provided by the chosen respondents were protected without any invasion of privacy. They were given

the assurance that the data collected would not be used to identify them. In addition, the following other ethical issues were carefully observed:

Confidentiality of Data

Participants in any sort of research project have a right to assume that the researcher will handle the information they provide him or her in confidence and won't disclose it to anybody else. In this study, data were collected in a discreet way without direct linkages to any sort of information that might be used to identify specific participants, and the identities of the instruments were kept secret throughout the research activity.

Beneficence to Participants

Every research project aims to shed fresh light on a specific problem while also creating a foundation for further investigation in that field. The benefits from this study would therefore be directly to the participants as well as being useful to trade unions and policy makers in general.

Voluntariness and Informed consent

Participation in this study was completely voluntary. Respondents were not forced into participating in the study. Respondents were encouraged to discontinue if there was a need to do that at any point. The importance of the participant to the study was made clear including the purpose of the research, methods and benefits of participating.

3.11 Brief description of the sessions

Experimental Group A: Acceptance and Commitment Therapy covers the following:

Session 1- General orientation and administration of instrument to obtain pretest scores.

Session 2- Introduction of the treatment and its importance

Session 3- How to develop interpersonal relationship.

Session 4- Training on interpersonal relationship skills (verbal, and non-verbal communication skills)

Session 5- Training on interpersonal relationship skills (listening, negotiation, and problem-solving skills)

Session 6- Training on interpersonal relationship skills (decision making and assertiveness skills)

Session 7- General revisions on the previous sessions and questions

Session 8- Administration of instrument for post treatment scores

Experimental Group B: Dialectical Behavioural Therapy covers the following:

Session 1- General orientation and administration of instrument to obtain pretest scores

Session 2- Introduction of the treatment and its importance

Session 3- How to develop interpersonal relationship

Session 4- Training on interpersonal relationship skills (verbal, and non-verbal communication skills)

Session 5- Training on interpersonal relationship skills (listening, negotiation, and problem solving skills)

Session 6- Training on interpersonal relationship skills (decision making and assertiveness skills)

Session 7- General revisions on the previous sessions and questions

Session 8- Administration of instrument for post treatment scores

The Control Group C

Session 1 - General orientation and administration of instrument to obtain pretest scores

Session 2 – Introduction to trade union movement in Nigeria

Session 3- Trade union administration in Nigeria

Session 4- Objectives, roles and significance of trade union leaders

Session 5- Duties/roles of trade union members

Session 6- Challenges of NASU trade union

Session 7- Revision of all activities in the previous sessions

Session 8 - Administration of instrument for post-treatment score

Table 3.2**Summary of the research treatment plan**

Week	Planned activity	Experimental groups	Control
1	Orientation and administration of instrument for pre-test score	Same	Same
2	Introduction of the treatment and its importance	Introduction of CBTs Importance of CBTs The importance of CBT to trade union leaders	Introduction to trade union movement in Nigeria
3	Session3	Interpersonal relationship and its development	Trade union administration
4	Session 4	Training on interpersonal relationship skills: verbal, non-verbal communication skills and listening	Objectives, roles and significance of trade union leaders
5	Session 5	Training on interpersonal relationship skills: negotiation and problem solving skills	Roles of trade union members
6	Session 6	Training on interpersonal relationship skills: decision making and assertiveness skills	Challenges militating against trade union movement in Nigeria
7	Session 7	Revision of all activities in the previous sessions and questions	General revision and questions
8	Post-test	Post-test scores	Post-test scores

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

The results and discussion of findings were presented in this chapter. The results were presented in bar charts, pie charts and tables and were followed by their interpretations as well as detailed discussion of the findings. This chapter is broadly divided into two sections A and B. Section (A) deals with the presentation of the demographic data of the respondents; and section (B) centred on the presentation of the results on the research questions and hypotheses and also the analysis of the findings.

SECTION A

4.1: Demographic information of the respondents

The demographic characteristics of the respondents are important for understanding of certain basic issues concerning the interpersonal relationship skills of NASU trade union leaders in the federal universities in the south-western Nigeria.

Fig 4.1: Frequency Distribution of Participants by age

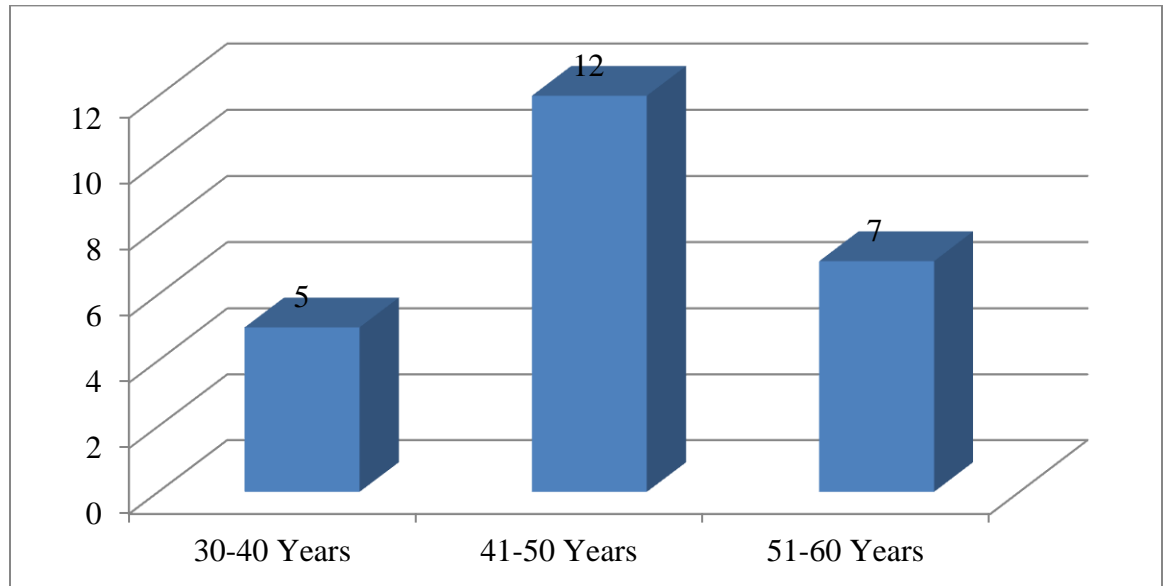


Fig 4.1 shows that 20.8% of the participants were in the age range of 31 to 40 years; 50% were in the age range of 41 to 50 years, while 29.2% were in the age of 51 to 60 years. The chart shows the age distribution of the executive members of NASU and it reveals that there is no NASU leader that is below 30 years of age, those that fell in between this lowest group are the smallest with 20.8% of the total number. The second group has the highest number of the participants with 50% which is half of the total participants in the study. This implies that participants aged 41 to 50 years of age.

These set are in their prime (productive) time and constituted the highest number of the participants used for the study. It can be deduced that there are old people among them who have acquired series of experiences. However, the finding of this study reveals further that there is no underage person among the NASU executives thus, maturity is expected to reflect on the way the executives handle the affairs of NASU. Diplomacy is expected to be displayed and the progress and development including adequate representation should be the priority so that the objectives will be achieved, and the interest of the union members protected and sustained.

Fig 4.2:

Frequency Distribution of Participants by sex

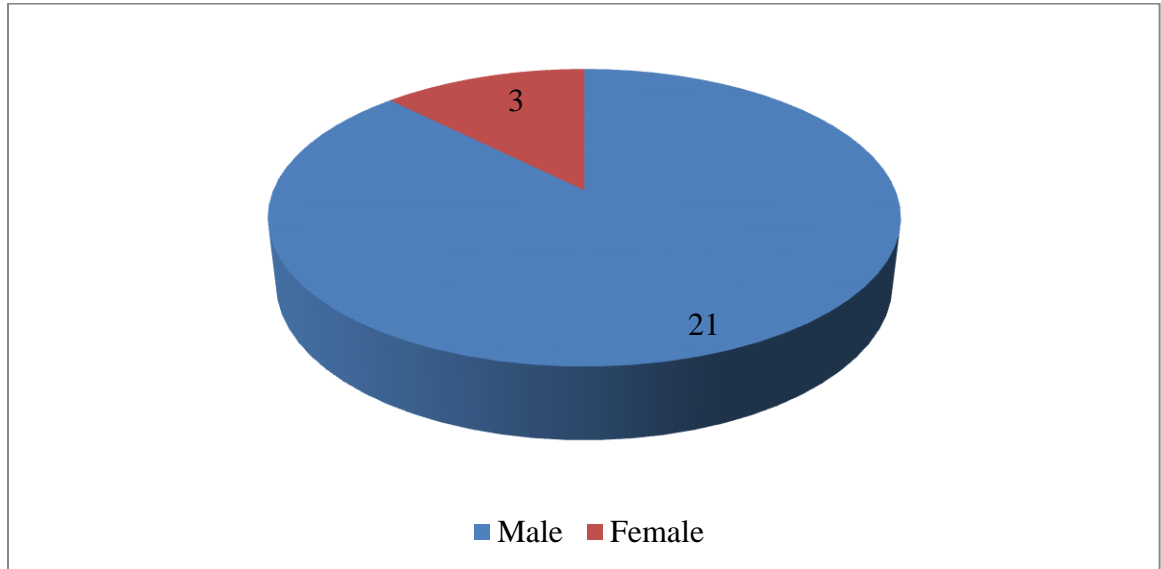


Fig 4.2: show that 12.5% of the participants were female while 87.5% of the participants were male. The chart reveals that NASU union leaders comprise both male and female, although there were more males than their female counterparts in this study. These show that females are still not prominent in unionism. This percentage is relatively low compared to 30% suggested for the females to hold in political office in Nigeria.

It reveals that the female members of trade unions are still lagging behind and that they are still inactive enough in union matters/unionisms or to simply adduce that the males are dominating the leadership positions of the union. This can be attributed to many factors like poor encouragement, leadership tussles, politicking among others.

Fig 4.3: Frequency Distribution of Participants by Marital Status

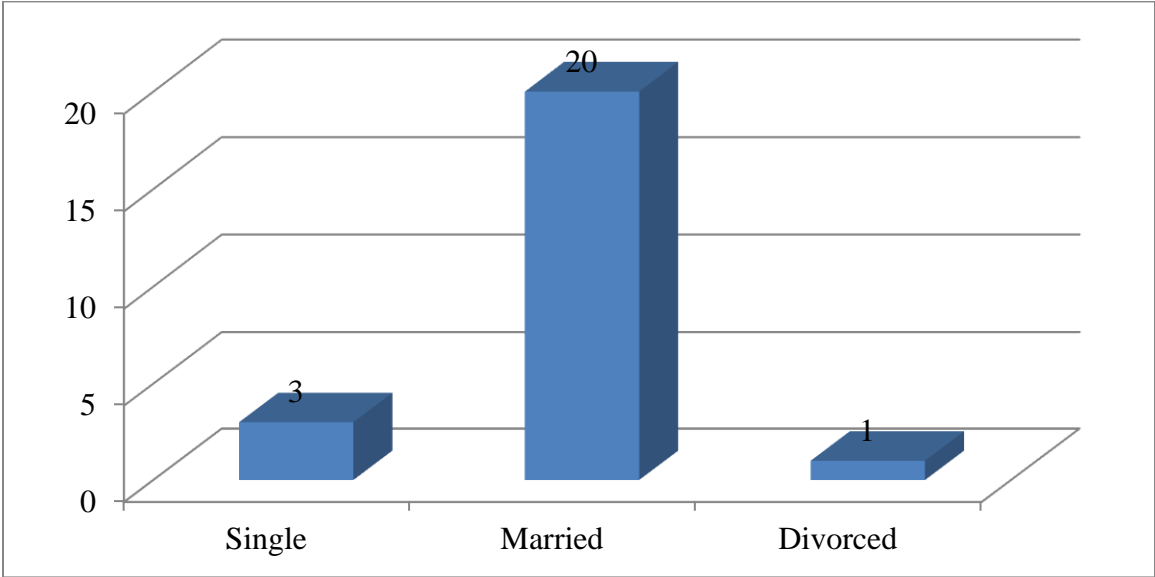
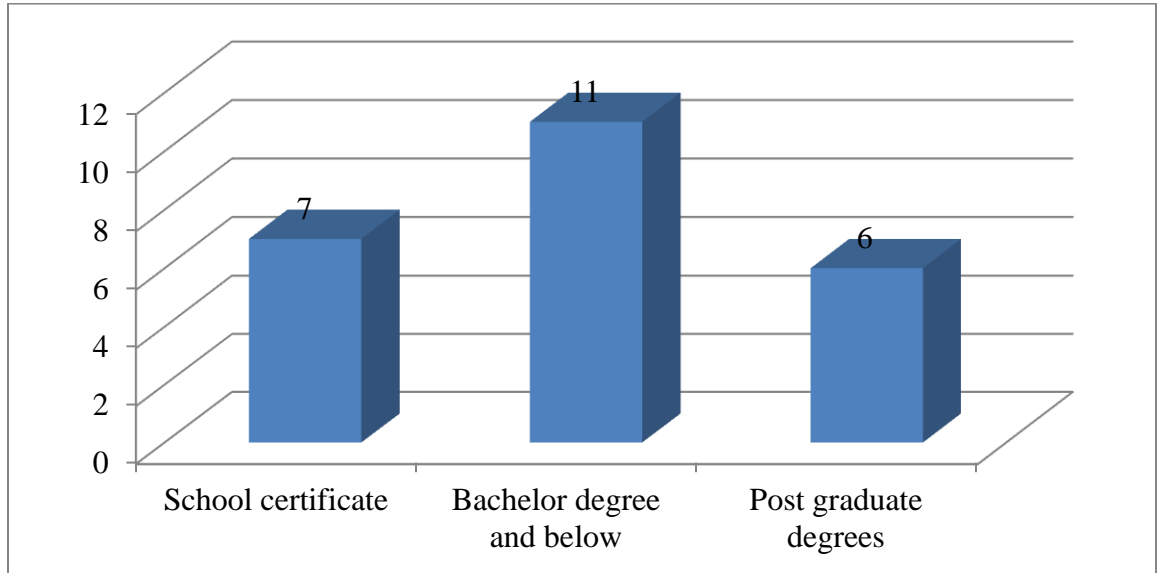


