

Influence of Organizational Politics on Business Education Programme in Rivers State Universities

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Abstract

This study investigated the influence of organizational politics on business education programme in universities in Rivers State. Two objectives of the study, two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study consisted of 76 Business Educators in Rivers State Universities and all members of the population served as the participants for the study. A structured questionnaire containing 16 items in two clusters was used to collect data for the study. The instrument was validated by experts in the Field of Business Education and Measurement and Evaluation. Means and Standard deviation was used to analyze the research question while T-test was used to test the hypotheses formulated in the study. Finding of the study shows that organizational politics has a negative influence on lecturers and Business Education Programme as well. The researchers recommended that promotion of lecturers and other incentives that are due them should not be politicked and organizational politics should be discouraged in Business education Programme.

Keyword: Organizational, politics, business, education.

Introduction

Politics is as old as human existence on planet earth. Organizational politics is also as old as human existence and has long existed in various organizations irrespective of the size of the organization because humans by nature are ambitious and desirous of various things. It could be an ambition to get to the highest cadre in an organization, to out-shine colleagues in any office, to unsit or undue an individual in an organization, to protect and project an interest in an organization, to show off skills or qualities etc. All these could make an individual to be engaged in organizational politics. Organizational politics are formal, unofficial and sometimes behind the scene efforts to sell ideas, influence an organization, increase power or achieve other objectives (Onyeizugbe and Orogbu, 2015). This at most times is done to fulfill personal or selfish purpose of the individuals who are engaged in it. For one to be engaged in organization politics, political skill is needed by such individual so as to effectively achieve his/her goals. Political skills is an interpersonal style construct that

combines social astuteness with the ability to relate well and demonstrate situationally appropriate behaviour in an disarmingly charming and engaging manner that inspires confidence, trust, sincerity and genuineness (Akanbi's and Akhanolu, 2012). This political skill and personal interest spurs individuals to be involved in organizational politics. Hence, organizational politics is often defined as the behavior that is aimed at protecting the self-interest of an individual or group at the cost of another (Drory & Vigola-Gadot, 2010, Gotsis and Kortezi, 2010). Organizational politics are plans, tactics and strategies for seizing, holding, acting and exciting power in an organization (Adu, Akinloye & Olaye, 2011).

However, some individuals view organizational politics as a means of analyzing conflicts in organizations and employees using it to make sense of the environment they work in (Ladebo, 2015 in Cacciatolo, 2016). Organizational politics in an Educational system (Tertiary institution) influence a lot of things ranging from the allocation of courses to instructors/lecturers (where people lobby to get certain courses) at the detriment of those who can handle the courses effectively and efficiently, delay in the promotion of individuals who are due for promotion, delay in the disbursement of allowances, delay in the disbursement of incentives, non-provision of fund to individuals (lecturers/instructors) who would want to go for seminars or workshop, favouritism) and nepotism on the part of those at the top where individuals who are termed "loyal" are given certain benefits while those that are hardworking and diligent yet are seen as "disloyal" individuals are denied of benefits that are accrued to them (Ozara, 2012). Organizational politics has done more harm than good to the growth of so many programme in tertiary institutions (universities) in that it robs the right individuals that are qualified for a particular position their right of being in such position due to their level of hardwork, commitment and diligence thus affecting their morale, level of hardwork, level of commitment, level of contribution to organizational and programme growth, level of instructional delivery in the classroom, level of commitment to the growth of the programme both locally and internationally, level of commitment to the wellbeing, growth and development of the students in the programme both locally and internationally (Mona, 2010).

On the other hand, organizational politics in various organization (universities) positively affects its staff irrespective of their level or cadre in the organization in that it has a great impact on them. For instance, it speeds up the growth of an employee who is close to the corridors of power or close to those at the seat of power where major decisions are taken which most times are in the favour of those individuals that are close to those at helm of authority. These individuals are qualified for several positions but their closeness or cordial relationship to those at the corridors of powers helps to get the positions that they are qualified for which ordinarily would have been impossible (Kachi, 2012). On the other hand, organizational politics affects the way things are done in any organization either positively or negatively. For instance, the commitment level of an employee in an organization drops when his/her benefits, entitlements and other fringe benefits are derived him/her and given to other individual due to favouritism or nepotism in an organization. The value placed on the organization by these employees will also drop because their benefits are denied them and given to others thus affecting their commitment to organizational goals/objectives (Chima, 2015). Organizational Politics in institutions of higher learning does not only affect the

lecturers/instructors in these institutions of higher learning, it also affects the programmes that are offered in such higher institutions (universities). The success and failure of these programmes offered in these higher institutions to a greater extent relies heavily on the individuals or the human resources that implement these programmes in institutions of higher learning (universities). The success of Business Education Programme in Universities also relies heavily on the human resources that implement the programme in the universities.

