

IMPACT OF TRADE UNION ON PRODUCTIVITY OF TEACHERS IN PUBLIC AND PRIVATE PRIMARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT: *The study investigated the impact of trade union on productivity among teachers in public and private primary schools in Cross River state. Specifically, the study compares productivity of teachers in private and public primary schools in the study area. Survey design was deployed in the study while cluster random sampling was used to select 180 pupils and purposive sampling technique to select six (6) key informants. Survey interviews and key informant interviews were used for data collection. The analysis of data involved use of percentages, mean and chi-square and transcription of views of the key informants. The study revealed that teachers in private primary schools are more productive than their colleagues in public schools based on indices of productivity such as attendance to school, attendance to classes, average number of lessons held per day and involvement in extra lessons. The study also found a significant difference in school attendance between the public and private primary schools in the study area as the computed chi-square value of 2.222 was greater than the critical value of 1.543 on 1 degree of freedom and confidence level of 0.05. Also there was a significant difference in regular class by teachers in the public and private primary schools as computed chi-square value of 46.723 was greater than the critical value of 44.416 on 1 degree of freedom and confidence level of 0.05. The study therefore recommends regular audit of teachers, strict monitoring on the job, training and retraining and inclusion of teachers' productivity as one of the core aims of trade Unions.*

KEYWORDS: Unionism, Trade Union, Teachers Productivity, Public Schools, Private Schools, Socio-Economic Development.

INTRODUCTION

Productivity is one of the major issues that are of interest to government, policy makers and scholars. This is because of its critical importance to socio-economic development of society as the overall development index is measured in relation to productivity of individuals within that society (International Labour Organization – ILO, 2015; Organization for Economic Cooperation and Development – OECD, 2011). The performance of any economy is determined mostly by the level at which people are productive. In the Nigerian educational sector, it has been observed that low productivity of workers especially teachers has become a common phenomenon. It appears that in Nigerian educational institutions such as primary schools, there is low productivity among teachers (Adeyemi, 2011; Ajayi and Afolabi, 2012; Eze, 2016). Primary School teachers appear to be increasingly handicapped in respect to delivering quality education expected of them.

In response to the issue of low productivity among the primary school teachers, plethora of studies has been conducted. Ajayi and Afolabi (2012) pointed that low productivity of teachers could be attributed to many factors and could have adverse effects on students' performance, which is one of the outcomes of teacher productivity. Eze (2016)'s study seems to relate low

productivity of teachers to lack of training and retraining programmes, while other studies found a correlation between school climate and productivity of teachers (Tayo, 1980). Still some studies found stress to be one of the causes of low productivity among primary school teachers in Nigeria (Yusuf, Yinusa and Metu, 2015). These studies somehow ignored the assessment of trade unions relationship to productivity of primary school teachers or even failed to recognize that trade unions might be related to phenomenon of low productivity among primary school teachers.

There is a perception that trade unions generally are not so eager to support any programmes aimed at boosting productivity but rather interested in welfare of their members. This is precipitated on the reasoning that increased productivity at the enterprise level more often than led to downsizing of the workforce (ILO, 2015). Trade union emergence and formation are ideological and conscious creation which is only aimed at protecting workers from perceived exploitation and oppression from employers or management (Collins, 2013; Marx and Engler, 2010). Trade union are formed by workers with believe that collectively, they can protect themselves against exploitation and social injustices in work places. The formation of these unions appears to be exclusively aimed at improving conditions of service of workers. The workers have the right to collective bargaining with employers in respect of issues concerning workers interest and work in general (Tayo, 1980). The absence of trade union is likely to subject workers to oppression and exploitation as they may be compelled to work under harsh conditions without corresponding reward for their labour (Tayo, 1980; Marx and Engels, 1970). Without the class consciousness and corresponding action, there is a possibility of employers dehumanizing workers in the quest to accumulate profit since the main goal of capitalist societies is profit maximization (Marx and Engels, 1970).

It therefore appears that trade union has only manifest functions or intended roles in organizations which are the protection of interest of the workers in terms of oppression, exploitation by employees. It is to be noted that trade union may also have latent or unintended functions in an organization which may bother on improvement in productivity among workers. It has been argued that apart from the visible role of protecting workers interest and improving their conditions of service, trade unions also play a role which may not be obvious, improving productivity (ILO, 2015; Collins, 2013).

