

**PERFORMANCE OF TRADE UNIONS IN ALLEVIATING THE
EMPLOYEE' DISPUTES IN TANZANIA:
A CASE OF TANZANIA TEACHERS UNION IN MPWAPWA
DISTRICT**

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EMPLOYEES' DISPUTES IN TANZANIA:
A CASE OF TANZANIA TEACHERS UNION IN MPWAPWA
DISTRICT**

**By
Juma N. Butiye**

**A Dissertation submitted to the School of Public Administration and Management
in partial/Fulfillment of the Requirements for the Degree of Master of Science in
Human Resource Management (MSc HRM) of Mzumbe University.**

CERTIFICATION

We, the undersigned certifies that she has read and hereby recommends for acceptance by the Mzumbe University a dissertation entitled: **“PERFORMANCE OF TRADE UNIONS IN ALLEVIATING THE EMPLOYEES’ DISPUTES IN TANZANIA: A CASE OF TANZANIA TEACHERS UNION IN MPWAPWA DISTRICT”** in fulfillment of the requirements for the Master of Science in Human Resource Management (MSc. HRM) of Mzumbe University main campus.

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DECLARATION AND COPYRIGHT

I, **Juma N. Butiye**, declare that this dissertation is my own work and that it has not been submitted for any academic award in any other university for a similar or any other degree award.

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However, the customary absolution stands, I am solely responsible for any shortcomings in this work.

DEDICATION

This work is dedicated to my beloved wife Neema H. Sogodi whose understanding of the importance of education to both girls and boys has laid the admirable advice of my schooling. Moreover, her life style has been an inspirational device towards my college life achievement. Truly, this work is an outcome of my family's untimely efforts. The work is also dedicated to my Father Nicholas K. Butiye. His prayers and moral support have been significant and appreciated throughout my life. Live longer Dady.

ABBREVIATIONS AND ACRONYMS

CMA	-	Commission for Mediation and Arbitration
EI	-	Education International
ELRA	-	Employment and Labour Relation Act
FEATU	-	Federation of East African Teachers Union
ILO	-	International Labour Organisation
IMF	-	International Monetary Fund
PEDP	-	Primary education Development Programme
SATO	-	South African Teachers' Organisation
TANU	-	Tanzania African National Union
TTC	-	Teachers Training College
TTU	-	Tanzania Teachers' Union
TUA	-	Trade Union Association
TUCTA	-	Trade Union Congress of Tanzania
TULRCA	-	Trade Union and Labour Relations Consolidation Act
UPE	-	Universal primary education
URT	-	United Republic of Tanzania
WEC	-	Ward Education Coordinators
WFTU	-	World Federation of trade Union

ABSTRACT

The aim of this study was to assess the performance of trade unions in alleviating the employees' disputes in Tanzania. Three specific objectives guided the study, namely to examine the teachers' perceptions on Tanzania Teachers Union, to determine the performance of Tanzania Teachers Union in meeting its member's needs and to identify the challenges facing members of the Tanzania Teachers Union. The study was conducted in Mpwapwa District Council and employed the mixed approach, qualitative approach being dominant, complemented by quantitative techniques. The data collection methods were in-depth interviews, documentary reviews, and focus group discussions. Qualitative data were analysed using qualitative content analysis and explanation building techniques. The quantitative data were analysed using percentages.

The findings show that the majority revealed were not aware of the duties, obligations and responsibilities of TTU while few respondents were aware of the TTU duties. Also findings show that majority of teachers had a negative view towards the duties, obligations and responsibilities of TTU. Few respondents were impartial in perception in the sense that all they see is that TTU is still performing, while other respondents had positive perception towards the performance of the union. The challenges facing the union were: lack of autonomy mentioned as the major challenge facing the union; lack of Government support; as well as poor unclear policies guiding the union and inadequate funds which were ranked last by being mentioned by few respondents. To enhance a sustainability of the union the researcher recommends that there should be a regular provision of training and awareness among Trade Union Members so as to create a deeper understanding of their roles, responsibilities and rights in representing their needs and concerns to the respective bodies. Moreover, the researcher recommends that the trade union should be empowered with the enforcement mechanisms for them to negotiate freely without fear of harm from either of the parties. The union should be provided with autonomous of influencing decisions on behalf of the represented population.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins with the background of the problem, statement of the problem, objectives of the study both general and specific objectives, study hypothesis, significance/ utility or rationale of the study, scope/ limitation of the study, delimitation of the study, conceptual framework, definitions of key terms and the organisation of the whole study proposal was shown at the end of this chapter.

1.1 Background to the Problem

The role of trade unions has changed significantly over the past 30 years (Saundry *et al*,

2011: Wills, 2009). Global competition, has said to be an increasing drift in outsourcing, permissible constraints, and employer sponsored forms of employee sharing have shared in precipitating an important fall in union membership and the coverage of collective bargaining (Brown, 2006). Trade unions play a significant role in directly shaping people's working lives in Tanzania today, although their influence in this respect has diminished in recent times.

Trade unions have operated in Tanzania for some time since the colonial era (Kambilinya, 2004). The unions have operated under the various political systems such as colonial, one party and multiparty eras. However, there have been problems associated with the running and operations of various unions leading to problems of operational efficiency and effectiveness of unions in Tanzania (Dzimhiri, 2004).

Trade unions play a vital role in most of the economies, in Africa both in past and present; they have been treated with suspicion by employers and governments (Guest and Philip, 2008).

During pre-colonial days, trade unions turned to be the training grounds for political leadership. Trade unions said to be an organisations of workers set up to get better the position, pay and situation of service of their members and associations of workers who by means of group bargaining attempt to advance their working situation, financial and social positions (Koumenta, 2011).

Moreover, (Fiorito, 2006) explained a trade union as any combination of people, the major purposes of which are the symbol and encouragement of employees' wellbeing and the guideline of relations among employees and employers and includes a federation of trade unions but not an organisation or relationship that tries to be dominated an employer.

1.2 Statement of the Problem

(Freeman, 2004) says that in spite of the adoption of a variety of domestic strategies and the breach of laws cheering employers to be familiar with trade unions, the descending trend in membership yet seems to continue in recent years, albeit at a slower pace. Moreover, notwithstanding, the role played by trade unions in improving employees conditions, unions receive minor support from the government and other employers (Brown, 2006).

In fact trade unions, for example Tanzania Teacher Union plays meaningful contribution to the improvement of teacher condition through collective bargaining (Kambilinya, 2004; Manda, 2000).

The poor working conditions with no additional reward have been a foremost hinder for attracting and empowering teacher's performance in the teaching profession. In the study by Mwolo-Ntalima (1981), Muze (1987), and Sumra (2003) observe that the poor working conditions of teachers without additional compensation have been a key determinant in the teaching field losing its manpower to other occupations more than it had been gaining from them.

World Bank report has been reporting on teachers' circumstances of service as it has tried to conclude that 'in the lack of incentives to perform better, many teachers are at present providing much less and lower quality education than they are capable of.

Many studies have been done in this field, but there seemed to be a limited finding on how the trade union performs its responsibilities to alleviate the well-known disputes among its members. To cover this vacant of limited results, was wanted to explore the key role played by TTU (Tanzania Teachers Union) in Mpwapwa District in alleviating imminent labour (Teachers) disputes with much concern to working condition like fair treatment, salaries and other forms of discriminatory conditions. On the other hand wanted to find out how trade union members (Teachers) perceive their work and non-work experience, whether the union performs their task in line with their expectations.

1.3 General Objective

Performance of trade unions in alleviating the employee's disputes a case of Tanzania teachers union in Mpwapwa District Council.

1.3.1 Specific Objectives

The specific objectives of the study were:

- i. To examine the teachers perceptions on TTU performance.
- ii. To determine the performance of TTU in meeting its member's needs.
- iii. To identify the challenges facing members of the TTU.

1.4 Research Questions

The study was guided by the following questions:

- i. What are the teachers' perceptions on TTU performance?
- ii. How does TTU meet its member's needs?
- iii. What are the challenges facing members of the TTU?

1.5 Significance of the Study

Policy makers to be informed of the basis of making decisions such as government to review the existing policy for efficient performance of trade unions, and giving directive on how to protect both workers and trade associations through acceptable way for the smooth running of the union. Again the study provides guidelines to Tanzanian Teachers Unions' leaders, which will make them realise their weak points in dealing with teachers' affairs so that leaders will observe how they can make some improvement. Prospective employers interested in knowing power and strength of trade union in their efforts of improving wellbeing of workers has to gain a competitive edge over the existing member's claims, disputes and chaos. Academicians get to know why Teachers Trade Union in Mpwapwa has not critically worked on Teachers' chaos that still existing in working place. Thus was the outcome to open widening debate for further research/study.

1.6 Limitations of the study

The study was limited in a number of ways. First time constraints; the time remained to conduct the study was too short compared to the adversity problem being studied, due to the fact that labour disputes needs to be handled with care. Secondly the study encountered fund shortage for meal and transport cost, due to geographical location of Mpwapwa District Council to arrive at all respondent especially primary school teachers at mountainous area especially in rainfall seasonal.

1.7 Delimitation of the Study

Both primary and secondary schools were involved in this study which located in urban, suburban while the other in rural area. Those heads of schools were from wards of Kibakwe, Lupeta, Mima, Pwaga, Massa, Ipera, Mtera and Nghambi. Apart from the mentioned wards above other wards were; Kingiti, Chunyu, Mang'aliza, Galigali, Rudi and Luhundwa.

However, administrative officials were involved in the study like the District education Officer (DEO), the Mpwapwa TTU officials and Mpwapwa teachers college representative leaders who were interviewed through focus group discussion. The reason behind for the selected Government institutes provides practical evidence for researcher so that workable results to be achieved and hence help to solve some teacher's chaos.

1.8 Operational Definition of Key Terms

Discrimination

The instance of the employer discriminate an employee on the basis of background, religion, sex and other discriminatory evidences which to some extent humiliate the worker from his/her workplace.

Union

Can be explained as an employee tends to unite together in a definite organisation for the rationale of making their working status and environment better as well as to promote the general interests of the coined group.

(<http://www.businessdictionary.com/definition/union.html>) Retrieved on 11th May, 2017 at 11:11Am Hrs

Ethics

Ethics and morals denote a social institution composed of the set of standards pervasively acknowledged by members of the culture in which it is entrenched

Dispute

An argument or disagreement especially an official one between, for example workers and employers that they have been unable to settle/resolve the dispute over working conditions. <https://dictionary.cambridge.org/dictionary/english/dispute>

retrieved on Thursday 19th July, 2018 at 6:01 Pm

Bargaining power

The influence of demanding worker's rights from an employer in its totality not in isolated manner, as an individual employee has a minimal bargaining rope hole than in union.

Negotiation

Trade union on behalf of their members can discuss the collective agreements for some matters confronts members to be decided upon in case when there is a room for better understanding between employer and employee's representative.

Sense of security

Situation workers join the trade union seeking for security and assurance of their rights. An employee believes that, union can secure protection from unemployment, accidents and other health problems. For example, union can help the members getting the retirement benefits easier.

1.9 Organisation of the Thesis

This dissertation consists of five chapters as follows:-

Chapter one is an introductory chapter consisting of background of the research problem, statement of the research problem, research objectives both general and specific objectives, research questions and significance of the study, limitations uncounted and the delimitation of the Study.

Chapter two presents the reviews which have been done to different theoretical concepts related to the study. Also, the chapter provides a picture of the related studies conducted previous in the same research area. The chapter again provided the conceptual framework which has guided this research and the chapter summary.

