

INFLUENCE OF COLLECTIVE BARGAINING AND ADVOCACY OF TRADE UNION IN ENHANCING TEACHERS' EFFICIENCY IN PUBLIC SECONDARY SCHOOLS IN SAME DISTRICT, TANZANIA

Issack Kiangi¹, Prof. Evans Ogoti², Dr. Salema³

¹Master of Education Candidate, Mwenge Catholic University, Moshi, Tanzania

²Associate Professor, Mwenge Catholic University, Moshi, Tanzania

³Senior Lecturer, Mwenge Catholic University, Moshi, Tanzania

Corresponding author email: kiangikaluse123@gmail.com

Abstract

This study was conducted to assess the influence of teachers' trade union practices in enhancing teachers' efficiency in public secondary schools in Same District, Tanzania. The study was guided by systems approach theory by Burtalanffy. The study employed convergent design. The target population were 43 heads of schools and 767 teachers of public secondary schools in Same District. Stratified and Simple random sampling techniques were used to select 5 schools and 80 teachers who were involved in the study while 5 heads of schools were automatically included in the study to make a total sample that consist of 85 respondents. Questionnaires and interview guides were used to collect the required information. Data were analyzed by using descriptive statistics. The study found that collective bargaining and advocacy strategies used by teachers' trade union have minor influence towards the working efficiency of teachers. As the trade union were not involved in reforms that aimed at improving teachers' efficiency. The study recommends that teachers' trade union should frequently provide the training to teachers as the way to ensure that they become aware about the challenges they are facing on their daily activities at working areas and help them to perform well on their duties.

Keywords: Teachers' Trade Union, Teachers' Efficiency, Collective Bargaining, Advocacy

I. Introduction

In Tanzania like other African Countries labor Unions played a vital role in the economic, political and social evolution of the country since 1940's (Mukandala, 1999). Apart from representing workers on issues of common interests, the labor movements also acted as a freedom fighting movement against British colonial rule. However, after independence trade unions experienced a weak influence and power to effectively represent its members. The first organizational initiative to form a trade union, according to existing records in 1927 when African motor Drivers and Mechanics in Moshi formed the union and even attempted to stage a strike for the higher wages (Shivji, 1986). The African Civil Servants formed the Tanganyika African Government Association in 1930's but this union was a white collar elitist organization formed by Martin Kayamba's territory. In 1930's the Asian Assistant and Artisan tried to organize a trade union in order to solve the problem of working hours which were 50 hours per week and during this time trade unions members believed that strikes were a better way of fighting for their rights.

Tanzania Teachers' Union (TTU) is a trade union of teachers in Tanzania mainland. The union was formed in 1993 for the purpose of advocating for and promoting the rights of teachers in Tanzania. It is a voice of teachers in Tanzania where it seeks, not only to inform teachers on their rights, but also convey messages to policy and decision makers, planners and the entire population on the need for environmental and institutional change towards teachers and inform on the necessity for mainstreaming the constituency's trouble in the national agenda.

Teachers' trade unions in Tanzania are no exception in the pursuit of such noble objectives illustrated by trade unions in the Africa. Teachers' trade unions in Tanzania have continually and persistently struggled for the protection and improvement in real incomes

of teachers, security of tenure in the work place (by shielding members against unfair dismissals); as well as safety and healthy working environment for their members (Koumenta, 2011). Tanzania teachers' trade unions have over the years increasingly lobbied the government and its agencies for legislations that favour teachers and their families.

Teacher performance in teaching is a concern of everybody in the society. Teacher performance signifies the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of students, conduct of fieldwork, teachers' participation in sports, attending school assemblies and guidance and counseling (Aacha, 2010). Therefore, teacher performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. It is clear that teachers' trade unions have a significant role in the education sector however due to the limitlessness of trade unions practices in Tanzania; many trade unions have concentrated on the business end of teaching by fighting for teacher's better pay and allowances. The question as to whether the labor unions efforts translate to greater teacher turnover have been majorly ignored.

Oswald (2012) argued that working environment element had a significant effect on the performance of workers. Trade unions on their collective bargaining meetings are supposed to ensure the working environments are conducive for working. Also, trade unions are very crucial instruments in solving employees' problems in any organization as they motivate employees to reach targets of their responsibilities (Mwanyenza, 2015; Muze, 2014). They protect the economic, political and social interests of their members (Koumenta, 2011). Poor performance of trade unions leads to the underperformance of employees. Due to that trade unions have the huge

responsibility facing them of ensuring their daily activities are focusing on improving workers' performances. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers' roles that have been criticized internationally as raising costs without improving the learning of students (Wobman, 2013).

