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DECLARATION

I Karen Chishimba, declare that this dissertation entitled 'a study on the perception of teachers on teacher union's representation at the school level. A case of selected primary and secondary schools in Lusaka District'' is to my best of my knowledge and belief, my own work and that it is original. The dissertation contains no material that has been accepted for an award of degree or diploma by the University of Zambia or any other institution. All the works that are not mine have been acknowledged.

Sign:.....

Date:.....

CERTIFICATE OF APPROVAL

This dissertation of Karen Chishimba is approved as fulfilling part of the requirements for the award of the Degree of Masters of Education in Sociology of Education by the University of Zambia.

Signed.....Date.....

Signed.....Date.....

Signed.....Date.....

DEDICATION

I dedicate this work to my husband and my two children Simon and Beatrice who have been my strength throughout my studies. This piece of writing is also dedicated to my family especially my parents who have been more supportive and encouraging during my studies, my sisters Cecilia, Monica and Carol for their moral and spiritual support.

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LIST OF ACRONYMS

BETUZ	Basic Education Teachers Union of Zambia
DEBS	District Education Board Secretary
ESO	Education Standards officer
FFTUZ	Federation of Free Trade Union of Zambia
ILO	International Labour Organisation
ILRA	Industrial Labour Relation Act
IMF	International Monetary Fund
MMD	Movement for Multi-party Democracy
MOESVTEE	Ministry of Education Science Vocational Training and Early Education
MUZ	Mines Workers Union of Zambia
NASWT	National Association Schoolmaster and Women for Teachers
NUBEGW	Union of Building Engineering and General Workers
NUCIW	National Union of Commercial and Industrial Workers
NUT	National Union of Teachers
NRMWU	Northern Rhodesia Africa Miners Workers Union
PROTUZ	Professional Teachers Union of Zambia
SAP	Structural Adjustment Programmes
SESO	Senior Education Standards Officer
SESTUZ	Secondary Schools Teachers Union of Zambia
UNIP	United National Independent Party
UNO	United Nation Organisation
ZUFIAW	Zambia Union of Financial and Allied Workers
ZNUT	Zambia National Union of Teachers

ABSTRACT

Teacher union representation has been in existence for a long time, but the extent to which teacher unions represents teachers at school level remains uncertain. The study was guided by the following specific objectives; (1) To examine the goals of teacher unions (2) To investigate how teacher members perceive teacher union representation at school level (3) To find out the extent to which teacher union address the welfares of teacher members at school level (4) To establish if teacher members benefit from monthly subscriptions fee at school level (5) To find out if teacher unions and teacher members hold elections and meetings at school level (6) To determine if splinter unionism affects representation of teacher members at school level.

A descriptive survey design was used with combined qualitative and quantitative methods. Data was collected through interview schedules and questionnaires. The sample consisted of one twenty three (123) participants; 80 unionised teachers, 30 local union representatives, 10 head teachers and 03 ministry officials ie District Education Board Secretary (DEBS), Senior Education Standards Officer (SESO) and Education Standards Officer (ESO). Stratified random sampling and Purposive sampling techniques were used to select the sample. Qualitative data was analysed by coding and grouping similar themes together into groups using constant comparative techniques while quantitative data was analysed using statistical package for social sciences (SPSS). Tables and graphs were used in the presentation of data after data analysis.

The findings of the study revealed that; 63(84%) of respondents perceived social welfare and workloads/enrolment as not being adequately represented. 56(75%) respondents felt supportive teaching environment has not been adequately as well. Meanwhile 49(65.3%) of respondents indicated early confirmation has not well been represented.

Following the findings of the study the following recommendations were made;

Teacher unions should re organise local union structures at school level to improve representation of teacher welfares.

Teacher unions should consider merging into one strong union for effective representation of teachers' welfares at school level.

There should be proper communication and feedback made between teacher members and local union representatives.

Local union representatives must ensure that elections are held as stipulated by their constitutions and meetings should be held regularly with teacher members.

CHAPTER ONE

INTRODUCTION

1.0. Overview

The study sought to investigate the perception of teachers on teacher unions' representation at the school level in Lusaka district. Teacher unions are important institutions in the education sector because they aim at protecting the interests of teachers on matters pertaining to labour. They are perceived as the channel which teachers use to communicate with government on matters related to wages and conditions of services. However, much is known on teacher union representation at the national level, but little is known on teacher union representation at the school level. In as much as there is active representation of teachers at national level, teachers also need adequate representation at the school level, because of the various challenges they face in schools and needs teacher unions' serious attention. According to Adanisa (2006), inadequate teaching materials and poor infrastructures are some of the serious challenges teachers face in most schools of Sub-Saharan countries. A study by World Bank (2010) report also reveals that, most schools in Africa have inadequate teaching and learning materials such as text books, pens, manila papers, paint, laboratory equipments, poor black board and poor school infrastructures. These kinds of challenges which are faced by teacher in schools undermine their motivation and performance to deliver quality education. Therefore, it should be pointed out that, adequate teacher union representation at the

school level is likely to highlight some of the daily constraints faced by teachers in schools. Maravi (2002) observes that, despite long existence of teacher unions, many teachers still face many challenges and this affects their working life. Teacher union representation play a vital role on how teachers perceive their work and it also determines their performance. However, the extent to which adequate teacher union representation is done at the school level is not well known, hence the study sought this investigation.

1.1. Background to the study

According to Garret (1999), labour movements main objectives are to protect the employees' work rights and fight for good wages and conditions of service. In Zambia, the labour movement has been significant in improving the social and economic welfares of workers. Teacher unions as a labour movement are instrumental in trying to fight for improved salaries and conditions of service for its members.

Today, Zambia has four teacher unions namely Zambia National Union of Teachers (ZNUT), Secondary Schools Teachers Union of Zambia (SESTUZ), Basic Education Teachers Union of Zambia (BETUZ) and Professional Teachers Union of Zambia (PROTUZ), and these exist to pursue common objectives for its members. Banda (1997) describes the common objectives for teacher unions as negotiating for improved salaries and conditions of service, to provide legal representation, protect teachers against unsafe working environment, promote gender equity, organize workers in work place and promote social programs for teachers. To achieve these objectives teacher unions have set up structures such as committees at all levels. These committees are described by

Maravi(2002) as three man committee based at local or school level in charge of all union matters and take up cases and grievances at the school level, Branch executive committee prepares reports for district conference, and District executive committee handles cases and grievances of members up to district level and provincial level.

However, despite teacher unions creating well organized structures, it leaves much to desire at the school level. For example Stone (2008) states that, shortage of teachers, lack of teaching and learning materials and inadequate general school infrastructures are some the daily constraints teachers face in most schools Of Africa. A study by Kamwengo (2010) also reveals that, low pay, crowded classrooms and lack of pedagogical support are some of the daily constraints faced by teachers in Africa. These challenges which are faced by teachers undermine their motivation and performance. As a result the quality of education is also compromised.

Another study conducted in Kenya, Bomert district, on Kenya teacher union representation revealed that, the union has only achieved 37% on teacher welfares at the schools level. The findings of the study indicated six teacher welfares namely; workloads, medical scheme, confirmation of teachers, financial assistance, award in study leave, transfers and promotions and fairness in recruitments (Aluchio, 1998). It must noted that, teacher union representation should not only centre on improving teachers' pay alone, but also address all issues affecting teachers at the school level. Local union representatives are important because they are key to teacher's improvement of welfares at the school level. This is the reason local union representatives are expected to be active in schools so that teacher's welfares at the school level are represented adequately.

Laine (2010) describes the roles of local union representatives as to recruit members, to regularly communicate with members, advise members, assist teachers resolve issues, promote needs and interests of teachers in schools, ensure all members are in benefit, and ensure that members are aware of work rights and legal assistance. Local union representatives are crucial in the attainment of adequate representation, because they have direct contact with teachers and are aware of the needs of the teachers. Therefore, achievement of quality education is dependent on highly motivated teachers, and teacher union's representation has a crucial in ensuring that teachers remain motivation.

1.2. Statement of the problem

The primary function of trade unions is to protect and promote the interests of workers against discrimination and unfair labour practices (Dunn, 2010). It is against this background that, teachers are not an exception from union representation as they also seek to have their interests protected. However, despite teacher unions being in existence for a long period of time, the extent to which teacher unions are representing teachers on issues affecting them at school level is not well known. Hence, the study seeks to fill this gap.

1.3. Purpose of the study

The purpose of the study was to investigate the perception of teachers on teacher unions' representation at the school level in Lusaka District.

1.4. Specific objectives

- I. To examine the goals of teachers unions.
- II. To investigate how teachers' perceive teacher unions representation at the school level.
- III. To find out the extent to which teacher unions address the welfare of teacher members at the school level.
- IV. To establish the extent to which teacher members benefit from monthly subscriptions fee at the school level.
- V. To find out whether teacher unions and teacher members hold elections and meetings at the school level.
- VI. To determine the extent to which splinter unionism affect the representation of teacher members at the school level.

1.5. Specific research questions

- I. What are the goals for teacher unions?
- II. What is the perception of teachers towards teacher union representation at the school level?
- III. To what extent do teacher unions address the welfare of teachers at the school level?

- IV. To what extent do teacher members benefit from monthly subscriptions?
- V. Do teacher unions and teacher members hold meetings and elections at the school level?
- VI. How does splinter unionism affect the representation of teacher members at the school level?

1.6. Significance of the study

It is hoped that the study has revealed the perception of teachers on how they perceive teacher unions representation at the school level and this may in turn help in addressing challenges facing teachers.

The findings from the study might also generate new information that may assist the teacher unions identify areas that teacher members are not satisfied within their representation.

The study may contribute to the body of knowledge by providing information on teacher union representation at the school level and how this representation influences the work culture of its members.

The study may also be of benefit to policy makers and other stakeholders in broadening understanding on teacher union's representation at the school level.

1.7. Theoretical framework: systems theory

The research was guided by the system theory of Dunlop John (1958). The theory was developed on the functionalist model, and the thrust was on maintaining industrial

stability. Dunlop's basic contention was that both employers and trade unions want stability and the industry to prosper, and this is beneficial for all. Poole (1978) suggested that, the Dunlop's model gives a great significance to external or environmental forces, in other words, management, labour and government possess a shared ideology that defines their roles within the relationship and provides stability to the system. According to Blain (1978), Dunlop's analysis and the study of the concepts, structure, function, practices, outcomes and the institution that are constitutive of the employment relationship have paved the way in the establishment of the main framework of an industrial relations system. The implication of this theory to the study is that, trade unions play an important role in serving as voice of workers. Employees have many problems and if not attended to, will cause discontent. The theory proposes that, trade unions have a function of maintaining order in an institution. Therefore, trade unions channels employees views and grievances and places them before management, as it is impossible for management to know the views of employees, so trade unions acts on their behalf by putting forward their views.

1.8. Operational definitions of terms

Trade Union: A trade union is a formal association of workers that promotes the interests of its members through collective action (Perry, 1999). A trade union has also been defined as an association of wage or salary earners formed with the objective of safe

guarding and improving the wage employment conditions of its member's social status and standard of living in the community. (Aluchio, 2002)

Perception: The process by which people translate sensory impression into a coherent and will field view of the world around them. (Beardwell,2007).

Representation: It is defined as an acting in place of, or standing for another party by an authorization or legal right. (Mathias and Jackson, 2008).

Condition of service: These are general and special arrangements, provisions, requirements, rules, specifications and standards that form an integral part of an agreement or contract. (Adanisa, 2006)

Collective Bargaining: This is the process in which working people through their unions negotiate contracts with their employers to determine their terms of employment including pay, benefits, hours, leave, health and safety policies ((Mckenna,2002).

1.9. Limitation

Despite the successful completion of the study, it suffered a couple of limitations. The major limitation was related to data collection. Some respondents delayed in answering the questionnaires and this delayed data analysis in the process. Another limitation was in terms of generalization .Findings from one district might not be the same the findings in another district. Therefore, generalization of findings may only be restricted to Lusaka district were the study was conducted.

Summary

This chapter has brought out the introduction of the topic, background to the study, theoretical framework, statement of the problem, purpose of study, specific objectives, specific research questions, significance of the study, operational definitions of terms and limitation. These components have all been discussed in detail in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This chapter reviews the relevant literature by different scholars who have written on the related area of study. It is however noted that very little has been documented in the Zambian context on the perception of teachers on teacher union's representation at the school level. Hence, this study seeks to fill this gap.

2.1. Historical perspectives of unionism in Zambia

The history of trade unions in Zambia dates back to the 1930s before the birth of African Nationalist parties (Mwendapole, 1968). Unionism during colonial days was not allowed and this made the working life of indigenous people in this country difficult. Mwenda (1999) reveals that, black Africans were not allowed to form trade unions and when they went on strike for the first time in 1935 they were brutally suppressed. In 1936 the Northern Rhodesia Africa Mines Workers Union (NRMWU) was created as the first trade union in Zambia (Sinkamba, 1995). The formation of this union marked the beginning of labour movement in Zambia. The labour movements were to fight for improved working and living condition besides their struggle for emancipation from the oppression of the colonial regime. The labour movements, however, encountered several challenges and worked hand in hand with progressive political parties which emerged in the 1940s and 1950s in their fight against colonial exploitation

(Chiluba,1995).Colonialism was defeated in 1964 when Zambia got her independence. In an independent Zambia, UNIP was the ruling party and in the second republic UNIP adopted a one party state. Ngosa (1988) observes, during this era, the state did not allow anyone working towards raising political consciousness among the masses. However, the labour movement was not intimidated by UNIP dictatorial tendencies; instead remained united and strong. The aim of the labour movement widened the gap between the ruling party and the labour movement as were considered as a threat by the ruling party (Walusiku, 1999). Despite, victimization from the ruling party, the labour movement grew stronger and fought for what they believed in without fear. According to Mwenda (1998), victimization of labour leaders grew and most of them were arrested and charged in the 1980s following political upheavals. Chiluba (1995) further reveals that, victimization from the ruling party did not stop the labour movement from fighting for change in the country. Kakuba (2001) indicated, a number of industrial action took place due to persistence decline in the standard of living. Studies by Ranker (2003) found that, the decline in the standard of living was due to the collapse of the economy as a result of reduced world copper prices. Banda (1997) further found that, the economic situation as well as the repressive tendencies of the UNIP government worsened towards the end of the 1990s and this prompted the trade union fight for the re-introduction of the multiparty system. The decision was spearheaded by the Zambia Congress of Trade Union (ZCTU) president Fredrick Chiluba by then who later defeated the Kaunda regime in the 1991 general elections. Chiluba and the Movement for Multi-Party Democracy (MMD) embarked on a wide range of reforms. Some of the reforms were those under

International Monetary Fund (IMF) and World Bank as Structural Adjustment Programme (SAP) which made trade union vehemently resisted (Mwenda, 1998). Despite Chiluba being a great trade unionist he proved to be a great disappointment to the labour movement, as he did not have the interests of workers at heart.

