

Stress Management Among Academics: An Insight for Federal Polytechnic, Bauchi - Nigeria

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Abstract

This paper explores stress and its management among academics with an insight for the Federal Polytechnic, Bauchi, Nigeria. Like many other higher public and private academic institutions, the Polytechnic has over the years silently lost a substantial number of its staff to stress, while some others have become temporarily and or permanently incapacitated, particularly the academics. This paper is a theoretical, secondary and qualitative study. The data were obtained from journals articles, conference papers and other public documents within and outside the Polytechnic. The literature also explored various fields related to organisations, employees and employers, psychology and education and found that stress result in death, permanent and temporary incapacitation of many academics some of which could be avoided by reduction and proper management of stress among the academics. The study made some specific in addition to the general recommendations in order to reduce and effectively manage stress among academics of the institution, including standardization the school Medical Centre and its services, consistent and sustained medical checkup on all Polytechnic employees, job redesigning, enforced proceeding on annual leave, an extra-ordinary means productivity award, extensive and intensive enlightenment and education on stress.

Keywords: *Academics, Federal Polytechnic Bauchi, Education, Employers, Management, Organization, Stress.*

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Background to the Study

One of the age-long and major challenges confronting both employers and employees in most institutions/organisations all over the world, particularly the academic institutions and whether public or private, is the work/life balance, which among others, causes stress. Work-related stress is increasing in prevalence, with significant and negative consequences for employees, employers, output/productivity, the economy, and society as a whole (Cullinan, Hodgins, Hogan, McDermott, and Walsh, 2019). Stress evolves largely from multi-tasking, role overload, coping up with contradictory demands, and the need to balance priorities. What constitutes or results in stress in one individual, circumstance, environment or organisation may not to another. Similarly, stress is a personal experience to which all individuals respond, but relatively. There is no agreement on whether stress is in itself a disease or not. However, it is indisputable that when stress accumulates, it results in many and multi-dimensioned diseases which is why greater attention of organisational behaviouralists, psychologists, employers, employees, and socio-psycho-medical and health experts. That also prompts its study and review with much concern, especially that it is universal and relative to different organisations/institutions, individuals and circumstances. The Federal Polytechnic, Bauchi is one of the famous higher educational institutions in Nigeria. It is like the others, faced with the challenge of stress and to how to manage it among its academics, being the population of this study.

Background of the Federal Polytechnic, Bauchi – Nigeria

The Federal Polytechnic, Bauchi was established alongside six others on 25 July 1979 via Decree No. 33 of the then Federal Military Government of General Olusegun Obasanjo, but that Decree was later amended with Decree No. 5 of 1 January 1993 by the regime of General Ibrahim Babangida. The Polytechnic is located in Gwallameji Village off Dass Road, in the capital city of Bauchi, Bauchi State. According the establishment Decree, the main functions of the Polytechnic include: provision of both part and full time courses and training in management, applied sciences and technology as well as other fields for Nigeria's socio-economic, agricultural, industrial, research and technological development; arrange conferences and seminars on the various fields above; and carry out any other functions in promotion of the objectives for the establishment of the Polytechnic.

The Polytechnic has a Governing Council established via the same Decree No. 33. The Council is a corporate body and comprises of a Chairman and other Members appointed by the Federal Executive Council. The Polytechnic has six Schools and each is of the Schools is headed by a Dean for Science and Technology, General Studies, Engineering Technology, Business Studies, Environmental Technology and Agricultural Engineering Technology. Under these Deans are thirty-three (33) academic Departments which are each also headed by a Head of Department. Apart from the six Deans, there is also the Dean, Students Affairs heading the Students Affairs. Its programmes are fully accredited by the Nigeria's Polytechnic Governing Board, the National Board for Technical Education (NBTE). In all the Departments, sixty-four (64) academic programs are run at levels of Diploma, National Diploma (ND), Higher National Diploma (HND), Post-Graduate Diploma and other affiliated Degree Programmes which are specifically handled by the Directorate of University

Affiliations and Linkages (DUAL). The Polytechnic also has Directorates of Entrepreneurship Development, Research Development, SIWES, Procurement, Audit, Academic Planning, Works, Special Duties, Intellectual Property Protection and Transfer Office (IPPTO), and the Medical Centre. There are also the Public Relations and Physical Planning Units.

