

Extensiveness of Collective Bargaining in Fostering Teachers' Welfare in Public Primary Schools in Moshi Municipality, Tanzania

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ABSTRACT: *The study examined the extent of collective bargaining in fostering teachers' welfare in public primary schools in Moshi Municipal, Tanzania. Guided by systems approach theory by Burtalanffy in 1937, the study employed convergent research design whereby the target population included 791 public primary school teachers and 15 teacher's union leaders in Moshi Municipality. Stratified sampling and simple random sampling techniques were used to select 78 teachers while 5 teacher's union leaders were purposively included in the study to make a total sample of 83 respondents. Questionnaires, document analysis guide and interview guide were used to collect data. Quantitative data were analyzed by using descriptive statistics such as frequencies, means, and percentages and presented in tables with the aid of Statistical Package for Social Science (SPSS) version 23. Validity of instrument done by two experts in education administration from Mwenge Catholic University. Reliability of qualitative data done by use of Cronbach-alpha and coefficient is 0.932, for qualitative instrument the aspect of conformability employed. The qualitative data were analyzed by developing themes from research questions and presented in narrative form and direct quotations. The study found that teachers union averagely uses collective bargaining to negotiate the benefit of its members as it is expected by its members as the union negotiate for increase of allowances, promotion of teachers, better pay of housing allowances to its members, workshops and training to teachers, adequate compensation on accident and injuries. The study concluded that teacher's union normally uses collective bargaining to negotiate the benefit of its members as expected by her members. The study recommends that teachers' union should ensure the security of workers and effective communication should be encouraged between management and employees.*

KEYWORDS: extensiveness, teachers' union, collective bargaining and teachers' welfare.

INTRODUCTION

A trade union is an organized association of workers in a trade, group of trades, or profession, formed to protect and further their rights and interests (Sahoo, 2019). The roles of any trade union are to advocate and protect the workers' rights and welfare by performing the union objectives and performing the union activities (Moeti-Lysson & Ongori, 2011). The protection of basic workers and human rights in developing nations, like Tanzania, has effects on unionization so that the working population can reap the benefits of national economic growth (Ghosh & Geetika, 2014). In accordance with the Employment and Labour Relations Acts No. 6 of 2004 in Tanzania, every employee should join a trade union of his/her choice, where by teachers employed by the government should join Tanzania Teachers' Union (TTU).

Historically, Tanzania Teachers' Union (TTU) has existed for many years since the Independence in 1961. The last registration was in 1993 under trade union ordinance Cap. 381 of 1959 and given the registration no TU. 002. The union comprise of teachers from public schools, tutors from teachers training colleges, folk development colleges, and education officers in the Ministry of Education Science and Technology. Eighty-nine percent (89%) of Tanzanian public-school teachers are members of the Tanzania Teachers Union (Oluoch, 2018). For the case of 11% of Tanzanian public-school teachers who are not registered as Teachers union members, union is still conversing with them to join the union. Tanzania Teachers Union is guided by the Tanzanian constitution which provides freedom of association and the Employment and Labour Relation Act No. 6 of 2004 which allows workers and employers to establish and join unions. The main aim of the Tanzania Teachers Union is to safeguard and advocate for teachers' rights and welfare (Gindin & Finger, 2013). Among these rights are good salaries, good working conditions, promotions, solving of teachers disputes, and other teachers' social welfare.

The organizational structure of the teacher's union is defined in its constitution and its regulation whereby roles and objectives of the union is defining. The structure starts from the school level where every school has a union representative who represents his/her teachers to the district level, at the district level there is a steering committee which is formed by a school representative from the district level, while at region level there is executive committee which is elected by the district committee. The elected region executive committee represents the region to the national level (Tanzania Teachers Union Constitution, 2014).