In Nigeria, primary schools are characterized by both private and public ownership. In public primary schools there is existence of trade union among teachers, known as National Union of Teachers (NUT), formed to ensure improvement in their conditions of service by ensuring that teachers are not oppressed and exploited. In private primary schools however, trade unions seem to be non-existent or dormant. Thus there is a possibility of exploitation and oppression of workers by employees, but in relation to productivity it is difficult to determine or compare trade union and teachers' productivity in private and public primary schools.

The questions that needs pondering about here include:

- (a) how the does the existence or not of trade union affect productivity of teachers in the private and public primary schools in Cross River state?
- (b) Do the existence or not of trade union in private and public primary schools make teachers more or less hard working and productive?

Therefore, the main objective of the study is to compare the effects of trade union on productivity among teachers in private and public primary schools in Cross River State. Specifically, the study aims to compare productivity of teachers in private and public primary schools in the study area.

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Hypotheses

The following hypothesis has been formulated:

- a. Teachers in private primary schools with no trade union attend school more regularly compared to teachers in public primary schools with trade union.
- b. Teachers in private primary schools with no trade union attend classes more regularly compared to teachers in public primary schools with trade union..

LITERATURE REVIEW

Concept of Trade Union

There is no universally accepted definition of trade union. This is because the definition of the concept is dependent on time, place and situation (Mainasara, 2009). One of the earliest known definitions of a trade union was found in the Trade Union Act Of 1913. The Act defines a trade union as “Any combination, temporary or permanent, under the constitution of which the principal objectives are: the regulation of the relations between workmen and workmen, masters and workmen, or masters and masters, or the imposing of restrictive conditions on the Conduct Of any trade union or business”. This definition appears to emanate from official statutes or laws of the British Government and this officially confers a legal status in trade unions in Britain. In Nigeria, the first trade union law known as ‘The trade union Ordinances of 1938’ conceptualized a trade union as” Any combination whether temporary or permanent, the principal purpose of which are the regulation of relation between workmen and workmen, or between masters and masters whether such combination would or would not if this ordinance have not come into effect been deemed to have unlawfully combination by reason of someone or more of its purpose being in restraint of trade”

Also, the *Section 1 of the Nigerian Trade Union Act 1973* defines a labour union as any combination of workers or employers, whether temporary or permanent, the purpose of which is to regulate the terms and conditions of employment of workers whether the combination by reason of any of its purpose being in restraint of trade and whether its purposes of not include the provision of benefits for its worker.

According to Webb (1997) a trade union is a “*continuous association of wage earners for the purpose of their working lives.*” Otobo (1992) defines labour unions as “a collective response of working people exposed to the economic deprivations of an inhospitable society and exploiting industrial and commercial elite. In the conception of Tokunbo (1985), a labour union is an association of workers, which consist of representatives that mediate between the workers and their employer in order to avoid any unfair treatment that could be meted on them by the employers and to conversely ensure commitment to work by its members in a way that, it will result in high level of productivity and organization efficiency in general. Collins (2013) saw

three basic notions in the definition. These includes continuity or relative permanency of organization, a goal, improving conditions and employment, the economic and authority relationship between two parties, workers and employer.

The International Labour Organization – ILO (2015) defines a trade union organization as:

“an organization of employees usually associated beyond the confines of one enterprise, established for protecting or improving through collective action, the economic and social status of its members.”

To Orji, Ringim, Boman and Akhimien (2016), a trade union, also called, labour union is an organization of workers who have banded together to achieve common goals such as protecting the integrity of its trade, achieving higher pay, increasing the number of employees an employer hires, and better working conditions.

Concept of Productivity

The concept of productivity may seem rather simple; however, it is ambiguous and shrouded in confusion as the concept is dependent on the context to which it is used (Ali, Abdiaziz and Abdiqani, 2013). A common mistake is, for instance, to use productivity synonymous to measures of production, which refers to the amount of a product or service produced. As a result of this confusion, people tend to believe that increased production means increased productivity. This is not necessarily true. An important point to keep in mind is that productivity is a relative concept, which cannot be said to increase or decrease unless a comparison is made, either of *variations* from competitors or other standards at a certain point in time or of *changes* over time (Misterek, Dooley and Anderson, 1992).

