



East African Journal of Education Studies

eajes.eanso.org

Volume 5, Issue 2, 2022

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>

ENSO

EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Labour Union Practices and its Influence on Performance of Teachers in Public Secondary Schools in Arusha District Council

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Article DOI: <https://doi.org/10.37284/eajes.5.2.650>

Date Published: ABSTRACT

04 May 2022 The labour practices may affect teachers' performance either positively or negatively. The inability of teachers' labour union to deliver its mandate

Keywords: has contributed in de-motivating teachers in their work performance. The study sought to; highlight the labour union practices in secondary schools

Labour Union, Practices, Performance, Teachers. and examine the influence of labour union practices on work performance of teachers in public secondary school in Arusha district. The study was guided by Social Action Theory by Bowey. The study used convergent parallel mixed method design whereby the study converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the study problem. Data were collected using the questionnaire, structured interview, and documentary review. The sample size consisted of 126 respondents. Reliability ($r = 0.67$) of the instrument was tested using Cronbach Alpha. Quantitative data was analysed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analysed thematically alongside research questions. The study reveals that Tanzania Teachers' union (TTU) fights for teachers' job security, defending their rights, participating in collective bargaining agreement on behalf of teachers and advocating for teachers' salary increment. Moreover, the findings reveal that lack of teachers' job promotions demotivate them while conducive working environment inspires teachers. The study recommends that teachers need to support the union fully since the union's strength is obtained through its membership, the teachers as the members of TTU need to join forces together and exhibit solidarity.

APA CITATION

Mollel, B. B. & Otieno, K. O. (2022). Labour Union Practices and its Influence on Performance of Teachers in Public Secondary Schools in Arusha District Council. *East African Journal of Education Studies*, 5(2), 41-53. <https://doi.org/10.37284/eajes.5.2.650>.

CHICAGO CITATION

Mollel, Brenda Barakaeli & Kennedy Omondi Otieno. 2022. "Labour Union Practices and its Influence on Performance of Teachers in Public Secondary Schools in Arusha District Council". *East African Journal of Education Studies* 5 (2), 41-53. <https://doi.org/10.37284/eajes.5.2.650>.

HARVARD CITATION

Mollel, B. B. & Otieno, K. O. (2022) "Labour Union Practices and its Influence on Performance of Teachers in Public Secondary Schools in Arusha District Council", *East African Journal of Education Studies*, 5(2), pp. 41-53. doi: 10.37284/eajes.5.2.650.

IEEE CITATION

B. B. Mollel & K. O. Otieno. "Labour Union Practices and its Influence on Performance of Teachers in Public Secondary Schools in Arusha District Council", *EAJES*, vol. 5, no. 2, pp. 41-53, Apr. 2022.

MLA CITATION

Mollel, Brenda Barakaeli & Kennedy Omondi Otieno. "Labour Union Practices and its Influence on Performance of Teachers in Public Secondary Schools in Arusha District Council". *East African Journal of Education Studies*, Vol. 5, no. 2, Apr. 2022, pp. 41-53, doi:10.37284/eajes.5.2.650.

INTRODUCTION

According to Gindin and Finger (2013), the purpose of teacher unions is mainly to unify teachers, to advocate for them and their demands. Teachers' unions also have an interest in the functioning of the overall education system by improving teaching. In addition, the unions also work to provide a wealth of resources to their members that would usually otherwise not be able to afford. UNESCO (2014) argued that union is made for the reasons of job security as it provides a way to negotiate higher wages and benefits that member cannot accomplish as individuals. They also work to ensure protection against arbitrary decisions by administrators. Teachers' union as the unification of teachers, enable for collective bargaining which provides a legal framework for teachers' dealings with school administration and general teaching profession. The collective bargaining process offers teachers a voice on issues that matter most to them and their students.