Currently, teacher's union perform its activities based on collective bargaining by bargaining with the government on issues concerning teachers' welfare such as increasing teacher's salary, giving promotion to teachers on time, promoting teachers working condition and introducing teachers teaching allowances. In case of providing legal assistance to the teachers facing legal challenges in working places, teacher's union provides lawyers to teachers with court cases, giving teachers legal skills to know their rights and correct way of acting in legal matters. For example, right of leave, right of allowances and other legal regulations based on teachers. In solving conflict between teachers and their employers or among teachers themselves, teacher's union act as a mediator between teachers and employers in case of misunderstanding between teachers and their employers or among teachers themselves (Kingalu, 2015).

Political control of a nation interferes with the performance of union activities as the trade union acts as the middlemen between the Government who are the teacher's authority and the teachers. Like any other professionals, teachers normally work within systems where they are supervised, monitored, and guided in their work. Well-functioning supervision and support systems play a pivotal role in improving the quality and efficiency of education systems (Malunda, 2016). Teachers' trade union has continued to demand that the professional voices of their members be heard and that their experiences and expertise be valued and appropriately rewarded (Worlds of Education, 2017). Teachers' trade unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach out to teachers at the local level (Malunda 2016). The union defends members' interests but also is encouraged to

work in partnership with the government in developing policy and to uphold standards of professionalism (Msila, 2013; Zengele, 2015).

Khalfan (2018) found that the contribution of teachers' unions in enhancing teachers' professional development is very minimal. Also Kingalu (2015) shows that the union focuses more on pressing the government for teachers' better conditions but did not show the extent of union performance towards teachers' welfare. It is noted that Trade Unions such as Teachers union have a lot to contribute towards ensuring quality services to its members (teachers). Teachers Union work as most organ fighting over the issues of education in Tanzania including promoting the quality of teachers and promoting conducive teaching environment as to ensure quality and standard of the education in Tanzania. Despite the truth that teacher's union plays many important roles in the education field to support it to ensure the quality form of education, there is little evidence on the extensiveness of Teachers Union activities in fostering teachers' welfare in public primary schools. The study evaluated the extent to which teacher's union perform collective bargaining in fostering teacher's welfare in public primary schools.

Statement of the Problem

Teachers are expected to be free from practices that delay their promotions, timely salary increment, reduced termination incidences and other work-related disputes. Teachers' productivity and union functioning are inseparable (Delgado, 2021). Teachers union work only with teachers from public schools, this study is based specifically in public primary schools in Moshi Municipality, As the population of teachers in Tanzania primary school department contain large number compared to secondary school department, majority of primary school teachers are members of Tanzania Teachers Union that why the research opts to collect data from primary school specifically at Moshi Municipality

Teachers unions is responsible for collective bargaining on the teacher's welfare, provision of legal assistance to teachers who face the court cases and solving the conflict of teachers with their employers in their working places but the extensiveness of their performance is questioned by her members. Most studies conducted in the context of trade unions and their existence in different areas like Khalfan, 2018; Kabika et al 2020; Kasivu 2020, Mulima 2017, Nkirote 2018, Chanzi 2017, Nchimbi 2018, and Majalef 2020 they both conduct studies on trade union based on how collective bargaining enhance the organizational performance and find out that collective bargain influence workers performance but couldn't provide insights on the extent to which teachers union practice their activities in fostering teachers' welfare. Therefore, the current study fill the knowledge gap by establishing the extent to which teachers' union collective bargaining foster teachers' welfare in public primary schools in Moshi Municipal, Tanzania.

Research Question

The study was guided by the following research question;

How does the collective bargaining by the Tanzania Teachers Union foster teachers' welfare in public primary schools in Moshi Municipality?

Significance of the Study

This study is important to Tanzanian teachers who are the beneficiaries of their union, the Tanzania teacher's union, and to the society at large because the findings give out the performance of the union and extensiveness of the teacher's union collective bargaining in fostering teachers' welfare. The study is expected to help teachers' union officials to recognize and understand the extent of their performance of how collective bargaining fostering teachers' welfare. Teachers' unions might use this study finding to improve collective bargaining actions towards teachers' welfare in their working places. Finally, this study can be used by policy makers and to the theories and as the benchmark for further research to be conducted by other researchers and as body of knowledge to those who are interested in understanding the link between Teacher's unions and teachers' welfare.

