

## Collective Bargaining as Correlate of Principals' and Teachers' Job Performance in Secondary Schools' in Lagos State

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**Abstract.** The study examined the correlation between collective bargaining and principals' job performance in secondary schools in Lagos State. The purpose of the study was to examine the extent of correlation between collective bargaining and principals' job performance with a view to improving educational goals of public secondary schools in Lagos State. The study was done using descriptive method of research. Four hundred teachers drawn from twenty schools in two education districts of Lagos State, responded to structured questionnaires presented to them. Instrument was validated using a test re-test method. Data was analyzed using Statistical Package for Social Sciences (SPSS) 16.0 version. The Pearson product  $r$  was used to analyze the result. The result was 0.21 and 0.00 which showed strong and positive correlation at a significant level of 0.05. This showed that collective bargaining positively correlates principals' job performance. Implication of the study reveals that unfair labour practices are to be avoided in organization if fairness and consistency of employment policies are to be entrenched.

**Keywords:** Collective Bargaining, Education, Educational Goals, Employment Policy, Job Performance, Labour Practices, Lagos State, Organization, Principals, Secondary School.

### 1. Introduction

Collective bargaining has become necessary for conflict and unsatisfactory resolutions in a

school environment and other organizations and social associations. Several situations can cause conflicts and they relate to a number of issues including economic and non-economic or welfare issues. Economic issues ranges from wages, bonuses, allowances, paid and unpaid holidays and allowances. The non-economic or welfare challenges are associated with working conditions, maltreatment of staff, victimization, indiscipline, political reasons and sympathetic strikes.

In a secondary school setting, principals play very vital roles as head of the organizations. They plan, direct, organize and coordinate teaching, learning and other related activities in secondary schools. They are in position to care for their staff, reduce as much as possible stress situations at work including issues related to salaries and remunerations. It is also principals' responsibility to evaluate outcome of goals especially as it affects students' performance in internal and external examinations. Principal's work performance is judged by how well teaching and learning are organized in secondary schools. The management of staff and students needs to be programmed to align to the organizational goals of the schools. Principals need to ensure that their relationship with teachers, Parent Teachers Association (PTA), parents, and community are cordial. As an administrator, the principal utilizes every avenue within his reach to improve the image of the school. Principals need to ensure that their relationship with teachers, Parent Teachers

Association (PTA), parents, and community are cordial.

The Association of Texas Professional Educators (2010) regard collective bargaining as a process by which management and labour (school boards and educators) negotiate to reach an agreement on working conditions such as salaries, working hours and benefits. In education, collective bargaining is a process by which management and labour (school boards and educator) negotiate to reach an agreement on working conditions such as salaries, hours of work and benefits. How well principals get involved in, or manage this process, will ultimately enhance or mar their job performance. The purpose of this study is to examine the correlation of collective bargaining with principals' job performance with a view to improving collective bargaining and job performance of principals in the public secondary schools in Lagos State. The study would specifically try to establish collective bargaining practices as an approach in the administration of secondary schools by principals in Lagos State towards the improvement of their job performance. The study would try to find out if principals' respects to teachers' labour rights, welfare, prospects for educational advancement of staff, quality of academic work and attitude towards collective bargaining when factored into the administration of secondary schools in Lagos State will improve principals' job performance.

The following research questions would be answered in this paper:

Q<sub>1</sub> Is there any significant difference between principals' bargaining strategy and teachers' job performance in Lagos State?

Q<sub>2</sub> To what extent does collective bargaining contribute to principals' job performance in Lagos State?

## 2. Literature Review

Collective bargaining according to Wikipedia refers to a process of negotiating between employers and a group of employees aimed at reaching agreement that regulates working

conditions. The agreement reached through these negotiations covers wage scales, working hours, training, health and safety, overtime and right to participate in the affairs of the establishment. Trust, confidence, as well as keeping within defined boundaries as set out in the procedural guidelines are vital to reaching successful agreement. These negotiations functions effectively if both parties concerned conduct their affairs in 'good faith'. What then does good faith entail? Good faith simply refers to the intention of the parties involved in bargaining to be honest and helpful. For this reason, good faith cannot be imposed by law, but rather through voluntary and persistent efforts of parties involved (the employee and employer). Recognizing representatives' provision for settlement of disputes as well as ensuring mutually respected rights and responsibilities is vital to the bargaining process. As a matter of fact, the Committee on Collective Bargaining, in its preparatory work for Convention No. 154, affirmed that 'collective bargaining could only function if it was conducted in good faith by both parties' and emphasized that good faith should be achieved voluntarily with persistent efforts of both parties (ILO, 2000).

There are guidelines for employers on the process of bargaining. This starts from the pre-negotiation stage on to agreement on process to adopt, right down to the bargaining stage. This entails that fundamental principles are observed at ensuring good employment relationship between employees and employers. Negotiation is a vital part of collective bargaining. As the term implies, collective bargaining involves collective interest since the interest of several employees are involved. Sometimes, negotiations fail and there may be disruptions of work. Other parties may mediate where there is a statement, and government may intervene to create sanity in the economy. The National Labour Laws in each country play some roles at ensuring that disputes that arise are tackled by bargaining in 'good faith'. Usually, there is need to negotiate and participate actively in deliberations in the bid to find a basis for agreement. For collective bargaining to occur there should be freedom of association,

including the principle of free and voluntary negotiations and the boundary of negotiation agreed.