Productivity Commission (2009) sees productivity as the measure of production efficiency. At a national level it captures the economy’s ability to ‘harness its physical and human resources to generate output and income’. Productivity growth refers to an increase in the value of outputs produced for a given level of inputs, over a given period of time. The Australian Bureau of Statistics (2009) explained that in a very general sense, the best way to think about productivity is by thinking of production. You can have increased production from an increase in inputs; there can be increased production due to a more efficient use of inputs or a combination of both of those things. For the purpose of the study we could define productivity as measure of one’s devotion to his job in terms of achieving primary expectations required for the job.

Trade Unions and Productivity

The impact of trade union on productivity of workers generally has mixed results. While some studies have shown the positive impact of trade unions on worker’s productivity, others seem to debunk this claim, insisting that trade unions are detrimental to workers’ productivity. A study by Orji, Ringim, Boman and Akhimien (2016) appears to relate trade unions to low productivity among workers. The study found that trade union activities often results in low productivity among academic staff in Nigerian public universities. This study draws its conclusion on the fact that regulated or non-trade unionism will always result to high productivity among staff in Private Universities.

Collins (2013) study in Jos International Breweries PLC found that trade unions can ensure productivity among workers. This is found on the basis that the unions create psychological

advantage of job security among the workers which in turn improve and increase productivity among the workers. Further, resolution of conflict between the workers and employers was found to have increased productivity among workers in the organization.

Okereke (2011) also seem to suggest that trade unions have positive impact on productivity of workers. Using Port Harcourt Electricity Distribution Company – PHCN as a case study, he found that trade unions were effective in protecting the rights of workers and by so doing shield them from exploitation and oppression by the employees. Absence of trade unions could retard efficiency and productivity but its existence in the organization seem to directly and indirectly lead to high productivity among the workers.

METHODOLOGY

Research Design

This study has adopted a survey design. This is because the design has the advantages of allowing the researchers to gather information from large samples and is also compatible with statistical analysis and making of inferences.

Study Area

Cross River was created on May 27, 1967 from the former Eastern Region, Nigeria. Its name was changed to Cross River State in 1976 state creation exercise from South Eastern State (Nwabueze, 1982; Cross River State Government, 2017). Its capital is Calabar, and its name is derived from the Cross River (Oyono), which passes through the state. Cross River State is a coastal state in South South Nigeria, which passes through the state. It is located in the Niger Delta with population of 3,737,517 (according to National Population Commission – NPC, 2016 estimates) and occupies 20,156 square kilometers. It shares boundaries with Benue State to the north, Ebonyi and Abia States to the west, to the east by Cameroon Republic and to the south by Akwa-Ibom and the Atlantic Ocean (Cross River State Government, 2017; Odey, 2017).

Its major towns are Akamkpa, Biase, Calabar South, Calabar Municipality, Ikom, Igede, Obubra, Odukpani, Ogoja, Ugep, Obudu, Obanliku, Akpabuyo, Ofutop, Iso-bendghe, Danare, Boki, Yala, Bendeghe Ekim, Etomi, and Ukelle. The State is composed of several ethnic groups, which include the Efik, the Ejagham, Yakurr, Bette, Yala, Igede, Ukelle and the Bekwarra. The Efik language is widely spoken in the southern part of Cross River State, especially in Calabar Municipality, Calabar South and Odukpani while Ejagham language is the most widely spoken language in Cross River State (Nwabueze, 1982; Odey, 2018).

There are also the Yakurr/Agoi/Bahumono ethnic groups in Yakurr and Abi LGA, while the Mbembe are predominantly found in Obubra LGA. Further up the core northern part of the state are several sub-dialectical groups, among which are Etung, Olulumo, Ofutop, Nkim/Nkum, Abanajum, Nseke and Boki in Ikom, Etung and Boki LGAs. Also, the Yala/Yache, Igede, Ukelle, Ekajuk, Mbube, Bette, Bekwarra and Utugwanga people are found in Ogoja, Yala, Obudu and Obanliku Local Government Areas (Nwabueze, 1982).