THEORETICAL FRAMEWORK

This study is grounded in Systems Approach Theory (SAT). The system approach theory was introduced by Burtalanffy in 1937. The theory explains the interrelationship which exists between different organizations. Burtalanffy used system to outline principles which were common to system in general. Burtalanffy integrated the ideas of general systems theory using biological systems as a means to understand the world as large (Irby *et al.*, 2013). The systems theory works on the three elements which are; input, process, and output. Input is something put into a system or expended in its operation to achieve output or a result. Output is the information produced by a system or process from a specific input. Within the context of systems theory, the inputs are what are put into a system and the outputs are the results obtained after running an entire process or just a small part of a process. Because the outputs can be the results of an individual unit of a larger process, outputs of one part of a process can be the inputs to another part of the process. In this study inputs are collective bargaining, process is what TTU working with that is Government policies, laws and regulations, membership interest and needs, teachers' attitude towards union and political interference. Output is better pay, good working conditions, higher status of the teachers, teachers allowances and protection of teachers.

Teachers' union as an organization consists of teachers and their representative. Every category works as part of the whole system which is the general teacher's routine. Therefore, system theory sees human behavior as the outcome of shared interactions of persons who are within the same social system, which in this case is Tanzania teachers' union. Systems theory plays a great role in making whole system function in an interdependent way. This means everyone who belongs to the system has to play a certain role; both teachers and teachers' union leaders must play their roles as they interact for a mutual endeavor toward the attainability of educational goals and objectives.

Strengths of the Theory

Systems approach theory focuses on the means used to maintain organizational survival and emphasizes long-term goals rather than the short-term goals. This implies that teachers' union focuses on teachers' welfare sometimes might lead to nourishing or deterioration of the school culture and goals. The system approach theory allows integration of variables to function as a

whole in order to bring efficiency. Therefore, teachers normally work within systems where they are supervised, monitored, and guided in their work. Well-functioning systems play a pivotal role in improving the quality of education systems and teachers' welfare through good salaries, good working conditions, promotions, and other teachers' social welfare. Hence this theory will be helpful in assessing the extensiveness of collective bargaining in fostering teachers' welfare in public primary schools in Moshi Municipality.

Weaknesses of the Theory

The systems theory does not consider the organization context because it focuses only on the input, process and outputs. Measuring the means, or process of an organization can be very difficult when compared to measuring specific end goals. The theory has been criticized that it focuses on the means to achieve goals and objectives rather than on organizational effectiveness itself. For example: if there is no positive extensiveness between collective bargaining and teachers then the influence on teachers' welfare will be very minimal.

Application of System Theory to the Study

The systems theory indicates how inputs, process and outputs interact to yield desirable results. The mutual interaction of the parts makes the whole more important than the parts themselves, separating the parts from the whole reduces the overall effectiveness of organizations. According to this study regarding the extensiveness of collective bargaining in fostering teachers' welfare, the system here is the teachers' union and its activities which receive teachers as members. The inputs in this respect is collective bargaining, the process stage is government policies, laws and regulations', membership, teachers' attitude towards union and political interference whereby collective bargaining is performed based on those processes. Finally, the output is teachers' welfare which is manifested through better pay, good working conditions, raising the status of the teacher, teacher's allowances and protection of rights of teachers. Therefore, this study adopts system theory to assess the extensiveness of collective bargaining in fostering teachers' welfare in public primary schools in Moshi Municipality.

LITERATURE REVIEW

Gyesie (2017) carried out a study on the impact of collective bargaining on performance management in Washington DC Metropolitan Area, USA. The study used a qualitative case study with purposive sampling of 15 interviewees who actively interact with the Collective Bargaining Agreement process. The primary data collection process was face-to-face and telephone interviews, triangulated with archival records and a reflective journal. NVivo 11 was used to analyze the transcripts from my interviews and coded the data into nodes and categories to glean themes. It was revealed that collective agreement can be used to create high performance programs through selective recruitment, well-structured compensations practices, talent management and performance accountability. The emphasis from this study was on using collective bargaining as a tool for improving employees' performance as the way to improve organizational performance but the current study emphasis was on teacher union using collective bargaining as a tool in fostering teachers' welfare. Hence, the current study was conducted in public primary schools in Moshi

Municipal, Tanzania whereby the study participants were teachers and union leaders while data collection instruments were questionnaires, interview guides and document analysis guide.