Due to criticisms which union leaders provided against government policies, they were constantly threatened with job dismissals and consequent de registration of the unions during the MMD regime. ZCTU was however, the only mother body of all other trade unions in the country. Maravi (2002) observes that, although legislation provided orderly conduct of industrial relations, the MMD government violated the International Labour Organization (ILO) principle on freedom of association which provided the freedom of workers to join trade unions and formation of unions (Maravi, 2002). Hence, the ratification of the ILO convention number 87 in 1996 necessitated the 1997 amendment of labour laws in order to conform to the provision of the convention to which Zambia is a signatory of the United Nations organization (UNO) (Mwenda, 1998). The amendment of labour laws allowed workers to join the trade unions of their choice. However, as observed by Banda (1997), the enforcement of this law was alleged to have had a way of trying to weaken the labour movement in Zambia, as it came at a time when the labour movement was so vocal against SAP which had brought negative social effects on the country. Consequently this law led to unions such as Miner Workers Union of Zambia (MUZ), National Union of Building Engineering and General Workers (NUBEGW), Zambia National Union of Teachers (ZNUT), National Union of Commercial and Industrial Workers (NUCIW) and Zambia Union of Financial Allied Workers (ZUFIAW)

disaffiliated themselves from ZCTU and formed their own union mother body known as Federation of Free Trade Union of Zambia (FFTUZ) following the differences after the quadrennial congress elections (Maravi, 2002).

To date, unions are formed and operate on the basis of the Industrial and Labour Relations Act (CAP 276) (Nalwimba, 2003). Currently, Zambia has close to thirty (30) trade unions. The membership of the trade union in Zambia is made up of workers whose objectives is to protect and advance the interests of workers in work places Zambia Congress of Trade Unions is the dominant central union federation in Zambia and many unions are affiliated to the two mother bodies namely ZCTU and FFTUZ (Banda, 1998). The trade unions in Zambia operates under the industrial and Labour Relation Act (CAP 269) which allows workers to join or form any union of their choice. (Zambian Constitution, 1996). Consequently, this law has led to the creation of many unions in the education sector.

2.2. Teacher unions

The origin of teacher unions in Zambia is traced as far back as the pre-independence era. Before independence, the whites had all the political, economic and social rights and privileges, while the indigenous people, the Africans were denied the basic rights and privileges, and were subjected to hazardous conditions. (Mwenda,1998). According to Maravi (2002), Africans were exploited and dominated by all the three major employers in the education system, the public service commission, the unified teacher service and

missionary agencies. Without any union representation, individual teachers fended for themselves. In 1950 the African Teachers' Association was formed in all the eight provinces, Lusaka was yet delineated (Banda, 1997:41). On the 22nd June, 1993 the Northern Rhodesian African Teacher Association (NORATA) was officially registered. On 15th June, 1962 NORATA was dissolved to re-organize, and on the same day formed the Northern Rhodesian Africa Teachers Union (NORATU) (Mwenda, 1998:46)

Currently, the teaching service has four teacher unions, namely Zambia National Union of Teachers (ZNUT) formed in 1964, Secondary Schools Teachers Union of Zambia (SESTUZ) formed in 1992, and Basic Education Teacher Union of Zambia (BETUZ) created in 1997 and Professional Teachers Union of Zambia (PROTUZ) formed in 2009.

2.3. Western countries

A review of some literature on teacher unions representation at the school level, reveals, effective teacher union representation among western countries due to their sound economic system which supports them. Research on teacher union's representation on western countries has repeatedly shown that teacher unions are actively involved in ensuring supportive teaching environment, good administrative management, higher pay and benefits and greater job security (Kerchener, 2001).

Teacher union representation is perceived crucial in western countries where the performance of students is concerned. This is the reason, according to Randall (2000), teacher unions in western countries do not allow political interference but run as total independent bodies. They run as total independent bodies because of their well

understanding of how political influence on the organization could adversely affect their running. Terry (1999) reveals that, teacher unions have openly declared support for candidates during elections who share similar beliefs and have particular stances on issues of the organization. The idea is to work with politicians who have the interest of teachers at heart and share the same vision with unions on teachers' welfares without fear or favor. According to Kennell (2001), many teacher unions in western countries have particularly focused on ensuring smaller class size is maintained in schools. The policy of maintaining fewer students in the classroom has been taken with a lot of seriousness as supported by studies from Randall (2000) who found that fewer students in the classroom enhances performance of teachers. Consequently, the policy on small class size contrasts with African teacher union representation as founded by Garret (1999) who observed, most schools, classrooms in Sub-Sahara Africa are characterized by large numbers of pupils.

Splinter unionism is another aspect which teacher unions in the western countries have strongly discouraged, for better representation of teachers. Palmer (2003) states that, teacher unions in western countries opts for not more than two teacher unions in the representation of teachers. Further research revealed that, most western countries have less than two teacher unions for better representation of its members, as Randall (2000) gives an example of Norway as one of the countries in Europe that has had its two unions merging into one teacher union so as to strengthen the influence of teachers especially in relation to issues such as pay and working conditions.

Therefore it should be argued that, on western countries perspective, teacher union representation at the school level is approached with a lot of seriousness by the associations as this is perceived as the channel that could assist teachers to have their challenges addressed adequately by their employers.

2.4. Importance of teacher membership to teacher unions

According to Waddington (2003), membership to trade union is made up of workers whose objectives are to protect and advance the interest of workers in their place of work. Teacher unions need high membership to enhance the activities of the unions. In Wilson's view (2003), teacher unions which do not have reasonable membership, find it difficult to carry out the activities of the unions. This is reason why the strength of teacher unions lies in high membership.

Further a survey by World Bank, revealed that most countries in Africa had their teacher unions' main income being generated from monthly subscription of its members (World Bank,2004:19).Teacher unions operations depends on stable financial capacity to run the activities of the organization which highly depends on members subscriptions. Another study by Aluchio (2002:70) shows that, the Nigerian Union of Teacher has massively invested in its union due high membership besides its own resources. Therefore, the financial capacity of any teacher union assists in good representation of teachers, and also in the carrying out daily activities effectively. Laine (2011) states that, Eastern and Western European countries such the United Kingdom, Finland, Norway and Italy show significant decline in membership. The decline in membership in some of

these countries is due to some reasons as cited by Anyango (2001), who reveals that de-recognition and political manipulation have been attributed to decline in membership. Therefore, the financial capacity of teacher unions highly plays a major role on high teacher membership as this acts as the backbone on which teacher unions strongly operates to carry out their activities.

2.5. Teacher unions' relationship with school administrators and teachers

Administrative interaction between head teacher and teacher's discussions is assumed to take disturbing dimensions in some instances. According to Bennell (1997), some problems faced by teachers in Sub-Saharan countries and Asia with their administrators, are as a result of autocratic behaviours of some head teachers on one hand and the uncooperative attitude of some teachers on the other hand. It is from this view that teacher unions representatives must show how instrumental they are, in ensuring that good relationship exist in schools between administrators and teachers. Further a study by Randall (2000) found that, administrators cannot achieve a collective atmosphere, unless they are willing to talk and listen to teachers' to representatives. Palmer (2003) also further found that, a favourable school environment is attainable when teacher union representatives, teachers and administrators work together as a team. Similarly, Laine (2011) states that, none of these people can work in isolation without expecting assistance from the other. Therefore, in an effort to achieve a conducive environment for everybody, union representatives have a responsible of ensuring that all stakeholders work together as a team. Teacher unions must endeavour to remain impartial in their representation

without causing injury to anyone. According to Perry (1999), union representatives compromising situations with school administrators adversely affect the relationship that exists in school. Union representatives commitment to providing and maintaining a conducive atmosphere is vital in achieving good relationships in school. On the other hand teachers and school administrators cannot produce the kind of partnership that will benefit students if there is no good relationship existing in the school environment.

2.6. Representation of teacher unions on discipline

According to Kamwengo (2010), discipline is one of the principles of professionalism and individuals need to uphold good moral standards and respect the code of conduct in every work place. Meador (2010) also suggests that, a school is also a society on a small scale, and discipline within the school serves the purpose of ensuring that learning takes place and a set of rules act as a code of conduct. Therefore, the code of conduct exists in the teaching service that teachers must abide to as professions, though some teachers violates the code and are charged for the violation. Despite this, teachers still have the right to union representation when summoned for disciplinary action. Bennell (1997) pointed out, teachers accredited to teacher unions must say no to disciplinary action beyond verbal warning until the circumstances of the case had been discussed with full time officials in the presences of union representatives. The assertion was much supported by Randall (2000) also indicated that, teacher members have the right to request for union representation for any investigation on them in order to get affair trial. According to Adanisa (2006), lack of information to teachers on disciplinary procedures

and how much the unions are involved, often subject teachers to unfair disciplinary actions. It should be pointed out that, lack of information to teachers on the code of conduct, subject teachers to disciplinary actions without union representation. Aluchio (1998) indicates that, a teacher must not sign disciplinary documents without first consulting a union representative to review the document. Union representatives must therefore, endeavour in sensitizing members on the importance of abiding to the general orders of the Ministry of Education information so that they are not constantly found wanting by their employers.

2.7. Representation of teacher unions on workloads and enrolments

Research has consistently shown that, fewer students in classrooms lessen distraction and promotes more individual attention (Kerchener, 2001). According to Palmer (2003), teachers need to give individual attention to all pupils in order to assist weak students, and more attainable when there are fewer pupils in class. Consequently, the study by Holden (2008) revealed, class size is directly related to grades from the research conducted in one of Ugandan districts which revealed large class sizes having a negative effect on performance. The study further revealed that, teachers with large numbers of pupils in classes gave few assignments, lacked individualized attention and resistant to new methodologies and innovation and this had a negative effect on performance. Adanisa (2006), attributes the problem of large class size in schools of Sub Saharan countries to introduction of free primary education which to some extent has not been handled with caution. The policy is very good for education in the attainment of

Millennium Development Goals in Sub-Saharan countries, but the enrolment levels should also be equivalent to infrastructures and the number of teachers. Similarly, Anyango (2001) also observed, the introduction of free education policy in most Sub Saharan countries increased enrolments and there was no appropriate infrastructures to accommodate all the pupils. Consequently, Randall (2000) suggested that, the teacher unions have a responsibility to pressure government to build more schools and recruit more teachers to match the numbers of pupils. It must be argued that, with local union representatives direct contact with teachers, must understand the challenges teachers members face in the classrooms. Hence, they are in a better position to pressure teachers' employers to address the issue adequately.

World Bank (2008) review on Zambia, Tanzania, Malawi and Namibia showed these countries still facing challenges of large class size, as indicated in the findings of the surveyed schools with a pupil teacher ratio of 100:1. Subsequently, research also shows that Large class size does not only affect academic performance but also class management (Laine 2011).The research has been supported by Hindle (1999) who observed that, teachers find class management difficult in terms of discipline when pupils are too many in class. Therefore, union representatives need to adequately address the issue of large class size for the benefit of both teachers and pupils. Research has repeated shown that, the over enrolments experienced in schools give teachers stress in that, they are unable to perform as expected.(Adanisa, 2006). Therefore it is must be argued that, union representatives should show willingness in working together with teachers so that such problems is addressed adequately.

2.8. Representation of teacher unions on supportive teaching environment

Generally, a supportive working environment is good for high productivity and efficiency. This kind of environment is also crucial to both teachers and pupils with regard to performance. Mathias and Jackson (2008) point out that, a supportive working environment constitutes effective management, fair supervision, and responsible treatment of workers, adequate resources and good infrastructures. An atmosphere of mutual respect is imperative for teachers and school administrators to produce the kind of partnership that will benefit students. Kennell (2001) observes that, the essentials of good education constitutes, rigorous curriculum, effective instructions, adequate resources, willing students and social and cultural climate in which education is encouraged and respected. Further Anyango (2001) observed that, teacher union representatives responsibility of ensuring that, members are provided with supportive working environment is very crucial as it allows teachers to work freely and effective. On the other hand lack of supportive working environment demotivates teachers and this compromises the quality of education provided. According to Adanisa (2006), most schools in many parts of Africa and Asia do not have adequate basic infrastructures, many are dilapidated and neglected, and class rooms are old, dusty and broken chalkboards with limited numbers of desks and windows that have no glasses. Further Kamwengo (2010) observes that, crowded classrooms and lack of pedagogical support are some of the daily constraints faced by teachers. Consequently, Garret (1999) further argues that, poor working environment demotivates teachers and teacher union's

representation is leaves much to desire. It must be argued that, with union representatives in place, are expected to provide a safe and conducive working environment for teachers. Further, they are perceived as catalysts in the provision of supportive working environment for teachers, in achieving quality education. The World Bank (2010) report reveals that, teachers in rural Zambia of Gwembe district in southern province do not have adequate essential teaching and learning materials in schools such as pens, pencils, textbooks, chalk, paper, and paint. Therefore, lack of basic teaching materials in schools disturbs the morale of teachers to teach effectively and disadvantages students.

Whilst teacher unions in Africa are faced with challenges in providing supportive working environment, the situation in Western countries is quite different. The argument has been that, effective teacher union representation highly motivates teachers when their working environment has well infrastructures, health and safe to operate in. Lieberman (1998) revealed, teacher unions in the United States of America seriously fight for supportive working environment for its members and this seriously influences how they view their work and how it affects students.

2.9. Teacher motivation and commitment

This has and still constitutes the fact that teacher unions motivation is not only conceptualized in monetary terms but also in areas such as school environment, recognition for extra work load, awards for hard work, facilities for career progression and professional development. (Adanisa, 2006). Union representatives are instrumental in ensuring that teachers are motivated so that there is good performance in their duties.