Chapter three describes the study areas and provides justifications for their selection. The chapter also discusses the methodological approaches that have been employed in the data collection and analysis. Also, the chapter it measures the validity and

reliability of the instrument used to collect data as well as ethical issues considered in conducting the research.

Chapter four presents and discusses the findings relating to the objectives hypothesized. These are the findings concerning the perception of TTU members to the performance of their union if it meets their needs. Also, the chapter reveals the challenges discussed by the focus group which seemed to encounter the union.

Chapter five provides the summary, conclusion and recommendation of the researcher. It also suggests the policy implication and it provides an extensive chance to other researchers to conduct the same study in different areas within our country or outside of Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores relevant policy instrument, programmes, reports and studies which were conducted. Literature review provides a framework with which the findings were contextualized. The literature review was presented in terms of related literatures, theoretical reviews as well as empirical reviews. A conceptual framework has been presented to show how various variables interact; this has been also followed by a summary of the literature review within which gaps in the literature was identified.

2.1 Challenges facing members of Tanzania Teachers Union

What could then be the root cause of the deteriorating work environment in teaching occupation? Mantle and Weeks (1994) argue that the decline in working condition has been paralleled by the decline in the respect accorded to teachers. A successful school is the one based on the interaction between teachers and pupils (ibid) that interaction must be based essentially on a reciprocal respect. Teachers require good housing, peaceful working setting, physical condition of school, classroom building, offices, desks, chairs, textbooks, chemical and laboratory equipment's and moderate workload.

ETP (1995) explains that, the schools environment at primary schools level is very poor and non-conducive to learning. Pupils attend classes in poorly constructed and ill equipped 15 schools. Furthermore, essential school facilities such as instructional materials are in seriously short supply. Therefore, these problems affect the effectiveness and efficiency in teachers' teaching performance in schools.

2.1.1 Housing /Accommodation

ESIT (1984) once in his study argued that efforts need be done to ensure that all schools and colleges have in their vicinity, sufficient figure of teachers' quarters. He also adds that the government needs to regulate the amount of rent paid by teachers such that it is not above 10% and that it is never as higher as that paid by other civil servants. But housing /accommodation is a big problem to teachers in different areas as many primary and secondary school do not have teachers' houses and no house rent is provided to them. In urban areas, teachers are forced to look for houses to rent with meager income. They can only afford to pay rents in crowded noisy environment in the slums. In rural areas, houses available are largely muddy. Due to the fact that teachers' salary is inadequate to allow teachers to rent house based on their status it becomes even difficult to pay the rent. This discourages their efforts to work as they feel that the employer does not care about their problem. Some teachers can rent house far away from the school leading to late coming in school as the result late class attendance. These areas frustrate teachers leading to poor preparation of lesson and marking students' assignments. Perhaps, because of these circumstances many good teachers leave teaching profession within the first three years (Feaster, 1992). The World Bank (2006) states that most teachers prefer to work in urban areas which cause an enormous shortage of teachers in remote rural areas where bonuses for teachers are clearly not sufficient to compensate for hardships, and lack of appropriate housing they are facing. In urban areas there are social services like hospitals, electricity, water supply, transport and communication networks, as well as markets which encourage teachers to remain in urban rather than in rural area where services are very poor.

2.1.2 Payment of Low Salaries

Another challenge to teachers is the issue of payment of low salaries. Bruno (1986) explains that incentives such as paying salaries and bonus to teachers in hard areas to

staff in different schools are not sufficient to retain teachers or enhance their teaching. Providing compensation, allowances and benefits to teachers increase motivation in teaching performance. The Government workers including teachers are getting low salary to the extent that salary is finished in payment of debts as it is not enough. Teachers salary is being deducted 15% which is very large. Teachers have got few workshops and seminars to attend as other Government workers. What they depend on is only monthly salary which is not enough and cannot enable them to fulfill their needs (Msuya, 2012)

World Bank (2006) observed that in some educational institutions there is delay in payment of subsistence allowance, holiday allowance, and transfer allowance. The delay of teachers' payment affects the delivery of quality education. Liberman (1995) argued that monetary incentives could hardly raise work morale among the school teachers. He argues that salaries are not always a good indicator of status because an employee can obtain higher status through other ways. For example, though productivity bonuses change an individual's credentials, longer hours, department or job specific pay changes or cost of living adjustments. It is further emphasised that salaries is not even necessarily a good indicator of income, since compensation schemes often give the employees increasing professions of their salaries in non-salary forms when they are protected (ibid). Contrary to the above view Rosenbaun (1978) believed that high status occupations should be more highly rewarded than lower status ones. The condition to attain high salaries is affiliated to raising the status of teachers. He further argues that status and compensation are inter-dependent to some extent nevertheless; high status is usually followed rather than preceded by high compensation.

2.1.3 Motivation of Teachers

Motivation is an important factor for teachers to perform their work effectively and efficiently. When teachers are well motivated and satisfied with their salaries in terms

of amounts and timely payment, with minimum levels of harassment, good performance is realised (Mosha, 2000). When teachers are not adequately motivated and remunerated their morale lowers which results into poor commitment to classroom teaching and engage into other pet business. The high turnover rates of teachers which is exists in our country currently is the result of poor motivation to teachers (Therkildsen, 2000).

Studies by Haki Elimu/TTU (2004) and Bennel & Mukyanuzi (2005) have shown that job happiness amongst teachers is little at all levels. This low work approval is clearly believed to be among of the stated effects of not reaching the standard quality of education provided in the country. As Bennel and Mukyanuzi (2005) in their study tried to argue that in the future, incentive levels among teachers could fall quite rapidly over the next five to ten years. This finding was supported by both head teachers and teachers at the surveyed schools who were specifically asked what they thought would happen if the current problems facing primary teachers (housing, delay in payment of salaries, etc) were not properly addressed in the near future. Most stated that teacher motivation was declined and this seriously affected teaching and learning on the part of the pupils.

2.1.4 Promotion and Professional Development

It has been well-known in different reviews that promotions may be better than salary increases as indicators of status (Lieberman, (1995). Lumsden, (1998) also said that on the other perceptions, promotions are also amongst the far most significant rewards in an organisation and as such, they must be allocated in a way that gives hope and motivation to a maximum number of employees. He further added on the validity of promotion as a direct mechanism of raising employees' ranking. Again Obanya (1999) tried to argue that promotion is a main means of enlargement in the occupational rank. Apart from the benefits obtained in the process of promoting teachers, still some teachers within the teaching force believe that there are some

elements of discrimination in the whole process of promotion. The experience in Tanzania indicates that there is a good number of teachers who are less favoured in the process of promotion to the extent that they remain stagnant in one rank for more than five years (Therkildsen, 2000). Not only that but also promotion leads to the convergence of ranks among teachers of different qualifications. Such practices, apart from setting back economic advancement of teachers, it also demoralizes/under motivates them.

The Teachers Service Department TSD is an organ responsible for the promotion of teachers; its powers are stipulated in TSD regulations, and Government Notice (GN.No.459). It operates under two basic procedures in effecting promotions. First, promotion will be based on the validity of work performed by a teacher in a current grade within a period of not less than three years. Second, teachers' promotion are effected on the basis of academic qualifications together with better performance of duties the teacher is assigned. The last condition carries more weight than the first one. This is associated with advancement through in service courses, seminars or distance studies. However, not much has changed since the problems and complaints of teachers being denied opportunity for advancement and delayed promotion are still heard.

Many African countries, teachers have an additional life alternatives, the only source of returns alternative stay in finding extra income from somewhere else, common activities are private tuition classes after rendering tax driving, and in rural areas selling and consuming their own agricultural production, sell cakes and sweets to their own pupils during break time, and frequently, pupils work on teacher farms (Bennel and Akyeampog, 2007).

Harding and Mansary (2005) state that, typically, teachers who are not paid at the right time, they do not appear at school, and of they attend, they don't attend their students because they are hungry. Bennel and Akyeampog (2007) reported that in Zambia, teachers in remote and rural areas spend up to half of their salaries on

transport, accommodation, meals, and costs they incur during their monthly visit to their District Education Offices for the following their payment. Gervas (2012) in his finding reported that a flawed of system of teacher's salaries, and other benefits is the main factor that are deteriorating education standards in our country. Devota (2005) noticed that the difficulty of getting promotion or salary increment is a major source of frustration and stress for many teachers. Cole (2004) states that once a worker experiences to receive salary at the end of the service time, once it is cut off or postponed with no direction information to the employee it leads to unhappy marriage, dept problems and reduction of employee at work.

Currently, there have been riots and demonstration of the newly recruited teachers in different regions in the country demanding to be paid their salaries and other rights. This has led to life hardship, injury, loss of job, and change in financial position (Rwiza, 2012). Zehm (1999) states that approximately 20 percent of beginning teachers leave the teaching profession in America after their probationary period because of increased paper work, unresponsive administration, student indiscipline, delay of salary increments, low professional status, and late promotions. Gervas (2012) reports that some of the newly recruited teachers, most of whom have been posted in various rural schools in the country had abandoned their work station, while others were reported to have a 24 hours termination notice, after being subjected to work in deployable conditions, delay in salary, and payment of allowance.

2.1.5 Late payment of the new recruited teacher's salary

Rwiza (2012) in his research found that the main causes for the late payment of the new recruited teacher's salary, most of them delayed to submit necessary credentials like certificate from different schools and colleges where they studied. The statement was found said from Government as the main root for such interruption. The research found that such circumstances downsize the teaching morale to teachers who only depends on that salary to run their life.

Again in Will and Verner (2010) in their study stated that teachers may lose inspiration because they sense that their decisions, and policies are inequitable pedestal on some arbitrary criteria which are inequitable treatment, and lack of recognitions, low salary range, may be seen as lack of respect for the professionals and inequitable when compared to the salaries of their administrators. Teachers are not participating in judgmental/decision making and they have no chance to argue on what to be involved in curriculum or what rights ought to be given to them.

But in real sense teachers are the learning facilitator, a role model, instructor, a practical teacher, teaching and learning material developer, learning guide's creator, learning organiser/supervisor, curriculum designer, and curriculum evaluator.

2.2 Performance of Union in relation to meeting its member's needs.

Trade union is there to resolve disputes between members and employer as this is the inner core rationale of trade union. The central objective of this study was to assess on the performance of Tanzania Teachers Union (TTU) in alleviating the imminent disputes to teachers to their workplace. Different studies has observed that in some countries trade unions do not exist at all or are comparatively weak while other countries require firms that have union or worker representation on their boards of directors this have been observed in (Bolton & Haulian, 2007; Clegg *et al*, 2005; Ellis & Dick, 2000; Greenberg, 2002; Mckenna & Beech, 2002).

Therefore Shivji suggest that trade unions are there not for securing benefits of their members, such as monetary gains like rise of wages, bonuses, various allowances, insurance benefits, overtime payment and non-financial benefits such as job security, comfortable work place, recreational facilities and decreasing fear of employer through collective bargaining, therefore this can be noted that trade unions has turned to be state organ to support the political influence, but not representing the members.

2.3 Relationship between employer and trade union

Armstrong (2006) has tried to give factors that can agree on recognition or de-recognition of teachers. One of the factors is the apparent value or lack of value of having collective bargaining organ and how trade unions represent its members in such collective bargaining body. The second issue is the degree to which the employer has liberty to handle the unions and the third thing is the history of relationship between the employers with the union. The fourth aspect is the quantity of union members and the quantity of employees who are members. The fifth aspect is the preference to a exacting trade union.