Population of the Study

Population of the study includes all students of private and public primary schools, including staff of Cross River Basic Education Board and head teachers of private primary schools in Calabar, Cross River state of Nigeria.

Sampling Technique and Procedure

Cluster sampling technique was used in selection of samples for the interview. It involved first a purposeful selection of three (3) private and public primary schools in Cross River state. The public primary schools are Government Primary School, St. Michael Primary School, Ugep, Yakurr LGA and Holy Child Covenant School, Ogoja LGA. Private primary schools include Wisdom Primary School, Yache, Yala LGA, Immaculate Conception Nursery and Primary School, Calabar and Era Care Primary School, Okuku, Yala LGA. Afterwards, thirty (30) pupils were selected in each of the six (6) primary schools totaling 180 respondents. The selection was limited from primary 3 to 6 as the pupils in these classes would more be knowledgeable enough to respond to the questions. In the process of selection of the samples, the researchers visited the selected primary schools and randomly selected the pupils. They wrote "Yes" and "No" on pieces of paper, folded and dropped in a bag. The pupils were asked to pick the folded papers. Those who picked "Yes" were then selected for the study. Purposeful sampling method was also used to select key informants. In this process, the researchers identified three (3) staff Primary Basic Education Board in Calabar and one (1) head teacher in the selected private primary schools, discussed the purpose of the study with them and sought their permission and urged them to be part of the study and they agreed to respond to the questions.

Method of Data Collection

Interviews were used to collect data for the study. This method was selected because most primary school pupils cannot complete questionnaires due to their low educational level therefore interviewers could give researchers opportunity to collect data from the pupils who are not enlightened enough. The procedures for data collection involved the researchers and their research assistants administered the interviews through face to face contact with the respondents. For key informant interviews, the researchers visited the key informants, discussed the aims of the study with them and booked appointment with them for the interview(s). Data was collected through use of tape recorders.

Method of Data Analysis

For the interviews, analysis of data involved the use of descriptive statistics such as percentages and the mean while chi-square was used to test hypothesis. For key informant's interview, the researchers transcribed the responses of the key informants and discussed them on the basis whether they corroborate or contradict data from questionnaires.

RESULT/FINDINGS AND DISCUSSION

This section focuses on the presentation and analysis of data under the following heading socio-demographic characteristics of respondents, impact of trade unions on productivity among

primary school teachers and measures to improving productivity among primary school teachers in Cross River state.

Table 1: Socio-Demographic Data of Respondents

Variable	Frequency	Percentage
(a) Age (Years)		
4-6	32	17.8
7-9	75	41.7
10-12	52	28.9
13-15	13	7.2
16 and above	8	4.4
Total	180	100
(b) Sex		
Male	82	45.6
Female	98	54.4
Total	180	100
(c) Class		
Primary 6	57	31.7
Primary 5	77	42.8
Primary 4	30	16.7
Primary 3	16	8.8
Total	180	100
(a) Religion		
Christianity	165	91.6
Muslim	10	5.6
Traditional	1	0.6
Atheism	4	2.2
Total	180	100

Source: Field Survey, 2017

Table 1 above presents socio-demographic attributes of respondents. In relation to age, the Table shows that pupils with the highest frequency fall within the age group of 7-9 years with 75 (41.7%). This was followed by those from the age group of 10-12 years with 52(28.9%) pupils. The next is the age group of 4-6 years with 32(17.8%) while pupils from the age bracket of 13-15 years were 13(7.2%). Lastly, the pupils with least frequency were in the category of 16 and above with 8(4.4%).

In relation to sex distribution, the female pupils were the majority with 98 (54.4%) while the males were the least with 82(45.6%). On the class distribution, the Table shows that most of pupils were in primary 5 with frequency of 77(42.8%), this is followed by those in primary 6 with frequency of 57(31.7%). Next are pupils who are in primary 4 with frequency of 30(16.7%) while pupils primary 3 had the least frequency of 16 (8.8%). In respect to distribution by religion, the Table has shown that most of the pupils are Christians with frequency of 165 (91.6%) while pupils who are devotees of traditional religion were the least with 1 (0.6%). Further, pupils who are Muslims were 10 (5.6%) while those who are atheist were 4 (2.2%).

