

The Impact of Incessant Strike Actions and Industrial Disputes in Cross River University of Technology and Its Effect on Students Motivation to Learning

Orok Ekpo Orok-Duke* Jacob Sackey Michael Usiabulu Okpa Inah Bassey
Department of Accountancy; Cross River University of Technology; Calabar, Cross River State - Nigeria
Postal code: 520232

Abstract

The purpose of this study was to find out the impact of incessant strike actions and industrial disputes in Cross River University of Technology and its effect on students' motivation to learning. Over the years, a considerable amount of effort has been put on ground in order to run the Cross River University of Technology devoid of financial incapacitations which has perpetually crippled its optimum functionality as an academic institution involved in man power training and development. In a wider context, there is an increased emphasis on a sound and balanced education which influences an individual's competitiveness and meets the requirements of the global village. The requirement for today's graduate is that he must be prepared to meet the demands of the national economy by possessing the requisite ability to compete with other graduates produced in other parts of the world. Requisite skills and knowledge is a key source of competitive advantage, often being regarded as the key differentiator between developed nations and many other developing or third world countries. The motivation of students to study is affected by all institutional components – including people, processes, rules and decision making activities involved in the administration of academic service delivery and the benefits to students in exchange for school fees paid to the University. Data was collected through questionnaires distributed to 60 students of the Institution to seek their reactions to the cycle of strikes which in the last two years [2013 to 2015] has totalled 12 calendar months of lost academic activity. The result revealed that students are grossly demotivated and discouraged to pursue academic studies in CRUTECH and that the strike actions have had significant negative effect on the motivational level of student to learn. Secondly lengthy stay at home makes them unqualified to partake in the National Youth Service scheme due to age constraints or barriers arising from above. Based on the analysis of the data, it was recommended that to reduce incessant strike actions caused by financial incapacitations, concerted efforts such as running more study programs as a means of revenue generation should be made by the school authorities to fund the school to avert total collapse of academic activities and dearth in balanced education..

Keywords: Demotivation, balanced education, competitive advantage, requisite skills and knowledge, key differentiator, optimum functionality, academic service delivery, financial sustainability, funding.

1. Introduction

The purpose of this study is to verify the effect of incessant strike actions and industrial disputes in Cross River University of Technology and its attendant result of demotivation to learning by students of the Institution. Thus data was collected through questionnaires distributed to students of one of the campuses of the Institution to seek their reactions to the cycle of strikes which in the last two years [2013 to 2015] has totalled 12calendar months of lost academic activity. The study seeks to evaluate the effect of strike actions on the students desire to learn in an ivory tower such as CRUTECH and suggest recommendations that can help improve upon the situation.

Over the years, a considerable amount of time has been spent negotiating with the Government of Cross River State on the status of the school and how it should be run or funded. Ways have been sought to improve the relationship between the two parties but concrete understanding have not been reached to forge a proper way forward in effectively running the institution devoid of financial incapacitations which has perpetually crippled its optimum functionality as an academic environment involved in man power training and development.

In a wider context, there is an increased emphasis on a sound and balanced education which influences an individual's competitiveness and meets the requirements of the global village. The requirement for today's graduate is that he must be prepared to meet the demands of the national economy by possessing the requisite ability to compete against other graduates produced in other parts of the world.

Requisite skills and knowledge is a key source of competitive advantage, often being regarded as the key differentiator between developed nations and many other developing or third world countries. The motivation of students to study is affected by all institutional components – including people, processes, rules and decision making activities involved in the administration of academic service delivery and benefits to them in exchange for school fees paid to the School. In order for an organization to meet its obligations to shareholders, employees and society, its top management must develop a relationship between the organization and employees that will fulfil the continually changing needs of both parties. Baron (1983) defines motivation as

“a set of processes concerned with the force that energizes behaviour and directs it towards attaining some goal.” Kreitner and Kinicki (1992) postulated that motivation represents “those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed.”

Furthermore, motivation processes to workers in the Institution cover both financial and non-financial rewards. There are direct financial rewards which consist of payments in the form of wages, salaries and bonuses. There are also the indirect financial rewards, or benefits, such as insurance plans (life, health, property), retirement plans, sick leave, study leave, study grants etc.