Trade unions are seen to be in corporation with the employers even though this has been with element of common sense, recognizing that the new unionisms seem to be moderate and conciliatory to uphold support from employers and the Government. Bardwell and Claydon (2007) argued that the idea of Social Corporation can be questioned if is not supportive of the employers. Kely (1996) the issue of relationship is easier said than done so as to form a meaningful rapport with a party who wishes you did not exist. Bacon and Storey (1996) in their research happened to say that affiliation initiatives between employer and employee have been frustrated in a number of firms, owing to the lack of management commitment to the process leading to nothing more than rhetoric of partnership. According to Armstrong (2007), partnership may not work if senior management does not really believe in partnership and decisions are made unilaterally without consulting trade union officials. Mosley *et al*, (1996) observe that leadership is a process of influencing individual and group activities towards goal setting and achievement.

2.4 Theories related to this study

2.4.1 The Efficient Bargaining Model (EBM)

There are two important models of wage determination for the unionized sector of cost-cutting measure. The first is labelled as the Monopoly Model (MM) by Oswald (1985) this believes that the trade union sets the wage and employer chooses the profit maximizing employment level. The next model is labelled the Efficient Bargaining Model (EBM) by Oswald (1985) comments that both sides (employer and employee) can get better on the monopoly outcome by jointly bargaining over wages and employment.

Its implication can be agreed that monopoly union outcome, the firm is of profit curves and trade union indifference curves are not tangential. Both parties could be made better-off by swapping a reduction in the wage for some increase in employment away from the labour demand curve. The efficient bargaining model makes both wages and employment the subject of bargaining.

2.4.2 Common's Environment Theory

He was hesitant of generalisations and believed only that, which could be proved by evidence. He agreed that collective bargaining was a tool of class struggle, but he summarised by saying that finally there will be a joint venture between employers and employees (Prasad, 2009).

2.4.3 Webb's theory of Industry Democracy

In his book collection 'Industry democracy' termed it as a Bible of trade unionism. According to Webb, trade unionism is an extension of democracy from political sphere to industrial. Webb agreed with Marx that trade unionism is a class struggle and modern capitalist is a transitional phase which will lead to democratic socialism. He considered collective bargaining as the process which strengthens labour.

2.4.4 Herzberg Motivation and Hygiene Factor

Herzberg theory is a set of consistent concepts that provides an orderly observation of phenomena. Herzberg (1959) did a compressively studies to conclude issues leading to job satisfaction or dissatisfaction. In his studies Herzberg comes up with a concrete finding that the factors causing job satisfaction and presumable motivation were different from that causing job dissatisfaction.

As a result, he created the motivation-hygiene theory to make clear those results found in the study. Herzberg termed the satisfiers *motivators* and the dissatisfies *hygiene factors*. Herzberg used the term “hygiene” in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but they do not provide satisfaction. The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance. The motivator and the hygiene factors is shown in Table 2.1.

Table 2.1: The Motivator and the Hygiene Factors

Motivator Factors	Hygiene Factors
The job itself	Environment
<ul style="list-style-type: none"> • Achievement • Recognition and accomplishment • Challenging work • Increased responsibility • Growth and development 	<ul style="list-style-type: none"> • Good Policies and administration • Supervision • Working condition • Interpersonal relation • Money, status, security

The opposite term of satisfaction is not dissatisfaction, but slightly, no satisfaction at all. Likely, the opposite term of dissatisfaction is no dissatisfaction. While at first glance this dissimilarity between the two opposites may sound like a play on words, Herzberg coined that there are two diverse human wants portrayed. The first is that there are physiological needs that can be satisfied by money, for example, to purchase food and shelter. Likewise, there is psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow. On this starting point, the research assumes that teachers in Tanzania may be satisfied with their job or not depending on the motivator and the hygiene factors.

Basing on Hygiene Factor Tanzania Teachers Union (TTU) has a role to play through bargaining mechanism with the employer to improve teacher's incentives both monetary and non-monetary.

Burgess and Metcalfe (1999) also added that incentives are not anything but the inducements like recognition and appreciation provided to employees in order to motivate them could play a vital role rise teachers morale. Incentives can be grouped according to the diverse ways in which they motivate teachers to take a exacting course of accomplishment. Common and useful taxonomy categorise incentives into four broad classes: financial incentives, moral incentives, coercive incentives and natural incentives.

2.5 Employment and Labour Relations Act No. 6 of 2004

The Employment and Labour Relations Act, 2004 is the principal law regulating Trade Unions' conduct in Tanzania. It defines trade union in section 67(2), that a trade union must be registered to represent the majority of employees in an appropriate bargaining unit.

Bargaining unit in this respect as in section 66(a) of ELRA a bargaining unit means any unit of employees in respect of which a registered trade union is recognized or is entitled to be recognized as exclusive bargaining unit. This law through its Acts provides mandate to deduction of trade unions dues from members. S.61(1) of ELRA states that, an employer shall deduct dues of a registered trade union from an employee's wage if that employee has authorized employer to do so in prescribed form.

The major and foremost purposes of the Labour Relations Act, 2004 was to regulates trade union activities in Tanzania as follows: to combine the law relating to the trade unions and trade disputes, to provide for the registration, management and democratization of trade unions and employers relationship, to encourage sound

labour relatives through the defense and encouragement of freedom of friendship and the encouragement of successful collective bargaining and promotion of orderly and expeditious dispute settlement.

According to the Labor Relations Act (2004) every employee has the right to: Participate in forming a trade union or federation of trade unions, join a trade union as well as leave a trade union. The Act also empowers the employee in the trade unions in that every member of federation of trade unions has a right to participate in its activities, participate in the election of any of its office bearers or officials, stand for election or seek for appointment as an official and to hold office if elected. Be appointed as a trade union representative and to carry out the functions of a trade union representative.

The labour relations Act (2004) protects all employees in that any employee or any person seeking employment shall not be discriminated against for exercising the rights given in the Act. The Act dictates that no person shall do or threaten to do any of the following: require any employee or a person seeking employment not to be or become a member of a trade union, prevent an employee or person seeking employment from exercising any rights conferred by this Act, dismiss or in any other way prejudice an employee or a person seeking employment, because of past, present or anticipated trade union membership, for participating in formation or lawful activities of a trade union, for exercising any right conferred by the Act for failing or refusing to do something that an employee may not lawfully permit or require an employee to do so and no person shall give an advantage or to an employee or person seeking employment in exchange for the person not exercising any right conferred by this Act. The labour relations Act, 2004 provides for recognition of Trade Unions and Collective Agreement an employer, including an employer in the public sector, shall recognize a trade union for purposes of collective bargaining if that trade union represents the simple majority of unionisable employees and shall record the terms upon which it shall recognize a trade union.

2.5.1 Existence of Trade Unions in Tanzania

Trade Union in Tanzania can be traced back in 1955 when its movement entered into a new stage and this was after the establishment of Tanganyika Federation of Labour (TFL). Tanganyika Federation of Labour created one year after the creation of a mass independence pressure group known as Tanganyika African National Union (TANU). Due to the existing situation by that time, the two group movements joined as a joint venture to work together. Even though the collaboration between TANU and TFL played insignificant role to the achievement of independence in 1961, the role of TFL after independence became complex (Bana & Mukandala, 2006).

Trade union came into directly disagreement with the post-independence TANU administration over various issues such as Africanisation and trade unions' leadership. The Government in order to control the trade unions movement, it abolished TFL in 1964 and then it come to create the National Union of Tanganyika Workers (NUTA) which was made an associate of the verdict party. In reality NUTA had no decisional power to face up the Government like to protect workers' interests. Then after NUTA was followed by other trade unions such as Organisation of Tanzania Trade Unions (OTTU) in 1990, Jumuiya ya Wafanyakazi Tanzania (JUWATA) in 1977, and the Tanzania Federation of Trade Unions (TFTU) in 1995. Trade unions in Tanzania were lawfully made self-governing from 1998 when the OTTU Act was repealed by the Trade Unions Act No. 10 of 1998 in which the Trade Union Congress of Tanzania (TUCTA) as a federation was established in 2001 legally replacing OTTU (Bana & Mukandala 2006).

2.5.2 Objectives of Tanzania Teachers Union

It has been known before that the living conditions for most teachers are substandard and, for numerous they are of poorer quality. Many studies have been suggesting that the availability of sensible quality and inexpensive housing within nearby travelling distance of the school is a major issue for nearly all teachers. Many researcher studies

found that housing situation for primary school teachers are generally poor. The World Bank report in 1990 argued that ‘typically, remote primary school teachers stay in rundown, poorly-maintained school or government accommodation or near the school compound. Preceding survey reports suggested that most houses are in a sorry state of disrepair (World Bank, 1990). Though, the government commitment is to get better teacher’s housing, very small improvement have been made in civilizing the housing situation. To date, PEDP has also failed to tackle the housing issue (Bennell & Mukyanuzi, 2005).

2.5.3 Importance of Tanzania Teachers Union

The union was created in 1993 for the purpose of advocating for and promoting the civil liberties/rights and other benefits of teachers in Tanzania. It has been known as a common collective bargaining voice of teachers in Tanzania where it seeks, not only to notify teachers on their right, but also send message to policy and decision makers, planners and the Government who is the most important employer on the need for environmental and institutional change towards teachers (TTU Regulations Act No.5 of 2015)

Tanzania Teachers Union is composed of teachers teaching in primary and secondary schools, tutors from teachers’ colleges, school quality assurer, and folk development colleges and education officers working in education institutions which are under the Ministry of Education Science and Technology. The union has been working in partnership with national and international stakeholders especially those which deal with education and labour matters. TTU is allied to both national and international organisations like the Education International (EI), Federation of East African Teachers’ Unions (FEATU), Trade Union Congress of Tanzania (TUCTA), and the Southern African Teachers’ Organisation (SATO) www.ttu.or.tz retrieved on Friday May 2017 at 2:34 Pm

2.6 Teachers' Incentives and Motivation in Tanzania

Studies made by (O'Sullivan, 2002; UNESCO, 2005) reports that educators play a pivotal role in making sure that an acceptable high quality of education is attainable and being meaningful for pupils and students, regardless of the country in which they are teaching. The above report is similar to the Dakar Framework for Action, to which Tanzania is a signatory, confirmed that; teachers are essential players in promoting quality education. The Tanzanian government's official acceptance of the importance of teachers is most evident in its Education and Training Policy (URT, 1995) and, subsequently, it's PEDP.

In numerous studies made by (Davidson, 2005; Sumra 2004; Haki Elimu, 2005), shows that in Tanzania, strong evidence exists that the huge majority of public workers especially teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These deprived living and working conditions have been for many years eroding many teachers' performance and motivation to carry out their teaching and non-teaching roles in an up to standard manner. So all these studies which have been reporting comments that in order to improve teacher's performance working and living conditions is significant round table debate to discuss how to enlighten teacher's motivation.

2.7 The State of Trade Unions in the World

In 1945 The World Federation of Trade Unions (WFTU) was established to replace the International Federation of Trade Unions (IFTU). Its assignment and common purpose was to bring together trade unions across the world in a single international organisation, much like the United Nations. However many changes happened when a number of Western trade unions left the union in 1949, because of disputes over support for the Marshall Plan, to form the International Confederation of Free Trade Unions, the WFTU.

Then after in the context of the Cold War, the WFTU was often used as a Soviet front organisation. A number of trade unions, including those from China and Yugoslavia then left later when their state imposed an ideological differences with the Soviet Union (www.wftucentral.org) retrieved on Wednesday May 10th 2017 at 3:34 Pm.

