

**UNDERSTANDING THE CONTRIBUTION OF TEACHERS
UNION TOWARDS IMPROVING STANDARDS OF TEACHING IN
MKURANGA DISTRICT**

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REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by Open University of Tanzania a dissertation titled: *“Understanding the Contribution of Teachers Union Towards Improving Standards of Teaching in Mkuranga District”*, in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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I, **Julius Baltazar Kingalu**, do hereby declare that, this dissertation is my original work and that it has not been presented and will not be presented to any other Universities, Researches and Training Organizations for the same purpose whatsoever.

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Signature

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Date

DEDICATION

This dissertation is dedicated to the whole family of Mr. and Mrs. Baltazar Kingalu and my dearest wife Kida for their continued support, love and affection. This family has been very supportive and inspiring in my growth and carrier. To you I dedicate this piece of work.

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ABSTRACT

This study is about teachers' union (TU) contributions towards enhancing standards of teaching in Tanzania, focusing on Mkuranga district. Through questionnaire, interview and focused group a total of 142 teachers responded to the questions related to the role of TTU in the improvement of standards of teaching. Role of holding teachers accountable to teaching; pressurizing government for making better conditions for teachers are the most identified findings by the researchers to respond the question of role of TTU towards standards of teaching. Furthermore, various condition caused by TTU that considered to affect standard of teaching were identified such as strikes especially to the time when the demands of the teachers are not been heard. However, some respondents had a negative views on the way to be not appropriate as for them strikes impeded teachers from using the assigned time to teach. Various factors that considered to hinder TTU towards contributing for quality teaching were identified such as lack of political power to the union, absence of political support and poor recognition from the government. Based on these findings, the following are recommended; TTU need to be strengthened so as to contribute towards standard teaching, this includes training to the staffs both of the Union and school managers as to make them effective in handling the demands of the teachers. More research is needed to find ways to strengthen TTU to contribute more to the improvement of teaching and education in gene.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the Problem	2
1.3 Statement of the Problem.....	7
1.4 General Objective of the study	8
1.5 Specific objectives of the Study	8
1.6 Research Questions.....	8
1.7 Significance of the Study.....	8
1.8 Limitation of the Study	9
1.9 Delimitation of the Study.....	9
1.10 Definitions of Key Terms	10
1.10.1 Trade union	10

1.10.2 Teachers Union	10
CHAPTER TWO	11
LITERATURE REVIEW.....	11
2.1 Introduction.....	11
2.2 Conceptual Framework.....	11
2.3 Related Literature	13
2.3.1 Trade Union	13
2.3.2 Historical Background of Trade Unions.....	13
2.3.3 Trade Union in Tanzania	14
2.3.4 Tanzania Teachers Union (TTU).....	15
2.3.4.1 The Relationship between Teachers Union and Provision of Standards of Teaching	16
2.3.4.2 Condition under which Teachers Unions Affect the Provision of Standards of Teaching	21
2.3.4.3 Factors that Limit Effective Contributions of Teachers Union Towards Quality Teaching	23
CHAPTER THREE	26
RESEARCH METHODOLOGY	26
3.1 Introduction.....	26
3.2 Study Area	26
3.3 Approach to the Study	27
3.4 Research Design	28
3.5 Target Population.....	28
3.6 Sample and Sampling Procedures	29

3.7	Data Collection Techniques.....	31
3.7.1	Questionnaires	31
3.7.2	Interview	32
3.7.3	Focus Group Discussions	33
3.7.4	Documentary Review	33
3.8	Validity and Reliability of Instruments	34
3.9	Ethical Issues	34
3.10	Data Analysis.....	35
	CHAPTER FOUR.....	36
	DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	36
4.1	Introduction.....	36
4.2	Teachers' Perspectives on the Role of TTU in Improvement of Standards of Teaching	37
4.3	Conditions under which Teachers Unions Affect the Provision of Standards of Teaching in Tanzania.....	43
4.4	Factors that Limit Effective Contribution of Teachers Union Towards Standard of Teaching in Tanzania	47
4.5	Chapter Summary	50
4.6	Discussion of the finding	51
	CHAPTER FIVE.....	54
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	54
5.1	Introduction.....	54
5.2	Summary.....	54
5.3	Conclusion	55

5.4	Recommendations.....	56
5.4.1	To the Tanzania Teachers Union.....	56
5.4.2	To the Government	57
5.4.3	For Further Research	57
REFERENCES.....		59
APPENDICES		65

LIST OF TABLES

Table 3.1: Showing Distribution of Teachers in Mkuranga District According to their Work Place.....	26
Table 3.2: Sample Composition.....	30
Table 4.1: Demographic Characteristics of Respondents	36
Table 4. 2: Contribution of TTU in Raising Standards of Teaching.....	38
Table 4.3: Condition under which TTU Affect Standards of Teaching.....	44
Table 4.4: Factors Limiting TTU to Contribute for Standards of Teaching	48

LIST OF FIGURES

Figure 2.1: Conceptual Framework about the Contributions of Teachers Unions Towards Improved Standards of Teaching in Tanzania	12
Figure 4.1: Showing Contribution of TTU in Raising Standards of Teaching	38
Figure 4.2: Show Percentage of all Respondents for the Objectives Number Two...	44

LIST OF APPENDICES

Appendix 1: Interview Guideline for DEO'S	65
Appendix 2: Interview guideline for Ward Education Officers.....	68
Appendix 3: Interview Guideline for District Tanzania Teachers Union Leaders ...	71
Appendix 4: Questionnaire Guideline for the Discussion with Focus Group.....	74
Appendix 5: Questionnaire for Teachers (Primary And Secondary Class Teachers)	77
Appendix 6: A Map showing Mkuranga District.....	80
Appendix 7: Data Collection Schedule	81

LIST OF ABBREVIATIONS

CWT	Chama cha Walimu
DEO	District education Officer
DSEO	District secondary education officer
EFA	Education for All.
EI	Education International
M.A	Masters of Arts
MOE	Ministry of Education
MOEC	Ministry of Education and Culture
NO	Number
TANU	Tanganyika National Union
TTU	Tanzania Teachers Union
TU	Teachers Union
TUCTA	Trade Union' Congress of Tanzania
UDOM	University of Dodoma
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation Children Fund
WEC	Ward educational coordinator

CHAPTER ONE

INTRODUCTION

1.1 Introduction

One of the main problems in Tanzania's today is the issue of low standards of teaching which result to poor performance of students as some people regard this to be one of the indicator for either growth or decline of education quality. While this became the main agenda in education spectrum, a lot of discussions have been heard about the truth of who are the responsible in making clear on this doubt. Based on this, some scholars tries to look this problem and other came with some different ideas about this doubt. Bascia (1998) tries to give his insight on the issue of exactly who is responsible on raising the quality of both teaching and education generally.

According to him, the job of raising standards of teaching and education relies on the hand of the both government and other stakeholders of education including individual people especially teachers and their unions like teachers union of Tanzania. While this being the idea of Bascia, some people and especially administrators are criticizing this as they tend to see the unions especially that of teachers as militant and oppose the government in various activities including education plan and tend to regard them as selfish in their priorities (Bascia, 1998).Only minority recognize this notion though their acceptance are invisible to others (Bascia 1997).

The aim of this research is to assess the contribution of teachers union towards improving the quality of teaching in Tanzania taking Mkuranga district as a case of

the study. This chapter focuses on the background of problem, statement of the problem, general and specific objectives of the study and research questions. It also shows the significance of the study, limitation and justification of area of the study, delimitation, together with definition of technical terms.

1.2 Background of the Problem

Teachers' unions are comprised of teacher professionals who seek to enrich their workplace so as to contribute more effectively towards teaching for effective learning. According to Gindin and Finger (2013), the purpose of teachers unions is mainly to unify teachers, to advocate for them and their demands. Not only that, also has an interest in the functioning of the overall education system by improving teaching. Teachers' unions also work to provide a wealth of resources to their members that would usually otherwise not be able to afford. UNESCO (2004) argued that union made for the reasons of job security as it provide a way to negotiate higher wages and benefits that members can not accomplish as individuals.

They also work to ensure protection against arbitrary decisions by administrators. Teachers Union as the unification of teachers it enable for collective bargaining which provides a legal framework for teachers' dealings with school administration and teaching job generally. The collective bargaining process offers teachers a voice on issues that matter most to them and their students, such as class sizes, hours in work and evaluations during contract negotiations with their district officers. Also teachers' unions work to preserve tenure rights that protect teachers' jobs once a specified time period passes (www.teach-nology.com).

As among the members of Trade Union Congress of Tanzania the Tanzania Teachers' Union (TTU) is a trade union of teachers in Tanzania mainland. It is operating under Section 48 (5) of the Employment and Labour Relations Act No. 06 of 2004 of the United Republic of Tanzania with Registration No. 004. The union comprises of teachers from public and private schools, tutors from teachers training colleges, folk development colleges and education officers in the ministry of education and vocational training. The Tanzania Teachers Union members compose about 63% of all public servants and about 85% of all public servants in local authorities in Tanzania mainland. (ICTUR et al, 2005).

The Tanzania Teachers Union started its operational services from 1st November 1993 after its first registration with registration No. TU 02 under the Trade Union Ordinance of 1996 which was repealed by the 1998 Trade Union with the goals of building solidarity and to promote and protect the dignity and status of the teaching profession including the observation of the highest form of morality, understanding, knowledge and skills. To observe, promote and protect the welfare and conditions of service of the teachers and staff in education institutions and ensure that there is enough incentive and conducive environment which motivated teachers of observe professional ethics.

Also to encourage academic and professional know how of the actors who give service to schools, colleges and all section, which deal with education. To be the source centre of publication for advancing the teachers, the members and citizens, to encourage teachers to carry out their work effectively and to emphasise them to be a symbol of good work, neatness, good character and behaviour and to assemble

teachers from time to time so that they may discuss about the development and problems in their disciplines, thus, the Tanzania Teachers Union is non-partisan, and it operates in the principle of democracy and trade unionism (Oluoch, 2006).

Based on the recommendations in the Dakar Framework for Action and the Convention of the Right of the Child, as well as a number of other international conventions and recommendations, everyone has the right not only to receive education, but also to receive education of a high quality (Fredriksson, et al., 1999).

The term standard as used by Coombs (1985) can be applied in education field pertains to the relevance of what is taught and learned, to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment.”