Trade unions face various challenges in executing their mandate; teachers unions are not exempt to this. Such challenges includes financial constraints emanating from loss of membership, splitting of unions and mismanagement, government and employer intervention in trade union activities and controlling of their affairs, the differentiated and changing composition of workers (Kisaka, 2010). A study done by Tanzania Teachers' Union (TTU, 2009) indicated that problems facing teachers in the country were many and complex. These problems range from low salaries to low status, lack of professionalism and inadequate professional development of teachers. Teachers feel that their concerns are not addressed. If these concerns remain and if teachers feel demoralized then the quality of education is bound to suffer. In spite of many efforts done by trade unions in Tanzania, still teachers are facing problems such as lack of enough salary, lack of conducive environment for working and lack of formal contracts of employment (Ibrahim, 2013; Musa, 2014). There is need for various stakeholders, government and teachers themselves to come together to resolve the problems facing teachers. Therefore, this study assessed the influence of teachers' trade union practices in enhancing teachers' efficiency in public secondary school in Same District.

1.1 Statement of the Problem

Trade unions perform significant role in employee's life and always provide checks and balances to the government regarding accountability of its leaders. In fact, trade unions for example Tanzania Teacher Union plays meaningful contribution to the improvement of teacher condition. Efficiency of the public secondary teachers depending on nature of school, environment and administration of the school as they mainly perform task like supervising school environment preservation, preparation on teaching materials, teaching, counseling, supervising discipline of students, create and promote good relationship with parents.

Most of the teachers' demands have been met or are in the process of being implemented such as the pay hike, harmonization of job group remuneration, better health insurance schemes and employment of more teachers to reduce workload. Teachers' trade union is the key to performance of teachers in the sense that they fight for better terms of service for teachers as well as play part in driving educational reforms by involving teachers in formulation of policies that improve teachers' working condition.

In spite of many efforts made by teachers' trade unions in Tanzania, still teachers are facing problems such as lack of enough salary, lack of conducive environment for working and lack of formal contracts of employment (Kisaka, 2010; Ibrahim, 2013; Musa, 2014).

It follows that there exists a knowledge gap about the influence of teachers' trade union practices on teachers' efficiency has most of the reviewed studies on teachers' trade union have concentrated on trade unions participation and its impact on improving employees working condition as well as challenges facing trade unions. It is therefore paramount to assess influence items of teachers' trade union practices namely collective bargaining and advocacy on enhancing teachers' efficiency in public secondary school in Same District.

1.2 Research Questions

The study was guided by the following research questions;

1. What is the influence of teachers' trade union collective bargaining on teachers' efficiency in Same District?
2. What is the influence of teachers' trade union advocacy on teachers' efficiency in Same District?

1.3 Significance of the Study

The study will help teachers to recognize services provided by teacher's trade union which were expected as motivation for the teacher's efficiency. Teacher's trade union will use this study finding to know their weakness and areas to make some changes in order to promote teachers effectiveness at working areas.

This study will enable the government institution to come up with policies and strategies that are in line with teacher's requirement such as teachers' working conditions. The study will benefited Ministry of Education, Science and Technology as they will be able to identify ways they can use to interact with teachers' trade union and provide teachers with better working conditions hence increased efficiency. The study will add more knowledge and literature on teachers' trade union activities that enhance teachers' efficiency.

1.4 Conceptual Framework

The conceptual framework in Figure 1 has shown how the independent (input), intervening and dependent variables (output) are interrelated in the study.