Bivens et al., (2017), in a study conducted in South Africa reported that the teacher unions are significant players in the nation building effort, in terms of the work they do directly to build basic infrastructure. During apartheid, in which the official policy was racial, ethnic segregation, and discrimination against black South Africans, teacher unions were segregated along racial lines (Serrano al., 2011). In the 1980s, multiracial, politicized

teacher unions emerged as part of the struggle against apartheid. Labour union incorporate the processes involved in between management and union or employers and workforce for making effective decisions and channelizing an organization.

Tanzania Teachers' Union (TTU) was established in 1993 and is an umbrella trade union of teachers in Tanzania. It is operating under Section 48 (5) of the Employment and Labour Relations Act No. 06of 2004 of the United Republic of Tanzania with Registration No. 004. The union comprises of teachers from public schools, tutors from teachers training colleges, folk development colleges, and education officers in the Ministry of Education, Science, and Technology. The TTU members comprise about 85% of all public servants in local authorities in Tanzania mainland (URT, 2014). Teachers' Union aim at building solidarity, promote, and protect the dignity and status of the teaching profession including the observation of the highest form of morality, understanding, knowledge, and skills. TTU also observe, promote, and protect the welfare and conditions of service of the teachers and staff in education institutions and ensure that there is enough incentive and conducive environment which motivate teachers to observe professional ethics.

Chanzi (2017) pointed out that there is need to encourage academic and professional to know how

the actors give services to schools, colleges, and all sectors, which deal with education. To be the source centre of publication for advancing the teachers, the members, and citizens, to encourage teachers to carry out their work effectively and to exhibit good work, neatness, good character and behaviour. Similarly, the union invites teachers from time to time so that they may discuss about the development and problems in their disciplines, thus, the TTU is non-partisan, and it operates in the principle of democracy and trade unionism (Oluoch, 2016). TTU exist to deal with challenges faced by teachers. These problems may be of any nature such as those concerning the pay, unfair work rules and timing. All the teachers working under one particular employer are represented by the TTU. All the communication that happens in between the employer and the work force generally takes place through the union. TTU also is responsible for maintaining discipline among teachers; core purpose is to see that proper relations are being maintained in between management, workers, and teachers' union. The employer may take disciplinary actions against the teacher who misbehaves, disturbs peace and harmony in the work place, and exhibit indiscipline (Anangisye, 2011).

As noted by Khan (2010), Trade Unions such as Teachers' union contribute towards ensuring quality services provision of education. Oluoch (2016) pointed out that trade unions in Tanzania especially the TTU work as the vital organ fighting over the issues of education in Tanzania including promoting the quality of teachers and promoting conducive teaching environment as to ensure good quality and standard of the education in Tanzania. Despite the existence of teachers' union, teachers have continued to face several challenges such as low pay, poor working environment, and lack of training resulting to job dissatisfaction hence poor work performance among teachers in Tanzania. It is in this regard that the current study investigated the Labour Union Practices and its Influence on Work Performance of Teachers in Public Secondary Schools in Arusha District Council.

LITERATURE REVIEW

The theoretical and empirical literature was reviewed with reference to research objectives. The study was anchored on Social Action Theory.

Social Action Theory

The study was based on Social Action Theory by Bowey as cited in Campbell (2013) which indicates that if a worker is not satisfied with the work situation, it will affect the services the worker renders to the institution. The theory postulates that naturally, workers are not interested in any activity for its own sake, but rather for what the activity will bring them.

Strengths of the Theory

The theory argues that people would be more apt to listen and co-operate with those who promised some kind of immediate reward than those who promised some better times in the future. Hence concluding that provision of adequate social welfare services may increase the workers' satisfaction and thus retaining their services (Bush & Folger, 2005).

Application of the Theory to the Current Study

The Theory emphasize that teachers expect good working condition, increased salary, promotion, allowances, incentives, and respect in order to improve their motivation and job satisfaction basically for improved work performance. It is the work of trade union and other stakeholders in education to help teachers realize this dream. Social Action Theory concurs that if teachers are satisfied with the work situation, they will be able to render quality services (Kerlinger, 2003).