According to Fredriksson (1999) standard teaching then can be defined as the provision of education that best fits the present and future needs of the learners and the community, given the particular circumstances and prospects. The standard concept also has to embrace the development of the potential of students. Raising standard of teaching means the provision of teaching that provides students with the tools to deal with and find solutions to the challenges they face in the classroom and in the community standards of teaching. Bernard (1999) as cited by UNICEF (2000) identify that, whenever one talks about standards of teaching must consider all

aspects of the school and its surrounding, education community which accept the logical idea of inclusion, the rights of all children to be taught equally, to survive and protection of both material, teachers and students, development and participation are at the centre. This means that the focus is both on the quality of teaching which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate materials and attitudes.

Anyango (2013), pointed out that in Tanzania partly, poor standards of teaching problem is due to lack of appropriate quality materials, low level of education of the teachers themselves and low morale. More over poor willingness of education stakeholders (agents) to support the government on enhancing better education for all. In Latin America teachers unions play a major role in education policy making. This has contributed to effect development of teacher professionalization. Furthermore, teachers unions in Latin America, enhance standards of teaching publications, course development and leadership. Much more through policy advocacy, unions have informed governments of crucial local knowledge, contributed research, and have established mechanisms for collaboration (Gindin and Finger, 2013).

Wong (2000) stated that in Singapore unions urged employers to invest in training of workers, and also negotiated training clauses in collective agreements and sought to ensure higher subsidies for training lower skilled and lower income workers. She further wrote that unions urged for workers, to enhance their skills as a means to ensure employment security by keeping pace with changing job requirements, and to

increase their earning capability in the longer term. The Education International (EI) survey on teachers union involvement in EFA conferences or forums on EFA planning showed that Teachers' unions are important for information sharing and consultation with government authorities and other stakeholders.

In Burkina Faso for example, twoteachers' unions have been variously involved with other stakeholders to analyze issues blocking Education For All and develop a decade long plan to develop basic education under the umbrella of a national EFA forum (EI, 2001). In South Africa Teachers' union has been useful in mediating between the state, the employer, and the employees.

It also provides a forum for negotiations and collective bargaining. Teachers' unions were represented on a proportional basis corresponding to the percentage of education sector workers they represent. Wages and conditions of service are the main bargaining topics but the parties also discuss the longer-term development of the education and teaching professional system (Rattree, 2004).

As noted by Khan (2010), Trade Unions such as Teachers union as the among of agents to development have many to contribute towards ensuring quality services provision of education. Little studies have been done to check out the activities that teachers unions as among the trade union in Tanzania and one of the education agent play to ensuring high standards of teaching (Chonjo 1994).

Though some people disvalue the union of workers Oluoch (2006) pointed out trade unions in Tanzania especially the Tanzania Teachers Union (TTU) work as the 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 to the truth that teachers union plays many important roles in education arena as to support it to ensure quality form of education, little have been evidenced by majority that teachers union has been work to support education rather there is a growing feeling among some government officers, politicians and young new teachers in particular that teacher unions had formulated to confront over the government head on and use strikes to demand over the teacher wants to the government.

1.3 Statement of the Problem

Different perception and opinion have been given by various groups consigning the relationship between teachers union and their work to education. Some suggested that, teachers union is not on the front lines towards the standards of education rather criticized that unions of teachers draining resources away from inputs that raise achievement and remove incentives for teachers to improve teaching by shielding ineffective teachers from dismissal and by tying salaries to seniority rather than merit of the teachers effectiveness in teaching.

This situation was caused by narrow understanding of the people about the role in which teachers union performing in education due to lack of studied conducted and publications relating to the activities or work performed by teachers union as relating to the support of education. As to bridge the gap of understanding, this study therefore mainly asses the contribution of teachers union towards improving standards of teaching, taking Mkuranga district as the case of the study.

1.4 General Objective of the study

This study aim to find out contributions of teachers unions towards improved standards of teaching in Tanzania.

1.5 Specific objectives of the Study

The study objectives are:

- (i) To examine the teachers' perspectives on the role of TTU in the improvement of standards of teaching.
- (ii) To assess teachers' perspectives on the condition under which teachers unions affect the standards of teaching in Tanzania.
- (iii) To determine teachers perspectives on the factors that limit effective contributions of teachers union towards improving the standards of teaching in Tanzania.

1.6 Research Questions

- (i) What are the teachers' perspectives on the role plaid by Tanzania Teachers Union towards improvement of standards of teaching?
- (ii) What are the teachers' perspectives about the conditions of teachers unions that affect the improvement of standards of teaching in Tanzania?
- (iii) What are the teachers' perspectives on the factors that limit effective contributions of teachers union towards standards of teaching in Tanzania?

1.7 Significance of the Study

After the research has been done, the study helps:

- (i) To identify the contribution of Teachers Union towards enhancement of quality of teaching in Tanzania.

- (ii) To reveal out possible factors that hinder teachers Unions participation on contributing to standards of teaching in Tanzania.
- (iii) To serve as the reference for sensitizing programs for good cooperation between Trade Union as represented by teachers union and Government on ensuring effective and standards of teaching in the country.
- (iv) To inform policy makers and training course developers the role-played by trade unions as represented by teachers Unions and the importance of being participated in the process of policy development, implementation and reinforcement.

1.8 Limitation of the Study

This study focused on looking the contribution of teachers union towards raising standards of teaching in Mkuranga district. One of the major limitations of this study is concerns coverage. The study is not cover neither all trade union nor all TTU in the country, but rather it focuses only Tanzania Teachers Union in Mkuranga district. More over since the teachers Union is so broadly and Mkuranga district is large, the shortage of financial is another factor considered to be a challenge in doing this work of research.

1.9 Delimitation of the Study

The study conducted in Mkuranga as the only case of study selected by a researcher as it comprise unique of information's which relate to the data needed as linked with the problem identified by a researcher. Teachers' union (Chama cha Walimu) in Tanzania, (TTU) was formed in 1993 as a politically independent union and it is the only teachers' union in Tanzania. The union work to organize all teachers from pre-

school to university level and it is approximately have 203,000 members out of a potential of 220,000 teachers (TTU,2014).The rationale for picking Tanzania teachers union of Mkuranga was based on the fact that, currently, teaching now days is blamed to loss its quality while there are some stakeholders says working to support it. Therefore views that are related to contributions of TTU towards improving of teaching were the aim of the study.

1.10 Definitions of Key Terms

1.10.1 Trade union

A trade union is a formal association of workers that promotes the interests of its members through collective action. Employees join unions with main objective of improving their work conditions, for these reason unions have been formed from organization level to national level up to international level (Adesola, 2011).

1.10.2 Teachers Union

Teachers' Union (TU) is a union specific for teachers. The union may comprises of teachers from public and private schools, tutors from teachers training colleges, folk development colleges and education officers in the ministry of education and vocational training. For example the Tanzania Teachers Union in which its members compose about 63% of all public servants and about 85% of all public servants in local authorities in Tanzania mainland (Oluoch 2006).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter has two parts which are conceptual framework and related literature as attempts to review different related work about problems. Literature from various sources includes books, journals and electronic data was used. More over in this section, the meaning trade union, historical development of trade union according to different scholars were elucidated. Taking into account of teachers union, functions of trade union or practice of union in mobilizing for standards of teaching was pointed out. Also contribution of teachers unions in publication of educational materials and factors that limit effective contributions of teachers union towards standards of teaching assessed too. This paper is a practical example of contribution of teachers union towards enhancement of standards of teaching.

2.2 Conceptual Framework

Conceptual framework is an illustration, either graphically or in a narrative form about the main thing composing the study. It entails the main variables and their hypothesized relationship among or between them. It simplifies the research preparation task as it gives the general focus of the study (Kothari, 2004). From the above Figure 2.1 of the conceptual framework, teachers union have the chance to ensure improved standards of teaching in Tanzania in area such as Mobilization of stakeholders for improving the standards of teaching and publication of educational materials as taken as example.

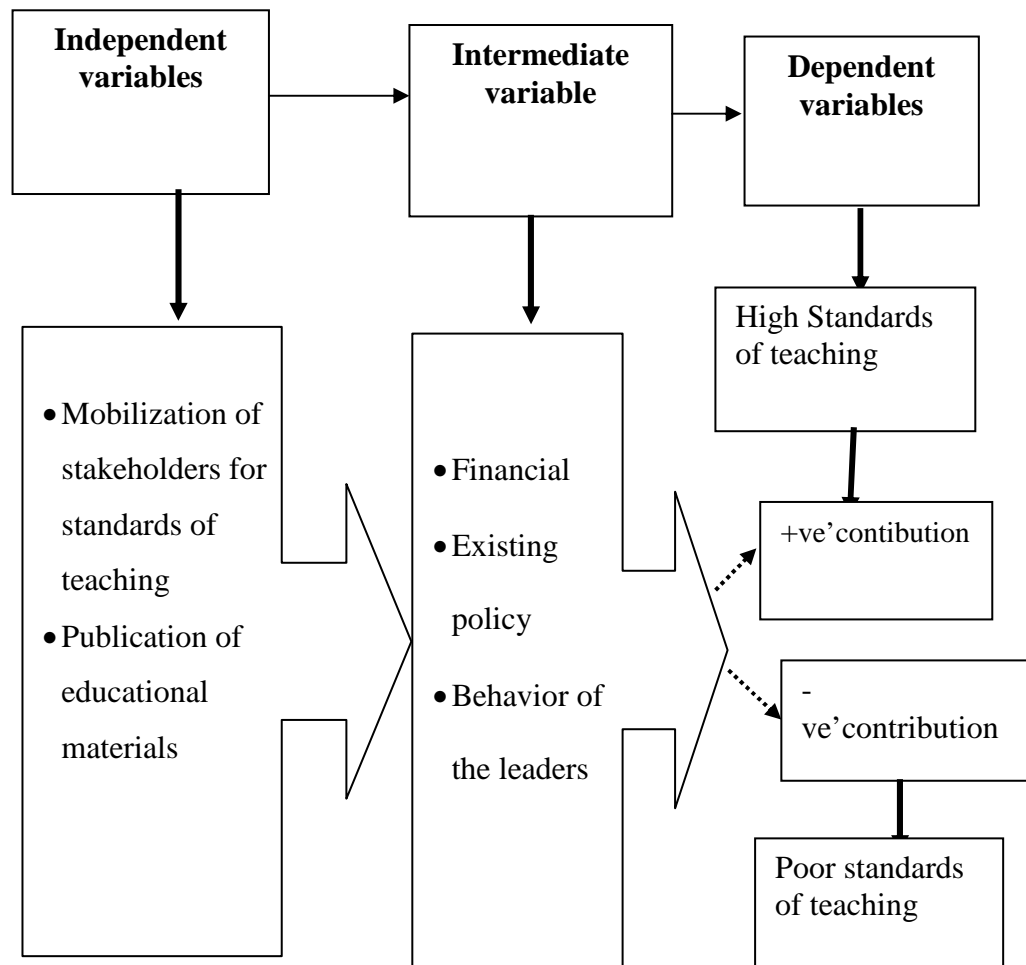


Figure 2.1: Conceptual Framework about the Contributions of Teachers Unions Towards Improved Standards of Teaching in Tanzania

Source: Field Data (2015)

However this depends on how the situation is in the union as to ensure this work done. This is to say, if the financial factor considered and prepared, existing policy give the chance for trade union to work and behavior of the leaders consider the union as the important agent towards raising standards of teaching in Tanzania. More over if the same intermediate factors taken into negative directive then the result may remain silent and most likely if all work of education remained to be done by the government might lead to poor standards of teaching in Tanzania.