The non-financial rewards consist of the satisfaction that a person receives from the job itself, from the psychological and physical environment in which the person works (Mondy and Noe, 2002).

Non-financial rewards deal with feelings of recognition, achievement, responsibilities and personal growth (Armstrong and Murlis, 1998). Thus, motivation is vital in any vocation, if an individual is to be as productive and effective as possible. Additionally, according to Armstrong and Murlis (1998) motivation is a complex process depending on individual needs and aspirations; both intrinsic and extrinsic motivating factors; expectations; equity and fairness; attributions; self-efficacy; the social context (Deci et al., 1989). Yet, foremost, among all, the fundamental theories of motivation are those of Maslow (1954), McGregor (1985) and Herzberg (1968), which deal with the needs hierarchy, the man’s attitude to work (the X-Y theory) and the factors of satisfaction and dissatisfaction respectively.

Furthermore, theories of motivation focus on satisfaction of the needs for autonomy, competence and relatedness (Gagne & Deci, 2005), or work design characteristics that lead to productive psychological states (Hackman & Oidham, 1976).

Just how ambitious the expectations of each party are, vary from Institution to Institution.

2. Review of related literature

2.1 Motivation

“Motivation is the desire to achieve beyond expectations, being driven by internal rather than external factors, and to be involved in a continuous striving for improvement”. (Torrington, Hall, Taylor & Atkinson, 2009, p. 276).

Motivation, in the context of education, is a psychological process that results from the interaction between a lecturer, students and the school environment and it is characterized by a certain level of willingness. The student are willing to increase their study effort in order to obtain a specific need or desire that they hold.

According to Arnold (1991), motivation consists of three components:

- direction – what a person is trying to do
- effort – how hard a person is trying
- persistence – how long a person keeps on trying

Motivation theory tries to explain why people behave the way they do in terms of their efforts and strive for achievement. The process of motivation can be shown as following;

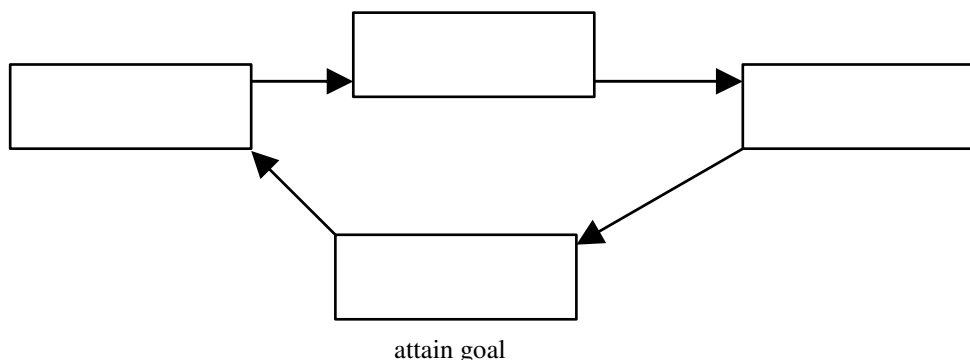


Fig 1: Motivation process

In this model motivation is initiated by the conscious or unconscious recognition of unsatisfied needs. These needs create wants, which in turn become desire to achieve or obtain something. In order to satisfy the needs and wants, goals are created and a behavior selected in order to achieve these goals. If the goal is achieved, the behavior is likely to be repeated when a similar need emerges. **If the goal is not achieved, the same action is less likely to be repeated.** (Armstrong 1988, p. 106-107).

Motivation is an interesting, challenging, and complex area of Human Resource Management studies which is rapidly changing both in terms of its nature, understanding, functions, purpose, as well as mode of application. It is generally agreed that lecturers need sstudents to work with. These students do not only have to show up at school but more importantly they need to be motivated to learn and carry out their academic

assignment and this is enabled when lecturers are at their duty post/duties.

Motivation can be defined as a driving force which leads people to want to act, perform, or do something without pressure or undue manipulation.

The term motivation for the first time came from the Latin term 'move' that means movement. Motivation is referred to the reason for a particular behavior. In other words, a person does not perform any behavior for which there is no motivation or need as a stimulant.