Teacher commitment to their job also highly depends on effective teacher union representation on their welfares. Research has revealed that, when teachers know that, their interests are adequately represented they are more committed and motivated in carrying out their duties effectively. Hindle (1999).Therefore, it should be argued that, teacher unions must strive to provide incentives for members at the school level, such as recognition for hard work and facilities for career progression to achieve motivation of teachers and commitment. Spencer (2004) describes teacher unions as not breaking grounds and making significant headways with employers, because they are not making efforts in providing some of the needed social services through implementing their own economic and welfare services. Further Maravi (2000) suggested that, teacher union should not only put more efforts on collective bargaining but they must strike a balance in their representation, this because teachers' welfares encompasses many things.

2.10. Work and conditions of service

Teachers join teacher unions because they want their conditions of service to be adequately represented. Conditions of service are critical in the provision of quality education because it constitutes many issues which affect the well-being of teachers. Georgelles (2010) observes that, negotiation are not limited to wages, but also includes staffing , medical, housing, transport, leave days allowance, safe and healthy work place, pension, equitable system of promotion and transfers , workable grievances systems, provision for continuing education and vacations. Teachers, therefore, need to enjoy all

their conditions of service bearing in mind that unions are in place as representatives. Unions are a key in improving the morale of teachers towards their work, once they know that, unions' are fighting for their improved conditions of service and they are being addressed adequately. A report on World Bank (2010) review on teachers' conditions of service in Sub-Sahara countries and Asia and concluded that, there is dramatic erosion in teacher's working conditions. The report cited poor salaries, poor housing, and poor working environment, lack of essential teaching material and lack of access to good banking facilities. Further Kamwengo (2006) observes that, today's teacher's conditions in terms of management benefits and professional support are poor in many countries of the Sub-Saharan Africa. According to Davidson (2005), the condition for teachers is one of the major challenges they face both urban and rural areas, there are few government owned houses to accommodate them. He further explains, most of them depend on rented houses or apartments which are expensive, in rural areas the quality of houses teachers lives in are very poor, and most of them made out of mud and thatched grass. Laine (2011) argues that, teacher unions must satisfy, the members by fighting for better conditions of service from their employers. Further, it should be argued that, union representatives at school level, must engage teachers in collective bargaining so that, they bring out their views on what they think, would be important for their employer to consider improving in the conditions of service. Teachers are important stake holders because they inputs are highly needed before any negotiations are made with their employers. A study by Kelly (1998) further reveals that, there is low teacher morale among teachers in Sub Sahara Africa and give the following reasons for it: low salaries,

poor accommodation, inadequate profession and administration support, lack of adequate provision of professional development and reduced status in the community. The inadequate representation of teachers conditions of service by teacher unions pose a threat to the quality provision of education. Therefore, teacher unions must adequately fight for better conditions of service for its members so that; teachers are motivated and are able to perform to their expectation in the provision of quality education. Besides, teacher unions must also supplement government efforts by empowering teachers with accommodation.

2.11. Representation of teacher unions on social welfares

Williams (1997), describes welfares as the provision of minimal level of wellbeing and social support for all citizens. Teacher unions have a responsibility to provide social welfares to its members to improve their wellbeing. Teacher members are to benefit from monthly contributions through social welfares as one way of improving their living standards. One of the earliest functions of the trade unions was to look after members, provide financial assistance, medical schemes and mortgage (Rick,2000).Teacher unions providing social welfares to their members would improves the morale and commitment of teachers towards work. It should be noted that, teacher members encounter different social and personal problems which needs union assistance. According to Kerchener (2001) without teacher unions' support on social welfare, members will not realize the importance of belonging to a union.

Maravi (2002) observes that, in Zambia many teacher unions have had challenges providing social welfares to its members due to limited finances and resources to meet the demand of its members. However, despite teacher unions having limited financial capacity, they have the responsibility of ploughing back to its members because, they make monthly contributions so the need to see benefits. Additionally, teacher unions must work in a transparent manner so that the limited resources the union have could be shared with members. However, according to Adanisa (2006) reveals that, South Africa, Uganda, Ghana and Kenya's teacher unions indicates significant performance in the provision of social welfares to its members such as medical schemes, children's education schemes, burial and benevolent funds, credit facilities and mortgages. Therefore, teacher unions must realize that, providing such social services to teachers helps in the uplifting of its members standards of living and lessens government burden to provide these social services to its employees.

2.12. Teacher training and development

Garret (1999) notes that, shortage of teachers in many parts of Sub-Saharan region have created a gap in the provision of quality education. Teacher unions must pressure government for the training of more teachers so that, the issue of understaffing is tackled. However, it should be argued that, teacher unions are part and parcel in tackling issue concerning teacher training and development so that, schools have enough teachers and well trained. Hindle (1999) points out that, teacher unions must strongly complement government efforts of sponsoring some teachers and initiating continuing education

programmes to improve the quality of teachers by providing remedial academic and pedagogical training. It must be argued that, teacher unions' assists in the fostering of teacher development, so that there is improvement in their qualifications and pedagogical skills. Further Garret (1999), argues that, teachers must not continue sacrificing their low incomes to improve their qualifications, instead teacher unions, should supplement their efforts.

2.13. Splinter unionism and teacher union representation

The fragmentation in labour movement in most African countries needs serious consideration, reflection and deep mediation, because the power and strength of trade unions lies in unity and members (Maravi, 2002). Splinter unionism negatively affects representation of teachers and teacher unions' credibility is questioned by its members. Banda (1997) found that, the fragmentations in the labour movement in Zambia, undermines the efficiency, effectiveness, representativeness and credibility of trade unions. Zugele (2012) also observed, splinter unionism does not strengthen trade unions, because the unions engage with each other in competition for members instead of concentrating on addressing the plight of teachers.

Times of Zambia (2012:6) article entitled "ZCTU expresses disappointment trade unions." "ZCTU president expresses disappointment at trade unions in the country for engaging in rivalry fighting for membership while paying little attention to the interests of workers." Therefore, the creation of too many teacher unions could be attributed to greediness, selfishness and vanity by some individuals. Hence, teachers are not sure of

the teacher union which is providing adequate representation, as a result there has been a lot of defections by teachers from one union to another. A study by NORAD (2009) on the performance of teacher unions in Zambia found that, over hundred(100)teachers from ZNUT, SESTUZ and BETUZ defected and joined the newly formed Professional Teacher Union of Zambia (PROTUZ), citing poor management and poor representation. Therefore, creation of too many teacher unions tends to bring anxiety among teachers on which teacher union provides better representation. Splinter unionism also affects effective collective bargaining, since unions have different ideas, opinions and interests while representing the same group to same employers (Kennell 2001:90). On the other hand, splinter unionism is not so common in the western countries. Research conducted in six western countries namely; the United Kingdom, United States of America, Finland, Ireland, Norway and Canada revealed, these countries not having more than two teacher unions (Mills,2009), and NASUT and NUT are examples of the two big teacher unions found in the united kingdom. Further the study revealed Norway's two big teacher unions as being in the process of merging into one big union so as to strengthen the influence of teachers especially in relation to issues such as pay and working conditions. Whilst in Africa, the countries cited to have less than two teacher unions are South Africa, Kenya, Ghana, Nigeria, Uganda and Namibia (World Bank, 2004:26). Therefore, the strength of teacher unions highly lies in unity and numbers, the reason splinter unions should not be encouraged.

Summary

This chapter has tried to discuss the differences in opinion by scholars on the perception of teachers on teacher union representation. The chapter has tried to present the historical perspective of unionism in Zambia, importance of teacher membership to teacher unions, representation of teacher unions on discipline, teacher union representation on supportive teaching environment, motivation and commitment, work and conditions of service, teacher training and development and teacher union representation on splinter unionism. The literature review revealed a gap in the studies on the perception of teachers on teacher union representation at the school level. However, no specific study has been carried on the perception of teachers on teacher union representation at the school level.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter brings out the research method that was used to collect information on the perception of teachers on teacher union's representation at school level. The chapter contains information on research design, population, and sample size, sampling procedures, research instruments, data collection procedures and methods of data analysis.

3.1. Research design

Research design has been defined as a program that guides the researcher in collecting, analyzing and interpreting observed objectives (Sidhu, 2001). The researcher in this study used descriptive research design consisting both qualitative and quantitative method. Price (2000), explains descriptive research design are used when the researcher want to describe specific behavior as it occurs in the environment. Descriptive research design was used because of its suitability in generating in depth knowledge and helped in describing the state of affairs with regard to perception of teachers on teacher union's representation at the school level. Qualitative research gathers information that is not in numerical form while Quantitative research gathers data in numerical form which can be put into categories in numerical (Bryman, 2001).

3.2. Population

According to Kombo and Tromp (2006) a population is a group of individual, or objectives from which the samples are taken for measurements. Participants were drawn from Lusaka district. The population of this study consisted, unionized teachers drawn from five (5) primary and five (5) secondary schools. The population also consisted of the local union representatives, head teachers, District Education Board Secretary (DEBS), Senior Education Standards Officer (SESO) and Education Standards Officer (ESO).

3.3. Sample size

Devos (1998) explains that a sample is viewed as a subject of measurement drawn from a population in which we are interested. It comprises the element of the population considered for actual inclusion in the study. The sample comprised one hundred and twenty three (123) was used for the study, eighty (80) unionized teachers, thirty (30) local union representatives, ten (10) head teachers and three (03) Ministry officials (i.e DEBS, SESO and ESO).

Figure 3.3.1 Gender Distribution in the study

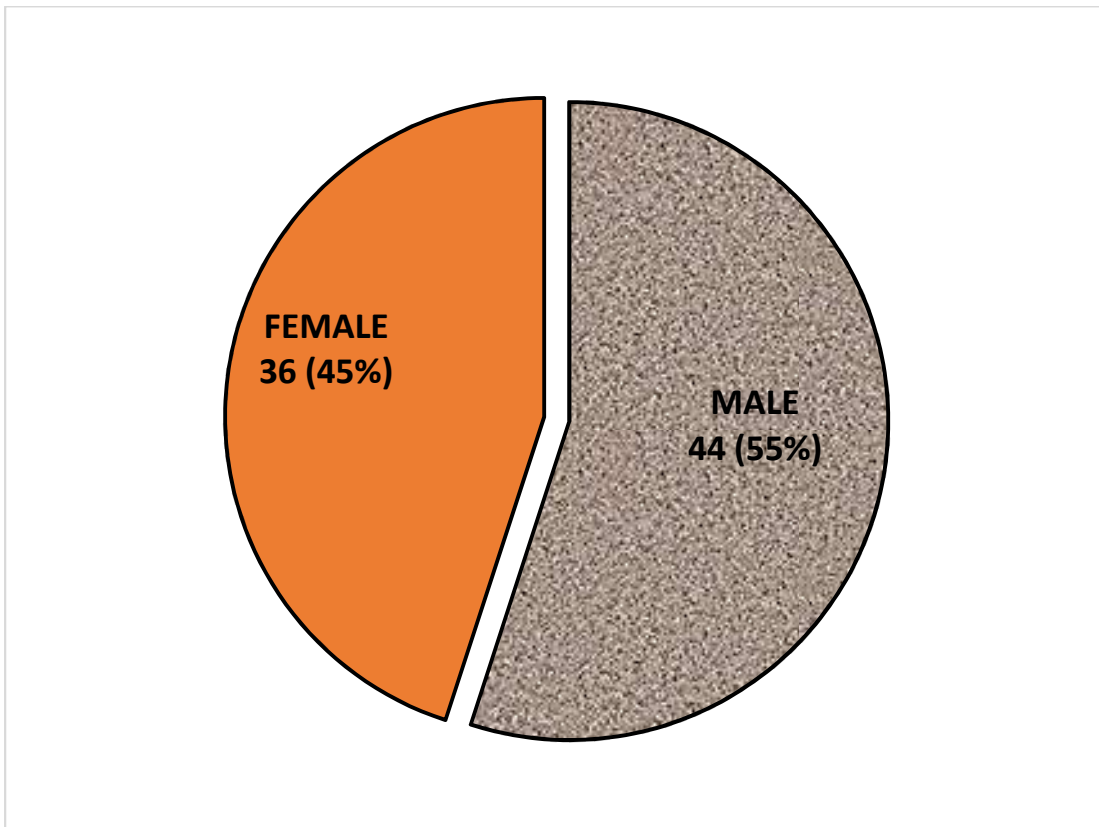


Figure 3.3.1 shows gender distribution of which out of 80 unionized teachers that participated in the study, 44 were males representing 55% of the sample while 36 were females constituting 44% of the sample.

Figure 3.3.2 Age of Respondents

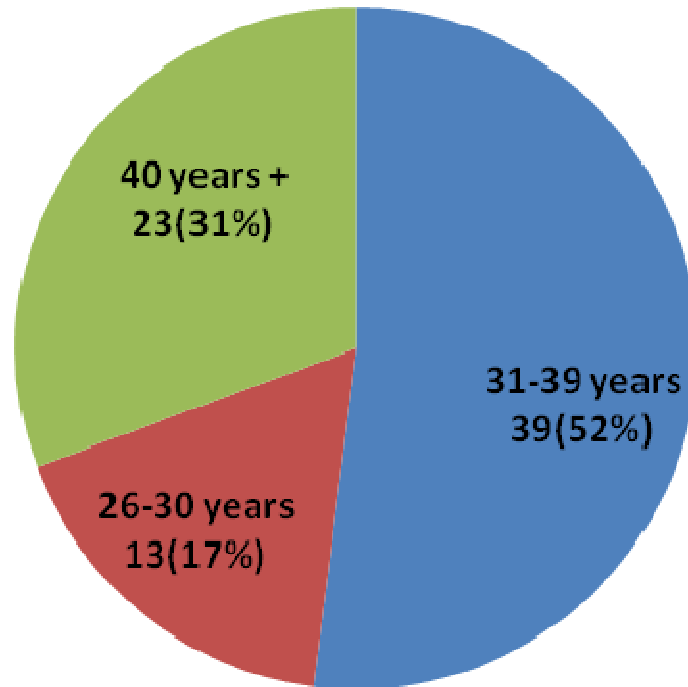


Figure 3.3.2 shows age of respondents of unionized teachers. From the figure 52% were between 31 and 39 years, followed by those who were aged 40years and above with 31% and those aged between 26 and 30 years were represented by 17%.

Respondents by school

Table 3.3.3 below shows respondents by school. Ten (10) schools were targeted of which five (5) were members primary schools (Kamulanga, Burma, Mumuni, Emmesadale and Kabwatapprimary) and five (5) Secondary schools (Libala, Kamwala south, Olympia, Matero Girls and Munali boys) in Lusaka district.