The Labour Union Practices in Secondary Schools

Wong (2010) stated that in Singapore unions urged employers to invest in training of workers, and negotiated training clauses in collective agreements and sought to ensure higher subsidies for training lower skilled and lower income workers. The study further reported that unions advocated for workers to enhance their skills as a means to ensure employment security by keeping pace with changing job requirements, and to increase their

earning capability in the longer term (Biven et al., 2017). The Education International survey on teachers' union involvement in Education for All (EFA) conferences or forums on EFA planning showed that Teachers' unions are important for information sharing and consultation with government authorities and other stakeholders (Bascia, 2017). Basically, teacher unions and governments should recognize the value of establishing and maintaining collaborative relationships. Strong teacher unions provide an important counterweight to the influence of neo liberal reform, and union-government relations have the potential to improve the quality of educational practice. Legislated requirements for union-government interactions help ensure the endurance of productive relations.

The study done by Gindin and Finger (2013) in corporation with UNICEF about the role of teachers' unions in promoting education quality, identified ways that teachers' unions adopt to benefit education and teaching quality. Whereby, they recognize that teachers' union uses various methods as to ensure standards of teaching. Methods like collective bargaining between the employers and employees were mentioned as necessary to improve the physical aspects of teachers work condition (UNICEF, 2017). In the views of Stevenson et al. (2018), teachers have been left wondering why the practices such as advocating for promotion of teachers, salary increments, job security, allowances, disputes resolutions, and assisting teachers in matters of law and corridors of justice are not achieved through the involvement of Teachers' Union.

According to Cynthia et al. (2016), on the study done in Tanzania entitled teachers' unions and Educational Reform; Teachers' unions became an institutional player in public education with the advent of mandated collective bargaining. Through this process they acquired considerable influence not only over wages, benefits, and conditions of employment but over the educational program of school districts as well as to strengthening the standards of teaching. One of the activities of trade union and especially teachers' union is to support the struggle for standards of teaching through the preparation, writing and publication of educational materials (Isaiah, 2013).

The Influence of Labour Union Practices on Work Performance of Teachers

In England, the study done by Stevenson et al. (2018), shows that; despite policy rhetoric which reflects a commitment to investment in teachers' professional development, there is ample evidence that teachers experience limited opportunities for professional learning and have limited influence in shaping their own professional development. The need for a meaningful, independent voice at policy, and practice level suggests that education trade unions can make a significant contribution to the professional learning and development needs of their members. This research shows that education trade unions already play an important role in addressing the professional issues experienced by teachers. A report by UNESCO (2014) highlights complementary strategies, like developing an extended bargaining agenda, meeting teachers' professional needs, facilitating self-organizing and engagement in teachers' professional needs which opens opportunities for self-organizing in which union members work together to identify and address their own professional needs.

According to Mutie (2013), in research on satisfaction of secondary school administrators and teachers in Kitui, Kenya, revealed that qualified teachers leave teaching because they are dissatisfied with poor pay and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image, and unsatisfactory conditions. This shows that teachers' union need to do something on improving teachers' morale so as to bring job satisfaction on teachers.

A study done by Stevenson et al., (2018), on the influence of working conditions on teachers' job satisfaction in Kisarawe, Tanzania, posit that one of the challenges facing government secondary schools is to achieve academic excellence. This academic performance is associated with many factors. However, teachers working conditions have been considered as among the factors affecting teaching and learning process. Bush, et al., (2004) added that, teachers' union has the vital role as the voice of the teachers in making discussions with the government and see how they can

overcome the poor working conditions of teachers which will increase job satisfaction and hence rise of productivity in schools.

RESEARCH METHODOLOGY

The study used convergent parallel mixed methods design whereby the study converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the study problem (Creswell, 2018). Data were collected using the questionnaire, structured interview, and documentary review. The sample size of 126 respondents consisted of 107 teachers, 16 official of TTU and three district education officers purposively involved in the study. Teachers and union officials were selected by stratified random sampling and simple random sampling technique. Gender formed the strata for the respondents. In this study, both secondary (documentary review) and

primary (questionnaire and interview schedule) Instruments of collecting information were employed. The questionnaire was tested for reliability where Cronbach Alpha coefficient was found to correlate at $r = 0.67$. Quantitative data was analysed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically based on research questions.