Fig 4.3: reveals that 12.5% of the participants were single, 83.3% were married while 4.2% of the participants were divorced. The above chart indicates that most of the participants were married. This implies that NASU leaders were not restricted to a particular set of marital status. It was confirmed that the single, married and divorced exhibited similar interpersonal relationship behaviours to the members of the union. It is assumed that whoever that has married is mature and responsible to handle and manage sensitive positions. Although some of the union leaders are still single, the percentage is insignificant compared to the married however, the fact remains that these widows have at a point experienced marital life and are mature and responsible individuals. This is expected to influence the behaviours of the union executives positively for the betterment of the union.

Fig 4.4: Frequency Distribution of Participants by level of educational attainment



The chart 4.4 indicates that 29.2% of the participants possessed school certificate, 45.8% were holding bachelor's degree and below while 25% were with post graduate degrees. The essence of education is to broaden people's knowledge so as to be relevant and useful not to the person alone but the immediate environment. Knowledge is power and whoever is educated is expected to react to issues appropriately. However, it is for human resource development, and this varies from low to high, depending on the level or educational qualification obtained.

The leaders were educated and their level of educational attainment cuts across all levels of educational qualifications. Education is an eye opener, and it is expected that educated people should demonstrate some good qualities particularly when in leadership positions. It has been authenticated that educated society is easier to manage and lead than uneducated ones, this therefore means where there are learned leaders, things are expected to be in order better than being led by uneducated leaders. Since the function of education is to liberate minds, teach people to think critically and intensively, good leadership is expected of such a union with educated leaders like NASU.

Fig. 4.5: Frequency Distribution of Participants by Religious Affiliation

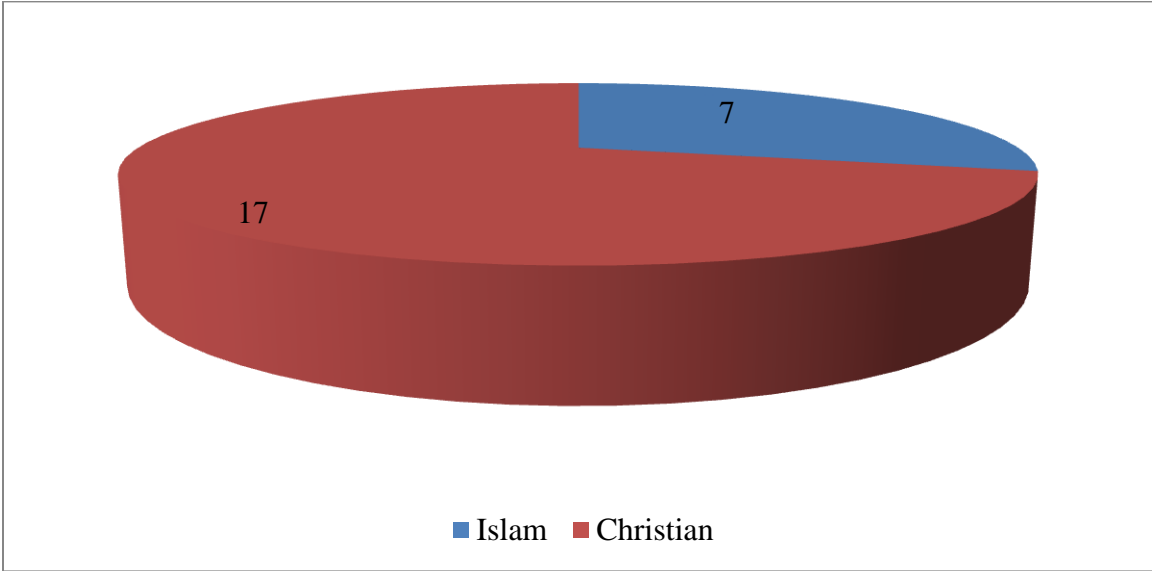
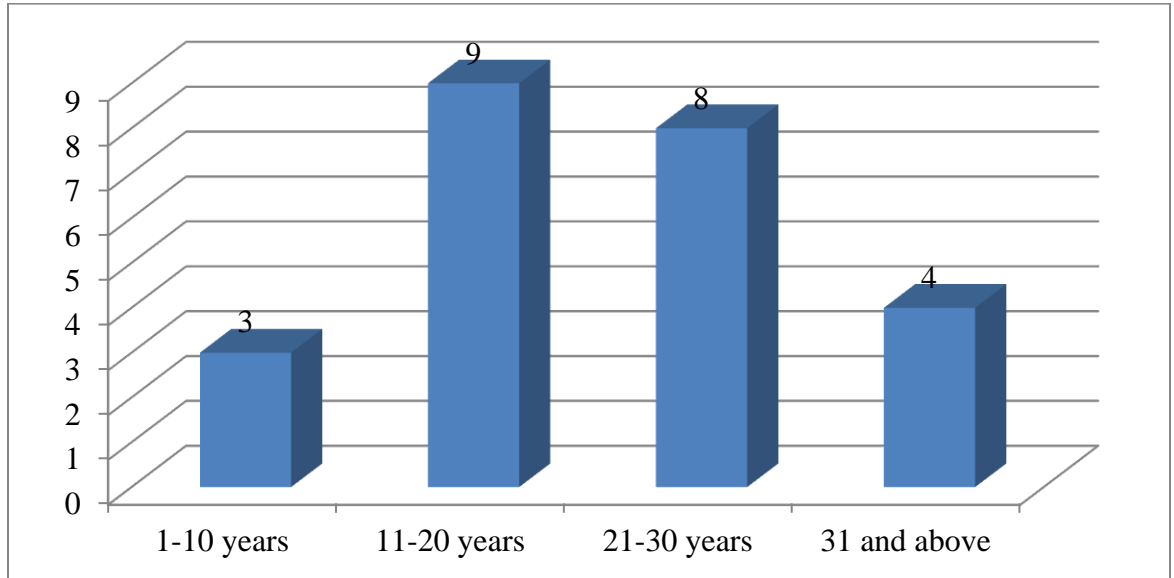


Fig 4.5: shows that 29.2% of the participants were in Islamic religion while 70.8% of the participants were Christians while none of the NASU executives was in the traditional religion. It revealed that religion has no impact on the leaders of NASU, both religions emphasised peace, love, cordial relationship, mutual respect and understanding among the people and these are the core aims and objectives of both Islamic and Christianity religions so that moral and value can be enhanced.

Religious people are expected to be God fearing people, NASU leadership positions are not restricted to any religion rather; it cut across all religions affiliation and both religions preach love, justice, equity, respect and so on. These are expected to manifest in the present day NASU leadership so that both the union members and the management will enjoy good relationship, mutual understanding and cooperation that can make the institution as well as all the stakeholders accomplish their dream goals easily.

Fig 4.6: Frequency Distribution of Participants by length of service in their organisation



The chart indicates that 12.5% of participants were in service between 1-10 years, those that are in service between 11-20 years were 37.5%, 33.3% of the participants have spent between 21-30 years in service and participants that have been in service for 31 years and above were 16.7%. However, majority members of NASU leaders were between 11-20 years. Although it is expected that those people that have stayed long in service must have acquired more knowledge and experiences that can lead to better management and coordination of any assigned duty since it is a general belief that experience is the best teacher. This is expected to make the leaders contribute meaningfully to progress and development of the union. An experienced person is an asset to an organisation of belonging moreover, more good heads are better than one. Suffice to say that combination of experiences enhances growth and development in every organisation including trade unions.

Section B

4.2.1 Analysis of Study Hypotheses

This section unveils the result of treatment on the participants as their response is germane to this research work. Detailed analyses of results obtained from both pre-test and post-test questions were highlighted. Mean, standard deviation and analysis of covariance (ANCOVA) were used to present the result in accordance with each hypothesis raised and results obtained were presented in tables and also followed with detailed discussion of the findings.

Hypotheses testing

H₀₁: There is no significant main effect of treatment on interpersonal relationship skills of trade union leaders.

Table 4.1a ANCOVA showing effect of treatment on IRS of TUL

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	75027.156	3	25009.052	50.065	.000	.882
Intercept	47866.330	1	47866.330	95.822	.000	.827
Pre Interpersonal relationship	2071.573	1	2071.573	4.147	.055	.172
Treatment	74598.726	2	37299.363	74.668	.000	.882
Error	9990.677	20	499.534			
Corrected Total	85017.833	23				

R Squared= .976 (Adjusted R Squared = .940)

Table 4.1b Showing the mean of the treatment groups.

Treatment groups	Mean (\bar{x})	Std. Error
Treatment group I (Unilag)	254.333	7.903
Treatment group II (U.I)	274.251	8.027
Control (FUNAAB)	143.667	8.046

The results from the table 4.1a above show that there was a significant main effect of treatment on interpersonal relationship skills of trade union leaders ($F = 74.668$, $p < .05$, $\eta^2 = .882$). Therefore, the hypothesis is rejected; this implies that treatment had a significant effect on interpersonal relationship skills of trade union leaders used in the study. The table also shows the contributing effect size of 88.2%.

Table 4.1b shows the estimated marginal means scores of treatments on interpersonal relationship skills of trade union leaders. It shows that respondents in the treatment group II ($\bar{x} = 274.251$) had a better interpersonal relationship skill and was followed by those in the treatment group I ($\bar{x} = 254.333$) and lastly those in the control group ($\bar{x} = 143.667$).

Interpretation and Discussion

It is clear that the course of treatment had a significant impact on the leaders of NASU's trade unions' interpersonal relationship skills. It helped the leaders develop stronger interpersonal relationship skills and more cordial relationships that will help them achieve the goals of the trade union movement. The results of the study show that there is a significant difference between the mean scores of the treatment groups and the control group. The results strongly suggested that the treatment group had made significant improvements over the control (untreated) group and that they were more likely to outperform the control group in terms of interpersonal relationships.

The findings of Carey, Haewon, Irene, Carl, James, and Karim (2015) are similar in that they supported the effectiveness of training interventions as a potent tool for influencing and enhancing decision-making and attitudinal change. The study also suggested using it in conjunction with better incentives, information presentation, and other nudges to lessen expensive mistakes caused by biased judgments and decisions. This outcome is consistent with Oyegbile's (2019) submission which found that treating union executive members will enable them to carry out their responsibilities to the satisfaction of both their supporters and outsiders.

Those who received the treatment fared better than their counterparts in the control/untreated group afterward. This demonstrated the effectiveness of the training programmes (treatment), while the study's data showed that the control group's behaviour

remained unchanged because they did not receive any treatment. The result of this study support Kester and Shadare (2011), who assert that any organisation that chooses to train its staff on soft skills on an ad hoc basis does have a greater chance of performance effectiveness and efficiency, which yields a good return on investment.