Table 3.3.3 Respondents by schools of unionized teachers

Name of School	Frequency	Percentage	Valid percentage	Cumulative percentage
Munali Boys Secondary	8	10.6	10.6	33.7
Matero Girls	8	10.6	10.6	33.7
Olympia Park	7	9.3	9.3	32.4
Kamwala South Secondary	7	9.3	9.3	32.4
Libala Secondary	7	10.6	10.6	33.7
Kamulanga Primary	8	10.6	10.6	33.7
Munali Primary	8	10.6	10.6	33.7
Burma Primary	8	10.6	10.6	33.7
Emmasdale Primary	7	9.3	9.3	32.4
Kabwata Primary	6	8	8	31.8
Total	75	100	100	100

3.4. Sampling procedures

Sampling procedures as argued by Best and Kahn (2008) is a process of selecting a number of individuals or objects from a population. The selected group contains elements of representatives of the characteristics in the entire group. The study employed two sampling techniques, purposive (nonprobability) and stratified random sampling (probability).

Karugu (2007), defines purposive sampling as the one which is selected based on the knowledge of population and purpose of the study. Purposive sampling was used to select union representative, head teachers, ministry officials and schools with teachers who were members of teacher unions under study.

Stratified random sampling was used to select unionized teachers from schools. Cohen and Manion (1985) explain, stratified random sampling as a refinement of simple random sampling in which the population is divided into smaller homogenous groups to draw a predetermined number of units. Stratified random sampling in the selection of unionized teachers respondents, ensured that all unionized teachers in each school had the same probability of being selected in whatever category they fell in terms of qualifications, age and gender. This was done by first dividing the unionized teachers into their respective unions. Then simple random sampling was used to get the required number of subjects in each sub group. Pieces of paper equal to the number of respondents at school were labelled red and the other pieces of paper equal to the number of remaining teacher population in the school were labelled black. The boxes were then shaken vigorously in

order to mix well. Then unionized teachers were asked to pick pieces of papers from each box according to their respective unions, and those who picked pieces of paper labelled red became the sample.

3.5. Research instruments

Studies by Bryman (2001), indicates that social data is not quantifiable unless it is collected in a uniform manner from every unit in the study. Therefore, in this research semi structured questionnaires were used to obtain information from the unionized teachers and ministry officials. Interview guide was also used to collect data from head teachers and local union representatives. It utilized both open and closed ended questions to allow respondents' to express themselves freely and to generate respondents' experiences.

3.6. Data collection procedures

Qualitative data was collected through oral interviews. Quantitative data was collected using questionnaires. Eighty (80) questionnaires were administered to unionized teachers and three (03) to ministry officials. The questionnaires were semi structured which had both open and closed questions. According to Kombo and Tromp (2006), open ended questions allow the respondents to give their responses in whatever format they choose. The researcher assured the respondent anonymity and confidentiality of responses. For the pilot study, it was on a small scale version of the proposed study with a restricted sample of the subjects. The questionnaires were piloted at one selected secondary school which did not form part of the sample prior to distribution to primary

and secondary schools. The feedback from the pilot study used to rectify the unclear statements.

3.7. Data analysis

Data analysis refers to examining the coded data critically and making references (Kombo and Tromp,2006).In the study, qualitative data analysis involved categorizing themes according to the respondents description of their experiences, coding themes and classifying and grouping according to research objectives and questions. The data was then interpreted. Data from the questionnaires was analyzed using descriptive statistics and statistical package for social sciences (SPSS) to generate tables, graphs and charts for frequencies and percentages.

3.8. Ethical considerations

To conduct the research in an ethical manner, consent was sort from the school authority to collect data from unionized teachers and local union representatives. The researcher upheld the right to self-determination by allowing the participants to decide freely whether to participate in the study or not. The researcher ensured confidentiality of the respondents' responses by ensuring that the names of the participants were not revealed and instead codes were used to facilitate the numbering .Through this way, it was not possible for other persons to identify the participants with any part of the information they might have provided. This further ensured their right to privacy.

Summary

This chapter brought out the components of methodology which has been discussed in detail and this included research design, population, sample size, sampling procedures, research instruments, data collection procedures, data collection and ethical consideration.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE FINDING

4.0. Overview

This chapter presents the finding of the study. Quantitative data are presented in percentages, tables, charts and graphs while quantitative data are summarized using narrative reports. The findings are presented strictly according to objectives.

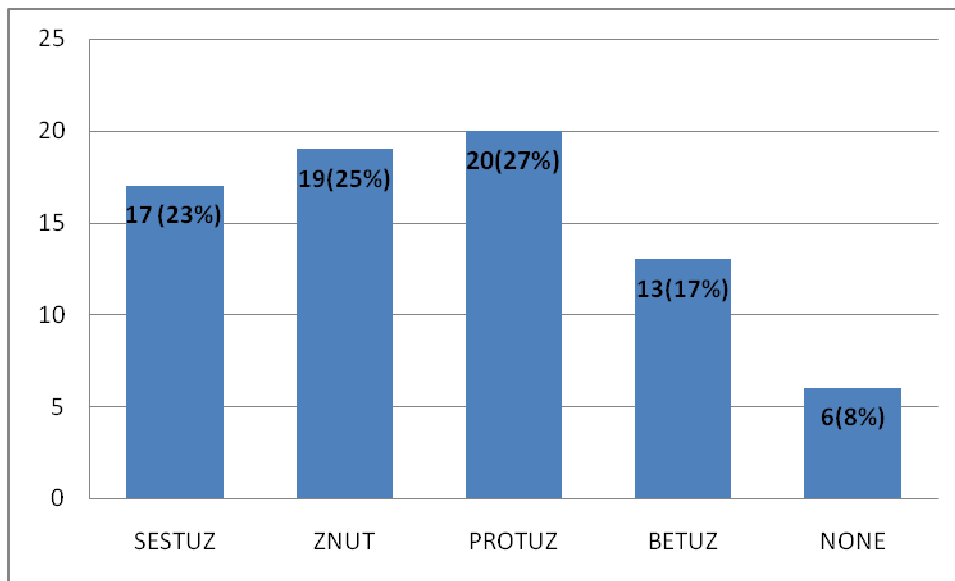


Figure 4.1: Union Membership of the respondents

Looking at the union to which respondents belong, the findings revealed that the majority of respondents belonged to ZNUT with 19(29.47%). 20(26.32%) of respondents belonged to PROTUZ while, 17(20%) belonged to SESTUZ and 13(14.7%) representing

BETUZ.BETUZ was the least maybe because it mainly focuses on basic schools. Results of the finding also show that 6 (9.47%) of the respondents did not belong to any union.

Period of being a union member

Figure 4.1.2 shows the findings from respondents 28(37.89%) who have been in the teaching service for 11-20 years. 21(28.42%) of the respondents happen to have been members of the union for only less than five years. This was followed by those who have been in the teaching service between 6-10 years with 10(14.42%). There are not as many as those who have been in the union for more than 12-20 years. Minority of the respondents that is 8(9.47%) had been member of the union for more than 20 years while the other 8(9.47%) showed that those who have not been in any union for a period of time.

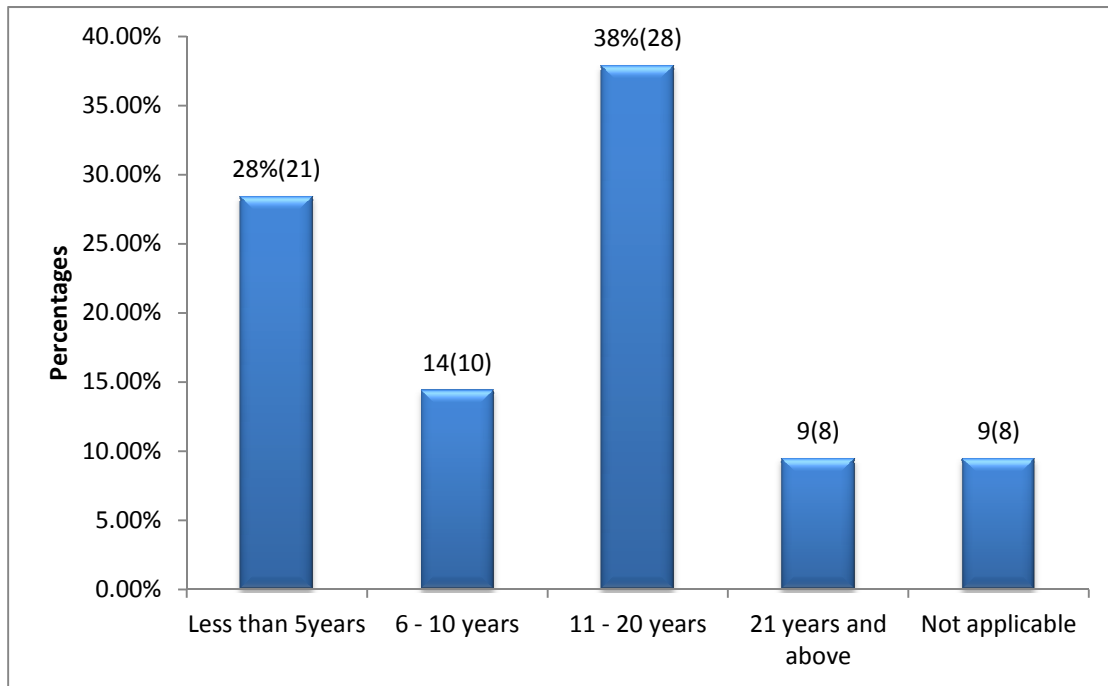


Figure 4.1.2 years of being a union member

Length in the teaching service

As indicated in figure 4.1.3 below, findings reveals that 34 (45.33%) respondents have been in the teaching service between 11 – 20 years. This was followed by those that have been in the teaching service for only between 6 – 10 years with 18 (24 %). 12(16%) happens to be those aged between 25 – 30 years while 11(14%) of respondents have been in the teaching service for less than 5 years.

Figure 4.1.3 Length in the Teaching Service

Figure 4.1.2 Period of being a unionmember

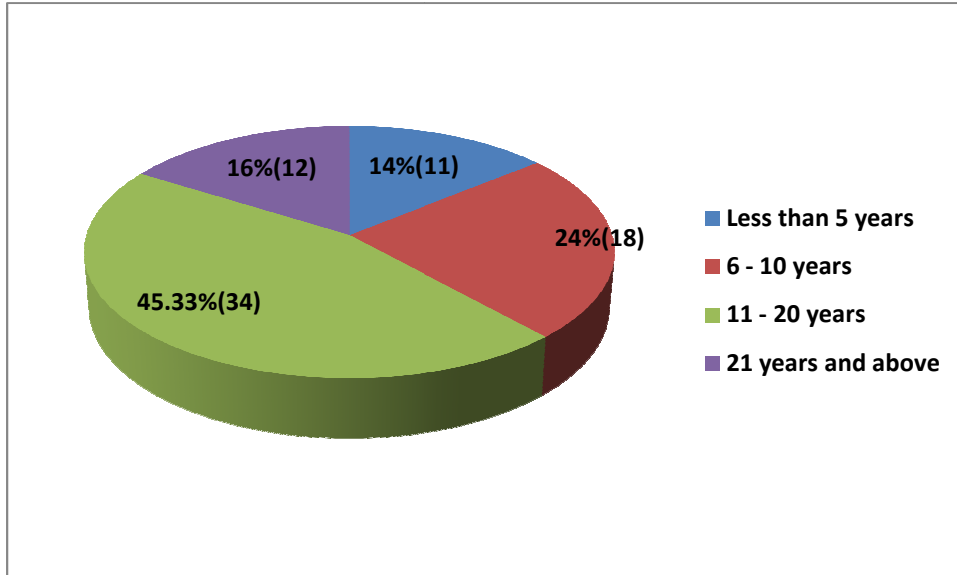


Figure 4.1.3 Length in the teaching service

Achievement of goals by teacher unions on representation of teachers

The study sought to establish whether teacher unions have achieved goals on representation and the target was to ask the respondents to what extent they felt the unions have achieved the goals on representation. The various goals identified are

represented in frequency table 4.2 below. However, the findings of the study reveals that, 40(53.3%) of respondents said that recognition of HIV/AIDS scored the highest. This was

followed by promotion of gender equality 28(37.3%). 43(64%) of respondents said that fairness in deployment was the lowest achieved l on representation by teacher unions.

