

Influence of Trade Union Activities in Tertiary Institutions in Rivers State.

Achonwa, Uchendu Onu
Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Rivers State, Nigeria.
bobouchendu@gmail.com

Abstract

The study examined the influence of trade union relationship in tertiary institutions in Rivers State. The population of the study consisted of nine tertiary institutions and fourteen thousand six hundred and fifty (14,650) respondents drawn from the nine tertiary institutions in Rivers State with a sample size of two thousand nine hundred and thirty (2,930) which represents twenty percent (20%) of the entire population drawn through a stratified random sampling technique. Two research questions and two hypotheses guided the study. A self structured questionnaire with 24 validated items tagged Influence of Trade Union Activities in Tertiary Institutions in Rivers State (ITUAQ). Mean, standard deviation (SD), rank order and z-test were used to answer the research question and test the hypotheses with a reliability index of 0.75 coefficient. The findings of the study indicate that, proper conditions of services and democratic leadership style positively influenced trade union activities in tertiary institutions in Rivers State. The study concluded that, conditions of services and democratic leadership is required to actualize the goals of tertiary institutions in Rivers State. Recommendations indicated that improved standard conditions of service be made available for trade union members, in the same vein ensures democratic leadership style in tertiary institutions.

Background to the Study

Tertiary institutions occupied strategic position in the preparation, equipping and production of the high and senior cadre manpower required to drive the nation's economy. Education is viewed as the aggregate of the steps whereby persons develop skills, abilities, attitudes and other positive attributes needed to live a good life in the society. The tertiary institutions are saddled with the responsibility of educating, equipping generations with the desired knowledge, competence and self-confidence which is geared towards self-actualizations and the overall development of the immediate society and nation at large. Tertiary institutions existence depends on the activities of the trade union members who are Academic staff and Non-academic staff whom activities drive the goal attainment of the tertiary institutions. Arikewuyo (2004) indicated that what our academic and non-academic staff earn in Nigeria is 0.0005 of the pay of their colleagues in Ghana and Bostwana, in the same vein leadership has being pointed by stakeholders as another issue befalling the system which has affected the student and the entire system. Activities of the management is very pertinent like that of the trade unions because both works together towards actualization of the goals of the tertiary institutions and eliminate the thought of the winner take it all and imbibe the spirit of sportsmanship of no victor no vanquish that will always shift ground for dialogue which entails the spirit of collective bargaining. Iyayi(2006) Opined that ASUU as a trade union, like others is a combination of workers or employers whether permanent or temporary with

the purpose to regulate the terms and conditions of service of the workers in the organizations .

In the same vein Iyayi(2006) outlined the principles that guide ASUU as a union as follows; Integrity, transparency ,and accountability, Courage, sacrifice, teamwork and group solidarity as well as; Patriotism, and working in solidarity. Basically it comprehensively indicated the need for incessant conflict or disagreement between management of tertiary institutions and trade unions hence the concept of unionism is injury for one ,injury for all which means that the unions must be consistent in protecting their members irrespective of the circumstance to ensure that none of its members is been victimized by the policies and programme of the management in any disguise .Harnet (2001) categorized tertiary institutions as federal and state, first, second and third generation universities including privately owned institutions, he further indicated that all this class of tertiary institutions are available in Nigeria .Basically trade unions are as old as tertiary institutions globally. Since inception of trade unions in tertiary institutions in Nigeria disagreement has been paramount as such leading to shutting down of campuses and arbitrary sacking of staff by management of tertiary institutions and other indecent attitude which have affected the students negatively.

Statement of the Problem

Tertiary institutions which are meant to be a centre of academic excellence centre of learning and intellectual development, seems to have turned into battle grounds due to incessant industrial conflict between management and trade unions. The research is bothered with frequent misunderstanding between trade unions and management of tertiary institutions which has often led to closure of campuses. The problems that prompted this study are as follows; the available conditions of service and types of leadership style exhibited by leaders in tertiary institutions.

Aim and Objectives of the Study

The aim of this study is to examine the influence of trade unions activities in tertiary institutions in Rivers State.

Specifically the study tends to;

1. Identify ways conditions of service influence trade union activities in tertiary institutions in Rivers State.
2. Support ways leadership style influence trade union activities in tertiary institutions in Rivers State.

Significance of Study

The study is of immersed significance to management of tertiary institutions, trade unions, scholars and government.

