

**FACTORS INFLUENCING THE FORMATION OF SPLINTER UNIONS FROM
THE ZAMBIA NATIONAL UNION OF TEACHERS: A CASE OF SOUTHERN
PROVINCE.**

BY

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AUTHORS' DECLARATION

I, **Moddy Habeenzu**, do hereby declare that the contents of this dissertation are entirely based on my own findings and that I have not in any respect used any person's work without acknowledging the same to be so.

I, therefore, bear the absolute responsibility for the contents, errors, defects and any omission herein.

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APPROVAL

This dissertation by **Moddy Habenzu** is approved as fulfilling part of the requirements for the award of a degree of Master of Education in Civic Education in the School of Education at the University of Zambia.

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ABSTRACT

This study sought to establish the factors influencing the formation of splinter unions from the Zambia National Union of Teachers (ZNUT) in Choma, Pemba and Monze districts of Southern province of Zambia. The general objective was to establish the factors influencing the formation of splinter unions from ZNUT. It was a qualitative study which utilised a descriptive survey design and the method of collecting information was by in-depth interviews. A sample selected by purposeful and snowball sampling consisted of 15 teachers, 3 members of the four men committee, 4 head- teachers, 4 unionists from the district level and 4 from the provincial level. The data was analysed thematically. The findings established that there are financial, organisational and social reasons that led to the formation of splinter unions. Under financial reasons, the study established lack of income generating activities, limited international support, poor funding due to periodical allocations and an even distribution of union funds. Under organisational reasons, lack of accountability, lack of efficient leadership from school to national level, poor representation, lack of transparency among some union representatives and loss of trust and confidence were established. Under social reasons the study revealed large membership, attraction by other services in other unions, lack of consultations to grass-root members, failure to give support in times of need and discrimination in service provision. Based on the above findings, the following recommendations were made, the union must take up representation as a core business and represent all members equally, It should expand from its focus on traditional core functions to include the establishment of sustainable schemes that have significant impacts on the sides of members. The leaders also need skills on how best they can attract new members and retain current ones. The union must strive to handle members' grievances as soon as they are brought to their attention and all members should take part in decision making of the union.

Finally, this study recommends that a future study should be carried out to assess how many splinter unions intend to re-join the mother union ZNUT?

DEDICATION

To my dearest mother and father, I am what I am because of both of them. I could not have asked for a more dedicated and loving mother and father than they were. Their memories remain with me forever and I pray that they remain protected under the Almighty God's memory until we meet in Paradise (John 5:28, 29).

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LIST OF ACRONYMS AND ABBREVIATIONS

AFL.....	American Federation of Labour
ATA.....	African Teachers' Association
APO.....	African People' Organisation
BETUZ.....	Basic Education Teachers' Union of Zambia
BITU.....	British Independent Trade Unions
FFTUZ.....	Federation of Free Trade Unions in Zambia
GLC.....	General Labour Confederation
GRZ.....	Government of the Republic of Zambia
ICFTU.....	International Confederation of Free Trade Unions
ILO.....	International Labour Organisation
MMD.....	Movement for Multi-Party Democracy
NORATA.....	Northern Rhodesia African Teachers' Association
NORATU.....	Northern Rhodesia African Teachers' Union
PETUZ.....	Primary Education Teachers' Union of Zambia
PROTUZ.....	Professional Teachers' Union of Zambia
SADTU.....	South-African Democratic Teachers' Union
SAPs.....	Structural Adjustment Programmes
SESTUZ.....	Secondary School Teachers' Union of Zambia
TLSA.....	Teachers' League of South Africa
TASA.....	Teachers' Association of South-Africa
TAWU.....	Trainers and Allied Workers Union

UNESCO.....United Nations Education Scientific Co-operation

UNZA.....University of Zambia

USA.....United States of America

WCA.....Workers Confederation of Argentina

WFTU.....World Federation of Trade Unions

ZCTU.....Zambia Congress of Trade Unions

ZNUT.....Zambia National Union of Teachers

CHAPTER ONE: OVERVIEW AND INTRODUCTION

Overview

This chapter gives a synopsis of the background of the study, it highlights the statement of the problem and the significance of the study, and it further gives focus on the purpose of the study, research objectives, and the research questions. It also defines the concepts that are used in the study and ends with the ethical considerations.

1.1 Background to the study

Rubery (2003) gave a global view of unionism and holds that, unions came of age during the 2nd and 3rd quarters of the 20th century. During that period, the unions became significant forces which influenced the course and content of economic progress among workers. They also built strong organizations to represent the interests of the workers and they guided the numerous Social Institutions governing labour. In the process they delivered the major outcomes through improved living standards, equity and justice to all workers all over the world.

In the Zambian context, Malungo (2008) argued that a significant re-organisation of the trade union movement occurred in the wake of the Second World War, at that time, workers organised themselves into Employees Association of Northern Rhodesia and the teachers stood on their own without any union representation. He further argued that, in 1950, the African Teachers' Association (ATA) was formed in all the then eight provinces of Northern-Rhodesia as the first Teachers' Union with its headquarters in Livingstone (Lusaka and Muchinga were not yet delineated). ATA served all the Northern Rhodesian teachers up to 1953 when it was dissolved and the Northern Rhodesia African Teachers' Association (NORATA) was born and officially registered as the second teachers' union which served all the teachers up to 1962. Phiri (2010) further argued that, due to some social and economic challenges, NORATA was dissolved and reborn as Northern Rhodesia African Teachers' Union (NORATU) in 1962 which served all the teachers' interests up to 1964. Then in 1964, after independence, when Northern-Rhodesia was given a new name as Zambia, NORATU was also given a new name as the Zambia National Union of Teachers (ZNUT).

According to Malungo (2008), at the time of its formation, ZNUT was the most popular and influential teachers' union in the country. It had the necessary qualified staff and structures to run the country's educational matters. It was the key player in policy development and programme implementation. Malungo (2008), further explained that most stakeholders, notably the Government of the Republic of Zambia (GRZ) through various departments, Non-governmental Organisations and civil societies involved in educational matters collaborated very closely with the Union. The Union also pledged to solve the problems being faced by the Zambian teachers with vigour and determination.

The union covers the whole country but the focus of this study was on Choma, Pemba and Monze Districts of Southern Province of Zambia. In these three districts the Zambia National Union of Teachers (ZNUT) represented all the teachers in the five educational tiers: the primary, the Basic and the Senior Secondary School levels, the colleges and the Universities. Even when it has done so, there has been a continuous formation of splinter unions from the mother body union ZNUT. In order to validate the above observation, it is recorded that in the mid-1990s and mid 2000s a number of teachers' have moved away from ZNUT to form splinter unions involving members countrywide. The unions which were formed are the Secondary School Teachers' Union of Zambia (SESTUZ), the Primary Education Teachers' Union of Zambia (PETUZ) (currently the Basic Education Teachers' Union of Zambia (BETUZ) and the Professional Teachers' Union of Zambia (PROTUZ).

It is, therefore, for this reason that this study intended to establish factors influencing this formation of splinter unions from the mother body union, ZNUT.

1.2 Statement of the problem

According to Blaiki (2010:24), the statement of the problem can be defined as an intellectual puzzle that the researcher wants to investigate. It is a succinct puzzle that the researcher wants to investigate. It is a succinct statement of the dilemma that the researcher intends to resolve (Sampson, 2012:28). Therefore, the next paragraph presents the problem that the proposed study endeavoured to investigate.

Even if the International Labour Organisation (1998) advocated that the major role of any labour movement is to promote and defend its employee's interests in any undertaking, it is unclear as to why so many teachers defect from one mother body union, in this case, ZNUT,

to form splinter unions when they belong to one and the same Ministry- the Ministry of General Education.

1.3 Purpose of the study

The purpose of this study was to establish the factors influencing the formation of splinter unions from the mother body teachers' union, ZNUT.

1.4. General objective

The general objective of the study was to establish the factors influencing the formation of splinter unions from ZNUT.

1.4.1 Specific objectives

The specific objectives of this study were to establish the:

1. reasons why some teachers moved away from ZNUT to form splinter unions.
2. achievements scored by those teachers who moved away from ZNUT to form splinter unions.
3. possible solutions to discourage the formation of splinter unions from ZNUT.

1.5. General research question

What are the major factors influencing the formation of splinter unions from the mother body union, ZNUT?

1.5.1 Specific research questions

The study was undertaken to address the following specific research questions:

- i. What are the reasons for the movement of teachers from ZNUT to form splinter unions?
- ii. What achievements have they made by moving away from ZNUT to form splinter unions?
- iii. What are the possible solutions to discourage the formation of splinter unions from ZNUT?

1.6 Significance of the study

It is envisaged that the findings of the study may add value to the existing body of knowledge on labour movements or unions in Zambia.

The findings of the study may bring out relevant information on the factors that contributed to the formation of splinter unions from ZNUT. That information may help ZNUT in planning and implementation of programmes. Additionally, the study may bring out relevant information that may help unionists to sustain their current membership and even attract new ones.

The study on factors influencing the formation of splinter unions from the mother body union, ZNUT is very significant because the Ministry of General Education and the teacher unions, in general, can benefit greatly from this study as the findings may be used to design the programmes that are more responsive to the members.

1.7 Theoretical Framework

A theory is of great importance in all undertaken research works. According to Charmaz, (2011), a theory provides a flexible analytic guideline that enables a researcher to focus his/her data and allows him/her to interact with data through a process of detailed coding, comparison, and conceptualisation of data. According to Udo-Akang (2012, p.1), a research without a theory has no foundation. Likewise, theory depends on research to provide proof of the theories correctness. The implication here is that each research conducted must have a theory guiding it. Yet Grant and Osanloo (2014) contend that the development of the theoretical framework helps the researcher to clarify his/her implicit theory in a manner that is more clearly defined. It helps the researcher to consider other possible frameworks and to reduce biases that may sway his/her interpretation. The theoretical framework serves as a guide to the research and assists in determining what things the researcher will measure and examine. It is something solid and reliable on which to build the research and to inform the rest of the researcher's design (Osanloo, 2014, p.14). As such, it is important for a researcher to examine his/her own epistemological beliefs when selecting a theoretical framework.

Udo-Akang as cited in Wacker (1998) provided three reasons why the theory is important for research as it provides a framework for analysis, an efficient method for field development, and a clear explanation for the pragmatic world.

The utilisation of a theoretical framework in this study is in line with the above justifications on the relevance of a theoretical framework in any research conducted. So, the study was undertaken using the classical and structural functionalism theory

According to Simon (1994), approaches to organisational theory tend to follow the pattern of the bureaucratic classical and the structural functionalist perspectives. The emphasis of the bureaucratic classical approach is on the organisational structure and all that is required to sustain it. These may include the methods of publishing, the communication channels, and other procedures.

1.8. The Bureaucratic Classical Theory (Max-Webber (1900-1935))

Max-Webber's bureaucratic classical theory focuses much on the structure and activities of formal organisations. He developed a theory of authorities of structures in which he identified bureaucracy. Bureaucracy is a system characterised by a clearly defined hierarchy, detailed rules and regulations and inter-personal relationships. He recognised that this ideal bureaucracy did not exist in reality but rather represented a selective reconstruction of the real world. The distinguishing features of a bureaucracy were a definition of roles within a hierarchy where job holders were appointed on merit and were subject to rules as well as being expected to behave as required (Cole, 2006:4). This bureaucracy has the following characteristics:

i. Job specialisation: Jobs are broken down into simple routines and tasks are well defined. This applies in some teacher's union, where the union chairperson has his/ her defined tasks, the vice union chairperson and his tasks, the union secretary, the union treasurer and the committee members all of them with their tasks well-defined.

ii. Formal selection: All the organisational members are selected on the basis of their qualifications. For instance, a chairperson at district level must be a registered member of that union in that particular district.

iii. Authority hierarchy: Offices are organised in a hierarchy, the lower offices being supervised by the higher offices. For example, the district union offices are supervised by the provincial union offices and the provincial union offices are supervised by the national union offices.

iv. Formal rules and regulations: These are put in place to ensure uniformity of operations from the employers by the employees. For instance, the rules must be applied uniformly, that is, the union officers must avoid involvement with personalities and personal preferences of employees on certain matters.

v. Career orientation: professional officials must work for fixed salaries and must pursue their careers within the organisation.

Max-Webber's characteristics of bureaucratic organisations make the authority of the officials be subject to published rules with legitimacy.

This theory was appropriate because of its emphasis on the organisation of people at work and how they organise their work. It gives a clear analytical framework to work with.

1.8.1 The Structural Functionalism Theory (Emile Durkheim, 1858-1917).

According to Kombo & Tromp (2014: 56), the above theory proposes that a human society is like an organism and is made up of structures called social institutions. These institutions are specially structured so that they perform different functions on behalf of society. This theory attempts to provide an explanation of how human society functions and how it is organised and what each of the various social institutions does in order for society to continue existing. According to this theory, organisms are interrelated and interdependent and for this reason, if one organ does not function properly, it can affect the other and ultimately the whole.

This theory was appropriate because of its emphasis on the organization of people at work and how they organize their work.

1.9. Operational definition of terms

Zambia National Union of Teachers: It is the first union that served all the teachers' interests in post independent Zambia before the formation of splinter unions. It is usually referred to through its acronyms, ZNUT.

Teachers' unions: These are the unions which represent the teachers' interests. Their mandate evolves around no other civil servant but the teachers only. In Zambia, they are four, and these are the Zambia National Union of Teachers (ZNUT), the Secondary School

Teachers' Union of Zambia (SESTUZ), the Basic Education Teachers Union of Zambia (BETUZ) and the Professional Teachers Union of Zambia (PROTUZ).

Splinter unions are unions which were formed from the mother body unions. In the case of teacher' unions in Zambia, these are SESTUZ, BETUZ and PROTUZ.

Mother body: It is the original union which represented the interests of members before the formation of splinter unions. In the case of this study, it is ZNUT.

1.10 Structure of the thesis

The study consists of six chapters.

The first chapter looked at the background of the study, the statement of the problem and outlined the objectives, further, it addressed the research questions and highlighted the significance of the study with the intention of helping the reader grasp the relevance of the topic. Furthermore, it defined the terms used, and finally gave the relevant theories to the study.

Chapter Two presents literature review in related areas of the study and pointed out the gaps noted in the studies existing.

Chapter Three presents the methodology employed in the study. It has seven sections under the following sub-headings: research design, study population, sample and sampling procedures, data collection procedures, data analysis, and limitations, and delimitations.

Chapter Four presents the findings using the information which was gathered from the participants during the interviews and then Chapter Five discusses the findings in relation to the literature reviewed and theory.

Chapter Six presents the conclusion and recommendations based on the major findings of the study and gave a summary and conclusion of the entire study.

Conclusion

The first or the introductory chapter was focused on the background of the study, the statement of the problem, the purpose of the study and the objectives. It also highlighted the significance and further discussed the theories which guided the study. The chapter

highlighted that, at the time of its formation, ZNUT was the most popular and influential teachers' union in Zambia. It had all the necessary qualified staff to run the country's educational matters such that even the NGOs and civil societies collaborated very closely with the Union, the Union further pledged to solve the problems being faced by the Zambian teachers with vigour and determination but later some members started moving away from the union to form splinter unions, this is what then prompted this study.

CHAPTER TWO: LITERATURE REVIEW

Overview

Boote and Belle (2005:3) argued that “a researcher cannot perform significant research without first understanding the literature in the field.” Randolph (2009), adds that writing a faulty literature review is one of the many ways to derail a dissertation because if the literature is flawed, the remainder of the dissertation may be viewed as flawed too.

The above assertions are true because literature review means an account of published works that the researcher consults in order to understand and investigate the research problem which also is of great importance to all studies. Thus, if the literature is poorly reviewed, the dissertation may be viewed as flawed too. This chapter is, therefore, a review of the various sources of literatures that were reviewed in the study. The review is discussed under the themes definition of trade union and teachers’ unions, basic principles, responsibilities, functions and services of teachers’ unions and an analysis of the benefits of joining teachers’ unions. A review of recent studies based on the factors influencing the formation of splinter unions elsewhere was also reviewed to inform this study. The purpose of this review was to broaden the researcher’s knowledge base in the research area and helping the researcher to understand the subject area better. The presentation of this literature review was based on recurring themes generated from various sources of literature ranging from local, region and world view.