RESEARCH FINDINGS AND DISCUSSION

The findings were discussed according to the research objectives.

Labour Union Practices in Secondary Schools

On the research objective to highlight the labour union practices in secondary schools, *Table 1* summarizes the findings.

Table 1: Labour Union Practices in Secondary Schools in Arusha District Council

Labour Union Practices	Teachers	TTU officials	Total
Advocating for teachers' salary increment	82(76)	15(94)	97(79)
Participating in teachers' dispute resolutions.	91(85)	15(94)	106(86)
Fighting for teachers' Job security	89(83)	16(100)	105(85)
Advocate for teachers' job Promotions	89(83)	15(94)	104(85)
Fighting for teachers' allowances	86(80)	16(100)	102(83)
Advocating for Retirement benefits for teachers.	90(84)	14(88)	104(85)
Defending the right of teachers with disabilities	90(84)	15(94)	105(85)
Exchanging ideas with other trade union officials inside and outside the country.	75(80)	14(88)	89(72)
Participating in Collective Bargaining Agreement on behalf of teachers	91(85)	14(88)	105(85)

n=Number of respondents, values in brackets are percentage of teachers and teachers' union who agreed with the statement. Hence those with contrary opinion to the statement are implied

Source: (Field Data, 2022)

On the sub-item advocating for teachers' salary increment, 79% of the respondents were in agreement while 21% of the respondents held contrary opinion. This indicates that teachers and teachers' union officials are aware that the labour union is responsible for championing teachers' salary increment. Cynthia et al. (2016) also expressed that labour union has the responsibility of negotiating with the government on salary matters as the rules under employment act stipulates. The few (21%) who disagreed perhaps are not familiar with the responsibilities of the teachers' union. This

means that the role of the teachers' union is to advocate for salary increment. Thus, the finding implies that the labour union has the responsibility to put pressure on the government on behalf of teachers to provide salary increment on each fiscal year. Therefore, the respondents acknowledge that this role of labour union will contribute towards improved performance among teachers.

On participating in teachers' dispute resolutions, 86% of the respondents agreed while 14% disagreed. From the findings obtained, majority of

the respondents agreed that it is the role of teachers' union to participate in solving teachers' disputes. This implies that the respondents are aware that teachers like any other human being can commit mistakes particularly against teacher's code of regulation knowingly or unknowingly, and if this happens then someone should stand in between the teacher and head of school or employer so as to create peace and harmony among them for better working condition. The arbiter in this case is the TTU (Isaiah, 2013). Those with contrary opinion do not believe that the union could stand as a mediator during conflict time against the teacher. The results imply that through solving disputes involving teachers by the TTU, improved work performance of teachers in secondary schools will be realized and hence good performance of students. This is in agreement with the study done by Kerlinger (2003) in Mkuranga district where the majority of respondents agreed on the role of participation of TTU in resolving teachers' disputes.

On fighting for teachers' job security, as indicated in table 1, the approval was 85% while 15% expressed their disapproval. This implies that many respondents believed that the role of the TTU is to fight for teachers' job security. The findings tell us that by ensuring teachers' job security the work performance of teachers will increase. This is in agreement with the study done in China by Liu and Wan (2020). The study argued that labour relations are the most basic social and economic relations in a market economy and affect the economy as well as the life of individual staff. For example, safety in production, bad working conditions, and overtime working without emotions, dampens the passion of labourers and results in serious labour conflicts.

On advocating for teachers' job promotions, 85% of all the respondents were in agreement while 15% disagreed. The finding implies that the core activity of the teachers' labour union is to advocate for job promotions since larger number of respondents agreed. Furthermore, the respondents who disagreed were few and this implies that they do not have the idea if labour union is responsible for advocating for promotion of teachers. This is in agreement with the study done by Melisa et al., (2011) in Uganda which asserted that, well motivated, teachers are more willing to enhance the teaching skills, exert efforts in the schools'

activities, as reflected in their participation and commitment. Where monetary incentives like salaries and wages are paid to the teaching staff, these have great impact on workers performance in the institutions. So, by promoting teachers, the morale of work will increase, their skills will be utilized and hence good performance of students.