2.3 Related Literature

2.3.1 Trade Union

“Unions are employee organizations whose main goal is to represent members in employee-management bargaining over job related issues”. A legally sanctioned, formally organized association of workers who have united to represent their collective views for wages, hours of work, and working conditions (Wikipedia 2007).

According to Rebore (2001) when representatives of an organized group bargain collectively over salaries, fringe benefits and working conditions for their members with management, the group is in essence a labour union. To Rebore therefore, the term labour union and professional association are also interchangeably used when referring to the involvement that teacher organizations have in the negotiation process.

2.3.2 Historical Background of Trade Unions

The history of employees’ collective actions dates back to the medieval guilds. These actions were influenced by the economic, political and social conditions of the times. Such influences are rather strong today because the technology of the news media makes possible daily updating on economic, political and social trends (Rebore, 2001).

According to Poole and Warner (1998) the present day trade unions came about as a result of the industrial revolution and the large wage-earning class that it created. The wage earner without protection from the vagaries of the labour market. The first

trade unions were formed by craftsmen and drew upon craft guild traditions. Poole and Warner (1998) further contended that the policies and objectives of the early trade unions were eclectic. They were formed as meeting point for like-minded colleagues to socialize and provide welfare services for members in times of need. They provided financial assistance to the sick and unemployed members.

The first modern trade unions traced to began to appear in the UK in the eighteenth century when medieval institutions collapsed leaving. They explained that during the 1800s some of the workers associations lobbied the government to enforce protective regulations (Slomp, 1990). Where the unions were strong they could agree among themselves not to work for unacceptable rate. These unions were fragile and only prosperous when times were good but disappeared during hard times. They noted that employers were strictly against unions because they challenged long established authority relations, attempted to impose work rules considered to be confining and pushed for higher wages.

2.3.3 Trade Union in Tanzania

As noted by Babeiya (2011) in Tanzania Trade unions have a long history that can be traced far back since the colonial era. He added that, during the colonial period these unions were formed for the purpose of promoting and protecting workers, rights against the colonial state. Notwithstanding their primary objective of promoting the economic interests of their members, they had also a vital role during the struggle for independence. In the course of fighting for independence, these unions joined hands with Tanzania African National Union (TANU) in exerting political pressure to the colonial administration.

However, with the country's attainment of independence in 1961 the relationship between trade unions and the ruling party changed significantly, suggesting that the two had a marriage of convenience. Multiparty politics marked the end of single party in rule in 1992 and the opening up of the political sphere. However, in spite of the reintroduction of multiparty politics, trade unions were still not legally recognized as autonomous organizations and they could as a result not have a recognizable political role until 1998 when the Trade Unions Act. No.10 was passed by the parliament. With the reintroduction of plural politics accompanied by new trade unions laws, it was expected that trade unions would enter into a new era of effective participation in democratization processes in Tanzania though the situation remain the same (Babeiya,2011). One of the implications to trade unions activities was that of opening up the environment in which trade unions were to operate.

This was mainly because they were set free from party controls. As Mpangala (2006) argues with the 1992 reintroduction of multiparty system, civil society organizations, which were controlled by the state such as trade unions, became free. It is however still not clear whether trade unions have benefited from these socio economic and political changes in the country. This is basically due to the fact that these unions do not seem to actively get involved in politics in order to ensure that workers rights are protected and to offer the support to the government on how to maximize the quality of services offers to its people.

2.3.4 Tanzania Teachers Union (TTU)

Tanzania Teachers Union (TTU) is also known in Swahili language as Chama cha Walimu Tanzania (CWT), it is the trade union of the teachers in Tanzania mainland,

it was formed in order to fight for bread and butter, and to fight for better wages and teachers' working conditions. The union was registered in 1993 under the trade union ordinance Cap. 381 of 1959 and given its registration number TU.002. The parliament of Tanzania passed a new Trade union Act No. 10, which led to the registration of trade unions in the country. Therefore under this new Act the TTU was registered with another registration number this is TU.004 (TTU, 2013).

2.3.4.1 The Relationship between Teachers Union and Provision of Standards of Teaching

As to ensure mobilisation for standards of teaching, trade union such as teachers union practices differently in many states. Different scholars wrote differently about the practice of teachers union in mobilising for standards of teaching. Terry Moe is the most well known writer in the U.S. who takes this special interests perspective on teachers' unions. The thrust of his argument is that they are political forces against any sort of education reform. Throughout his works, Moe argues that teacher unions function as interest groups, blocking changes to the status quo through activism, lobbying, and campaign donations.

According to Moe, this occurs because unions are democratic. Using teacher surveys and subjective data, Moe concludes by recommending to the government that “beyond behaving as an interest group, teacher unions have a large constituency, they turn out in higher numbers than non teachers for elections particularly relevant to education, like that of school boards, the elected bodies that run school systems in most of school district, hence teachers union must be considered to their demands (MOE,2011).

Teachers Unions like all other stakeholders in education have important role to play in the restoration of teacher professionalism and enabling student's performance. As this a case, unions must make their members aware of the different codes of conduct. It must be enforced with the Assistance of all the role players in schools like parents and the Department of education. Teaching may be declared an essential service, which limits the industrial action with the resultant negative influence on organization. If this happens it is essential that the Unions and the employers Department of Education establish a good relationship, with respect o education in the country, and meet each other Half way, so as to avoid strikes which waste the learners time and taint the image of the teaching profession activities. Unions should also organize Activities which help to restore learning habits in schools, such as motivational talks from famous speakers, awards for the best performing teachers such activities can help teachers to boost their professionalism (Heystek,2001).

According to Ginding and Finger (2013) as cooperated with UNICEF about the role of teachers' unions in promoting education quality, identified ways that teachers' unions adopt to benefit education and teaching quality. On their study they recognize that teachers union use various methods as to ensure standards of teaching. Methods like collective bargaining between the employers and employees as to improve the physical aspects of teachers work condition.

More over they hypothesize that to some places teachers' union apply contracts techniques whereby the union sign contract with employers to guarantee favourable work conditions of teaching, like clean and well ventilated classrooms as to ensure better place for work and the rise of quality services delivery.

This notion supported by Benner (2002) who wrote on his paper titled ‘Work in the new economy’ to assessing ways in which trade union apply on demanding their benefits identify poor ability to work among the most of workers may be a result of poor condition of a worker and therefore on addressing the challenges of its member as to rise the quality service delivery the representative leader bargaining methods which to him call application the voice of many. On his writing noted that, “Combining the voices of many workers in the labour market, and by expressing that collective voice with multiple employers, intermediaries can increase workers wages and better working condition which finally transform the working habit”.

By this explanation Benner suggested that, negotiation which takes the form of collective bargaining, it is the mainly methods to be applied to discuss the benefits of workers and the condition of the services how to be together with how work and its environment should be. This implies that, for trade union like teachers union, in mobilizing better services like education, negotiations and collective bargaining are most to be applicable to make decisions on terms and conditions of employment, but may also address issues that are both of a policy and workplace nature, for instance the size of classes.

Bennell & Mukyanuzi (2005) to assess teachers motivation crises and its effect to education in Tanzania pointed out that, Teachers trade union as on among the agent to education has a lot to play as to ensure standards of teaching. From their report they pointed some of the examples of work that the union always do as some people contributed that teacher’s union work to advice Government on how to improve quality of Tanzania education. In their recommendation, they argue that Tanzania

government must Probe Committee concerning teachers' rights, teacher registration and professional self-regulation and teacher appeals. More over establishment of a Teachers' Service Professional Board which consigning with teacher training accreditation and teacher registration, enforcement of profession standards, provision of in service training, and elimination of informal hiring of teachers.

Cibulka (2000) on his book titled *Conflicting Missions? Teachers Unions and Educational Reform*, he wrote that, "Teachers unions became an institutional player in public education with the advent of mandated collective bargaining. Through this process they acquired considerable influence not only over wages, benefits, and conditions of employment but over the educational program of school districts as well as to strengthening the standards of teaching.

One of the activity of trade union and especially teachers union is to support the struggle for standards of teaching through the preparation, writing and publication of educational materials. According to Bascia (2000), teachers' unions improve professional development and teacher training. On his writing he portray that local teachers' unions have professional development committees which engage in professional development activities, preparation, providing learning materials, and hosting conferences for teachers.

The article prepared by TTU noted that "as the supporter for standards of teaching, indicate that trade union have been involving in curriculum change and its development in Tanzania. In that article noted that "Tanzania teachers' union influences for whole process of curriculum change in Tanzania mainland. This is by

means of sending their representatives (TU members) to the curriculum committee to contribute in the curriculum change''. Writers of the article says, ''Teachers are the best implementers of curriculum, they experience a lot of things, and they know what to be and what not to be included in the curriculum. Hence their inclusion plays vital role.

He gave the example that, Teachers union representatives in 2003 review off curriculum suggested that the education provided in the pre tertiary level should make students able to apply such education in their environments. Therefore the change from the content-based curriculum to competence based curriculum in 2005 and 2010 was also contributed by the teachers union on behalf of the TTU members who are teachers (TTU 2014).

The report for education workshop reported that, teachers' unions view of quality is informed by the principle that education must be relevant to the needs of individuals and of society; and must be available to all, at any age and whatever one's economic position, as a right. Unions also realize that there is a close link between the status of teachers, teachers working conditions and the standards of teaching (Fredriksson U & Education International, n.d).