2.1 The concept of trade unionism and teacher unionism

Trade union

The predominant historical view on unionism by Sidney Webb and Beatrice Webb (1894) holds that a trade union is a continuous association of wage or salary earners for the purpose of maintaining or improving the conditions of their employment. They further argued that it is an organisation of workers who have come together to achieve common goals such as protecting the integrity of its trade, achieving higher pay and benefits such as health care and retirement, increasing the number of employees an employer assigns to complete the work, safety standards, and better working conditions (Webb and Webb, 1920).

A modern definition by the Australian Bureau of Statistics states that a trade union is an organisation consisting predominantly of employees, the principal activities of which include the negotiation of rates of pay and conditions of employment for its members (Trade Union Census, 2011). Furthermore, Gordard (2003:14) posits that trade unions are organisations of employees established to improve the conditions of employment of its members through the process of collective bargaining.

He further states that association in trade unions is a fundamental Human Right which was affirmed by the International Labour Organisation in 1995 and the World Trade Organisation in 1996. In essence, Gordard's view is that trade unions are empowered to serve and negotiate collectively on behalf of their individual members. From this argument, it can be argued, therefore, that the principle duties of trade unions are representation and collective bargaining.

According to Kallabod (1995), a trade union is a continuous association of wage-earners for the purpose of maintaining and improving the conditions of their working lives. Under the Trade Union Act of 1926, the term is defined as any combination whether temporally or permanently formed primarily for the purposes of regulating the relations between workers and employers.

Karl Marx described a trade union as the value of labour power that constitutes the conscious and explicit foundation of the trade union whose importance for the working class can scarcely be overestimated. Therefore, the trade unions aim at nothing than to prevent the reduction of wages and salaries below the level that is traditionally maintained in the various ministries. That is, they wish to prevent the price of labour power from falling below its value (Capital, 1867, p. 1069).

In addition to the above definitions of trade unions, it should be noted that trade unions also have the mandate of embracing the principles of democracy, fair play, and social justice and also promote dialogue and arbitration in resolving their union issues.

The literature reviewed by Gordard, 2003; Webb and Webb, 1920; Kallabod, 1995 and Capital, 1867 was of vital relevance to this study in the sense that it has defined what trade unions are which is critical to this study.

Although this study benefited from the above literature, it is still important to note that the literature that exists is lacking because it does not fully address some of the areas the studies is interested in. Hence, this study endeavours to establish factors influencing the formation of splinter teachers' union from the mother body union, the Zambia National Teacher's Union (ZNUT).

Teachers' unions

According to Giroux (2000), teachers' unions are associations of teachers who have joined together to achieve goals in areas such as salaries and working conditions. He further adds that teachers' unions exist to deal with problems faced by members, these problems include issues concerning the pay, unfair work rules and timing (period of work).

Giroux's argument is that teachers' unions are formed by teachers or lecturers and they have come together to improve their working conditions and to try to solve the problems they face among themselves.

Another scholar named Lawn, (1987) defined teachers' unions as organisations composed predominantly of teachers or education employees that provide support system for professionally oriented teachers as they aim to have a perpetual struggle towards the quality of teaching and learning on one hand and towards the enhancement of the status of the teaching profession in general on the other. In essence, they make teachers' lives easier so that they continue empowering the learners with the most important tool which is education without stress or worry. As to whether or not ZNUT provides this atmosphere is an issue, this study intended to establish.

We can argue that teachers' unions are organisations of teachers whose primary function is to make every effort to enhance and safeguard members' interests, rights, and privileges at their workplaces and in their social life.

The literature reviewed in (Giroux, 2000) and in Lawn, (1987) was of great significance to this study because it defined teachers' unions which is a vital part of this study. The definitions highlighted how teachers unions deal with problems faced by members and how teachers' unions provide support systems for professionally oriented teachers and this gave insight to what really teachers' unions are. Although the literature reviewed on teachers' unions gave insight to the researcher, the literature did not fully respond to the holistic core

of the study which is about factors influencing the formation of teachers' unions from the mother body union in Zambia. Therefore, this study endeavoured to establish the major factors influencing the formation of splinter teachers' unions from the mother body union.

2.2. Principal aims of teachers' unions

According to Shanker (1997), teachers' unions have a number of principal aims. These include: to further the cause of the organisations of teachers; to promote peace, democracy, social justice and equality through the development of education and collective strength of teachers; to seek and maintain recognition of the union rights of workers in general and of teachers; to enhance the conditions of work and terms of employment of teachers, and to promote their professional status in general through support for member organisations and; to support and promote the personal and the professional freedoms of teachers and the right of their organisations to participate in the formulation and implementation of educational policies; to combat all forms of racism, bias and discrimination in the respective union due to gender, marital status, age, religion, political opinion, social or economic status or national or ethnic origin; to promote and assist in the development of democratic organisations of teachers particularly where political, social, economic or other conditions impede the application of the human and trade union rights, the advancement of their terms and working conditions and the improvement of educational services and to contribute to further the development of the teacher union movement.

According to the researcher's point of view, the principle aim of the teachers' unions is to maintain themselves as unions of teachers under the union category so as to be recognised by the Ministry of Education and to negotiate on behalf of all members by advancing their individual and collective interests in entering into collective agreements.

The literature reviewed by (Shanker, 1997) was of great significance to this study in the sense that it highlighted on the principal aims of teachers' unions which are part of the areas of concern in the study. However, it is worth noting that even if the study benefited from the reviewed literature in one way or another, it was noted that the literature does not address the factors influencing the formation of splinter teachers union from the mother body teachers' union, ZNUT. Hence, this study endeavoured to establish the factors influencing the formation of splinter teachers' unions from the mother body union, ZNUT.

2.2.1 Responsibilities of teacher unions

The unions of teachers in a global context have different responsibilities to carry out. The International Labour Organisation document titled ILO (1995) posits that the first responsibility of teachers' unions is to defend the rights and interests of members. In particular, the unions of teachers have the mandate to judge whether public educational provisions meet the acceptable criteria of social justice as formulated, for example, according to the ILO discrimination (Employment and Occupation). Recommendation 1958 no.111, "all persons should, without discrimination, enjoy equality of opportunity and treatment in respect of access to employment of their own choice based on individual suitability." Therefore, teachers' unions are responsible for educating their members on several issues that pertain to their work so as to promote solidarity and action. Furthermore, Wong (2000) stated that teachers' unions have a responsibility of judging real and practical possibilities of access by members to education. Teachers' unions consider how they can best equip themselves for participation in the debate on policies and practices through appropriate programmes of workers' education addressed to the leadership and the general membership.

It can be argued that even when the above tasks and responsibilities are carried out by mother unions, the formation of splinter unions cannot be avoided because unions are formed as a result of multiple reasons based on their initial ideas.

The literature reviewed in (ILO, 1995 and Wong 2000) holds a great value to this study in the sense that it highlighted more on what teachers' unions can do, which is somehow attached to the interest of this study. However, it wouldn't go without criticisms because none of the two address the factors influencing the formation of splinter unions from mother body unions, hence the need for the study to establish the factors influencing the formation of splinter unions from the mother body union, ZNUT.

2.2.2 Functions of teacher unions

Robbins (2004) argues that the teachers' unions can have functions; he classifies the functions of teachers' unions into three categories which include military functions, fraternal functions, and social functions.

Militant functions

Under this function, the union activities lead to the betterment of the position of their members in relation to their employment. The aim is to ensure adequate salaries, secure better conditions of work and get better treatment from employers. When unions fail to accomplish these aims by a method of collective bargaining and negotiations, they adopt an approach and put up a fight with the management in form of go-slow tactics, strikes and boycotts. Therefore, these functions are known as militant or fighting functions.

Fraternal functions

These functions are performed by teachers' unions in a view to render help to members in times of need and when they are improving their efficiency. Under these functions, the unions try to foster a spirit of cooperation and promote friendly relations among their members. They take up welfare measures to improve the morale of the members, they also arrange for legal assistance to members. Besides these, they undertake a lot of welfare measures for their members, for example, school or education and other recreational facilities. The fraternal functions depend on the availability of funds which the unions raise by membership subscriptions and donations from other organisations and also on their competent and enlightened leadership by organising income generating ventures.

Social functions

Here teachers' unions undertake and organise welfare activities and provide a variety of services to their members that include organisation of mutual funds, providing housing, cultural programmes and medical facilities and other social functions which are not mentioned.

This study has gotten great benefit from the literature reviewed in (Robbins, 2004) because it has talked of the major functions of union which are in line with the areas of interest in the study.

In the researcher's view, teachers' unions must also carry out economic functions such as striving to further the education of members at all levels by sponsoring them for different courses pertaining to union issues and then aim at soliciting funds to further union objectives whenever the need arises. They should also address political matters such as rendering legal advice to members during times of need.

Even if this study benefited from the above literature by Robbins (2004) it is still subjected to criticism because it does not fully come out to address some of the areas of concern in this study, for instance, its focus is on the functions of trade union in general and does not come out clearly to put emphasis on the factors influencing the formation of teacher trade unions from the mother body union, ZNUT and the challenges facing the mother body union, therefore, the focus of this study establishes the factors influencing the formation of splinter unions from the mother body union, ZNUT.

2.2.3 Basic principles of teacher unions

The international labour organisation document titled ILO (1975) argues that teachers' unions have principles which guide their functions. The relevant document then outlines four basic principles of teachers' unions below.

The first purpose of forming teachers' unions is to give members the collective strength to combat injustice, to resist exploitation and to demand fair conditions of employment. Therefore, this purpose calls for a consensus among members in the first place on what is just and fair and that no gains can be secure until that consensus broadens to encompass general membership and this requires an education of social climate. The principle element of such a revolution is education that will help members to understand the need for acceptable labour standards. The teachers' unions, therefore, need to educate their members in trade unionism.

The second principle of teachers' unions is that the aim of defending the interests of members must be translated into a programme of positive goals for workers. These must include the political and legal recognition of members' rights. The goals must take an account of the means by which members can improve their conditions of life. Therefore, every teacher union member must be identified as one or as an individual.

The third principle of teachers' unions is that solidarity in pursuing these goals can be assured only if members understand the importance of them being part of the union. Teamwork is very important among members if success is to be gained or achieved. A team according to Adair (1996) is not only a group of members with the common aim but one that the contributions of individuals are seen as complementary. Collaboration is the keynote of a team activity.

The fourth and last principle is that these goals can be effective only if the leaders acquire appropriate skills. In leadership, there are key variables which include the leader, their task or their goals, the group members and the environment or the situation. Cole (2004: 53-55) stated that the key variable is the leadership role which includes required skills, principles, knowledge and personality. He goes on to say that group members may not have the best blend of knowledge and skills but may need the motivation to achieve the overall objectives.

In accordance with the existing literature and off course the researcher's point of view, teachers' unions must then be concerned about their goals, policies and effectiveness of education among members. They must provide the education addressed to the development of attitudes, respect for human rights, concern for the status of all members, commitment to democracy and social justice and should seek to ensure that they create a climate in which access by members to education is a seriously accepted aim.

The literature reviewed in ILO, 1975, Adair (1996) and Cole (2004) was important to this study because it provided relevant information on the basic principles of teachers' unions which undergird their functions and these principles cement one of the areas of interest for the study. However, the above literature is still lacking in the sense that it does not fully address the core areas of concerns of the study with the focus on establishing the factors influencing the formation of splinter unions from the mother body union, ZNUT. In view of the above observation, this study was interested in establishing factors influencing the formation of splinter unions from the mother body union, ZNUT.

2.2.4 Reasons for joining teachers' unions

There are a number of reasons behind teachers' joining teachers' unions. According to Wong (2000) teachers join unions due to their greater bargaining power. An individual employee has very little bargaining power as compared to that of his employer; therefore, the better course for him or her is to join the union that can take action against the employer on his or her behalf.

Wong (2000), further contended that some teachers join unions in order to minimise discrimination; there are claims that sometimes chances of favouritism and discriminations between the employer and the employee do exist, so a union can compel the management to formulate policies that press for equality of treatment for all union members.

Teachers' sense of security is yet another reason advanced toward teachers' joining the unions. This is because of their belief that it is an effective way of securing adequate security and protection from various types of hazards and income insecurity such as accidents, injuries, and illnesses (Wong, 2000).

Some teachers join teachers' unions due to their desire for a sense of participation. Here teachers join the unions because they believe that they can participate in the management of matters that affect their interests. They also feel that they can gain respect in the eyes of their fellow workers.

Sometimes, teachers join teachers' unions in order to have a platform for self-expression. Here the teachers believe that when they join the unions, their voices are heard by the management and are given due respect than when they voice out alone.

Lastly but not the least some teachers join unions for the betterment of relationships. The members feel that unions can fulfil the important need for proper maintenance of the employer – employee relationship.

The foregoing arguments from the literature reviewed in Wong (2000) are of great significance to this study because they have hinted on the motivational factors for joining teachers' unions which are somehow connected to the areas of concern in this study; however, it is of vital importance to state that the above author's literature wouldn't go without criticisms. One of the criticisms is that while it highlights some general reasons why teachers join teachers' unions, it does not focus on the factors influencing the formation of splinter unions in Zambia from the mother body union, ZNUT. In view of the above observation, this study sought to fill the gaps identified in the literature reviewed.

2.2.5 Factors influencing the formation of splinter unions in the global perspective

A comprehensive literature review by Towsley as cited in UNESCO/ ILO (1986) highlights concerning the status of teachers that the World Federation of Trade Unions (WFTU) brought together trade unions across the world in a single international organisation, but a number of Conservative-Labour Federations, notably the American Federation of Labour (AFL) felt that, trade unions from communist countries were government dominated and they feared that their inclusion was to lead to domination of the communists by the Soviet Union. Later, the AFL and other trade unions teamed and formed the International Confederation of

Free Trade Unions (ICFTU) as an international splinter union which rejected communist ideas.

The foregoing scenario highlights that an international splinter union was formed with a view of rejecting communist ideas and the main factor found to contribute was that trade unions from communist countries were government dominated. This literature was vital to the study because it provided information on one of the reasons for the formation of splinter unions in the western countries.

Discussions on factors leading to the formation of splinter unions in the Manual on Social Law in the Republic of Benin, May (2008), highlights that despite the success made by Beninese trade unions in collective bargaining, there are a number of challenges that they encounter, some of which are intra-union challenges and some of them are inter-union in nature. Among the intra-union challenges, are the increased presences of worker heterogeneity. This is when both full-time and casual employees exist in one workplace with differences in their concerns. For instance, while some workers may be more concerned with overtime, others may be worried about performance contracts. The implications based on the above literature are that in such situations, unions find it difficult to galvanise all the members for effective negotiations.

This study gained a lot from the above argument as it guided that the intra-union challenges can lead to the formation of splinter unions.

The argument according to Munck (2013: 236) highlighted that “trade unions today face many challenges as a result of a quarter century of neoliberal globalisation and its resultant decomposition of labour. Migration – the free mobility of labour – has traditionally been seen as a problem for trade unions. Migrant workers have been seen as undermining well-established labour norms and, for that matter, a ‘difficult to organise’ sector. Furthermore, Schmdit (2007) in his paper on trade union responses to globalisation which is a review by the global union research network, Geneva, International Labour Office (2007) argued that, trade unions throughout the world are facing the challenges of rapid economic and social changes through a globalised process that is undermining existing regulations and arrangements without providing an adequate new regulatory framework. The said challenge letter led to the formation of splinter unions in the western countries.

One point of argument that can be drawn here is that neo-liberal globalisation has posed a challenge to labour because, much as workers are divided by gender, age and ethnicity and as much as they are also divided according to national origins and citizen status, so are there many historical examples of trade unions opposing the entry of foreign workers into their national labour force.

This study got benefits from the forgone arguments from the literature reviewed in (Schmidt, 2007; Munck, n.d; ILO, 2007) in the sense that they have highlighted some of the challenges faced by trade unions from a global perspective which later led to the formation of splinter unions in the western countries.