Additionally, 83% of the entire 123 respondent agreed on fighting for teachers' allowances as one of the roles of teachers' union while 17% disagreed. The findings imply that, fighting for teachers' allowances are the responsibility of the TTU which influences teachers' work performance since majority of the respondent were in agreement. The results are in agreement with the Social Action Theory by Bowey as cited in Campbell (2003) which indicates that when the workers are satisfied with the work situation, it will affect the services the worker renders to the institution. That is, the workers are not interested in any activity for its own sake, but rather for what the activity will bring them. So, this means if the allowances of teachers will be granted the teacher will fully provide their abilities and skills during the teaching and learning activities. This implies that it is the duty of the teachers' union to fight for fair provision of allowances in order to make teaching profession of equal worth compared to other professions. Allowances like leave allowances, housing allowances, travelling allowances, overtime allowances and maternity allowances should be given to the teachers accordingly.

Moreover, 85% agreed on the statement that advocating for retirement benefits of teachers is one of the roles of the teachers' union while 15% disagreed. This implies that if the TTU will be responsible and focused on championing the need for timely and better retirement benefits for teachers, there will be increased work performance of teachers. The findings are in agreement with Equity Theory of Motivation where the theory suggests that the key mechanism decisions are social comparison; employees compare themselves and their own plight with others (Bush & Folger, 2005). That is people compare inputs ratios to outputs against the input/ output ratio of others. The theory explains that if the input/output ratios are about the same for those with whom we compare ourselves, then we view our treatment as fair. But,

if the ratios are not equal, we believe that we have not been treated fairly and sense of inequity develops. One of the potential consequences of feelings of inequity is reduced motivation to teachers. The findings are also in agreement with the study done by Bivens et al. (2017) study that argues that union members have an advantage in retirement security, both because union members are more likely to have retirement benefits and because, when they do, the benefits are better comparable to what non-union workers receive. Union members are more likely to have pensions, and employer contributions tend to be higher. The workers who belong to the same union their retirement benefits are secured since the union will make sure that the members are given their pension as required.

In addition, 85% of respondents agreed that defending the right of teachers with disabilities is one of the responsibilities of the teachers' union while 15% disagreed. The majority of respondents responded positively, and comprehend that some of the teachers in Arusha district council are physically challenged or visually impaired. These groups of teachers need better working condition to address the difficulties they face during teaching and learning activities. Nairuba (2014) noted that they need special working equipment, special infrastructure such as ramp and teaching aids so as to make their work easy. This result implies that, the teachers' union officials are responsible for defending the right of teachers with disabilities so as to bring about efficient, motivation, and morale to teachers especially disabled in secondary schools in Arusha District council. The results are in agreement with the study done by Mussa (2014), where the study assessed the performance of trade unions in relation to meeting employees' needs. The study reported that through trade union meeting the needs of their members, work morale is guaranteed. The study further posits that, teaching profession has disabled human resource like those with physical disabilities and visual impairment. Teachers of these kinds need special equipment to facilitate their effective teaching. These equipments are normally bought by the government but you can find them not available in schools or you can find them very old thus making the disable teachers to face difficult time during teaching. It is the responsibility of the teachers' union to raise their

voice to the government so as to buy the special equipment which is normally used by this special group of teachers so as to make their work as comfortable as possible. Also, the study found that 72% of the 123 respondents agreed on the role of labour union to exchange ideas with other trade unions inside and outside the country while 28% of them disagreed.