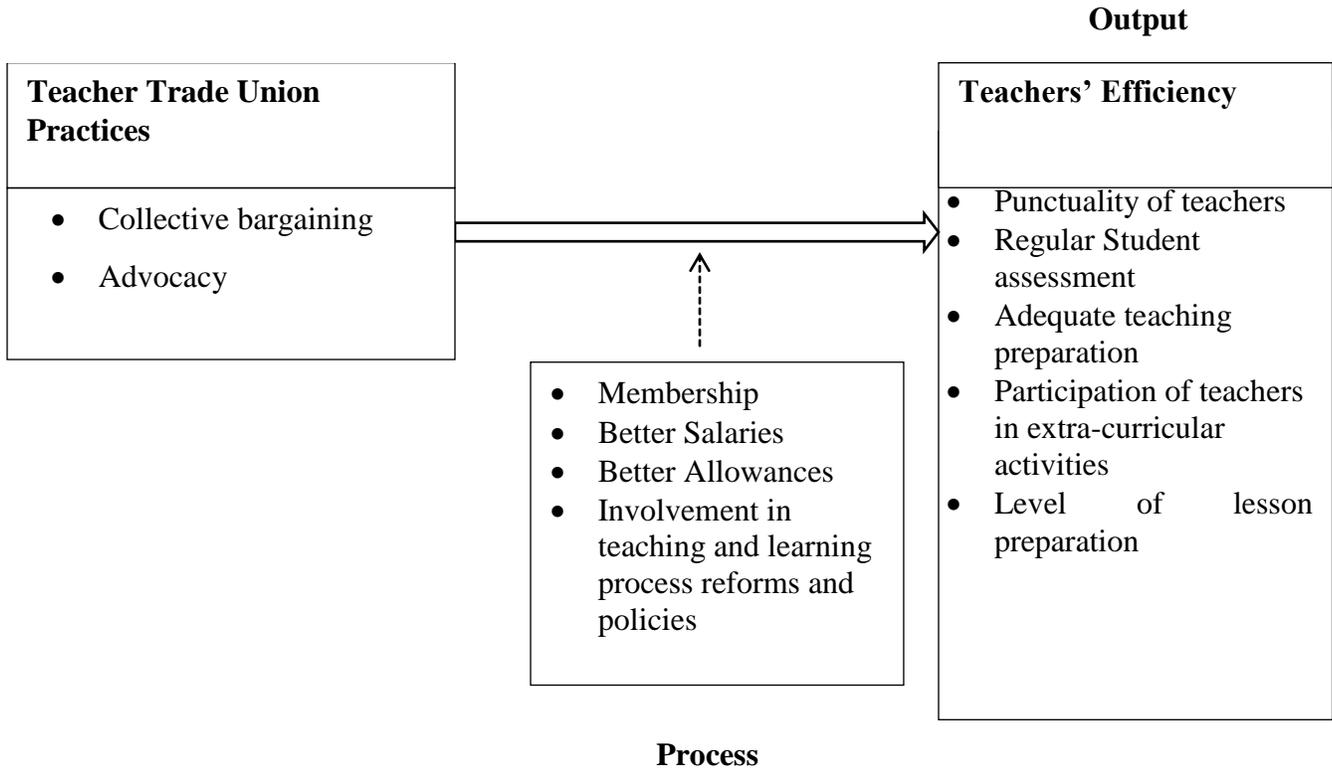


Figure 1.1: Conceptual Framework

Source: Researcher's Conceptualization (2020)

The framework presented in figure 1 relates to the systems theory because at each stage as a system we need to get information that is why there is a link at each step in order to provide information accommodates a set of independent variables (output) that count for teachers' trade union practices such as collective bargaining, advocacy and engagement of legal services. The process like membership, better salaries, better allowances, involvement in teaching and learning process reforms and policies if are well organized and solved as a result of some of them will achieve teachers efficiency (output) through students' performance, punctuality of teachers, regular student assessment, adequate teaching preparation, participation of teachers in extra-curricular activities and level of lesson preparation. Since the study aim is to establish whether

teachers' trade unions practices enhance on teachers' efficiency. Teachers' efficiency is arrived at through footing of collective bargaining, advocacy and engagement of legal services. Therefore, this study assessed whether teachers' trade union practices enhance teachers' efficiency.

2. Literature Review

Influence of teachers' trade union collective bargaining on teachers' efficiency

(Nkirote, 2018) study assessed selected trade unions activities on performance of public universities in Kenya. The study determined the relationship between the dependent and independent variables. The public universities under study were ten (10) in Kenya and emphasis was placed on the unions' officials in the universities. The officials comprised of the Chairmen and other unions representatives in the universities, with a total of 80 respondents. The study adopted a census procedure owing to the small number of respondents involved. Questionnaires were used as mode of data collection instruments. Data analysis entailed descriptive and inferential statistics. The results of the study indicated the collective bargaining had inverse and statistically significance effect on performance of public universities. Employee welfare and code of regulation had direct and statistically significance effect on performance of public universities. Code of discipline had inverse and statistically insignificance effect on performance of public universities.

Despite the study focused on trade unions activities (collective bargaining) on performance of public universities but failed to address other aspects such as advocacy and engagement of legal services. Also, these findings of Nkirote, (2018) to be more credible and can be generalized to all universities in Kenya. However, the findings may not be well generalized to Tanzanian schools since the education systems of Tanzania and Kenya are different. The education policies and

financing system in the two countries differ drastically. This, therefore, leaves a question whether what was observed in Kenyan can be observed in Tanzanian schools. To fill this gap, the current study was conducted to assess the influence of collective bargaining, advocacy and engagement of legal services on enhancing teachers' efficiency in public secondary school in Same District.

(Nchimbi, 2018) explored the perception of teachers as members of trade unions on the effectiveness of their trade union; using Tanzania Teacher's Union, as a case study. The study adopted a case study strategy where ten schools were involved in the study. Both qualitative and quantitative methods and approaches were used in data collection and analysis. A total sample of 209 respondents was involved in the study. Documentary review was also adopted, where various documents related to the study were critically reviewed. The results demonstrated that members of TTU have positive perception on the effectiveness of TTU as a workers' representation and do represents its members. However respondents were skeptical on the issue of communication and keeping the members up to date on what is real going on within the union. To make the findings more reliable, the current study assessed how collective bargaining enhance teachers' efficiency in public secondary school in Same District whereby in teachers and heads of schools were used.