Human's motivation such as conscious or unconscious is arising from his/her needs. Therefore, in defining motivation it can be said that motivation or need is an internal state and a shortage or deprivation that obliges the person to perform a series of activities (Seyyed Javadin, 2008, p 455). Another definition of motivation is as below: "intention towards abundant attempt to provide purposes of the corporation so that such attempt is prompted to satisfy some individual needs" (Robins, 1999, p 326).

Motivation is a chain process that begins with need or shortage and deprivation, then it is led to demand and causes tension and action towards a purpose that behavior of gaining the purpose is its result. Sequence of this process might be led to satisfaction of needs. Therefore, motivations encourage and stimulate the individual to perform a task or behavior.

According to Maslow's hierarchy of needs: Self-actualization needs are the individual's desire for self-fulfillment and the realization of doing what he or she has the potential of doing. Assigning tasks that challenge employees' minds and encouraging their aptitude and training are examples on how the organization can help fulfill self-actualization needs.

3. Materials and methods

3.1 Research questions

For the purpose of this study, three [3] questions are asked in proposition form and in the negative to seek the opinion of students on the motivation to learn.

1. Is there any significant relationship between industrial disputes and students motivation to learning?
2. Is there any association between student motivation to learning and incessant and prolonged strike actions?
3. Is there any relationship between corporate governance and student motivation to learning?

3.2 Research hypotheses

H₀₁: There is no significant relationship between student motivation to learning and industrial disputes in Cross River University of Technology.

H₀₂: There is no association between student motivation to learning and incessant and prolonged strike action in Cross River University of Technology.

H₀₃: Corporate Governance does not significantly influence or explain student motivation to learning in Cross River University of Technology.

3.3 The scope of the study

The scope of the study was delimited to addressing the effect of incessant strike actions and industrial disputes in Cross River University of Technology and its attendant result of de-motivation to learning by students of the Institution. Thus data was collected through questionnaires distributed to students of the Institution to seek their reactions to the cycle of strikes which in the last two years [2013 to 2015] has totalled 12 calendar months of lost academic activity.

The study seeks to evaluate the effect of strike actions on the students desire to learn in an ivory tower such as CRUTECH and suggest recommendations that can help improve upon the situation.

3.4 Sampling techniques

For the purpose of this study, a random sampling method was used to minimize the internal invalidity due to selection bias. Students were selected randomly cutting across the campus.

3.5 Sample size

A sample size of 60 was used made up of randomly selected students of Ogoja Campus.

3.6 Methods of data analysis

Quantitative data was collected through the questionnaires. Quantitative data analysis was done using Regression Analysis. Tables were used to ensure easy understanding of the analyses.

4 Data presentation, analysis and discussion

4.1 Specification of study variables

The variables used for this study were independent and dependent variables as stated below:

Independent variables: Industrial Dispute (ID), Prolonged Strike Action (PSA) and Corporate Governance (CG)

Dependent variable: Students Motivation to Learning (SML)

The study used quantitative techniques for the analysis of data. SPSS 20 was employed for data analysis with descriptive statistics and regression model used. The Regression model is specified as follows:

$$SML = \alpha_0 + \alpha_1ID + \alpha_2PSA + \alpha_3CG + u$$

$$\alpha_1, \alpha_2, \alpha_3 > 0$$

Where:

SML = Students Motivation to Learning

ID = Industrial Dispute

PSA = Prolonged Strike Action

CG = Corporate Governance

α = the constant parameter

u = Stochastic error term

4.2 Test of hypotheses

Regression result

Table 1: Variables entered/removed^a

Model	Variables Entered	Variables Removed	Method
1	Corporate Governance, Industrial Dispute, Prolonged Strike Action ^b	.	Enter

a. Dependent Variable: Students Motivation to Learning

b. All requested variables entered.

The table shows the total variables employed in the study.

Table 2: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957 ^a	.915	.911	.401

a. Predictors: (Constant), Corporate Governance, Industrial Dispute, Prolonged Strike Action

The model summary shows an adjusted R square of 0.911 (which is 91.1%). Since $0.911 > 0.60$, the model is said to be statistically significant. As a more reliable statistic of coefficient determination, it is therefore shown from the model summary that over 91% of total variability in Students Motivation to Learning is jointly explained by Corporate Governance, Industrial Dispute and Prolonged Strike Action, leaving only about 9% variability explained by other factors.