To conclude the facts above it have been known that trade unions are the world's largest organisation, but believed to faces a number of severe declines in levels of unionization and lacking of legitimate autonomous. It has surveyed and being proved that most trade unions decline is mostly happening in developed countries. This can be caused by the new management practice of employers and new working atmosphere which has been already introduced. There is an increase in not developed or factor driven countries, where the old agenda of Trade unions still works. It is well known that the decline is mainly the result of inability of Trade unions to adapt to new changes in the environment, especially to adhere to Acts and Constitutional guides for autonomous.

2.8 Empirical Literature Review

Srivastava (2007) conducted a thorough study on trade union as argued that; despite their role in collective bargaining for the workers' wages and working conditions, Trade unions are not legally powerful performing to make it possible to enforce the employer to provide good wages and working conditions at workplaces. Many registered trade unions have not been using its legal power to negotiate with employers on what wages and working conditions should their employees be provided. Still the government, political willingness on salary increases and working conditions are used to influence the unions accepts the terms of reference and once it is contrary to their expectation, employers use tactics of firing all workers and hiring new ones in order to continue surviving.

In 1999 researchers conducted as they wanted to assess the” Trade union services and benefits”. The central purpose of the study was to assess the aptitude of trade unions to afford services and profit to their members as one of the way safeguard and maintain the concern of members and also to make sure that new members are attracted to join the trade union in Ghana. The researchers in that study used descriptive analysis methodology to reach the conclusion (Clara and Mary (1999)

Jane and Mohammed (2000) successfully collaborated to conduct a research on Trade union’s functions and advantages of having such trade union for workers. The major purpose of conducting a such study was to observe how trade union in Kenya can be able to provide service and improve living condition to its members so that can meet their interest. The study used a case study approach focusing on employees where trade unions were purposefully selected as multiple case study sites. The major instruments used for data collection were the questionnaire and document analysis.

Ntwala (2008) conducted a study on “the role trade union on job creation. The study conducted was in South Africa. The main objective of the study was to examine the role (success of) trade unions in job creation. However, the study was primarily concerned with escalating or soaring overall national unemployment, which is higher among the youth. The study provides that there are various causes of unemployment named two: low levels of skills or lack of skills and a mismatch between skills and labour market demands. The focus of the study was on the initiatives that trade unions have undertaken to deal with the challenges of unemployment with a specific focus on direct job creation.

Similar to the study Muhammad (2010) made a study to assess the rationale of trade union beyond making collective bargaining on behalf of its members in Pakistan. The study based on descriptive secondary data which gathered from different research reviews. The central and major aim was to look the role played by trade union to improve living standards of its members through collective bargaining. The study reach the apex by observing that trade unions have a possible means to make sure that

employee's disputes which are beyond collective bargaining have to be addressed by any means on behalf of its members. Also other benefits such as overtime payment, comfortable work place, recreational facilities, non-financial benefits such as job security, decreasing fear of employer, financial gains like rise of wages, various allowances insurance benefits has said to be a central bargaining agenda between trade union and employer.

Kambilinya (2004) made a study on assessment of performance of trade unions. The major objective of the study was to look the impact of trade union performance to its members in Malawi. The study imposed in all registered trade unions with members who were interviewed to respond different questions on their unions. The study identified different challenges faces trade unions hence fail to achieve the central objectives of serving its members. The study is similar to Tanzania Teachers Union in Tanzania has said to face different challenges like lack of autonomous. Such hindrance has made the union fail to stand on its feet to work for saving its members hence members has no trust on TTU. In the study made by Kambilinya, (2004) suggested that trade union has to make a possible further means to come up with proposed strategies to improve the performance of trade unions.

Ismail, (2013) made a study on the impact of trade union on improving employees working conditions in COTWU and TUGHE both represents workers in Tanzania. The study done at the Open University of Tanzania (OUT) as come up with different observations concerning underperformance of trade unions in Tanzania. The study identified some problems encounter employees in their working place such as Trade unions to side with employers, lack of enough salary, and lack of formal contract and other related to workers disputes. Generally the study summarised by suggesting that to some extent trade union plays a pivotal central role to improve working conditions of the employees. However trade unions still have to improve further efforts and strategies to improve its responsibilities and duties for meeting the current development challenges. (Ismail, 2013).

Another similar study made by Mwanyenza (2015) at the Open University of Tanzania (OUT) who was assessing the central objectives played by trade unions is alleviating different employee's disputes in their working place. The results of the study found that most of trade unions in Tanzania and in other developing African countries have not achieved its major objectives to ensure that its members imminent challenges/disputes are solved to motivate workers hence increase working morale. The researcher suggested that if workers imminent problems could have solved earlier there could have a very satisfactory working environment, thus it will further return the lost working morale among workers. However underperformances of many trade unions have caused most of workers have negative perception and being dissatisfaction hence resulting to high absenteeism rate and workers turnover.

Mussa (2014) conducted a study at Mzumbe University of Tanzania on trade unions participation on improving employee condition. The study found that, majority of the respondents (51.2%) identified inadequate pay as a major challenge facing member of the trade unions. Also, the study found there are different barriers impeding trade unions. Majority of the respondents (77.5%) identified lack of supporting documents as a major barrier impedes trade unions when attending members' claims. Moreover, out of 80 respondents, 21 (26.3%) identified increases transparency will improve trade union performance. Also, the study concluded that, there are several barriers that impede trade unions when attending members' claims.

Moreover, the study concluded that members are satisfied with the performance of the trade unions, in terms of negotiations and operations of the unions. Furthermore, the study concluded that, there are various strategies that can be used to improve trade unions participation in attending member claims. It is recommending that trade unions should use innovative ideas for increasing membership may be tried such as offering services such as loans, mortgages and the like to members. Also, the study recommended that, employers in Tanzania including the government should stop

changes in employment patterns resulting to workers losing their jobs due to economic restructuring (Mussa, 2014).

2.9 The Synthesis of Research Gap

Trade union plays great role in safeguarding employees from any form of discrimination or harassment in organisations. Employees need to work in good environment. Many researchers have been done in this area of performance of Trade Unions, but there is limited research in developing countries specifically in Tanzania especially in local Government sectoral like Mpwapwa District Council.

2.10 Conceptual Framework

The independent variables indicates roles of trade union to its members that have direct influence to employee problems and can be altered or controlled by government regulations and trade unions management. The intermediate variables these are indirectly related to employee problems that can prevent trade union roles from having impact to employee demands. These variables are non-controllable by trade union roles in solving employee needs. The dependent variables these are employee's problems and employee satisfaction at working place like motivation, poor employment relationship, poor salary, long working hours and poor working condition just to mention a few. This dependent variable depends on the actions that could happen at independent and intervening variable, like advocacy, security, and recognitions to remove discriminations to working place.

This means that, the researcher was intended to hypothesize the relationship between the independent variables and dependent variables with the intervening intermediate variables.

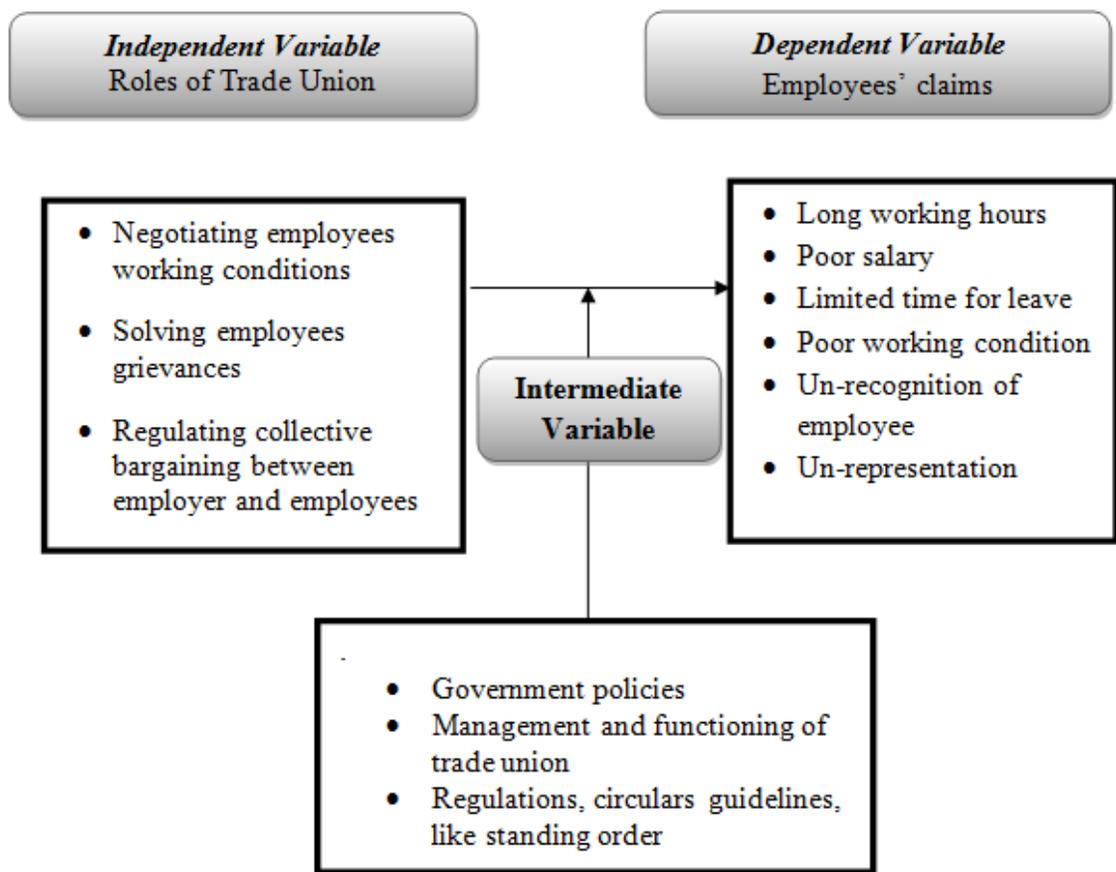


Figure 2.1: Conceptual Framework

Source: Adopted from literature review

2.11 Chapter Summary

This chapter has explored the performance of trade union in relation to meeting its member's needs and challenges facing members of teacher's trade union, perceptions of members to its trade union. The chapter has also provided the theoretical Literature Reviews.

The literature has shown that despite the important role of trade unions yet, trade unions seems to have remained weak in their major objectives; wages, salaries and working conditions have not been improved by the employers, job security and social policies are not fair to the employees, retired employees get very little retirement

benefits from the social security funds and this has led to poor living standards by many retired employees (Gundula, 2011). The chapter also has looked on the Employment and labour Relations Act No. 6 of 2004 to prove the existence of trade union in Tanzania. Also, the chapter tells the objectives of Tanzania Teachers Union. The importance of Tanzania Teachers Union has been also shown in this chapter, likewise the conceptual frame work and research gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research procedures and methodologies that were used in the study. The major focus was on the research design, geographical location. The sampling procedures and study focus. It also includes ethical consideration, data analysis plan, validity and reliability. The chapter also provides a description on data collection methods, research instrument and methods to be used to collect data, sources of data population, sampling procedures and sample size, variables and measurement, as well as the data analysis techniques.

3.1 The Research Design

The research design that was employed by the researcher in this study was the case study design. Case study design was used because the researcher focused on one organisation that is the Teachers Trade Union in Mpwapwa District Council.

Using case study design, the performance of the Trade Unions in alleviating the pending employees' disputes was studied and finally was used to provide the opportunity for explaining the perceptions of the teachers towards them and the challenges facing these members of TTU.