Finally, on participating in collective bargaining agreement on behalf of teachers, the findings show that 85% agreed while 15% differed. These results are in agreement with the study done by Gindin and Finger (2013) in corporation with UNICEF about the role of teachers' unions in promoting education quality, identified ways that teachers' unions adopt to benefit education and teaching quality. Whereby, they recognize that teachers' union uses various methods to ensure standards of teaching. Methods like collective bargaining between the employers and employees to improve the physical aspects of teachers work condition were mentioned. The collective bargaining through table talk can help TTU to get better feedback on claims concerning teachers. For example, in Arusha District, the members included in bargaining agreement are six important peoples comprising of District Education Officer (DEO), District Executive Director (DED), Human Resource Manager, Teachers Service Commission (TSC), TTU, and District Administrative Officer (MoEST, 2021)

On the other hand, the qualitative finding obtained from the interview on examining Labour Union Practices are in agreement with those from quantitative findings, the respondents were familiar with Union Practices to their members. A respondent reported:

We have witnessed that TTU has been running programs like seminars to educate the teachers about the union Practices. Especially the newly recruited teachers on condition necessary for joining the union, and the social issues that the union is likely to champion (Personal interview, 31st May, 2021).

The quantitative findings indicated that the TTU has the duty to advocate for salary increments, job promotion, allowances, retirement benefits, representing teachers during dispute hearing, defending the rights of teachers with disabilities,

and advocating for collective bargaining with the employer on matters concerning teachers. Similarly, qualitative findings indicate the union should give seminars and training to its members so as to increase their understanding and awareness about the union.

Influence of Labour Union Practices on Work Performance of Teachers in Secondary Schools

On the research objective to examine the influence of labour union practices on work performance of teachers in public secondary school in Arusha district, the responses are shown in *Table 2*.

Table 2: The Influence of Labour Union Practices on Performance of Teachers in Arusha District Council

Influence of labour Union Practices on Performance of Teachers	Teachers	TTU officials	Total
Union’s inability to negotiate teachers ‘salary increments negatively influences their performance.	96(90)	14(88)	110(89)
Union’s participation in teachers’ dispute resolutions motivating teachers to work harder	94(88)	13(81)	107(87)
Lack of teachers’ job Promotions de-motivates them.	94(88)	14(88)	108(82)
Defending the right of teachers with disabilities enhances their performance	93(87)	14(88)	107(87)
Collective bargaining and negotiating skills of union motivate teachers towards job performance.	89(83)	16(100)	105(85)
Transparency and accountability in the use of union resources by officials encourages teachers to join the union.	94(88)	14(84)	108(88)

Table 2 shows the results of the findings from a total number of 123 respondents who participated in the study. On the sub-item Union’s inability to negotiate teachers’ salary increments negatively influences their performance, 90% agreed while 10% disagreed. The findings are in agreement with Mutie (2013) in research on satisfaction of secondary school administrators and teachers in Kitui, Kenya revealed that qualified teachers leave teaching because they are dissatisfied with poor pay and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image, and unsatisfactory working conditions. This implies that if teachers are not given equivalent pay commensurate with the work they do, they become dissatisfied and this lower their morale of teaching hence others may decide to quit their work because of low pay.

On the other hand, 87% of respondents agreed that Union’s participation in teachers’ dispute resolutions motivating teachers to work even harder while 17% disagreed. The finding shows that the perception of majority of the respondents was based on the practices of the labour union especially of

solving teachers’ cases. Magoti (2013) asserted that teachers like any other human being may have several cases concerning work. Some of the cases might be between teachers themselves, with their subordinates, and sometimes with their employer due to a number of reasons. One of the reasons could be misbehaving during working hours due to drunkenness, coming late to school, or absenteeism of the teachers in their working stations. Because of misunderstandings at work stations, it may sometimes lead to discomfort hence they may not be able to work as required. In this respect, the researcher established that TTU has the responsibility to arbitrate between teachers and their subordinate or employers and create harmonious environment between them. For example, many teachers because of prolonged absenteeism from work station have been fired yet TTU would have negotiated with the employer for a lesser punishment. This finding is in agreement with Nairuba (2014), where they opined that unions bring about fairness and social justice to a society in a world that is marked by absence of inequality and injustice. So, bringing about justice and quality can be through solving disputes among teachers, their

subordinates and employer so as to create good environment for work to take place. Consequently, the teachers' union should stand for teachers and take this responsibility as one of their objectives for its existence. According to Muldon (2016), if disputes are not timely resolved, they cause consequences such as excessive employee turnover, low morale, reduced productivity, quality problems, delayed and missed deadlines. Similarly, it results in increased supervision by school head, increased stress, reduced collaboration, fractionated activities, passive/aggressive behaviour, abusive behaviour, damaged management credibility, decreased customer satisfaction, negative upward attention, split alliances, and distrust.