(Chanzi, 2017) examined the role of trade unions practices in improving the workers' performance in Tanzania. The study was carried out in Dar es Salaam. The case study design was adopted using a sample consisting of 100 respondents who were union members and leaders. In collecting primary data, the study used questionnaires and interview tools, the descriptive data analysis was used to analyze data, and table and figures were used to present data. The study found out that collective bargaining meeting, Training to workers, Good working condition and

good relation between workers and trade unions leaders could be used as the ways of influencing workers' performance. The study concluded that through providing training, improving working condition and by using collective bargaining meetings between trade unions and employers, where various matters are discussed for the benefit of workers' performance.

The performance of workers can be improved Trade unions should make sure that the meetings of collective bargaining were conducted in every year and should have positive outcomes to workers' performance. The study came up with the influence of collective bargaining on improving workers' performance; teachers' efficiency was not involved. Excluding this item from the study makes the findings not to address the perceived complications by teachers. To make the findings more reliable, the current study assessed how collective bargaining enhances teachers' efficiency in public secondary school in Same District.

Influence of teachers' trade union advocacy on teachers' efficiency

The study of Wagaki (2013) aimed to establish the effectiveness of trade unions in teachers' professional performance in public secondary schools in Kieni West District. The study targeted all the 262 TSC employed teachers as well as the 22 principals serving in public secondary schools in Kieni West District, Nyeri County. The study sampled 26 teachers and 22 head teachers to participate in the study using stratified random technique and census method respectively. Data was collected using questionnaires. Quantitative and qualitative procedures were employed in data analysis. The study found that the teachers' trade unions were instrumental in fighting for teachers' benefits and advocacy in education reform. However motivation programmes for members were nonexistent and the unions preferred pressuring the teachers' employer to provide motivation through better allowances and promotion opportunities. The study concluded that the increment of teachers' salaries and allowances

motivated the teachers to some extent. However, the students' achievement in Kieni West District was not improving which shows that other factors affected the performance of the students. The study recommended that the government and the teachers' employer (TSC) should strive to better teachers working conditions by increasing the number of teachers as well as providing adequate teaching material in public secondary schools.

However, the findings may not be well generalized to Tanzanian trade union since the management and environment of Tanzania and Kenya are different. The policies and financing system in the two countries differ drastically. This, therefore, leaves a question whether what was observed in Kenyan can be observed in Tanzanian trade unions. Also, the study did not address the influence of advocacy in enhancing teachers' efficiency. To fill this gap, the current study was conducted to assess the influence of collective bargaining, advocacy on enhancing teachers' efficiency in public secondary school in Same District, Tanzania.

(Maina, 2018) on the effects of trade union activities on organizational performance: A case of Thika level 5 Hospital. A descriptive research was used. The study targeted employees who work at casualties and emergency department, nursing care, and clinical and diagnostic department. Stratified random sampling method was used to select a sample of 100 employees. Correlation analysis was adopted to establish the relationship between the independent and dependence variables. SPSS was used to aid in data analysis. It was revealed that respondents could not reach an agreement on trade union use collective bargaining agreement to negotiate for better pay and workplace protection. However, respondents agreed that working conditions in the organization are poor, trade union has a significant influence on terms and conditions, and occupational health and safety programmer has an impact on organizational performance,

reduction in accident and injuries influences performance the organization has adequate occupational health and safety procedures.

The findings showed that respondents strongly agreed that strike has an effect on organizational performance, strike has a negative influence on quality of service offered, strike occurs due to poor working conditions and excessive working hours, strongly agreed that employees use strikes to express themselves when negotiations fail, the organization has to implement the minimum wage set and there is lack of additional benefits and irregularities in payment of overtime. Moreover, it was also established that respondents agreed that the organization offers unfair remuneration, agreed that the organization has lack of minimum facility and safety. The findings also revealed that respondents disagreed that the organization has policies in place to deal with strikes. It was revealed that respondents agreed that trade unions represent workers at disciplinary and grievance hearing, conflict management had a significant effect on organizational performance, that mediation is used to solve conflict rising from personal differences and trade union negotiation influences organizational performance.

However, respondents could not reach an agreement on unfair termination of employment contract and under payment of wages influenced labor dispute and the organization has conflict management strategies in place. It is recommended that the use of collective bargaining strategy will enable trade union negotiate for better pay and workplace protection, it will also help trade union determine employment terms and condition and clear job description. Thika Level 5 Hospital should offer employees better facility and safety at work, benefits and pay them overtime, implement minimum wage set and develop conflict management strategies to deal with dispute. Despite the study focused on effects of trade union activities on organizational performance but failed to address how influence of advocacy enhances teachers' efficiency.