This is also in line with the literature reviewed in the issue paper, entitled Ministries in charge of Education, October, (2006). The Ten-Year plan of Development of the sector of Education in Benin (2006-2015), paper states that after the glorious post-independence days, unions in Benin have suffered a decline in membership. The structural adjustment policies of the Bretton Woods Institutions combined with the forces of globalisation partly explain the decline in the membership of the unions. Economic policies pursued over the last few decades have decimated employment, particularly in the formal sector. The informal economy has exploded with the vast majority of people pursuing self-employment. These challenges were compounded by the revolutionary dictatorship of the 1990s.

The other factor for the formation of trade unions from a global perspective is the failure of unions to attract members from new firms due to employees' low expectations of unions. According to a study conducted by (Socklick, 2004) on Changing Agenda for Trade Unions, the workers seem not to be motivated by the voice effect alone. The issue is also exacerbated by the fact that a large and part-time and temporary workers do not belong to company unions making it hard for unions to grow in the era of actualisation of labour markets.

The argument by Socklick (2004) highlighted on one of the factors influencing the formation of trade unions from a global perspective. Although this study benefited from the literature by Socklick (2004), the literature reviewed is subject to the critic as it is too general and also overlooks the aspect of context.

Sarah and Williams (2012), in their book titled "*Labour in the Global South*" discovered that the global economic and political insecurity pose enormous problems for labour in the global south which later led to the formation of splinter unions. In some countries such as Argentina

and Bolivia, social movements have become rivals to unions while in others such as Brazil and India unions have forged alliances with political movements both in and out of government.

The foregoing scenario hinted on how global economic and political insecurity poses enormous challenges for labour in the global south which later encouraged the formation of splinter unions. However, even if the study benefited from the above authors' literature, the literature is lacking in showing factors that influence the establishment of splinter unions in Zambia.

Going by Webster (2001), there are two major challenges that affect the trade union movement. The first is the competitive economic environment that emphasises the importance of labour costs reduction and the second is the American labour law which gives employers full rights to resist unionisations.

The researcher does not support the above argument where any labour law of any nation gives employers the right to resist unionisation because by belonging to a union, an individual employee can have a big platform for self-expression, he/she can raise issues to the management which affect his/her interests. Nevertheless, the literature by Webster (2001) is valid for this study because it has talked about the challenges facing the union movement globally which later led to the formation of splinter unions.

Shindondola-Mote (2011) argued that, the biggest challenge confronting trade union movements as they seek to expand services and benefits to their members is funding. Unions have traditionally relied on collective bargaining and on union dues to provide services and benefits to their members but the dwindling membership is adversely affecting the finances of the unions, hence their inability to provide services and benefits outside of the collective bargaining framework. In some countries, union membership has been cut into halves making it difficult for the union to even maintain the existing benefit schemes let alone introduce additional ones.

The literature by Anselme and Amoussou (2011) in their study on country case studies Chapter (3) entitled "*The Union Services and Benefits in Benin*" discovered that the relative inefficiency in Benin weakens the unions in the eyes of the employers. Their members lose confidence and eventually they move away from their original unions and join other unions.

On the other hand, the plethora of the union and the lack of unity of actions is one of the things that had contributed to the influence of trade union action in Benin.

It can be argued that when the union is affected by relative inefficiency, it weakens the union's operations and as a result, members, lose confidence in the union and then they really opt to move away from the original unions and from the unions of their liking. On the other hand, this shouldn't be the case because when unions are hit by relative inefficiency they are supposed to initiate income generating activities to raise funds to run their unions. Nevertheless, the foregoing argument supported this study in the sense that it raised issues concerning the formation of splinter unions in the global context.

Bhulungu (1999) in his book titled "*Generational Transition in Union Employment: The Organisational Implications of Staff Turnover in COSATU Unions*" argues that in Argentina, the confrontations within the union confederation over whether or not to support the liberalisation process in the General Labour Confederation (GLC) union led to the creation of the Workers Confederation of Argentina (WCA). This splitting apart of union movement confirmed the lasting division inside Peronism. It is further claimed that the most striking aspect of the workers union activities especially those of the GLC was their backing of Menem's structural reforms. The support given by the dominant Peronist union leadership to the reforms led to the formation of a split in the union movement and the formation of splinter union called the Workers Confederation of Argentina (WCA) which became a key player in challenging officials and corrupt union politics.

According to the Trade Union Act, 1926, Section 22, "any seven (7) or more members of a Trade Union may be subscribing their names to the roles of the trade union by complying with the provisions of this act with respect to the registration or apply for the registration of a trade union under this Act." These provisions have led to the formation of multiple splinter unions in India.

The above literature supported this study in the sense that it addressed one factor which influenced the formation of splinter unions in India.

The literature from the Indian Trade Union Act of 1926 states that, the absence of paid office bearers does not permit the unions to engage the services of full-time paid office bearers. So, the union representatives who work on a part-time basis have neither the time nor the energy to take up union activities sincerely and diligently. The other factor which led to the

formation of splinter unions in India is illiteracy, as a result of their illiteracy, the workers in India failed to understand the implications of modern trade unionism. Their illiteracy coupled with ignorance led to the predominance of outside leadership and to the formation of splinter unions in India.

According to the literature by Johnson (2004) in his empirical examination of union density in six countries namely; Ecuador, Mexico, Nicaragua, the United States of America, Venezuela and Canada, talks on the intra-union challenges, he argues that individual unions operate in isolation, they do not capitalise on their individual differences in membership strengthening and technical abilities to assist each other.

The implication concerning the above argument is that some unions appear to have better negotiators than others and as a result, some members leave their unions and opt to form other splinter unions with a view that they have better negotiators because they expect information sharing and technical assistance from such unions.

Macpherson and Wayne Vroman (2001) carried out a study in America and in their findings they stated that the decline in unionisation since World War II in USA has been associated with a pronounced rise in income and wealth inequality and since 1967 with loss of middle-class income. This scenario made some members move away from their original unions to form splinter unions where they expected a balanced income and wealth equality.

The above factors led to the formation of splinter unions in the global perspective, so, it is not known if the same factors also apply to the formation of splinter unions from ZNUT,

2.2.6 Factors influencing the formation of the splinter unions from the African perspective

In Africa, some scholars who discovered different factors influencing the formation of splinter unions from mother body unions, out of these scholars, there is Levin and Seddon (2013) who conducted a study in South-Africa and their findings were that, before the formation of the South-African Democratic Teachers' Union (SADTU) in 1990, there was already an existing teachers' union called the Teachers' Association of South Africa (TASA). This union was made up of Indian teachers, but in Apartheid South Africa, education was divided along racial and ethnic lines, hence Indian teachers could only affiliate to TASA at that time. On the hand, coloured teachers were not well paid and in most cases they were underpaid. They were also overlooked, poorly trained and oppressed by the Apartheid

Government. As a result, the representative of the African People's Organisation (APO) saw the need for the formation of the coloured teachers' association as a splinter union to organise the teachers for collective action to improve coloured teachers' working conditions.

APO as a wide-awake watchdog of coloured teachers' interests played an important role in the formation of the Coloured Teachers' Association called the Teachers' League of South-Africa (TLSA) as a splinter union from TASA.

This study benefited from Levin and Seddon (2013)'s literature in that it has highlighted information on how the South African coloured teachers formed a splinter union. The reason for the formation of this association was to improve the coloured teachers' working conditions.

A South-African study which was conducted by Chere Monaisa and Melisizwe Tyiso discovered that, in 1973, there was a spate of wildcat strikes which were by workers in Durban. These strikes were known as Durban strikes which later resulted in the rise of Black Independent Trade Unions (BITU) which culminated in the formation of a new trade union federation (FOSATU) in 1979. This union was a splinter union from the White Trade Union (WTU). Later COSATU also emerged from the Independent Black Trade Unions which embraced multi-racialism within its ranks.

The above study highlights how the Durban strikes gave rise to the birth of splinter unions in South-Africa, it did not talk about the birth of splinter unions from ZNUT as a major factor in this study.

In Nigeria a study was conducted by Hauwa Mustapha and Baba Aye (2011), this study discovered that, the trade union ordinance of 1939 allowed any combination of five or more workers to be registered as a trade union, this move of allowing such a small group of members to form a trade union resulted in the formation of a plethora of unions and by the early 1970s there were many splinter unions from the original unions such that there were over one thousand registered unions in Nigeria.

Schillinger (2005) in his occasional paper entitled "*Trade Unions in Africa: Weak but Feared*" discovered that trade unions in Africa are facing severe challenges from the impact of neo-liberal globalisation. Neo-liberal globalisation has resulted in the erosion of formal employment, the traditional base of trade unions. It is characterised by relaxation and regulation of state authority and a shift to market regulation. This has had a profound impact

on the labour markets and has resulted in the massive decline of the labour movement in terms of membership strength. African trade unions are, therefore, facing a formidable challenge in organising workers in these new forms of employment which is a factor in the reasons for the formation of splinter unions.

On the same, Nthomang (2005) contends that trade union strength has been affected by the reduction in membership numbers due to neo-liberal economic policies. These policies have given members freedom to form splinter unions.

The implication of the above arguments is that the strength of any trade union lies in numbers, therefore, a reduction in membership means that trade unions have little impact in terms of action to force out their demands from employers.

Nthomang's argument is valid in that when there is a reduction in membership numbers, the union strength is also affected because union strength to deliver services and benefits is much dependent on union membership which takes part in monthly subscriptions and other union income generating ventures.

This study had profound benefits from the literature reviewed in (Nthomang, 2005 and Schillinger, 2005) because the literature has highlighted on the challenges faced by trade unions from the impact of neo-liberal globalisation which then led to the formation of splinter unions.

A comprehensive literature reviewed by Khabo (2008) argued that in the sub-Saharan unions, there is a lack of effective coordination among the unions. The bargaining process is often dominated by political figures that are not even necessarily knowledgeable in the subject matter of negotiations. The members with professional and technical expertise do not get the opportunity to be part of the negotiations teams. This situation frustrates some members who then opt for the formation of splinter unions.

From the foregoing argument by Khabo (2008)' it is clear that if people who take part in negotiating for issues are blind on subject matters of negotiation, then they may end up negotiating for issues that are not of great importance to members and this is a share waste of time because they are negotiating on the negative side for members.

This literature has hinted out on the lack of effective coordination among the trade unions as one of the major challenges faced by trade unions from the African perspectives which later influenced the formation of splinter unions.

Tswipe (2009) in his manuscript entitled “*A Review of the Public Service Act*”:2008 of the country of Botswana- a term paper states that trade unions face an information asymmetry where some employers refuse to disclose important information which is relevant to the subject matter of negotiations as required by the Labour Laws of the various countries. Consequently, leaders of their unions negotiate from a position of their weakness because they are denied information needed for effective negotiation. The literature by (Tswipe, 2009) was of great benefit to this study because it provided significant information on the potential areas of the challenges facing trade unions in the African perspective which later influenced the formation of splinter unions.

Kalusopa (2011) conducted a study in Botswana, in his study he found out that the Trainers and Allied Workers Union (TAWU) is the specialised occupational union for tertiary education, vocational training, and research institutions. Furthermore, he found out that TAWU has dual purposes and these are professional and industrial, but the union faces the major internal challenge of the trained personnel at various levels and it has no strategic plan, the formal sector is not fully developed, the staff not well resourced, grass root structures not fully involved and poor project writing skills limits donor funding.

In view of the research if the union has no trained personnel to deal with union issues, the union can experience paralysis in social and economic issues that need the attention of the trained staff as a result this poses a big challenge. The literature reviewed by Kalusopa (2011) benefited this study because it highlighted on the internal and external challenges faced by the Trainers and Allied Workers’ Union in Botswana. These challenges later led to the formation of splinter unions.

Chiripanhura and Kanyenze (2011) conducted a study in Zimbabwe and wrote their research paper titled “*The State of Union Organisation in Zimbabwe*”, they found out that, the Zimbabwe Congress of Trade Unions (ZCTU), is confronted by a liberalisation of labour markets, mass poverty and unemployment, a shrinking economy, rival unions and declining membership. Most of the protection which was formerly enjoyed by workers was then eroded by the Economic Structural Adjustment Programmes (SAPs) in the mid-1990s. Zimbabwe experienced heavy pressure on organised unions due to an emphasis on individualised

contracts and temporarily work. In addition, Zimbabwe unions have faced a hostile government which is willing to use repression to silence the trade union movement.

Naidoo and Yanta (2001) conducted a study in Nigeria and their findings were that a major challenge facing the Nigerian trade unions is that of building the re-organisational structures after years of military interference in union administration. They also found out that the biggest challenge facing the Nigerian unions is the dominance of the neo-liberal ideology that underpins economic policy. Many thousands of workers were retrenched in the formal economy when the structural adjustment programmes (SAPs) promoted by the International Monetary Fund and World Bank took their toll.

Baah (2001) also conducted a study in Ghana and found out that, during SAPs trade unions in Ghana lost about a quarter of their membership as a result of mass retrenchment in the public sector as well as in the privatised state-owned enterprises. As a result, trade union membership declined from 750 000 before SAPs to about 500 000 in 2000.

In Africa, numerous studies have shown that unions across the continent have lost and continue to lose membership such that just about a quarter of the total of the continent's workforce is organised into unions. This situation has diminished the ability of the unions to mobilise against policies and programmes that are inimical to workers and their families.

The above-addressed issues have led to the formation of splinter unions in different African countries, however, it is not clear if these are factors with the Zambia National Union of Teachers. Therefore, this study targeted to explore factors leading to the formation of splinter unions from the mother body union, ZNUT.

Conclusion

A wide variety of literature was reviewed from the global and the African perspectives where much of the relevant literature shows that there are different reasons for the formation of splinter unions. These reasons created difficulties in the smooth running of different union activities which made unions be in very difficult situations which later led to the formation of splinter unions. The review shows that to date, there are no studies that have been undertaken that comprehensively analyse the factors influencing the formation of splinter unions from mother unions such as ZNUT and hence, the need to find out if such factors and many more could be there that influence the formation of splinter unions, ZNUT. For instance, the

literature reviewed (Schmidt, 2007; Tuckson 2009; Anyemadu 2000) talks about the decline in trade union movement due to Structural Adjustment Programmes (SAPs), yet Malungo (2008)'s literature focused on the evaluation of ZNUT in activities in Educational policy development and programme implementation. The literature by Socklick (2004) talks about trade union challenges from a global perspective as failure to attract new members due to employees' low expectations of the unions. All these factors prompted the ranger to undertake this research.

CHAPTER THREE: METHODOLOGY

Overview

Following the nature of the research problem, this study was best approached by using qualitative methods. According to Cresswell (2009), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It involves emerging questions and procedures, data typically collected and the researcher makes interpretations of the meaning of such data. The chapter consists of the research design, sample and sampling procedures, it also explains the research setting and the target population, research instruments used for data collection, data collection procedures and data analysis of the study. A discussion on the study showing delimitations and limitations concludes this study.

3.1 Research design

This was a qualitative study. It utilised a descriptive survey design because its purpose was to give a detailed description of the state of affairs as they exists (Kombo and Tromp, 2014). According to Orodho (2003), as cited in Kombo and Tromp (2009), a descriptive survey is a method of collecting information by either interviewing or administering a questionnaire to a sample of individuals. It is further said that a descriptive survey can be used when collecting information about people's attitudes, opinions, habits, experiences or social issues (Kombo and Tromp, 2009). Therefore, a descriptive survey was used to establish the factors influencing the formation of splinter unions from the mother body teachers' union, ZNUT.

3.2 Study setting

The study was carried out in selected secondary schools of Choma, Pemba and Monze Districts of Southern Province of Zambia. The justification for picking participants from these three districts is that, Choma is a provincial capital of Southern province and for this reason it has a large number of teachers who defected from ZNUT to form splinter unions, Pemba is a new district in Southern Province which was just born in 2013 from Choma district and I wanted the views of teachers from the new district, while Monze is just an ordinary district which is also a commercial back-bone of the province with also a large number of teachers who defected from ZNUT to form splinter union. In short, the area has been chosen purposely because the three districts have a large number of teachers that have

defected from ZNUT to join other teachers' unions as indicated in the membership records accessed from the three districts.