Organizational politics in higher institutions of learning (universities) affects the programmes that exist in such universities in that the provision of facilities that will enhance teaching and learning in the programme is politicized, regular recruitment of core professionals to handle courses is politicized, appointment of individuals who are not core professionals to head departments and lead individuals who are core professionals in a particular discipline due to their closeness to the corridors of power and the non-implementation of recommendations made by professionals in a particular field (Business Education) after accreditation (Odo, 2010). Organizational politics on the other hand affects programmes (Business Education) in universities because the individuals engaged in organizational politics do it for the following reasons; to achieve personal ambition/goals/interest, to gain power, formation of alliances in the organization, engagement in rival camp games and utilizing organizational resources for personal gain (Nwazor & Eriken, 2017). All these at the detriment of the programme. Business Education as a programme in universities in Nigeria is negatively affected by organizational politics (Nwazor & Eriken, 2017). Business Education is a programme that provides the knowledge, skills, attitudes and understanding needed to perform in the Business world as a producer or consumer of goods and services that business offers (Ugwogo, 2013). University administrators and Business Education lecturers in Universities whom most times are actively involved in organizational politics for either one reason or the other plays significant roles on how well Business Education Programme will be. The educational system in Nigeria are faced with series of challenges ranging from policy inconsistency, poor academic infrastructures etc (Nwazor & Eriken, 2017). This is because most things are politicized in organizations where individuals, students and departments are denied what rightly belongs to them through manipulation, intimidation and other vices that accompanies organizational politics. University administrators plays significant roles on how well Business Education Programme will be operated through the provision of the right resources and infrastructures needed for the smooth operation of the programme.

Statement of Problem

Business Education as a vocational course that prepares individuals to be self-reliant upon graduation is highly demanding in terms of infrastructures and other resources. Presently, most students that graduate from Business Education Programme have the problem of inadequate exposure to modern office technology (Amoor, 2008). This is because the machines and resources that are accrued to Business Education departments in universities, the process of releasing them are highly politicized. The system as a whole is fast losing its relevance and value as the objective of Education (Business Education) are being defeated principally due to the impact of politics on the management of the Educational system in Nigeria (Yawe, Ivagher & Ijov, 2015).

Aim and Objectives

The objective of this study was to ascertain the influence of organizational politics on Business Education programme in Universities in Rivers State. Specifically, the study sought to ascertain;

1. The influence of organizational politics on Business Education lecturers in Rivers State Universities.
2. The influence of organizational politics on Business Education Programme in Rivers State Universities.

Research Questions

The following research questions guided the study;

1. To what extent does an organizational influence lecturer in Universities in Rivers State?
2. To what extent does organizational politics influence Business Education Programme in Universities in Rivers State?

Hypotheses

The following hypotheses were formulated in the study and tested at 0.05 alpha level of significance.

1. There is no significant difference in the mean responses of respondents on the influence of organizational politics on Business Education lecturers in Universities in Rivers State.
2. There is no significant difference in the mean responses of respondents on the influence of organizational politics on Business Education programme in Universities in Rivers State.

Method

The study adopted a descriptive survey research design to ascertain the influence of organizational politics on Business Education Programme in Universities in Rivers State. A total population of 76 Business Education lecturers in the two state owned universities (Rivers State University and Ignatius Ajuru University of Education) served as the study population. The instrument for data collection was a structured Questionnaire which was based on a four-point rating scale of High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). Copies of the research questionnaire were administered by the researchers to the respondents. Chrombach alpha was used to establish the reliability coefficient of 0.72 which shows that the instrument was reliable. Mean and standard deviation were used to analyze the the responses of the respondents while T-test was used to test the hypotheses formulated in the study at 0.05 alpha level of significance. The decision rule was based on these boundary limits.