Research Questions

The following research questions were answered

1. What are the ways conditions of service influence trade union activities in tertiary institutions in Rivers State?
2. What are the ways leadership style influence Trade union activities in tertiary institutions in Rivers State?

Hypotheses

In course of the study these hypotheses were tested;

1. There is no significant difference between the mean rating of ASUU and NASU on the ways conditions of service influence trade union activities in tertiary institutions in Rivers State.
2. There is no significant difference between the mean rating of ASUU and NASU on the ways leadership style influence trade union activities in tertiary institutions in Rivers State.

Research Design

Descriptive survey design was used to collect data from the field. It is deemed appropriate because it describes a research in which a group of people or items are studied by collecting and analyzing data. It also describes matters and opinions held by the people.

Population

The population of the study consisted of nine tertiary institutions and respondents of 14,650 members of ASUU and NASU in the nine tertiary institutions in Rivers State with a sample size of 2,930 which represent 20% of the population drawn through the stratified random sampling technique

Method of Data Analysis

A self structured questionnaire tagged Influence of Trade Union activities in tertiary institution in Rivers State(ITUAQ) in a four(4) likert-format scale of Strongly Agreed(SA-4),Agreed(A-3),Strongly Disagreed(SD-2) and Agreed(D-1) with 24 items. Test-retest was adopted to ascertain the reliability index of the instrument. The data was computed using Pearson product moment correlation coefficient statistics to determine the reliability index of the instrument at 0.75.Data obtained from the respondents were analysed using mean, standard deviation (SD) and rank orders to answer the research questions and z-test was used to test the null hypotheses. The criterion mean of 2.5 was deem-fit to agree or disagree on the mean.

Result and Discussion

Research Question 1: What are the ways conditions of service influence trade union in tertiary institutions in Rivers State?

Table 1: Mean, standard deviation, rank order of the opinion of ASUU and NASU on ways conditions of service influence trade union activities in tertiary institutions in Rivers State.

S/N	Ways conditions of service influence management and trade union activities.	ASUU (n=757)		NASU (n=2163)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	Std	Mean (\bar{x}_2)	Std			
1	It boosts the morale of staff	2.71	0.82	2.63	0.84	2.67	6 th	Agreed
2	Leads to job satisfaction	2.78	0.93	2.81	0.88	2.80	3 rd	Agreed
3	Creates senses of belonging	3.16	0.92	2.84	0.86	3.00	1 st	Agreed
4	Enhances motivation amongst staff	3.20	0.92	2.65	0.83	2.93	2 nd	Agreed
5	Leads to teamwork among staff	2.71	0.90	2.61	0.85	2.66	6 th	Agreed
6	Improves the attitudes of staff towards solving societal problems	2.65	0.95	2.81	0.90	2.73	4 th	Agreed
7	Encourages hard work amongst staff members	2.75	0.93	2.70	0.89	2.73	5 th	Agreed

8	Brings out the best from members of staff	2.53	0.85	2.55	0.85	2.54	8 th	Agreed
9	Leads to brain drain	2.29	0.80	2.45	0.85	2.37	11 th	Disagreed
10	Encourages laziness among staff	2.48	0.86	2.47	0.86	2.48	9 th	Disagreed
11	Affects the outputs negatively	2.28	0.87	2.38	0.82	2.33	12 th	Disagreed
12	Reduces the production levels of staff	2.25	0.98	2.46	0.88	2.36	10 th	Disagreed
Aggregate Mean		2.65	0.94	2.61	0.87	2.63		Agreed

Data in Table 1, showed that respondents in their opinions agree on the following items 1,2,3,4,5,6,7, 8 with mean scores 2.67,2.80,3.00,2.93,2.66,2.73,2.73&2.54. These were above the criterion mean of 2.5. The respondents disagree on items 9,10,11,12 with mean scores of 2.37,2.48,2.33 2.36. These are below the criterion mean of 2.5. The aggregate mean scores of 2.65 for ASUU and 2.63 for NASU respectively showed that respondents agreed on the items listed on the table as ways conditions of service influence trade union activities in tertiary institutions in Rivers State. The ways identified included: boosting the moral of staff, job satisfaction, creates sense of belonging, enhances motivation amongst staff, leads to team work among staff, improves the attitude of staff towards solving societal problems, encourages hard work amongst staff members, and brings out the best from member staff.