Peretomode (1995 cited in Obadara 2012) asserts that a school administrator is supposed to be objective in handling issues at all times. These issues could be diverse, so awareness of what makes for leadership effectiveness is important. Principals as leaders' place themselves before the group as they facilitate progress and inspire the group to accomplish organizational goals' (West, Kristine Lamm and Elton Mykerezi. 2011). They are in position to care for their staff, reduce as much as possible stress situations at work including issues relating to salaries and remunerations'.

Labour relations in Nigeria are regulated by the Labour Act, cap L1 LFN 2004. It outlines the following objectives of collective bargaining as:

- Maintaining cordial relations between management and workers
- Settling disputes/conflicts relating to working conditions and wages
- Protecting the interest of workers through collective action
- Ensuring the participation of trade unions
- Resolving the differences between workers and management.

Principals are part of the Nigeria Labour Congress (NLC), they also belong to a body committee of principals known as the All Nigeria Conference of Principals of Secondary Schools (ANCOPSS), other unions that they belong to are Nigerian Union of Teachers' Registration Council (TRC) and Science Teachers Association of Nigeria (STAN). It is obvious that principals need to be able to bargain effectively such as having discussion with their counterparts to review issues of collective agreement, or in the acceptance or refusal of contract terms. They stand in better positions to calm their teachers in times of conflict while still protecting negotiators against victimization to other unfavourable polices especially while agreement is yet to be reached. Principals can affect educational policies by showing their support or otherwise, for example,

to government policy on release of school to owner, or education curriculum.

In Nigeria public secondary schools, bargaining machinery appears weak with some states being able to pay the minimum wage while others bargain and agree on what they claim they can comfortably pay. Principals therefore, find themselves helping to sell policies of the management of either the public or privates sectors as the case may be. There is imbalance in wage between public and private schools. Principals' human relations skill coupled with other logistics factors can help keep teachers in less paying schools while negotiating for better improved condition of service. In conclusion therefore, the review of literature affirms that while collective bargaining covers the public sector and more or less acts as a basis for determining wages, hours of work and other related welfare packages; the Nigerian private sector remains flexible. The principals' job of collective bargaining therefore, depends to a large extent on what sector: public or private he superintends as there is an obvious difference in methods of bargaining between the public and private secondary schools.

### 3. Methodology

#### 3.1. Research Method and Data Sources

The study adopted descriptive analysis of the quantitative method of research. The public schools in Lagos State are under Nigeria educational system. The schools chosen have been in existence for at least five years and the focus is on teachers and principals who had been in the schools for at least four years. This is to give enough time to determine principals' bargaining strategy in correlation to his job performance.

The population of the study covers the 667 public secondary schools in Lagos State. The 667 secondary schools are made up of 319 Senior Secondary Schools, and 348 Junior Secondary Schools. There are about 25,466 teachers in the State; of this number, 11,038 are in Junior Secondary Schools while 14,428 teachers are in Senior Secondary Schools. The

teachers are drawn from this population-L.S.M.E.-P.P.R.S. (2015).

**3.2 Sample and Sample Techniques**

The study employ simple random to select four hundred participants from the entire population. Simple random sampling technique was used to select two (2) out of the six (6) educational districts in Lagos State. Simple random sampling technique was also used to select twenty (20) secondary schools out of the two hundred and thirty three (233) in the two (2) selected districts, namely Epe/Ibeju-Lekki/Eti-Osa/Lagos-Island and Ikeja/Mushin/Oshodi/Isolo respectively. Simple random sampling procedure was also used to select four hundred (400) teachers (twenty teachers each) from the twenty (20) selected schools that fall within the sampled population.

**3.3 Instrumentation**

The instrument for data collection was a structured questionnaire for teachers and principals tagged (TCBQ) Teachers Collective Bargaining Questionnaire. The questions are graded on a 4-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree.

**3.4 Procedure for data Collection**

The researcher with two assistants administered the questionnaire personally to all the four hundred (400) respondents in the sampled school.

**3.5. Method of Data Analysis**

Descriptive statistics showing frequency count, percentages, mean scores and standard deviation were used to evaluate the research questions. The Pearson Product Moment Correlation (PPMC) coefficient (Pearson R.) was used to calculate the coefficients. The research questions were tested at 0.05 level of significance using the Statistical Table for Social Sciences.

**4. Results**

**Research Question 1:** Is there any significant difference between principals’ bargaining strategy and teachers’ job performance in Lagos State?

The table 1 below shows that the direction of correlation between collective bargaining and teachers’ job performance is strong and positive at 0,022 using the variable of awareness to collective bargaining and perception of principals by teachers. This means that teachers tend to perform better when collective bargaining is effective. It implies that collective bargaining highly influence teachers’ performance.