Items	Lowest		Lower		High		Highest	
	F	%	F	%	F	%	F	%
a. Negotiations and Collective bargaining	20	2.6	34	45.3	21	20	0	0
b. Improvement in the condition of service	37	49.3	29	38.6	9	12	0	0
c. Handling of teachers grievances	37	49.3	29	38.6	9	12	0	0
d. Training and development of teachers	37	49.3	20	27	18	24	0	0
e. Legal assistance on disciplinary cases	36	48	26	34.6	12	16	1	13
f. Recognition of HIV/AIDS	7	9.3	8	10.6	30	40	40	53.3
g. Promoting gender equality among teachers	8	8	10.6	13.3	29	38.6	28	37.3
h. Fairness in deployment of teachers	48	64	19	25.3	8	10	0	0

Table 4.1 Achievement of goals by teacher unions

General achievement of goals on representation by teacher unions

With regards to ascertaining the teacher unions' achievement of goals, a follow up question was asked as to whether the teacher unions have achieved their goal on representation teacher members. The general feeling was that, the unions have not achieved most of the goals as expected by members. This was revealed by 59 (75.95%) of respondent as shown in figure 4.2.1

below, while 16 (21.05%) indicated that, there has been some achievements made in some of the goals by the teacher unions

Figure 4.1.1: General Achievement of Goals on Representation by teacher unions

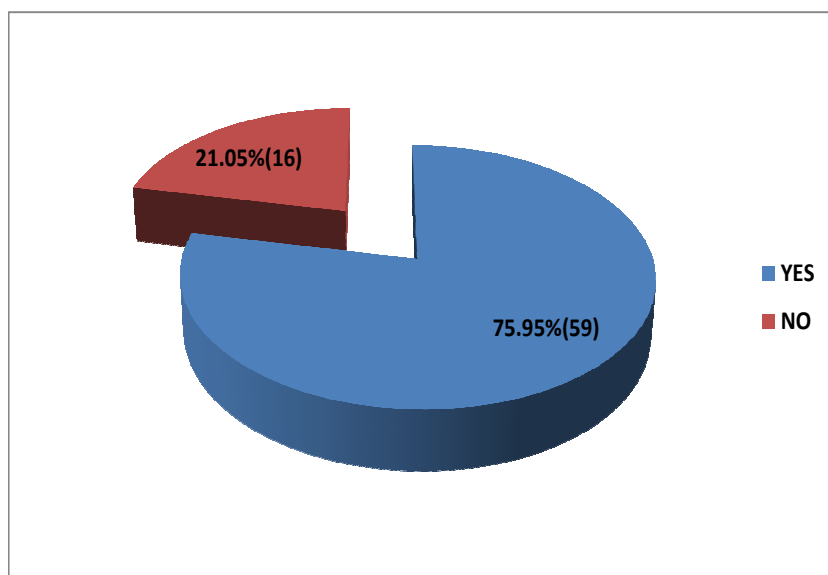


Figure 4.1.1 General achievement of goals by teacher unions

4.1.2 Achievement of Goals on Representation by Teacher Unions at the school level

4.1.3 Responses from Head teachers

One head teacher said, “*the teacher unions have tried to meet their goals in some areas, for example the 2013 collective agreement was a very good package for teachers.*” The second head teacher said, “*unions have a long way to achieve their goals, because there is too much infightings among themselves and this hinders them from achieving the goals effectively*”. Another head teacher said, “*unions must be proactive if they want to achieve goals on*

representation for their members, otherwise, as it is now, teacher unions are just too quite as if they do not exist.” The other head teacher said, *“I feel unions have made a significant headway, on some goals like the issue of gender, I think the unions have handled it very well, because more woman are in higher positions in the Ministry of Education and in their union structures.”* Another head teacher said, *“ the only way to say that, the unions have achieved goals on representation is to first know if teacher members are happy or not with union representation, then I can make my own conclusions on their achievement.”* Another headteacher said, *“there is too much politicking in the unions, this is the reason they have had challenges in achieving their goals.”*

4.14 Responses from Local Union Representatives

A BETUZ representative said, *“ our union may not have achieved all the goals on representation, but it has performed very well on most of the goals like giving teachers a good collective package, issues on gender equality and HIV/AIDS related issues.”* Another BETUZ representative said, *“our union has come from very far in trying to achieve goals and satisfy the needs of our members and I feel most of our members are happy with our representation for instance, members are being assisted with loans to improve their professional qualifications.”* One SESTUZ representative said, *as a union am glad to mention that, remarkable achievements have been made, for instance in 2013 the government awarded our members a good collective agreement because of the union’s tireless efforts.* Further she said, *“as a union we also admit that, some goals have not yet been achieved adequately, but I know that we will achieve all the goals as time goes by, and our members will appreciate. “*

ZNUT representative also said, *“ one of the important achievements our union has made is to see that, most of our members are been given an opportunity to upgrade their qualifications through fast track, and not forgetting to mention other achievements like good collective bargaining for our members in 2013 and promotion of gender equality, that even in our union structures we now have many women holding positions unlike before.”* Then a representative from PROTUZ said, *“even though our union is new on the scene, it has made notable achievements in terms of negotiations for better salaries for our teachers.”* She said, *“ as a union we are aware of the task ahead of us in achieving the goals and ensuring that, our members are happy”*.

Responses from Ministry Officials

The DEBS said, *“ the unions have generally made some significant headways in the achievement of goals on teacher representation, though they need to rise above the occasion to achieve all the goals.”* SESO also said, *“achievement of goals by the unions can largely be determined by the teachers satisfaction, because the goals are meant for teachers, so achievement depends on effective representation.”*

Teachers perception teacher union representation of members welfare at school level.

Table 4.2: Teacher union representation on members' welfares

Items	Very adequate		Adequate		Not adequate	
	F	%	F	%	F	%
a. Financial assistance	3	4	29	38.7	43	57.3
b. Fairness in transfer/ Promotions	1	1.3	19	25.3	35	47
c. Early confirmation of teachers	1	1.3	25	33.3	49	65.3
d. Social welfare	1	1.3	11	14.6	63	84
e. Legal assistance	0	0	35	47	40	53.3
f. Supportive teaching environment	1	1.3	18	24	56	75
g. Workload and Enrollments	1	1.3	11	14.6	63	84

Table 4.2 Teacher union representation on teacher member's welfares

The findings of the study indicated that, 63(84 %) of respondents perceived Social Welfare and Workloads/Enrolments as not being adequately represented. Similarly 56(75%) perceived Supportive teaching Environment as not being adequately represented as well. While 49(65.3%) of respondents indicated that, early confirmation of teachers was not adequately represented also. Meanwhile 43(57.3%) respondents felt financial assistance was not adequately represented. On the other hand, the analysis indicated that 40(53.3%) of respondents felt they were not adequately represented on Legal matters. Fairness in transfers and promotions was represented by 35(47%) who felt there were not adequately represented.

Rating by teacher members on teacher union representation at school level

To have a general perception of teachers on teacher union’s representation at the school level, respondents were asked how they would rate the unions. The findings are shown in figure 4.3.1 were the majority of respondents 48(63.16%) felt that, union representation on teacher welfare at the school level was not effective. However, 19(24.21%) felt that it was effective while 5(7.37%) felt it was very effective and only 3(5.26%) felt it was literally ineffective.

Figure 4.2.1: Rating teacher unions representation on teacher members welfares

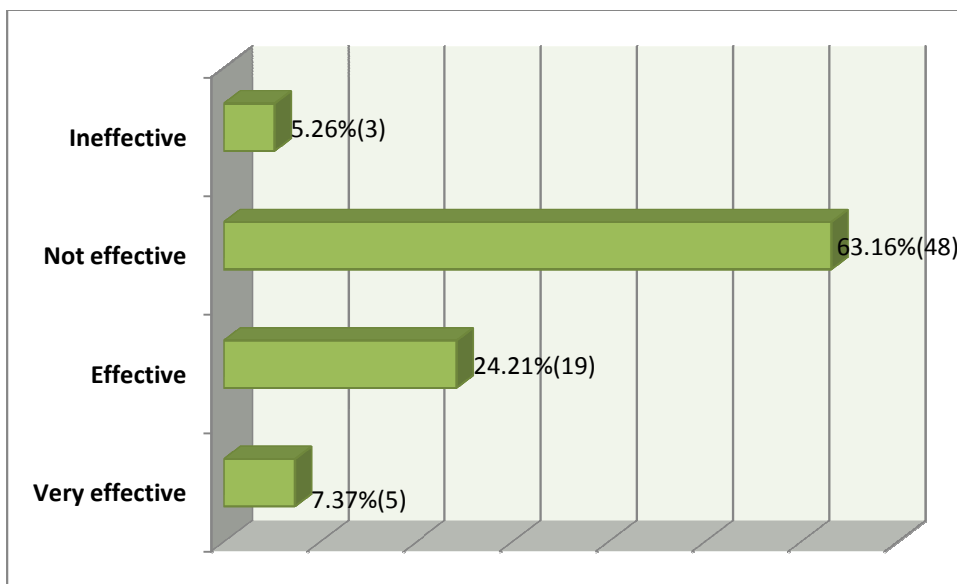


Figure 4.2.1 rating of teacher union’s representation on teacher member’s welfare

Teacher union’s representation on teacher member’s welfares

4.3.1 Responses from Local union representatives

A representative from BETUZ said, ‘ *as a union we have faced many challenges in addressing teacher’s welfares like workloads and enrolments, because these problems arises from policy*

making at times, but we have not given up, instead we are trying to put pressure on government, that more schools be built and recruit more teachers.” Another representative from BETUZ said, *“the issue of teacher welfares is a critical one, as they are many issues involved, but am not saying that, the union has failed at all, but what am trying to indicate is that, our members need to be patient with us, as we are aware of the challenges they are facing in schools, for example some teachers have complained of some head teachers not being transparency in the manner they make recommendations for some teachers to occupy certain positions in schools like that of the head of department, section head and other positions, however, the union is trying to handle the issue with seriousness to establish the truth on the matter.”* A SESTUZ representative said, *“ I feel the teachers should work hand in hand with the unions in addressing these issues because at times our teachers do not report some issues to us, for example, a teacher may be made to go before the disciplinary committee without the union being aware, so if only our teachers could work with us, then most of these issues would be sorted out.”* PROTUZ representative also said, *“ as a union we have received complaints from our members on the issue of over enrolment and workloads, and asking us how best we could deal with the situation, but I would like to indicate that, this is a problem that needs governments commitment, because they are the policy makers , though we are much involved.”*

4.3.2 Response from Head teachers

One head teacher said, *“union representatives in schools must assist us in highlighting challenges facing teachers for example, the issue of over enrolment is a serious problem, so the*

union representatives must channel such problems to their National leaders, so that they are able to address it with the Ministry and find the ever lasting solution to the problem.” Another headteacher said, *“ the problem of workloads and over enrolment is a serious matter which the unions must quickly address with government, imagine the situation were most of these science and mathematics departments are understaffed and teachers are subjected to teach large numbers of pupils, with so many periods to teach, honestly do you expect these teachers to be effective at end of the day, of course not.* Another head teacher said, *“the issue of teaching and learning materials has been very critical, I expect the unions to assist in lobbying the government to adequately fund schools, so that schools are well equipped with enough teaching and learning materials.”* He further said, *“ union representatives, are the right people who are more aware of teacher’s problems in schools because they are in direct contact with teachers on the daily basis and they are in a good position to channel these problems to their National leaders.”* Another head teacher said, *“the issue of confirmation is one issue I feel must be given proper attention by the unions because sometimes teacher think we do not want them to be confirmed and so we are accused of hiding their papers which is not the case, so I feel union representatives should assist at least they to try and make follow ups with Teaching Service Commission, so that the process is done with the short period of time.”*

4.3.4 Responses from Ministry Officials

SESO said, *“our Ministry has worked very well with all the unions but I feel the unions must also try to supplement the government’s effort in addressing the challenges facing teachers in school for example the pick on a protect like purchasing of reading materials for schools this would off load government’s burden on buying of learning and teaching materials.”*

ESO said , *“union representatives in schools must actively represent theirmembers because they interact with them on daily basis, are more aware of teachers needs in schools than any one, so we expect them to play an active role in their representation, so that member’s needs are adequately addressed.”*

Monthly subscriptions fees at the school level

Another aspect that was used to assess the perception of teachers at the school level was the benefit that members got from the unions. Thus respondents were asked whether they pay monthly subscription to the union or not. On paying of monthly subscription, majority of respondents 68(90.53%) said pay monthly subscription while 9(9.43%) did not indicate.

Payment of monthly subscription

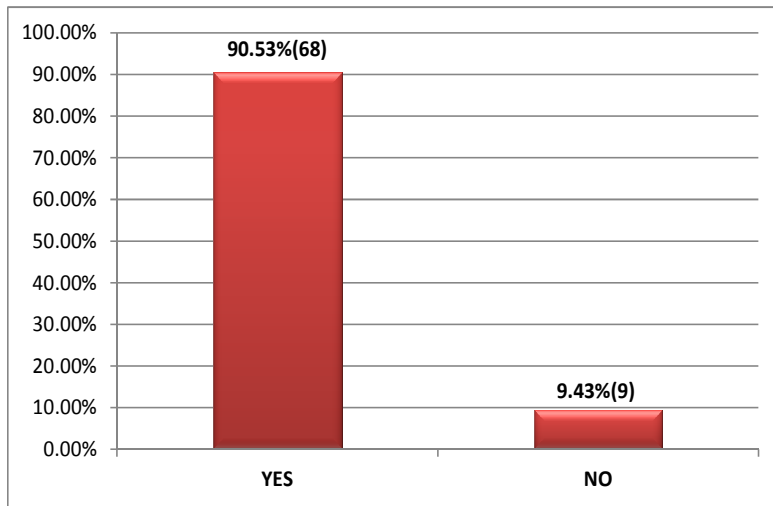
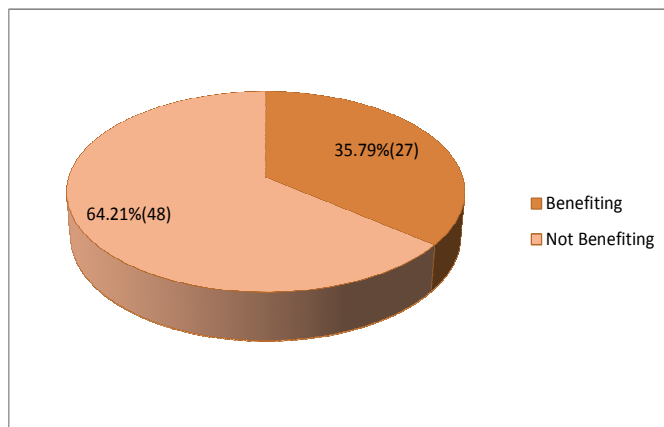


Figure 4.4 Payment of monthly subscription

Benefits from monthly subscriptions

Figure 4.4.1: Benefits from monthly subscription



With regard to whether teacher members benefit from monthly subscription, majority of the respondents 48(64.21%) said they did not benefit from monthly subscriptions because, they felt

the money paid was being misappropriated by the unions. While 27(35.79%) said they did benefit from the monthly subscriptions through loans and t-shirts given on International World Teacher's Day.

4.4.2 Teacher members benefit from monthly subscription

One BETUZ representative said, *“ our members have benefited so much from monthly subscriptions through loans in form of educational and building material, and also T- shirts which we give to our members during the celebrations of International World Teachers Day.”*

A ZNUT representative said, *“our members used to benefit from monthly subscription more than before, the T shirts which we give on Teachers Day but due some constraints we have temporarily suspended the giving of loans.”* SESTUZ representatives said, *“our union is currently just giving T-shirts to members but plans are under way to give our members more incentives.”* PROTUZ representative said, *“ our union was recently created but this does not excuse us from giving our members good incentives such educational loans to our members but we are currently giving them T-shirts on Teacher's Day.”*

Teacher unions and teacher members holding elections and meetings at the school level.