From a union point of view, obvious areas where the government can act to improve quality of education generally include: Salaries, Teacher education, teachers working environment in schools. While this been the duty of the government, the unions can make the following contributions to the improvement of quality in education: Promote an interest among teachers and education sector employees in improving

their work. Teacher presence in the classroom, attract projects that improve quality” (Fredriksson, Fumador and Nyoagbe, 1999).

Education International, (2001) background documents argued: “An alliance for education, must base on mutual commitments. What the government can do and what the teachers can do must be identified. The report added that without appropriate channels for discussions and mechanisms for conflict solving, government and teachers union it is very difficult to maintain an ongoing dialogue on solving educational or teachers claims as to benefit teaching.

Secondly, it is crucial to solve basic problems concerning teachers' salaries and school equipment. Finally, ways of improving teacher education have to be considered in order to give teachers the tools to improve and expand education. EI noted that, “If governments can take the necessary steps to implement the demand of teachers union on behalf of their members, unions on their end must give their contribution.

2.3.4.2 Condition under which Teachers Unions Affect the Provision of Standards of Teaching

While the validity of this claim could not be determined, the results show that the means unions use to obtain their demands have negative effects on students learning which generally termed as negative effect on education. Researcher proves that attendance bonus and payment delays are significant factors in explaining strikes. Thus, they suggested that, as to ensure education improvement, the government have to consider the demands of teachers union as to reduce the number strike of teachers as reduce the number of class days lost (Mwilima, 2008).

According to Leithwood (2006). The material, social, cultural, and technical conditions of work influence a very large proportion of people's overt actions no matter the job or person, depending, it should be stressed, on their perceptions and reactions to those conditions. Such perceptions and reactions include, for example, the sense teachers make of their working conditions, the purposes they believe their working conditions are designed to serve (as in educational or political), how they feel about them (like or dislike), what they believe about their source (is it credible or not), and the motives they attribute to those responsible for their working conditions (as in student welfare or narrow self interest).

Some working conditions have quite positive effects on one or more internal states, and some have negative effects. Evidence points to the influence on teachers work and in some cases, also on student learning, of eight specific internal states. Six of these states are largely affective in nature: individual teacher efficacy, collective teacher efficacy, teacher job satisfaction, organizational commitment, stress or burnout and morale.

According to the write, the adverse impacts of teacher strikes are obvious in terms of school closures, disruptions to teaching programme and exam timetables. Teacher strikes are also occasionally characterized by riots and outbreaks of violent protest with unionized teachers intimidating schools that remain open or those teachers that resist calls to down tools (Patillo, 2012). Furthermore, strike action among teachers, specifically the militant activities, have created negative reaction about teachers in a country that can ill afford the deproffesionalisation of teaching where capable and qualified teachers are desperately needed.

2.3.4.3 Factors that Limit Effective Contributions of Teachers Union Towards Quality Teaching

The research done by Murillo et al. (2002) about the economic effects of unions evidence that higher density, union fragmentation and a hostile political relation with the government which result in more strikes are the main reasons which lead for the failure of teachers union on addressing their issues in most countries. On their finding they discovered that countries where there is a highly hostile political relation between the governor and teachers' unions, there are 4.1% fewer class days than in those with no conflict. They added that by taking into account the positive effect that class days have on student performance, there is a reason to criticize the role those teacher unions play. However, teachers' union leaders argue that strikes are an instrument for improving teachers' working conditions and increasing the education budget, and consequently could lead to a better education system (Caroline and Deborah n.d.).

While the validity of this claim could not be determined, the results show that the means unions use to obtain their demands have negative effects on students learning which generally termed as negative effect on education. Researcher proves that attendance bonus and payment delays are significant factors in explaining strikes. Thus, they suggested that, as to ensure education improvement, the government have to consider the demands of teachers union as to reduce the number strike of teachers as reduce the number of class days lost (Mwilima, 2008).

Babeiya writing of (2011), on trade unions and democratization in Tanzania assess the mission for trade unions in political order in Tanzania. On his paper pointed out

that, “the main reason for that trade union fail to influence any change in various issue including education is because they lack political face. He contended that trade unions lack political support especially from opposition political parties. To him trade unions in Tanzania seem not to use political parties to champion their interests and as a result appear to be ignored by political parties. He added that, trade unions in Tanzania were either willingly or unwillingly using political parties to aggregate their interests to the political system.

On his recommendations, Babeiya says “trade unions need to get involved in politics so as to ensure those who acquire political leadership be the ones to formulate policies that are employees friendly. He added that there is nothing worthwhile to suggest that this fact is unavoidable given the fact that trade unions are unable to independently play this role by themselves. In most cases the failure of the teachers union and most of trade union to solve workers problems and addressing their needs as to ensure better services delivery is due to different factors.

Shivji (1983) pointed out that absence of solidarity among workers in the union and the unions themselves is one of the cause towards limiting education progress. He contended that, due to their failure to establish a strong solidarity that could have helped them stand as a strong collective force. It is evident that trade unions in Tanzania for most of the time have tended to pursue individualistic approaches. Each trade union seems only concerned with the affairs directly related to it and as a result there have been no partnership among these unions in addressing various problems that are affecting the workers and the general nature of the working place. To Shivji, there are various views on the lack of trade unions solidarity in Tanzania.

Meena (1997) argues, “Teachers union usually works were alone in this struggle. They did not get support from other workers who were going through more or less similar crises. If all trade unions with the same crises joined together they could defeat the government for their demand 1993 incident in which teachers in Dar es Salaam called for a strike against the government in demand for improved working conditions and social welfare as well as higher pay.

From a management point of view, it is the role of a leader to show the mission and vision of the organization. As Ibreck (2009) emphasizes, leadership is a process of social influence in which one person is able to influence and enlist the aid and support of others in the accomplishment of a common task. The experience in Tanzania shows that trade unions have had weak leadership. It is only Tanzania teachers trade unions (CWT) leaders who seem at least active in challenging government decisions and actions.

The leaders of the two unions have been at least using various means such as boycotts, strikes and the media to influence the government. While the two unions above have been trying to influence the government, TUCTA, which is an umbrella union, remain quietly, financial resources and limited commitment of member unions, it is evident that the leadership of this umbrella union has not been effective (UDOM, 2014).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used to collect and analyze data for this study on contributions of Trade Unions towards enhancement of standards of teaching in Tanzania taking Mkuranga district as the case of the study. The chapter explains the study area, approach to the study, research design, targeted population, sample and sampling procedures. It also explains data collection techniques that used to get information on contributions of Trade Unions towards enhancement of standards of teaching in Tanzania, validation of the instruments used as well as ethical consideration. Lastly, the chapter presents a plan for data analysis.

3.2 Study Area

The study was conducted in Mkuranga District, which is among of 7 district of Pwani region. It is bordered to the north by Dar es Salaam, to the east by the Indian Ocean, to the south by the Rufiji District, and to the west by the Kisarawe District.

Table 3.1: Showing Distribution of Teachers in Mkuranga District According to their Work Place

No	Category of teachers working place	Gender			TU Members in a district		
		Male	Female	Total	Male	Female	Total
1.	Primary school teachers	452	838	1290	452	811	1263
2.	Secondary school teachers	457	346	838	147	130	277
3.	College tutors	23	56	79	23	41	64
4.	District educational officers	12	11	23	12	11	23
	Total	1944	1251	2195	634	993	1627

Source: Mkuranga Teachers Union (2015)

According to 2012 population census Mkuranga district have 222,921 people. The majority of the population depends on agriculture and fishing activities to some residence for their livelihood and few are either civil servants or petty traders. The district have a total number of 2195 teachers including primary and secondary school teachers, college tutors and district education officers. (See its distribution in Table 3.1).

3.3 Approach to the Study

A combination of both, qualitative and quantitative approaches were applied by the researcher to facilitate this study. According to Brewer and Hunter as cited in Creswell (2005) a mixed research method is a procedure for collecting, analyzing and mixing both quantitative and qualitative data in a single study so as to understand a research problem. The method provided the best opportunity to address specific sub facets of the research topic. The Quantitative approach facilitated the collection and quantification of data in terms of frequencies, sums, and percentages so as to supplement the qualitative data.

According to Cohen, Manion, and Morrison (2007) the qualitative approach is credited for being highly exhaustive and reliable in making deep exploration of information from respondents. Thus, its use in this study enabled the researcher to obtain detailed non quantifiable information regarding respondents' views and opinions on processes associated contributions of teachers union, activities done by teachers union towards standards of teaching, challenges faced by teachers union and opinion on addressing standards of teaching in Tanzania. Basically the two

approaches complemented each other to make the outcome of the study more informative.

3.4 Research Design

To study about the contribution of teachers union towards enhancing standards of teaching exploratory mixed method design applied. According to Creswell (2005) an exploratory mixed method design requires the researcher to gather qualitative data at the first stage so as to explore the phenomenon under study, and then collect quantitative data to explain the relationship found in the qualitative data.

Therefore in the first stage, qualitative data on practices of teachers union towards enhancing standards of teaching, involvement of teachers union in promoting standards of teaching and challenges that teachers union face on addressing standards of teaching in Tanzania were being collected by the researcher. In the second stage quantitative data on teachers according to their response, the number of meeting teachers union attend as to involve in promoting standards of teaching, number on meeting teachers union welcomed but not attended were collected so as to explain the relationship found in the qualitative data.

3.5 Target Population

According to Sowell (2001) a target population consists of all the people or objects with common characteristics to whom investigators interested in generalizing their results. Therefore, the target population for this study includes all teachers in Tanzania including District Education Officers, Ward Education Coordinators (WECs), College tutors and teachers who are the members of union.

Depending on their occupation, each category of respondents that is, DEO, college tutors, district teachers union leaders and teacher union members were consulted and provided information on how teachers union contribute to standards of teaching. Considering the researcher's time, budget and workforce this study used targeted population which obtained from the large number of teachers in Tanzania chosen purposively. Therefore population of this study are 220,000 teachers who are the Tanzania teachers union members which is 80% out of 275,271 all teachers in Tanzania mainland.

3.6 Sample and Sampling Procedures

Kothari, (2004) defines sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. This study therefore obtained samples from four different level of educational authorities to depict the national picture.

The study employed both probability and non-probability sampling techniques, in which with probability sampling, cluster and purposive sampling method adopted. Cluster sampling method used in obtaining region, district and number of teachers who are the teachers union members from primary and secondary school teachers.