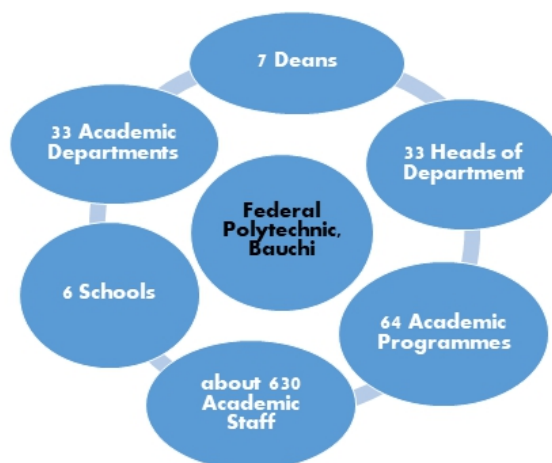


Figure 1 Departments, Programmes, Deans and Heads of Department

Source: Authors' Compilations, 2022

The Rector is the Chief Executive Officer of the institution. He is appointed for a single tenure of five years and assisted by a Deputy Rector. There is also the office the Registrar for the Polytechnic and several Deputies Registrar (Establishment, Academics, SERVICOM/NODDAL, Students Affairs, Staff Development and Training, Public Relations, Guidance and Counselling, Exams and Record, and Admissions).

Materials and Methods

This study used both primary, and secondary sources of data with the available literature. The primary data were obtained through authors' collections and compilation from within the Polytechnic. The secondary data and materials used include books, journal articles and other public documents (Creswell, 2012). The materials were also drawn from many areas and fields with stake in academia, other organisations, stress and employer/employee relations – psychology, education, organizational behaviour, financial experts and institutions, among others. It is also a qualitative/non-numerical in design (Leavy, 2017). This design enables researchers to freely discuss problems at hand and provide open answers to such (Saris and Gallhofer, 2007). Qualitative research also enables the researcher to fully explore, investigate and focus on problem, relate it with others and deconstruction of collected data in order to make the audience have a deeper and clear understanding of the research problem and the results obtained (Bernard, 2006). The population of the study are the academic staff of the Federal Polytechnic, Bauchi, Nigeria which comprises of about 630 persons. The collected data were analysed using qualitative, non-numerical method.

Conceptualisation and Review of Related Literature

Stress is universal and relative, and is therefore, seen and defined relatively. Many therefore, see and or define stress from varying perspectives of understanding, environment, and circumstances. Stein and Flexner (1984) define stress as a tension and an anxiety. Health and Safety Executive (2001) see stress as a harmful reaction of an individual, due to extreme pressure and demands placed on him or her. It differs from person to person as some enjoy and perform better under pressure (little stress) while other individuals may under-perform and experience health deterioration due to stress. Schuler (1979) defines stress as 'a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important'. While Moorhead and Griffin (2004) maintain that stress is an individual's reaction to a stimulus/stressor, which puts extreme physical or psychological strains on him or her. Thus, Selye (1978) describes stress is an extrinsic or intrinsic intention to change the life balance.

Related to that, *occupational stress* is conceived as 'the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker' (De Silva, Samanmali and De Silva, 2017). As such, stress involves the experience of unpleasant emotions, such as anger, tension, anxiety, frustration, and depression due to work-related factors (Kyriacou and Sutcliffe, 1977). Stress, in a simple term, is defined as a common response to attack driven from the disturbance of body's natural equilibrium (Haque and Aston, 2016; Haque, Aston and Kozlovski, 2018).

Stress in the Academia

Studies have established significant linkages between stress and job satisfaction at tertiary education levels (Haque et al., 2019; Chaudhry, 2012). All over the world, including Nigeria, higher education institutions today face multidimensional changes and demands, which are not only challenging their conventional ways of operating, but also affect their mandates, authority, and organizational structures, and output and its quality (Doyle and Hind, 1998). Unlike in the past, higher educational institutions no longer enjoy stress-free working conditions and environment as both academic and non-academic staff are increasingly tied by the job, more job demands and increasingly challenging productivity from them with much pressure on their time, energy and commitment. These result in many negative effects, including stress and other poor socio-psychological, socio-physical, medical and health conditions, with the increasing rate at which employees collapse and or die suddenly (sudden death) or develop diseases (McCormick and Barnett, 2011). While these happen, employers increasingly demand more commitment and productivity from their employees in order to achieve optimum commitment and productivity and quality assurance (Haque and Oino, 2019; Wolniak, 2019). However, employees' commitment to organisations and their goals is largely affected by 'occupational stress' (Haque, Nair and Kucukaltan, 2019).