Figure 4.5: Holding of elections by teacher unions and teacher members

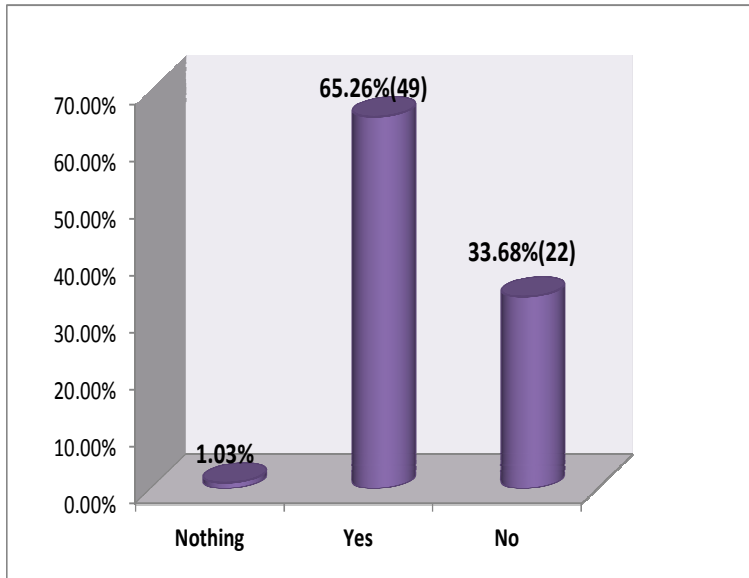


Figure 4.5 Holding of elections by teacher unions and teacher members

Figure 4.5 shows an analysis on whether teacher members and local union representatives hold elections at the school level and the study reveals the following, 49(65.26%) of respondents said they did not hold elections, while 22(33.68%) said they did hold elections and the remaining 4(1.03%) did not state whether or not they did not hold elections.

Holding of meetings by teacher unions and teacher members

Table 4.5.1 below shows the analysis on how often teacher members hold meetings with local union representatives. The findings revealed that, majority of respondents 49 (65.3%) said they seldom held meetings with local union representatives. 20(28%) of respondents said never hold

meetings with the local union representatives. Only 4(5.3%) said they do hold meetings often. The remaining 1(2%) remained silent on the issue.

Table4.5.1: Holding of meetings by teacher unions and teacher members

	Frequency	Percentage	Valid parent	Cumulative parent
Missing	1	2	2	2
Often	4	5.3	5.3	5.3
Seldom	49	65.3	65.3	65.3
Never	21	28	28	65.3
Total	75	100	100	100

Table 4.5.1 holding of meetings by teacher unions and teacher members

Meeting attendance by teacher members and local union representatives

Figure 4.5.2: Meeting Attendance

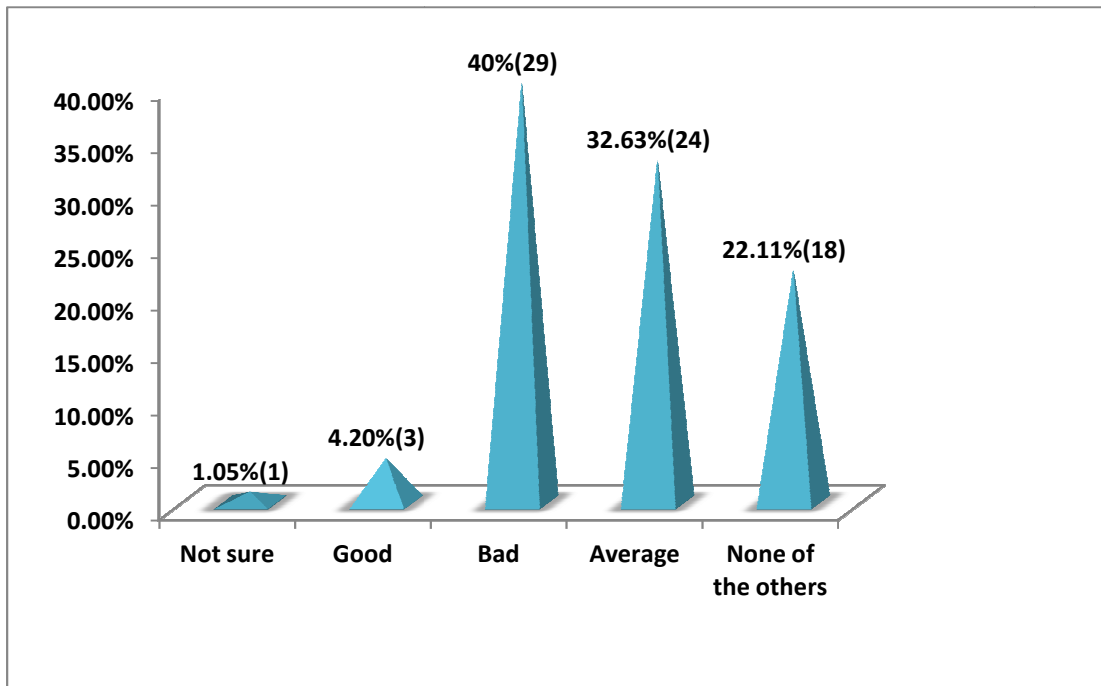


Figure 4.5.2 attending of meetings by teacher members and local union representatives

On attending of meetings by teacher members and local union representatives, 29(40%) respondents said, the attendance was bad, while, 24(32.63%) said it was average. On the other hand 3(4.2%) said it was good, with 1(1.05%) not giving their response to issue. However, 18(22.11%) of respondents said none of the above.

4.5.3 Holding of meetings and elections by local union representatives and teacher members

4.5.4 Responses from Local union Representatives

SESTUZ representative said, *“we hold meetings with members but not on regular basis, and the attendance is usually poor from the teacher members. BETUZ representative said, “ we rarely hold meetings with our members but we try at least three times in a year so that, we get to know our member’s grievances and we also update them on the activities of the union.”* Another BETUZ representative said, *“regarding the elections, our union do not hold them as stipulated by constitution, that every after two years we need to choose new leadership at the school level, but we do hold sometimes even after three years.”* ZNUT representative said, *“ my union attaches great importance to holding meetings with teacher members, so the union try to hold meetings at least twice in a year.”* Another ZNUT representative said, *“elections are rarely held due to poor organisation in our school structures, so you find that elections are held may be after four years.”* PROTUZ representative said, *“ our union is still establishing structures in schools, but we try to hold meetings but not as often though for elections we only had them twice the creation of our union.”*

4.5.4 Responses from Head teachers

One of the head teachers said, “ *meetings are rarely held in my school between the local union representatives and teachers, unless am not notified when they are taking place.*” Another head teacher said, “ *meetings are irregularly held, I do not remember the last time they were held in my school.*” Meanwhile one of the head teachers said, “ *I do not think elections and meetings take place as supposedly, because most of the local union structures are very inactive, so such activities are rarely organised.*” Another head teacher said, “ *there is no way, meetings and elections between union representatives and teachers could be taking place in school without my knowledge, for I will say such activities rarely takes place in my school.*”

Splinter unionism and representation of teacher members at school level

Figure 4.6: Need to have many teacher unions

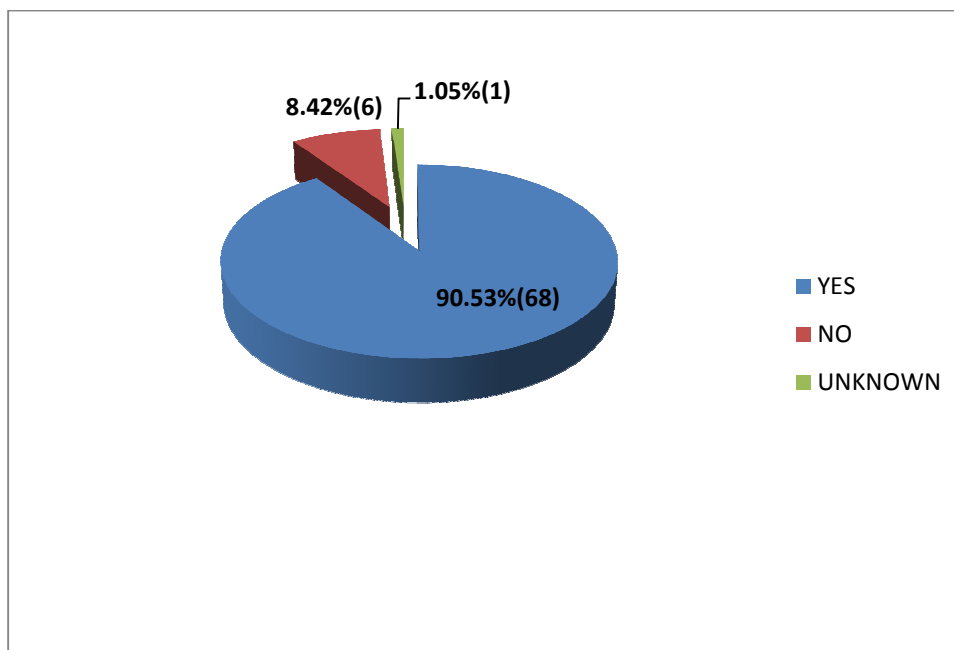


Figure 4.6 need to have many teacher unions

Figure 4.6 shows the findings on splinter unionism. A question was asked whether there was need to have many teacher unions or not, and the general feeling was that, 68(90.53%) of respondents said there was no need to have many teacher unions. While 6(8.42%) of respondents said, there was need to have many teacher unions. 1(1.05%) did not state what they thought on this matter.

Single teacher union for better teacher member representation

Figure 4.6.1 single teacher union for better teacher member's representation

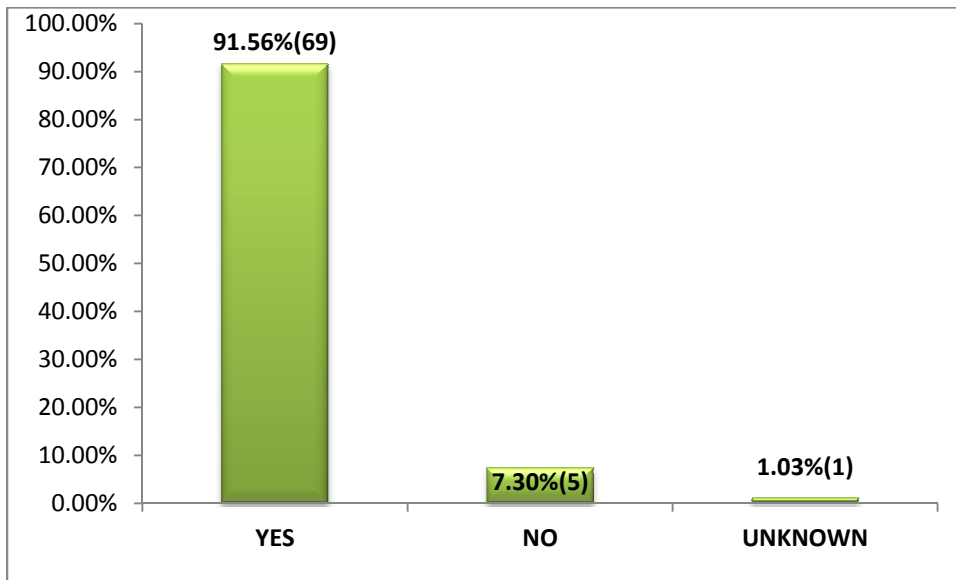


Figure 4.6.1 single teacher unions for better teacher member's representation

Another follow up question was asked whether having single union was better for representation or not. 69(91.56%) of respondents said having a single union would actually improve

representation. While 5(7.3%) felt they would be no difference, 1(1.03%) did not state what they thought on the issue.

Many teacher unions and new teacher's refusal to join the unions

Figure 4.6.2 below shows analysis of whether having many teacher unions was contributing to newly recruited teachers refusal to join the unions. The analysis therefore revealed that, 69(92.3%) were of the view that it did contribute, while 5(6.32%) said it did not. 1(2%) did not give their thoughts on this matter.

Figure 4.6.2: Many teacher unions and new teacher's refusal to join the unions

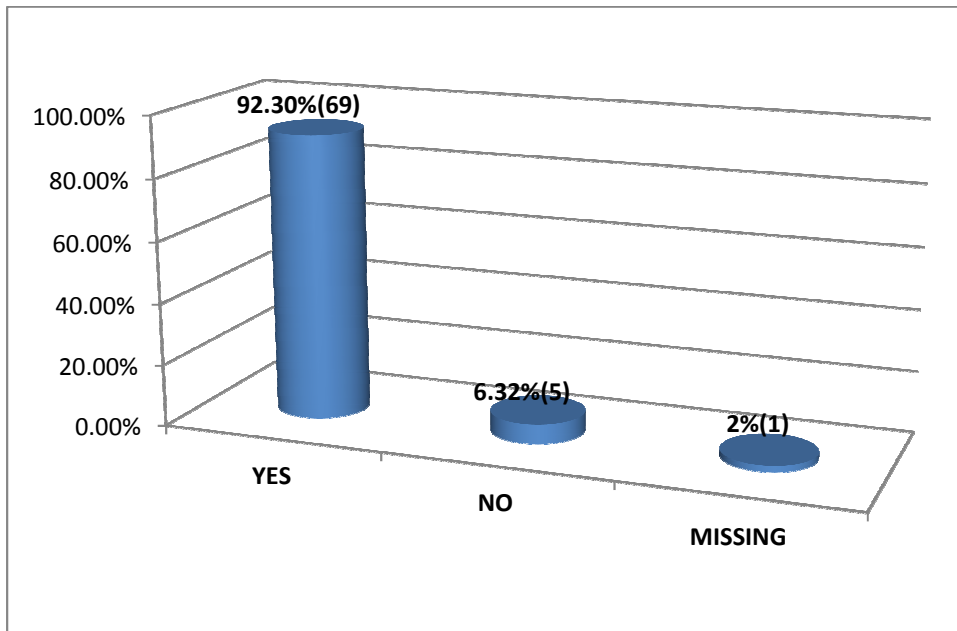


Figure 4.6.2 manyteacherunions and new teacher's refusal to join the unions

4.6.3 Splinter unionism and teacher unions' representation of teachers

4.6.4 Responses from Local union Representatives

One representative from ZNUT said, *"I feel a single union would be better because splinter unionism has caused a lot of division among the unions."* BETUZ representative said, *"a single union would be better, it will help bring to an end the infightings, confusion and squabbles that has engulfed the unions,"* SESTUZ representative also said, *"I prefer a single union because one big strong union will strengthen the bargaining power with government for our members."* PRTOTUZ representative said, *there is no problem with having many teacher unions as each union has policies to use to attract teachers to join."* He further said, *"unionism in the education sector should not be monopolised, instead let us*