Kabika *et al.*, (2020) did a study to re-examine the role of teacher trade unions in promoting the welfare and sustained livelihood for their members in Lusaka, Zambia. A descriptive study design was employed on a target population that comprised four (4) national teacher union officials targeting one (1) official from each of the four national teacher trade union secretariats, 16 teachers, and 16 union leaders at the school level of selected schools. The purposive sampling method was used to sample national teacher trade union officials and four school level union leaders from selected primary and secondary schools in Lusaka District. Data which were collected through interviews; focus group discussion; and document review were mathematically analyzed and interpreted, respectively. The study revealed that teacher trade unions were instrumental in providing collective bargaining and legal representation of members, but their role did not effectively result in motivational conditions of service for promoting enhanced teacher welfare and sustained livelihood. The previous study relates to the current study on examining the role of teacher trade unions in promoting welfare but they differ on design where the previous study did use single design in data collection that is descriptive study design while the current study used convergent research design under mixed methods to allow the researcher to use different methodological techniques for collecting quantitative and qualitative data within a system.

Kasivu (2020) conducted a study to investigate teacher unions' strategies in enhancing the welfare benefits of teachers in Kenya taking the case of the Kenya National Union of Teachers (KNUT). The study used a descriptive survey design. The target population was 8320 primary school teachers and nine Kenya National Union of Teachers branch officials. Stratified sampling and simple random sampling were used to select a sample of 830 teachers. Purposive sampling was used to select nine Kenya National Union of Teachers officials. The study used questionnaires for teachers and an interview guides for Kenya National Union of Teachers officials as the instruments for the study. The data were analysed by use of the SPSS program. Descriptive statistics were used to analyse the data and presented in frequency tables. Interview guide responses were reported verbatim. The study found that the Kenya National Union of Teachers was highly involved in enhancing issues concerning the welfare of teachers. The previous study focus was on teacher unions' strategies in enhancing welfare benefits for teachers but the current study focus was on contribution of teachers' union activities such as collective bargaining in fostering the teacher's welfare. Also, the previous study did use descriptive survey design while the current study used convergent research design under mixed methods to allow the researcher to use different methodological techniques for collecting quantitative and qualitative data within a system in order to provides a more in-depth knowledge of participants' perspectives on the extensiveness of collective bargaining in fostering teacher's welfare. Hence, the current study was conducted in public primary schools in Moshi Municipality, Tanzania whereby the study participants were teachers and union leaders while data collection instruments were questionnaires, interview guides and document analysis guide.

Kiangi *et al.*, (2021) conducted a study to assess the influence of collective bargaining and advocacy of trade union in enhancing teachers' efficiency in public secondary schools in Same

District, Tanzania. The study employed convergent research 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 previous study focus was on the influence of teachers' trade union practices in enhancing teachers' efficiency. The efficiency of teachers is for the organizational development and not for the teachers benefits, whereby it based on the influence of collective bargaining towards enhancing teachers' efficiency but the current study intended to examine the contribution of collective bargaining in fostering the teachers' welfare which based on teachers benefits.

Moreover, the study of Kiangi et al., (2021) 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. Also, the previous study was conducted based on teachers' views on teachers' union practices on teachers' efficiency which cannot be generalized to the influence of teachers' union activities on teachers' welfare because teachers views on union practices towards enhancing teachers' efficiency is not the same as that teachers views on union activities towards fostering teachers' welfare. Hence, the current study focused on the extensiveness of collective bargaining as one of teacher's union's activities towards fostering the teachers' welfare in public primary schools in Moshi Municipality.

