

## **Impact of Workers and Students Unrest on the Goal-Achievement of Tertiary Institutions in the South-South Geo-Political Zone of Nigeria.**

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### **Abstract**

The thrust of this study is on the impact of staff and students unrest on the goal-achievement of tertiary institutions in the south-south geo-political zone of Nigeria. The population of the study was the staff and students of the tertiary institutions in the area under study. The total sample used for the study was 500 respondents randomly selected from the targeted population. To analyze this investigation, four null hypotheses were formulated. In pursuit of the objectives of the study a survey research design was adopted. The questionnaire schedule was used. Responses were collated, coded and analysis using Pearson's product moment correlation coefficient. The results showed significant relationship between the variable under study, based on the results of the findings, it was concluded that management of higher educational institutions should develop effective management strategies towards workers and students to curtail potential negative effects on goals-achievements. The paper recommended that prompt attention should be paid to workers and students demands, substantive or otherwise to forestall future crises and enhance goal-achievement of the educational institutions.

### **Introduction and Literature Review**

Recently, south-south geo-political zone of Nigeria has been witnessing a spate of unrests and tension. The educational sector generally and tertiary institutions in particular have not been spared. Some scholars such as Nwaocha (1984:161) have attributed this unhealthy development to the absence of a definite and effective organisational relations policy that takes into cognition the prevailing economics situations in the country. The development of organisational relations he further argued, follows the pattern of development of economic activities that give rise to these relations of uncertainty.

Generally, it has been observed that in this region workers and the students' participations in the decision making process on matters that concern their well-being has never been conceived. This fact was captured by Diejomaoh in Damachi, Seibel and Trachtman (1992:179) when they observed that workers and students agitation for improved status and input to decision had been considered as dysfunctional. The truth is that unrest in higher educational institutional is frequently associated with negative situations which give rise to inefficiency, ineffectiveness or dysfunctional consequences.

Mullins (1990), in his submission opined that extreme crises of unrest in organisations like the university system can have very upsetting or even tragic consequences for some people and adverse effects on goal-achievement of the organisation. Similarly, in a study on "students crises in higher education in Nigeria" Okotoni and Okotoni (2003) underscored the impact of unrest in organisations goal-achievement. According to them part of the repercussions includes disruption of academic programmes, inadequate staffing, unplanned transfers, hostility, suspicion and withdrawal from active participation in the institutions activities. Other consequences on the system include withholding or outright cancellation of results and inequitable distribution of qualified teachers.

At the national level, the scholars reported that government suffers financial losses from closure of tertiary institutions while students and their parents suffer unquantifiable losses. Consequently, these have contributed to a steady decline in the quality of education as some students resorted to examination malpractice to make up for lost time.

### **Statement of the Problem**

Researchers and expert opinion suggest that most workers in tertiary institutions in south-south zone of Nigeria show little interest in the job they do, and consequently produce less than what is expected of them this in spite of the recent increase in their wages [ref?]. This view is shared by labour economists, industrial sociologists and psychologists that to a considerable extent today's workers and students are alienated through the production processes that largely dehumanise them. They have therefore suggested that one way of humanising the workers and students is by narrowing the gap between the management of the institutions and staff/students for improved level of productivity.

Educational institutions in the south-south zone of Nigeria have been recording a series of crises and unrest in the recent past. Tertiary institutions in the area under study have suffered tremendous set backs as a result of the incessant disturbance of the youths, workers and student. Many academic calendars in the institutions have been disorganised, with some school sessions out rightly lost. Students' academic performances have comparatively taken a downturn, while all forms of examination malpractice are said to be on

the increase. By all standards, the potential impact of the unfortunate incidents on the goal-achievement of higher institutions in the zone can be lethal in nature. The regularity of work stoppages by workers and students in institutions of learning has attracted the attention of researchers to embark on the study of the zone and what could be done.

### **Objectives of the Study**

This research intended to examine the consequences of unrests in tertiary institutions in the south-south zone of the country and point the way forward for tackling the malaise of the educational sector.

The investigation should facilitate the reduction or management of crises of unrest for goal-achievement. In specified terms this study is carried out to meet the following objectives:

- a) To isolate and analyse the impact the unrest on the goals of the educational institutions.
- b) To identify the management styles employed by the institutions to ensure a suitable management, workers and students' relationship.
- c) To point the way forward for further investigations on future similar circumstances.