The education sector, particularly the tertiary institutions with the Polytechnics among others, is required to undertake greater challenges in fulfilling the global demands and expectations of the twenty-first century in intellectual research, technical and vocational innovations, which

are indispensable to the increasing academic, markets and industry demands, and states competition for knowledge, resources and development as well as the sustenance of same by both governments and other non-state actors/Non-Governmental Organisations in both the short and long runs (Johari, Tan and Zulkarnain, 2018). The teacher, being the 'backbone' of every society that aims at building a healthy a prosperous state and society has the great responsibility of not only imparting knowledge, but also noble and essential characters and values, particularly at the higher institutions for the purpose of producing resourceful, positive and industrious state and society. Teachers are, therefore, bestowed with the responsibility of not only designing, but also improving and or modifying a nation with proper future direction (Chaudhry, 2012; Ahmad, 2006). However, the teachers as well as the others working with them are increasingly engaged in more complex teaching, trainings, practical's, assessments and researches as well as administrative activities which altogether increase tension in the job and result in stress with consequent effects which are often negative (Child, 2004). This 'stress' negatively affects 'competence' and 'productivity' as well as the overall life of the teachers as shown by several researches for nearly four decades, especially where the working conditions are poor (Watts and Robertson, 2011).

Causes of Stress

Many employees across academia, other institutions organisations (public and private) suffer stress and the quality of employees' output/productivity is largely determined by absence of, high and or a low level of stress (George and Zakkariya, 2015; Mullins, 2007). While stress is relative to bio-environmental, working conditions, socio-psychological and geo-physical factors among others, it is universal. Therefore, the universal major causes of stress in organizations include:

1. Increased competition/demand for increased productivity at low or poor operating costs
2. Age of employee
3. Excessive work load and increased/extended working hours for the employees
4. Excessive and harsh rules and regulations, excessive bureaucratic red-tapism
5. Poor communication, poor social and inter-personal relations, campus/office politics/academic and non-academic staff rivalry
6. Lack of autonomy, poor delegation of power and responsibilities
7. Poor or unclear division of responsibilities
8. Poor communication and lack or absence of consultation
9. Blame game
10. Scapegoating
11. Denial of impending problems
12. Take home work

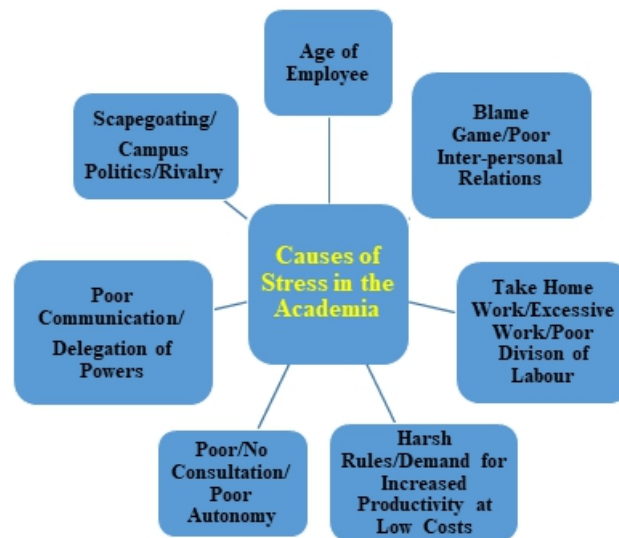


Figure 2 Causes of Stress in the Academia

Sources: Authors' Compilations, 2022; George and Zakkariya, 2015; Mullins, 2007; Haque et al., 2019; Kouvonen, Oksanen, Vahtera, Stafford, Wilkinson, Schneider, Väänänen, Virtanen, Cox, and Pentti, 2008; Hassard, Teoh, Visockaite, Dewe and Cox, 2018.