An ambitious business organisation should therefore make an effort to devote more resources to the process of training and retraining the staff in their various business establishments. Mampare (2008) further asserts that the best method for advancing and achieving the objectives of any organisation is to start effective and efficient training programmes for the employees in question.

Udayam (1996), who proposes that training modifies leaders' or managers' experience, attitude, behaviour, and sense of initiative, and instills executive critical thinking communication styles that actually emphasise teamwork, gave credence to the study's findings. Therefore, training those in question is the most effective way to develop leaders, managers, and professionals. This is because developing these people depends largely on their ability to effectively acquire the necessary skills for their various tasks that can sustain them on their current and future assignments.

The findings of this study are also in line with Torch's (2013) assertion that soft skills are the sum of a person's personality traits, social graces, communication abilities, positive attributes, and competencies that bring about better interpersonal relationships on their part. Torch (2013) maintains that soft skills are a person's personality traits, social graces, communication abilities, and positive attributes. Since the attitude displayed by these leaders is largely a reflection of their own personalities and they are not trained to act in a manner that would lessen the frequent complaints of the union members.

Effective and adequate training on interpersonal relationship skills eventually overrides the leaders' preexisting attitudes and has resulted in a change in their attitudes/behaviours and responses to problems from the union members. The results, on the other hand, showed that the control (untreated) group still exhibited the same behaviours, such as poor reactions, haughty and careless attitudes toward the union members, and unwillingness to comply with their members' requests. Based on this, it has been

empirically demonstrated that treatment and training have a significant impact on the leaders of the NASU branch leaders' interpersonal relationship skills.

Hypothesis two: There is no significant main effect of locus of control on interpersonal relationship skills of trade union leaders.

Table 4.2a ANCOVA showing effect of Locus of control on IRS.

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	11336.217	2	5668.109	1.615	.223	.133
Intercept	24670.174	1	24670.174	7.031	.015	.251
Pre Interpersonal relationship	586.370	1	586.370	.167	.687	.008
	10907.788	1	10907.788	3.109	.092	.129
Locus of control	73681.616	21	3508.648			
Error	85017.833	23				
Corrected Total						

R Squared= .133 (Adjusted R Squared = .051)

Table 4.2b Means of locus of control on IRS of TUL

Locus of control	Mean (\bar{x})	Std. Error
External	247.273	17.865
Internal	204.462	16.433

The results from the table 4.2a above show that there was no significant main effect of locus of control on interpersonal relationship skills of trade union leaders ($F = 3.109$, $p > .05$, $\eta^2 = .129$). Therefore, the hypothesis is accepted; this implies that locus of control has no significant effect on interpersonal relationship skills of trade union leaders used in the study. The table also shows the contributing effect size of 12.9%.

Table 4.2b shows the estimated marginal means of locus of control on interpersonal relationship skills of trade union leaders.

Interpretation and discussion

By evaluating the individual's belief in their behavioural control, which is helpful for coping with desired change, the locus of control addresses the most persuasive behaviours of an individual that are embedded in psychological reactions to a change. However, the results of this study show that locus of control has no appreciable impact on the relationships between NASU executive members. This is consistent with Rotter's (1960) definition of locus of control who stated that it refers to a person's perception of their ability to initiate and control the environment around a situation.

Whether union leaders actually want and are willing to change depends on their ability to handle the issues that cause their individual psychological reactions. It also depends on whether they actually possess adequate interpersonal relationships. Only when people become aware of their weaknesses and take action to develop a new strategy can attitudinal change be enhanced. The majority of the time, behavioural change keeps people in environments that are uncertain or secure for them.

Begley (1998) explains that although internal locus of control typically resists change, it differs from external locus of control in that it occasionally accepts and supports changes while occasionally refusing them. Such leaders are definitely adaptable and to adopt and support changing from inadequate interpersonal relationships to acceptable relationships that can help to sustain the interest of the followers and other people can easily be enhanced.

Such leaders have the perception that the environment in which they operate is the predictor that is dictating their tune, whether it be the management, other dignitaries, or

union members. Therefore, this study found that neither the internal nor the external locus of control significantly influences the attitudes and behaviours that the NASU leaders display toward their members. This suggests that because their interpersonal relationship skills are not influenced by internal or external locus of control, the treated group and the untreated group (control) are equivalent in this regard. As a result, the moderating impact of locus of control was not experienced by NASU executives in this study.

Hypothesis three: There is no significant main effect of educational attainment level on interpersonal relationship skills of trade union leaders.

Table 4.3a ANCOVA showing effect of educational attainment level on IRS of TUL

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	4927.299	3	1642.433	.410	.747	.058
Intercept	18964.044	1	18964.044	4.736	.042	.191
Pre Interpersonal relationship	1161.059	1	1161.059	.290	.596	.014
Educational level	4498.869	2	2249.435	.562	.579	.053
Error	80090.534	20	4004.527			
Corrected Total	58017.833	23				

R Squared= .058 (Adjusted R Squared = -.083)

Table 4.3b Means of educational level of trade union leaders.

Educational level	Mean (\bar{X})	Std. Error
Low	218.397	24.017
Middle	238.280	19.323
High	204.690	26.014

The results from the table 4.3a above show that there was no significant main effect of educational level on interpersonal relationship skills of trade union leaders ($F = .562$, $p > .05$, $\eta^2 = .053$). Therefore, the hypothesis is accepted; this implies that educational level had no significant effect on interpersonal relationship skills of trade union leaders used in the study. The table also shows the contributing effect size of 5.3%.

Table 4.3b above shows the estimated marginal means of educational level on interpersonal relationship skills of NASU union leaders.

Interpretation and discussion

The table above reveals that there was no discernible main effect of educational level on the interpersonal skills of union leaders. Crespo, Najjar, Derntl, Leony, Neumann, Oberhuemer, and Kloos (2010) also state that although general education has a unique role to play in human life, it does have some limitations. As a result, it is important to encourage and take action to enrol in well-designed, specialised training programmes in respect of a particular difficult and unwanted situation. Generally speaking, education is a type of learning activity that aims to broaden, improve, and develop people mentally as well as their horizons of reasoning.

It also serves as a platform for the generational transmission of inherited heritages, morals, habits, knowledge, and skills through research, teaching, and training. Purposefully, the goal of education is to produce performances as the end result. This might be difficult because interviews, tests, and continuous assessment are the most typical and acceptable methods of ranking or measurement. There are no universally accepted methods for examining or testing it, nor is there a single domain of knowledge that is the most pertinent, such as facts. Examinations, tests, and assessments are conducted to determine whether or not promotions are worthwhile, as is quite evident (Said, Idris and Hussain, 2018).

Hypothesis four: There is no significant interaction effect of treatment and locus of control on interpersonal relationship skills of trade union leaders.

Table 4.4a ANCOVA showing effect of treatment and locus of control on IRS of TUL

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	78035.981	6	13005.997	31.668	.000	.918
Intercept	41730.104	1	41730.104	101.608	.000	.857
Pre Interpersonal relationship	1263.697	1	1263.697	3.077	.097	.153
Treatment	47714.932	2	23857.466	58.090	.000	.872
Locus of control	963.428	1	963.428	2.346	.144	.121
<u>2-way interactions</u>	2374.383	2	1187.191	2.891	.083	.254
Treatment x Locus of control	6981.853	17	410.697			
Error	85017.833	23				
Corrected Total						

R Squared= .918 (Adjusted R Squared = .889)

Table 4.4b Mean of treatment, locus of control and educational attainment.

Treatment group	Locus of control	Mean (\bar{X})	Std. Error
Treatment group I	External	252.115	9.114
	Internal	257.931	11.847
Treatment group II	External	274.669	10.477
	Internal	272.807	10.133
Control	External	177.781	14.833
	Internal	133.028	8.299

The results from the table 4.4a show that there is no significant interaction effect of treatment and locus of control on interpersonal relationship skills of trade union leaders ($F = 2.891, p > .05, \eta^2 = .254$). The hypothesis is accepted; this implies that treatment and locus of control have no significant effect on interpersonal relationship skills of trade union leaders used in the study. The table also shows the contributing effect size of 25.4%.

Table 4.4b shows the estimated marginal means of treatment and locus of control on interpersonal relationship skills of trade union leaders.

Interpretation and discussion

An examination of the two-way interactions between treatment and locus of control as related to interpersonal skills of NASU leaders, as shown in table 8 above. The findings indicated that the interpersonal relationship skills of the union executives are significantly impacted by the interaction between treatment and locus of control, $F (2.891, p > .05, \eta^2 = .254)$. Therefore, the null hypothesis was accepted. The table included the ranking of the mean scores along with the estimated marginal mean scores from the analysis. This finding showed that, while the treatment did not significantly interact with locus of control to improve participants' interpersonal relationship skills, either an internal or external locus of control definitely undermined the therapeutic benefits.

The importance of locus of control in relation to individual differences and behaviour change has been documented in the extant literature. It is clear that organisational changes are occurring more frequently today as a result of the management's need to address a number of global challenges. However, managing organisational change is made more challenging by the management's inability to comprehend and foresee employees' psychological responses to change. This is true because psychological responses to a particular change affect employees' propensity for the change in behavior (Chen and Wang 2007).

The literature on psychological responses to change focuses on a number of different topics, including: (i) to recognise and investigate the potential psychological responses to change, (ii) readiness to change, (iii) openness to change, (iv) attitude toward change, and

(v) coping with change. This is used in particular to look at how the NASU executives differ from one another and how that might affect how they respond psychologically to attitudinal change.

Observably, locus of control has focused more on the connection between individual differences and psychological reactions, Dunham, Grube, Gardner, Cummings, and Pierce (1989) opine that such individual or leaders' differences may include the following: self-esteem, tolerance for ambiguity, optimism, and openness to experience. In support of this, Oreg (2003) affirms that by assessing individual beliefs about behavioural control that are helpful for coping with the change, locus of control reflects an important individual/leadership behaviour that is responsible for the psychological reactions to a change.

The connection between locus of control, internal, external and psychosocial responses to a change is therefore more important than it might seem. Although research has shown that commitment to change is one of the key elements of successful change implementation, it can be used or put into practice by a variety of workplace commitment objects, including a union, a supervisor, or a change agent (Klein and Sorra 1996). The results of this study showed that although training can help with behavioural change, it is somewhat dependent on an individual's personality or inborn traits as well as their willingness to adopt new ideas. It suffices to say that the behaviour of NASU executives within the university environment is unaffected by locus of control.

Hypothesis five: There is no significant interaction effect of treatment and educational attainment level on interpersonal relationship skills of trade union leaders.

Table 4.5a ANCOVA showing effect of treatment and educational attainment level on IRS of TUL

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	76585.657	9	8509.517	14.128	.000	.901
Intercept	26609.712	1	26609.712	44.180	.000	.759
Pre Interpersonal relationship	1217.624	1	1217.624	2.022	.177	.126
Treatment	62760.320	2	31380.160	52.101	.000	.882
Educational level	694.351	2	347.175	.576	.575	.076
<u>2-way interactions</u>	1326.865	4	331.716	.551	.702	.136
Treatment x Educational level	8432.176	14	602.298			
Error	85017.833	23				
Corrected Total						

R Squared= .901 (Adjusted R Squared = .837)

Table 4.5b Mean of treatment and educational attainment level.

Treatment	Educational level	Mean (\bar{X})	Std. Error
Treatment group I	Low	255.400	12.343
	Middle	247.431	14.169
	High	270.860	24.919
Treatment group II	Low	243.491	24.666
	Middle	280.404	11.570
	High	274.877	17.365
Control	Low	141.801	17.558
	Middle	144.319	18.699
	High	143.807	14.813

The results from the table 4.5a show that there is no significant interaction effect of treatment and educational level on interpersonal relationship skills of trade union leaders ($F = .551, p > .05, \eta^2 = .136$). The hypothesis is accepted; this implies that treatment and educational level had no significant effect on interpersonal relationship skills of trade union leaders used in the study. The table also shows the contributing effect size of 13.6%.

The table above shows the estimated marginal means of treatment and educational level on interpersonal relationship skills of trade union leaders.

Interpretation and discussion

Table above also shows that there was no significant effect of treatment and level of educational attainment on interpersonal relationship skills of the participants of this study, it shows the estimated marginal mean scores, and the null hypothesis was therefore accepted. This implies that level of educational attainment did not significantly interact with treatment in such a way that can enhance better interpersonal relationship skills of NASU executives. At onset whether low, middle or high level of educational attainment, it did not influence the beneficial effect of cognitive behavioural therapies.