### **Research Questions**

The following questions are raised to direct the study.

- What factors have brought about the incessant work stoppages in tertiary institutions in the zone?
- Are workers and student input consider in the decision making process of higher institutions?
- What is the relationship between institutional unrests and goal achievement in the educational system? and
- Do frequent work stoppages have any impact on students' academic performance?

### **Hypotheses**

HO<sub>1</sub>: The nature of workers and student unrest has no significant relationship with goal-achievement of tertiary institutions.

HO<sub>2</sub>: Incessant work stoppages in the educational system are not significantly related to the institutions goal attainment.

HO<sub>3</sub>: There is no significant relationship between workers and students participation in decision making and institutions goal-achievement.

HO<sub>4</sub>: Management attitude in curbing unrests does not significantly influence institutions goals achievement.

### **Significance of the Study**

It is sincerely believed that this study will be of immense significance to different interest groups in society:

- a) It will afford management of tertiary institutions the opportunity to ascertain the impact of workers and students activities on the standard of Education.
- b) It will enable administrators and government to see the need to improve workers conditions of services for improved performance.
- c) The results/findings will stimulate further research by other scholars on disagreements in the worker place and workers attitudes to their jobs.
- d) The study will generate creative discussions on the need and means of resolving crisis of unrests in higher institutions of learning.

### **Research Methodology**

The research design adopted for this study is the survey research design. According to Isangedigi (2004), survey research involves the collection of data to accurately and objectively describe existing phenomena.

Kerlinger (1986) in a view similar to the above, describes the survey research, as that which is directed towards determining the nature of a situation as it exists of population by selecting and relative incidence, distribution, interrelations of sociological and psychological variables. To Awokeni (2004) this design is used in describing the population, designing sample, choosing respondents, all of these are characteristics of a survey design.

Survey research is therefore very useful in opinion and attitude studies. It depends basically on questionnaires and/or oral interviews as means of data collection. The survey research design is economical in the sense that a study or representing samples will permit interferences from and generalizations to populations that could be too expensive to study as a whole.

### **Population of the Study**

The target population of the study comprises all workers and students of higher education in the six states of the south-south geo-political zone of Nigeria. These groups of people were considered appropriate for the study because they are familiar actors with cases of crisis in tertiary institutions.

### **Sample and Sampling Techniques**

The sample of this study is made up of 500 respondents randomly selected from the tertiary institutions used for the study. A breakdown of this figure showed that 350, respondents were randomly selected from the universities

while 150 were randomly selected from colleges of education and polytechnics respectively.

The selection was done through the random sampling techniques. This method ensured that all subjects were given equal and independent chance of being selected.

### Development of the Research Instrument

The research instrument was standardized and self-made using likert-type questionnaire items. A survey questionnaire on impact of workers and students unrests on goal-achievement of tertiary institutions in south-south geo-political zones was self-made. The source of the item of the questionnaire was based on a copious review of related theoretical literature and personal experience of the researchers. The scale was scored on a five-point of strongly agree, agree, undecided, disagree and strongly disagree.

### Validation of Instrument

The items in the questionnaire were drawn in reflection of the hypothesis generated and the variables under study.

Before administering the research instrument, the items developed were carefully scrutinized by the researchers and those items found relevant were retained for use, while the irrelevant items were dropped.

### Data Analysis Techniques

The Pearson's product-moment correlation coefficient analysis was adopted by the researcher to test the hypothesis formulated to guide the study. Data collected from the questionnaire items were computed and analyzed.

The correlation formula is stated bellow:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[(N\Sigma X^2) - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where

R	=	Correlation Coefficient
N	=	Total number of rest
X	=	Independent variable
Y	=	Dependent variable
$\Sigma X$	=	Summation of X
$\Sigma Y$	=	Summation of Y
$\Sigma XY$	=	Summation of X x Y (Summation of X multiplied by Y)
$\Sigma X^2$	=	Summation of X squared

$\Sigma X^2$	=	Summation of X squared
$(\Sigma X)^2$	=	Summation of X all squared
$(\Sigma Y)^2$	=	Summation of Y all squared

Ho<sub>1</sub>: There is no significant relationship between the nature of workers and students unrests and goal=achievement of higher institutions in south-south geo-political zone of Nigeria. Pearson's product-moment correlation analysis is presented in Table 1.