High Extent (HE) = 3.50 – 4.00

Moderate Extent (ME) = 2.50 – 3.49

Low Extent (LE) = 1.50 – 2.49

Results

Research Question 1: A what Extent does Organizational Politics Influence Business Education Lecturers in Rivers State Universities.

Table 1: Data on the Mean Responses of Respondent on the Extent Organizational Politics Influence Business Education Lecturers in Rivers State Universities.

S/N	Items	RSU n = 20 X	SD	Remark	IAUE n = 57 X	SD	Remark
1	Delay in the promotion of lecturers due to organizational policies in universities affects	3.10	0.19	Moderate Extent	2.52	0.16	Moderate Extent
2	Delay in the disbursement of allowances that are due to lecturers due to organizational politics affects lecturers in Business Education Programme	3.22	0.20	Moderate Extent	2.98	0.19	Moderate Extent
3	Delay in the disbursement of incentive to lecturers in Business Education Programme due to organizational politics lecturers in Business Education Programme	2.92	0.18	Moderate Extent	2.51	0.16	Moderate Extent
4	Non-provision of fund to sponsor lectures for workshops and seminar due to organizational politics affects lecturers in Business Education Programme	3.42	0.21	Moderate Extent	3.00	0.19	Moderate Extent
5	Non-allocation of courses to lecturers that are efficient to handle specific courses in Business Education Programme due to organizational politics affects lecturers in Business Education Programme	3.71	0.23	High Extent	3.21	0.20	Moderate Extent
6	Organizational policies influences the hard work level of lecturers	3.10	0.19	Moderate Extent	2.97	0.19	Moderate Extent
7	Organizational policies in universities affects	3.96	0.25	High Extent	3.44	0.22	Moderate Extent

	the morale of lecturers in Business Education Programme							
8	Organizational policies in universities affect the level of Business Education Lecturers contribution to organizational and programme growth.	3.65	0.23	High Extent	2.50	0.16	high Extent	
9	Organizational politics in universities influences Business Education Lecturers' classroom	3.81	0.22	High Extent	3.00	0.19	Moderate Extent	
10	Organizational politics in universities influences Business Education Lecturers' commitment.	3.50	2.14		26.73	1.85		

Findings in the table shows that delay in the promotion of lecturers' disbursement of allowances, incentives and non-sponsorship of workshops and seminars for lecturers affects lecturers in Rivers State Universities. Non-allocation of courses to lecturers that are efficient in a particular course affects lecturers in Business Education Programme and the Morale, commitment, classroom delivery and the contribution of lecturers to organizational growth and development is affected by organizational politics in universities.

Research Question 2: To what Extent does Organizational Politics Influence Business Education Programme in Rivers State University.

Table 2: Data on the Mean Responses of Respondents on the Extent Organizational Politics Influence Business Education programme in Rivers State Universities.

S/N	Items	RSU n = 20 X	SD	Remark	IAUE n = 57 X	SD	Remark
11	Non-provision of facilities that are needed to enhance business education programme due to organizational policies affects business education programme in Rivers State Universities	3.82	0.24	High Extent	3.22	0.20	Moderate Extent
12	Appointment of individuals who are not core business educators to handle business education courses due to organizational policies in universities affect business programme in Rivers State Universities.	3.53	0.22	High Extent	3.18	0.19	Moderate Extent
13	Appointment of individuals who are not core business educators to head business education department in Rivers State Universities affects the programme	3.73	0.23	High Extent	3.31	0.20	Moderate Extent
14	Formation of alliances in department of business education programme in Rivers State Universities	3.89	0.24	High Extent	3.00	0.19	Moderate Extent
15	Engagement in rival camp games/cabals in business education programme in Rivers State Universities	3.93	0.25	High Extent	3.52	0.22	High Extent
16	Utilization of department resources for personal gain affects business education programme in Rivers State Universities.	3.55	0.22	High Extent	3.19	0.19	Moderate Extent
Total Mean/SD		22.45	1.4		19.42	1.19	
Grand Mean/SD		3.74	0.23		3.24	0.19	

Finding in the table shows that non-provision of facilities, appointment of individuals who are not core Business Educators to handle Business Education Courses, appointment of individuals who are not core Business Educators to head Business Education departments, formation of alliances in Business Education departments, engagement in rival camp

games/cabals and the utilization of departmental resources for personal gain have negative impact on Business Education programme in Rivers State Universities.