Therefore, this study addressed how influence of advocacy enhances teachers' efficiency in public secondary school in Same District.

3. Research Methodology

The study employed a convergent mixed methods design focusing on collecting, analyzing, and merging qualitative and quantitative data and results at the same time (Creswell, and Creswell, 2018). The quantitative and qualitative components were conducted parallel but independently in order to describe teachers' trade union practices and its possible effects in teachers' efficiency. The study pursued the quantitative approach through administering questionnaires to teachers and qualitative approach through interviewing heads of schools. The target population was 43 public secondary schools, 43 heads of schools and 767 teachers found in Same District. The heads of schools participated in the study because they are part of members of teachers' trade union while teachers were involved in the study because they are most important beneficiaries of teachers' trade union practices. Kerlinger (2011) a sample approximately 10% - 30% of population is adequate. Thus, 10% - 30% of the accessible population is enough for sample size. Therefore, the sample of this study was 85 participants out of 810 where stratified and simple random sampling techniques were applied to get 80 teachers and 5 were heads of schools directly included due to their virtual administrative roles as the leader/supervisor of the whole school activities and as the ones of members of teachers' trade union. Data from questionnaires were analyzed in terms of frequencies, percentages and presented in tables and graphs where applicable. This was achieved with the aid of computer software "Statistical Package for Social Sciences" (SPSS) version 22. The qualitative data from interview guide were analyzed by developing themes from research questions and presented in narrative form and direct quotations.

4. Results and Discussion

Influence of teachers' trade union collective bargaining on teachers' efficiency

The study sought to find out the influence of teachers' trade union collective bargaining on teachers' efficiency in Same District. The data below in table 1 presents the teachers' responses on influence of teachers' trade union collective bargaining on teachers' efficiency.

The data in collective bargaining and teachers' efficiency are related. Among 80 secondary teachers who participated in the study (62.5%) disagreed that teachers' trade union use collective bargaining agreement to negotiate for better pay and workplace protection. This implies that teachers' trade union do not negotiate for better pay and workplace protection for its members. This also reflects that teachers could not reach an agreement on trade union use collective bargaining agreement to negotiate for better pay and workplace protection. The data in the table 1 also indicate that the more than two third, (67.5%) of the teachers disagreed that Teachers' trade union use collective bargaining agreement to negotiate for better working conditions. On the other hand, (67.5%) of the teachers also disagreed that teachers' trade union has a significant influence on terms and conditions of working. The findings suggest that teachers' trade union does not perform collective bargaining for the better pay, workplace protection, better working conditions, terms and conditions of working there is a possibility of improving teachers efficiency. Teachers' trade union collective bargaining is one of the elements demanded by teachers.

This also was reported by one of the heads of schools during an interview who declared that:

Teachers' trade union does not perform its duties efficiently as they fail to address the issue of better pay, workplace protection, better working conditions, terms and conditions of working which lead to decline of

teachers performance to their respectively schools. (Source: Interview with Heads of schools on July, 06, 2021).

These findings contrast with Jepkorir (2014) who found that trade unions play an important role in the work-life of their members. The activities discharged such as collective bargaining, striking actions, employee representation, embolden workers and eventually make them confident and productive thus spurring organizational productivity.

On the issue of teachers' trade union use collective bargaining agreement to negotiate for occupational health and safety programme to teachers, two third, (66.3%) of the teachers disagreed that teachers' trade union use collective bargaining agreement to negotiate for occupational health and safety programme to teachers. This implies that occupational health and safety in the company are inadequate. Employee's do not comply and are not committed to health and safety rules.

More than half (52.6%) of the teachers disagreed that teachers' trade union use collective bargaining to reduce teachers misunderstand with the government while (30%) agreed. Also, (61.2%) of the teachers disagreed that teachers' trade union use collective bargaining agreement to negotiate for adequate compensation on accident and injuries to teachers while (20%) of teachers agreed. This means that there is inadequate compensation which has a negative influence on teachers' efficiency. These findings suggest that the teachers are not happy with the rate of compensation on accident and injuries. The Standard Economic Theory puts forward a number of assumptions regarding how human beings work at attaining socio economic benefits. Based on the theory, for instance, there is the assumption that a lot more workers would prefer to join trade unions in order to ensure for themselves better social and economic conditions but that was not putted forward by teachers' trade union.

Nevertheless, when asked on the Teachers' trade union use collective bargaining agreement to negotiate for better pay of housing allowance to its members (78.7%) of the teachers which is more than three quarter disagree that teachers' trade union use collective bargaining agreement to negotiate for better pay of housing allowance to its members. This implies that teachers do not get better payment for housing allowance as teachers' trade union fail to negotiate for better pay of housing allowance to its members through the use collective bargaining agreement.