Research Question 2: What are the ways leadership styles influence management and trade union relationship in tertiary institutions in Rivers State?

S/N	Ways leadership styles influences management and trade union activities	ASUU (n=757)		NASU (n=2163)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	Std	Mean (\bar{x}_2)	Std			
1	Creates mutual relationship between management and staff.	2.75	0.84	2.71	0.89	2.73	2 nd	Agreed
2	Encourages inclusive participation in school development.	2.64	0.87	2.69	0.88	2.67	4 th	Agreed
3	Create democratic atmosphere in the school environment.	2.71	0.89	2.63	0.85	2.67	4 th	Agreed
4	It encourages autocratic decision-making.	2.83	0.92	2.84	0.95	2.84	1 st	Agreed
5	It encourages greed among staff	2.89	0.87	2.57	0.83	2.73	3 rd	Agreed
6	It encourages equity among staff	2.57	0.87	2.77	0.92	2.67	4 th	Agreed
7	Encourages love and unity	2.69	0.84	2.62	0.95	2.66	7 th	Agreed
8	Encourages division among union members	2.41	0.76	2.39	0.83	2.40	9 th	Disagreed
9	Conflicts is been encouraged among union members	2.36	0.70	2.42	0.85	2.39	10 th	Disagreed

10	Discourages hard works among staff	2.30	0.76	2.38	0.83	2.34	12 th	Disagreed
11	Promotes ethnic/ religious sentiment among staff	2.39	0.71	2.35	0.82	2.37	11 th	Disagreed
12	Slows down development in the community.	2.48	0.69	2.43	0.83	2.46	8 th	Disagreed
Aggregate Mean		2.59	0.83	2.56	0.89	2.58		Agreed

Tables 2: Mean, standard deviation and rank order of the opinion of ASUU and NASU on the ways leadership styles can influence management and trade union relationship in tertiary institutions in Rivers State.

Data In Table 2, showed that the respondents agreed on the following items 1,2,3,4,5,6, and 7 with mean scores of 2.73,2.67,2.67,2.84,2.73,2.67 2.66 above the criterion mean of 2.5. Disagreed on items 8,9,10,11, 12 with mean scores of 2.40,2.39,2.34,2.37,2.46 below the criterion mean of 2.5 and criterion percentage of 62.5%. The aggregate mean scores of 2.59 and 2.58 for ASUU and NASU respectively showed that the respondents agreed on the items listed on the table as ways leadership styles influence trade union activities in tertiary institutions in Rivers State. The ways identified included: mutual relationship between management and staff, encourages inclusive participation in school development, creates democratic atmosphere in the school environment, it encourages autocratic decision-making, it encourages greed among staff, it encourages equity among staff and encourages love and unity.

Test of Hypotheses

Hypotheses 1:

There is no significant difference between the mean rating of ASUU and NASU on what are the ways conditions of service influence trade union activities in tertiary institutions in Rivers State.

Table 3: Mean, standard deviation and z-test scores on analysis of difference between the opinions of ASUU and NASU on ways conditions of service trade union relationship in tertiary institutions in Rivers State.

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
ASUU	757	2.65	0.94	2918	1.028	±1.96	Accept H ₀
NASU	2163	2.61	0.87				

In table 3, the mean ratings of 2.65 and 2.61 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 2918 degrees of freedom, the calculated z value of 1.02 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, the researcher accepted the null hypotheses and established that no significant difference existed between the opinions of members of ASUU and NASU on ways conditions of service influenced trade union activities in tertiary institutions in Rivers State.

Hypothesis 2:

There is no significant difference between the mean rating of ASUU and NASU on the ways leadership styles influence trade union activities in tertiary institutions in Rivers State

Table 4: Mean, standard deviation and z-test scores on analysis of difference between the opinions of ASUU and NASU on the ways leadership styles influence trade union activities in tertiary institutions in Rivers State.

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
ASUU	757	2.59	0.83	2918	0.84	±1.96	Accept H ₀
NASU	2163	2.56	0.89				

In table 4, the mean rating of 2.59 and 2.56 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance at 2918 degree of freedom, the calculated z value of 0.84 was by far less than the z calculated value of ±1.96 from analysis above since the calculated z value was by far less than the table value, the researcher accepted the null hypotheses that no significant difference existed between the opinions of members of ASUU and NASU on the ways leadership styles influence trade union activities in tertiary institutions in Rivers State.