Mashaka (2018) did a study on the roles and challenges of trade unions in Tanzania Mainland. The study used secondary data through explanatory methods to show the impacts and challenges of trade unions in the country. The study used secondary data were gathered from different sources like libraries and the internet. The study revealed that trade unions play a vital role in maintaining and promoting workplace harmony in Tanzania, and there are notable changes in the country's labour force market which were contributed by the unions such as the presence of decent work, increasing dispute settlements, the high number of collective bargaining agreements, and rise of unions' membership. From this study which shows that the union plays the big role in creating the conducive environment for the workers. The previous study findings show that members are not participating well in union operations and not giving real performance which forced the researcher to use secondary data in collecting information which may result to invalid data as secondary data may not match with the real current situation. The current study used primary data direct from the respondents which expect to explore on the extensiveness of collective bargaining in foster teacher's welfare.

Mwakyembe (2019) assessed the role of collective bargaining in enhancing performance of the organization at Tanzania Electric Supply Company Limited. The research design which was adopted in this study is case study design. Data were collected through questionnaire, interview

and documentary review methods. The main finding of the study is that collective bargaining is generally practice at TANESCO. Various practices of collective bargaining were provided which included effective communication between management and trade union, proper planning and preparations for collective bargaining, bargaining in good faith, observation of legal procedures, and absence of unfair practices. Again, it is further noted that collective bargaining at TANESCO has somehow led to the improvement in organizational performance. Collective bargaining at TANESCO is still not effective to meet the standards of an effective collective bargaining process. It can be improved by improving communication between employees and trade union, improving negotiation skills and balance in bargaining powers. Collective bargaining is the key activities in any employee's union, the previous study shows how collective bargaining lead to the improvement in organization performance based on Tanzania Electric Supply Company Limited while the current study examined the extent collective bargaining foster teacher's welfare based in public primary schools in Moshi Municipality.

Most of the previous researchers who conduct studies on the contribution of collective bargaining the emphasis was on using collective bargaining as a tool for improving employee performance for the improvement of organization performance. The current study emphasis is on using collective bargaining as a tool for improving employee welfare. Most studies based on influence of collective bargaining towards enhancing teacher's efficiency. This based on the organizational development than the employee benefits. Also, previous study uses single design in data collection that is descriptive study design and the current study used convergent research design under mixed methods which enable researcher to use both qualitative and quantitative data to come up with the correct information on the study.

METHODOLOGY

The study engaged a convergent design under mixed methods research approach focusing on collecting, analyzing, and merging qualitative and quantitative data. (Creswell & Creswell, 2018). The data collection instruments were questionnaires to primary school teachers and interview guide to union leaders. The target population for study included 791 public primary school teachers and 15 district teacher's union leaders in Moshi Municipality. Stratified sampling and simple random sampling techniques were used to select 78 teachers while 5 teacher's union leaders were purposively included in the study to make a total sample of 83 respondents. Teachers were involved in the study because they are most important beneficiaries of teachers' union activities. TTU leaders were included because they are the one who deals with teachers' union activities such as collective bargaining. Questionnaires, document analysis guide and interview guides were used to collect data Quantitative data were analyzed by using descriptive statistics such as frequencies, means, and percentages and presented in tables with the aid of Statistical Package for Social Science (SPSS) version 23. The qualitative data were analyzed by developing themes from research questions and present them in narrative form and direct quotations. Validity of instrument done by two experts from Mwenge Catholic University. Reliability of qualitative data done by use of Cronbach-alpha and coefficient is 0.932, for qualitative instrument the aspect of conformability employed.

FINDINGS AND DISCUSSION

This study sought to find out the extensiveness of collective bargaining in fostering teachers' welfare in primary schools in Moshi Municipality. The data were collected from Moshi municipal primary teachers and union leaders because teachers are beneficiaries of the union and union leaders are the one who participate conducting collective bargaining. The findings were organized and discussed based on respondent's response. The study investigated on how the collective bargaining done by the teachers' union foster teachers' welfare. The data below in table 1 presents the teachers' responses on contribution of collective bargaining in fostering teachers' welfare.