The data indicate (82.5%) of the teachers disagreed that teachers' trade union use collective bargaining agreement to negotiate for transportation allowance to teachers. This implies that teachers' trade union does not collective negotiate for transportation allowance to teachers. About provision of burial cost to teachers (62.6%) of the teachers disagreed that Teachers' trade union negotiate for provision of burial cost to teachers while (28.7%) agreed. The data also indicated that (60%) of the teacher disagreed that Teachers' trade union use collective bargaining agreement to negotiate for workshops and training to teachers. These findings differ with Chanzi, (2017) who indicated that collective bargaining meeting, Training to workers, Good working condition and good relation between workers and trade unions leaders could be used as the ways of influencing workers' performance.

Additionally, teachers were asked to rate the extent to which teachers' trade union collective bargaining influence teachers' efficiency in their working schools. The data below in presents the teachers' responses on the extent to which teachers' trade union collective bargaining influence teachers' efficiency.

The data indicate that 71.3% of the teachers agreed that teachers' trade union collective bargaining influence teachers' efficiency to a small extent, 15% said to the average extent teachers' trade union collective bargaining influence teachers' efficiency while 13.8% reported

that teachers' trade union collective bargaining does not influence teachers' efficiency. From these findings one can establish that collective bargaining strategies used by teachers' trade union has minor influence towards the working efficiency of teachers. These findings concur with Nkirote, (2018) who argue that employee welfare and code of regulation had direct and statistically significance effect on performance of public universities. This was supported by 80% of heads of schools during the interview, who claimed that:

Teachers' trade union collective bargaining do influence teachers' efficiency to a small extent because it fails to address major issues concern teachers such as better payment, adequate compensation on accident and injuries, transport allowance to teachers, workshops and training to teachers as well as occupational health and safety programme. (Source: Interview with Heads of schools on July, 06, 2021).

In addition the data from the teachers indicated that there is a negative relationship between collective bargaining as an item of teachers' trade union and teachers' efficiency in public secondary schools. The mean score was below average (2.396). This mean that the TTU seems to have abandoned their role of demanding for better wages, working protection and provision of education to their members as many teachers seems to be disappointed by TTUs performance. Therefore, teachers are not relaxed with what is going on because the TTU leaders failed to negotiate effectively for the benefit of its members as it is expected by its members. As trade union fail to negotiate for better payment, working protection, rewards and other increments to teachers in public secondary schools in Same District does not affect teachers' efficiency. The industrial democracy theory considers trade unions as vehicles through which employees exercise their self-determination in terms of gaining good working conditions, better labour

contracts and good remuneration. Employees together elect their representatives who undertake collective bargaining on their behalf.

Influence of teachers' trade union advocacy on teachers' efficiency

The research question aimed at finding out the influence of teachers' trade union advocacy on teachers' efficiency in Same District. Information to address this question was acquired from teachers who responded to the question in their respective questionnaires with a five point Likert Scale on ten items dealing with influence of teachers' trade union advocacy on teachers' efficiency in Same District.

The data in indicate that 67.5% of the teachers disagree that teachers' trade union use advocacy in education reform to improve teachers' daily activities. This finding implies that decisions regarding education reform are decided by the government only. Moreover, it was revealed that education reform made by government without other education stakeholders such as teachers' trade union tends to affect little daily activities because teachers do not want to perform work in cohesive situation. This finding contrast with Wagaki (2013) who found that the teachers' trade unions were instrumental in fighting for teachers' benefits and advocacy in education reform.

Data also revealed that 67.5% of the teachers disagreed that teachers' trade union use advocacy to ensure teachers are comfortable in their work place while 20% of the respondents agreed. This suggests that teachers' trade union do not fight to ensure that their members are comfortable in their work place. Moreover, data in table 2 indicate that 60% of the respondents disagreed that in teachers' trade union use advocacy involvement in formulation of education policies. Also, 57.5% of the respondents disagreed in teachers' trade union use advocacy to fight for reforms in education policies. This implies that still there is much to be done by teachers' trade union to

fight for reforms in education policies as request by its members. Also, these findings may mean that teachers' efficiency cannot be achieved without sound education policies.

The data revealed that most (63.7%) of teachers disagreed that teachers' trade union use advocacy to requests for teachers input in education reform matters whereas 20% rated positively. This means that teacher' trade union requests for teachers input in education reform matters but their opinions were rarely valued. This implies that teachers' trade union do not take into consideration teachers opinions during the reformation of education matters.

The indicate (55%) of the teachers disagreed that teachers clarification by teachers' trade union advocacy representation on their working place. About teachers are motivated by how trade unions intervene in their grievances to ensure that their voices are heard, 61.3% of the teachers reported that are not motivated by the way trade unions intervene in their grievances to ensure that their voices are heard while 23.8% agreed. The data also indicated that (58.7%) of the teacher disagreed that teachers are able to trust trade unions to advocate their rights and issues related to their profession. This means that teachers do not trust trade unions to advocate their rights and issues related to their profession due to the negligence of the trade union towards teacher's needs.