Furthermore, 82% respondents agreed that lack of teachers' job promotions de-motivates them while 18% disagreed. The teachers being denied their right to be promoted create disappointment since the teachers like any other employee work so as to prosper economically and be able to get the daily requirement as well as basic needs of the family members. Promoting teachers is their right; the union should stand for teachers and pressure the government to promote teachers so as to raise their morale of teaching for good performance. The findings are in agreement with Equity Theory of Motivation where the theory emphasizes on basic fairness in the workplace (Bush & Folger, 2005). Equity theorists focus on perceived fairness, individual beliefs about whether they are being treated fairly or not. The teachers from this point of view will feel that they are treated unfairly. The teachers may feel inferior and hence poor morale of work. The theory also suggested that the employees for example teachers tend to compare what they get or receive against what they give or contribute (output ratio versus input ratio) in making decision on whether to fully provide their labour or not. So, for the teachers if there will be no promotions, they will be hesitating to dedicate their commitment in teaching-learning activities. Serrano et al. (2011) pointed out that low motivation can be the cause of absenteeism of teachers or remote teaching only because of the comparison of what they get versus what they offer. All in all, the teachers' union should stand in between the government and the teachers (the union is regarded as the voice of the population they represent) to advocate for the promotion of

teachers so as to influence teacher to devote their skills and abilities in their work.

Moreover, on the collective bargaining and negotiating skills of union motivating teachers towards job performance, the results were 87% agreed while 13% disagreed. The results are in agreement with the study done by Marsden (2015) in London with the title '*the impact of industrial relations practices on employment and unemployment.*' The study advances the argument that compared with individual bargaining in a competitive labour market, collective bargaining over wages enables a group of workers to negotiate a higher wage, the size of the increase and the amount of employment foregone depending on the sensitivity of employers' demand. Through the ability and skills of the labour union to bargain collectively with employers regarding pays or wages in relation to the workforce they provide, will led to good working performance (Nicholls, 2019).

Magoti (2013) noted that labour union need to have bargaining skills so as to discuss with the employer about monetary issues such as, salary increment, incentives, retirement packages, and promotion. Since the union is the voice of teacher, they should set the policies that will coach them to have skills on how to sit with the employer and have a successful bargaining. The positive result from the bargaining between the employer and the teachers' union will help the teachers to earn good salary which is related with the work they offer. Besides, Koument (2011) observed that lack of collective bargaining skills de-motivate teachers since teachers need to be paid well commensurate with the work force they offer. Low pay (lack of salary increment and promotions) makes the teachers to have low morale.

Besides, on defending the right of teachers with disabilities enhances their work performance, 83% gave affirmative response while 17% held contrary opinion. This is in agreement with Bowman et al. (2016), on the study: '*the Relationship of Disability Rights Laws to Education Majors and Teachers with Disabilities in England.*' The study commented that a reasonable accommodation is generally a modification or adjustment to an environment that allows a disabled individual to have similar benefits as non-disabled individuals, so long as the

accommodation does not create undue hardship. According to Mullins (2010), accommodation for an individual with a disability is reasonable unless it creates a situation that would impose undue hardship on the operation of the program in question, such as significant financial strain. School management, like other employers, may be required to make reasonable accommodations in various circumstances. So is the duty of TTU to stand for the disabled teachers at work, for better job performance.