Table 1: Teachers' Responses on Level of Contribution of Collective Bargaining in fostering Teachers' Welfare (n=78)

S/N	Statement	P		F		G		V.G		E		Mean
		F	%	f	%	f	%	f	%	f	%	
1.	Teachers' union negotiates for increase of allowances	7	9.0	6	7.7	50	64.1	9	11.5	6	7.7	3.01
2.	Teachers' union negotiates for promotion of teachers	8	10.3	9	11.5	15	19.2	40	51.3	6	7.7	3.35
3.	Teachers' union has a significant influence in terms and conditions of working	8	10.3	11	14.1	42	53.8	10	12.8	7	9.0	2.96
4.	Teachers' union negotiate for workshops and training to teachers	8	10.3	16	20.5	43	55.1	10	12.8	1	1.3	2.74
5.	Teachers' union bargains for better salary pay	11	14.1	15	19.2	23	29.5	21	26.9	8	10.3	3.00
6.	Teachers' union negotiates for adequate compensation on accident and injuries to teachers	11	14.1	10	12.8	43	55.1	11	14.1	3	3.8	2.81
7.	Teachers' union negotiates for better pay of housing allowance to its members	42	53.8	12	15.4	15	19.2	9	11.5	-	-	1.88
8.	Teachers' union negotiates for occupational health and safety programme to teachers	16	20.5	20	25.6	25	32.1	14	17.9	3	3.8	2.59
9.	Teachers' union negotiates for transportation allowance to teachers	18	23.1	15	19.2	26	33.3	13	16.7	6	7.7	2.67
10.	Teachers' union has a significant influence on teachers' welfare	5	6.4	8	10.3	48	61.5	13	16.7	4	5.1	3.04
Average Mean											2.81	

Source: Field Data, (2022) Key: P-Poor, F- Fair, G- Good, V.G-Very good, E- Excellent

The data in table 1 indicate that among 78 primary teachers who participated in the study, (64.1%) reported that teachers' union averagely negotiate for increase of allowances. This implies that teachers' union averagely negotiate for increase of allowances for its members. This reflects that teachers do agree that teachers' union use collective bargaining agreement to negotiate for increase of allowances. The data in table 1 also indicate that (51.3%) of the teachers said that above average teachers' union negotiates for promotion of teachers. On the other hand, 53.8% of the teachers revealed that teachers' trade union has influence on terms and conditions of working. The findings imply that teachers' trade union does negotiation for increase of allowances and promotion of teachers so teachers' trade union has influence on terms and conditions of working. Hence, there is a possibility of improving teachers' welfare if teachers are getting good allowances and promotion. Teachers' union collective bargaining is one of the elements demanded by teachers so that they can get better allowance and promotion. This also was reported by one of the union leaders during an interview who declared that:

Bargaining between teachers' union and teacher's employer is very important as different issues of teachers are solved such issues includes increase of teachers' salaries, teacher's promotion on time. Collective bargaining help on teachers' welfare especially for teachers who claim for salary increase or have debt with the government so the union ensures that the debts to teachers are being paid, teachers' salaries are being increased, and leave allowances are being allocated. Also, if the teachers do not get his working rights, the union has the duty to ensure teachers are getting their right on time. (Interview with Union leader "A" on June 22, 2022).

Similarly, another union leader reported;

In the level of municipal, as the union leaders we are involved in the municipal council where we get a chance to discuss issues about teachers, among the issues we discuss are leave allowances, salaries, budget for teacher's death, payment of salaries on time. So, answers are given in the council and when we meet with our members, we give them feedback of what we have been told by their employer. (Interview with Union leader "B" on June 23, 2022).

The responses from the union leaders shows that the union leaders are involved in the municipal Council whereby they bargaining with the employer different issues based on teacher's welfare. This implies that teachers' union leader when participate in the municipal council get the room for negotiate with the employer on teacher's welfare like better pay, better working conditions, terms and conditions of working which lead to teachers' welfare and lead to increase of teacher's performance to their respectively schools. This shows that the union plays the big role in creating the conducive environment for the teachers.