It can therefore be deduced from the findings of this study that irrespective of the educational attainment level of the participants, the initial psychological reaction that deserves to be improved upon still remains the same. Although education is more prone to general knowledge acquisition but does not specifically address the problem of personality traits which is in-born and which its changeability depends largely on individual willingness. It is obvious that behaviour can be modified only through conditioning and is achieved by another event following an action.

According to Cummings, Laing, Law, McLaughlin, Papps, Todd and Woolner (2012) there are two types of conditioning, and these are: Classical conditioning that is behaviours that are connected with a certain stimulus and Operant conditioning that is, behaviours that are connected and repeated by rewarding the positive behaviour and issuing sanctions for the negative behaviour. This implies that the way in which every individual including the union leaders reacts to issue or behaves at a particular time is influenced by the thinking of that person and this also tells on the person's willingness

and decision to amend peoples' attitude and not their level of educational attainment. A negative situation mostly prompts irrational behaviour as a response against rational thinking.

This proves that the present situation at a particular time has some influence on the response of the person which shows in attitude and behaviour of that person. Moreover, accumulation of the past experience of people on certain position of leadership also fuels their action on the throne. The experience of the past leader is mostly shared or transferred to the incoming about their new task and this prepares and determines the mindset of the new leader to develop a sense of hostility, rudeness and arrogance which will eventually become an attitude and way of life of that person without due consideration for whatever degree he/she has acquired. However, a well packaged training programme can have some reasonable manipulations in the mind of the trainee and change of attitude can be enhanced.

Hypothesis six: There is no significant interaction effect of locus of control and educational level on interpersonal relationship skills of trade union leaders.

Table 4.6a ANCOVA showing effect of locus of control and educational level on IRS of TUL

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	17139.489	6	2856.582	.715	.642	.202
Intercept	16075.063	1	16075.063	4.026	.061	.191
Pre Interpersonal relationship	1555.013	1	1555.013	.389	.541	.022
	6392.602	1	6392.602	1.601	.223	.086
Locus of control	3332.860	2	166.430	.417	.665	.047
Educational level						
<u>2-way interactions</u>	4147.054	2	2073.527	.519	.604	.058
Locus of C. x educational level	67878.344	17	3992.844			
Error	85017.833	23				
Corrected Total						

R Squared= .202 (Adjusted R Squared = -.080)

Table 4.6b Mean of locus of control and educational Level.

Locus of control	Educational level	Mean (\bar{X})	Std. Error
External	Low	268.272	45.331
	Middle	255.037	23.885
	High	199.858	45.061
Internal	Low	198.082	28.948
	Middle	209.962	32.680
	High	206.557	31.652

Table 4.6a shows that there is no significant interaction effect of locus of control and educational level on interpersonal relationship skills of trade union leaders ($F = .519$, $p > .05$, $\eta^2 = .058$). The hypothesis is accepted; this implies that locus of control and educational level had no significant effect on interpersonal relationship skills of trade union leaders used in the study. The table also shows the contributing effect size of 5.8%. Table 4.6b shows the estimated marginal means of locus of control and educational attainment level on interpersonal relationship skills of trade union leaders.

Interpretation and discussion

This table captured the estimated marginal mean scores of locus of control and educational attainment level of NASU union leaders' interpersonal relationship skills. This shows that interacting effect of locus of control and level of educational attainment contributed only 5.8% which is less significant. It shows the marginal means score of external locus of control to be 268.272 while the internal locus of control stood at 198.082 and the level of educational attainment revealed that middle level is greatest compared to other levels.

This implies that both moderating variables put together do not have meaningful or significant influence on the behaviour of the NASU executive members. It implies that whether someone has higher education or not, internal or external locus of control, it has little or no influence on the way people behave or react to others, therefore, it can best be described that these variables do not modify attitude and behaviour of the participants in this study.

This is in tandem with the submission of Cummings, Laing, Law, McLaughlin, Papps, Todd, and Woolner (2012) that even where treatment could demonstrate an impact on both educational attainment and locus of control being internal or external to modify attitudes, there was no evidence to show that there is no significant influence of their impact mediated by the participants attitudes modification. Good attitudes/behaviours are not peculiar or enhanced by the learned people alone, there are several well-behaved people among the illiterates that also possess high aspirations and value peoples' right.

Hypothesis seven: There is no significant interaction effect of treatment, locus of control and educational attainment level on interpersonal relationship skills of trade union leaders.

Table 4.7a ANCOVA showing effect of treatment, locus of control and educational attainment level on IRS of TUL

Source	Sum of Squares	df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	83019.188	14	5929.942	26.703	.000	.976
Intercept	13709.691	1	13709.691	61.735	.000	.873
Pre Interpersonal relationship	18.188	1	18.188	.082	.781	.009
<u>Main effect:</u>	36226.730	2	18113.365	81.565	.000	.948
Treatment	1296.683	1	1296.683	5.839	.039	.393
Educational Attainment	355.867	2	177.934	.801	.478	.151
Locus of control						
<u>2-way Interactions:</u>	2573.860	1	2573.860	11.590	.008	.563
Treatment x Educational A.	1561.347	3	520.449	2.344	.141	.439
Treatment x Locus of control	1702.508	1	1702.508	7.66	.022	.460
Educational A. x Locus of C.	1549.709	1	1549.709	6.6978	.027	.437
	1998.645	9	222.072			
	5017.833	23				
<u>3-way interactions:</u>						
Treatment x E. A x L. C						
Error						
Corrected Total						

R Squared= .976 (Adjusted R Squared = .940)

**Table 4.7b showing the Mean of treatment, locus of control and educational level
TUL.**

Treatment	Locus of control	Educational level	Mean (\bar{X})	Std. Error
Treatment group I	External	Low	262.702	10.900
		Middle	247.347	8.604
		High		
	Internal	Low	244.844	11.536
		Middle		
		High	276.118	15.217
Treatment group II	External	Low		
		Middle	271.744	9.392
		High	268.210	14.920
	Internal	Low	246.496	15.006
		Middle	282.252	10.574
		High	280.042	14.903
Control	External	Low		
		Middle	226.515	19.245
		High	140.008	15.312
	Internal	Low	138.546	10.709
		Middle	125.506	12.633
		High	137.819	10.919

The results from the table above show there was a significant interaction effect of treatment, locus of control and educational attainment level on interpersonal relationship skills of trade union leaders ($F = 6.978$, $p, <.05$, $\eta^2=.437$). The hypothesis is rejected; this implies that treatment, locus of control and educational attainment level have significant effect on interpersonal relationship skills of trade union leaders in the study.

Interpretation and discussion

The above table reveals that there was a significant interaction effect of treatment, locus of control and educational attainment level on interpersonal relationship skills of trade union leaders. The implication of this is that treatment, locus of control and level of educational attainment have significantly influenced interpersonal relationship skills of the NASU leaders. The finding thus reveals that to a larger extent, the proportion of union executives influenced by the interaction of these variables that could modify their attitude is high.

This agrees with Shepard and Jon (2003) who affirms that training/treatment given to personnel may be perceived as expensive, but it always shows or reflects on the trainee when the time of its impact comes which mostly surfaces in change of attitude, improve performance and diligence to work which will be an unquantifiable benefit to the organisation as well as the trainee.

Moreover, Aristotle (n.d) also said that although the root of education is bitter, but the fruit thereafter is sweet. Education is for lifelong development and that no knowledge is waste, its benefits may not be immediate at times but will surely reflect on whoever that acquired it. Corroborating this view, Katherine and Craig (2017) affirm that education is constantly surfacing in human relation particularly leadership responsibilities. However, it is not all educational activities that can enhance behavioural change.

Moreover, it is worthy of note that it is also not enough to modify leadership attitudes which are influenced by several factors. Education is a wider and larger word, and it encompasses the complete process of acquiring general knowledge, personal awareness, skills and training. Though not sufficient enough to accomplish everything yet, education is a fundamental and unavoidable component for meaningful attitudinal or behavioural change. There is good nexus between difference in perceptions of employees, level of

educational attainment and training acquired and can be linked to some aspects of communication. Gondlekar and Kamat (2016) explain that workers who possessed higher level of education quickly advance to reach significantly higher levels of personal growth and development in their places of work than those with lower qualifications.

However, employees with higher qualifications were also discovered to have similar perceived low levels of respect and satisfaction on their places of work due to their inadequate training. However, educational qualification attained, and effective training are different and also serve seemingly different purposes for the beneficiary and their various organisations. In regard to the effectiveness of leadership communication competencies, training is absolutely needed to compliment the level of education that might be attained by the person in the leadership position. A leader that is communicating using ambiguous words cannot enjoy absolute support of the followers and will subsequently create divisions/factions among the members of the organisation hence, the need to acquire adequate communication skills to enhance mutual respect, cooperation and performance.

Research question one: To what extent do trade union leaders possess and exhibit interpersonal relationship skills within their labour movement.

Table 4.8 Result showing percentage of the extent to which TUL possess and exhibit IRS within the labour movement.

s/n	Items	No	Yes
1	I am satisfied with the existing relationship within the trade union	6(25.0%)	18(75.0%)
2	It really took time to understand the existing relationship in the union	8(33.3%)	16(66.7%)
3	All union members are free to each other without restriction	8(33.3%)	16(66.7%)
4	The union leaders are tolerant and accommodating	5(20.8%)	19(79.2%)
5	The executive members have cordial relationship with the rank and file of the union	4(16.7%)	20(83.3%)

The table shows the perception of the respondents about their leaders' interpersonal relationship. It shows that majority of the respondents ranked "The executive members have cordial relationship with the rank and file of the union" has (83.3%) and was followed by "The union leader is highly tolerant and accommodating" (79.2%), "I am satisfied with the existing relationship within the trade union" was (75.0%), "It really took time to understand the existing relationship in the union" (66.7%) and lastly "All union member were free to each other without restriction" scored (66.7%).

Interpretation and discussion

This reveals that the initial relationship between NASU union members and the executives of the union before treatment/training which people saw as questionable attitudes to union members have dramatically changed from what it used to be, and has now improved and seen as good, accommodating, tolerant and cordial relationship between the union leaders and their members also exists, NASU leaders endure and tolerate the union members irrespective of the degree of their complaint, the leaders still open up to them.

However, the relationship that exists between NASU union is not so open for anybody to know unless with careful study of the phenomenon and finally, the union members and their leaders are free to each other. This supports by the view of Price (1975) who confirmed that, a training need exists when there is a gap between the present performance of a union leader or leaders, and the desired performance. Growing relationship performance is a journey, not an end. The success of trade union operations depends upon the ups and downs of the union executives' performances.

Adequate training is a game changer and has been empirically proved here that removing the barrier, poor performance and cordial relationship, has turned the other way round when the union executives that handle the affairs of the union were effectively treated or trained. This shows that the gap between past and present has been bridged and has now led to ideal expected group or trade union relations that can enhance the union goals appropriately.

Table 4.8a Result showing percentage of the extent to which TUL possess and exhibit verbal communication skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	Our leaders believe in communicating verbally with the followers	1 4.2%	1 4.2%	4 16.7%	18 75.0%	3.63	0.77
2	The leaders communicate in simple and clear manner to the followers	-	3 12.5%	5 20.8%	16 66.7%	3.54	0.72
3	Our leaders are always being guided by the spirit of togetherness when talking to the union members	-	3 12.5%	7 29.2%	14 58.3%	3.46	0.72
4	The leaders display maturity when communicating verbally with the followers	1 4.2%	5 20.8%	2 8.3%	16 66.7%	3.38	0.97
5	Our leaders are always humble and non-aggressive when talking to the followers	1 4.2%	5 20.8%	2 8.3%	16 66.7%	3.38	0.97
6	The spirit of friendship is ever present in all interactions with the subordinates	2 8.3%	3 12.5%	4 16.7%	15 62.5%	3.33	1.01
7	The leaders recognise the importance of effective communication within the union	-	7 29.2%	2 8.3%	15 62.5%	3.33	0.92
8	Our leaders have what it takes to be leaders in terms of interaction with the others	1 4.2%	5 20.8%	3 12.5%	15 62.5%	3.33	0.96
9	The leaders are always mindful of the use of language when interacting with people	3 12.5%	4 16.7%	2 8.3%	15 62.5%	3.21	1.14
10	The union leaders dislike the use of ambiguous words	5 20.8%	2 8.3%	2 8.3%	15 62.5%	3.13	1.26
	Weighted mean = 3.37						

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

Table 4.8a shows the response of the participants on verbal communication skill of the union leader. It shows that “Our leaders believe in communicating verbally with the followers” ($\bar{x} = 3.63$) ranked highest by the mean score rating and was followed in succession by “The leader communicates in simple and clear manner to the follower” ($\bar{x} = 3.54$), “Our leader is always been guided by the spirit of togetherness when talking to the union members” ($\bar{x} = 3.46$), “The leader displays maturity when communicating verbally with the followers” ($\bar{x} = 3.38$), “Our leader is always humble and non-aggressive when talking to the followers” ($\bar{x} = 3.38$), “The spirit of friendship is ever present in all interactions with the subordinates” ($\bar{x} = 3.33$), “The leader recognises the importance of effective communication within the union” ($\bar{x} = 3.33$), “Our leader has what it takes to be a leader in terms of interacting with the others” ($\bar{x} = 3.33$), “The leader is always mindful of the use of language when interacting with people” ($\bar{x} = 3.21$) and lastly “The union leader dislikes the use of ambiguous words” ($\bar{x} = 3.13$) respectively.