3.3 Sampling design and sample

Lucey (2007:84) defines sampling design as the process of examining a representative set of elements out of the whole population while Orodho & Kombo (2002) as quoted in Kombo & Tromp (2006:8) state that sampling is a procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals from a population such that the selected group contains element representative of the characteristics found in the entire group.

The study utilised non-random purposeful sampling. Under non-random purposeful sampling the study utilised the purposive and snowball sampling. Purposive sampling is used by qualitative researchers to select individuals, groups and settings that maximise understanding of the phenomenon (Leech and Onwuegbuzie, 2007; Msabila and Nalaila, 2013; Hancock *et al*, 2009). According to Leech and Onwuegbuzie (2007:112), Snowball sampling involves asking participants who have already been selected for the study to recruit other participants. According to Kombo and Tromp (2006: 82) using this sampling method, the researcher purposively targets a group of people believed to be reliable for the study. Bryman (2004: 333) states that purposive sampling is essentially strategic and entails an attempt to establish a good correspondence between research questions and sampling. In other words, the researcher samples on the basis of wanting to interview people who are reliable and relevant to the research questions, Therefore, in this study's context, purposive sampling was best suited due to its advantages with the use of people who are knowledgeable and are in a position to identify the required participants for the study.

The head teachers from selected secondary schools drawn from three districts helped the researcher with the identification of the main participants and respondents in the study. This is because each school has a four man's committee or a three man's committee which has a direct link to the district union representatives.

3.4 Sampling procedure

Owing to the fact that this study was to establish reasons behind some teachers' movements from ZNUT to form splinter unions, the study population consisted of unionists and teachers from school, district and provincial levels. The three members of the four men committee, four head teachers, four provincial and four district union representatives were purposively selected with an assumption that by virtue of being union representatives, they had more information concerning problems teachers faced which made them form splinter unions. The fifteen teachers were selected using snowball sampling. That way I was able to be led to the sources with rich information.

3.5 Population

Sidhu (2006: 253) defines a population as an aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. It means all those people who are proposed to be covered under the scheme of the study. For Kombo & Tromp (2006) population is the entire group of persons that have at least one thing in common. In this study, the population consisted of four distinctive classifications of respondents. It focused on the head teachers, union representatives from the three districts and the provincial level, members of the four men or three men committee and the teachers. The target population in the study undertaken was 30 participants consisting of three teachers drawn from a four man's committee from selected secondary schools in the three districts, four district Union representatives from the three districts, four Provincial Union representatives, four head teachers and fifteen teachers drawn from the six selected Secondary Schools of the three districts and five Basic Schools. All the participants were drawn from splinter unions but three were ZNUT members. These categories of respondents were very important because they provided the researcher with relevant information on the factors influencing the formation of splinter unions from the mother body teachers' union, ZNUT.

3.6 Method of data collection

According to Merriam & Simpson (1995), data collection refers to the process of finding information on research. This study only utilised qualitative methodology. However, it is worth mentioning that the study's utilisation of qualitative methods was not an attempt to dismiss the relevance of quantitative methods of data collection. This is because the questions which were addressed in the study guided the selection of the methods (Dawyer, 2001; Silverman, 2001; Kitchin and Tate, 2000). "Qualitative methodologies explore

feelings, understandings, and knowledge of others through various means. They also explore some of the complexities of everyday life in order to gain a deeper insight into the processes shaping our social worlds. It is also a means of understanding people and enabling us to engage in depth with the lives and experiences of other” (Limb and Dwyer 2001; Hancock *et al*, 2009).

It is in line with the above justifications that prompted the study to utilise the qualitative methods as appropriate to the study. The study utilised in-depth interviews. Data was collected by the use of structured interview guides and semi-structured interview guides. These are devices for securing answers to questions using a form which the respondents answer and the researcher writes down the responses.

3.6.1 In-depth interviews

The term in-depth interviews can be defined in various ways. According to Boyce (2006), in-depth interviews are an open-ended and guided discussion that involves conducting thorough individual interviews with a small number of respondents. The main objective is to discover their perspectives on a particular situation, idea, and program. Boyce (2006) further argues that in-depth interviews are used to explore and understand a person’s thoughts, ideas, and behaviours. Moore (2014) defines an in-depth interview as an open-ended, discovery-oriented method that is well suited for describing both program processes and outcomes from the perspective of the target audience or key stakeholder. The goal of the interview is to deeply explore the respondent's point of view, feelings and perspectives.

The above method of data collection was used in this study over a number of advantages. One of the advantages of in-depth interviews is that they enabled the researcher to obtain the detailed responses from the interviewee. The researcher was able to get the true picture of what happened in a specific event, perspective of such an event, as well as get other social cues from the participants in the study. Social cues, such as voice, intonation and body language of the participants can give the interviewer a lot of extra information that can be added to the verbal responses of the interviewee on a question.

In addition, in-depth interviews have a unique advantage in its specific form. In the context of this study, the researcher could tailor the questions that were asked to the respondents in order to get rich, full stories and the information he was interested in. The researcher made it clear to the respondents when they needed more examples or explanations and clarity.

The above method of data collection also enabled the researcher to gain an insight into participant's interior experiences, specifically how they perceived the quality and quantity of services and benefits provided to them as ZNUT affiliates. Therefore, through an in-depth interview, the researcher could yield an understanding of the process of the participant's views and suggestions in line with union affairs.

3.6.2 Interview process

The procedure describes the stages involved in the process of producing the data for the analysis. A detailed description of the procedure serves as an alternative to having the informants verifying the analysis (Kvale, 1997). This is made to guide the reader through the several stages and considerations made in this investigation so that she/he can follow the rationale to understand the conclusions made in this thesis.

In the beginning of the interview, it is important to make introductions, explain the purpose of the study and put the respondent at ease (Guion, Diehl, and McDonald, 2011). Therefore, in this study, the researcher equipped with, an informed consent form and an interview guide, prior to each interview session introduced herself to the participants to make them comfortable and give responses to the interview questions.

When using an in-depth interview in a study, it is important to clarify the purpose of the interviews to the participants in the study prior to each interview session (Guion, Diehl, and McDonald, 2011; Kvale, 1996 & 2007). In order to fulfil the above requirement, after introducing herself to the participants, the researcher explained to the participants that the study was strictly conducted for academic purposes and were confidential.

Having clarified on the purpose of the study to the participants, before each interview session with the participants could commence, the researcher explained the procedures to be followed in the interviews. The participants were told the duration of time for the interview through a face sheet, which is used to record the time, date, and place of the interview, special conditions or circumstances that may affect the interview and demographic information about the respondent being interviewed informed consent form which is also on the appendix list.

After clarifying the purpose of the interview to the participants, the researcher explained that the information that was collected in the interview was to be treated with utmost

confidentiality and they were to be identified by a number and not by name. The researcher further told the participants that, they were free to pull out at any given point if they felt uncomfortable or continue as it was their right during or before the interview session.

Thereafter, the researcher went ahead and sought informed consent of the interviewee. This was written or documented oral consent. The participants were made to sign written consent after they agreed to participate in the interview session. After the interviewee consented, the researcher began to conduct each interview session on a one to one (face to face) basis using an interview guide.

Finally, at the end of each interview session, the researcher thanked the participants for the information rendered to him. Having conducted the in-depth interviews, the researcher went ahead to record two narratives for further interviews.

3.7 Research instruments

Semi-structured interview guides were utilised in the study. The checklist was also used for document analysis. The interviews were preceded by informal discussions with the participants in the study.

3.7.1 Semi- structured interviews

Semi-structured interviews are most often used in qualitative research. In this type of interview, the interviewer asks the important questions the same way across informants but has room to probe and alter the sequence of questions. According to Fielding and Thomas (2002, p.124) in the semi-structured type of interview, “the interviewer can adapt the research instrument to the level of comprehension and articulacy of the respondent, and handle the fact that in responding to a question, people often also provide answers to questions we were going to ask later”. When using the above instrument of data collection, the interviewer develops and uses an 'interview guide.' This is a list of questions and topics that need to be covered during the conversation, usually in a particular order (Cohen & Crabtree, 2008).

The above instrument of data collection was used in this study due to a number of merits it has when utilised diligently. One of the merits is that it enabled the researcher to prepare questions ahead of time. This helped the interviewer to be prepared and to appear competent before his participants during the interview. Semi-structured interviews also allowed the

informants the freedom to express their views in their own terms during the interviews. In this context, semi-structured interviews sought to understand factors influencing the formation of splinter unions from the mother body union, ZNUT.

3.7.2 Sources of data

The key sources of data were members of splinter unions from splinter unions while views from ZNUT, the victim union, were also considered. The study utilises both primary and secondary sources of data. For primary data, in-depth interviews were conducted with members of splinter unions and some members of the victim union where all splinter unions were formed. In order to validate the above, Hancock *et al* (2009) posits that a range of written materials can be utilised as primary sources of data to produce qualitative information. The secondary data was gathered through a literature review of textbooks, journal articles of trade unions and online publications on trade unions. Document analysis of district and provincial membership of unions by gender per year were consulted, documents from the branch level and school level were also documented using document analysis.

3.8 Data analysis

Sidhu (2006: 274) says the analysis and interpretation of data involves the objective material in the possession of the researcher, and his desire to get from the data the meaning in relation to the problem. The data that was collected in this study was analysed qualitatively using thematic analysis after verbatim transcription of the interviews from a digital voice recorder. Thematic analysis is a search for themes that emerge as being important to the description of the phenomenon (Muir-Cochrane, 2006). The process involves the identification of themes through “careful reading and re-reading of the data” (Muir-Cochrane as cited in Rice & Ezzy, 1999, p. 258). It is a form of pattern recognition within the data, where emerging themes become the categories for analysis.

The coding process involved recognising (seeing) an important moment and encoding it (seeing it as something) prior to a process of interpretation Muir-Cochrane (2006) as cited in (Boyatzis, 1998). A “good code” is one that captures the qualitative richness of the phenomenon (Boyatzis, 1998, p.1). Encoding the information organises the data to identify and develop themes from them. Boyatzis defined a theme as “a pattern in the information that at a minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon” (p.161). The main purpose of proposing to utilise verbatim

transcription is to capture both the ‘what and how’ of speech. In the case of this study, the interview data that was collected was organised into major themes and tables and figures were created to help the researcher in identifying the main categories suggested by the interviews. The patterns were used to explain some aspects of the experiences of the participants in the splinter unions. The explanations that were given formed the basis for writing the thesis. The recorded texts were edited by deleting repetitions in order to make them readable.

3.9 Validity and reliability of the research methodology

According to Kitchin and Tate (2000, p.34), “all good studies aim to be valid and reliable” and qualitative research is no exception. As Silverman (1994) argues, issues of validity and reliability apply just as much as to qualitative-based studies as they do to quantitative ones. In other words, qualitative research should be more than “telling convincing stories” (*ibid.*). Whilst it takes exception to vigorous scientific objectivity in favour of subjectivity, qualitative research is no less rigorous in seeking to employ methods that allow as much objectivity as possible within the frame of any particular study.

Kitchin and Tate (2000, p.34-35), further lament that “validity concerns the soundness, legitimacy, and relevance of a research theory and its investigations or practice, whilst reliability refers to repeatability or consistency of a finding”. Kirk and Miller (1986) indicate that reliability is the degree to which the findings are independent of accidental circumstances of the research and validity is the degree to which the finding is interpreted in a correct way. They assert that the latter touches people’s subjective experiences and are quick to add that perfect validity is not even theoretically attainable (*ibid.*).

For the purpose of this study, it suffices to say, validity and reliability are about the trustworthiness and intensiveness of the data collected, the methods employed in arriving at these and the appropriateness of the theories applied. The researcher, however, argued, as have other researchers that validity is more relevant in qualitative research which deals with fewer units but much detail, as well as the appropriateness of the methodology and analysis in view of the research questions posed. In other words, the methods should be “properly married” to a theory such that the research is philosophically sound and adopts appropriate methodologies of data generation and analysis (Kitchin and Tate, 2000).

Measures were taken to validate the data collected

Firstly, the researcher conducted the interviews personally to probe and clear up any misunderstandings resulting from miscommunication and to ensure that the information was accurately recorded.

Secondly, follow-up questions were asked to clear up possible confusion. This was supplemented with digital voice recordings of almost all interviews and the use of research assistants to capture as many details as possible and to facilitate my observation of the non-verbal actions of respondents.

Thirdly, conducting most of the interviews and/or visiting them at home afforded the researcher the opportunity to directly get their union views. Considering the uniqueness of each participant's experience in union issues, the researcher acknowledges that interviewing a lot more people under various categories of union posts produced enriching information and hence proved a very rewarding experience but unfortunately time and other constraints could not enable further research in this regard.

Fourthly, the researcher, tried to analyse the data in a way that did not put words and meanings into the respondents' accounts. Filtering these through the various theoretical and conceptual lenses helped convey research-based meanings and suggest useful ways of dealing with the protracted situations in which they found themselves in when they were still ZNUT affiliates. By giving prominence to and airing as much of the respondent's views as possible, it was hoped that it would reduce and enable interviewees to tell their stories the way they were handled as ZNUT affiliates and the way they are handled as affiliates of their current unions; as well as in the way they wanted their stories to be told, (Miles and Crush 1993; Creswell 1998, 2003).

With respect to reliability, Löfgren (1996) encouraged questioning one's sources by assessing the extent to which the data collected reflects the reality one intended to study. Questions like, "will I interview the right people?", "will my observation be correct and adequate?", "is my material strategic and relevant?", "can the data be technically accepted?", etc., are all relevant in this regard. Besides, the researcher's insistence to use different but complementary qualitative methods of enquiry to serve as a check, one on the other, reflects the concern for validity and reliability. In line with this, Mikkelsen (1995, p.31) view, "biases do not disappear, but the use of triangulation for cross-checking information enhances the validity of research results".

3.10. Ethics of the research/ ethical considerations

The researcher explained what the whole research was all about to his/her participants. The participants were asked to sign the informed consent forms without duress, consent forms were signed by respondents to show that they were willing to participate in the study. All those who felt they should withdraw were accorded that right. The participants were assured of confidentiality and privacy of all the information that they provided. Anonymity was also observed by not disclosing respondents' names. There was an assurance that the information collected was to be kept in privacy and that it was to be used for no other purpose than academic research.

3.11 Delimitation

The study was confined only to splinter teachers' unions. It was focused on ZNUT and its three splinter unions SESTUZ, BETUZ and PROTUZ in Pemba, Monze and Choma Districts of Southern Province.

3.12 Limitations of the study

The findings of this study cannot be generalised to other unions because the study was aimed at establishing reasons for the movement of teachers from ZNUT to form splinter teachers' unions in Choma, Pemba and Monze Districts of Southern Province of Zambia.

Conclusion

The focus of Chapter three was on the research issues of methodology which were used in the study. The study engaged a descriptive survey design which helped to carry out the in-depth study, the study setting was Pemba, Monze and Choma Districts of Southern Province, the sampling procedure was purposive and snowball and the sample size was 30 respondents taken from splinter unions. The interview guides were used to collect data and the same data was analysed using thematic analysis. The appropriate measures were undertaken to test the validity and reliability of the research methods and the ethical considerations were also considered.

CHAPTER FOUR: PRESENTATION OF THE FINDINGS

Overview

This chapter presents the findings of the study on factors influencing the formation of splinter unions from ZNUT the mother body. The data has been presented according to the three objectives of the study. The first objective was to establish the reasons why some teachers move away from ZNUT to form splinter unions, the second was to establish the achievements scored by those teachers who moved away from ZNUT to form splinter unions; and the last was to identify the possible solutions to discourage the formation of splinter unions from the mother body union, ZNUT.

4.1 Establish the reasons for the movement of teachers from ZNUT to form splinter unions

On the basis of the above objective, the respondents were asked to express their views on the reasons influencing the movement of teachers from ZNUT to form splinter unions. In response, the three subcategories of factors were revealed and these included financial factors, social factors and organisational or management factors.