There are both *professional* and *occupational* stress and at other times, reasons for stress among employees in organization may be either personal or social problems/issues or both (Haque et al., 2019). On another hand, a study by Kouvonen et al. (2008) shows that high rate of job stress is linked to higher intensity of smoking, just as Hassard et al. (2018) note that higher rates of alcohol consumption are linked to more stress-intensive roles. Stress is also largely associated with and related to long working hours, high levels of emotional demands, time pressure, bullying, harassment, violence, and discrimination in workplaces (Cullinan et al., 2019; Kivimaki et al., 2015; Russell, Fahy, Maitre, and Watson, 2018). This submission is particularly emphatic to the population of this study, the academic staff of Federal Polytechnic, Bauchi. The population is characterized by longer working hours (excess work load), time pressure to meet up with lectures, marking of tests, assignments and examination scripts, conduct and assessment of practical, project supervision, conducting researches, development of conference papers and journals publications, among others. Others also have additional responsibilities of administrative duties such as Deanship, Headship of Departments and Units.

Effects of Stress on Academics/Employees and Organisations/Institutions

A study by Russell et al. (2018) shows that the proportion of employees experiencing job stress increases and has specifically more than doubled from 8% in 2010 to 17% in 2015. Public sector employees, including academics/teachers undergo higher rates of work-related stress than normal and that is usually accompanied by attending negative impacts on their physical health (Kawano, 2008; Quine, 2001; Einarsen, Matthiesen and Skogstad, 1998). Factors resulting in stress are varied – the environment and environmental factors, behaviours, among

others and different types of psychological, behavioural and psychological difficulties are experienced by employees as a result of stress (Haque et al., 2018). Stress is arguably not a disease, but rather, the adverse reaction from individuals as a result of excessive pressure. It can however, accumulate and result in nervous breakdown, depression, heart related diseases, total collapse and sudden death. Stress adversely affects the employee's productivity and entire work life, family relations and bond. It has a significant influence and impact on physical, mental, social and environmental well-being. Stress results in not only tension, poor/low productivity (poor judgment, fatigue, bad/poor decisions), but also frustration, confusion, and unethical acts. For this, stress that happens at workplace (professional stress) and factors related to it are the behavior of boss, co-worker, attitude and the organisation's environment (Nayak, 2008). Similarly, factors such as workload, emotional pressure, lack of support, and role ambiguity may cause fatigue and create negative attitudes towards one's job (Bakker, Demerouti and Euwema, 2005). Unrelieved stress may result to diseases, accidents, damaged relationship between employers and employees and among the employees, early retirement based on medical grounds, high rate of sick and casual leave, premature death, higher turnover of employees, and inefficient/ineffective services delivery.

Consequences of occupational stress are observed at two levels, at the organisation where the employee works, and at the level of the employee himself. There is a significant relationship between the levels of the institution/organisation and the academic/employee and each significantly affects the other. Whether an institution/organisation achieves its missions and attains its goals or not has significant effects on its employees (Mosadeghrad, 2014). According to Block (1977), stress destroys personal life activities and life imbalance may result in death, divorce or accident, especially where personal and other stresses such as professional, health conditions and problems increase or compound. Research on the harmful effects of occupational stress in relation to the employees' physical well-being also indicate that there occur more and at higher, level risks of cardiovascular and respiratory diseases, musculoskeletal and psychological disorders, psychological disorders and sleep disturbances, lack of concentration, depression, intolerance and anxiety, among others with occupational stress (O'Connor, White and Bundred, 2000; Kang, Koh, Cha, Park, Baik, Chang, 2005).

Research on the harmful effects of occupational stress in of respect of physical well-being and a worker's health show that among principal consequences are higher risks for cardiovascular diseases (Kang et al., 2005), musculoskeletal disorders, respiratory diseases, psychological disorders, sleep disturbances, lack of concentration, depression, intolerance and many others, as well as anxiety (O'Connor, et al., 2000).