With the use of non probability sampling, a purposive sampling procedure adopted to select 2 DEO's 1 from primary, and DSEC from Secondary department, 3 district TTU leaders, 15 Ward education coordinators, one from each ward and 15 college tutors from Vikindu teachers college as these groups are considered to have vital information for the study by virtue of their positions as follows: DEO and DSEC are

the most informed persons pertaining to education policy and improvement. TTU leaders are the respondents aimed to be investigated their contribution to the education and are being cooperated by other position on planning for various education activities while WECs are the immediate supervisors of education in their wards on behalf of the government thus participated in mobilizing and supervising for implementation of different education policies. College tutors poses the important information about various activities related to education system, as it is only teachers college in the district.

Therefore, a total of 142 respondents participated in the field, which is 87% out of 164 expected samples by the using the above sampling. These numbers of teachers are mixture of members and non-members of TTU. The rationale for adopting stratified sampling is due to the fact that respondents chosen obtained from strata of schools and while the school itself composed with members and non-members of TTU.

Table 3.2: Sample Composition

Category of Respondents	Projected Number	Actual Respondents
District Officials (DEO, and DSEC)	02	02
District TU leaders	03	3
Ward Education Coordinators (WECs)	18	15
Teachers who are and not the members of TU		
College tutors	21	18
Secondary school teachers	23	20
Primary school teachers	97	84
Total	164	142

Source: Field Data (2015)

At the same time, the factor for adopting purposive sampling techniques is because of the position hence; members had varied characteristics, which influenced their responses. A breakdown of the sample is presented in Table 3.2.

3.7 Data Collection Techniques

According to Creswell (2005) no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore, to obtain adequate and reliable information for the topic under study triangulation methods be adopted. Through triangulation the researcher combined different data collection techniques. These are questionnaires, interviews, Focus Group Discussions and documentary review.

3.7.1 Questionnaires

According to Kasomo (2006) a questionnaire is a carefully designed instrument that consists of questions and statements (written, typed or printed) for the purpose of collecting data direct from respondents. The questions entailed in a questionnaire may either be close ended or open ended. Open ended questions allow freedom of responses in the respondent's own words. Close ended questions limit the respondents' freedom of response. For the purpose of this study a combination of both close ended and open ended questionnaire were prepared by the researcher under directives of the supervisors.

Basically, the use of questionnaires has an advantage of providing the respondents adequate time to reflect on the questions asked, and consult relevant documents before providing the required data (Kasomo, 2006). During the fieldwork the

researcher were consulted some respondents face to face in order to seek their consent to fill the questionnaires. A two weeks' duration were agreed by both the researcher and respondents to accomplish the task. The instruments thus, collected information from District Education Officers as well as the District Secondary Education Coordinator, 18 ward education coordinators and 120 teachers from primary and secondary schools about the contribution and challenges of teachers union towards enhancement of standards of teaching in Tanzania (see appendix A). Finally information on questionnaires that had been filled by the respondents collected.

3.7.2 Interview

According to Kothari (2004) interviews involve a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher used personal interviews where by face-to-face interaction with the respondents were enabled the researcher to elicit responses from Teachers union leaders in the district. From them data on the participation and challenges towards contribution for standards of teaching were obtained. This made possible by the use of semi-structured interview schedules prepared by the researcher.

According to Kombo and Tromp (2006) semi-structured interview are based on the use of an interview guide which is a list of questions or topics to be covered by the interview. During the field work, the researcher established rapport with the respondents. Arrangements made on the dates and venues for the interviews. It was agreed that about 45 minutes would be spent with each respondent during the

session. Respondents involve and TTU leaders of the district. Abiding to Opies (2007) views on the advantages of this technique, semi-structured interviews allowed for a depth of feeling that ascertained the provision of opportunities to probe and expand the interviewees' responses.

3.7.3 Focus Group Discussions

Focus group discussions are group interviews that rely not only on a question and answer format of interview but also on the interaction within the group (Morgan cited in Mertens, 1998). The FGD sessions offered freedom of expression to participants towards objectives of the study. One hour discussion sessions used as to obtain the information from the college tutors who are union members at Vikindu teachers college.

Kombo and Tromp (2006) assert that, in focus group discussions, the researcher should have specific topics to be discussed. Thus, guiding questions were prepared questions (see appendix E) for tutors as to be the guide on looking the research problem. The questions provided was aimed to give a wide coverage of themes as to get their perception about contribution of teachers union towards enhancement of standards of teaching in Tanzania.

3.7.4 Documentary Review

Both primary and secondary information sources was reviewed so as to extract data for the study at hand. Both Primary and secondary sources relating to TU publication of education materials and involvement of TU in preparation of various policies relating to education were gone through to obtain information.

3.8 Validity and Reliability of Instruments

Best and Kahn (2006) define validity as the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Reliability, on the other hand, is the degree of consistency that the instrument or procedure demonstrates (Best and Kahn, 2006). It is essentially a synonym for consistency and reliability over time, instruments and groups of instruments (Cohen et al, 2007). In order for a research instrument to be reliable, it must demonstrate that if it had to be used on a different group of respondents in different context, then similar results would be found.

The researcher assured the validity and reliability of instruments through choice of the right instrument for harnessing the required data from relevant respondent with specific attention to key issues that relate to the contribution of teachers union towards enhancing standards of teaching in Tanzania proper wording of instructions and questions as well as logical arrangement of the questions that to be asked. Then the researcher discusses the instruments with his colleagues in the 2014/2015 class of M.A. (Education). Thereafter, the researcher assessed and discussed with his supervisors. Comments provided by colleagues and supervisors considered to make adjustment of the instruments for harnessing information required for the study.

3.9 Ethical Issues

Leedy and Ormrod (2005) categorized ethical issues in research into four groups namely: informed consent, right to privacy, honesty with professional colleagues and protection from harm. The researcher therefore, conformed to professional practices by making respondents aware of the purpose of the study that to inform the consent.

Also, respondents assured that the data obtained were treated under privacy and anonymity for the purpose of the study only.

3.10 Data Analysis

The study were generated both qualitatively and quantitatively. Qualitative data collected through interviews, focus group discussions and questionnaires were subjected to content analysis. According to Cohen et al., (2007) content analysis is a research technique for making replicable and valid inferences from the meaningful matter to the contexts of their use. Therefore, its use enabled the researcher to summarize data from the field and report them as findings. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that was appeared in terms of words, phrases and sentences.

Quantitative data which were derived from documents and questionnaires was first summarized in tabular form showing frequencies, sums, percentages and rank orders. Some of the said quantitative data used to construct grouped bar graphs and pie chart. In the second stage the summarized data from tables, bar graphs and pie charts were analyzed and interpreted as findings on contributions of teachers union towards enhancement of standards of teaching in Tanzania taking Mkuranga teachers Union as the case of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings on teachers' perspectives of the contribution of Tanzania Teachers Union in raising the standards of teaching; the condition under which teachers unions affect the standards of teaching and the factors that limit effective contributions of teachers union towards quality standards of teaching in Tanzania.

A total number of 142 people which is (87%) out of the 164 targeted samples were consulted to respond during the interviews, filling questionnaires and focus participate in group discussion. Their distributions and percentage are shown in a Table 4.1.

Table 4.1: Demographic Characteristics of Respondents

S/n	Participants	TTU Members	%	Non TTU Members	%	Total Respondents	%
1.	DEO,s	2	1	-		2	1
2.	WEC's	15	9	-		15	9
3.	District TTU leaders	3	2	-		3	2
4.	College Tutors	10	6	8	5	18	11
Primary and Secondary Teachers							
5.	Primary teachers	61	37	23	14	84	51
6.	Secondary teachers	12	7	8	5	20	12
	Total	103	63	39	24	142	87

Source: Field Data (2015)

Table 4.1 indicate the samples, their characteristics and their percentage representations in responding to the questions as to obtain data of the study. From the table above, the demography indicate the mixture of respondents who were the members of teachers organization and those who were not. The reason for inclusive was to avoid biasness in the data collection. More over the table shows the mixture of authorities as to obtain information and views from all levels of education administration.

4.2 Teachers' Perspectives on the Role of TTU in Improvement of Standards of Teaching

The first research objective was to examine the teachers' perspectives on the contribution of Tanzania Teachers Union in raising the standards of teaching in Tanzania. Information was obtained through interviews, questionnaires and Focus Group Discussions (FGDs). The question was: In what ways does teachers' union contribute to the provision of standards of teaching? The findings are presented in the following manner. Section 1 presents the findings from the questionnaire while section 2 presents the data from interview schedule and focused group discussions.

Table 4.2 indicates the distributions of responses and their percentage. The finding show that the most contribution that the union does in raising teaching standards was to press the government for better conditions for (36%). This was followed by motivating teachers (30%). The response that got the least responses was promoting teachers' professional development (8%). These findings imply that TTU is more focused on promoting better conditions for teachers through pressuring the

government. Data provided can be illustrated into drawings as shown in the below

Figure 4.1.

Table 4. 2: Contribution of TTU in Raising Standards of Teaching

S/N	Items	Respondents			
		F			%
		M	N	T	
1	Promote teachers' professional development	7	-	7	8
2	Hold teacher accountable to teaching	12	2	14	16
3	Development of teaching materials	6	3	9	10
4	Motivating teachers	15	11	26	30
5	Pressing the government for better conditions	18	13	31	36
Total		58	29	87	100

Source: Field Data (2015)

Keys: F=Numbers of participants answered questionnaire, M=TTU members, N=TTU non members, T=Total

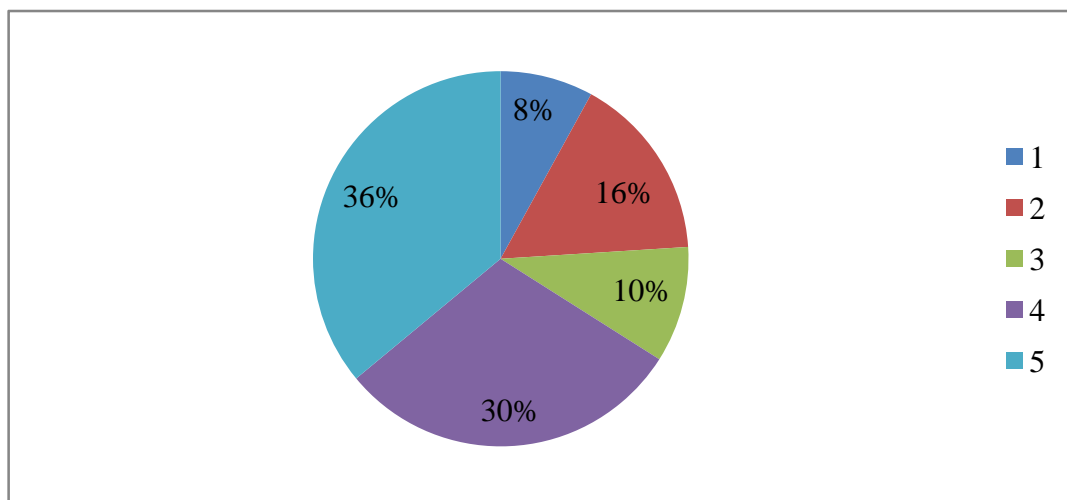


Figure 4.1: Showing Contribution of TTU in Raising Standards of Teaching

Source: Field Data(2015)

Keys: 1= Promote teachers' professional development, 2= Hold teacher accountable to teaching , 3= Development of teaching materials,4=Motivating teachers,5= Pressing the government for better conditions.