Table 1  
**Correlation**

		Awareness to collective bargaining	Perception of principal by teachers
Awareness to collective bargaining	Pearson Correlation Sig. (2-tailed) N	1  400	.115* .022 400
Perception of Principals by teachers	Person Correlation Sig. (2-tailed) N	.115* .022 400	1  400

Correlation is significant at the 0.05 level (2-tailed)

**Research Question 2:** To what extent does collective bargaining contribute to principals’ job performance in Lagos State?

Table 2 below, shows that the direction of correlation between collective bargaining and teachers' job performance is very strong (0.000) and positive. It correlates at 0.01. This means that principals tend to perform better when collective bargaining is high. This implies that collective bargaining highly influence teachers' performance.

Table 2

<b>Correlations</b>			
		Awareness of Staff to collective bargaining	Perception of teachers by principals
Awareness of staff to collective bargaining	Pearson Correlation	1	.836**
	Sig. (2-tailed)		.000
	N	40	40
Perception of teachers by principals	Person Correlation	.836**	1
	Sig. (2-tailed)	.000	
	N	40	40

Correlation is significant at the 0.01 level (2-tailed).

### 5. Findings and Discussion

The finding of the study showed there is significant relationship between collective bargaining and principals' job performance. This is supported by Chirchir, et al (2014) who opined that leadership is one of most important contributors to the success of any educational establishment. Good leadership will drive change in a positive direction by setting the vision, rallying the entire institution in a focused direction, motivate and inspire all, and setting the pace by being good role models. The authors submitted that the principal must balance the demands of management as seen in the administrative workload and the need to provide leadership to the team using different approaches of leadership in order to improve school performance in all aspects.

The finding also showed a significant relationship between principals' bargaining strategy and teachers' job performance. This finding is corroborated by the work of Brunner (2011) who submitted that when teachers perceive principals' bargaining strategy to be appropriate they grow in commitment, professional involvement, and willingness to strategize. The result is equally by Anyim (2011) who opined that school principals'

should provide trust and support to teachers to enable them carry out their duties effectively.

It was found that significant correlation or association exists between collective bargaining and teachers' job performance. This was also corroborated by Akubue (1991) who posits that collective responsibilities for major policies are characterized by openness and free exchange of ideas. Principals' interact with their staff and that can pave ways for effective bargaining as 'giving support to the human beings on the other side tends to improve your relationship and increase the likelihood of reaching agreements.

The planning, coordinating, directing and assessing of the educational progress of the child is achieved through the joint effort of the coordinating skills of the teachers and principals. Through collective bargaining, there is the tendency for work to be more proactively done and there will be a basis for comparison of benefits. The findings of this work would assist and improve principals' level of bargaining in secondary schools. It will afford principals and teachers the opportunity to appreciate the need for collective bargaining in improving job performance in schools. This study highlighted the relevance of collective bargaining which various school inspectors, supervisors, counselors and parents can utilize to ameliorate

the current problem of coordination which teachers and principals face in the course performing their duties. It will enable stakeholders in education (principals, teachers, parents, communities and students) fashion out strategies to improve bargaining in secondary schools. The study would enable educationists confirm how collective bargaining correlates with principals' job performance.

## 6. Conclusion

Collective bargaining has been seen through the study to correlate principal's job performance. The fact that principals and teachers see collective bargaining as being laudable because it guides on standards, facilitates decision making process regarding wages, provides avenues for redress in case of unfair labour practices, help to promote fairness and consistency of employment policies within various organization in the state. This implies that with time, a better workforce where democracy and fairness are upheld will be seen in Nigeria and Lagos State in particular. Employees acting on their own may not achieve much, but when organized as a body they can wield considerable power to cater for their individual needs and special interests. As a body in the public sector, such as unions or associations, they are better placed to have far reaching and important impact on government policies. Players in the private sector also have their own ways of achieving results; they take part in politics and are often sponsors of parties. So, they indirectly wield some power.

Improvement of standards in schools has been an ongoing trend, and principals as heads of secondary schools run with government policies through the assistance of their teachers and pupils. A principal's performance can be judged by the result achieved by teachers, which in effect is determined by the grades of the students in examinations. The analysis of this study shows collective bargaining correlates Principal's job performance. The ways in which collective bargaining are employed affect schools and there is great correlation between principals' job performance and collective bargaining. The implication of this is that

collective bargaining does affect performance of the workforce as can inferred from the result of this study for principals in secondary schools in Lagos State. This is because the same policy that obtains at the federal level obtains in the states. It is a known fact that collective bargaining ensures that union members or the work force in an organization (including management) conform to the terms of contract/agreement.

The study focus specifically on the public secondary schools in Lagos State, therefore, it may not be easy to generalize results of this to private secondary schools where learning facilities/equipment, conditions of service and learning may be different. The scope of the research should be expanded to include more states of the federation. There may be difference in the acceptable standards of schools in States that are not as metropolitan like Lagos. How collective bargaining impacts principals' performance in Lagos State may therefore be quite different from what obtains in each States. Hence expanding the research over more States could provide a greater insight into how collective bargaining correlates with principals' performance in secondary schools.

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