**Table 1: Pearson product moment correlation analysis of the relationship between works and students unrests and goals achievement of higher institution.**

N = 500

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r
Goal-achievement	$\Sigma X$	$\Sigma Y^2$		
			70570	0.84
Workers and students unrest	3796	70370		

Significant at .05 critical r = .195 df = 489.

Table 1 shows that the calculated r-valued of 0.84 is greater than the critical r-value of .195 at .05 level of significance with 498 degrees of freedom. This shows that the calculated r-value is significant since it is higher than the critical value. This result means that there is a significant relationship between workers and students unrests and goal attainment of higher institution in south-south of Nigeria. This implies that the higher the rate of unrest the lower the attainment of set goals of tertiary institutions in the south-south. With this result, the null hypothesis was rejected.

Ho<sub>2</sub>: The incessant work stoppages in tertiary institutions are not significantly related to goal achievement.

**Table 2: Pearson Product-moment correlation coefficient analysis of the relationship between incessant work stoppages and goal-achievement.**

N = 500

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r
Incessant work stoppages	$\Sigma Y$	$\Sigma Y^2$		
			74490	0.78
Higher Education Goal-Achievement	3747	70323		

Significant at .05, critical r = .195, df = 498.

Table 2 reveals that, the calculated r-valued of 0.78 is greater than the critical r-valued of .195 at .05 level of significance with 498 degrees of freedom. In this result the analysis is significant since the r-value calculated is higher than

the table value. Thus, the result means that incessant work stoppages are significantly related to goals achievement of higher education. Put differently, the result showed that the more work stoppages are recorded in tertiary institutions, the lower the goal-achievement. On the strength of this result, the null hypothesis is rejected.

Ho<sub>3</sub>: There is no significant relationship between workers/students participation in decision making and tertiary institutions goal-achievement.:

**Table 3: Results N = 500**

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	r
Workers/students participation in decision making	4591	137067	70570	0.84
			121571	0.92
Institutions goal-achievement	4296	120371		

Significant at .05, critical  $r = .195$ ,  $df = 498$

Table 3 reveals that the r-values calculated of 0.92 is far greater than the critical r-value of .195 at .05 level of significance with 498 degrees of freedom. The result shows that there is significant relationship between workers/students participation in decision making and tertiary institution goal-achievement. This result means that if workers and students input are allowed in the decision making process in the institutions the level of crises of unrest will be less. The null hypothesis was rejected on the strength of this result.

Ho<sub>4</sub>: There is no significant relationship between management attitude towards worker and students and goal-achievement of tertiary institutions in south-south of Nigeria.

**Table 4: A test of the hypothesis was conducted with the Pearson product-moment correlation as presented. N = 500**

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	R
Management attitude in institutions	5222	131182		
			90678	0.89
Goal-achievement	3897	713805		

Significant at .05, critical  $r = .195$ ,  $df = 498$

Table 4 reveals that the r-value calculated of 0.89 is far greater than the table r-value of .195 at .05 level of significance with 498 degrees of freedom. This means that there is a relationship between management attitude towards workers and students, and institutions goal-achievement. The result further reveals that the less attention is paid to students' interest and welfare, the

higher the rate of unrest in higher institutions. The null hypothesis is, therefore, rejected.

### **Summary of Major Findings**

The following findings are summarized from the data analysis:

1. There is a positive relationship between nature of unrests by workers/students and goal-achievement of higher institutions.
2. There is a significant relationship between incessant work stoppages in the institutions and goal-achievement.
3. There is a significant relationship between workers/students participation in decision and tertiary institutions goal achievement.
4. There is a significant relationship between management attitude towards workers/students plight and goal achievement.

### **Conclusion**

The result of the test of hypothesis four generated to guide the study indicates a significant relationship existing between the dependent and independent variable involved in the study. Based on the findings from the analysis, it was concluded that:

- Attainment of set goals of higher institutions in south-south geo-political zone of the nation will be enhanced by a drastic reduction in unrest on campus.
- Recurrent work/academic disruption through unrest is inimical to tertiary institutions productivity.
- Frequent crises can be generated and/or heightened by management of tertiary institution depending on their disposition with workers and students.

### **Recommendation**

Based on the findings the following recommendations have been made:

1. Management of tertiary institution should always adopt the use of collective bargaining to forestall unrest in their domain.
2. Management of higher institutions should always embrace dialogue; exhibit the spirit of compromises for progress.
3. Workers and students participation in decision-making, especially on issues that affect them, should be encouraged and adopted by management.

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