Under financial factors the study reviewed limited international support. Firstly, a brief background of how the international donors assisted the union was given by a teacher participant and the argument he raised was:

In its struggle to strengthen its capacity in meeting members' needs and expectations, ZNUT had a partnership with some co-operating organisations one of which was the Union of Education Norway. These partners used to assist the union in financial, material and technical assistance, they also assisted in mobilising more resources to cater for the members ZNUT served. Later, some of these international partners withdrew their support because of the global economic challenges. The union was now challenged economically such that it failed to perform to its required standard. The local partner which remained to render financial assistance was Bayport which is a financial lending institution offering loan facility to teachers (An interview with a SESTUZ teacher, Monze Boarding Secondary School, Monze District, 18/03/2016).

Apart from limited international support, the second reason was, lack of income generating activities. Based on the lack of income generating activities, the study revealed that the union had no income generating activities starting from school level to provincial level to

supplement its income. It was also revealed that this factor was accompanied by a lot of negative issues. Lamenting on the above factor one participant said:

Our district union office had no income generating activities, it was not running any project to subdivide its income and as a result, it was just receiving allocations from the Union Headquarters which was very little to run the district union activities. Shortly before I defected from the union, the only major source of income for the union was monthly subscriptions by members from their salaries. To make matters worse, all teachers' monthly subscriptions were sent to the head office and what was given back to the district and the province was very little and worse off at the branch and school level, yet these are the structures with grass root members. Therefore, lack of income generating activities constituted a big challenge to the union and this made some members to move away from the union to form splinter unions (An interview with a BETUZ teacher, Kasiya Basic School, Pemba District, 21/03/2016).

The study further revealed poor funding in the sense that funding was done through periodic allocations. The study revealed that even when the Union was funded periodically, the funds were not adequate enough to run the Union's activities and for this reason, the members were not rendered with adequate services and benefits that they required. This made some members leave the Union.

Still, on what the participants perceived as reasons influencing the formation of splinter unions from the mother body union ZNUT, the study revealed another challenge to be the uneven decentralisation of union funds. Concerning this reason, the study revealed that when teachers subscribed their union dues, all the dues were channelled directly to the Union headquarters office. The headquarters office had a duty of allocating union dues to the provincial offices and the provincial offices allocated to the district offices in that order down to the school level. The biggest problem was what trickled back to the lower offices which were very little as compared to the percentage of the subscribers.

In addition to the uneven decentralisation of the union's funds, the study revealed inadequate financial and human resource. It was discovered that the Zambia National Union of Teachers experienced inadequate financial and human resources to provide effective services to its members because the Union human resource was incapable of carrying out its activities because of financial constraints as one participant lamented:

Because of financial setbacks, it was very difficult for the Union to run major activities of the Union. For example, it could not even afford transport which is very cardinal in the operations of the union because the members are scattered all over the country. So, the officials with top positions could not interact as scheduled with the ordinary members to share ideas on the Union progress. (An interview with a BETUZ member of the four men committee, Batoka Basic School, Choma district, 14/03/2016).

The study also revealed poor administration which was characterised with no women representation. The study revealed that the Union was hit by a poor administration which experienced a lack of efficient leadership from school level to national level. It also revealed that there was no inclusiveness in leadership such that women were marginalised in taking up positions. One female participant echoed:

I am a teacher who is teaching at a rural school, I got employment in 1998 and in the same year I was captured as a member of the Zambia National Union of Teachers (ZNUT). From the time I became a member of this Union, there has not been a day when our school or our zone appointed a female member to the executive committee when the number of female teachers outnumbers the number of male teachers. The male members of the Union think that women have no experience in issues pertaining to trade unionism or labour matters when in actual sense they have. (An interview with a BETUZ teacher, Muzoka Basic School, Pemba District, 23/03/2016).

Apart from poor leadership characterized by no women representation, the study also revealed corruption as one factor influencing formation of splinter unions. It was discovered that there was a high degree of corruption among some ZNUT representatives which undermined its functions and credibility and often corruption was accompanied with other challenges which led to withdrawal of financial support from other cooperating partners such as Non-Governmental Organisations and other partner organisations.

Lamenting on the high degree of corruption, one district SESTUZ union representative said:

Before I acquired this district position, I thought of applying for a loan scheme with ZNUT, I went to the offices with my friend who also wanted to apply for a loan, when we reached the offices we were told to wait for a period of two months because they were still working on other applicants who applied earlier than us. With such a response in mind, we went back home to wait for that period, when the two months period elapsed, I reminded my friend to go and apply but I was told his loan was almost out because that time he went back and did something to the man in charge of loan schemes. Therefore, I concluded to say that, there is a high degree of corruption among some ZNUT officials. (An interview with a SESTUZ District Secretary, Monze District, 18/03/2016).

The study further revealed a lack of accountability and transparency among some union representatives. It was discovered that some union members received better union services as compared to others. On this, one participant said:

On this issue I am very sure that, some members were not well availed with some services such as medical bills and children's education which they just heard they were just offered to the management only, So, I drew my own conclusion from what I heard from fellow members to say that the union members were not transparent (An interview with a BETUZ member of the three men committee, Monze Town Basic School, Monze District, 17/03/2016).

Apart from the lack of accountability and transparency, the study also revealed a poor representation where it was discovered that the formation of SESTUZ was in reaction to what secondary school teachers perceived as a poor representation of the secondary school sector teachers by the only teachers' union, ZNUT at that time. It was argued that, before the formation of SESTUZ, the teachers who were teaching in secondary schools had no need of any union representation because they were comfortable with the adequate resources provided by missionary agencies that they had, but later, the missionary teachers started oppressing and dominating them and that was the time they saw a need for union representation. However, they could not join ZNUT because ZNUT was perceived to be representing primary school teachers only. For this reason, they formed SESTUZ with a view that it was going to represent the interests of its members and negotiate on collective agreements for its members. The study further discovered that BETUZ was formed as a national union for Primary and Basic School appointed teachers. It was formed in 1997 as the Primary Education Teachers' Union of Zambia (PETUZ). The name was later changed to BETUZ in 2004 when the government brought the policy of transforming all primary schools into Basic schools. Its initial idea was to represent all Basic School Teachers ensuring that their rights are protected.

On the formation of PROTUZ, the study revealed that it was formed to represent the professional lecturers in colleges and universities with its initial goal to support policy decisions that promote efficiency, harmony, and productivity in the ministry.

Apart from poor representation, the study revealed a desire for union positions. It was revealed that ZNUT had a large membership and this deprived members the chances of getting positions and equal benefits. It was further revealed that due to large membership, it was very difficult for ZNUT as a union to attend to every member's needs as compared to

new unions like PROTUZ. Lamenting on the above factor, one participant who defected from ZNUT to PROTUZ argued:

When I got employment in the Ministry of Education in 2000, I affiliated with ZNUT. During the time of my affiliation with ZNUT, I did not see any benefits which were to my expectations, such as getting a position in the union. Then with the coming on board of PROTUZ in 2012- 2013, I decided to defect from ZNUT to join PROTUZ because I thought in PROTUZ as a small union, it was not difficult to get a union position and I was going to receive more benefits as compared to ZNUT. I wanted to get a district position in the union and I got it, now I am one of the trustee members of PROTUZ at district level (An interview with a teacher, Nteme Basic School, Monze District 17/03/2016).

Apart from the desire for union positions, the study revealed loss of trust and confidence in the mother body union. Based on this reason, the union officials delayed to listen to members complaints and then some members opted to move to other unions in anticipation of getting better union services as one respondent echoed:

I have been a member of ZNUT from 1998 to 2012 when I joined PROTUZ, but during the time of my affiliation with ZNUT I did not benefit anything except for a T-shirt which is usually given on World Teachers' Day which comes once every year..." I knew most of the benefits provided by ZNUT through my fellow members. At one time, my friend advised me to apply for a loan with ZNUT when I had no school fees for my studies with the University of Zambia (UNZA), when I went to the ZNUT offices to request for application forms for loans, I was told there was a long list of teachers waiting for educational loans. I tried to seek advice from the officers concerned but I was advised to wait because the loans were given on a "first come- first served" basis and I wanted the cash immediately, so I was very frustrated with ZNUT's working culture and I did not even apply for that school loan. I lost all my confidence and my trust in ZNUT from there, and then I opted to defect to PROTUZ. (An interview with a teacher, Choma Secondary School, Choma District, 20/03/2016).

Still on the same reason on factors influencing the formation of splinter unions from ZNUT, one participant who did not defect from Zambia National Union of Teachers (ZNUT) to any of the three splinter unions said "some members who left ZNUT had no patience of waiting for what the Union had to do for them, and when they heard that new unions were forming, they rushed to them to be members to see if they were going to attend to them in a way they wanted."

Apart from loss of trust and confidence the study also revealed some social reasons for the formation of splinter unions from the mother body union, ZNUT has large membership of

teachers drawn from the primary, junior secondary, senior secondary schools, colleges and universities. This made the Zambia National Union of Teachers fail to effectively carry out its operations due to huge number of employees to represent.

Lamenting on large membership, one district union representative said:

I was a ZNUT affiliate from the time I joined the Ministry of Education in 1992 up to 2013 when I defected to PROTUZ. During the time when I was a ZNUT affiliate, the union membership was large and scattered all over the country, I was in a rural setting and that location denied me access to the benefits as compared to those in urban set-ups who had access to financial assistance, loans, and educational sponsorships. These services were meant to supplement incomes of workers, but life was hard to me because I had no supplement, as a result, this constituted a big challenge to me which latter made me move out of this union. (An Interview with a PROTUZ district chairperson, Choma District, 18/03/2016).

The study further revealed another reason for the formation of splinter unions as the desire for a sense of belonging. On this desire, it was discovered that some members moved away from ZNUT to form splinter unions due to their desire for sense of belonging and participation, they formed unions because they believed that they were going to participate in management of matters that affected their interests as one participant echoed:

I was a ZNUT member for a period of eight years. If I compare ZNUT and my current union PROTUZ in terms of service delivery, I think ZNUT was not as efficient as PROTUZ because ZNUT was not sensitising members regularly on union issues but PROTUZ is putting much attention on this. Through union sensitisation, I have received a lot of social issues on unionism. On top of that, ZNUT was not providing social services for some of its members but PROTUZ is trying to provide such services. I remember we had a zone union tour to Maamba Irrigation Scheme in 2014 on Teachers Day. Therefore, I feel I have a greater degree of belongingness in PROTUZ compared to the way I felt in ZNUT. (An Interview with a teacher, Pemba Secondary School, Pemba District, 21/03/2016).

The study further revealed another reason for the formation of teachers' union from the mother body union, ZNUT was unequal distribution of the union's benefits and services. Here it was discovered that the benefits and services of the Union were not open to the general membership but they were only open to those in high union positions which is very contrary to the principle that every member of the union irrespective of gender, physical ability, creed, nationality, and position is eligible to access benefits from the union.

Still, on the reasons for the formation of splinter teachers' union from the mother body union, one participant said that she left ZNUT because she was challenged in many ways, one of these ways is that she noticed the union's failure to handle grievances. Consolidating on the union failure to handle grievances, the participant argued that she heard that many voices of the union members were not heard as they were not given due considerations when they raised their complaints to the management. She argued that she was not receiving her confirmation letter as a teacher from the teaching service for a period of thirteen years, when her confirmation as a teacher delayed, she wanted to channel it through the Union, based on this suggestion, she wrote a grievance letter which needed the attention of her union but the union could not take any action. She waited and got her confirmation letter through a normal channel when she was fifteen years in service. She was not happy with the way the union acted and this made her move out of ZNUT to join PROTUZ.

The study further revealed that members who defected from the mother body union, ZNUT were motivated by attraction of other services in other unions. Two participants supported this by saying that they were attracted by banking facilities which BETUZ promised new members. One of them highlighted on how these banking facilities were handled by BETUZ union officials by saying that:

At the time when BETUZ started operating as a new teachers' union, the leaders encouraged new members to open savings and credits facilities accounts. In these accounts, certain amounts of money from union members were deducted from their salaries on the basis of one's agreement to save. When a member wanted to get a cash loan, instead of borrowing from other money lending institutions, where they charged heavy interest he/she was to borrow from BETUZ savings. This attracted members to move away from ZNUT to join BETUZ. I was also among this group in 2005. (An interview with a provincial BETUZ representative, 13/03/2016)

The study further revealed that the reason for the formation of splinter unions from the mother body teachers' union, ZNUT was attributed to failure to give support in times of need. It was discovered that during hard moments like moments of bereavement, the Union failed to give support to the bereaved member of the Union as one participant lamented:

From the time I registered as a ZNUT affiliate, I realised that the union (ZNUT) was only very effective when it came to the issue of making deductions from members' payslips for subscription fees. If there are announcements to be made to members on such matters, the union secretariat communicated effectively with the union members. It could even go to the media to publish the information to the members, but when it came

to handling teacher's cases and problems at work and when the members needed union assistance or feedback, members were to wait for longer periods of time for such assistance and feedbacks to be considered. (An interview with a BETUZ District representative, Choma district, 16/03/2016).

Two participants stated that the major factors influencing the formation of splinter unions from the mother body teachers' union, ZNUT are the dissatisfaction in the services provided by ZNUT to its members, such services included educational loans, medical bills, children's education and other union benefits.

Another factor revealed by this study is political interferences, here it was discovered that political interferences among trade union leaders is yet another factor leading to the formation of splinter unions from the mother body union, ZNUT. On political interferences, it was argued that some union leaders were tuned to work with the government of the day regardless of what bad policies were put in place by the government to the unions. The union's leaders had to adhere and implement, sometimes they followed the ideas of politicians and then led the union astray. For example, the background of ZNUT demonstrates a commitment to effectively represent its members with vigour and determination, but the emergence of neo-liberal policies adopted by consequent governments has greatly affected the framework of collective bargaining and advanced competition for membership among unions due to fragmentation of unions, this has also given opportunity to some members of ZNUT to defect from their union to form splinter unions.

The study further revealed that the formation of splinter unions was as a result of freedom of association based on this reason, the study revealed that the breakaway unions were targeting to maximise efficiency towards the provision of quality services and education. In other words, the breakaway unions thought of having their own freedom of association and the right to organise their own unions freely without any interference, because of this reason, some members left their original unions to form other unions with a view to acquiring freedom of association.

Lack of consultations to grassroots members was yet another factor which was revealed by this study, where it was discovered that there was a big gap between the top leadership and the ordinary members in local schools concerning the flow of information on union issues.

As a result of this observation, the grassroots members of the Union lacked required information to keep them up to date on what was existing within the Union. For example, one respondent said:

I was just getting it from friends that, one can apply for an educational loan if he/she is financially handicapped...now this was not coming out clearly and the information I had was very limited. Furthermore, I failed to identify a person to help me access this loan service (An interview with a SESTUZ representative, Southern Province, 17/03/2016).

Another participant had a corresponding sentiment where he said:

Before I became a provincial executive member, I was just hearing that some teachers were being sponsored by the union when they went for professional upgrades, but I was not aware of the channels they followed (An interview with a BETUZ representative, Southern Province, 17/03/2016).

The participants also said that ZNUT failed to provide training activities to build the capacity of its office bearers as true professionalism is guided by high ethical standards.

4.3 Establish the achievements scored by those teachers who moved away from ZNUT to form splinter unions

Based on this objective, the participants were asked to express their views and opinions pertaining to their achievements in their current unions. The findings are presented according to the achievements they attained in unions starting with those who moved away to SESTUZ followed by those who moved away to BETUZ and lastly, those who moved away to PROTUZ, the views from the members of ZNUT were also considered because they were also part of this interview. Therefore, below is a section of the study which presents their views on the achievements they scored.

4.3.1. Findings from SESTUZ

Findings from SESTUZ revealed that members achieved a lot of union benefits and services from their current unions, through the services and benefits offered in splinter unions. It was revealed that members had significant impacts in the living conditions and have achieved positive gains which include improved conditions of members by working tirelessly in basic, primary, and secondary schools throughout Zambia and also offering support to its members

wherever and whenever they require it. The study also revealed that this union has fulfilled its mission to advocate for the improvements of its members' salaries and conditions of employment. It was also revealed that, as at now the union has grown to be one of the effective teachers' union in Zambia because it has embraced many eligible teachers both in private and public sectors. To validate this information, at the time of the study, the Pemba district union membership had raised from thirty-five members in 2014 to seventy-two in March 2016.