These findings are in line with those of Nyambala (2001) whom noted in his writing that Teachers Union has been dedicated as to ensure the government is committed to provide quality public education and making teachers teach effectively. However, in contrary to Nyambala's, writings, this study reject him by relaying on the points of him which support the idea of trade unions to empower teachers, create job satisfaction and carrying awareness campaigns on child labor, the TTU was found to focus only in bargaining with the government on behalf of the teachers. This implies that teacher trade union in Tanzania is narrow in their focus to raise the teaching standards.

To triangulate the above information, interview and focused group discussions were used. The question was: In what ways does teachers' union contribute to the provision of standards of teaching? Some of the responses are as presented below;

DEO 1 : “When the teachers needs are fulfilled, lead to hard working.TTU play to act as followers to address teachers needs as to make teachers fill free to work effectively”.

DEO 2: TTU acts as an agent to demand for teachers rights and relieve the teachers to concentrate on teaching. To me is a contribution.

From the DEO response it shows that there were vital importance of TTU workings toward quality teaching and performance in the school. Another group responded in the filled includes of TTU as it is noted below.

TTU leader 1: We encourage our members to work hard. This to me is a contribution toward raising teaching standards.

TTU leader 2: I think when we channel teachers' needs to the government we reduce stress from the teachers and allow them to concentrate in teaching. This to me is our contribution towards quality education.

TTU leader 3: Working on behalf of teachers is enough incentive. It create a feeling that one is safe in workplace. I think when one feels safe, he or she can work better. Our contribution towards quality teaching is more of psychological than physical, making teachers feel safe increase motivation to work.

The findings outlined that teachers Union leaders in the district felt that TTU was important to fight for professional, teachers demands and rights, better remuneration which generally can change teaching moral and quality. More over district TTU leaders seem to comments towards helping in agitating for promotion of teachers, better working conditions and defends teachers in course of their duties as to make them feel free to work.

College Tutor 1: You know there is no TTU if there were no member teachers, and there were no need to form a TTU if there were no problem of its members. TTU contribute to quality education because they always address the problem of education and teachers'.

College Tutor 2: We are much believing to TTU efforts towards fighting for better working condition. To me if the teachers' working conditions, salaries, facilities in schools and proper functioning of the Department of Education are satisfactory, then they can start talking about professionalism.

College Tutor 3: TTU have a code of conduct which is fully observed by its members and from these codes, the job of teaching is fulfilled effectively.

As it was identified by respondents of the focus group discussion, TTU fulfilled their empowerment and supportive needs towards guaranteeing the security of teachers, by insisting its member to relay on the teaching regulations through its code of conduct since an organization like a TTU realize or solve a multitude of needs for its members. TTU as the teachers trade union has its code of conduct which guarantee the behavior of its member which makes possible for the organization to ensure its members work accordingly.

WEC 1: Since the teachers individually cannot have ability to say for one problem individually to the government, TTU work on behalf of all teachers to speak to the government about our needs as to make us satisfy to work hardly, to me is a contribution.

WEC 2: For my understanding, TTU participation from district to National level to deriver national educational and society change.

WEC 3: For my understand TTU created as to empower educators with regard to Professional responsibilities; assist educators in the process of guiding their pupils to their maximum potential as responsible citizens of a democratic state.

From the above narrations, researcher suggest that, there many education stakeholders, DEO's, WEC, TTU and teachers who perceive TTU as a positive force

towards raising the standards of teaching. These findings are in line with that of Heystek (2001) who noted that Teachers Unions like all other stakeholders in education have important role to play in the restoration of teacher professionalism and enabling students performance.

This agreed with Lewis (1973) who sees two types of need which are necessary for teachers and their union as to perform and be satisfied to work effectively as to rise quality of teaching. These are what he referred to as maintenance and motivational needs. Maintenance needs are listed as salaries and fringe benefits, job security, status and privileges, social and physical needs. However, there were those who had different opinion towards TTU in relation to its contribution to raising standards of teaching. These are some of their observations:

Tutor 2: To me TTU have very low impact towards enhancing quality of teaching as it do not deal direct with professionalism of its member nor problem of learners.

Tutor 3: The strike pioneered by TTU led to closure of schools, which affected the teaching and learning. For me it harms more than contributing.

From the focused group discussions some respondents disagree that TTU had no contributions to the teaching or learning activities in schools. For them, TTU was there for their own benefits. These findings are supported by the South African Journal of Education (2001) which confirmed that working conditions of trade union workers was better than that of their members.

It can thus be concluded that teachers and other education stakeholders had the mixed feeling about the contribution of TTU in raising standards of teaching in Tanzania. This mixed feeling may be attributed to the hidden role that the TTU assume, to pressure the government on behalf of the teachers instead of dealing with the teachers directly. All in all, there are those who perceive this role positively, and thus accept it as a positive force towards raising the standard of teaching.

4.3 Conditions under which Teachers Unions Affect the Provision of Standards of Teaching in Tanzania

The second research objectives was to investigate the conditions under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania in which information was obtained through questionnaires, interviews, and Focus Group Discussions (FGDs) The question was: At what time do teachers' union is effective in promoting quality teaching? The findings are presented in the following manner. Section 1 presents the findings from the questionnaire while section 2 presents the data from interview schedule and focused group discussions.

From the Table 4.3, the distributions of responses and their percentage from the question shows that, most respondents thought during teachers' strike (39%) was the crucial condition that TTU considered to affect standard of teaching. This was followed by those who thought it contribute all the time posses 15% of all total responces. Also followed the item identified by the respondents as a condition that TTU contribute to raising teaching standard was in no condition which possess 11%.

This implies that respondents for this study thought TTU contribute to raising the standards of teaching.

Table 4.3: Condition under which TTU Affect Standards of Teaching

S/N	Items	Respondents			
		F			%
		M	N	T	
1.	During Bunge sessions	11		11	8
2.	Teachers' strikes	52	3	55	39
3.	All the time	21	1	22	15
4.	In no condition	9	7	16	11
Total		93	11	104	73

Source: Field Data (2015)

Key F=Numbers of participants answered questionnaire, M=TTU members, N=TTU non-members, T=Total.

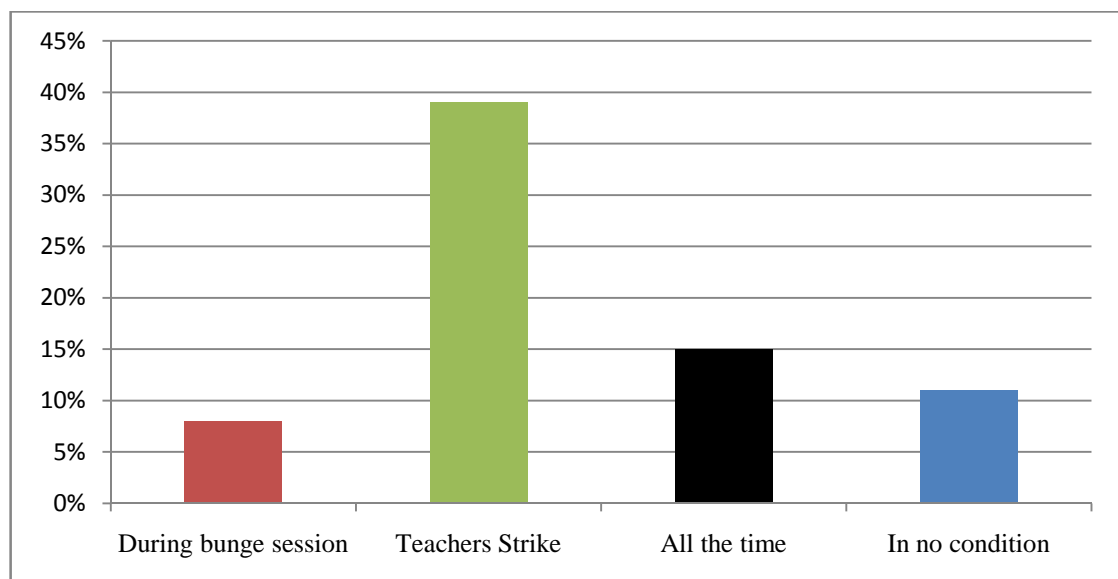


Figure 4.2: Show Percentage of all Respondents for the Objectives Number Two

Source: Field Data(2015)

These findings are in line with the writings of Mwilima (2008) and Patillo (2012) who observed that trade unions are more effective when there are in strike. This implies that for workers to get their rights from the government, they have to disturb teaching timetable which usually they apply strike as a means, and teachers Union plays a role to mobilize them to strike.

To triangulate the above information, interview and focused group discussions were conducted. The question was: At what time does consider that teachers' union is more effective in promoting quality teaching? Some of the responses are as presented below:

DEO 1: I am not sure, we hear of TTU, only when teachers are on strike for better pay or for other grudges.

DEO 2: TTU is much powerful and effective when claiming for their members rights. It is a period when the organization strength is revealed

From the response of DEO response, teachers union considered much powerful and posses the possibility to challenge teaching work when happen it needs to address their issue to the government. According to them, during the strike or when announce for conflict with the government is when the strength of the union is observed.

TTU leader 1: We are powerful and we have a lot of programs to support both our members and education. For instance, we have seminars programs and school level trainings specifically in areas of teaching regulations.