Promote competition for better representation." With regard to new teacher's refusal to join the teacher unions, ZNUT representatives said, *"there was lack of sensitisation from the unions to new teachers to educate them on the importance of belonging to a union."* A SESTUZ representative said, *"I will be honest with you, we the unions have not done much to sensitise the new teachers on the importance of joining the unions."* The BETUZ representative said, *new teacher's refusal to join the unions is because they are not aware of the benefit, I feel belonging to unions should be made mandatory because it is like the new teachers we never join the unions, but when they are faced with problems, they will look for union's assistance.* PROTUZ representatives said, *"new teachers should not be blamed for the said, "new teachers should not be blamed for the negative attitude towards joining the unions, but it's literally our fault because we have not educated them on the importance of belonging to a union.*

4.6.5 Responses from Head teacher

One head teacher said, *“ there is no need of having too many teacher unions if representation is focusing on the same group of people.”* While the other headteacher said, *“splinter unionism is not good because it weakens the power of collective bargaining for teachers, and it has led to poor union structure establishment in schools.”* Another head teacher, *“ some teacher unions literally have no representation at the school level, so what is the point of their existence.”* The other head teacher said, *“ having a single union would improve representation at the school level, unlike the situation now, were the unionstructures in schools are not firmly established.”*With regard to new teacher’s refusal to join the teacher unions, one of the head teachers said, *“ I feel there is poor organization of unions at the school level, this is the reason new teachers do not want to join the unions because no adequate information is provided to them to understand the importance of unionism.”* Another head teacher said, *“new teacher lack sensitization from unions to understand the benefits of joining a union.”*

4.6.5 Responses from the Ministry Officials

DEBS said, *“ the responsibility is on the teacher unions to sensitize the new teachers on the importance of joining the unions and its benefits.”* SESO said, *“ new teachers should take interest in operations of the unions, at least just having an idea of what unionism is all about.*

Suggestions to improve teacher unions' representation at the school level

The table below shows alternatives given to respondents to indicate on how they think teacher unions can improve teacher union representation. From the alternatives given 68 (90.6%) respondents said creation of one teacher union was necessary to a very large extent. 47(63%) of respondents felt consultation was also necessary to a very large extent. On the other hand 45(60%) respondents also felt transparency was important to a large extent. Unions should plough back resources to benefit members was represented by 41 (55%) respondents who said it was necessary to a large extent. 13 (44%) of respondents suggested feedback and holding of elections but it was moderate.

Table 4.6.3 suggestions to improve teacher union's representation at the school level

ITEMS	Very small extent		Small extent		Moderate		Large extent		Very large extent	
	F	%	F	%	F	%	F	%	F	%
Feedback between union and teacher members before decision making	6	8	9	12	33	44	13	17	14	19
Unions to plough back resources to benefit members	0	0	0	0	5	7	29	39	41	55
Creation of teacher unions	1	1	1	1	2	3	5	7	68	91
Hold elections for committee members	9	12	9	12	34	45	10	13	13	17
Transparency	0	0	1	1	6	8	23	31	45	60

Consultation with teachers members 0 0 11 4 4 5 12 9 47 63

4.6.8 Suggestions to improve teacher unions’ representation at the school level

4.6.9 Responses from the Head teachers

One of the head teachers said, “ *it would be better if teacher unions merged to have a stronger voice speaking on behalf of teachers.*” Another head teacher said, “*merging of teacher unions will enhance representation at the school level, the unions right now do not have a collective voice for the on many issues,*” Another head teacher said, “ *unions must re-organise local structures because they are not active in terms of representation.* Another head teacher said, “*I feel union representatives are still holding to positions in the unions and have been given positions in the MOESTVEE should relinquish them, because negatively affects representation.*” The other head teacher said, “ *the unions must work together with teachers, and know how best they can advise each other on how well they can improve representation at the school level.*”

4.6.10 Responses from Ministry Officials

DEBS said, “ *the unions should show accountability and transparency in their operations so that there is effective representation of teacher members.*” SESO said, “ *the national union leaders should coordinate properly with local unions representatives, because these are individuals who are in direct contact with the teachers and they well aware of the challenges members face every day.*”

4.6.11 Responses from Local union Representatives

A BETUZ representative said, *‘our local structures need re-organisation because the poor structures in school are creating a gap between the national leadership and local leadership in terms of representation. SETUZ representative said, ‘elections in schools for union representatives are not held as stipulated by the union’s constitutions, people are remaining in these positions for the long period of time and in the end they are personalising the positions.’*

A ZNUT representative said, *I fee union representatives must be exposed to more seminars and workshops this will help us to have more knowledge on teacher representation in our schools.’*

PROTUZ representative said, *‘I think time has come us union representatives in school to in collaboration with our teacher so that we achieve our goals on representation, because they are the reason we exist.’*

Summary

The study was guided by six research objectives and the first objective sought to examine the goals of teacher unions. The second research question sought to investigate how teacher members perceive teacher union’s representation at the school level. The next research question objective was aimed at finding out the extent to which teacher unions address the welfares of teacher members at the school level. The other research question objective sought to find out if teacher unions and teacher members hold election and meetings at the school level. The final research question objective was aimed at determining if splinter unionism affects the

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter will basically discuss the research findings based on the ten schools which were sampled in Lusaka District on the perception of teachers on teacher union's representation at the school level. The discussion of the findings is presented according to the objectives of the study.

5.1 Achievement of goals on representation by teacher unions

The findings of the study on achievement of goals on representation showed that, majority of teachers felt that, recognition of HIV/AIDS by teacher unions has been highly achieved. These findings are supported by the World Bank (2010) report which revealed, teacher unions in Sub-Saharan Africa as being proactive in providing teachers with skills to stay healthy, continue working, act as agent of change and live free from stigma and discrimination. The findings are also supported by Adanisa (2006) who observes that, teacher unions have been active in helping the fight against the HIV/ AIDS disease in schools through teacher support programmers and also and providing teachers with public speaking skills so that they can help raise awareness on HIV/AIDS.

This was followed by promotion of gender equality as one of the goals which the respondents revealed that it was highly achieved by the unions. Banda (2003) however, observed the unions currently falls short of the SADC protocol which requires that organisations in member countries

meet the 30% women representation at all levels of responsibility. In line with this view, the teacher unions are striving in ensuring that, more women are higher positions from provincial level to school level. The report by NORAD (2010) indicates that, 26% of female teachers in Zambia are in decision making positions of the total number of teachers in the country. The indicators show that, though the unions fall short of the SADC protocol, they have made a significant headway in promoting gender equality.

Despite making these achievements of goals, majority of teachers indicated that, the unions have not actually achieved most of the goals as expected. The lowest achieved goal by the teacher unions was said to be fairness deployment. This may be attributed to the fact that, the unions do not have convincing criteria when selecting members for deployment.

However, local union representation indicated that, the unions are on course in achieving other goal. ZNUT, BETUZ and SESTUZ said goals such as negotiations and collective bargaining, improvement in conditions of service, recognition of HIV/AIDS and gender equality among teachers have been averagely achieved. As for handling teachers' grievances, fairness in deployment, training and development, legal assistance on disciplinary cases, the union said these take time to be achieved adequately, but they are gradually being achieved. Meanwhile PROTUZ indicated that not much of the goals have been achieved by the union because it's new and still organizing its structures.

Teachers on the other hand, acknowledged that unions have not achieved most of their goals on representation, but they are on track in achieving. Most head teachers indicated that, unions

havenot achieved much on goals in terms of representation, due to the fact that, teachers still face a number of challenges.

5.2 Perception teachers on teacher union’s representation of teacher welfares at the school level

5.2.1 Workloads and Enrolments

Workloads are over enrolments having been a very big challenge in most primary and secondary schools. The findings of the study revealed majority of teachers indicating that, the issue of workloads and enrolment was not well addressed. The findings are in line with Garret (1999) who observes that, most teachers in Africa have big workloads for example in rural schools the workload is heavier (50%) than in urban (20%) schools of which they teach a minimum of 30 periods per week. He further indicates that, some subject teachers are very few especially in rural schools, were teachers end up teaching subjects which are out of their areas of specialization so that students should not stay idle, and this forces teachers to work beyond their call of duty and teaching in this becomes a tire some job. Anyongo (2001) further adds that, the introduction of free education policy in many Sub-Saharan countries has had adverse effect, resulting into inadequate of infrastructures, due to increased enrolments to accommodate all the pupils. The findings also confirms with Stone (2008) who states that, the big number of students enrolment affects teachers classroom delivery and control which becomes difficult for teachers to attend effectively to every student. Therefore, large numbers of enrolment without sufficient classrooms and books is a stumbling block for teachers to reach their teaching goals and lead to low student progress. In this way, teachers comfortable being in classes and hardly enjoy their work. With

references to Kerchener (2001), fewer students in a classroom mean less distraction and more individual attention given to pupils. From the findings it can be deduced that, majority of teachers were not satisfied with teacher union representation on workloads and enrolments suggesting that, union representation on this welfare at the school level is not adequate as revealed from teacher's responses.

5.2.2 Supportive teaching environment

Supportive teaching environment was one of teachers welfare that had 56 (75%) of respondents who felt, there was no adequate representation from teacher unions. This is confirmed by Davidson (2005) findings that, lack of teaching materials like appropriate books for all subjects that are being taught has been a major challenge facing teachers both rural and urban schools in Sub-Saharan Africa. Hussin (2011) further adds that, many schools of Sub-Saharan Africa, students have to share one book; some schools have only books owned by the subject teachers who have to read it, before the class for students to understand what has been written in the book. Sumra (2007) also found that, only 34% of teachers in Sub-Saharan African and Asia agreed that they had adequate teaching and learning resources in schools were they worked from. According to Garret (1999), not only are there inadequate books but also libraries receive less attention, lack of science laboratories which has made science subjects to be taught more theoretical than practical. Laine (2011) also supports these findings by indicating that, many schools in Africa lack proper infrastructures for teachers and the learner for example, small classrooms with no proper ventilation, small staffrooms and departmental rooms for teachers, broken windows, broken furniture and tables and bad chalk board. The findings in the study

show that, the majority of teachers are still not happy with representation by local union representative's supportive teaching environment.

5.2.3 Confirmation of teachers

Another welfare that teacher indicated that, was not adequately represented by local union representatives was early confirmation. The teachers indicated that, normal period of confirmation is supposed to be six months after the first appointment, but it was revealed by the majority of teachers that, confirmation takes two or five years. They questioned the union's effectiveness, in ensuring that teachers are confirmed with in six. Local union representatives interviewed said that, the issue of confirmation is delayed by teaching service commission, but mentioned that, teacher unions have been reluctant in pressuring the commission to quicken the process of confirmation. The findings in this study showed that, unions representatives do not make necessary follow ups on teachers files submitted for confirmation when documents leave their respective stations and know every stage of the process.

5.2.4 Transfers and promotions

The findings on promotions and transfers revealed that, teachers were not satisfied with representation on the welfares. With reference to Sumra (2005), indicates that, there have been a number of teachers who are of the belief that most Teaching service commissions in Sub-Sahara practice favoritism, nepotism and corruption when administering promotions. According to Anyango (2001) a research conducted showed that, most teachers in Africa have been

undeservedly promoted either through nepotism or corruption perpetrated by the authorities in many districts.

Zambia Daily Mail (2013) article entitled “Minister of Education unhappy with staff system approval in the ministry” Dr. Phiri said, the staff approval system in ministry had in the recent past broken down were most appointment and promotions had been given to undeserving persons, thousands being selected in unprofessional and so many crooks are infiltrating the well restructuring of the ministry.

In as much as, the Teaching service commission approves promotions of teachers, unions at both national and local level, the teacher unions have the role to play in ensuring that, there is transparency in the giving of promotions. For example some respondents in the study indicated that, local union representatives seem not to take keen interest on how head teachers make some recommendations concerning promotions for some teachers and criteria used to fill positions before names are submitted for approval with the Teaching service commission to ensure transparency. In line with the findings of the study Adanisa (2006) observes that, although the Teaching service commission has official obligation to approve promotions, proposed criteria for promotion must be well known to the teacher unions for transparency purposes. Therefore, the teacher unions should ensure that, government comes up with an effective model and systematic teacher’s promotion system that will be based on professional standards and performance in order to create transparency, fairness and equity in teacher’s promotion system.

On the other hand, the issue of transfers has also not well been represented by the unions as many teachers in the study revealed that, transfers are characterized by favoritism and bribery.

The findings are consistent with Davidson (2005) who observed, many times it has been alleged that, there is favoritism or corruption in processing transfers applications. Further, Aluchio (2003) also observes that, a number of teachers on the subject of transfer have suffered on the hands of head teachers, and thus causing frustrations on those who are victims. Teacher unions therefore, have the responsibility of serving the interest of teachers by ensuring that, teachers are not transferred unfairly and those who want transfers are given without struggle. Some respondents in the study indicated that, some teachers have been transferred unfairly on the basis of personal issues with school administrators. Hence, local union representatives must ensure that transfers are done in a transparency manner without victimization.

5.2.4 Legal Assistance

The findings of the study revealed that 40 (53%) of respondents as not being satisfied with unions representation on legal matters. In line with the findings Aluchio (1998) observed that, teacher members are entitled to full legal advice, support and representation regarding all arising from teaching employment. This is also in line with Stone (2008) findings that, the teacher unions have the duty to provide free legal aid in respect of matters concerned with or arising out of the employers for school teachers.

However, majority of respondents in the study felt that, the union was not adequately addressing welfare, probably due to lack of information on legal procedures being given out by union representatives. Local unions interviewed mentioned that, teachers have the right to request for union representation whenever they are faced with disciplinary cases, but they need adequate information on the procedures.

5.3 Teacher members benefits from monthly subscription

The findings in the study indicates 68 (91%) of respondents as paying monthly contributions to the teacher unions. These findings are supported by World Bank report (2004), who conducted a study on teacher unions in Zambia, which revealed that teacher members pay monthly subscriptions through pay roll system and that the subscription are the main source of income for teacher unions. Therefore, there is a clear indication that, teachers belonging to teacher unions contribute monthly subscriptions and hence, need for the members to benefit. Another research revealed that, teachers belonging to teacher unions worldwide pay membership subscription and this gives financial strength to unions to run their activities. (Wilson,2003).