Summary of Findings

1. Conditions of service influenced trade union activities in tertiary institutions in Rivers State.
2. Leadership style influenced trade union activities in tertiary institutions in Rivers State.
3. No significant difference existed between the opinions of ASUU and NASU on ways conditions of service influenced trade union activities in tertiary institutions in Rivers State.
4. No significant difference existed between the opinions of ASUU and NASU on the ways leadership style influenced trade union activities in tertiary institutions in Rivers State.

Discussion of Findings

Findings proved that conditions of service influenced trade union activities by boosting morale of staff, create sense of belongingness, leads to team work among staff, brings out the best in the staff, encourages hard work among staff and negatively leads to brain drain, encourages laziness among staff, affecting the outputs and reduces the production level of staff. It is in consonant with Asobie(1996) in Arikewuyo(2004) lamented on what our academic and Non-academic staff earn in Nigeria is 0.005 of what their colleagues earn in Bostwana and Ghana. Is as a result of the above that Akindutire(2004) condemned a situation whereby a young graduate who is fortunate to take a job outside the unified public service immediately starts earning twice a professor annual income.

Results of the study revealed that mutual relationship existed between management and staff, inclusive participation in school development is encouraged, division and autocratic decision making is been discouraged, discourages greed, love, unity and equity among staff mean while form the other point it discourages hard work among staff, encourages conflict among staff, laziness, ethnic, and religious sentiments likewise slowing down development in the academic environment. The findings resonates with Rowe (2007) which indicated that leadership and management work in alliance and ensures that for every organization to excel and attain it defined goals four pillars must be considered which are as follows; Leadership, Management, Command and Control. In the same vein Peretomode (2008) reviewed that management, leadership and administration are primarily what every organization desires to attain the defined goals or objectives.

Conclusion

The study has clearly indicated that conditions of service and leadership style influenced management and trade union relationship in tertiary institutions in Rivers State. As the case

implies is imperative to understand the un-measurable benefits of this study to stakeholders in the system towards ensuring that the goals of tertiary institutions is attained. Mutual understanding between the union members and management of the various institutions will eliminate the incessant conflict being experienced in tertiary institutions and improve the productivity level of union members and their outputs.

Recommendations

1. Proper conditions of service should be encouraged among the work force to steer up motivation and eliminate the thoughts of brain drain.
2. Democratic leadership style should be encouraged in tertiary institutions and government interference should be discouraged in tertiary institutions.

References

- Asiyai, R. I. (2006). Variables inducing trade unions dispute in Nigeria universities. *TNJGC*, 11 (1), 146-154.
- Okey, S. and U. E. (2015). *Addressing the problems militating against the efficient management of the universities system in Nigeria*. Retrieved from <http://www.google.com.ng>.
- Ajayi, A. & Ekundayo, H. T. (2006). *Funding initiatives in university education in Nigeria*. Presented at the national conference of Nigeria Association for Educational Administration and Planning (NAEAP). Enugu State University of Science and Technology.
- Asobie A, (1999) cited in Arikewuyo, M. O. (2002). Democracy and university education in Nigeria: Some constitutional considerations, higher education management and policies. *A Journal of the Organization of Economic Cooperation and Development*, 16, 121-134.
- Akindutire, I. O. (2004). *Administration of higher education*. Lagos: Sunray Press.
- Peretomode, N. F. (2006). *Educational administrations: Applied concepts and theoretical perspective for students and practitioner*. Lagos: Toda Educational Research and Publishers Limited.
- Rowe, W. G. (2007). *Cases in leadership*. Thousands Oak, CA; Sage Publishers.
- Awuzie, U. A. (2010). *Government universities conflict in Nigeria, addressing issues and finding lasting solutions: University perspective*. A paper presented at the leadership forum held in Lagos on 19th to 21st of February.
- Iyayi, F. (2002). The principles of our union. *A publication of the academic staff union of universities (ASUU)*.
- Harnet, T. (2006). Financing trends and expenditure patterns in Nigeria federal universities; *An update background study conducted to inform the design of Nigeria university system*.
- Onyeonuru, I. B. and Bankole, A. (2001). *management and university sustainability Conflict; the role of administration and campus*. Proceedings of 12th general assembly of social science academy Nigeria, 134-138.