TTU leader 2: To me our organization is much effective all the time. The problem is, people hear about us only when there is a problem, like mass failure or when teachers are about to strike.

Data from TTU leaders reveal that, the ability of unionized workers tend posses the power of effectiveness to the place where the union exist in which the power enhances their personal development and enhance services. This implies that the higher than average unionized workers helps to improve the productivity of enterprises where unions exist. Combined with effective collective bargaining, unionized workplaces and workers tend to maximize the possibility of TTU to be effective towards quality services most of the time.

WEC 1: To me when the Union demands for their members is when the organization became at a condition to affect education.

WEC 2: During the election of union leaders is when the teaching affected since all members are became frustrated to compete for various. To me that affect education generally.

WEC 3: To me TTU affect education all the time. Since they have a behavior to motivate teacher who are identified to be hard workers. They also have code of conduct that guide teachers and their professionalism.

The findings above as obtained from the interview of DEO, TTU leaders and WEC indicated that, large percent of respondents identify that TTU have a effect to teaching positively. These findings are the same with the writing of Hoxby's as noted

by Gabrielle (2014), on his book Hoxby pointed out how teacher unions contribute towards the effectiveness of the quality the education production. Implying that teachers' unions help in raising the academic performance and pass rate. However, she was fast to point that unionized teachers' daily engagement with lobbying for higher teacher salaries compromise student achievement and disrupt quality teaching.

In a nutshell, it can be explained that the condition under which TTU affect standards of teaching is during the strikes. This, as pointed above, affects teaching positively when the teachers' demands get solved, and negatively when schools have to be closed because of strikes.

4.4 Factors that Limit Effective Contribution of Teachers Union Towards Standard of Teaching in Tanzania

Objective 3 was set to explore teachers' perspectives on the factors that limit effective contributions of teachers union towards improving the standards of teaching in Tanzania.

A total of 121 which is 85 % of all respondents were consulted. Among them, 2 were DEO's, 15 WECs and 3 TTU district leaders were involved in interview as to probe answers for objective three. There were also 18 college tutors participated as focus group. Also 83 class teachers of all respondents where by 71 from primary schools and 12 from secondary schools both non and members of the TTU answered the respected question.

The question was: In your views, what factors that you consider limit effective contributions of teachers union from improving the standards of teaching in Tanzania? The percentage of responses from the questionnaire summarised by the following Table 4.4.

Table 4.4: Factors Limiting TTU to Contribute for Standards of Teaching

S/N	Items	Respondents			
		F			%
		M	N	T	
1	Economic	21	1	22	27
2	Social acceptance	2		2	2
3	Political struggle	45	4	49	59
4	Lack of competence	9	1	10	12
Total		77	6	83	80

Source: From the field area 2015

Key F=Numbers of participants answered questionnaire, M=TTU members, N=TTU non members, T=Total

From the questionnaire results as indicated in the table above, the most factor that limit effective contributions of teachers union from improving the standards of teaching in Tanzania is related to political struggle (59%). This is followed by economic (27%). The least that the respondents did not consider as an impediment was social acceptance (2%). These findings are line with those of Babeiya (2011), on trade unions and democratization in Tanzania. Babeiya pointed out that, ‘‘the main reason for that trade union fail to influence any change in various issue including education is because they lack political will. Likewise, Murillo et al (2002) pointed

that hostile political relation with the workers' unions result in more strikes and this in turn, puts the trade unions on the negative side, leading to their failure to attain their objectives.

The same question was used in the interviews and Focus Group Discussions (FGDs). The question was: In your views, what factors that you consider limit effective contributions of teachers union from improving the standards of teaching in Tanzania? The findings are presented in the following manner.

DEO 1: Some TTU leaders have low level of education especially in the field of administration.

TTU leader 1: To me, lack of political will and participation and the lack of capacity of the government to engage effectively to support education in Tanzania. If the government is not willing to support education, TTU cannot do it on its own.

TTU leader 2: Non involvement or cooperation of TTU with other trade union in matters relating to educational matters such as teacher recruitment, curricula development or teacher promotion. To me this impede TTU from effectively contribute to teaching in a variety of ways, from informal communications with school heads on a daily basis to participation in school councils or governing bodies. That to me affects teaching.

The findings from the TTU leaders is observed to fall into three basic factors which can be summarised as lack of political will and participation, limited cooperation

with other unions or trade union of TTU in matters relating to educational matters and enough financial capital to invest in other issues effectively. This is line with Meena (1997), who argued “Teachers union usually work alone in the struggle for rights, they do not get support from the workers or from the government.

Thus, one can conclude that the key factor limiting TTU from contributing in raising the standards of teaching is lack of political will and support from the government. This implies that, only when there is a support from the government or if the union obtain political and legal power can work better and to rise the standard of teaching in Tanzanian schools.

4.5 Chapter Summary

The findings of the study reveal some crucial information about the contribution of TTU in raising the standards of teaching in Tanzania. This study found the mixed feeling about the contribution of TTU in raising standards of teaching in Tanzania from teachers and other education stakeholders. The researcher attached this mixed feeling with the role that the TTU assume to play, which in most part is hidden and is not always understood by many people. However, some research participants were appreciative of the role of TTU and viewed it as a positive force towards raising the standard of teaching as it enforce Government to accomplish teachers demands and to motivate them as the Union.

When asked about the condition in which TTU was more effective, most of the respondents identified the strikes of teachers and their union, and these were perceived positively and negatively in the contribution towards raising the standards

of teaching. Likewise, when asked about the key factor limiting TTU from contributing in raising the standards of teaching are lack of political will and support from the government and lack of enough financial ability. This implies that, only when there is support from the government, TTU can work better and contribute to raise the standard of teaching in Tanzanian schools.

4.6 Discussion of the finding

If the government of Tanzania wants to raise the standard of teaching, teachers must be considered as key in this endeavor. As to accomplish this, the government alone cannot do effectively, it needs other educational stakeholders such as TTU to make the teachers accountable to the students by teaching effectively. However, TTU cannot work alone without the support from the government. The findings of the study reveal that TTU can work better in contributing to raising the standards of teaching when they work in a conducive environment, such as getting funds to implement educational activities and getting the support from the government.

Given the current status of teaching and learning in primary and secondary schools, there is a need to transform social relationship between the government and TTU from that of competition to collaboration. Although the Ministry of Education and Vocational Education involved all educational stakeholders in education development plan for their inputs and as part of a desire to generate national ownership and support for the plan (Education Development Plan 2012-2020) it is high time that it find a way to use those stakeholders including TTU in contributing to raising the standards of teaching. To that end, we need to understand how TTU can contribute to raising the standards of teaching. When we come to know more

about teachers' perspectives on the role of TTU in the improvement of standards of teaching, the condition under which teachers unions affect (positively or negatively) the standards of teaching and the factors that they consider to limit TTU effective contributions towards improving the standards of teaching and learning in Tanzania.

The present study attempted to address this need by investigating what are the teachers' perspectives on the relationship between Tanzania Teachers Union and improvement of standards of teaching, their perspectives on the conditions under which teachers unions affect (positively or negatively) the improvement of standards of teaching and learning in Tanzania; and what do they consider as limiting factors for TTU in effective contributions towards standards of teaching and learning in Tanzania.

The most significant finding on the relationship between Tanzania Teachers Union and improvement of standards of teaching and learning was that by pressing the government for better conditions for teachers, indirectly the TTU help in raising the conditions of teachers and thus motivate them to implement the government policy for delivering for standards of teaching in Tanzania.

As Gindin and Finger (2013) reported, there is a tendency to link teachers' unions with mobilization of political interactions, rather than with educational impact. However, the participants of this study quite positively viewed TTU as having an impact in education and believed in its educational value in raising the standards of teaching in Tanzania. This interesting finding of the study seems to be inconsistent with previous research results.

The second research task aimed at assessing teachers' perspectives on the condition under which teachers unions affect (positively or negatively) the provision of standards of education in Tanzania. Findings revealed some conditions that are more conducive for the TTU to contribute to the raising of teaching standards. The participants had the opinion that TTU's contribution to education is dependable on the nature of the policy, of the government and the historical context. These findings were also in line with those of Murillo (1999) where in Latin America she found that in Mexico and Argentina, the impact of teachers' unions depended on who was in power. Thus we can conclude that TTU cannot work outside the political power and the willing of the government incumbents. For them to have any impact in education, the government of the day has to acknowledge their role and supporting those efforts.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter data were presented, analyzed and findings discussed in contributions of TTU towards standards of teaching in Tanzania. This chapter summarizes, concludes and outlines the recommendations of the study based on the research findings. Finally it suggests areas for further research.

5.2 Summary

This study was done in an attempt to investigate the perceptions towards knowing the contributions of TTU towards standards of teaching in Tanzania taking Mkuranga district as the case of the study. It examines the teachers' perspectives on the relationship between Tanzania Teachers Union and provision of standards of teaching. Also assess teachers' perspectives on the condition under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania and finally explore teachers perspectives on the factors that limit effective contributions of teachers union towards standards of teaching in Tanzania before analyzing various recommendations as given to TTU and to the government.

Related studies were reviewed for the sake of enriching the researchers' knowledge about the research problem and establishing the existing gap that was to be filled by this study. It was evident that studies on TTU contributions towards quality teaching concentrated on the education system of Tanzania cycle and did not focus on the work or challenges faced by TTU per se. Nonetheless the studies highlighted

problems which TTU faced in meeting their effective support towards standards of teaching in Tanzania.

Qualitative and quantitative research approaches were employed to facilitate the study, using an exploratory mixed method design as a researchers research design. A total of 142 out of 164 targeted respondents of different categories were involved in the study so as to generate both extensive and complementary information about the problem being investigated. Purposive sampling technique was used to select the following respondents; 2 District education officials, 15 ward education officers and 3 district Tanzania teachers union leaders. More over 18 college teachers and 104 teachers in which 84 from primary and 20 from secondary schools comprised members and non members of TTU were obtained through the stratified sampling procedure because they had varied characteristics. Data collection was made possible by the use of questionnaires, interview schedules, documentary review and focus group discussions the findings presented in the tables, figures and then explained as it is shown in chapter five of the study.

5.3 Conclusion

It is difficult to assess the contribution of Tanzania teacher union in raising the standards of teaching in Tanzania schools, because they are not involved directly in the everyday functioning of education and thus, remains a force behind in pressuring the government to make the conditions of the teachers better. Furthermore, the work of TTU towards education specifically in teaching depends on the situation of the political will and economical ability thus, the politic and lack of enough fund seemed

to be the bleak for their effective participation in raising the standards of teaching in Tanzania.