The research design was approach that is most appropriate because it provided a clear and deeper insight and better understanding of the research problem.

3.2 Population of the Study

Population refers the group of individuals who have one or more characters in common. Target population refers to all members of a real or hypothetical set of

people, events or objects to which a researcher wishes to generate results from the study.

This study targets to use 197 employed teachers serving in public primary and secondary schools in Mpwapwa District. This targeted population comprised TTU officials from head office, Wards Education Coordinators; primary school head teachers, heads of secondary schools, Teachers' collage tutor representatives and Teachers Unions' representatives from District Education Office (DEO's) office. Table 3.1 shows a number of respondents involved in data collection.

3.3 Sampling Procedures

Sampling in this study was done as follows:

- (i) First purposive sampling was used to sample out Mpwapwa District. The sampled Mpwapwa District was chosen purposively because for a long time there had been a number of reported claims from TTU members to leave the union. This encouraged the researcher to find out what were the reasons out for members of the TTU demanding to drop from a union.
- (ii) The second stage involved sampling of wards having primary and secondary schools. Out of 33 wards 14 wards were sampled purposively as they were at least easily reached during the rainy season. Also, such wards were purposively selected because some of the wards are located in rural and other are located in urban area. The names of the wards sampled were; Kibakwe, Lupeta, Mima, Pwaga, Massa, Ipera, Mtera and Nghambi. Apart from the mentioned wards above other wards were; Kingiti, Chunyu, Mang'aliza, Galigali, Rudi and Luhundwa.
- (iii) Third stage involved sampling of the primary and secondary schools in the sampled ward. In each ward there was only one secondary school which was sampled purposively. The names of the secondary schools were; Kibakwe Secondary school, Kimagai Secondary school, Mima secondary school, Pwaga

secondary school, Massa secondary school, Ipera secondary school, Mtera secondary school and Chunya secondary school. Apart from the mentioned secondary schools above other secondary schools were; Rudi secondary school and Luhundwa secondary school as well. Out of 117 primary schools in the sampled District only 21 primary schools were sampled purposively in sampled wards. The names of the primary schools are; Kibakwe, Iyenge, Chamtumile, Lupeta, Makutupa, Pwaga, Munguwi, Chogola, Winza, Ipera, Kikuyu, Mtera Dam, Kisima, Nghambi, Chimaligo, Kiegea. Another primary schools in a sampled wards are; Chunya, Kingiti, Rudi, Luhundwa, and Ikuyu.

- (iv) The fourth stage involved the sampling of heads of secondary and primary schools in the sampled secondary and primary schools. The heads of primary and secondary were sampled purposively according to their sampled wards with secondary schools and primary schools heartaches selected within all wards.
- (v) Purposive sampling was used to select key informants of the study. Key informants were one District Education Officer (DEO), seven Ward Education Coordinators (WEC), one College tutors' representatives and five TTU administrative Officers. Focus Group Discussion (FGD) techniques employed to these key informants using interview guides and open questions.

3.3.1 Sample size

The sample size selected from the population of the study was 55. The sample was selected purposively from the council population. It included the one DEO, seven Ward education coordinator, 21 primary school head teachers, six secondary headmasters, 15 College tutors, and five TTU administrative officers. This made a total of 55 out of 197 of the targeted population.

Table 3:1 Sample size descriptions

S/N	Units of Inquiry	Target Population	Sample size	Sample technique
1	District Education Officer	1	1	Purposive sampling
2	Ward Education Coordinator	33	7	Purposive sampling
3	Primary Head teachers	101	21	Purposive sampling
4	Secondary Head masters	24	6	Purposive sampling
5	College tutors	30	15	Purposive sampling
6	TTU Administrative officers	8	5	Purposive sampling
	Total	197	55	

Source: Researchers findings, 2017

3.4 Methods of Data Collection

The study collected quantitative and qualitative data. Quantitative data were gathered through questionnaire while qualitative data was obtained through interviews. Data were also collected through documentary review.

3.4.1 Quantitative Data

(a) The questionnaire

One set of a structured questionnaire (Appendix III) was prepared and pretested before being used as the main data collection instrument. The structured questionnaire was administered to the heads of Primary and secondary schools also to the wards education coordinators who were purposively selected from the population.

The questionnaire was divided into four parts. Part one comprised of questions focusing on Personal information including age, sex, education level, work experience and occupation. Part two questions sought information on perceptions of TTU members on how the union work to uphold the interest of its members. Part three was asking about the performance of the union whether the effort performed by TTU meets its member's needs. Part four contained questions on the challenges facing the members of trade union. However, the questionnaire also was having general questions where by respondents were asked an open questions about the union.

3.4.2 Qualitative Data

(a) In depth interviews

The structured interview guides (Appendix IV) was used to collect data from the following groups of key informants; One District Education Officer (DEO), Seven Ward Education Coordinators (WEC), One College tutors' representatives and Five TTU administrative Officers. Focus Group Discussion (FGD) techniques employed to these key informants using interview guides questions.

(b) Focus group discussions (FGDs)

Two Focus groups discussions included administrative officials from TTU and DEO's office. Another group was TTU branches representatives who represents other members on behalf. Both focus groups had fourteen members for effective discussions. People selected for discussion were those who are officials and administrative who used to handle and reconcile matters for union members and for the benefits of the organisation. The questions asked to the groups covered to ask their views/comments/perceptions on the performance of Tanzania Teachers Union, also challenges/barriers facing members of the union, again asked to what extent the TTU in Mpwapwa has improved services delivery to its members and if the existence of TTU in Mpwapwa being effectively and efficiently realised by teachers (members) (Appendix IV)

(c) Documentary review

The researcher spent several times at the TTU office of Mpwapwa District to collect information from documents and files. Information obtained included objectives of TTU, cases raised by members and how it was resolved for the benefits of members and the union as well, duties and responsibilities of General secretary of TTU, members deductions collected and how has been used in the financial year, Tanzania

Teachers Unions' constitution and circulars guiding and binding the members, criteria used in calculating branch percentage reimbursement to members.

Likewise documentary review involved reading a variety of documents concerning teachers unions' performance in Mpwapwa on behalf of its members. The review concerned with a critical examination of available written texts, records of actual events, such as, teachers claim records, complaints of teachers and lists of member who wishes to absent the union.

3.5 Measurement of Variables

The study was conducted using descriptive design through fundamental testing whereas it consists of both independent and dependent variables to be measured with the measurement being conducted in the following manner among all two variables. The dependent and independent variables in this study were operationalised as shown below.

3.5.1 Dependent variable

3.5.1.1 Employee's Rights struggling for

The dependent variable in this study was employee's rights which are always fighting on it to improve their working conditions. Respondents were required participate by providing their contribution thinking on how the union makes its best to protect employees from the basic rights which are fighting for every day and then. Participation was therefore measured along six dimensions, namely long working hours, poor salary, limited time for leave, poor working conditions, un-recognition of teachers' professional and un-representation by either trade union or the Government itself. Data on participation dimensions were obtained by asking respondents whether they well represented and privileged in those dimensions by the union. The response for "YES" and "NO" were calculated into percentages.

3.5.2 Independent variables

3.5.2.1 Personal Information attributes

Personal attributes of respondents involved in the study measured were age, gender, education level and occupation of the respondent. The variables of age, gender, educational level and occupation were measured as follows: gender (1= male, 2 = female) and age in years (1=20-25), (2=26-30), (3=31-35), (4=36-40), (5=40+) Education variable was measured by seven-point scales ranging from 1 for primary education, 2 for secondary education, 3 for diploma holder, 4 for degree holder, 5 for master degree holder, 6 for PhD holders and 7 for Professors. Occupation/position variable was measured by four-point scale as 1 for administrator, 2 for head of department (HoD) 3 for head of section and 4 for others if any.

3.5.2.2 Negotiating employees working conditions

The dimension of the role of trade union to negotiate employees' working condition with the Government was measured by two items: whether or not such dimension was practical in place and whether the dimension was on time dealt by the union for the betterment of her members. Negotiation for employees working condition measured for the study included better living conditions like houses, both teaching and learning conditions, poor and unsatisfactory salaries were used to analyse the union was responsively negotiate for improvement of working condition for teachers. The response for "YES" and "NO" were calculated into percentages.

3.5.2.3 Solving employees' grievances

Eight employee's benefits were measured by using ranking index. Respondents were asked to respond if the union had ever solved teacher's claims on their grievances to meet up their needs. The eight employee's better pays and fringe benefits measured were as follows: retirement benefits, leave cost coverage, transfer cost package, salary adjustment, promotions, in-service training cost, sick cost compensation and

accidental in work place compensation. The response for “YES” and “NO” were calculated into percentages.

3.5.2.4 TTU performance and collective bargaining with Employer (DED)

This construct was measured by three items as follows: number of meeting chaired between TTU and Employer to discuss matters against teachers, number of matters/cases and other court proceedings dissolved for the betterments of teachers in Mpwapwa and working condition improved and justified by TTU related to monthly dues deduction/contribution. For each of the items measured, percentages were calculated whereas performance indices were categorised into five rates as (1= very poor), (2 = poor), (3 = fair), (4 = good) and (5 = very good).

3.6 Data analysis

Data analysis in this study was analysed by using both qualitative and quantitative techniques. The data, which was obtained from questionnaires, were analysed by using percentage. In addition, for the quantitative data analysis, it was on the way of computation through mathematical measures, for example total number of teachers and percentage through charts and frequency tables, which automatically would reflect the relative weight of a specific category in the distribution. The use qualitative data analysis methods like; description of the facts, logical interpretation, comparison and explanation of the findings was employed in data analysis. Data analysis also was used in analysing in-depth interviews where by the logical expression of data are in a form or way of words which added some information on performance of trade union in alleviating the employees disputes in Mpwapwa District council.

3.8 Data Reliability and Validity

Reliability refers to ability to obtain similar results by measuring an object, trait or construct with independent but comparable measures (Kothari, 2003). This was determined as in measurement procedures, to certain whether or not the quality of an

instrument to produce the same results when employed under the same conditions is attained.

Validity said to be the ability of the measuring instruments or research study to measure what it claims to be measured. To ensure validity, the measuring instrument (questionnaire) was pilot tested so as to capable to take care of it and ensure that respondents were complimentary from problem in responding to the questions. It ensured to a certain extent validity of questions and reliability of data to be collected.

3.9 Ethical Issues

At the onset of data collection, a researcher asked for permission from the District Education Officer (DEO) introductory purpose to the head teachers/head of secondary schools. On the other hand, each questionnaire contains an opening introductory letter requesting for the respondents cooperation in providing the required data for the study. The respondents were guaranteed and assured confidentiality of the information provided and that the study findings were to be used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed. However, data collection tools have at the maximum point adhered to ethical consideration to ensure harmless to the respondents.

3.10 Chapter Summary

The chapter presented the entire methodology which was employed in the study to the extent that, all that was suggested as the step to be followed in the conduct and pursuance of the study were all adhered and executed in a manner suggested in the chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the findings analysis by presentations of tables and figures. The chapter has 13 sections as follow; firstly, Respondents profile. Secondly, Demographic characteristics of the respondents, thirdly Gender of the respondents whereby the study balanced it by considering equal opportunity to all male and female. The aim was to show the performance of trade unions in alleviating the pending employees' disputes in Mpwapwa District Council. The chapter starts by presenting the demographic and socio-economic characteristics of the sample population, focusing on age, sex, and educational background.

4.1 Demographic characteristics of the respondents

This part describes the demographic characteristics of respondents by basing on age, sex, level of education and duration in public service and as councilors. These variables were analysed and discussed as follows.