Table 3: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	97.174	3	32.391	201.336	.000 ^b
	Residual	9.009	56	.161		
	Total	106.183	59			

a. Dependent Variable: Students motivation to learning

b. Predictors: (Constant), Corporate Governance, Industrial Dispute, Prolonged Strike Action

The ANOVA model outputs an F-ratio of 201.336 with a significant p - value of $0.000 < 0.05$ (alpha level). There is a strong evidence to reject the null hypothesis of this model. Thus, the three independent variables- Corporate Governance, Industrial Dispute and Prolonged Strike Action are significant in predicting the dependent variable - Students Motivation to Learning

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.030	.118		.255	.799
	Industrial Dispute	.254	.066	.255	3.868	.000
	Prolonged Strike Action	.505	.098	.505	5.168	.000
	Corporate Governance	.241	.091	.250	2.641	.011

a. Dependent variable: Students motivation to learning

The regression coefficient model outputs the following results:

- i. Industrial dispute has a significant p-value of $0.000 < 0.05$ alpha level. The null hypothesis is rejected and it is upheld that there is a significant relationship between student motivation to learning and industrial disputes in Cross River University of Technology.
- ii. Prolonged Strike Action has a significant p-value of $0.000 < 0.05$ alpha level. The null hypothesis is not accepted. It is therefore upheld that there is an association between student motivation to learning and incessant and prolonged strike action in Cross River University of Technology.
- iii. Corporate Governance has a significant p-value of $0.011 < 0.05$ alpha level. The null hypothesis is debunked and the research hypothesis accepted that Corporate Governance does not significantly influence or explain student motivation to learning in Cross River University of Technology.

4.3 Discussion of findings

The discussion of finding was based on the hypotheses posited and tested.

The result of the analysis of the hypotheses revealed that student motivation to learning is significantly influenced by industrial dispute, prolonged strike action and corporate governance of CRUTECH management.

5 Summary of findings

Based on the analysis of the data, it was revealed that incessant strike actions and industrial disputes has a significant negative effect on the motivational level of student learning in CRUTECH. The school authority is to comprehend the complexities of running an institution of higher learning and provide the enabling environment that can sustain itself in achieving set goals.

For those reasons stated above, increased emphasis must be given to financial sustainability programmes for academics to prosper.

Importantly, sustainability management is also concerned with the development of appropriate institutional cultures, underpinning core values and increasing the motivation and commitment of employees. At a minimum, employees in CRUTECH expect their organization to provide fair pay, safe working conditions, and fair treatment. Like management, employees often expect more, depending on the strength of their needs for security, status, involvement, challenge, power, and responsibility.

From the retrieved questionnaire the students also stated the following problems facing their studies:

- i. Lack of power supply which hinders the use of the e-library and poor or no network for ICT equipments on the school campus which hinders research by students.
- ii. Lack of or total absence of some infrastructures such as cafeteria, toilet facilities, water supply or reticulation, recreational centers, medical centre and hostel accommodation for students on campus.
- iii. Poor timing for lectures
- iv. No good roads on campus; at best very muddy(during rainy season) and dusty(during dry season)
- v. Untidy class rooms.
- vi. High school fees

The following Recommendations are made from the findings of the study:

- i. Strengthen administrative and managerial strategies to ensure proper corporate governance.
- ii. Ensure salaries of lecturers and non-academic staff are paid as at when due
- iii. Provision of basic infrastructures and recreational centers for students
- iv. Ensure a clean and congenial environment
- v. Lecture time table should be drawn and followed.
- vi. Provision of power supply in the campus.
- vii. Reduction in the amount of school fees and creation of newer programs of study to generate more revenue to sustain the school.