Table 2: School Attendance of Teachers in Public and Private Primary Schools in Cross River State

Public Primary Schools	Frequency	%
Yes	78	86.7
No	12	13.3
Total	90	100

Private Primary School	Frequency	%
Yes	84	95.6
No	6	04.4
Total	90	100

Source: Field survey, 2017

Table 2 compares attendance of teachers in public and private secondary schools in Cross River state. The Table shows most of the pupils in public primary schools, who are members of National Teachers Association (NUT), acknowledged that their teachers attend school with 78 (86.7%) while just few noted that their teachers are not always in school with 12 (13.3%). For private schools, who have no trade unions, most of the pupils agreed that their teachers are always present in school representing with 84 (95%) while just 6 (4.4%) said otherwise. Although most of the pupils in both schools have agreed that their teachers are always in school, the percentage of pupils in private schools seems to be higher than that of public primary schools.

A key informant who is one of the directors in the State Universal Basic Education Board seems to corroborate this finding.

“...in the previous year, school attendance for primary school teachers used to be very poor, however, the board has taken measures to address the situation and it appears the situation has improved ...headcount and personnel audit has taken place and the teachers are more serious ...Teachers in primary school are now attending school regularly...”

Table 3: Class Attendance of Teachers in Public and Private Primary Schools in Cross River State

Public Primary Schools	Frequency	%
Yes	47	52.2
No	43	47.8
Total	90	100

Private Primary School	Frequency	%
Yes	87	96.7
No	3	03.3
Total	90	100

Source: Field survey, 2017

Table 3 compares class attendance of teachers in public and private primary schools in Cross River state. This indicated that in public primary schools, those who are members of trade union (NUT), most teachers were not attending classes with 47(52.2%) of the pupils attesting to it while majority of them pointed to the non-attendance of the teachers for class with 53(47.8%). For the private primary school where trade union do not exist, it was found that teachers were with high attendance of classes with 87(96.7%) agreeing while just 3(3.3%) of the pupils who said otherwise.

During the interview, a key informant in the State Universal Education Board noted:

“...the issue of teachers attending classes is one of the major challenges the board is facing in ensuring that children get quality education...we are working hard towards solving this problem ...first was the personnel audit ...next will be monitoring of their attendance to classes...”

Class attendance is one of the major indices of productivity in the study. It therefore appears that class attendance percentage in private primary schools compare to the public schools. This suggests that teachers in private school are more productive than their colleagues in public schools in the state. This appears to corroborate studies by Orji *et al.*, (2016) who correlated trade unions to low productivity among workers. The study found that trade union activities often results in low productivity among academic staff in Nigerian public universities. This study draws its conclusion on the fact that regulated or non-trade unionism will always result to high productivity among staff in Private Universities.

Table 4: Number of Lessons Teachers in Public and Private Primary Schools attend daily in Cross River State

Public Primary Schools	Frequency	%
1-2	50	55.6
3-4	34	37.7
5-6	6	6.7
Total	90	100
Mean class attendance		2.5
Private Primary School	Frequency	%
1-2	1	1.1
3-4	33	36.7
5-6	56	62.2
Total	90	100
Mean class attendance		4.7

Source: Field Survey, 2017

Table 4 compares number of lessons held in public primary schools with trade unions and private primary schools without trade unions. The Table has shown that most pupils have

lessons from 1-2 times daily with 50 (55.6%) while just few hold lessons 5-6 times a day with 6 (6.7%). Still, 34 (37.7%) hold lessons from 3-4 times daily with mean of 2.5 lessons being held daily in the public primary schools. In the case of private primary schools, lessons are held 5-6 times daily with 56 (62.2%) while 33 (36.7%) said lessons are held three (3) to four (4) times a day with mean class attendance of 4.7.