4.1.1 Distribution of Respondents by Gender

The study found that men were more than women were, but the women seemed to be more active in responding to questionnaires and interview questions as compared to men. Out of 55 questionnaires distributed to the respondents, women answered 30 (54.5%) questionnaires while men answered 25 (45.5%) questionnaires. In addition, the researcher used this criterion in order to get different ideas and views from both sex concerned the study. This is an indication that there are more female teachers than male teachers involved in this study. Table 4.1 shows the Gender profile of the respondents.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Males	25	45.5
Females	30	54.5
Total	55	100

Source: Researchers findings, 2017

4.1.2 Distribution of Respondents by Age

The age of respondents under the study was not the same, but varied, the researcher wanted to understand the age of respondents because it had a direct impact on kind of 55 answers given by respondents to the provided questionnaires. The finding imply that majority 19 (34.5%) of teachers involved in the study are in the middle age. Table 4.2 shows the distribution of respondents according to age.

Table 4.2 Distribution of age of respondents

Age group	Frequency	Percentage
20-29	13	23.6
30-39	19	34.5
40-49	14	25.5
50-and above	9	16.4
Total	55	100

Source: Researchers Findings, 2017

4.1.3 Education levels of respondents

The researcher wanted to know the education level of the respondents because the level of education made people to differ in terms of; understanding, knowledge, reasoning and skills about the study. To support this, researcher found out that answers of respondents and views differed; the answers provided by most of College tutors, secondary school headmasters and the TTU administrative officers were clear and well understood. As illustrated in the Table 4.3, about 23 (41.8%) of the respondents have attained higher learning education, whereby most of the population were the District Education Officer, some of the TTU administrative officers, College tutors and few Secondary school headmasters. While secondary level, College level education was dominated by the primary school head teachers and the ward education

coordinators which constituted 32 respondents, equal to (58.2%). This finding indicates that there were more university level respondents involved in the study than other levels of education.

Table 4.3 Education Level of the respondents

Level of Education	Frequency	Percentage
College level after Form 4	16	29.09
College level after Form 6	12	21.818
Vocational training	4	7.272
University level	23	41.8
Total	55	100

Source: Researchers Findings, 2017

4.1.4 Work experience of the respondents

The results show that 32 respondents returned questionnaires provided to 55 respondents, which is equal to 58.2% of the total sample selected, were engaged in public services more than 10 years ‘work experience, while 23 respondents out of 55 which is equal to 41.8% of the total sample selected have less than 10 years’ experience in public services. Thus, the findings indicate that the answers offered by the respondents concerning the study were based on the experience and knowledge as indicated in Table 4.4.

Table 4.4. Experience of respondents involved in Public service

Number of years	Frequency	Percentage
0-1	3	5.5
2-5	8	14.5
6-9	12	21.8
10 and Above	32	58.2
Total	55	100

Source: Researchers findings, 2017

4.2 Teachers’ perceptions on TTU performance

In the course of the research project, the researcher was interested in finding out the teachers perceptions on the performance of TTU. The researcher was precisely

interested to know how the teachers in Mpwapwa District Council perceive the performance of TTU. At first, the researcher wanted to know if the respondents understand the duties and responsibilities of TTU; the responses were shown in the Table 4.5

Table 4.5 The awareness of TTU functions in Mpwapwa District Council

Response	Frequency	Percentage
Yes	20	36.36
No	35	63.63
Total	55	100

Source: Field data, 2017

From the responses concerning the understanding of the TTU duties and responsibilities in Mpwapwa District Council, 35 respondents (63.63%) out of 55 confirmed that they were not aware of the duties obligations and responsibilities of TTU while 20 respondents (36.36%) claimed that they were aware of the TTU duties. In addition, the researcher wanted then to know the perception of the teachers towards TTU performance, the respondents were asked several questions through questionnaires, interview and through group discussions. Table 4.6 shows the results from the field.

Table 4.6 The perception of teachers towards TTU performance

Response	Frequency	Percentage
Positive perception	20	36.36
Neutral	8	14.54
Negative perception	27	49.09
Total	55	100

Source: Field data, 2017

Table 4.6 shows the response concerning the perception of the teachers towards TTU performance. The responses were as follows; 27 respondents which is equal to (49.09%) had negative perception towards the performance of TTU, 8 respondents which is equal to (14.54%) had a neutral perception in the sense that all they see is the TTU are performing yet lacking while 20 respondents which is equal to (36.36%) had a positive perception towards the performance of the TTU.

The finding suggest that more sensitization and convincing power still needed to members of the union so that common understanding of duties and responsibility should be well interpreted.

4.3 General views on the rationale of TTU on services’ delivery improvement to daily lives of members (Teachers) in Mpwapwa

Table 4.7 provides responses which were ranked according the frequency of responses concerning the general views from teachers on the rationale of TTU on services delivery improved to her members. The responses from the respondents who interviewed were as follows;-

Table 4.7 General views on rationale of TTU on service delivery improved to members.

		1	2	3	4	5
1	Is Mpwapwa Teachers Union participates fully on solving its members’ imminent disputes to improve their working condition?	2	10	30	10	3
2	Does your contribution due deliver improved services as planned?		42	5	8	
3	Does trade union negotiate with employer to ensure good health and safety at your workplace?	7	19	25	4	
4	Are trade union assist its members in demanding the rise of the require salary scale level?		40	10	5	

Source: Field data, 2017

Whereas: 1= None 2= Strong disagree 3=Disagree 4= Agree 5= Strong agree

- (a) “Is Mpwapwa TTU participating fully on solving its member’s imminent disputes to improve their working condition? Two respondents (3.636%) were neutral, 10 respondents (18.18%) strongly disagreed, 30 respondents (53.54%) disagreed, only 10 respondents (18.18%) agreed, while three respondents (5.454%) strongly agreed. The findings imply that 42 (76%) respondents out of 55 disagree that TTU does not participate fully on solving member’s problems.

(b) “Does your contribution due deliver improved services as planned? 42 (76.363%) respondents strongly disagreed on the question, five (9.090%) respondents just disagreed that their contribution does not improve anything, while eight (14.545) respondents agreed that their contribution yield some improved services in their working condition. From the above findings it shows that the majority teachers 47(85.455%) out of 55 involved in this study does not agree on the services delivered by TTU compared to their fees contributes monthly.

As one respondent argued by saying;

“Our union still has some management problems of misusing our contribution instead of solving its members claims they solve their own private problems we have evidence.....”

This is similar to the study made by Podro (2011) the study found in most of the trade unions, members were not satisfied by the performance of the trade unions due to mismanagement of the fund, corruption. Management of the trade unions fails to attend members’ claims.

(c) Does trade union negotiate with employer to ensure good health and safety at your workplace? From this question seven respondents (12.727%) were neutral, 19 (34.545%) strongly disagreed, 25(45.454%) respondents disagreed while only four (7.272%) respondents out of 55 agreed that TTU negotiate with employer on ensuring good health and safety at workplace. This finding indicate that majority of teachers disagree with the TTU performance on negotiating with employer to ensure good health and safety at workplace.

(d) Are trade union assist its members in demanding the rise of the require salary scale level? The response of this question from respondents were as follows; 40 (72.727%) respondents strongly disagreed, 10 (18.181%) respondents disagreed while only five (9.090%) respondents agreed that TTU assists members in demanding the rise of required salaries for her members

(Teachers). This finding suggests that the majority of teachers in the union totally disagree that the union does not stand still to demand new salaries on behalf her members.

From the above findings the researcher suggests that, Tanzania Teachers Union (TTU) has two responsibilities to its members which are monetary and non-monetary obligations. The monetary obligation is to bargaining for improving workers earning in their working environment and nonmonetary bargaining involve bargaining for good working environment and safety of workers. By doing both monetary and non-monetary bargaining then trade union lead to improve working conditions for its members as its foremost commitment.

4.4 The performance of TTU in meeting its members’ needs

The researcher was also interested to explore on whether the performance of the TTU meets its members’ needs. Such member’s needs are good working conditions, solving it’s members grievances as stated as the eight employee’s better pays and fringe benefits like retirement package benefits, leave cost coverage, transfer allowances, salary adjustment, promotions, in-services training coverage, sick cost compensation and accidental compensation coverage. The respondents who were asked included the ward education coordinators, primary school teachers, secondary school teachers, college tutors and the District Education officer both within Mpwapwa district council. The findings were analysed on Table 4.8 as follows:-

Table 4:8. The performance of TTU in meeting its members needs

Response	Frequency	Percentage
Yes	22	40
No	33	60
Total	55	100

Source: Field data, 2017

Table 4.8 demonstrates the response from the field of study. From the distributed questionnaires, group discussions and interview questions circulated to the respondents, the following were the returned responses concerning the performance of TTU in meeting its members' needs. Such member's needs are good working conditions, solving its members grievances as stated as the eight employee's better pays and fringe benefits like retirement package benefits, leave cost coverage, transfer allowances, salary adjustment, promotions, in-services training coverage, sick cost compensation and accidental compensation coverage. However the findings reveals that 22 (40%) of the respondents said "YES" while 33 (60%) said "NO". This finding implies that the majority of teachers disagree with the TTU performance in meeting its member's needs as mentioned above.

The researcher suggests that TTU management must encourage teachers to participate and involve in managerial decision making process to portray justice. From documentary perspectives shows that, only one meeting was chaired between TTU officials with the employer to discuss the delay pays of teachers like leave cost debits, transfer allowances, newly employed teachers allowances demands and arrears although the situation still the same. While for the year lasted 2017/2018, nine different teachers' court cases were reported to the Union for assistance, although only four cases were taken into considerations by the union while five cases still in hands of court investigation. Management approaches towards employees must be in cordial atmosphere so that employees feel that they are not being exploits, discriminate and victimize. By encouraging members (Teachers) to participate in managerial decision, employees trust the organisation, increase job satisfaction, increase motivation and morale, creates innovative culture. Management can encourage employees to involve in decision making process by established task group with management staff, established employees suggestions scheme, involve employees in management meeting and perform a survey in case.

4.4.1 TTU performance on collective bargaining

The researcher wanted to investigate the tendency of TTU tabling matters with the employer to discuss issues pertaining to teacher's claims. The responses from respondents were as summarised in Table 4.9

Table 4.9 Trends of meetings chaired between TTU and Employer to discuss matters relate to teachers claims

Response	Frequency	Percentage
1	30	54
2	3	5.454
3	0	0
4	18	32.727
5	4	7.727
Total	55	100

Source: Field data, 2017

Whereas: 1= very poor, 2 = poor, 3 = fair, 4 = good and 5 = very good

Table 4.9 shows the responses from respondents ranked in percentage; 30 (54%) out of 55 respondents argued that there are very poor tendency of TTU tabling meeting with employer to discuss matters pertaining to its members' concerns. 18 (32.727%) said the trends of meetings between TTU and employer is practicable as in every quarter one meeting has to be seated and involves all branch members to represents the majority teachers. While only three (5.454%) respondents said there is poor trend in chairing a meeting among TTU and Employer, as only four (7.727%) respondents agreed that there is a good tendency of making meeting between TTU and employer to discuss members' matters. The finding of this study from the above respondent's point of view implies that, the tendency of chairing a meeting between TTU and employer so that transparency, trust and accountability should be addressed is not as good as, it has been revealed by 59.454% of respondents, who are not confirming/supporting the argument. This can be linked up with the study made by Mwanyenza (2015) at the Open University of Tanzania (OUT) who was assessing the central objectives played by trade unions in alleviating different employee's disputes

in their working place. The results of the study found that most of trade unions in Tanzania and in other developing African countries have not achieved its major objectives to ensure that its member's imminent challenges/disputes are solved to motivate workers hence increase working morale.