The data indicate that half (50%) of the teachers disagreed that teachers' trade union is involved in formulation of education policies that are aimed at improving teachers' efficiencies output. Also, slightly more than half (52.5%) of the teachers disagreed that teachers' trade union use advocacy to fights for reforms that improve teachers competence. This was supported by 80% heads of schools during the interview, who appealed that:

Majority of teachers' trade union do not trust how the trade union works in education reform and teacher's voices and opinions are taken into

consideration in formulation in education policies through this situation teachers' efficiency cannot be influenced positively by the trade union advocacy activities. (Source: Interview with Heads of schools on July, 06, 2021).

These findings were an indication that teachers and heads of schools were in disagreement that trade unions' advocacy role played a significant role in ensuring teachers' efficiency in public secondary schools. Therefore the trade unions advocacy has a negative influence in enhancing teachers' efficiency. Additionally, the mean score was above average (2.8). Therefore, teachers mean score proves that teachers' trade union has policies and regulations on advocacy of which the leaders must be familiar with when implementing represent its members Furthermore, teachers were asked to rate the extent to which teachers' trade union advocacy influence teachers' efficiency. The data below presents the teachers' responses on the extent to which teachers' trade union advocacy influence teachers' efficiency.

The Extent to which Advocacy Influence Teachers' Efficiency (n=80)

The data indicate that slightly more than half (58.8%) of the teachers agreed that teachers' trade union collective advocacy influence teachers' efficiency to a small extent, 26.3% said to the average extent teachers' trade union collective bargaining influence teachers' efficiency, 13.8% reported that teachers' trade union advocacy does not influence teachers' efficiency while 1.3% reported that teachers' trade union collective bargaining do influence teachers' efficiency to the large extent. From these findings one can establish that teachers' trade union advocacy has minor influence towards the working efficiency of teachers. These findings concur with Wagaki (2013) who found that the teachers' trade unions were instrumental in fighting for teachers' benefits and

advocacy in education reform. This was supported by 60% of heads of schools during the interview, who reported that:

Teachers' trade union advocacy does influence teachers' efficiency to small extent because teachers are not motivated by how trade unions intervene in their grievances to ensure that their voices are heard. Also, teachers do not trust trade unions to advocate their rights and issues related to their profession (Source: Interview with Heads of schools on July, 06, 2021).

On the other hand, the researcher aimed at finding out teachers' professional efficiency in executing their roles and duties in respective schools. Information to address this question was acquired from teachers who responded to the question in their respective questionnaires. To get the extent to which they agree or disagree with the proposed items, a five point Likert Scale on ten items dealing with professional efficiency was used. The general decision on professional efficiency regarded the rate of grand mean responses of teachers whereby; $(1 \leq \text{Grand Mean} < 2.5) = \text{Low Level}$, $(2.5 \leq \text{Grand Mean} < 3.5) = \text{Average Level}$ and $(3.5 \leq \text{Grand Mean} \leq 5)$

Teachers were highly punctual on performing their duties as reported by 55.1% while 2.5% of teachers were performing their duties at low level and 3.8% performed their duties at very low level. Moreover, data indicate that 58.8% of the respondents reported that they conduct regular student assessment and evaluation at high level. Also, 52.6% of the respondents reported that they highly prepare themselves for teaching session. On the other hand, slightly more than half (55.1%) of teachers reported that they participate in extra-curricular activities at high level, 50.1% reported that students' academic achievement were at high level, level of lesson preparation was high (48.8%), level of preparation of teaching aids and materials was average

(48.8%), good communication with parents/guardians was high (51.3%) and lessons attendance was high (58.8%) as well as assisting students mentally and spiritually was high as reported by 56.3% of teachers. Furthermore, the study findings depicts that the grand mean response of 3.595 is ranged at ($3.5 \leq \text{grand mean} \leq 5$) which implies that public secondary school teachers in Same District execute their roles and duties at high level regardless of teachers' trade union fail to lobby on behalf of workers to promote their welfare and well-being.

5. Conclusions

The study has established that the trade union's role of securing teachers benefits through collective bargaining agreement was ineffective in ensuring teachers efficiency. This is because the increment of teachers' salaries and allowances motivated the teachers to small extent. However, teachers' efficiency in Same District was improving which shows that other factors influence efficiency of teachers. In addition the study found that the teachers were not yet satisfied with workshops and training conducted to teachers and were asking for more improvement.

The study has established that trade unions were involved in advocacy and especially in relation to education reform. The unions were not involved in reforms that aimed at improving teachers' efficiency. However, the study found that advocacy was not given much emphasis by the union and members were not provided with information. Therefore, it can be concluded that teachers' efficiency does not depend on teachers' trade union collective bargaining and advocacy.