The document analysis findings show that teachers normally consult the TTU district office to ask assistance on the issues of promotion and transfer where transfer payment is also the big issue to teachers. Normally, for teachers who do not get promotion on time they report to the office and ask the help from the union leaders. Also, the study found that in 2018 to 2022 the government released five seculars on promotion whereby teachers were promoted as per promotion seculars and these seculars are provided as the result of collective bargaining between union leaders and the government. These findings concur with Mashaka (2018) who found that trade unions play a vital role in maintaining and promoting workplace harmony in Tanzania, and there are notable changes in the country's labour force market which were contributed by the unions such as the presence of decent work, increasing dispute settlements, the high number of collective bargaining agreements, and rise of unions' membership.

However, union leaders during in depth interview with the researcher on the issue of collective bargaining on payment to teachers, one leader reported that, "*The union contribute in asking the right for teachers and fight for the increase of salary but also the union help teachers to get salary on time as for now teachers get their salary on 21st up to 24th every month*". (Interview with Union Leader "C" on June 23, 2022).

In addition, during interview with another leader on collective bargaining about promotion said that;

The union tries to bargain with the government on the issue of promotion and increase of salary and if there are salary affairs the union helps by talking to the employer and the teachers get their right. Through the union bargaining with the government, now teachers are being paid their salaries 21st – 25th every month. (Interview with Union leader “A” on June 22, 2022).

The response from the union leaders appreciate the work done by the union since the teacher’s salary are being provided early from 21st_25th as the result of collective bargaining conducted by teacher’s union. This implies that teacher’s trade union negotiates for better pay, better working conditions, terms and conditions of working but still there is no better payment to teachers and working condition is not good. These findings are in alliance with Kabika et al., (2020) who revealed that teacher trade unions were instrumental in providing collective bargaining and legal representation of members, but their role did not effectively result in motivational conditions of service for promoting enhanced teacher welfare and sustained livelihood.

The data in table 1 indicate that teachers above the average (55.1%) agreed that teachers’ union averagely negotiate for workshops and training to teachers. Also, 55.1% of the teachers agreed that teachers’ trade union use collective bargaining agreement to negotiate for adequate compensation on accident and injuries to teachers. This means that averagely the union has been negotiating for training and compensation to teachers. These findings indicate that the teachers are not happy with the rate of negotiation on compensation and training. These findings concur with Gyesie (2017) on the impact of collective bargaining on performance management, it was revealed that collective agreement can be used to create high performance programs through selective recruitment, well-structured compensations practices, talent management and performance accountability. Kiangi et al., (2021) found that collective bargaining as a strategy used by teachers’ trade union has minor influence towards the working efficiency of teachers.

During the interview with union leaders they indicated that teachers’ trade union use collective bargaining to bargaining in teachers’ compensation. One of the participants reported, *“The union usually tries to talk to the government on compensation on accidents and injuries but when accident occur in working area the government delays a bit to pay”*. (Interview with Union Leader “D” on June 23, 2022).

Findings from the interviews indicate that the union leaders try their best to negotiate on adequate compensation on accidents and injuries when accidents occur in working area/time. It is the union role to ensure that their members are being provided with important service by his employer. Union and its members as well as the government should work together so as teachers can be adequately compensated on accidents and injuries. Deming Total Quality Management stressed the responsibilities of top management is to take the lead in changing processes and systems. Leadership plays a great role in ensuring the success of quality management, because it is the top management’s responsibility to create and communicate a vision to move the firm toward continuous improvement. Wagaki (2013) established that teachers’ trade unions were instrumental

in fighting for teachers' benefits and advocacy in education reform. However, motivation programmes for members were non-existent and the unions preferred pressuring the teachers' employer to provide motivation through better allowances and promotion opportunities.