Table 4:10 Matters/cases and other court proceedings dissolved for the betterment of its members

The study examines matters/cases and other court related proceedings dissolved by TTU for its members. Table 4.10 presents responses collected from respondents as were presented in frequency and percentages to justify the findings as follows:-

Table 4:10 Matters/cases and other court proceedings dissolved for the betterment of its members

Response	Frequency	Percentage
1	0	0
2	0	0
3	41	74.545
4	14	25.454
5	0	0
Total	55	100

Source: Field data, 2017

Whereas: 1= very poor, 2 = poor, 3 = fair, 4 = good and 5 = very good

Table 4.10 demonstrates the response from the field of study. From the distributed questionnaires, and interview questions circulated to the respondents, the following were the returned responses concerning the matters/cases and other court related proceedings TTU dissolved for its members, as the TTU annual report shows that for the year 2017/18 only four teachers court cases were attended and only two cases were dissolved out of four, while other five cases still in court inquiry. 41 (74.545%) of the respondents agreed that TTU is doing fairly on dealing with matters/case related to court proceedings for its members, while 14 (25.454%) noteworthy that the union is doing good to help its members on matters related to court proceedings.

From the foregoing findings, it is gathered that at least TTU is appreciated on dissolving matters and other court related cases to its members, as the majority of teachers supporting the argument. The researcher suggests that TTU management must make a sense of balance how to attend its member's claims, because not only teachers are facing court related cases but also fringe benefits related matters and poor working conditions are always been left behind. Such good working conditions to be improved to teachers are like good accommodation (houses) adjustable working hours, job satisfaction, intrinsic motivation and recognition. Generally both financial and non-financial benefits are an example of good working conditions to be negotiated by the union on behalf of its members so that teachers could be proud of the union.

This can be supported by the study made by (Ibrahim, 2013) on the impact of trade union in improving employees' working condition at Open University of Tanzania, as he argued that; while labour laws have influence in the United Republic of Tanzania with regard to minimum standards, the actual working conditions are often not in line with the legal provisions. The substance of labour law is undermined and employees are subjected to conditions well below the specified minimum working conditions. A survey of the working conditions provides useful insights into gaps between the laws as it stands and the reality of the quality of working life.

Table 4:11 The justifiable working condition improved pertaining to members' dues contributed to TTU

The study was also attracted to identify the justifiable working conditions which have been improved pertaining to members' collected dues by the unions. The study findings have been presented in Table 4.5 as follows:-

Table 4:11 The justifiable working condition improved pertaining to members’ dues contributed to TTU

Response	Frequency	Percentage
1	47	85.454
2	0	0
3	3	5.454
4	5	9.090
5	0	0
Total	55	100

Source: Field data, 2017

Whereas: 1= very poor, 2 = poor, 3 = fair, 4 = good and 5 = very good.

From the above table 4.11 the study found significant number of the respondents 47 (85.45%) identified a very poor situation how TTU rationalise the use of members’ dues collected monthly at least to solve some of imminent disputes facing its members. Small number of majority (9.090%) satisfied with improved working condition pertaining to their dues collected by TTU, while (5.454%) said it is fair for how TTU commits to improve working conditions to its members through collected amount of dues from members. This is similar to responses obtained during interview. One respondent revealed that:

“our union collects a lot of money every month from its members’ salaries... you can’t imagine 2% of all members’ salaries is a lot of money but terrible enough when a member even get to retire is provided on with one bundle of 16 iron sheets for almost 30 years he/she has been contributing to the union it is discouragement

This is similar to the study made by Wills (2009) the study found financial position of the member is an essential ingredient for the effective functioning of trade unions, because in the process of rendering services or fulfilling their goals, trade unions have to perform a variety of functions and organise programmes which require enormous financial commitments to members.

4.5 The challenges facing TTU members

After exploring the performance of TTU in meeting its member's needs, the researcher asked the respondent to mention the challenges facing TTU members in their duties of meeting and alleviating its members pending matters. The respondents were free to mention as many challenges as possible. After analysing their responses five (5) common challenges were identified as indicated in Table 4.12

Table 4:12 The challenges facing the TTU members

	Frequency	Percentage
Lack of governmental support	15	27.3
Inadequate funds	10	18.2
Poor unclear policies guiding the performance of actions	12	21.8
Lack of autonomy	18	32.7
Total	55	100

Source: Field data, 2017

Table 4.9 indicates the challenges that the TTU members face within Mpwapwa District Council whereby, lack of governmental support in the matters facing the member's welfare was mentioned by 15 (27.3%), Inadequate funds to support the TTU members was mentioned by 10 (18.2%), Poor unclear policies to regulate the matters affecting the TTU members was mentioned by 12 (21.8%) respondents and lack of autonomy in expressing their concerns was mentioned by 18 (32.7%) individuals. The study found significant number of the respondents 18 (32.7%) identified lack of autonomy as a major challenge. Therefore the researcher suggests that trade union participation can be improved through negotiations with employers.

This is similar to the study made by Freeman (2004) the study found, through collective bargaining and negotiation; trade unions are also able to carry out their job regulation function. Manda (2000) argues that the function also includes the creation of social order in industry embodied in a code of industrial rights. Whatever is agreed during collective bargaining becomes codified in a range of jointly agreed procedures. These may cover agreed procedures on scope of consultation and negotiating machinery; grievance handling procedures, redundancy procedures, introduction of

work study and work changes and safety procedures. Negotiation can improve trade unions participation. This is similar to responses obtained during an interview as one respondent revealed that:

“Tanzania Teachers Union leaders still have chance to ask for employer to consider our imminent working conditions disputes and come out with some alternatives to overcome our problems in work places. Constructive resolution is expected from the conciliation between Employer and trade union”....

4.5.1 Lack of governmental support

The study found that 15 respondent’s equal to (27.3%) revealed that lack of government support is a major challenge facing members of the trade unions. This implies that employees although they are in dependent union but still in need of Government support for good working condition. This is similar to responses obtained during interview; one respondent revealed that;

“The working conditions for teachers’ especially primary school teachers are not favorable; the Government has to make sure that good working environment for teachers are paid special attention if we need to be in middle economy development stage”

While interviewing respondents especially the focus group discussion, one participant emphasised that;

“ Trade unions now days are just rubber Stamped to the Government especially in political influences. So the Government support to trade unions is not a burning issue at all.....”

The general secretary of Mpwapwa TTU when asked to justify the claims that lack of government support seemed to a challenge to run the union. The general secretary stressed that;

“Ni kweli kabisa muda mwingine serikali inatvunja nguvu pale tunapotaka kufanya maamuzi makubwa kuwasaidia wanachama wetu mfano kutishiwa kufukuzwa kazi...”

“It is true sometimes the Government disappoint us when we make our decision to save our clients. Sometimes we are scared of being burned out and dismissed from job”

This is similar to the study made by (Brown, 2006), as stressed that moreover, notwithstanding, the role played by trade unions in improving employees conditions, unions receive minor support from the government and other employers (Brown, 2006)

4.5.2 Inadequate funds

While interviewing respondents involved in this study, ten respondents equal to (18.2%) voiced out that inadequate funds is the most hindrance to TTU and members as well. This is similar to the study made by Boheim and Booth (2004) found some trade union member complaining on poor working condition. Employers (Government) fail to provide good working conditions to their employees. Most of the trade unions members in Tanzania suffer from inadequate funds and poor working condition. One of the interviewee said that;

“..... mishahara yenyewe huu ni mwaka wa nne haujapanda wala kubadirishwa hali ya maisha nayo imepanda hata chama chenyewe kinategemea makato ya mishahara yetu asilimia 2 wakati mwingine makato yanachelewa kuingizwa kwenye akaunti ya chama.....”

....” This is fourth year no rise of salaries even increments while life style has changed because the cost of living is amounting daily. Sometimes there is a delay for 2% deduction from our salaries which supposed to run the union....”

Another respondent when asked how an inadequate fund has hindered the TTU; as he said

“More money has set to other priority than investing to public workers who are the state engine especially teachers who laying down the foundation for next generation leaders of the state....”

This is similar to the study done by Dzimbiri (2004) found most of the trade unions in Tanzania suffer from inadequate funds. This unsound financial position is mostly due to low rate of the government budget. An important factor limiting the effective functioning of unions in our country has been their financial weakness. In most unions, poor finances are the result of poor allocation of budget strength. This in turn, can be traced to the small size of units. In the current government budget, the budget which is allocated for trade unions matters or education/ workers members is small. With a relatively low rate of unionization, total funds collected are.

4.5.3 Poor unclear policies guiding the performance of actions

The study found out of 55 respondents, 12 (21.8%) identified that poor unclear policies hinders the performance action of the union and members as well. Therefore the researcher suggests that trade unions should ensure employer comply with labour laws where policies and circulars guiding performance of action are clearly stated. This is similar to the study made by Kalula and Madhuku (2007) the study found in some companies some senior managers are either ignorant of labour laws or they do not have interest in labour laws. As a result of this, they flout the labour laws and do unfair labour practices. These companies have ended up to be victims of court cases. Therefore, there is a need for trade unions to ensure employers comply with labour laws. During interview, one of the focus group discussions (FGD) revealed that;

“I am sure if rule and regulations guiding these trade unions adhered by both parties (employer/government and trade union employees’ claims will be no longer.....”

This quotation made by one of the respondent can be related to the study made by Kalula and Madhuku (2007), the study found workers have the right to combine to form their own organisations and through this means to advance and protect their interests. Trade unions should ensure employers adhere to approved rights. The researchers recommend that both parties should comply with labour law where both rights of employer and employee have been clearly pinpointed.

The study also instituted that 12 respondents out of 55 equal to (21.8%) who identified that Poor unclear policies guiding the performance of actions still persist as an obstacle to the union and its members as well. When interviewing them one respondent magnified that;

“.....creation of awareness to members of trade unions to improve trade unions participation in attending member claims is crucial as this also will help to new joined members to the Trade Unions copy and intensify awareness on the operations of the unions....”

This bear a resemblance to the study made by Hofstede (2012), the study found, some trade union offer of credit schemes as part of the packages has given rise to what is called “plastic cards unionism.” Some unions that have adopted these strategies believe it is easier to appeal to potential members’ self-interest than to explain the more traditional industrial relations benefits associated with unions.

4.5.4 Lack of autonomy

The study found significant number of the respondents 18 (32.7%) identified lack of autonomy as a major challenge. According to Employment and Labour Relations Act No. 6 of the year 2004 Section 47, sub-section 1(a-t) and Sub-section 2(a-b), also the basic rights and duties of trade union as set out in part III of the Constitution of the

United Republic of Tanzania 1977 is an evidence that Trade Unions have been given an autonomy to run their organisation. When interviewing respondent one happened to say;

“Trade unions are not running for member’s interest they are part and parcel of the Government they are controlled by the state by fearing of being burnt..... so they have lost their autonomous...”

Another respondent when asked to propose the statement argued by saying;

“... it is true trade unions now days have turned their duties and responsibility to political party So they save for Government but not for members.....”

This can be answered by the study made by Kalula and Madhuku (2007) the study found in some companies some senior managers are either ignorant of labour laws or they do not have interest in labour laws. As a result of this, they flout the labour laws and do unfair labour practices. These companies have ended up to be victims of court cases. Therefore, there is a need for trade unions to ensure employers comply with labour laws.