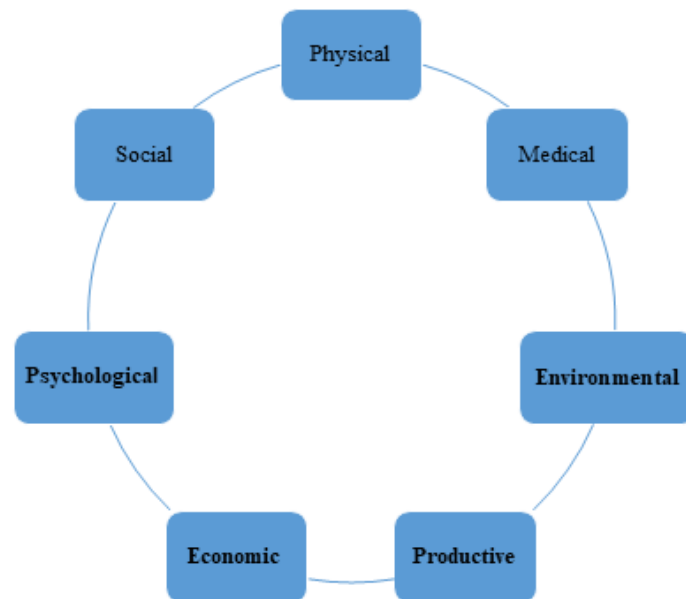


Figure 3: Effects of Stress on Academics

Source: Authors' Compilations, 2022; O'Connor et al., 2000; Kang et al., 2005; Kawano, 2008; Quine, 2001; Einarsen et al., 1998; Haque et al., 2018; Mosadeghrad, 2014; Block, 1977).

Workload and Stress in the Academia

Workload in relation to stress has also received academic and professional attention. It refers to all activities involving employees' time spent in performing professional duties, responsibilities and interests at work, either directly or indirectly (Johari et al., 2018). Academically, Shukri (1998) defines workload as the responsibilities given to teachers, either in the classroom or outside the classroom; while Azita (2012) opines that workload is the amount of time spent by teachers in performing various tasks ranging from teaching and learning, co-curricular activities, meetings, etc. that are related to official duties as a teacher during or after school hours. It is thus, simply seen as the amount of time taken by teachers to set up their official duties inside or outside school hours. Hence, academics' workload not only requires their time in schools, but academics also have to spend extra hours after work in order to be more effective and productive in their profession (Sharifah, Suhaida and Soaib, 2014; Punia and Kamboj, 2013). This is just as intensified academic workload includes the development of the teacher-student ratio (Easthope and Easthope, 2000). Empirical findings by Hassam, Tahir and Muhammad Aslam. (2011), report that long working hours due to extra workload may have an inverse impact on job satisfaction as this circumstance interferes with one's well-being at work and home, including the risk of coronary heart diseases and stroke (Kivimaki et al., 2015).

Work-Life Balance, Workplace Changes and Stress in Academia

Work-life balance has to do with 'seeking for a balance between work from life and feeling comfortable with both the work and as well, other family commitments' (Daipuria and Kakar,

2013). Hence, work-life balance which Abendroth and Dulk (2011) also see as the harmonious interface between the different domains of life, is very essential to the quality of work, workload carriage, socio-psychological well-being of the academic staff as well as the quality of students produced and their overall input/impact on the society.

Demographic and workplace changes such as a rising number of women in the labour force, ageing population, shortage of skilled workers, increasing level of globalisation, market and labour competition have all increased the pressure on employees in most organisations (Beauregard and Henry, 2009). These continuously result in increase in many other things such as mental and psychological health problems which are linked to stress or and depression, and increased absenteeism (American Psychological Association, 2015; DeLongis, Folkman and Lazarus, 1988; Richardson and Rothstein, 2008; Halpern, 2005).

On a note, Hertel, Béatrice, Lange and Deller (2013) assert that ageing refers to changes that occur in biological, psychological and social functioning over time, thereby affecting individuals on personal, organisational and societal levels. In this context, older employees experience lower stress levels than younger employees. On the other hand, it is emphasized that the impact of stressful work differs depending on the period, or life stage, at which it occurs. Consequent of this, older employees/persons may be more vulnerable to occupational stress because the ageing process is accompanied by changes in coping capabilities and resources as well as changes of the physiological system. Older employees, therefore, may be more likely to become sick in the case of stressful work and may take longer period to recover from illness. In that case, the association between stress and sickness absence would be more pronounced for and among older employees (Götz et al., 2018). Similarly, employees who are not capable of coping with stressful circumstances and conditions face varying negative effects in their socio-physical, socio-psychological and or behavioural conditions. Physical, employees experience head, neck and shoulder pains, as well as or 'elevated heart rate'. Psychologically, employees negatively experience include insomnia, anxiety, depression among others. Behaviorally, there are fatigue, less effectiveness and efficiency, among others. These, altogether, negatively influence the entire performance/productivity, output of an organisation (Hespanhol, 2004).