Interpretation and discussion

Communication is a sensitive factor that determines the success or failure of organisations, and it is in the context of the organisational leadership. According to Henrico and Visser (2012), it is the social action that involves the transfer and exchange of information, skills, ideas, views, opinions and plans among people or group of people to promote or drive action, influence peoples’ behaviour and attract responses.

The above responses made it open that although the NASU leaders like and prefer to communicate with the followers verbally yet with the use of ambiguous languages. This however creates undue hatred, enmity and unfriendly disposition between the executives and the union members, moreover, despite the fact that the leaders communicate in simple and clear manner that the follower can understand yet, the executives of NASU are not mindful enough of the way they use languages, this may cause the recipients to have different interpretations that depict and contradict the original intention of such leader.

Truly the leaders do display some degree of maturity when interacting with the followers nevertheless, this also still needed to be improved upon; moreover, the spirit of togetherness that can make the goals of unionism achievable as well as maintaining calmness and non-aggressiveness should also be given adequate attention for better. This finding was because of the treatment given to the NASU union executives which has changed them from their previous attitudes and behaviours toward others.

This agrees with the findings of Ahmad (2011) who affirms that trained leaders tend to exhibit stronger feelings of citizenship to the followers and organisation which they belong to or that provided intervention opportunity for them. This unveils that training, treatment or intervention gives the union leaders the readiness to put in their best efforts and also cooperate with the union members in order to make meaningful contributions to the union performance and achievement.

Table 4.8b Result showing percentage of the extent to which TUL possess and exhibit non-verbal communication skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	I admire the way our union leader uses sign languages always	2 8.3%	6 25.0%	14 58.3%	2 8.3%	2.67	0.76
2	The leaders use body/sign languages in an understood manner	2 8.3%	6 25.0%	15 62.5%	1 4.2%	2.63	0.71
3	The leader has never abused the use of sign languages among the union members	4 16.7%	3 12.5%	15 62.5%	2 8.3%	2.63	0.88
4	Our leaders are worthy of emulation when it comes to the use of non-verbal communication	4 16.7%	4 16.7%	14 58.3%	2 8.3%	2.58	0.88
5	Our leaders use non-verbal communications at the most appropriate time	5 20.8%	3 12.5%	14 58.3%	2 8.3%	2.54	0.93
6	I enjoy the use of non-verbal communication by the leaders	2 8.3%	9 37.5%	11 45.8%	2 8.3%	2.54	0.78
7	The use of non-verbal communication by the leader enhances cordial relationship among the union members	-	4 16.7%	5 20.8%	15 62.5%	2.46	0.78
8	The leader always engages the members in non-verbal communication	5 20.8%	5 20.8%	12 50.0%	2 8.3%	2.46	0.93
9	Our leader always engages the members in non-verbal communication	-	4 16.7%	6 25.0%	14 58.3%	2.42	0.78
10	The leader has the mastery of using non-verbal communication among the member	8 33.3%	1 4.2%	12 50.0%	3 12.5%	2.42	1.10
Weighted mean = 2.54							

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

This table shows the responses of the participants on non-verbal communication skill of the union leader. It shows that “I admire the way our union leader uses the sign languages always” ($\bar{x} = 2.67$) ranked highest by the mean score rating and was followed in succession by “The leader do uses the body/sign languages in an understood manner” ($\bar{x} = 2.63$), “The leader has never abuses the use of sign languages among the union members” ($\bar{x} = 2.63$), “Our leader is worthy emulation when comes to the use of non-verbal communication” ($\bar{x} = 2.58$), “Our leader uses non-verbal communications at the most appropriate time” ($\bar{x} = 2.54$), “I enjoy the use of non-verbal communication by the leaders” ($\bar{x} = 2.54$), “The use of non-verbal communication by the leader enhance cordial relationship among the union members” ($\bar{x} = 2.46$), “The leader always engages the members in non-verbal communication” ($\bar{x} = 2.46$), “Our leader always engages the members in non-verbal communication” ($\bar{x} = 2.42$) and lastly “The leader has the mastery of using non-verbal communication among the member” ($\bar{x} = 2.42$) respectively.

Interpretation and discussion

It is indicated in the above table that although the NASU leaders have adjusted after treatment and are now combining verbal and non-verbal communication when addressing the followers. Ineffective communication among leaders and followers significantly hampers a business’s ability to achieve the set goals of that organisation (Arvidsson 2010). Although they are yet to embrace it in totality, but they are gradually improving on the use of non-verbal communication which was lacking in the pretest result.

This shows that training/treatment has impacted and influenced their non-verbal communication skill positively. This corroborates the finding of (Asim, Muhammed, Ali and Syed 2012, Ahmad 2011) who opine that treatment assists to modify the mindset of people (leaders) and assists to develop acceptable attitudes and behaviours in them. The intervention given to the NASU leaders has changed their mindset from what it used to be and improved their communication skill which as a matter of fact modified the way they interact with their members and again enhance mutual respect for each other. Several disputes arose as a result of poor communication with the union members which

the members perceived as lack of respect, arrogance and over reaction. The narrative is no longer the same now that improvement has surfaced in their communication and interactions, it has reduced the possibility of showing negative attitude to each other and there is better understanding among them.

Table 4.8c Result showing percentage of the extent to which TUL possess and exhibit listening skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	The union leaders believe in paying attention to the followers	1 4.2%	5 20.8%	4 16.7%	14 58.3%	3.29	0.95
2	Our leaders always encourage listening to other people's idea	-	5 20.8%	7 29.2%	12 50.0%	3.29	0.81
3	The leaders are good listener to the views of the followers	1 4.2%	6 25.0%	3 12.5%	14 58.3%	3.25	0.99
4	They believe strongly in paying attention to discussions of other whenever the need arises	1 4.2%	6 25.0%	4 16.7%	13 54.2%	3.21	0.98
5	They always display maturity when listening to ideas of others	2 8.3%	5 20.8%	3 12.5%	14 58.3%	3.21	1.06
6	Our leaders promote the idea of listening carefully in the union gatherings	2 8.3%	4 16.7%	5 20.8%	13 54.2%	3.21	1.02
7	Our leaders' listening skill is effective and adequate	3 12.5%	4 16.7%	3 12.5%	14 58.3%	3.17	1.13
8	The leaders decode information appropriately as a result of his proper listening to the subordinates	2 8.3%	5 20.8%	4 16.7%	13 54.2%	3.17	1.05
9	The leaders have never tired of listening to the members comment	1 4.2%	5 20.8%	7 29.2%	11 45.8%	3.17	0.92
10	They are symbolic leaders worthy of emulation in terms of listening to the stake holders in their domain	4 16.7%	3 12.5%	5 20.8%	12 50.0%	3.04	1.16
Weighted mean = 3.20							

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

Table shows the response of the participants on listening skill of the union leader. It shows that “The union leader believes in paying attention to the followers” ($\bar{x} = 3.29$) ranked highest by the mean score rating and was followed in succession by “Our leader always encourage listening to other people’s idea” ($\bar{x} = 3.29$), “The leader are good listener to the views of the followers” ($\bar{x} = 3.25$), “He believes strongly in paying attention to discussions of other whenever the need arise” ($\bar{x} = 3.21$), “He always displays maturity when listening to ideas of others” ($\bar{x} = 3.21$).

Our leader promotes the idea of listening carefully in the union gatherings” ($\bar{x} = 3.21$), “The listening skill of the leader is effective and adequate” ($\bar{x} = 3.17$), “He decodes information appropriately as a result of his proper listening to the subordinates” ($\bar{x} = 3.17$), “The leader have never tired of listening to the members comment” ($\bar{x} = 3.17$), “He is a symbolic leader worthy of emulation in terms of listening to the stake holders in his domain” ($\bar{x} = 3.04$) respectively.

Interpretation and discussion

The table above revealed the position of the followers on their union leaders listening skill which has been previously perceived as inadequate before treatment took place. However, after treatment, finding shows that the story has changed drastically from how it used to be, and the leaders are now good listeners. This is evident that obviously effective training is capable of correcting peoples’ unsatisfactory behaviour. This is tandem with the submission of Mishra, Boynton, and Mishra (2014) who confirm that effective listening is the act of paying full concentration or close attention to not only the message but also the manner that the presenter is presenting the message and obviously, this is very important for leaders to acquire effective listening skill in order to succeed in their leadership task.

Moreover, where there is no perfect listening to information from the receiver, there cannot be good or perfect response or feedback from him/her. This implies that response depends solely on listening and therefore making it mandatory for listeners to possess the skills hence, leaders must be well trained and informed in the area of listening to the views of others. Leadership is an important part in the success of an organisation or

business, in the sense that it has great influence on business performance of the organisation (Lubatkin, Simzek, Ling, and Veiga, 2006).

A well-trained leader maintains absolute patience during the first communication when the speaker is delivering the message, such leader will be the first message receiver because at that point they perform the role of listener and to be an effective listener, the leader must hold-on his judgement, concentrate more and desist from formulating and rehearsing responses (Dixon and O'Hara 2010). Corroborating the above findings (Henrico and Visser 2012) confirmed that adequate training is needed to be a good leader, one needs to be active listener who is more concerned and interested in the outcome of the interaction.

In order to be genuine and effective listeners, leaders are encouraged to be more supportive and be truly concerned about the feelings of the followers when communicating through empathetic listening. Most often, the misunderstandings between leaders and followers are possibly caused by poor listening which is more challenging to the extent that it can provide and receive ineffective feedback which is dangerous and can hamper the progress of the organisation. Jones and George (2013) affirm that the enviable antidote that can effectively fill the space between the leader and his followers is by fostering the culture of training and retraining the staff for effective feedback in the organisation.

According to Hartley and Bruckman (2002), it is possible for leaders to improve and enhance effective listening skills by applying two steps: 1. by developing the skill to identify and deal with distractions that can prevent optimal listening and 2. Imbibing and exhibiting behaviours that enhance listening. It was on this note that Hoppe (2007) bases his views and highlights six major steps that can assist leaders to passionately improve their listening skill, these are paying attention, hold on to judgement, reflecting, clarifying, summarising and sharing.

According to Buck (2004) effective listening is as essential as if a goal is achieved. Therefore, no matter what and irrespective of what the follower does like smiling, leaning forward, maintaining eye contact and arching their necks forward to ascertain the probability that the leader is effectively listening to them, the leader must always be cautious and anxious to grab the cogent points in the communication.