Therefore the researcher suggests that trade union participation can be improved through negotiations with employers to ensure that the Employer (Government) comply with labour laws so that Trade Unions especially the TTU approved with its autonomous in its daily activities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents synopsis, conclusion and recommendations of the whole study. The first part of the chapter gives summary of the study while in second section conclusion is discussed. Part three contains recommendations of the study. The last part of the chapter gives areas for further studies for different researchers/scholars who wish to study the same title in their areas.

5.1 Summary of the Study

The study was about performance of trade unions in alleviating employee's disputes a case of Tanzania Teachers Union. The objectives of the study were; to examine the teacher's perceptions on Tanzania Teachers Union performance, to determine performance of Tanzania Teachers Union in meeting its members' needs also; to identify the challenges facing members of the Tanzania Teachers Union (TTU). A case study design was used; a sample of 55 respondents. Data collection methods were focus group discussion (FGD), interview and documentary analysis whereas data collection instruments were questionnaire, interview guide and documentary analysis schedule. Data collected was analysed based on research objective. The study was conducted using descriptive design through fundamental testing whereas it consists of both independent and dependent variables to be measured with the measurement to test its validity and reliability.

The study found majority of the respondents 27 (49.09%) out of 55 respondents identified with negative perceptions of the trade unions, 20 (36.36%) respondents identified with positive perception on the duties and obligations of Tanzania Teachers Union, while eight respondents (14.54%) identified to be neutral. Again the study found majority of the respondents 33 (60%) said 'NO' the Tanzania Teachers Union

performance does not meet its members' needs, while only 22 (40%) agreed that TTU performance meets its members' needs.

Also, the study found there are different challenges facing teacher's trade unions. Majority of the respondents (32.7%) identified lack of autonomy as a major barrier impedes trade unions when attending members' claims. Furthermore, the study found out of 55 respondents, 15 (27.3%) identified lack of Government support as a second challenge. Again the study realised that 12(21.8%) agreed that poor unclear policies guiding the TTU performance is among of challenges impeding its smoothie running of its actions to its members. Finally, the study found the small number of the respondents 10 (18.2%) identified inadequate funds hinders the union to participate fully in improving employee's working condition.

Similarly the study wanted to know the awareness of teachers of Mpwapwa on TTU's functions; as the study found that, the majority out of 55 respondents involved in the study 35(63.63%) said "NO" they are not aware of the TTU functions while only 20(36.36%) respondents said "YES" they are aware of the functions and obligation of TTU in Mpwapwa. The researcher suggested that Trade Unions should make stronger awareness programmes and campaigns on the functions, obligations and operations of the unions in Mpwapwa District.

The study concluded that teacher's trade unions members in Mpwapwa facing numbers of challenges. These involves, lack of government support, inadequate funds, poor unclear policies guiding the performance action, and lack of autonomy. Also, the study concluded that, there are need for TTU in Mpwapwa to create an awareness programme scheme so that members of the union (teachers) should be clearly aware of duties, responsibilities, functions/operations and obligations of the union. Moreover, the study concluded that majority are not satisfied with the performance of the trade unions, in terms of negations and operations of the unions. Furthermore, the study concluded that, the majority have negative perceptions towards the union in trade unions participation in attending member claims.

The research suggests that different mechanisms and strategies should be involved in negotiations with employers, to ensure that employer meet the terms with labour laws, guarantee employers adhere to accepted both employer and employee's rights, establish recognition schemes to members and create awareness to members of the union.

Also, the study basing on the findings recommended that employers as well as the government have a reasonable obligation to recognize the role of trade unions and employees' fundamental rights and responsibilities by ensuring the full and effective participation of workers and trade unions in the plan and implementations of the actions performed by members of the unions. The autonomous of the trade union should be adhered only if both employer and employee comply to Employment and Labour Relations Act No. 6 of 2004, also part three of the Constitution of the United Republic of Tanzania, 1977 whereby directives of running the unions are clearly stated.

5.2 Conclusions

The study concluded that teacher's trade unions members in Mpwapwa facing numbers of challenges. These involves, lack of government support, inadequate funds, poor unclear policies guiding the performance action, and lack of autonomy. Also, the study concluded that, there is a need for TTU in Mpwapwa to create an awareness programme scheme so that members of the union (teachers) should be clearly aware of duties, responsibilities, functions/operations and obligations of the union. Moreover, the study also concluded that majority are not satisfied with the performance of the trade unions, in terms of negations and operations of the unions. Furthermore, the study concluded that, the majority have negative perceptions towards the union in trade unions participation in attending member claims. The research suggests that different mechanisms and strategies should be involved in negotiations with employers, to ensure that employer meet the terms with labour laws, guarantee employers adhere to accepted both employer and employee's rights,.

Similarly the Trade Union should establish recognition schemes to members and create awareness to members of the union by being participative so as to create the room of honest and transparency to ensure trust from members.

5.3 Recommendations

From the study findings, below are researchers' recommendations.

The researcher recommends the provision of regular trainings and awareness among Trade Union Members. This will create a deeper understanding of their roles and responsibilities in representing their needs and concerns to the respective bodies. Also, through trainings the TTU members will be capable of understanding the primary objectives of their trade unions and how represented they are henceforth it will enable them to provide as much cooperation they can to make the union powerful in meeting its pending queries since it will avoid the development of antagonistic classes. Therefore by training as recommended by the researcher will shape the members new way of thinking and making decisions towards these trade unions, it will promote unity and it will provide awareness on the manner of contributing and influencing decisions in a consensus way hence effecting the operations of the Union.

Moreover; the researcher also recommends that teacher's trade unions should be empowered with the enforcement mechanisms for them to negotiate freely without fear of harm or any attack from either of the parties. These trade unions should be provided with autonomous of influencing decisions on behalf of the represented population. From the respondents findings it was viewed that these trade unions lack the self-standing autonomous that's why sometimes fail to meet its members needs hence, the researcher recommends the provision of autonomous power for the unions to make and perform their duties freely without interruptions and hence they will be capable of meeting their people's needs.

In addition, the researcher recommends on the support from the government concerning the Trade union performance. The government should facilitate and support the easiest transfer of funds where possible on time to allow the Trade Unions implement the planned projects in a given time in order to meet their people's needs. Also awareness should be given to the members to facilitate their performance. This will empower the TTU to perform their duties in an amicable manner in meeting their members pending issues.

5.4 Suggestions for Further Studies

As the findings of this study are based on only one District council that is Mpwawa District Council, therefore, the study provides an extensive chance to other researchers to conduct the same study in different areas within our country of Tanzania or outside of our country. There is a need to conduct more empirical field study on performance of trade unions in alleviating the pending employees disputes whether in or outside Tanzania. Only then, will extent the trade unions' performance in alleviating the teachers disputes in Tanzania, as will be known and then study will offer a chance to other researchers from other parts of the universe to make an association with Tanzania.

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APPENDICES

APPENDIX – I: QUESTIONNAIRE (ENGLISH VERSION)

QUESTIONNAIRE (ENGLISH VERSION)

Dear respondent:

Provided below is a set of questions that requires your response. The questions have been designed to meet academic objectives. Thus the collected data will be used for academic purpose and not otherwise. The study aims to investigate the performance of trade union in alleviating employee’s disputes; A case of Teachers Trade Union in Mpwapwa District Council. Your cooperation is highly appreciated to help the researcher to meet those objectives.

Aim

This questionnaire has been prepared in order to carry out a study to investigate the performance of trade union in alleviating employee’s disputes. Dear respondent once again; your cooperation is highly appreciated. I am Juma N. Butiye a student at Mzumbe University Morogoro Tanzania, pursuing Master of Science in Human Resource Management (MSc HRM). The end results of this study hopefully will be of helpful to the Nation as well as to improve teachers’ living condition.

REGION.....DISTRICT.....DIVISION...

.....

Part I: Personal information

Put (Tick) whatever is appropriate)

1. Gender		2. Age					3. Education							
M	F	20-25	26-30	31-35	36-40	40+	Pry	Sec	Dip	Degree	Master	PhD	Prof	

4. Total years of work					5. Total years of experience in this organisation					6. Types of job (Position)			
1-3	4-6	7-9	10-12	13+	1-3	4-6	7-9	10-12	13+	Admin	HoD	HoS	Others

Part II General Questions perspectives (indicate the extent of your agreement with the following statements on 5-point scale) circle your answer.

1	Did you join the Teachers Trade Union on your own interest?	1	2	3	4	5
2	Does the Teachers Union fights for its member's rights as expected?	1	2	3	4	5
3	Does trade union assist employee in labour relate cases and other court proceeding?	1	2	3	4	5

Whereas: 1= None 2= Strong disagree 3=Disagree 4= Agree 5= Strong agree

Part III (a) General views on the rationale of Tanzania Teachers Union on services' delivery improvement to daily lives of clients in Mpwapwa District Council.

1	Is Mpwapwa Teachers Union participates fully on solving its members' imminent disputes to improve their working condition?	1	2	3	4	5
2	Does your contribution due deliver improved services as planned?	1	2	3	4	5
3	Does trade union negotiate with employer to ensure good health and safety at your workplace?	1	2	3	4	5
4	Are trade union assist its members in demanding the rise of the require salary scale level?	1	2	3	4	5

Whereas: 1= None 2= Strong disagree 3=Disagree 4= Agree 5= Strong agree

Part III (b) TTU performance in collective bargaining with employer (DED)

1	Tendency of TTU chairing a meeting with employer	1	2	3	4	5
2	Matters/cases and other court proceedings dissolved by TTU	1	2	3	4	5
3	Working condition improved through member dues collected	1	2	3	4	5

Whereas: *1= very poor 2= poor 3=fair 4= good 5= very good*

Part IV General Knowledge open questions

1. What are the challenges facing members of teachers’ trade union in Mpwapwa District?

- i.**
-
- ii.**
-
- iii.**
-

2. What are the barriers hinder teachers union in Mpwapwa District when attending its member’s chaos/claims?

- i.**
-
- ii.**
-
- iii.**
-

3. Do you appreciate the effort performed by Teachers Union in Mpwapwa District?

i. **If (YES)**

How.....
.....

ii. **If (NO)**

Why.....
.....
.....

4. What is your views/comment/perception on the performance of Tanzania Teachers Union Mpwapwa branch to alleviate the common imminent disputes confronting teachers?

i.
.....

ii.
.....

iii.
.....

“Dear respondent your answers and comments are highly valuable and recognized, so will be confidentially esteemed”

Thank you once again for your corporation

Wishing you all the best

APPENDIX – II: INTERVIEW GUIDE

1. To what extent the Tanzania Teachers Union in Mpwapwa District Council has improved services delivery to clients?
2. Is the existence of Tanzania Teachers Union in Mpwapwa District Council being effectively and efficiently realised by members?
3. What are the challenges facing members of the trade union in Mpwapwa District?
4. What are the barriers hinder teachers' trade union (TTU) when attending its member's claims/chaos? What should trade unions do so as to improve members/employees' working condition?
5. Does the Tanzania Teachers Union needs structural adjustment in Mpwapwa District Council to improve service delivery to its members?
6. What is your views/comment/perception on the performance of Tanzania Teachers Union Mpwapwa branch to alleviate the common imminent disputes confronting teachers?
7. Do you see any interference of trade unions activities by governments? What are they?

APPENDIX – III: MPWAPWA DISTRICT MAP



APPENDIX – IV: MPWAPWA DISTRICT COUNCIL STRUCTURE

MPWAPWA DISTRICT COUNCIL ORGANIZATION STRUCTURE AUTHORIZED ON 8TH JUNE, 2011