Managing and Coping with Stress among Academics

Stressors vary from one institution/organisation to another – factories, assembly plants, public/private organisations, the academia, health sector, among others. It is thus very important to identify which stressors are common and or peculiar to an organization before it can be properly manage and or reduced. There are three universally identified strategies for coping with stress as: *problem solving*, *seeking social support*, and *avoidance* (Amirkhan, 1990). However, stress for Federal Polytechnic, Bauchi can be also be generally reduced/managed through:

1. Job clarity
2. Design of stress management standards which may be unique for institution/organisations and age grades
3. Provision of counselling and support services for academics/employees
4. Educating the employees on stress, its impact and ways of management/reduction in work-life balance

5. Effective communication between employers and the employees, and among the employees
6. Provision of timely and meaningful support (which may relative to individuals and institutions/organisation) to employees
7. Engaging in friendly management style
8. Discouragement of excessive work and or working for long hours
9. Avoidance of harassments, discriminatory policies and programmes or preferential treatments among employees
10. Phasing out all unnecessary works and prioritization of such works
11. Ensure matching academics responsibilities and schedules with qualifications, experience and determination
12. Where possible, schedules should be made flexible
13. Engaging in Kabat-Zinn's popular Mindfulness-Based Stress Reduction (MBSR) training which comprise of: body scan (paying attention to what the body is feeling); sitting meditation (paying attention to breathing, sounds, thoughts, bodily sensations, feelings/ emotions); simple movement exercises such as walking or standing meditation, or lying yoga exercises (paying attention to what the body is feeling; exploring and accepting borders); informal meditation exercises such as paying full attention to daily activities (brushing one's teeth, taking a shower, eating, among others) (Kabat-Zinn, 1996; Kabat-Zinn et al., 1992; Kabat-Zinn, 1990).

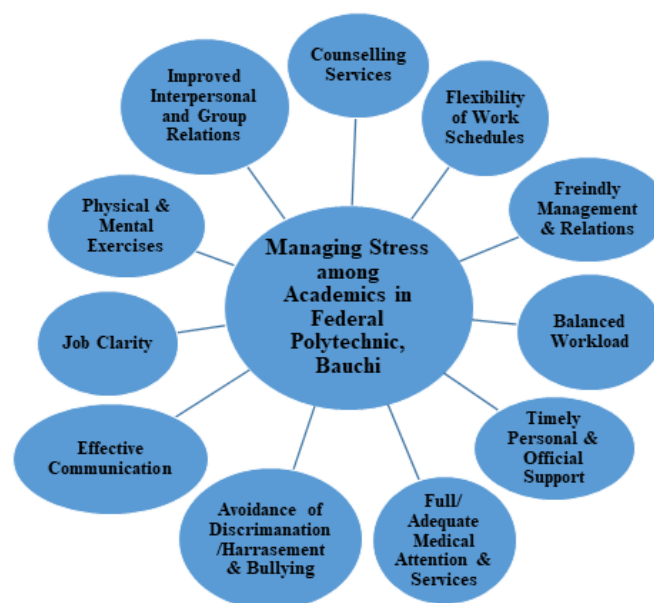


Figure 4: Ways of Managing Stress among Academics in Federal Polytechnic, Bauchi
Sources: Kabat-Zinn et al., 1992; Authors' Compilations, 2022; Kabat-Zinn, 1990; Amirkhan, 1990; Kabat-Zinn, 1996.

Conclusion and Summary

Stress management is a key factor to physical, mental and social well-being of academics in any institution, including the Federal Polytechnic, Bauchi. Inability or poor management of stress negatively affects both individuals and institutions. Stress is a personal experience among the academics, including those of the Federal Polytechnic, Bauchi, and varies with personality. It is also determined by nature of the job of the academics, and commensurate with the type of organization (public and educational). Each individual academic has his/her particular response to it and ability to cope with or manage it (Mullins, 2007). Not all stress, particularly an amount of it that is not much can be said to be negative or bad on the academics of the Polytechnic. Stress may, among others, be good in increasing performance and productivity of the academics. While pressure to work may improve performance, achieve proper harnessing of opportunities and positive response to challenges, stress is that continuous and extreme pressure or demands while the individual is unable to cope with such. Causes of stress among academics can be personal, social among others, and it is hard to completely do away with stress. Its proper management among Polytechnic academics is however, imperative upon the employer (Polytechnic) and the employees (academics) in order to achieve the organizational goals and at the same time ensure safety, good health and socio-psychological and environmental well-being of the employees.