A key informant from the Universal Basic Education Board reiterated:

“...Teachers in the public primary schools appear to be absent from lessons ...these are the report we have ...often pupils complain that they went to school and were not taught ...that the teacher was around but didn't come for the lesson ...this is probably why most parents are patronizing private schools now ...but we want to change that in the state...”

Table 5: Understanding of Lessons in Public and Private Primary Schools in Cross River State

Public Primary Schools	Frequency	%
Always	29	32.2
Sometimes	53	58.9
Not at all	8	8.8
Total	90	100
Private Primary School	Frequency	%
Always	46	51.1
Sometimes	38	42.2
Not at all	6	6.7
Total	90	100

Source: Field survey, 2017

Table 5 compares understanding of lessons by pupils in public and private primary schools in the study area. The Table shows that most of the pupils said they sometimes understand lessons taught by their teachers with 53(58.9%) and 29(32.2%) acknowledged always understanding the lessons while 8 of the pupils don't understand what is taught with 8(8.8%). In the private primary schools, most pupils testify for always understanding what is taught with 46(51.1%), 38(42.2%) often (sometimes) understand the lessons while 6(6.7%) don't understand at all.

A key informant noted thus:

“...in private schools, if students are not understanding a teacher, such a teacher risk being fired ...so they try to give their best to make sure that pupils comprehend what is taught ...if they fail the subject ...the teacher may be evaluated or even sacked...”

Another key informant from Universal Basic Education said:

“...In public primary schools, employers cannot fire a teacher just because students are not understanding their lessons or failing the examinations ...trade unions will see it as oppression and will fight

against the policy or decision ...in the just concluded teachers audit exercise, the NUT were highly against it..."

This suggest that productivity of teachers in private primary schools is more compared to public schools since the teachers in the private schools tend to put more into ensuring that pupils understand what is taught. A study by Orji *et al.*, (2016) appears to compare productivity in schools with trade unions and schools without trade unions. The findings suggest that trade unions do not promote productivity among workers and that low productivity is prevalent among institutions with trade unions. The study draws its conclusion on the fact that schools with no trade union will always result to high productivity among staff.

Table 6: Existence of Extra classes by teachers in Public and Private Primary Schools in Cross River State

Public Primary Schools	Frequency	%
Yes	2	2.2
No	88	97.8
Total	90	100

Private Primary School	Frequency	%
Yes	79	87.8
No	11	12.2
Total	90	100

Source: Field survey, 2017

Table 6 compares existence of extra lessons in public schools which are members of trade union and private primary schools where trade union do not exist. For the public schools, the Table has shown that teachers do not hold extra lesson with 88(97.8%) of the pupils attesting to it. For the private schools with no trade unions, it was found that extra lessons were common among the teachers with 79(87.8%) of the pupils approving while just 11(12.2%) said the lesson were not held by the teachers.

A key informant who is a head teacher in private primary school noted:

"...in private schools which are more profit driven, we make sure that teachers give their most...we ensure that our teachers also hold extra classes with these pupils after normal school hours...parents pay for it..."

Another key informant argued:

"...public primary schools have their union, the teachers cannot be subjected to extra hours of work...the union will not accept that...the public teachers are less engaged compared to private teachers..."

TEST OF HYPOTHESES**Table 7: Difference between School Attendance by Teachers in Public and Private Primary Schools in Cross River State**

			School Attendance		Total
			Yes	No	
Primary School	Public	Count	78	12	90
		Expected Count	81.0	9.0	90.0
	Private	Count	84	6	90
		Expected Count	81.0	9.0	90.0
Total	Count		162	18	180
	Expected Count		162.0	18.0	180.0

Chi-square Computed value=2.222

Chi-square Critical value=1.543

Degree of Freedom=1

Level of Confidence= 0.05

Table 7 compares the difference in school by teachers in public and private primary schools in Cross River state using chi-square. In the Table it was found that computed chi-square value of 2.222 was greater than the critical value of 1.543 on 1 degree of freedom and confidence level of 0.05. We therefore reject the null hypothesis and conclude that there is a significance difference in school attendance by teachers in public and private primary schools in Cross River State.