From the study, it was also revealed that 64% of respondents indicated of having benefited from monthly subscriptions. Majority of respondents revealed that, they main benefits from the subscription have been T-shirts given to them on International Teachers Day. However, 36% of respondents indicated, they have benefited more than T-shirts from monthly subscription, and these were from a particular union group. They revealed that, the teacher union has empowered them with loans in form of educational and building materials. Maravi (2002) observed, teacher unions are given financial strength, in terms of huge sums of money as monthly subscriptions by its members at the expense of giving members stronger protection, representation and more potent bargaining power against the employers. Adanisa (2006) also indicates that, teacher unions must plough back to its members with incentives as a way of empowering them.

Research done in Western Europe and United States of America also revealed that, teacher unions use the subscriptions to assist members with various issues such as finances, mortgages,

medical insurances, children's allowances for members and educational allowance for members. (Laine,2011).Therefore, from the findings it is clear that, teachers do benefit from the subscriptions, but they need more than T-shirts received during the celebrations of International Teachers Day.

5.4 Elections and Meetings

5.4.1 Meetings

The findings of the study show that, meetings between teacher members and local union representatives are not held as often as supposedly. The head teachers also had similar views that, meetings between teacher members and union representatives at the school level are not held regularly. Studies by Bennell (2003) indicate that, meetings between teachers and unions are important as they focus on updates and finding out teacher's grievances. Terry (2006) also observed, meetings between teachers and union representatives, channels teacher's different views and grievances and place them before management, as it is impossible for management to view their grievances. Meetings are important events, which must be held regularly by local unions and teacher members, so that are updated on new developments taking place in the ministry of education and teacher are also given a forum to bring out their views and grievances. Spencer (2006) also indicates that, failure to organize meetings by local union representatives with teachers reflects lack of seriousness and commitment on the part of union representatives. From the findings of the study, there is an indication of inconsistency in holding of meetings between the teachers and local unions.

The findings of the study also revealed that, the attendance by teacher members to these meetings when they are held is very poor. This was acknowledged by the majority of union representatives interviewed who mentioned that, the meetings are poorly attended when held. The poor attendance could be explained by the fact that, most teacher members have little confidence in their union representatives. As such, they consider attending these meetings as share waste of time.

5.4.2 Elections

With regard to elections, the findings showed that, elections are rarely held for three or five men committees at the school level, who are union representatives. Meador (2010) observed that, teacher unions have a duty to hold elections for every person who hold a position in the union and that no person continues to hold such position beyond the stipulated term of office without holding elections to choose new representatives. Stone (2008) also suggested that, every trade union must hold election according to the stipulated term of office to elect new representatives. The teachers in the sample felt local union representatives had not been committed to holding elections are held as stipulated by the unions constitutions hence, a violation to laws of their organization. The teachers in the sample also mentioned that, some union representatives have overstayed and have lost direction in terms of leadership. Other teachers also mentioned that, local union representatives do not want to leave their positions because they have been compromised with school administrators. Therefore the undemocratic tendencies by some individuals in the unions, pose a threat to weakening of unions local structures. Teacher members

expect the unions to give them guidance on meetings and elections, but if union representatives are not active, then these important events will not regularly take place as expected.

5.5 Splinter unionism

The findings of the study shows 68(91%) of teachers indicating, they see no reason of having many teacher unions in the teaching service. The findings of the study are in line with Maravi(2004) who observed that, the fragmentations in the labour movement is amatter that needs serious considerations, reflection and deep mediation, because the power and the strength of the trade unions lies in the unity and numbers. In addition, Banda (1996) also observes that, teachers in Zambia have many teacher unions and yet, find it difficult to bargain nicely and collectively. NORAD (2009) report indicated, over hundred (100) teachers defected from ZNUT and BETUZ and joined the newly formed union, Professional Teacher Union of Zambia (PROTUZ) citing poor management and poor representation. The majority of teachers felt that, having too many teacher unions in the ministry of education only reduces the confidence and trust that they have in the teacher unions.

Nevertheless, results of the study also revealed, 8% respondents who felt that, there was no problem of having many teacher unions in the teaching service. They views are supported by Ranker (2003) who stated that, ratification of the ILO convention number 87 in the 1996 necessitated the 1997 amendment of the labour laws which allows workers to join the trade unions of their choice and the formation of unions. Adanisa (2006) also suggests that, formation of many teacher unions in the teaching service promotes competition among teacher unions and gives teachers a choice to choose the union with best representation. Therefore, the aspect of

democracy applies when it comes to teachers choosing a teacher union providing adequate representation.

The results on figure 4.6.2 showed that, majority of teachers felt having too many teacher unions has contributed to new teacher's refusal to join the unions. The findings are supported by Waddington (2003) who indicates that. The proportion of new recruited teachers who choose to join unions has declined dramatically suggesting that, they do not see membership of collective employee as desirable. Consequently, Anyango(2001) also suggested, the refusal by some teachers to join teacher unions is as a result of not seeing the true benefit of belonging to a union, so they opt to remain independent without union representation. Therefore, teacher unions should strive hard in sensitizing new teachers on the importance of belonging to a union.

5.6 Suggestions to improve teacher union's representations at the school level

Teachers in the sample felt that they must be a creation of one teacher union, instead of having many. Teachers mentioned that, creation of one strong union will effectively address the problem they have been facing, which the many teacher unions have failed to solve.

Majority of teachers suggested that, they must be consultations with teacher members before any decision is made with their employers. In addition they also suggested that, the union should be transparency in their operations. Union must remain free from corrupt activities that would make members doubt their credibility.

The findings also revealed majority of teachers suggesting that, teacher unions should plough back the resources to benefit members. They felt the union provide incentives to the general membership such as scholarships, car loans and medical schemes.

Teachers also suggested that, local unions must ensure that elections and meeting are held regularly in school. They also mentioned that, the election must be held according to the stipulated term of office for committee members to promote transparency in the union leadership. They also said, meeting should be held regularly with local union representatives to provide guidance to issues concerning teachers.

Some head teachers suggested that, local union representatives should embark on a program of sensitization new teachers so that; they know the benefit of joining a union. The other suggestion from head teachers, was that the union must try to remain non-partisan both at local and national level. They also mentioned that, local union must also remain impartial at all times and avoid compromising themselves unwarranted situations.

The two ministry officials suggested that, they should be accountability in the unions. They said, the unions must be accountable for any mismanagement of resources because it is on the expense of teachers who contribute to the unions.

Some head teachers suggested that, local union's representatives must be given some authority to act on even small issues.

The finding also revealed that, some teachers suggested that government must not interfere in the operation of the teachers unions. They mentioned that, the unions are sometimes manipulated by the government; hence, effective representation is compromised.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

Based on the study of the findings, it's evident that unionized teachers have a negative perception on teacher union representation. The general feeling from many teachers was that, local union representatives have not adequately represented on their welfares at the school level. It is quite clear that local union representation is not active at the school level as compared to the National Union. From the findings it was also revealed that, some teacher unions do not have organized union structures at school level to properly represent its members, hence, unionized teachers feels disconnected with local union representation.

Another conclusion to draw from the findings of the study is that, irregular holding of meetings and elections has created doubt on the credibility of union representatives' commitment address teachers' problems. Lack of meetings between teacher and union representatives has resulted into poor communication leaving teachers fling neglected by their unions.

From the findings it can also be deduced, creation of too many teacher unions in the teaching service has created disunity and confusion within the unions. As a result teacher members have been left with uncertainty of which teacher unions provides better representation. It was also discovered that, newly recruited teachers have been discouraged by the squabbles and infightings which has invaded the teacher unions.

6.2 Recommendations

Based on the findings of the study the following were the recommendations made;

There should be re-organisation of local union structures at the school level to improve representation. It seems the failure to hold regular meetings between teacher members and the union representatives is due to poor organization of structures at the local level.

There should be accountability and transparency in the teacher unions operations at all the levels. The unions should be accountable to all the resources the organization uses so that, teacher members remain confident in their representation.

There should be proper communication and feedback between local union representatives and teacher members before making any decisions on behalf of its members.

Union representatives who have been given positions in the ministry should consider relinquishing their positions, so that there is transparency in their operations.

The teacher unions should consider merging into one strong union for a stronger voice and more effective representation. The state of affairs currently in the teacher unions seems not to favour a strong bargaining power.

Local union representatives must embark on sensitization programs for both old teachers and newly recruited teachers on the importance of belonging to a teacher union and its benefits.

National teacher union leaders should actively organize workshops and seminars for local union representatives so that, they are more knowledgeable on union representation at the school level.

Local unions must demand for school administration that recognizes the effort of teachers by giving the monetary incentives and awards for their hard work. It is one way of creating a supportive teaching environment for all its members.

Teacher unions must plough back resources to its members so that, they benefit from monthly contribution as incentives in form of car loans, mortgages and education loans.

Implications for future research

The present study recommends that in future, a comparative research should be carried out on this phenomenon. It would also be interesting to compare the perception of primary teachers and secondary teachers on teacher union s representation at the school level. Further studies may even investigate the impact of teacher unions on the education sector. It would also be important to carry out a research on the performance of teacher unions in Zambia.

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APPENDICES

APPENDIX “A”

INTERVIEW FOR LOCAL UNION REPRESENTATIVES

1. Sex
2. Name of your current school?
3. Name of the union you belong to?
4. When did you join the union?
5. What year did you join the teaching service?
6. What are the goals for teacher unions?
7. Do you think your unions have achieved these goals?
8. How would you rate teacher unions representation on the following teacher welfares; financial assistance, fairness in transfers and promotions, social welfares, early confirmation, legal assistance, supportive teaching environment, enrolment and workloads.
9. Do your members pay monthly subscriptions to the unions?
10. How long has been the local union representatives at your school?
11. How do your members benefit from the subscription?
12. Do you hold elections for the three man committee in your school?
13. How often do you hold meetings and how is the attendance of teacher members.
14. Is having many splinter unions in the teaching service necessary?
15. Has splinter unionism contributed to the new recruited teacher’s refusal to join teacher unions?
16. What suggestions would you forward to improve the representation of teacher unions at the school level.

APPENDIX “B”

INTERVIEWS FOR MINISTRY OFFICIALS

1. What are the goals for teacher unions?
2. Do you think teacher unions have achieved these goals?
3. How would you describe teacher union representation of teacher members welfares at school level?
4. How active are the local union representatives at school level?
5. Are you aware if local union representatives hold elections and meetings with teacher members in schools?
6. What is your perception on the many teacher unions existing in the ministry of education?
7. Do you think a single teacher union would represent teachers better?
8. What would be your view on the newly recruited teachers’ refusal to join teacher unions?
9. What suggestions would you put forward to improve the representation of teacher unions at the school level?

APPENDIX “C”

INTERVIEWS FOR THE MINISTRY OFFICIALS

1. What are the goals for teacher unions?
2. Do you think teacher unions have achieved these goals?
3. How would you describe teacher union representation of teacher members at the school level?
4. How active are local union representatives at the school level?
5. Are you aware if local union representatives hold elections and meetings with teacher members in schools?
6. What is your perception on the many teacher unions existing in the Ministry of Education?
7. Do you think a single teacher union would represent teachers better?
8. What would be your view on the newly recruited teacher’s refusal to join the teacher unions?
9. What suggestions would you put forward to improve the representation of teacher unions at the school level?

APPENDIX “D”

QUESTIONNAIRES FOR UNIONISED TEACHERS

PART ONE: BACKGROUND

1. Age ()
2. Sex ()
3. Name of your current school?
4. Name of your current union?
5. Year you joined the teacher union?
6. Year you joined the teaching service?

PART TWO: GOALS OF THE TEACHER UNIONS

7. n the scale of 1-4, how would you rate the goals of teacher unions where 1=lowest, 2=lower,3=high, 4=highest(for each goal tick only one box)

GOALS	1	2	3	4
Negotiations and collective bargaining				
Improvement in conditions of service				
Handling of teachers grievances				
Legal assistance				
Recognition on HIV/AIDS				
Enrolments and workloads				

Others, specify in the spaces below

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8. Do you think teacher unions have achieved their goals on representation of teacher members?
 YES() NO () If No, explain.....

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.....

PART THREE: TEACHER MEMBERS' WELFARES

9. What would be your view on teacher union's representation on collective bargaining with government.

(a) very good (b) good (c) satisfactory (d) not satisfactory

10. How would you rate teacher union representation on the following welfares at the school level? (for each welfare tick only one box) Where 1=very adequate, 2=adequate 3=not adequate.

WELFARES	1	2	3
Financial assistance			
Confirmation of teachers			
Supportive teaching and learning environment			
Legal assistance			
Workloads and enrolment			
Social welfares			

Fairness transfers and promotions			
Awards of study leave and sponsorship			

Others, please specify in the spaces provided below.

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10.How would you rate teacher unions representation o teacher welfares at the school level.

(a) very effective (b) effective (c) not effective (d) ineffective

PART FOUR: TEACHER MEMBERS BENEFITS FROM MONTHLY SUBSCRIPTIONS

11.Do you pay monthly subscription to your unions?

Yes () No ()

12. Do you benefit from monthly subscriptions?

Yes() No() explain.....

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13.Do you benefit from monthly subscriptions?

Yes() No() explain.....

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PART FIVE: ELECTIONS AND MEETINGS

14. Do you have local union representatives in your school? Yes() No() if you indicate No, explain.....

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15. Do you hold elections for three or five man committee?

Yes() No()

16. How often do you hold elections with the local union representatives?

(a) very often (b) often (c) seldom (d) never

17 How is the attendance of the teacher members?

(a) Very good (b) good (c) average (d) bad

PART SIX: SPLINTER

18. Do you think it is necessary to have teacher unions in the Ministry?

Yes() No() if yes explain.....

.....
.....

19. Is having a single union better for teacher representation? Yes() No()

Explain.....
.....

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20. Would you say that, having many teacher unions has contributed to newly recruited teachers refusal to join teacher unions? Yes() No() explain

.....

21. What extent do you feel the following would improve representation of teachers at the school level? (for each suggestion tick only one box) Where 1=very small extent, 2=small extent, 3=moderate, 4=large extent, 5=very large extent.

SUGGESTIONS	1	2	3	4	5
Feedback between teacher members and union representatives					
Plough back resources to the members.					
Creation of one strong teacher unions					
Holding of meetings between teacher unions and teacher members.					
Holding of elections and meetings					
Unions to be transparent in their operations					

Consultation of teacher members on issues concerning them.					
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Others, please specify in the spaces below

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