Table 4.8d Result showing percentage of the extent to which TUL possess and exhibit negotiation skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	The leaders are good when discussing issues with the followers	-	5 20.8%	8 33.3%	11 45.8%	3.25	0.79
2	Negotiating with the union members is easy for our leaders	2 8.3%	3 12.5%	6 25.0%	13 54.2%	3.25	0.99
3	Most often, they engage the followers in extensive discussion on issue of the union	-	6 25.0%	7 29.2%	11 45.8%	3.21	0.83
4	The leaders are very effective in discussing union issues	3 12.5%	2 8.3%	6 25.0%	13 54.2%	3.21	1.06
5	I commend our leaders for the ability to discuss the union issues extensively	3 12.5%	4 16.7%	4 16.7%	13 54.2%	3.13	1.12
6	The ability to negotiate issues of the union with stakeholders has achieved greatly for the union	3 12.5%	5 20.8%	3 12.5%	13 54.2%	3.08	1.14
7	They believe in discussing trade union matters to the point of logical conclusions with the followers	3 12.5%	4 16.7%	6 25.0%	11 45.8%	3.04	1.08
8	I am encouraged with their ability to negotiate exclusively with the followers at all times	2 8.3%	5 20.8%	7 29.2%	10 41.7%	3.04	1.00
9	The leaders demonstrate good leadership skills when engaging in union discussions	5 20.8%	2 8.3%	4 16.7%	13 54.2%	3.04	1.23
10	The leaders have all the needful to lead trade union in negotiations	6 25.0%	1 4.2%	7 29.2%	10 41.7%	2.88	1.23
Weighted mean = 3.11							

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

Table showing the responses of the participants on negotiation skill of the union leader. It shows that the leader is absolutely good when discussing issues with the followers ($\bar{x} = 3.25$), negotiating with the union members is easy for our leader ($\bar{x} = 3.25$), most often, he engage the followers in extensive discussion on issue of the union ($\bar{x} = 3.21$), the leader is very effective in discussing the union issue ($\bar{x} = 3.21$), I commend our leader for his ability to discuss of our union ($\bar{x} = 3.13$), his ability to negotiate issues of the union with the stake holders have achieved greatly for the union ($\bar{x} = 3.08$), he believes in discussing trade union matters to the point of logical conclusions with the followers ($\bar{x} = 3.04$), I am encouraged with his ability to negotiate exclusively with the followers at all-time ($\bar{x} = 3.04$), the leader demonstrated good leadership skills when engage in union discussions ($\bar{x} = 3.04$) and lastly he has all the needful to lead trade union in negotiations ($\bar{x} = 2.88$) respectively.

Interpretation and discussion

The finding of this study shows that the initial attitude of the NASU leaders toward negotiating issue either with the members of the union, other rival union or the management has improved after being treated. Both the leaders and followers are now better informed about the importance of effective negotiation since it is not possible to achieve the union goals without interacting and discussing on cogent issues concerning the union. This is in support of McClendon, (2009) who maintains that ability to negotiate is valuable to organisational leadership in the sense that new negotiation skills and ideas would be discovered in the process of practising negotiation, and this is attitudes of critical thinking plus effective communication skills.

This implies that people should desist from avoiding negotiation because of its benefits to them however, the aptitude of critical thinking and effective communication are acquirable only when there is adequate training in respect of it. Emphasising the need for effective negotiation, President Kennedy (n.d) affirmed that negotiation should be the priority but not confrontation, it is a wise course and that resolving issues amicably

through negotiation (dialogue) within ourselves is not an indication to weakness although must be characterised by sincerity of effort from experts and professionals.

Negotiation, a routine method of reaching settlement of disputes, should be mandatory for whoever that has the tendency to lead in order to familiarise them with ethical principles and practices. Negotiations should be a continuous routine and be conducted in the framework of existing relationship, such as leaders and subordinates, business partners, supplier-client, spouses, friends and so on. Negotiation in this respect should be characterised by bearing the influence of experience and the type of previous relationship between the parties.

Moreover, such relationship carries the future expectations, replete with emotional involvement accumulated over the years, and this could eventually end to more conciliatory behaviour on both parties. Puscas (2010) supports this statement by adding that whenever there is misunderstanding, the leaders of organisations, community or states should relate closer to the skills of negotiating as a "strategic calculus" by breaking the silence and communicate formally to search the best way to resolve the differences.

Zohar (2015) supports the above and opined that it is not an overstatement to say that negotiation is a key factor that aids success in organisations, community or country. To acquire effective negotiation skill is then the way forward and it is achievable through incessant training of those involved in the relationship particularly those that are responsible and saddled with the task of coordinating the affairs of that group.

Table 4.8e Result showing percentage of the extent to which TUL possess and exhibit problem-solving skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	Our leaders are good in terms of handling and solving follower's problems	1 4.2%	3 12.5%	7 29.2%	13 54.2%	3.33	0.87
2	Our leaders don't hesitate to assist the followers in resolving issues	1 4.2%	5 20.8%	6 25.0%	12 50.0%	3.21	0.93
3	They are devoted assets and problem solvers for trade union movement	1 4.2%	6 25.0%	4 16.7%	13 54.2%	3.21	0.98
4	The ability of the leaders to solve problem is excellent	4 16.7%	3 12.5%	3 12.5%	14 58.3%	3.13	1.19
5	Our union leaders deserve commendation for his action towards resolving problems of the union members	1 4.2%	6 25.0%	6 25.0%	11 45.8%	3.13	0.95
6	The leaders are dependable and reliable when talking of finding solution to union matters	3 12.5%	5 20.8%	3 12.5%	13 54.2%	3.08	1.14
7	He engages in critical thinking to proffer solution to the problems	1 4.2%	7 29.2%	6 25.0%	10 41.7%	3.04	0.95
8	Our union leader doesn't see problem solving as a difficult task	1 4.2%	7 29.2%	6 25.0%	10 41.7%	3.04	0.95
9	The leaders are never happy seeing a member in difficulty without solving it	3 12.5%	6 25.0%	5 20.8%	10 41.7%	2.92	1.10
10	The leaders never leave any union member with his/her problem solved	4 16.7%	4 16.7%	7 29.2%	9 37.5%	2.88	1.12
Weighted mean = 3.10							

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

Table 20 shows the responses of the participants on problem solving skill of the union leader. It shows that “Our leaders are good in terms of handling and solving followers’ problems” ($\bar{x} = 3.33$), “He doesn’t hesitate to assist the followers in resolving issues” ($\bar{x} = 3.21$), “He is a devoted asset and problem solver for trade union movement” ($\bar{x} = 3.21$), “The ability of the leader to solve problem is excellent” ($\bar{x} = 3.13$), “Our union leader deserves commendation for his action towards resolving problems of the union members” ($\bar{x} = 3.13$), “The leader is dependable and reliable when talking of finding solution to union matters” ($\bar{x} = 3.08$), “He engages in critical thinking to proffer solution to the problems” ($\bar{x} = 3.04$), “Our union leader doesn’t see problem solving as a difficult task” ($\bar{x} = 3.04$), “The leader is never happy seeing a member in difficulty without solving it” ($\bar{x} = 2.92$) and lastly “The leader never leaves any union member with his/her problem unsolved” ($\bar{x} = 2.88$) respectively.

Interpretation and discussion

The finding of this study shows that it is pertinent for a good leader to possess adequate skill capable of solving or providing solution to problems. This will make the followers to realise the feeling that such leader has for them when there is an issue. It is very obvious that people cannot exist and survive without encountering some challenges however, the worried person may not be able to off-hook the problem hence the need for assistance from someone else which as a union member may be looking forward to the leaders for assistance.

According to Laterell (2001) problem is unavoidable in human existence, it is a ephemeral/temporary situation that surface occasionally in people’s life, whoever that is affected may not ascertain an immediate solution. It is the gap between an ideal expected situation and the realisation of the present situation in human life. In the study of Carpenter (1988) emphasises that learning a collection of problem-solving procedures is not really a problem solving. This is contrary to the finding of this study however, for an individual or group to take the responsibility of protecting the interest of other people, such person must be vast and effective in handling problems.

This in line with the finding of Moeti-Lysson and Ongori (2011) who affirm that a key instrument that can make trade union leader sustain and enjoy mutual support of the union members is possession of good skill of solving problems. This will enable the leader to settle down and stabilise the followers when in difficulty. The primary purpose of problem-solving instruction by the trade union leaders is not to equip the followers with a collection of skills and processes; it is specifically to enable people to engage in critical thinking by themselves.

Table 4.8f Result showing percentage of the extent to which TUL possess and exhibit decision making skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	Our leaders always appreciate the contributions of the followers in the process of taking decision on union matters	-	6 25.0%	4 16.7%	14 58.3%	3.33	0.87
2	Our leaders dislike taking unilateral decision on union matters	1 4.2%	6 25.0%	3 12.5%	14 58.3%	3.25	0.99
3	Our leaders deserve commendation when comes to decision making on union matter	3 12.5%	4 16.7%	2 8.3%	15 62.5%	3.21	1.14
4	I appreciate the way our leaders handle decision making in the union	3 12.5%	4 16.7%	2 8.3%	15 62.5%	3.21	1.14
5	The leaders always consider the collective decision of the followers	2 8.3%	6 25.0%	2 8.3%	14 58.3%	3.17	1.09
6	Our leaders possess the needed decision-making skills	2 8.3%	5 20.8%	4 16.7%	13 54.2%	3.17	1.05
7	The leaders always carrying the followers along in decision making	3 12.5%	5 20.8%	2 8.3%	14 58.3%	3.13	1.15
8	The union leaders always make decisions that are favorable and acceptable to the union member	1 4.2%	6 25.0%	7 29.2%	10 41.7%	3.08	0.93
9	They adhere strictly to the union constitution when making decision	3 12.5%	4 16.7%	5 20.8%	12 50.0%	3.08	1.10
10	The leaders are highly diplomatic in decision making process	2 8.3%	5 20.8%	6 25.0%	11 45.8%	3.08	1.02
Weighted mean = 3.17							

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

The table shows the response of the participants on decision making of the union leader. It shows that the leaders always appreciate the contributions of the followers in the process of taking decision on union matters ($\bar{x} = 3.33$) ranked highest by the mean score rating and was followed in succession by the leaders dislike taking unilateral decision on union matters ($\bar{x} = 3.25$), the leaders deserve commendation when comes to decision making on union matters ($\bar{x} = 3.21$), I appreciate the way our leader handles decision making in the union ($\bar{x} = 3.21$).

The leaders always consider the collective decision of the followers ($\bar{x} = 3.17$), our leaders possess the needful decision making skills ($\bar{x} = 3.17$), the leaders always carry the followers along in decision making ($\bar{x} = 3.13$), the union leaders always make decisions that are favourable and acceptable to the union member ($\bar{x} = 3.08$) and our leaders adhere strictly to the union constitution when making decision ($\bar{x} = 3.08$) and lastly the leaders are highly diplomatic in decision making process ($\bar{x} = 3.08$) respectively.

Interpretation and discussion

Decision making is the most cumbersome, delicate and the major function of leadership, however, people generally at all times associate trade union leadership with making suitable decisions capable of moving the union forward with the emphasis that the person is the head in the group. Decision making varies and it is not static but ever changing, continuous, problematic, active and the most crucial part of leadership. This is in line with the finding of Ejimabo (2015) who affirms that leadership is never static but continuous exercise where the leader or decision maker must be careful to select the best out of all available alternatives and it relates to the systemic act of making a choice.

It is peculiar to every organisation, trade union inclusive, and it is organisational and educational problem that has been in place for very long time. It has been observed that for a leader to understand the decision-making process of an organisation, such leader must possess adequate technical and soft skills required to come up with relevant decision that can move the organisation forward. The leader should be able to forecast the

organisational future will look like, work hard towards the vision, inspire the subordinates to accomplish the goals without minding the challenges involve.

Thus, union leaders and members of their union in every workplace should be influenced by the union policy and decisions while working together to accomplish strategic goals and objectives of the union. Trade union complexity plus other factors or challenges had shown that there is absolute need for effective decisions and implementation by union leaders. April, Goebel, Blass, and Foster-pedley, (2014) confirm that decision making is critical and play vital role that is germane to developing and influencing activities in an organisation.

Among these activities are healthy working environment, trust that helps in developing effective communication, openness in the relationship between employees and management, leaders and followers; between superiors and subordinates; between trade union and management; and among workers in the workplace. Leaders make decisions on daily basis; it is the major responsibility of leadership.

Table 4.8g Result showing percentage of the extent to which TUL possess and exhibit assertiveness skill.