Hypothesis 1

There is no significant difference in the mean responses of respondents on the influence of organizational politics on Business Education Lecturers in Rivers State Universities.

Table 3: T-test Result of Difference between RSU and IAUOE Business Educators on the influence of Organizational Politics on Lecturers in Business Education Programme

Group	n	X	SD	df	Level of Sig.	T-cal	T-crit	Remark
RSU	19	3.44	0.21	74	0.05	15.4	1.96	Rejected
IAUOE	57	2.67	0.17					

Source: Field Survey, 2020

Table 3 analysis shows that the t-calculated is higher than the t-critical of 1.96 ($T_{cal} > T_{crit}$). Hence the hypothesis was rejected. Thus; there is a significant difference in the mean responses of respondents on the impact of organizational politics on Business Education lecturers in Rivers State Universities.

Table 4: T-test Result of Difference between RSU and IAUOE Business Educators on the impact of organizational politics on Business Education programme

Group	n	X	SD	df	Level of Sig.	T-cal	T-crit	Remarks
RSU	19	3.74	0.23	74	0.05	8.33	1.96	Rejected
IAUOE	57	3.24	0.19					

Table 4 analysis shows that the T-calculated is greater than the T-critical of 1.96 ($T_{cal} > T_{crit}$). Hence, the hypothesis was rejected. Thus; there is significant difference in the mean ratings of respondents on the impact of organizational politics on Business education Programme in Rivers State Universities

Discussion of Findings

Influence of organizational politics on lecturers in Business Education

The analysis in table 4.1 shows that delayed promotion, delay in the disbursement of allowances, incentives, non-provision of fund for conferences and the non-allocation of courses to lecturers affects lecturers in Business Education Programme in Rivers State Universities.

These findings are agreement with the view of Ozara (2012) that delay in the promotion of individuals in an organization, allocation of courses to individuals that are not efficient in a particular course, delay in the disbursement of allowances and incentives, non-provision of fund to sponsor seminars and workshops, nepotism and favouritism due to organizational politics affects a lot of things in an organization or institution. Agreeing with the view of Ozara, Chima (2015) depicts that the value employees place on an organization will drop when the benefits that are due certain individuals and given to other individuals thus: affecting to commitment to organizational goals and objectives.

Influence of organizational politics on Business Education Programme

Based on the result obtained, it was revealed that non-provision of facilities need in the programme, appointment of individuals who are not core Business Educators to handle Business Education courses, appointment of individuals who are not core Business Educators to head Business Education Departments, formation of alliances in Business Education departments, engagement in rival camp games/cabals and the utilization of departmental resources for personal gain. These findings are in agreement with the view of Oso (2010) that the provision of facilities to enhance programmes in higher institutions are politicized, recruitment of individuals to handle courses in a programme are politicized, non-professional are appointed to head professional in programmes in higher institutions and the non-implementation of the recommendations made during accreditation affects Business Education Programme. Agreeing with the view of Odo, Nwazor and Eriken (2017) depicts that organizational politics affects Business Education Programme because it involves the following; formation of alliances, engagement in rival camp games and utilizing organizational resources for personal gain.

Conclusion

This paper conceptualized on the impact of organizational politics on Business Education Programme in Rivers State Universities. It discussed the influence of Organizational Politics on Business Education Lecturers and Business Education Programme. It was concluded that organizational Politics influences Lecturers in Business Education programme and Business Education Programme as a whole.

Recommendations

Based on the findings of the study, and conclusion, the following recommendations were made by the researchers;

1. Promotion of lecturers, provisions of incentives for lecturers, allowances of lecturers, sponsorship of workshops and seminars should not be politicized.

2. The following should be done to enhance Business Education Programme in Rivers State Universities; the needed facilities should be provided, individual who are core Business Educators should handle Business Education courses, individuals who are core Business Educators should head Business Education departments and the formation of alliances, rival camp games should be absolutely discouraged.

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