Table 8: Chi-square Contingency Table on Difference in Regular Class Attendance in Public and Private Primary Schools in Cross River State

			Regular Class Attendance		Total
			Yes	No	
Primary School	Public	Count	47	43	90
		Expected Count	67.0	23.0	90.0
	Private	Count	87	3	90
		Expected Count	67.0	23.0	90.0
Total	Count		134	46	180
	Expected Count		134.0	46.0	180.0

Chi-square Computed value=46.723

Chi-square Critical value=44.416

Degree of Freedom=1

Level of Confidence= 0.05

Table 8 compares the difference in regular class by teachers in public and private primary schools in Cross River state using chi-square. The Table found that computed chi-square value of 46.723 was greater than the critical value of 44.416 on 1 degree of freedom and confidence level of 0.05. We therefore reject the null hypothesis and conclude that there is a significance difference in school attendance by teachers in public and private primary schools in Cross River State.

CONCLUSION

The study compares productivity of teachers in public primary schools (with trade unions) and those in private primary schools (without trade union) in Cross River State. Based on the findings, it appears that teachers in private primary schools are more productive than their colleagues in public schools based on indices of productivity such as attendance to school, attendance to classes, average number of lessons held per day and involvement in extra lessons. Specifically, the study concludes that teachers in private primary schools with no trade unions in Cross River State attend school more regularly than teachers in public schools who are members of trade union in the state. Further, teachers in the public primary schools attend classes less often than their colleagues in private primary schools. The number of lessons held in private primary schools per day seems to double the number of lessons in the public primary schools. Pupils in Private primary schools tend to understand what is taught more often than pupils in public primary schools. Also, teachers in public primary schools do not hold extra lesson with their pupils while those in private primary schools are involved in extra lessons with the pupils. Finally, there was a significant difference in school and class attendance between the public and private primary schools in the study area.

RECOMMENDATIONS

Based on the conclusion drawn, the following recommendations are therefore made with the hope if taken into consideration by stakeholders on primary education could go a long way in improving the productivity of teachers especially in public primary schools in the state.

- a. There is the need for strict monitoring of teachers in public primary schools in Cross River State in the areas of attendance to school and classes. Ministry of Education and Cross River State Universal Basic Education Board should spearhead the monitoring while National Union of Teachers in the state should also be involved.
- b. Regular staff audit should be carried out to fish out ghost teachers and reduce truancy among the primary school teachers. The Universal Basic Education Board and National Union of Teachers in the primary school chapter should advocate for it.
- c. There is the need for trade union of public primary schools to organize workshops and sensitization campaigns aimed at improving productivity among the teachers in terms of school and class attendance.
- d. Trade unions should not limit their scope of operation on “*protecting the rights of teachers and fighting exploitative tendencies of employers*” alone, but should also include this one important responsibility of ensuring productivity among teachers. By doing so, their

functional importance to the society will be enhanced which could give them more bragging rights to negotiate with authorities for better conditions for their members.

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APENDIX

INTERVIEW SCHEDULE

General Instruction: Please tick (✓) where appropriate

Section A: Socio-Demographic Information

1. Age: _____
2. Sex: () Male () Female
3. Religion _____
4. Class _____

Section B: Impact of Trade Union on Productivity among Teachers in Primary Schools in Cross River State

5. Are your teachers always present your school at? Yes () No ()
6. Do your teachers attend all their classes always? Yes () No ()
7. How many lessons do you have in a day _____
8. How often do you understand what you are taught by your teachers?
Always () Not at all () Sometimes ()
9. Do your teachers hold extra classes in your school? Yes () No ()

KEY INFORMANT INTERVIEW QUESTIONS FOR STAFF OF SUBEB

1. What is your name?
2. What is your rank or position in the office?
3. Do you think teachers in public primary schools are always present your school at?
4. Do the teachers attend all their classes always?
5. Do you think pupils always understand what is taught by the teachers?
6. Do teachers in public primary schools hold extra classes in your school?

KEY INFORMANT INTERVIEW QUESTIONS FOR STAFF OF SUBEB

1. What is your name?
2. What is your rank or position in the office?
3. Are teachers in your primary schools always present your school at?
4. Do the teachers attend their classes always?
5. Do you think pupils always understand what is taught by the teachers?
6. Do teachers hold extra classes in your school?