The study also revealed that the union experienced compliance with health and safety standards at work. On this achievement, the union has tried to pursue programmes that contribute to improvements in the living conditions of its members through the provision of services like a defence of members' rights and solidarity.

The study further revealed that among the services and benefits that the union is providing, the members who moved away to form SESTUZ have gained and have achieved a lot in the field of representation. It was discovered that SESTUZ has represented the rights of members from school level through national level. It has negotiated for collective agreements. Under the issues of representation, one participant said that, when he encountered problems at his working place at (school). The district and provincial union representatives' negotiated reasonable solutions on his behalf to avoid my dismissal. (Interview with SESTUZ teacher, 21/03/2016).

Another achievement revealed by this study is education and training to its members with the aim of building their capacities. The education and training programmes often take the forms of seminars and workshops at any level. It also revealed that in these workshops and seminars, the union members are equipped with the knowledge of the union (SESTUZ) itself and also empowered to fight for their rights.

On top of education and training, the study revealed another achievement as advisory assistance. The study revealed that the union has managed to direct members with labour related disputes to the labour inspectors or sometimes it has managed to provide a lawyer to help them and the union pays the legal fees. On the same achievement, one participant confirmed:

My uncle was involved in a scandal of beating up pupils in class whenever they fail to do their homework at home. So, one day in 2012, one Grade six girl was beaten over the same. She was beaten on Monday for not doing the

homework she was given on Friday of the previous week. She fell sick on the Monday that followed (after seven days) and she died in the course of the very week but the parents accused the teacher of causing the same death. The issue was so hot that my uncle was about to lose employment, but the union intervened by providing a lawyer to defend him before the court of law and he never lost employment such that up to date he is still a teacher. (An interview with a SESTUZ teacher, 21/03/2016).

During the interview, there was one female teacher, a member of the four-man committee who was very honest but she is one of the members who moved away from ZNUT to SESTUZ, when she was asked to state the achievements she has so far made for being a member, in her response, she argued that there are no clear indications of the achievements made. To make a consolidation of her statement, she said:

I have so far seen no achievement because the services which I received in ZNUT are the same services I have found in SESTUZ. So, in my conclusion, I can say that, after the formation of SESTUZ in 1994, a number of teachers left ZNUT to join SESTUZ on the understanding that ZNUT no longer represented their interests but that was not the case, the issue was that people wanted new unions. (An interview with a SESTUZ committee member, 18/03/2016).

4.3.2 Findings from BETUZ

When the participants were asked to state what they had so far achieved for being members of BETUZ as a splinter union, a lot of views were put across, one of the views from one participant is that there is achievement in the field of defence of workers' interests where it was discovered that, BETUZ provided promotion and defence of member' interests and the members of BETUZ were able to achieve in this field. This achievement was pursued through a number of strategies including participation in social dialogues processes and organising strikes to bring pressure to the employers and the government to change actions that were deemed detrimental to members.

The study further revealed another achievement as collective bargaining. Based on the above achievement, the study revealed that members achieved in this field though even in ZNUT their original union collective bargaining was a core business of the union because it was where unions and employers negotiated the standards to govern the employment relationship. Collective bargaining as a core trade union function was used as a tool for the defence of members' rights. So, the study revealed that BETUZ members achieved less in this service.

The study also revealed that BETUZ members achieved in accessing the service of welfare benefits. The study revealed that one participant was able to access the benefit arising from welfare schemes when he was entitled to that, this participant had a loss resulting from a natural disaster and below is a picture of how he got this benefit:

One day, I sent my first born son to buy sugar across the stream, when he started off he invited his young sister to escort him and the two of them left for the shop. On their way back from the shop, they found the stream had flooded because it was just after the heavy rains, so, they had to join hands and attempted to cross the stream and then both were swept by running water and they died on the spot. The issue reached the Ministry of Education and it was forwarded to the hands of BETUZ. The union provided me with this welfare benefit after six months from the occurrence of this disaster. (BETUZ teacher, 21/03/2016)

The study further revealed another achievement to members who moved away from ZNUT to form BETUZ as a splinter union, as an achievement in the field of motivation. BETUZ members were motivated when they took part in the commemoration of national or world events such as Labour Day, World Teachers' Day or World AIDS Day. These events provided union members with the opportunity to benefit t/shirts, chitenge wraps, caps or any other associated with the event.

To summarise the achievements made by those people who moved away from ZNUT to form BETUZ, the study reviewed that, the union has achieved to focus on its mission which states that; *“A Zambia where teachers' rights are respected and upheld through collective bargaining, advocacy, workers' education, training, information dissemination and resolution of grievances”*.

So, the stated services in BETUZ' mission statement have been achieved by some members. Other members of the union said that they have not achieved anything because the working culture of BETUZ is similar to that of ZNUT. On the same, it was revealed that some members were not willing to remain, members of their current unions.

4.3.3 Findings from PROTUZ

At the time of this study, PROTUZ was still in its infancy and accessing information on the achievements its members made was a bit complex. So, the study relied on a few participants

who took part in this portion of the study. From these participants, the study revealed that many achievements were made in accessing the following services:

- Social security
- Paid maternity leave
- Paid bereavement leave
- Paid study leave
- Collective bargaining
- Representation; and
- Education and training

On social security, the union members were secured socially in terms of their living conditions, how their grievances were handled, how they were handled when they had bereavements and many other social modes of security. The paid maternity leaves are also given to deserving members of the union, even those who wanted to pursue higher professional standards were granted study leave. The representation, collective bargaining and education and training are core functions carried out by the unions whereas PROTUZ is not an exception.

4.3.4 Findings from ZNUT

The study revealed that actually, the members who left ZNUT to either of these splinter unions found the same kinds of services and the same method of access to those services they left in ZNUT, this was so because the guiding principles and the operational techniques or even the services provided are similar. So the study revealed that these members achieved nothing apart from the change of union names which is not an achievement at all.

4.4 Identify measures to put in place to discourage the formation of splinter unions from ZNUT

Objective three sought to establish the measures to be put in place to curb the formation of splinter unions from the mother body union, ZNUT. It is always easy to identify and list

shortcomings and challenges but not easy to offer solutions. However, an attempt was made to offer some solutions. Based on this, the participants were asked to express their opinions on the measures to be put in place to discourage the formation of splinter unions, hence below is a summary list of suggestions on how ZNUT can address some of the raised issues by the study. When asked to state what should be done in order to curb the formation of teachers' union from ZNUT, in response, the participants brought out the following ideas,

ZNUT should have a solid financial base to increase the percentage of its financial and human resources for recruitment of new members by initiating income generating activities at all union levels. These income generating ventures will strengthen the financial status of the union and when the union is financially stable the majority of members will not opt to join other unions.

ZNUT should have regular consultations with members so as to obtain their views on the services which the union should provide to them. By so doing, the union will offer more and better services to members as one participant noted:

Union services should include young workers programmes and activities aimed at training young workers on financial disciplines such as on how to spend their money wisely, the effects of alcohol and drug abuse and safety and health issues at workplaces. Such union programmes will attract more membership and sustain the current one, very few members will think of forming other splinter unions. (Interview with a Provincial SESTUZ vice chairperson, Southern Province, 15/03/2016).

ZNUT should work with splinter unions in the fight against victimisation and improve working conditions of service for its members. Based on this solution, the union should not work in isolation but should instead consult splinter unions on what attracted members join and thereafter getting the attraction magnet, ZNUT should include that service in its operations. By so doing, members will not think of forming splinter unions because they have similar services provided.

All the participants interviewed further said that ZNUT should come up with a bursary scheme for members children, members' orphans, members' dependants and member's spouses as this would retain current membership and attract more new membership as one participant echoed:

It is not only affiliates who are legible to access union benefits as the case is as at now where one T-shirt is provided for an affiliate per year. The

benefits should extend to the extended family as well, if it is a T-shirt it should read members' spouse or member's child/dependent. That is the reason why we see many of these t-shirts worn by the members' spouses, children and the extended family at large. Through a bursary scheme, all the above beneficiaries can benefit from the union (An interview with the provincial trustee member, Southern Province, (15/03/2016).

ZNUT as a union should also improve in its information dissemination to its members by sensitising all District Officials on union matters, visit all zones and schools to update members on new conditions of service and also recruit new members as one participant argued:

Regular and timely provision of relevant information should be part of the normal work of ZNUT, regular information provision should be a priority of the union. This should include information on how workers can join the union and the type of services and benefits that are available to members. At the moment, members are not availed with the types of services that the union offers. (Interview with PROTUZ member, 14/03/2016).

Two participants said that ZNUT as a union should get into partnership with other organisations which assist in the provision of financial, material and technical assistance so that it will have enough to render to its members when the need arises.

The participants further said that ZNUT officials should embark on inter-provincial, inter-district, inter-zone and inter-school visits for the exchange of information and ideas on how to run their union activities. Based on this solution, one participant lamented:

When I was an ordinary ZNUT member, I did not know of any union representative including those at zone level because the higher organs were not providing ZNUT with adequate resources for use in the visitations lower organs. (An interview with a BETUZ member, 21/03/2016).

The participants in the interview further said that ZNUT should implement the bursary scheme to members to facilitate their professional advancements, this can help as one participant lamented:

If members are professionally upgraded by the union, they cannot think of forming splinter unions because they are satisfied with the union services, what else can they look for? (An interview with the district SESTUZ committee member, 21/03/2016).

ZNUT should fight for remedial action in terms of service delivery such as supporting dismissed and retired members who were once serving members of the union. He echoed:

It is very important that the union retains a relationship with retired and dismissed trade unionists members because if they well care about the time when they are not members, they will continue to speak positively about the union and through that the new members may be recruited and the current ones may not think of forming other unions. (Interview with a PROTUZ District Treasurer, 20/03/2016).

The participants interviewed further said that ZNUT should provide incentives to deserving members during special events like on teachers' days and labour days. These incentives should cater for all the deserving members at all union levels starting from the school level to the national level as one participant echoed:

Awards are only presented during labour days, and these awards know no limits of union boundaries, sometimes the situation can allow deserving members from only one union to get awards, like in the year 2012, all those who were awarded for outstanding activities at district level were members of ZNUT. In line with this situation, ZNUT, including its splinter unions should provide incentives to deserving members during special events like on Women' Days, Teachers' Days and on Labour Days or even at one's retirement farewell.(An Interview with a BETUZ district trustee member, Monze district, 21/03/2016).

The participants in the study further pointed out that time and again, ZNUT should hold workshops where all members should participate in discussing issues that affect their interests and respond to current issues that discourage the formation of other teachers' unions.

ZNUT as a union should establish resource centres to enhance access to information which is cardinal to any organisation. On this measure to be put in place, one participant said:

ZNUT should be effective in raising awareness about issues that affect workers on a daily basis. By so doing, the union can create a level playground for all members to take part in the decision-making apparatus of the union". (Interview with a Head- teacher, Choma Day Secondary School, Choma District, 16/03/2016).

The participants in the study further said that there should be in-service workshops on union matters whereby at the end of the training, members strive for harmony in the union and develop competencies among members of ZNUT. These members should unite and help each other to strategise professional responses to education and social issues that in turn can

reduce the formation of splinter unions. This unification of members can accord all the required privileges and rights to its members such as each member should have a voice in the decision-making of the union.

Conclusion

The focus of chapter four was to present the data which was gathered through in-depth interviews, through the collected information, it has been noted that the reasons for the formation of splinter unions are categorised into three subdivisions and these are financial reasons, organisational reasons, and social reasons. The achievements which were made by those teachers who moved away from ZNUT to form splinter unions were addressed according to splinter unions SESTUZ, BETUZ and PROTUZ, the views from the mother union ZNUT were also heard. Finally, the solutions to be put in place to discourage the formation of splinter unions were addressed.

CHAPTER FIVE: DISCUSSION OF FINDINGS

Overview

This chapter presents the discussion of the findings based on the evidence presented by the sampled respondents in relation to the literature reviewed. Therefore, the main issues that have been presented in the previous chapter shall further be highlighted and discussed in relation to the three research questions of this study and the literature that have been reviewed. In this chapter, like in the preceding chapter, data has been discussed and organised according to the sequence of the three research questions of this study starting with; what are the reasons for the formation of splinter unions from the mother body teachers' union, ZNUT?, followed by what achievements have been made by those people who moved away from ZNUT to form splinter unions?, and lastly, what are the possible solutions to discourage the formation of splinter unions from the mother body teachers' union ZNUT?

5.1. What are the reasons for the formation of splinter unions from ZNUT?

The first question this study sought to answer was the reasons for the formation of splinter unions from the mother body teachers' union, ZNUT. People from different sections of society have always argued that the formation of splinter unions has always been as a result of the social-economic financial statuses of the people who are organising the formation of unions. The different schools of thought have stressed the fact that splinter unions are formed to increase budgetary allocations. The discovery made by this research, however, has mixed results. Therefore, this section of the study presents the discussion of the finding made by this research. Below are the findings of the study.

This study established that the union, ZNUT was hit by three categories of reasons that to the formation of splinter unions and these categories are financial, organisational and social. The discussion of findings will start by how the financial reasons were factors, then organisational reasons will be discussed and finally the social reasons.

Under financial reasons, the study established that, ZNUT was hit by insufficient funds to fully meet its operations in order to deliver quality services to its members, what was happening before some members left the Union was that, the Union engaged in partnership with other organisations which assisted in material and financial support, later, these international organisations withdrew their financial and technical assistance from ZNUT, and

this constituted a big challenge to the Union status. This insufficiency of funds came about because the Union experienced limited international support. When there was such an experience in the Union, the Union was hit in the field of quality service delivery to its members since finances from international donors helped to finance the Union activities including enhancing its capacity to do effective representation. The finances from the international donors also helped the Union not only to retain current members but to also attract new ones.

The study further discovered that funding was done through periodic allocations, here, the monthly subscriptions were first sent to the Union headquarters and what was given back to the district and the province was not even adequate enough to run the Union activities. The implication here is that even when funding was done periodically, it was not even adequate enough to run the Union's programmes, hence the members were not rendered with adequate services and benefits that they required, and as a result, they opted to move away from the union.

The study also established that, ZNUT lacked income generating activities which enhanced its operations to the betterment of its Members. As a result of lack of funds, the Union could not carry out any income generating ventures, therefore, a lot of negative challenges such as lack of income supplements were experienced by the Union. It was not easy for the Union to sponsor members for professional self-upgrades, the higher offices could not visit the lower offices to give them update information concerning what was going on in the Union, the Union had to entirely depend on monthly subscriptions which were also accessed periodically.

Based on the above argument, it can be argued that the biggest challenge faced by unions in service delivery is funding. The unions have relied heavily on union dues to provide services and benefits to members but the decline in membership is affecting the finances and consequently the operations of the Union. (See Shindondola and Kwabena Nyarto-Otoo, 2011 in the Literature Chapter).

It can also be argued that lacking income generating activities is indeed a big challenge to the functions of a union, because without a solid financial base or financial supplements, the Union can only lean on monthly subscriptions as the main source of income. This scenario can surely paralyse the functions and operations of the Union.

The study also discovered that poor decentralisation of the union funds affected the Union operations. Here it was discovered that monthly subscriptions were sent to the Union headquarters. The headquarters office allocated subscriptions to the provincial offices and the provincial offices allocated to the district offices while the district offices allocated to the branch offices and the branch offices to the schools. So the challenge here was on what trickled back to the lower offices which was very little as compared to the percentages of the subscribers. This scenario paralysed the provincial and the district functions as the leaders could not do what they intended to do.

The argument here is that what the headquarters office did was not done according to the law because it was supposed to allocate union subscriptions accordingly so that the lower offices also operate as per set plans and demands of their members.

Apart from poor decentralisation of the Union funds, the study established inadequate financial and human resource to provide effective services to members. Here the study discovered that the Union human resource was not capable of carrying out its activities because of its financial challenges.