References

- Adams, J. S. "Injustice in Social Exchange," In Berkowitz, L. (Ed.) *Advances in experimental social psychology*. Vol. 2, New York: Academic Press, 1965, 267-299.
- Appraisal and Merit Pay. Washington, D. C. National Academy Press. Mobley, W. H. *Employee Turnover: Causes, Consequences, and Control*, Reading, MA: Addison-Wesley, 1982.
- Armstrong, Michael. 1977, *Human Resource Management Practice*, 7th edition. Great Britan: Kogan Page Limited, 922 p.
- Armstrong, Michael & Brown, Duncan. 2006, *Strategic Reward*, 1st edition. Great Britan: Kogan Page Limited, 266 p.
- Beardwell, Julie & Claydon, Tim. 1994, *Human Resource Management*, 5th edition. Great Brian: Pearson Education Limited, 694 p.
- Beck, Robert C. 1978, *Motivation Theorys and Principles*, 1st edtion. PrenticeHall Inc, 470 p. *European Journal of Humanities and Social Sciences* Vol. 5, No. 1(Special Issue), 2011
- Beckhard, R. and Harris, R., *Organizational Transitions: Managing Complex Change*, Reading, MA: Addison-Wesley, 1977.
- Burroughs, J. D., "Pay Secrecy and Performance: The Psychological Research," *Compensation Review*, 1982, 14(3), pp. 44-54.
- Denison, D. R. *Corporate Culture and Organizational Effectiveness*, New York: Wiley, 1990.
- Devries, D. L., Morrison, A. M. Shullman, S. L. and Gerlach, M. L., *Performance Appraisal on the Line*, New York: Wiley-Interscience, 1981.
- Frost, Carl F., Wakely, John H. and Ruh, Robert A. *The Scanlon Plan for Organization and Development: Identity, Participation, and Equity*, Michigan State University Press, 1974.
- Galbraith, J. R. and Nathanson, D. A., *Strategy Implementation: The Role of Structure and Process*, St. Paul: West, 1978.
- Gerhart, B. and Milkovich, G. T. "Employee Compensation: Research and Practice.
- Graham-Moore, B. and Ross, T. *Productivity Gainsharing*, Englewood Cliffs, N.J.: Prentice Hall, 1983.
- Greiner, L., "Evolution and Revolution as Organizations Grow," *Harvard Business Review*, 1972, 50(4), pp. 37-46.
- Heneman, R. L. *Merit Pay*, Reading, MA: Addison-Wesley, 1992.
- Jenkins, G. D., Ledford, G. E., Gupta, N. & Doty, D. H. *Skill Based Pay: Practices, Payoffs, Pitfalls and Prescriptions*, Scottsdale, AZ: American Compensation Association, 1992.
- Kerr, S., "On the Folly of Rewarding A, While Hoping for B," *Academy of Management Journal*, 1975, 18, pp. 769.
- Kirk, Jerome & Miller, Mark L. 1986, *Reliability and Validity in Quantitative Research*, 1st edition. USA: Sage Publications Inc, 87 p.
- Latham, G. P. and Wexley, K. N. *Increasing Productivity Through Performance Appraisal*, Reading, MA: Addison-Wesley, 1981.
- Lawler, E. E. *Pay and Organizational Effectiveness: A Psychological View*, New York: MacGraw-Hill, 1971.
- Lawler, E. E. *Motivation in Work Organizations*, Monterey, CA: Brooks/Cole, 1973.
- Lawler, E. E. "The New Plant Revolution," *Organizational Dynamics*, 1978, 6(3), 2-12.
- Lawler, E. E. *Pay and Organizational Development*, Reading, MA: Addison-Wesley, 1981.
- Lawler, E. E. *The Ultimate Advantage: Creating a High-Involvement Organization*, San Francisco, CA: Jossey-Bass, 1992.
- Lawler, E. E. *Strategic Pay: Aligning Organizational Strategies and Pay Systems*, San Francisco, CA: Jossey-Bass, 1990.
- Lawrence, P. R. and Lorsch, J. W. *Organization and Environment: Managing differentiation and integration*. Homewood, IL: Irwin, 1967.
- Maslow, Abraham H. 1954, *Motivation and Personality*, 2nd edition. Harper & Row, 369 p.
- M. D. Dunnette and L. M. Hough (Eds.) *Handbook of Industrial and Organizational Psychology*, Palo Alto, CA: Consulting Psychologists Press, 1992, 2nd ed., Vol. 3, pp. 475-569.
- Milkovich, G. T. and Wigdor, A. K. (Eds.) 1991, *Pay for Performance: Evaluating Performance*
- Muijs, Daniel. 2004, *Doing Quantitative Research in Education with SPSS*, 1st edition. Great Britan: SAGE Publications Ltd , 228 p.
- Mohrman, A. M., Resnick-West, S. A., and Lawler, E. E. *Design Performance Appraisal Systems*, San Francisco, CA: Jossey-Bass, 1989
- Mohrman, S. A. and Cummings, T. G. *Self-Designing Organizations*. Reading, MA: AddisonWesley, 1989.
- Moore, B. E. and Ross, T. L. *The Scanlon Way to Improved Productivity*, New York: Wiley, 1978.
- Nealy, S. *Pay and Benefit Preferences*, *Industrial Relations*, 1963, 3, 17-28.
- O'Dell, C. *People, Performance and Pay*, Houston, TX: American Productivity Center, 1987.