Finally, on transparency and accountability in the use of union resources by officials encourages teachers from joining the union, 88% agreed while 12% disagreed. According to Lawson and Rakner (2005), accountability denotes a relationship between a bearer of a right or a legitimate claim and the agents or agencies responsible for fulfilling or respecting that right. Marsden (2015) opined that the most basic accountability relationship is that between a people or agency entrusted with a particular task or certain powers or resources, on one hand, and the principal on whose behalf the task is undertaken. Oluoch (2016) pointed out that accountability, simply put, is a two-way relationship of power. It denotes the duty to be accountable in return for the delegation of a task, a power, or a resource. This implies that, the union officials are held accountable to the teachers' claims. In dealing with those claims the teachers need clarity from the TTU. Honesty of the union officials in the use of union resources in the whole processes encourages the teachers not only to join the union but also to fully participate on union matters.

On the other hand, the qualitative findings obtained from the interview on examining the influence of Labour Union Practices on work performance of teachers made a slightly different observation with those from quantitative findings. In this regard, a respondent reported:

In Arusha DC, the teachers are motivated and encouraged to work hard since TTU is busy discussing with the employer on what is called collective bargaining to fulfil teachers need like promotion which will be granted to them this year as promised by the president on first may (Personal interview, 31st May, 2021).

This implies that, teachers' union has been active in discussion with the employer on matters like promotion and salary increment concerning teachers so as to improve the living standards of the teachers.

CONCLUSION AND RECOMMENDATIONS

Conclusion

From the findings, the researcher concluded that the teachers' union is the link between teachers and the government who is the employer. This implies that the TTU gather the teachers' claims and presents them to the employer for feedback. The study established that the teachers' union does not have the final say on teachers' claims rather the government has. Since the government provide feedback regarding the current policy of the country which is influenced by the politics of the political party on power and all that affects the productivity of the TTU. Also, the study found that TTU is responsible for advocating for teachers' salary increment, participating in teachers' dispute resolutions, fighting for teachers' job security, advocating for teachers' job promotions, fighting for teachers' allowances, advocating for conducive working condition, advising the government on matters concerning teachers, fighting for retirement benefits of teachers, defending the right of teachers with disabilities, exchanging ideas with other trade union officials inside and outside the country and participating in collective bargaining agreement on behalf of teachers. So, the labour union practices need to be adhered to by teachers so as to make the teachers to improve in their work performance.

Furthermore, the study has revealed that there is high level of dissatisfaction among secondary school teachers with conditions pertaining to their working stations. There is growing evidence that many conditions of physical environment in the schools can and do affect the attitude and behaviour of teachers hence academic achievement of students. Besides, the researcher established that for seven years now teachers were denied their right to promotion. This makes teachers to lose their morale to work while others skip teaching and decided to do some activities to earn money to sustain their family's needs. Other practices from the labour union that influences teachers' work performance

that the study discovered include: Union's inability to negotiate teachers' salary increments negatively influences their performance, union's participation in teachers' dispute resolutions motivate teachers to work hard, lack of teachers' job promotions demotivates them and conducive working condition championed by labour union inspires teachers. Similarly, union's inability to negotiate with the government on matters concerning teachers discourage teachers from hard work, defending the right of teachers with disabilities enhances their work performance, collective bargaining and negotiating skills of union motivate teachers towards job performance and transparency and accountability in the use of union resources by officials encourages teachers to join the union. So, the problems affecting teachers need to be addressed in order to avert teachers' demoralization that would eventually lead to poor work performance.

Recommendations

Based on the research findings, the following recommendations are given forth;

- All teachers' claims should be taken as priority to the TTU since by addressing their claims will result to increase on work performance of teachers.
- TTU should provide services to meet their members' rights by having full time officials instead of having few who are still obliged to teach.
- Frequent seminar with the teachers is advisable to enable teachers to know the responsibilities of the union.
- TTU should hold mutual consultations with the government without getting tired until the teachers' claims and rights are addressed.
- The government needs to improve teachers' working conditions.
- Teachers' promotion should be conducted as provided in the guidelines.
- The study recommends that teachers should observe professional code of conduct and

strengthen their relations with the school administrators or head of schools since misunderstandings in working stations lower work performance.

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