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	Our leaders are good examples when it comes to being assertive	1 4.2%	7 29.2%	5 20.8%	11 45.8%	3.08	0.97
2	Our leaders are self-assured when handling all union matters	2 8.3%	6 25.0%	5 20.8%	11 45.8%	3.04	1.04
3	Our leaders are confident of good interaction with the union members	4 16.7%	3 12.5%	6 25.0%	11 45.8%	3.00	1.14
4	The followers are encouraged to imbibe the culture of assertiveness by the leaders	1 4.2%	5 20.8%	12 50.0%	6 25.0%	2.96	0.81
5	The leaders believe in being affirmative on union matters	3 12.5%	4 16.7%	9 37.5%	8 33.3%	2.92	1.02
6	Our leaders take being assertive about all issues very seriously	4 16.7%	4 16.7%	7 29.2%	9 37.5%	2.88	1.12
7	The leaders do not compromise their assurance on trade union matters	3 12.5%	4 16.7%	11 45.8%	6 25.0%	2.83	0.96
8	The leaders often preferred to be assertive on union issues before taking actions	6 25.0%	4 16.7%	6 25.0%	8 33.3%	2.67	1.20
9	The simplest way to offend our leaders is to take assertiveness on union matters with levity	4 16.7%	6 25.0%	9 37.5%	5 20.8%	2.62	1.01
10	They always adhere strictly to the principles of assertiveness on trade union matters	6 25.0%	4 16.7%	9 37.5%	5 20.8%	2.54	1.10
Weighted mean = 2.85							

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

Table 4.8g shows the responses of the participants on assertiveness skills of the union leaders. It shows that the union leaders are good examples worthy of emulation when it comes to being assertive ($\bar{x} = 3.08$) ranked highest by the mean score rating and was followed in succession by our leaders are self-assured when handling all union matters ($\bar{x} = 3.04$). Our leaders are very confident of good interaction with the union members ($\bar{x} = 3.00$), the followers were encouraged to imbibe the culture of assertiveness by the leader ($\bar{x} = 2.96$), the leaders believe in being affirmative on union matters ($\bar{x} = 2.92$), our leaders take being assertive about all issues very seriously ($\bar{x} = 2.88$).

The leaders don't compromise his assurance on trade union matters ($\bar{x} = 2.83$), He often preferred to be assertive on union issues before taking actions" ($\bar{x} = 2.67$), the simplest way to offend our leader is to take assertiveness on union matters with levity ($\bar{x} = 2.62$) and lastly, they always adhere strictly to the principles of assertiveness on trade union matters ($\bar{x} = 2.54$) respectively.

Interpretation and discussion

Assertiveness skill is the emotional, cognitive and behavioural responses that improve peoples' potential and help to attain personal objectives with societal acceptance and the intellectual capacity to express any kind of emotions. Such emotion may be favourable or otherwise and can be direct and plain method and can as well provide the strength to exercise an individual's right without infringing on other peoples' right (Alberti & Emmons, 1982). The findings of this study revealed that there has been improvement in the attitudes of the union executives.

This is in line with the submission of Zins, Weissberg, Wang and Walberg (2004) who say that assertiveness skills improve social and emotional learning, and these are; identifying, recognising and constant sustenance of one's emotions, improve on feeling and caring for others, formulating and managing positive relationships, engaging in good and humanistic decisions, diligent approach to challenging situations in constructive and acceptable manner. It is a versatile therapy/training that is primarily used to develop and enhance better social interaction and interpersonal relation and including emotional

intelligence of either an individual or group of individuals. It can be used for several age ranks, sexes, marginal groups among others (Harmer and Lutton 2007).

Several findings have signified that the use of assertiveness training has yielded positive result across the areas of its usage (Lee, Chang, Chu, Yang, Ou, Chung and Chou 2013; Hill and Davis 2012; Niusha, Farghadani and Safari 2014). Suffice it to say that it is not impossible to enhance assertiveness skills and that assertive attitudes or behaviours gear towards enhancement of self-efficacy. It is obvious that self-efficacy matters and is key factor that must not be underrated in the process of enhancing assertiveness skills.

Similarly, Akinade (2012) emphasises that assertiveness training skills is a reputable therapy capable of modifying unwanted behaviour, enhance self confidence in communicating honestly and directly without entertaining external causes. Assertiveness is a learned behaviour and can be seen as verbal and non-verbal expression of feelings, needs, and opinions in a particular interpersonal relationship.

Although some people find it difficult to assert themselves to others perfectly, in this case, rarely may such person open up to express their mind. This may be perceived as overtly confrontational although such people may benefit only from applying acquired skills from training attended. Suffice it to say that in this area assertiveness skill training can be effective treatment or intervention for people that need upgrading with social or assertiveness skills.

According to Ellis (2012), any skill or knowledge that can enhance interactions and reciprocates with good emotional cues from colleagues and can be used to communicate with others in social interactions is social/assertiveness skills. However, it has been authenticated by Steedly, Dragoo, Arefeh and Luke, (2008) that social/ assertiveness skills are different from behaviour, rather, they are parts of behaviour that assist people to have deep knowledge and adapt in line with the social settings.

RQ 2: How do union members perceive the consequences of inadequate interpersonal relationship skills of the union leaders?

Table 4.9a Result showing how the union members perceived the consequences of inadequate IRS of TUL

s/n	Items	1	2	3	4	\bar{x}	S.D
1	Poor possession of interpersonal relationship skills of the leaders is the reason for the factional crises in the union	9 37.5%	9 37.5%	1 4.2%	5 20.8%	2.08	1.4
2	Interpersonal relationship skills of the union leaders have positive impact on the followers	9 37.5%	10 41.7%	4 16.7%	1 4.2%	1.87	0.85
3	The consequences of the union leaders' interpersonal relationship skills are favourable to the union members	10 41.7%	9 37.5%	4 16.74%	1 4.2%	1.83	0.87
4	Interpersonal relationship skills of the union leaders is very good	12 50.0%	8 33.3%	1 4.2%	3 12.5%	1.79	1.02
5	My perception about the union leadership interpersonal relationship skills is overwhelming	14 58.3%	7 29.2%	2 8.3%	1 4.2%	1.58	0.83
Weighted mean = 1.83							

Table above shows how union members perceive the consequences of interpersonal relationship skills of the union member. It shows that “The result of poor possession of interpersonal relationship skills of the leaders is the reason for the factional crisis in the union” ($\bar{x} = 2.08$) ranked highest by the mean score rating and was followed in succession by “Interpersonal relationship skills of the union leaders have positive impact on the followers” ($\bar{x} = 1.87$), “The consequences of the union leaders’ interpersonal relationship skills are favourable to the union members” ($\bar{x} = 1.83$), Interpersonal relationship skills of the union leaders is good enough ($\bar{x} = 1.79$) and lastly, perception about the union leadership interpersonal relationship skills is overwhelming” ($\bar{x} = 1.58$) respectively.

Interpretation and discussion

The union members thereby perceived poor interpersonal relationship exhibited by the union executives as very dangerous and disastrous to the targeted goals and aspirations of the founding fathers entrenched in the NASU constitution. It reveals that poor possession of interpersonal relationship of trade union leaders has great influence on the divisional crisis rocking the NASU union nowadays.

The findings of this study confirmed that NASU executives possessed poor interpersonal relationship, and this is seriously affecting the progress of the union, staining the integrity of NASU as a union within and outside the university system, creating factions within the union, creating wrong impression about the union as well as exposing the union to unethical means of showing grievances to other trade unions within the university environment and the management of the institution.

However, cordial relationship, friendship and mutual respect that are needed to manage and sustain stable academic calendar in the universities, desired university education, secure and peaceful academic environment can be guaranteed only if the stake holders including the trade unions executives in the system embrace and encourage constant training of the leaders. This finding is related to the view of Park (2008) who found out that the result of interpersonal relation can be positive when the people concerned possess efficient skills to manage the stage. However, if the leader or manager is not efficiently

equipped with the appropriate skills, it has negative outcome on the task performance and it definitely reflected on the organisation under their watch. Interpersonal relationship correlates with self-esteem, and this has significant impact on the relationship that exists among the stake holders of an organisation.

Furthermore, for any organisation to progress and accomplish the set goals, extra efforts must be made to improve the interpersonal relationship skills of not only the leader but also the followers since it is reciprocal. In every social gathering, interpersonal relationship is a germane issue that has significant influences on the level of individual performance in an organisation including the trade unions. Corroborating this, Nwinyokpugi (2019) affirms that whatever that brings two or more persons together can sustain and make them remain in relationship. It can be in form of common interest like desire, goal, or an aspiration. However, workplace interpersonal relationships are those relationship that exists between superior and subordinates, leader and the followers, employer and employees, management and personnel in an organisation. Hence, the need to build and consistently manage good interpersonal relationship and as well facilitate its continuous existence in order to accomplish stipulated goals of an organisation.

Table 4.9b showing result of post-treatment data ranking of IRS of TUL

S/N	Post-treatment data ranking		
		Mean scores	Percentages
1	Verbal Communication skill: Non-verbal	3.37	67.4%
2	Listening skill	3.20	64%
3	Negotiation skill	3.11	62.2%
4	Problem solving skill	3.10	62%
5	Decision making skill	3.17	63.4%
6	Assertiveness skill	2.85	57%

Criteria norm = 5

100%

Interpretation and discussion

The table above reveals the result of interpersonal relationship skills of NASU leaders after been trained. It shows that there is improvement on the union leaders' communication skills with highest ranking of 67.4%, listening skill of the leaders was next rated with 64% while decision making skill of the leaders was ranked third with 63.4%. This was followed by negotiation skill with 62.2% moreover, problem solving skill was ranked 62% while the assertiveness skill was ranked 57%. This demonstrates that treatment have significantly influenced the attitudes and behaviours of NASU leaders positively. It is therefore sufficient to say that training and retraining can reshape and rehabilitate behaviours of people, union leaders inclusive if it is given prompt attention.

4.3 Theoretical discussion of the findings

The findings of this study called for the need to exhibits cordial relationship between the leaders and the followers to make the objectives of the organisation achievable. However, the possibility of cordial relationship is subjected to exposure of members of that organisation particularly the leaders to adequate and appropriate treatment (training), this will make the people involved realise, recognise, and appreciate each other as the theories have justified that both the leader and the followers are interrelated, interdependent and none of the groups (leaders and the followers) can exist and survive without the other.

Social exchange theory posited that give and take forms the basis of every relationship, while the leaders are expecting cooperation, support among others from the followers, the expectations of the followers are also very high on the side of the leaders; mutual respect, trustworthy, cordial relationship, good representation, transparency and accountability, participation in decision making and so are mostly needed. On the other hand, Peplau's theory of interpersonal relation also falls in line with the above submission as it explores the primacy of the leader-follower relationship. Leaders and followers are gummed together, and no side can function appropriately without the other.

Suffice to say that whatever the behaviour exhibited by either side will apparently influence a change in the behaviour of the other. Hence the leaders need to apply the principles of human relationships and adapt to the expected roles so as to motivate the followers to give the leaders their leadership heart desires as members of the organisation. Therefore, possessing effective and adequate interpersonal relationship

through training and retraining of the union leaders will make the set goals of the organisation particularly the trade unions accomplishable easily and this is the key factor that the duo theories emphasised.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Preamble

This chapter focuses on the summary of the study, the conclusion, recommendations, contribution to knowledge, limitation as well as suggestion for further study.

5.1 Summary

The goal of this study was to examine how cognitive behavioural therapies affected the interpersonal relationship skills of union leaders in selected federal universities in southwest Nigeria. The study was divided into five chapters and organised according to the format used at this university. First, an introduction was given, followed by a discussion of the study's history and the variables that were included in it. Statement of the problem that showed the research gap which proved that this study is necessary followed. The objectives to be accomplished in the study were stated, the significance, and scope of the study were also discoursed respectively.

In order to avoid any misuse of language, operational definition of terms then followed according to how the terms were used in this study.

After that, a thorough analysis of the pertinent literature, ideas, and variables was presented in a way that connected earlier research to the current one in order to show the gap that this study filled. The study was thought to be anchored on the Social Exchange Theory (SET) and Peplau's Theory of Interpersonal Relations, which were then combined to create a conceptual framework for this piece of research. In order to evaluate the effectiveness of treatment on NASU union leaders' interpersonal relationship skills in the federal universities in southwest Nigeria, the study used a pretest-posttest control group, quasi experimental design.

Additionally, a 3x2x3 factorial matrix was used in the research design to match the variables in the study as well as allow for proper consideration of the effect of moderating variables (locus of control and level of educational attainment).

The respondents are all executive members of the NASU at the Universities of Ibadan, Lagos, and Abeokuta, making up the total of 24 participants. Interpersonal Relationship Questionnaire and Treatment Guides were the two tools used to collect data for the study.

At a significance level of 0.05, seven hypotheses were posed and tested. Both validity and reliability of the instruments were discussed. The results and analyses are presented in chapter four of this study. It was discovered that NASU union leaders lacked adequate interpersonal relationship skills, which is a crucial point that is contributing to the failures of the leaders and the union as a whole.

The distracting issues within the union that have been militating against the progress and goal attainment of the union has been subdued, mutual understanding and respect are on high side in the union therefore training the NASU executive members on interpersonal relationship skills is not a waste and has been verified as being highly significant to treatment (training); this suggests that participants' attitudes have improved as a result of treatment.