The study also established that it was not an easy thing to afford transport which is very cardinal in the operations of the union, the higher officials could not interact with their juniors to share their experiences and they could not reach members' needs because members are scattered all over the country and there was no readily available transport to move around the country to visit members and attend to their needs. In consideration of the arguments laid above, based on the financial reasons leading to the formation of splinter unions, it can be argued that the principle challenge confronting the trade union movement as they seek to expand services and benefits to members is inadequate financial support which has reduced the ability to effectively meet members' cash requirements such as carrying out income generating activities, hiring transport and being transparent from top leaders in terms of monies channelled out to the lower offices (Shindondola-Moote and Nyartoo-Otoo 2011).

To sum up the financial reasons which led to the formation of splinter unions from ZNUT, it could be noted that insufficient funds was established as a principle reason which challenged the Union functions because it reduced the Union's activities to effectively meet members' cash requirements such as sponsorships for professional upgrades of members, pay members' medical bills, give scheme loans to members and to appreciate members' services in any way possible. It was also discovered that the Union did not have financial resources and it did not

have initiatives to raise its financial status, the Union heavily relied more on monthly subscriptions for the bulk of its financial resources which was accompanied by a lot of challenges, it did not have any source of special subscriptions, no state subsidies and little or nothing from cooperating agreements and NGOs.

The second category of reasons leading to the formation of splinter unions is organisational/management. Under this factor, the study established a number of reasons that led to the formation of splinter unions. Firstly, the Union was hit by poor leadership characterised by no or few women representation. The study established that poor leadership combined with economic challenges led to the failure of the Union to spearhead union services and benefits programmes, it also led to the membership decline. The study also established that women were not given top positions in the Union which meant that women representation was lacking making the women feel segregated as it was not gendered balanced. Since women were less visible in the leadership even their concerns were not taken seriously.

It is worth noting that the above argument has a contradictory view of the literature which states that global economic and political insecurity pose enormous challenges for labour in the global south where social movements have become rivals to unions, (Sarah and Williams 2012).

The study also established that there was rampant corruption among the top leadership in ZNUT especially among the union representatives at Provincial and National level. It can be argued that corruption undermined the function and credibility of the Union and oftentimes it led to the withdrawal of financial support from co-operating organisations like Non-Governmental Organisations.

Lack of accountability and transparency was also established as a reason leading to the formation of splinter unions. Unlike those in the leadership of the Union, ordinary members of the Union did not access special services like children's education or medical bills despite paying membership fees and so felt the leaders were not transparent and accountable. This argument goes with an additional finding by this study that in some cases, regardless of the usefulness of the services or benefits members prefer to enjoy, the leaders managing these programmes appropriate most of the benefits for themselves and less for the unions they lead. The study further established that the Union's leadership was not accountable enough with

the resources of the Union hence, this has undermined the operations and delivery of the Union.

The above findings are in collaboration with Levin and Seddon 2013 who argue that when the coloured teachers were oppressed by the South-African Apartheid Government, they formed a splinter union to serve their interests. This view is also held by the Slovenian study by Socklick on "*Changing Agenda for Trade Unions*" which talks about the unions' failure to attract new members from new firms due to employees' low expectations of unions where workers seem not motivated by the voice effect alone, (Socklick, 2004)

Further, the study established a desire for union positions. This came about because ZNUT had a large membership scattered all over the country, so acquiring union positions involved higher competitions. It was established that those people who could not get leadership positions in the Union opted to form splinter unions where they thought getting union positions was not a challenge. The implication is that remaining a ZNUT member meant slim chances of enjoying privileges that were enjoyed by other unions.

The study also established loss of trust and confidence in the mother union. This came about because the union delayed to listen to members' grievances when they were supposed to attend to them immediately they were brought to their attention. In addition, the study also discovered that some members of the mother body union, ZNUT lost confidence in the Union's leadership as the Union failed to handle members' grievances or support some members who were distressed. In essence, the Union (ZNUT) was trying by all means to handle members' grievances, but the problem lay in large membership which made attending to members' needs take long. By taking so long in waiting, some members lost confidence in the Union and thought of defecting from the Union to splinter unions where they thought they were going to be attended to on time.

The above finding contradicts the literature which states that the competitive economic environment that emphasises the importance of labour cost reduction and the American labour law which gives employers full rights to resist unionisation and the right to belong to unions of their liking led to the formation of splinter union (Webster, 2001) but is in agreement with the literature which states that, in sub-Saharan unions, there is lack of effective coordination among union officials due poor leadership where the bargaining processes are often dominated by political figures whose ideas are normally contrary to the subject matter of negotiation, (Khabo, 2008). It can be argued that the finding is valid

looking at how the mother body union has been operating. The success of an organisation is determined by the effectiveness of its leadership.

To sum up the organisational/management issues, the study established that views on organisation or management differ widely between members and Union officials. While members continue to lament about poor service delivery, Union officials trumpet their achievements in the provision and management of these services and benefits.

The third and last category of reasons leading to the formation of splinter unions is social. The social category covers a lot of issues. Firstly, the study established large membership as a reason for the formation of splinter union from ZNUT. ZNUT members covered the whole country and this did not come without problems. For example, the members who were in a rural setting were denied access to benefits and services as compared to those in urban settings. These services were meant to supplement incomes of members to cater for their family' needs. Therefore, those in rural areas opted to join or form splinter groups.

The study establishes that ZNUT the large membership across the country made meeting the demands in terms of quality service delivery to be something a bit complex and affected the negotiating power in rural areas or when it came to leaders getting support to negotiate on behalf of the members. This also reveals that the lack of negotiating power could be due to the inadequate human resource to cater for this large membership. Hence, this reason resulted in a compromised service delivery to its members and which consequently led to the formation of splinter groups.

The above finding has a different standpoint with the literature which states that trade unions throughout the world are facing the challenges of rapid economic and social changes through a globalised process that is undermining the existing regulations and arrangements without providing an adequate new regulatory framework to the trade unions, (Schillinger 2005) but can be supported by the literature reviewed which states that unionisation since World War II has been associated with a pronounced rise in income and wealth inequality. (MacPherson and Vromann (2001).

The study also established attraction by other services in other unions. The study established that some members were attracted by banking facilities in other unions like the facilities which BETUZ promised members to open a savings and credit facilities accounts where certain amounts of money were deducted from members' salaries on the basis of one'

agreement to save. When a member wanted a cash loan, he or she was to get it from BETUZ savings instead of borrowing from these money-lending institutions where they charge heavy interest.

The study also established that ZNUT failed to give support to members in times of need. It was noted that the Union took long to handle members grievances but very accurate on Union subscriptions.

It was also established that lack of consultations with grassroots members was a big factor. The study established that there was a big gap between top leadership and ordinary members concerning the flow of information of the Union. The grassroots members lacked information to keep them up-to-date on what was existing in the Union.

The above findings are in collaboration with the literature reviewed which states that unions face an information asymmetry where some employers refuse to disclose important information which is relevant to the subject matter of negotiation as required by the Labour Laws of various countries and where leaders negotiate from a position of their weakness because they are denied information needed for effective negotiation, (Tswipe, 2009). More support for the above argument is provided by a study conducted by Kalusopa on developing an e-records framework for a labour organisation in Botswana which states that unions in Botswana face the major internal challenge of grassroots structures which are not involved. (Kalusopa 2011).

The study also discovered that political interferences were reasons for the formation of splinter unions because union officials followed the politicians' ideas and due to mushrooming of political parties the Union scene was disturbed, the unions were made to work with the government of the day no matter what policies they put in place.

The finding is in accordance with the literature which states that the bargaining processes are often dominated by the political figures who are not necessarily knowledgeable about the subject matter of negotiation, where members with professional expertise do not get the opportunity to be part of the negotiation teams, (Khabo, 2008).

The study further established that the formation of splinter unions such as SESTUZ was in reaction to what secondary school teachers perceived as poor representation of the secondary school sector teachers by the only teachers' union at that time ZNUT which was perceived to

be representing primary school teachers better than secondary school teachers. The secondary school teachers wanted a union to represent secondary school teachers only.

Just like the formation of SESTUZ, the study established that the formation of BETUZ was meant for representation of the Basic school teachers. When the government policy of transforming all primary schools into Basic schools was put into effect, BETUZ was formed as a national union to represent primary and basic education teachers in the country to ensure that their rights were protected. Equally, PROTUZ was formed to represent professional lecturers in colleges and universities. This, therefore, shows that splinter unions are formed for representation.

The above finding does not collaborate with the literature which states that unions face the major internal challenges of trained personnel at various levels, they have no strategic plans, their formal sectors are not fully developed and the grass-root structures are not fully involved where poor project writing skills limit donor funding. (Kalusopa, 2011).

5.3. What achievements have so far been made by those teachers who moved away from ZNUT to form splinter unions?

The second research question sought to establish the achievements made by those people who moved away from ZNUT to form splinter unions. Below is a section of the study which discusses the achievements of members of splinter unions. The achievements are discussed according to unions starting with SESTUZ, then BETUZ and lastly, PROTUZ. Views from ZNUT as a victim union are also considered.

5.3.1 Discussions from SESTUZ

Findings from SESTUZ revealed that members achieved a lot of union benefits and services from their current Union, through these services and benefits in their current unions, members had significant impacts in the living conditions and have achieved positive gains which include representation. Under this achievement, the study established that SESTUZ has represented the rights of members from school level to national level. It has negotiated for collective agreements through its sittings on management committees or disciplinary committees. For example, the study established that, when some members encountered problems at workplaces (schools), SESTUZ district and provincial representatives represented them and they negotiated reasonable solutions on their behalf to avoid their dismissals.

Apart from representation, another service achieved by that people who left ZNUT to join SESTUZ was the improvements in working conditions. The study established that the Union had improved the conditions of members by working tirelessly in Basic, Primary, and Secondary schools throughout Zambia offering support to its members wherever and whenever they required it. The study also revealed that the Union has fulfilled its mission to advocate for the improvements of its members' salaries and conditions of employment. It was also established that, as at present, the Union has grown into the most effective teachers' union in Zambia because it has embraced many eligible teachers both in private and public sectors. To validate this information, at the time of the study, the Pemba District Union membership had raised from thirty-five members in 2014 to seventy-two in March 2016. The study also established that the Union experienced positive gains in compliance with health and safety standards at work where the study established that the Union had tried to pursue policies and programmes that contribute to improvements in the living conditions of its members through the provision of services like a defence of members' rights and solidarity.

The study further established that among the services and benefits that the Union is providing, the members who moved away to form SESTUZ have gained and have achieved a lot in the field of education and training. The study established that the Union had provided education and training to its members with the aim of building their capacities. The education and training programmes often take the forms of seminars and workshops at any level in

these workshops and seminars, the Union members are equipped with the knowledge of the Union (SESTUZ) itself and also empowered to fight for their rights.

On top of education and training, the study established advisory assistance as another achievement. Based on this type of assistance, the study established that the Union has managed to direct members with labour-related disputes to the labour inspectors or sometimes it has managed to provide a lawyer to help them, and the union pays the legal fees. For example, the study established that the Union had given this assistance to one union member who gave corporal punishment to a pupil but later died after a week.

The study also established that although these achievements were mentioned by members, there were no major achievements that differed from those provided by ZNUT. ZNUT provides the same services that are provided by SESTUZ, uses the same channels to access the services as SESTUZ and both unions fall under the same Ministry.

5.3.2 Discussions from BETUZ

Concerning the achievements made by those people who moved away from ZNUT to form BETUZ, the study established the defence of workers' interests. It was discovered that BETUZ provided promotion and defence of members' interests. This achievement was pursued through a number of strategies including participation in social dialogues processes, and organising strikes to put pressure on the employers and the government to change actions and policies that were deemed detrimental to members. This achievement was closely linked to collective bargaining. Collective bargaining as a core trade union function was used as a tool for the defence of members' rights. So, the study established that BETUZ members achieved in this service which was usually rare in ZNUT according to respondents.

The study established that even though members felt that they had achieved in collective bargaining, ZNUT their original union had collective bargaining as a core business of the Union because it is where unions and employers negotiated the standards to govern the employer-employee relationship.

The study also established that BETUZ members achieved in accessing the service of Welfare benefits. For instance, the study revealed that, one participant who had experienced a loss resulting from a natural disaster was able to access the benefit arising from welfare schemes.

The study further established workers' motivation as another achievement for members who moved away from ZNUT to form BETUZ. It was established that BETUZ members were motivated when they took part in the commemoration of national or world events such as Labour Day, World Teachers' Day or World AIDS Day. These events provided Union members with the opportunity to benefit t-shirts, chitenge wraps, caps and any other associated with the event at the Union's cost and this was a motivating factor for members.

To summarise the achievements made by those people who moved away from ZNUT to form BETUZ, the study reviewed that, the Union has managed to focus on its mission which is:

“A Zambia where teachers' rights are respected and upheld through collective bargaining, advocacy, workers' education, training, information dissemination and resolution of grievances”.

So, the stated services in BETUZ's mission statement have been achieved by some members.

5.3.3 Discussions from PROTUZ

At the time of this study, PROTUZ was still in its infancy and accessing information on the achievements its members made was a bit complex. Therefore, the study established that achievements were made in accessing social security, paid maternity leave, paid bereavement leave, paid study leave, collective bargaining, representation and education and training.

5.3.4 Discussions from ZNUT

The study revealed that actually, the members who left ZNUT to either of these splinter unions found the same kinds of services as those which were already offered by ZNUT and the same method of access to those they left in ZNUT. It was argued that the guiding principles and the operational techniques or even the services are similar so, the members achieved nothing apart from the change of union names which is not an achievement at all.

5.4 What are the suggested solutions to avoid the formation of splinter unions from ZNUT?

The third research question sought to establish the measures to be put in place to curb the formation of splinter unions from the mother body union, ZNUT, hence below are suggestions established by this study:

ZNUT should have a solid financial base to increase the percentage of its financial and human resources for recruitment of new members by initiating income generating activities at all union levels. These income generating ventures were meant to strengthen the financial status of the union and when the union is financially stable, the majority of members cannot opt to join other unions.

The study also established that ZNUT should have regular consultations with members so as to obtain their views on the services which the Union should provide to them. By so doing, the Union can offer more and better services to members.

ZNUT should work with splinter unions in the fight against victimisation and improve working conditions of service for its members. Based on this solution the Union should not work in isolation but should instead consult splinter unions on what attracted members join and there after getting the attraction magnet. Additionally, ZNUT should include services offered by splinter unions in its operations. By so doing members will not think of forming splinter unions because they have similar services provided.

ZNUT should come up with a bursary scheme for members' children, children of members who have died, members' dependants and member's spouses as a way to retain current membership and attract new membership. ZNUT should also implement the bursary scheme to members to facilitate their professional advancement.

ZNUT as a union should also improve in its information dissemination to its members by sensitising all District Officials on union matters, visit all zones and schools to update members on new conditions of service and also recruit new members.

ZNUT as a union should get into partnership with other organisations which assist in the provision of financial, material and technical assistance so that it will have enough to render to its members when need arises.

ZNUT officials should embark on inter-provincial, inter-district, inter-zone and inter-school visits for the exchange of information and ideas on how to run their union activities.

ZNUT should provide incentives to deserving members during special events like teachers' days and labour days. These incentives should cater for the deserving members at all union levels starting from the school level to the national level. ZNUT should hold workshops where all members should participate in discussing issues that affect their interests and respond to current issues that discourage the formation of other teachers' unions.

ZNUT as a union should establish resource centres to enhance access to information which is cardinal to any organisation. It should be effective in raising awareness about issues that affect workers on a daily basis. By so doing the union can create a level playground for all members to take part in the decision-making apparatus of the Union.

The Union should come up with service workshops on union matters whereby at the end of the training, members strive for harmony in the Union and develop competencies among members of ZNUT. These members should unite and help each other to strategise professional responses to education and social issues that in turn can reduce the formation of splinter unions. This unification of members can accord all the required privileges and rights to its members such as each member having a voice in the decision-making of the union.