Organizational Life Cycle, Kimberly, J. R., Miles, R. H. and Associates. San Francisco: JosseyBass, 1980.
Redman, Tom & Wilkinson, Adrian. 2001, Contemporary Human Resource Management, 2nd edition. Pearson Education Limited, 528 p
Reward as a Motivation tool for Employee performance by Cynthia Eshun & Frank K. Duah Blinder, A. S. Paying for Productivity, Washington, D.C.: Brookings, 1990.
Salscheider, J., "Devising Pay Strategies for Diversified Companies," Compensation Review, 1981, pp. 15-24.
Schuster, J. R. and Zingheim, P. K. The New Pay, New York: Lexington, 1992.
Torrington, Derek. Hall, Laura. Taylor, Stephen & Atkinson Carol. 2009, Fundamentals of Human Resource Management, 1st edition. Pearson Education Limited, 439 p.
Tosi, Henry L. Rizzo, John R & Carroll, Stephen J. 1994, Managing Organizational Behaviour, 3rd edition. USA: Pitman Publishing Inc, 620 p.
Vroom, V. H. Work and Motivation, New York: Wiley, 1964
Walton, R. E. "Establishing and Maintaining High Commitment Work Systems," Chapter in The Whyte, W. F. ed., Money and Motivation: An Analysis of Incentives in Industry, New York: Harper, 1955.
Yritysesittely, 2009, Motonet, Brouman Group Oy. Available from: <http://www.motonet.fi/web/guest/yritys> [Accessed 12 March 2010].
Zingheim, Patricia K & Schuster, Jay R. 2000, Pay People Right, 1st edition. California: Jossey-Bass Inc, p. 388

Appendix

Dear Respondent,

I am carrying out a research on "*The Impact of incessant strike actions and industrial disputes in Cross River University of Technology and its effect on students' motivation to learning*".

Kindly fill in the appropriate answers in your opinion which fits the situation. Any information provided in this questionnaire will be treated with utmost confidentiality and will be used for the research purposes only.

I hereby solicit your co-operation in this regards.

Research questionnaire

INSTRUCTION: Please tick (✓) or fill where appropriate in the space provided.

Section A

1. Name (Optional)

.....
2. Sex (a) Male (b) Female

Section B

Research questions

For the purpose of this study, five [5] questions are asked in proposition form and in the negative to seek the opinion of students on the motivation to learn.

1. The interest to learn in acquiring requisite knowledge and to continue further academic activities in CRUTECH is diminished as a result of incessant and prolonged strike actions and industrial disputes embarked on by Academic Staff Union of Universities CRUTECH Chapter.
2. When strike actions are called off it brings about pressurised academic workload coupled with short learning semesters and this serves as dysfunction to learning.
3. Reading or studying after a long period of academic strike becomes a difficult task as the earlier knowledge acquired is forgotten by students.
4. Due to academic inactivity created by strike action and industrial disputes, students who have other learned skills or engaged in other economic activity are reluctant to come back to school immediately after strike is called off since they earn from these economic activities.
5. The motivation of students to study is affected by corporate governance components in CRUTECH such as school management, processes, rules and decision making activities involved in the administration of academic service delivery which affects students benefit in relation to the school fees paid by the students.

Section C

1. What in your own opinion are the other problems militating against your studies in CRUTECH? Please list them.....
2. What solutions would you proffer as a student to avert reoccurrence of above stated issues or problems facing students motivation to learning