This demonstrates that the treatment had a significant main effect on the ability of union leaders to interact with others. The fact that the mean scores of the two groups were different and favoured the treated groups was further confirmed. The extent to which NASU executive members attribute the union's shortcomings to internal or external factors is a moderating variable (locus of control), but it is unimportant and unfounded. Also, level of educational attainment doesn't have significant influence on the interpersonal relationship skills of the NASU union leaders in the Federal universities in the southwestern Nigeria.

5.2 Conclusion

For many years, the voice of the workforce has been represented by the trade union movement. NASU is another important group of workers in public universities that consistently garners attention in addition to the academic staff, but its approach to management disputes is quite strict. This could be attributed to a number of factors, including how well-liked the NASU leaders are by their staff, fellow union members, and the administration of their organisation. The results of this study make it abundantly clear that NASU executive members can change their attitudes and behaviours to ones that are acceptable and in line with the standards and values of the university environment by undergoing behaviour modification therapies like acceptance and commitment and dialectical therapy.

The results also make it clear that training or therapy might have a positive effect on the affective behaviours of NASU leaders. The attitudes or beliefs that lead to certain behaviours are included in these behaviours. Inadequate interpersonal relationship skills of trade union leaders create factions within their union, inadequate relationship with other unions within the same environment, causing unwarranted work stoppage in the university system and ridiculing trade union movement in the university system generally. The findings of this study indicated that cognitive behavioural therapies are effective interventions that could be used to teach and improve better interpersonal relationship skills to NASU leaders in public universities in order to develop and improve friendly relationships and mutual understanding between the unions in universities and the management.

Thus, this study has demonstrated that training or treatment can encourage executives and union members to adopt prognostic behaviours that can help the trade union achieve its goals and objectives. Additionally, in addition to their in-role, task, or assignment performances, it may also account for additional role performances.

5.3 Recommendations

The following suggestions are made in accordance with the findings of this study:

1. Trade union leaders should be encouraged to enrol in training and retraining programmes that focus on behaviour modification and same should also be extended to the members of the union. This will make it simple to increase and improve the leaders' psychological adaptability and will ostensibly lessen misunderstandings between the union executives and the union's members.
2. Trade union leaders should work on their interpersonal relationship skills by learning useful soft skills that can foster goodwill and respect among their union members and members of the contemporary unions, management and residents within their work environments.
3. The foundation of development and a potent transformative tool that can support leadership performance are well-educated, well-informed trade union leaders who are also equipped with sufficient technical knowledge and negotiation tactics as well

as relevant soft skills that can enhance effective and efficient performance in the organisation.

4. When presenting their request to management, NASU leaders should look inward and concentrate more on the issues that led to their failure rather than shifting the blame or attributing their weaknesses to outside forces.
5. In order to be more presentable and acceptable to the management and their rival unions, trade union leaders like NASU should make an effort to accept the opinions of others, learn to tolerate, and rethink their strategies rather than stick to bigotry attitudes.
6. NASU inclusive policies governing the election of union leaders should be reviewed and should place a greater emphasis on the leader's experience, exposure, and human qualities rather than their allegiance to a particular faction and nepotism.
7. NASU leaders should strengthen the bonds that already exist between them and their members in order to foster goodwill among them. In addition, love hands should be extended to members of other unions within the system and, most importantly, to the university administration.

5.4 Contributions to knowledge

Public universities are rife with NASU's aggressive presentation of requests and demonstrations of industrial actions. Therefore, there is the need to immediately fix the unions' aggressiveness by exposing the leaders to training on behaviour modification hence:

- i. The NASU executives must receive behaviour modification training intermittently if they are to transform the organisation from what it was to one that is more effective, acceptable, reputable and productive. It is impossible to overstate the importance of interpersonal relationships in the workplace, so it is important to develop the necessary abilities to strengthen union relations.
- ii. The need to avoid external loci of control arises from the fact that attributing failure in an endeavour to external influence renders a person irrelevant to strategy and formulation of good policies that can transform and enhance performance, particularly in trade unions.

- iii. Technical and high-quality education by the leaders is insufficient to improve performance in trade unions, to accomplish the organisation's objectives, it must be supplemented with relevant soft skills through training.
- iv. Union leaders should avoid rigidity in decision-making, interacting with the union's members, presenting problems to management, and contemporary stakeholders in the university environment because rigid leadership is destructive while flexible leadership is productive.
- v. It is essential to develop the right interpersonal relationship skills because they can make or break an organisation's performance. These skills include verbal and nonverbal communication, listening, negotiating, problem-solving, decision-making, and assertiveness abilities.

5.5 Limitation of the study

Worthy to note is that this study has some limitations which include reluctance of the participants to attend the training programme which was fixed for 12noon-2pm. This led to increase in duration of the training programmes by at least thirty minutes to allow for proper interaction.

The issue of industrial actions embarked on by the NASU around the time of collecting the data for this study precisely around February to April 2021 made it more complicated to have access to the participants and to elicit quantitative data from them.

5.6 Suggestions for further studies

- a. The results of this study have demonstrated the value of interpersonal relationship abilities for effective leadership in the labour movement, particularly among NASU in the university system. Similar studies can also be extended to other tertiary institutions in Nigeria.
- b. It has also been demonstrated that stakeholders should regularly provide effective and adequate training for leaders, paying particular attention to how to relate well in accordance with each organisation's or community's norms and values so that such leaders will be able to enjoy a better understanding and cordial relationship with the

followers. Further studies can also design an effective intervention for the union members.

c. Other notable interventions or strategies can be used with other unions to improve peace and academic stability in the university system. Additional research can also be done on other trade unions within the university.

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Appendixes

STRUCTURED QUESTIONNAIRE

RESEARCH QUESTIONNAIRE ON COGNITIVE BEHAVIOURAL THERAPIES AND INTERPERSONAL RELATIONSHIP SKILLS OF TRADE UNION LEADERS IN FEDERAL UNIVERSITIES IN SOUTHWESTERN NIGERIA SECTION A

Dear respondents,

My name is Fatai Akanji Akinkunmi, a Ph.D student of Industrial education in the Department of Adult Education, Faculty of Education, University of Ibadan. I am conducting a research on Cognitive behavioural therapies and interpersonal relationship skills of trade union leaders. This questionnaire is designed to elicit information about your feeling and attitude towards interpersonal relationship within the union. The information is only for academic purpose and will never be divulged to any other source, therefore, your sincere and honest responses is highly required. Thanking you for your kind gesture, support and anticipated cooperation.

Section A

Socio-Demographic characteristics of the respondents

S/N	Questions	Response categories	Coding
1	Age		
2	Sex:	Male Female	1 2
3	Marital status:	Single Married Divorced Widowed	1 2 3 4
4	Educational attainment level:	School certificate (Low) Bachelor degree and below (Middle) Post graduate degrees (High)	1 2 3
5	Religious affiliation:	Islam Christian Others	1 2 3
6	Ethnic group:	Yoruba Hausa Ibo	1 2 3
7	Length of service	1-10 years 11-20 years 21-30 years 31 and above	1 2 3 4

This section requires the respondents to describe their feeling and opinion about the relationship that is existing within their trade union. Kindly and honestly give your true experience and opinion about the relationship within your trade union.

Perception about Interpersonal relationship

S/N	Question	Responses and codings	
		Yes (1)	No (2)
8	I am satisfied with the existing relationship within the trade union		
9	It really took longer time to understood the existing relationship between the union leaders and the followers		
10	Every union members are free to each other without restriction		
11	The union leaders are highly tolerant and accommodating		
12	The executive members have cordial relationship with the rank and file of the union		

SECTION C

This section requires the respondents to show their view about each interpersonal relationship skills of NASU leaders.

Response of the participants on *verbal communication skill* of the union leader

S/N	ITEMS	SA (1)	A (2)	D (3)	SD (4)
1	The leaders display maturity when communicating verbally with the followers				
2	The spirit of friendship is ever present in all interactions within the union leaders and members of the union				
3	Our leaders are always humble and non-aggressive when talking to the followers				
4	Our union leaders are always been guided by the spirit of togetherness when talking to the union members				
5	The leaders recognise the importance of effective communication within the union				
6	The leaders communicate in simple and clear manner to the follower				
7	Our leaders have what it takes to be leader in terms interaction with the others				
8	Our leaders believes in communicating verbally with the followers				
9	The union leaders dislike the use of ambiguous words				
10	The leaders are always mindful of the use of language when interacting with people				

Response of the participants on *non-verbal communication skill* of the union leader

11	The leaders perfectly uses the body/sign languages in an understood manner				
12	Our leaders use non-verbal communications at the most appropriate time				
13	I admire the way our union leaders use the sign languages always				
14	The use of non-verbal communication by the leaders enhance cordial relationship among the union members				
15	The leaders have never abuses the use of sign languages among the union members				
16	I enjoy and enjoin the use of non-verbal communication by the union leaders				
17	Our leaders always engage the members in non-verbal communication				
18	The leaders take sign/body language as a key communication means				
19	Our leaders are worthy emulation when comes to the use of non-verbal communication				
20	The leaders have the mastery of using non-verbal communication among the members				

Response of participants on the *listening skill* of the union leader

21	The leaders are good listener to the views of the followers				
22	They never take paying attention to discussions of others whenever the need arise for granted				
23	The listening skill of the leaders is effective and adequate				
24	They always display maturity when listening to ideas of others				
25	The leaders decode information appropriately as a result of his proper listening to the subordinates				
26	Our leaders are symbolic leader worthy of emulation in terms of listening to the stake holders in his domain				
27	The union leaders believe in paying attention to the followers				
28	Our leaders always encourages listening to other people's ideas				
29	The leaders have never tired of listening to the members comment				
30	Our leaders promotes the idea of listen carefully in the union gatherings				

Response of the participants on *negotiation skill* of the union leader

31	The leaders are absolutely good when discussing issues with the followers				
32	Most often, the leaders engage the followers in extensive discussion on issue of the union				
33	Our union leaders believe in discussing trade union matters to the point of logical conclusions with the followers				
34	Negotiating with the union members is easy for our leaders				
35	The leaders are very effective in discussing the union issues				
36	Our leaders' ability to negotiate issues of the union with the stake holders have achieved greatly for the union				
37	The union leaders have all the needful to lead trade union in negotiations				
38	I am encouraged with the ability of the union leaders to negotiate exclusively with the followers at all time				
39	I commend our leaders for their ability to discuss issues of our union				
40	The leaders demonstrated good leadership skills when engaged in union discussions				

Response of the participants on the *problem solving skill* of the union leader

41	The ability of the leaders to solve problem is excellent				
42	Our leaders doesn't hesitate to assist the followers in resolving issues				
43	The leaders engage in critical thinking to proffer solution to all the problems				
44	The leaders are dependable and reliable when talking of finding solution to union matters				
45	Our leaders are devoted asset and problem solver for trade union movement				
46	Our union leaders doesn't see problem solving as a difficult task				
47	The leaders never leaves any union member with his/her problem unsolved				
48	Our leaders are good in terms of handling and solving follower's problems				
49	The leaders never happy seeing a member in difficulty without solving it				
50	Our union leaders deserves commendation for his action towards resolving problems of the union members				

Response of the participants on *decision making skill* of the union leader

51	The leaders always carrying the followers along in decision making				
52	Our leaders deserves commendation when comes to decision making on union matter				
53	NASU leaders dislike taking unilateral decision on union matters				
54	They always appreciate the contributions of the followers in the process of taking decision on union matters				
55	The leaders always consider the collective decision of the followers on any matter				
56	Our leaders always makes decisions that are favourable and acceptable to the union members				
57	Adherence strictly to the union constitution when making decision is a credence to NASU leaders				
58	The leaders are highly diplomatic in decision making process				
69	Our leaders possess the needful decision making skills				
60	I appreciate the way our leaders handles decision making process of the union				

Response of participants on *assertiveness skill* of the union leader

61	Our leaders always adhere strictly to the principles of assertiveness on trade union matters				
62	The leaders doesn't compromise assurance on trade union matters				
63	The leaders often preferred to be assertive on union issues before taking any action				
64	The leaders believes in being affirmative on union matters				
65	The followers were encouraged to imbibe the culture of assertiveness by the union leaders				
66	Our leaders takes being assertive about all issues very seriously				
67	The simplest way to offend our union leaders is to take assertiveness on union matters with levity				
68	Our leaders are very good example when comes to being assertive on issues				
79	Our leaders are self-assured when handling all union matters				
70	Our leaders are very confident of good interaction with the union members				