ZNUT should have regular consultations with members to obtain their views on the services that it should provide to them, by so doing, the Union will be in a position of providing relevant services to the members which will, in turn, retain the current membership and attract new ones and latter discourage the formation of splinter unions.

ZNUT should prioritise infrastructure development through mortgage loans to its members and also support professional freedom of teachers to participate in educational policy formulation. This move will give members a greater sense of belongingness and if members are well cared for, they will not end up criticising the Union but will continue speaking of the goodness of the Union.

ZNUT as a union should improve on its leadership from school level to national level. It is the improvement of the leadership of the Union that would discourage the formation of splinter unions from the mother body union. This improvement can only be done through the organisation of leadership workshops for Union leaders where they can share their views.

ZNUT as a union should also market itself on various media activities ranging from local to national level in order to maintain its positive image; doing this will make some members of other unions getting interested in ZNUT and think of becoming members.

ZNUT as a union needs to fight for remedial action in terms of service delivery such as to support dismissed and retired members of the union. This implies that the Union must have a double effort in assisting those who were dismissed or retired while being serving members of the Union. This same person will uplift the name of the Union to market it to others. It should further hold workshops where all members should participate in discussing issues that affect them and respond to current issues that discourage the breaking away of other teachers' unions.

ZNUT must provide welfare measures in order to improve the morale of the members and generate self-confidence among them. Welfare measures include social activities like field work tour or entertainment. The findings further revealed that the measures must include payment of user fees for the education of leaders, the members and their nuclear families.

Conclusion

The focus of chapter five was on discussing the findings drawn from the participants. The chapter has discussed various issues pertaining to reasons leading to the formation of splinter unions from the mother body union, ZNUT, the achievements made by those people who left ZNUT and the possible measures to be put in place to discourage the formation of splinter unions. From the views of the participants, it has been observed that the formation of splinter unions from ZNUT was as a result of the multi-diverse problem which needed a multi-diverse solution. Following this, the participants identified several strategies and several measures to be employed to improve the Union status for the attraction of new members and sustenance of current ones and above all discourage members to leave ZNUT to go and form splinter unions. The participants believed that effecting these strategies and measures should restore the lost strength of the Union.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

Overview

This chapter presents the conclusion and recommendations of the study which is based on the reasons for the formation of splinter unions from the Zambia National Union of Teachers, ZNUT.

6.1 Conclusion

This study was guided by three objectives. The first objective of the study was to establish the reasons for the formation of splinter unions from the mother body union, ZNUT. The study revealed that the capacity of ZNUT in terms of financial status, organisational/management strength, and social status was questionable to the members. Under financial reasons the study established that, limited international support, lack of income generating activities, poor funding due to periodical allocations and uneven distribution of union funds impacted the union negatively. Under management or organisational reasons the study established that, rampant Corruption leading to lack of accountability and transparency, desire for union positions by some members, desire for sense of belongingness and loss of confidence in the mother body union and large membership which denied members the internal democracy had a huge bearing on the extent to which ZNUT provided services to its members. Under social reasons, the study established that inadequate leadership, failure to handle members' grievances, unequal distribution of union services and benefits, failure to give support in times of need and lack of consultations to grass-root members also had a huge bearing on the way the union provided services to members. The general picture from the study revealed that the majority of members were challenged in the field of accessing services and benefits from ZNUT due to the limited financial status of the Union.

The second objective of the study was to establish the achievements made by those teachers who moved away from ZNUT to form splinter unions. The study established that members achieved in the field of representation of members, improvements in working conditions, compliance with healthy standards, education and training, advisory assistance, collective bargaining, welfare benefits and motivation.

The third objective of the study was to identify solutions to be put in place to discourage the formation of splinter unions. Under this objective, the study revealed that ZNUT should improve on providing core functions of the Union such as collective bargaining, representation and education and training.

The conclusions based on the reasons for the formation of splinter unions from the mother union, ZNUT were that:

- i. The members were dissatisfied with the nature of services and benefits provided by ZNUT, hence they opted to defect to other unions.
- ii. Limited international support brought about by the withdrawal of partner organisations paralysed the Union's functions and then members opted to move away from the Union, ZNUT.
- iii. Lack of income generating activities made the Union financial status very low and reliance on monthly subscriptions was somehow a great challenge.
- iv. Poor funding, uneven decentralisation of the union funds, and inadequate financial and human resource disturbed the Union image and as a result, some members opted to leave the Union to other unions.
- v. Poor representation, lack of accountability and transparency, desire for union positions, loss of trust and confidence, failure to handle grievances, political interferences, and large membership all affected the Union in a multi-diverse dimension which needed a multi-diverse solution, but before the solutions were found, some members opted to leave the Union to form splinter unions.
- vi. The poor communication of union leaders with members of ZNUT leaves many affiliates in darkness, hence the loss of credibility of the mother body union.

In a nutshell, the study concludes that inadequate funds have been one of the principle challenges facing ZNUT as a union as this reduced its ability to effectively meet members' cash requirements.

From the findings of this study, it can be concluded that:

- i. The formation of splinter unions was due to loss of confidence in the leadership of the mother body Union by some members because the Union lacked the capacity and the resources to carry out its noble mission. The Union largely depended on monthly

subscriptions which were also not balanced and on the decline due to the diminishing membership arising from those leaving to form splinter unions.

- ii. The other conclusion drawn from the findings of this study is that the formation of splinter unions was due to the fact that the basket of benefits and services offered to the Union by members is relatively small and very few members are provided with such services and benefits.
- iii. The study further concludes that the Union's failures to make regular consultations with its grassroots members on critical issues led to complete discrimination in the way services were provided to the Union members.

6.3 Recommendations

This section of the study presents the suggestions/recommendations drawn from the participants of the study. Some of these are highlighted here as a means of suggesting a way forward.

The study put forward the following suggestions/recommendations:

1. Unions should expand from their focus on traditional core functions to include the establishment of sustainable schemes that have significant impacts on the side of members. In this regard, union leaders need to seek expert advice on possible alternatives concerning establishments and financing of schemes. The leaders need skills on how best to attract and retain members in this evolving dynamic union world.
2. It was observed that many members expressed dissatisfaction with the benefits they were provided with when they were still ZNUT members, maybe, much of these were coming from over expectations. In this light, it is recommended that the unions should educate and sensitise their members on the principles of operations so that there are no false expectations.
3. Unions should accord all the required privileges, services and benefits to all its members regardless of gender, status or creed. To achieve this, unions should partner with both the local and international organisations. This will also enhance the proper running of the union financially.

4. Unions should establish resource centres to enhance access to information which is cardinal to any organisation. This can be achieved through improvement in its leadership and administration by appointing leaders who are conversant with labour matters.

5. Unions should put in place income-generating activities rather than depending on their membership monthly contributions. These are very cardinal in the proper running of any union or organisation because they can cut off some challenges of funding.

6. The fragmentation of unions was brought in by the introduction of liberalization, therefore, the Ministry of Education should work on the restructuring of the unions because at the moment the union structuring is confusing. The structuring should have five unions ZNUT, SESTUZ, BETUZ, PETUZ and PROTUZ, so that each union represents its qualified teachers. ZNUT should be the entry union for all before they are captured by their respective unions.

6.4 Suggestion for future research

The current study recommends that a study should be carried out to assess how many splinter unions intend to re-join the mother union ZNUT.

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APPENDIX 1

INTERVIEW GUIDE FOR TEACHERS

Dear Participant,

My names are Moddy Habeenzu, a student in the School of Education at the University of Zambia. I am currently carrying out a research on factors influencing splitting away of Teachers Unions from the mother Union (ZNUT) in Zambia. I would like to have 30 minutes to 1-hour interview with you. The information you will provide to me is purely for academic purposes and will be treated with the highest confidentiality it deserves. Therefore, your name and that of your community are not required. The information you will provide will help me complete my study successfully.

- 1) For how long have you served as a teacher in the Ministry of Education?
- 2) Which union are you a member of?
- 3) For how long have you been a member of that union?
- 4) Were you once a member of ZNUT?
- 5) If yes what made you defect from ZNUT to be a member of your current union?
- 6) What services have you benefited so far from your current union which you did not benefit from ZNUT?
- 7) What measures do you think can be put in place to discourage the movement of people from one union to another?
- 8) Are you willing to remain an affiliate of your current union until you are retired?
Give reasons to whatever answer you have given.
- 9) If you compare the two unions, ZNUT (the union you left) and your current union, which one is more effective than the other in terms of providing better services to members?

APPENDIX 2

INTERVIEW-GUIDE FOR THE FOUR MEN COMMITTEE.

Dear Participant,

My names are Moddy Habeenzu, a student in the School of Graduate Studies at the University of Zambia. I am currently carrying out a research on factors influencing splitting away of Teachers Unions from the mother Union (ZNUT) in Zambia. I would like to have 30 minutes to 1-hour interview with you. The information you will provide to me is purely for academic purposes and will be treated with the highest confidentiality it deserves. Therefore, your name and that of your community are not required. The information you will provide will help me complete my study successfully.

1. Which union do you belong to?
2. For how long have you been a member of that union?
3. How long have you held that union position?
4. In your union do you have members who moved away from ZNUT? If yes, how many are they?
5. What do you think are the reasons that made them move away from ZNUT to form splinter unions?
6. Do you think they have made achievements by moving away from ZNUT to form splinter unions? Give a reason to whatever answer you have given.
7. What possible solutions can you put in place to discourage the movement of people from one union to another?

APPENDIX 3

INTERVIEW GUIDE FOR THE SECONDARY SCHOOL HEAD-TEACHERS.

Dear Participant,

My names are Moddy Habeenzu, a student in the School of Graduate Studies at the University of Zambia. I am currently carrying out a research on factors influencing splitting away of Teachers Unions from the mother Union (ZNUT) in Zambia. I would like to have a 30 minutes to 1-hour interview with you. The information you will provide to me is purely for academic purposes and will be treated with the highest confidentiality it deserves. Therefore, your name and that of your community are not required. The information you will provide will help me complete my study successfully.

1. How long have you been in this school?
2. How many teachers do you have at this school? Out of the number of teachers you have given, how many were once members of ZNUT but have moved away from ZNUT to form splinter unions?
3. What do you think are the reasons behind their movement from ZNUT to their current unions?
4. What measures do you think should be put in place to discourage the formation of splinter unions from ZNUT?
5. Do you think these teachers have made achievements by moving away from ZNUT to form splinter unions? Give reasons to whatever answer you have given.
6. Are you willing to remain an affiliate of your union until you are retired? Give a brief explanation of whatever answer you have given.

APPENDIX 4

INTERVIEW GUIDE FOR THE DISTRICT UNION REPRESENTATIVES

Dear Participant,

My names are Moddy Habeenzu, a student in the School of Graduate Studies at the University of Zambia. I am currently carrying out a research on factors influencing splitting away of Teachers Unions from the mother Union (ZNUT) in Zambia. I would like to have 30 minutes to 1-hour interview with you. The information you will provide to me is purely for academic purposes and will be treated with the highest confidentiality it deserves. Therefore, your name and that of your community are not required. The information you will provide will help me complete my study successfully.

1. Which union are you representing at the district level?
2. What district position are you holding?
3. How many members of your union do you have at the district level? How many of these were at one time members of ZNUT but have defected to form splinter unions?
4. What do you think are the reasons that made them move away from ZNUT to their current unions?
5. Do you think they have made achievements by forming the splinter unions? Give a reason to whatever answer you have given.
6. What do you think should be done to discourage breaking away of members from one union to another?

APPENDIX 5

INTERVIEW GUIDE FOR THE PROVINCIAL UNION REPRESENTATIVES

Dear Participant,

My names are Moddy Habeenzu, a student in the School of Graduate Studies at the University of Zambia. I am currently carrying out a research on factors influencing splitting away of Teachers Unions from the mother Union (ZNUT) in Zambia. I would like to have a 30 minutes to 1-hour interview with you. The information you will provide to me is purely for academic purposes and will be treated with the highest confidentiality it deserves. Therefore, your name and that of your community are not required. The information you will provide will help me complete my study successfully.

- 1) At provincial level which union are you representing?
- 2) For how long have you represented that union at provincial level?
- 3) How many union members do you have at provincial level? Do you have union members who were at one time ZNUT members but have defected to splinter unions? How many are they?
- 4) What do you think are the reasons that made them join splinter unions?
- 5) Do you think they have made achievements by moving away from ZNUT? Give reasons for whatever answer you have given.
- 6) What measures do you think should be put in place to discourage union members moving from one union to another?
- 7) Which services do you think are lacking in ZNUT which hinder the development of its members' progress?

APPENDIX 6

INFORMED CONSENT SHEET FOR ALL PARTICIPANTS

Dear Participant,

This serves to give you an understanding of the research procedures that will be followed.

Similar information in this form will be read to you alongside the questions with regard to each objective and its research instrument.

Further the implications for your participation are explained below, finally, you are asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in anticipation.

Description

This is an educational research: the researcher is a student at the University Of Zambia (UNZA) pursuing a Master of Education Degree in Civic Education.

Purpose

The researcher would like to establish the factors influencing the formation of splinter unions from the mother body union ZNUT?

Consent

Participation in the exercise is voluntary. We will talk for between 30 minutes and one hour and this will be recorded on a digital voice recorder. You don't have to answer all the questions and you can take a break or stop the interview whenever you need to. You are free to decline to participate in this exercise.

Confidentiality

All the data collected in this study will be treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this study. It is against this background that participants will only be identified through a number and not by name.

Rights of Participants

All effects will be taken ensure that the rights of the participants as per research ethics are protected and respected. Participants are assured that they are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

Contact Persons in case of anything

If you would like to know about what I will find out in the study, you can call or email me, or ask Doctor Dennis Banda or Doctor Gistered Muleya.

Declaration of consent form

I have read and understood the information sheet. I agree to take part in the interview.

Participants Number:.....

APPENDIX 7

BUDGET

DESCRIPTION	QUANTITY	NO. OF DAYS	UNIT RATES (K)	AMOUNT (K)
TWO WRITING PADS FOR LIBRARY SEARCH	K15.00	5	K15.00	K30.00
COMPILING LITERATURE REVIEW (TRAVELLING EXPENCES) FUEL	100 L		10	1000.00
GOOGLING ONLINE PUBLICATIONS- INTERNET JOURNAL, ARTICLES	20 NGWEE PER MINUTE	FOR 10 (TEN) HOURS	20 NGWEE PER MINUTE	K120.00
PRINTING OF THE WHOLE RESEARCH DOCUMENT FIRST DRAFT	1 KWACHA PER PAGE		120 PAGES	K120.00
PRINTING THE SECOND DRAFT DOCUMENT	1 KWACHA		107 PAGES	K107.00
PRINTING THE FINAL DRAFT	1 KWACHA		107 PAGES	K107.00
DATA COLLECTION FROM THE FIELD- TRAVELING AND LODGING	100 L	25 DAYS		K1,000.00

EXPENSES(FUEL)				
PENS	15		K3.00	K45.00
REAM OF PAPER	1		K60.00	K60.00
LUNCH FOR DATA COLLECTION		25 DAYS	K20.00	K500.00
TOTAL				K3,107,00

APPENDIX 8

TIME LINE/ SCHEME OF ACTIVITIES

ACTIVITY	J A N	FE BR UA RY	MA RC H	A P R I L	M A Y	J U N E	J U L Y	A U G	S E P
RESEARCH TOPIC APPROVAL BY THE SUPERVISOR									
DRAFT RESEARCH SUBMISSION TO THE SUPERVISOR									
PROPOSAL APPROVED BY SUPERVISOR									
COLLECTION OF DATA									
INTERPRETATION OF DATA									
REPORT WRITING									
PRESENTATION OF FINDINGS									
RE-WRITING OF REPORT									

**REPORT
SUBMISSILi
st of
Acronyms
and
Abbreviation
s**

AFL

ATA

APO

BETUZ

BITU

FFTUZ

GLC

GRZ

ICFTU

ILO

MMD

NORATA

NORATU

PETUZ

PROTUZ

SADTU

SAPs

SESTUZ								
TLSA								
TASA								
TAWU								
UNESCO								
UNZA								
USA								
WCA								
WFTU								
ZCTU								
ZNUT								
ON								