6. Recommendations

Based on the findings and conclusions of the study, the researcher makes the following recommendations to the government, teachers' trade union and members (teachers).

Recommendation to Teachers' Trade Union

Trade union should frequently provide the training to their members (teachers) as the way to ensure that they become aware about the challenges they are facing on their daily activities at working areas and help them to perform well on their duties. Training will prepare teachers to show good performance and create confidence in them towards the responsibilities they are facing. Apart from training the trade unions also are recommended on creating of conducive environment of working which are far from danger and influence teachers to perform their works efficiently. Trade unions also recommended to negotiate for better pay, workplace protection, better working conditions, terms and conditions of working as motivation to its members as the way of influencing them to perform as it is required and reinforcing the right behavior to persist. Trade unions recommended maintaining good communication among members (teachers) and communication between teachers and their union leaders. This will provide room for teachers to express their obstacles on meeting goals of efficiency and to avoid unnecessary conflicts which can ruin teachers' efficiency and productivity as well.

Recommendation to Teachers (Members)

Teachers should improve and maintain good communication with the trade union leaders and their employers to express the challenges which discourage them to meet working efficiency target and to make suggestions on ways which can be used to help them to improve the ability of working. Communication among workers can be used as a way of improving the efficiency of teachers as long as the communication will base on finding solutions of reaching target of efficiency and lastly teachers (members) are recommended to attend the various training provided either within working areas or outside in order to enable them to expand their working abilities and knowledge.

Recommendation to Government

The government should always work together with teachers' trade union in ensuring the members' (teachers) welfare are well provided as a way of motivating them to work effectively and showing their ability on various responsibilities they are given. Government should conduct the collective bargaining meetings and discuss the ways of helping teachers to improve their performance as well as to make good arrangement of training and education programs to the teachers. Government should create good working environment which can be a positive way of helping teachers to perform efficiently on their daily responsibilities.

REFERENCES

- Aacha, M. (2010). Motivation and the Performance of Primary School Teachers in Uganda: A Case of KIMAANYA-Kyabakuza Division, Masaka District. Kampala: Makerere University.
- Chanzi, S. S. (2017). The Role of Trade Union Practices in Improving Workers' Performance in Tanzania: A Case Study of Tuico Head Office Dar es Salaam. The Open University of Tanzania.
- Creswell, J. W. and Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (5th Ed). Los Angeles: SAGE Publications, Inc.
- Ibrahim, S. M. (2013). Impact of Trade Union on Improving Employees Working Condition: Case Study of COTWU AND TUGHE. The Open University of Tanzania, Dar es Salaam Tanzania.
- Jepkorir, B. M. (2014). The Effect of Trade Unions on Organizational Productivity in the Cement Manufacturing Industry in Nairobi. University of Nairobi.
- Kerlinger, F.N. (2004). Foundation of Behavioural Research. New York: Harcourt Brace.
- Kisaka, L. C. (2010). Challenges facing Trade Unions in Kenya. Nairobi: University of Nairobi.
- Mukandala, S. R. (1999). Trade Unions in Tanzania: The Case of the Tanzania Federation of Trade Unions (TFTU) and Government. University of Dar es Salaam: Dar es Salaam-Tanzania.
- Mussa, M. (2014). Trade Unions Participation on Improving Employee Condition: A Case of Tanzania Teachers Union. Mzumbe University.
- Muze, R. W. (2014). Assessment of Motivations and its Impact on Employees Performance in Goal Attainment: Case Study of Vodacom Tanzania Limited. Open University of Tanzania. Dar es salaam, Tanzania.

- Mwanyenza, L. (2015). Examining the Role of Trade Unions in Solving Employee's Problems. Open University of Tanzania. Dar es salaam, Tanzania.
- Nkirote, N. (2018). Influence of Selected Trade Unions Activities on Performance of Public Universities in Kenya. International Academic Journal of Human Resource and Business Administration, 3(4), 174–206.
- Oswald, A. (2012). The Effect of Working Environment on Workers Performance: The Case Study of Reproductive and Child Health Care Providers in Tarime District. Muhimbili University of Health and Allied Science. Dar es Salaam, Tanzania.
- Shivji, I. G. (1986). Law, State and Working Class in Tanzania. Tanzania Publishing House, Dar es Salaam.
- Tanzania Teachers Union (2009). Education for All Teacher Demand and Supply. Education International Working Papers no. 12. University Press.
- Wagaki, W. G. (2013). Effectiveness of Trade Unions' Strategies in Enhancing Teacher Professional Performance in Public Secondary Schools in Kieni West District, Kenya. University of Nairobi.
- Wobman, L. (2013). Schooling Resources, Educational Institutions and Student Performance: the International Evidence. Oxford Bulletin of Economics and Statistics, Vol. 65 (2), 117–170.