However, when asked on the teachers' union use collective bargaining agreement to negotiate for pay of housing allowance to its members 53.8% of the teachers which is more than a half reported that teachers' union poorly use collective bargaining to negotiate for better pay of housing allowance to its members. During the interview with union leaders, one union leader reported, *"Teachers do not get housing allowance and transport allowances so the union has been negotiated with the government on housing allowance and transport allowances so that teachers can have good working conditions"*. (Interview with Union Leader "E" on June 22, 2022).

In addition, during interview with union leader on improve working environment said that;

In the side of working environment, the union negotiation is very low or does not do it because the issue of teachers houses in Tanzania people do not take it as a serious issue so the union does not do anything. In Moshi Municipal, teachers' houses are very few and the union does not deal with it. Also, teachers do not have transportation allowances". (Interview with Union leader "E" on June 22, 2022).

This implies that the government does not provide house to all teachers, few houses found in schools are for few teachers especially the head teacher whether the government do not pay house allowances to teachers that's why 53.8% of respondents respond on poorly done and teachers' union still not negotiate for housing allowance to its members through the use collective bargaining agreement. Therefore, the union should try to negotiate for housing allowance as well as transportation allowance and the government should include housing allowance to teachers' salary as teachers' union averagely has influence on teachers' welfare as reported by 61.5% of teachers. These findings are in line with Mwakyembe (2019) who revealed that various practices of collective bargaining were provided which included effective communication between management and trade union, proper planning and preparations for collective bargaining, bargaining in good faith, observation of legal procedures, and absence of unfair practices but collective bargaining is still not effective to meet the standards of an effective collective bargaining process. It can be improved by improving communication between employees and trade union, improving negotiation skills and balance in bargaining powers. In the document review analysis, it was founded that the union has the right to have collective bargaining meetings with the employer. The meetings involve the union leaders with the municipal director and head of department in which teachers are work. In those meeting, the union leaders get the chance to express teachers working problems and in some years the meeting was conducted once instead of twice per year.

Therefore, teacher's union uses collective bargaining to negotiate the benefit of its members as it is expected by its members in average level. As teachers' union negotiate for increase of allowances, promotion of teachers, better pay of housing allowance to its members, workshops and training to teachers, adequate compensation on accident and injuries to teachers where the teachers' union has a significant influence in terms and conditions of working of teachers to small

extent hence it does affect teachers' welfare. Teachers have their representatives who undertake collective bargaining on their behalf. These representatives lobby on their behalf in order to promote their welfare and well-being but it was found that the union's role of securing teachers benefits through collective bargaining agreement was averagely in ensuring teachers' welfare. These findings concur with Kabika et al., (2020) who found that teacher trade unions were instrumental in providing collective bargaining, but their role did not effectively result in motivational conditions of service for promoting enhanced teacher welfare and sustained livelihood.

According to the findings the respondents respond above the average that teacher's union is conducting collective bargaining to negotiate with the employer based on increase of teacher's allowances, promotion of teachers, terms and conditions of working, bargaining on workshop and training to teachers, adequate compensation on accident and injuries to teachers and that indicate that union has influence on teacher's welfare. Respondents respond below average that the union negotiate for better pay of housing allowance to its members and occupational health and safety program to teachers and on transportation allowances to teachers.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded that teacher's union uses collective bargaining to negotiate the benefit of its members averagely as it is expected by its members. It was found that the union's role of securing teachers benefits through collective bargaining agreement was averagely done in ensuring teachers' welfare. Teachers' union negotiate for increase of allowances to teachers, promotion of teachers, workshops and training to teachers. Union do not bargain for better pay of housing allowance to its members, and below average negotiates for occupational health and safety program me to teachers.

Based on the findings and conclusions of the study, the researcher recommends that, the government should always work together with teachers' union in ensuring teachers' welfare are well provided to teachers as a way of motivating them to work effectively and showing their ability on various responsibilities they are given. Government should improve the working environment by provide the necessary needs for teachers which can be a positive way of helping teachers to perform efficiently on their daily responsibilities.

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