Stress has been a major concern to all academics, whether public or private institutions. In the public sector, higher educational institutions are among those on top in the list of those with higher levels of cases of and risks associated with stress. Such institutions have over the years lose a substantial number of workforces which causes adverse effects on the output and quality of services they deliver, and impacted negatively on the other employees, their work-life balance – social relations, families and friends, leisure, economic well-being and life-span among others. The Federal Polytechnic, Bauchi is one of the best and leading Federal Polytechnics in Nigeria largely due to Management's determination to deliver the best and qualitative services to the public in addition to other unique services it renders such as full audit of each and every semester results and scripts. Hence, because of the nature of the services delivered and the determination to deliver the best and excel, many academics of the Federal Polytechnic, Bauchi – Nigeria, have over the years suddenly collapsed, died or lost the control of their medical and health status and situations. These have been the results of among others work pressure, failure to balance work-life, much commitment to work without balanced rest, efforts to meet up with deadlines, among others which are altogether tied to stress. While this occurs, many of the experienced employees such as Chief Lecturers, Technologists are not only ageing, but retiring thereby leaving a gap which can hardly be filled. In spite of the extended retirement age of 65 to the academics, shortage of experienced Lecturers and Technologists, for example, threaten the attainment of the institution's main objectives.

Many of the retired also face varying types and degrees of medical and health challenges largely due to excessive loads they had carried earlier in the course of their working career. Although it would be hard to away with stress, the Management of the Federal Polytechnic, Bauchi can do a lot to reduce and or manage the extent to which stress negatively affects its employees, particularly the academics. It may not also be done within a short period of time,

but careful and meticulous implementation of both general and some other specific recommendations based on the universality of stress and the peculiarities of Federal Polytechnic, Bauchi can go a long way in proper management or reduction of stress among its employees. This will in the end, optimize not only productivity, but the quality of academic and other services discharged by the Polytechnic.

Recommendations

From this study, it is pertinent that unnecessary and or excessive stress cause major harm to the body and healthcare, socio-psychological, family and distant relations of employees. It also harms the organization, environment and many other related systems. In view of the practical and negative effects of stress on employees, particularly the academics of the Federal Polytechnic, Bauchi, this study recommends to the Polytechnic Management and the employees that: the Polytechnic Medical Centre should be standardised with modern, sophisticated and adequate medical and health facilities, equipment and consultation services for optimal, effective and efficient healthcare services delivery; sports equipment and other recreational facilities should be provided or rehabilitated in the Polytechnic; there should be extensive and intensive enlightenment and educational programmes to all the Polytechnic employees on stress, its effects and management and general healthcare; Annual Leave and the rights of every employee to go for it and the socio-psychological and medical importance of undertaking the Annual Leave; there should be comprehensive and rotating policy on annual leave so that all employees can be allowed to go such leave within the year no matter their schedules; the Establishment Unit should devise appropriate means and modalities of deploying and redeployment of staff to the relevant Departments and Units for effective service delivery and sound healthcare/working conditions; employees, especially the Academics should only be allowed to handle tasks they are competent to and be given relatively balanced time and tasks schedules, including load/rank ratio; excess workload should where possible be avoided and where imperative, it should be shaded such that some employees will not be overloaded over others; Establishment Unit should identify Departments/Units with more employees but less work with a view to redeploying them to other Departments/Units in need of more human resource/manpower; students should be made to comply with all laid down rules and regulations governing admission, lectures, examination so as to reduce the extent to which problems arise as a result of non-compliance with established rules; academic calendar should be made to reflect the realities of Nigerian situation, rather than always banking on an ideal situations; Heads of Departments and Units should always have good and warm relations with their subordinates and other colleagues so as to be fully aware of their conditions (socio-psychological, economic, medical and health, among others), and to take appropriate actions and measures where and when necessary; Management should encourage the establishment of varying Welfare Schemes, Cooperative Societies and services which cover and render extra and supportive financial services, facilities on housing, transportation, essential commodities, access to medical and health services, among others; flow of information on job specifications, extant rules, conditions of service, requirements for promotion, issues of discipline should also be made simple and clearly spelt out to ensure effective communication and avoidance of or reduction of unnecessary misunderstanding, conflicts and wrangling within the Polytechnic.

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