5.4 Recommendations

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

5.4.1 To the Tanzania Teachers Union

- (i) Addressing the issue of standards of teaching should be regarded as among of their important activities as most of people consider the organization as among the important stakeholders of education in Tanzania.
- (ii) Investment for the countries education can transform even organization economy. For example since the organization has a lot of expertise can initiate projects and work as to support education.
- (iii) Organization of teachers must relay much on table talk as a way to address their demands to the government than preferring much on mobilizing its member to demonstrate and striking since the methods have many negative impact than positive to education of Tanzania.
- (iv) TTU should hold mutual consultations with the Ministry of Education and Vocational Training to discuss matters relating to how they can contribute towards raising the standards of teaching.
- (v) Since the Teachers Union has relation with education, the organization must employ educational professionals and well visionary leaders who can convert policy from papers into realities.

5.4.2 To the Government

- (i) The District government authority has to establish the Education Trust Fund (ETF) through which contributions from education stakeholders could be channeled for the purpose of funding education. Through ETF, the provision of financial support to meet some requirements for educational researches and projects of various education stake holders
- (ii) Since the financial support offered by education stakeholders neither meets nor suffices the motivations of identified hard workers in a district, the Local Government Authorities may allocate a proportion of its budget as to encourage others to work more for education.
- (iii) Local Government Authorities have to make sure frequently meet and get informed about issues of the education stakeholders who assist to improve standards of teaching.
- (iv) The government as to ensure cooperation with other education stakeholders may initiate acknowledgement notice to all organization which contributed much towards supporting to ensure standards of teaching.

5.4.3 For Further Research

The study noted several issues and gaps required to be addressed. On this bases the following recommendation are hereby put forward:

- (i) Since the study was conducted in one district and with only small number of samples, there is a need to conduct similar studies using large samples in other districts for generalization purposes.

- (ii) Further research can be done on similar aspects but with insight of another variable as to reflect education in the country.

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APPENDICES

Appendix 1: Interview Guideline for DEO'S

Working station:.....

Job experience (number of years in teaching):.....

SECTION A

PUT (✓) where there is a multiple choice answers and write or circle where necessary
for answers need elaboration

1. Are you a member of teachers Union in Tanzania.

(a) YES ☐

(b) NO ☐

A. Teachers' Union and provision of standards of teaching

2. In what ways does teachers' union contribute to the provision of standards of teaching:

- (a) Promote teachers' professional development
- (b) Hold teacher accountable to teaching
- (c) Development of teaching materials
- (d) Motivating teachers.
- (e) Pressing the government for better conditions
 - (i) For teachers
 - (ii) For schools
 - (iii) For students

B. Condition under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania.

3. At what time do you consider teachers' union is effective in promoting standards of teaching?
 - (a) During bunge sessions
 - (b) Teachers' strikes
 - (c) All the time
 - (d) In no condition

C. Factors that limit effective contributions of teachers union towards standards of teaching in Tanzania.

4. The following are the factors that may limit effective contribution of TU towards standards of teaching in Tanzania.
 - (a) Economic
 - (b) Social
 - (c) Political
 - (d) Cultural
 - (e) Professionalism
 - (f) Lack of competence
5. How do teachers union encourage teachers in school to work effectively as to ensure quality education in Tanzania?
 - (a).....
 - (b).....
 - (c).....

6. What is your recommendation to Teachers union in Tanzania as to contribute for standards of teaching?

(a).....

(b).....

(c).....

(d).....

(e).....

7. What is your recommendations to the government as to ensure teachers union contribute for standards of teaching in Tanzania?

(a).....

(b).....

(c).....

(d).....

(e).....

Appendix 2: Interview guideline for Ward Education Officers

Working station:.....

Job experience (number of years in teaching):.....

SECTION A

PUT (✓) where there is a multiple choice answers and write where necessary for answers need elaboration

1. Are you a member of teachers Union in Tanzania.

(c) YES ☐

(d) NO ☐

A. Teachers' Union and provision of standards of teaching

2. In what ways does teachers' union contribute to the provision of standards of teaching:

(a) Promote teachers' professional development

(b) Hold teacher accountable to teaching

(c) Development of teaching materials

(d) Motivating teachers.

(e) Pressing the government for better conditions

(i) For teachers

(ii) For schools

(iii) For students

B. Condition under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania.

3. At what time do you consider teachers' union is effective in promoting standards of teaching?
 - (a) During bunge sessions
 - (b) Teachers' strikes
 - (c) All the time
 - (d) In no condition

C. Factors that limit effective contributions of teachers union towards standards of teaching in Tanzania.

4. The following are the factors that may limit effective contribution of TU towards standards of teaching in Tanzania.
 - (a) Economic
 - (b) Social
 - (c) Political
 - (d) Cultural
 - (e) Professionalism
 - (f) Lack of competence
5. How do teachers union encourage teachers in school to work effectively as to ensure quality education in Tanzania?
 - (a).....
 - (b).....
 - (c).....

(d).....

(e).....

6. What is your recommendation to Teachers union in Tanzania as to contribute for standards of teaching?

(a).....

(b).....

(c).....

(d).....

(e).....

7. What is your recommendations to the government as to ensure teachers union contribute for standards of teaching in Tanzania?

(a).....

(b).....

(c).....

(d).....

(e).....

Appendix 3: Interview Guideline for District Tanzania Teachers Union Leaders

Working station:.....

Job experience (number of years in teaching):.....

SECTION A

PUT (✓) where there is a multiple choice answers and write where necessary for answers need elaboration

1. Are you a member of teachers Union in Tanzania.

(a) YES ☐

(b) NO ☐

A. Teachers' Union and provision of standards of teaching

2. In what ways does teachers' union contribute to the provision of standards of teaching:

(a) Promote teachers' professional development

(b) Hold teacher accountable to teaching

(c) Development of teaching materials

(d) Motivating teachers.

(e) Pressing the government for better conditions

(i) For teachers

(ii) For schools

(iii) For students

B. Condition under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania.

3. At what time do you consider teachers' union is effective in promoting standards of teaching?
 - (a) During bunge sessions
 - (b) Teachers' strikes
 - (c) All the time
 - (d) In no condition

C. Factors that limit effective contributions of teachers union towards standards of teaching in Tanzania.

4. The following are the factors that may limit effective contribution of TU towards standards of teaching in Tanzania.
 - (a) Economic
 - (b) Social
 - (c) Political
 - (d) Cultural
 - (e) Professionalism
 - (f) Lack of competence
5. How do teachers union encourage teachers in school to work effectively as to ensure quality education in Tanzania?
 - (a).....
 - (b).....
 - (c).....

(d).....

(e).....

6. What is your recommendation to Teachers union in Tanzania as to contribute for standards of teaching?

(a).....

(b).....

(c).....

(d).....

(e).....

7. What is your recommendations to the government as to ensure teachers union contribute for standards of teaching in Tanzania?

(a).....

(b).....

(c).....

(d).....

(e).....

Appendix 4: Questionnaire Guideline for the Discussion with Focus Group

Working Station:.....

Job experience (number of years in teaching):.....

SECTION A

PUT (✓) where there is a multiple choice answers and write where necessary for answers need elaboration

1. Are you a member of teachers Union in Tanzania.

(a) YES ☐

(b) NO ☐

A. Teachers' Union and provision of standards of teaching

2. In what ways does teachers' union contribute to the provision of standards of teaching:

(a) Promote teachers' professional development

(b) Hold teacher accountable to teaching

(c) Development of teaching materials

(d) Motivating teachers.

(e) Pressing the government for better conditions

(i) For teachers

(ii) For schools

(iii) For students

B. Condition under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania.

3. At what time do you consider teachers' union is effective in promoting standards of teaching?
 - (a) During bunge sessions
 - (b) Teachers' strikes
 - (c) All the time
 - (d) In no condition

C. Factors that limit effective contributions of teachers union towards standards of teaching in Tanzania.

4. The following are the factors that may limit effective contribution of TU towards standards of teaching in Tanzania.
 - (a) Economic
 - (b) Social
 - (c) Political
 - (d) Cultural
 - (e) Professionalism
 - (f) Lack of competence
5. How do teachers union encourage teachers in school to work effectively as to ensure quality education in Tanzania?
 - (a).....
 - (b).....
 - (c).....

(d).....

(e).....

6. What is your recommendation to Teachers union in Tanzania as to contribute for standards of teaching?

(a).....

(b).....

(c).....

(d).....

7. What is your recommendations to the government as to ensure teachers union contribute for standards of teaching in Tanzania?

(a).....

(b).....

(c).....

(d).....

(e).....

Appendix 5: Questionnaire for Teachers (Primary And Secondary Class Teachers)

Working station:.....

Job experience (number of years in teaching):.....

SECTION A

PUT (✓) where there is a multiple choice answers and write where necessary for answers need elaboration

1. Are you a member of teachers Union in Tanzania.

(a) YES ☐

(b) NO ☐

A. Teachers' Union and provision of standards of teaching

2. In what ways does teachers' union contribute to the provision of standards of teaching:

(a) Promote teachers' professional development

(b) Hold teacher accountable to teaching

(c) Development of teaching materials

(d) Motivating teachers.

(e) Pressing the government for better conditions

(i) For teachers

(ii) For schools

(iii) For students

B. Condition under which teachers unions affect (positively or negatively) the provision of standards of teaching in Tanzania.

3. At what time do you consider teachers' union is effective in promoting standards of teaching?
 - (a) During bunge sessions
 - (b) Teachers' strikes
 - (c) All the time
 - (d) In no condition

C. Factors that limit effective contributions of teachers union towards standards of teaching in Tanzania.

4. The following are the factors that may limit effective contribution of TU towards standards of teaching in Tanzania.
 - (a) Economic
 - (b) Social
 - (c) Political
 - (d) Cultural
 - (e) Professionalism
 - (f) Lack of competence

5. How do teachers union encourage teachers in school to work effectively as to ensure quality education in Tanzania?
 - (a).....
 - (b).....

(c).....

(d).....

(e).....

6. What is your recommendation to Teachers union in Tanzania as to contribute for standards of teaching?

(a).....

(b).....

(c).....

(d).....

(e).....

7. What is your recommendations to the government as to ensure teachers union contribute for standards of teaching in Tanzania?

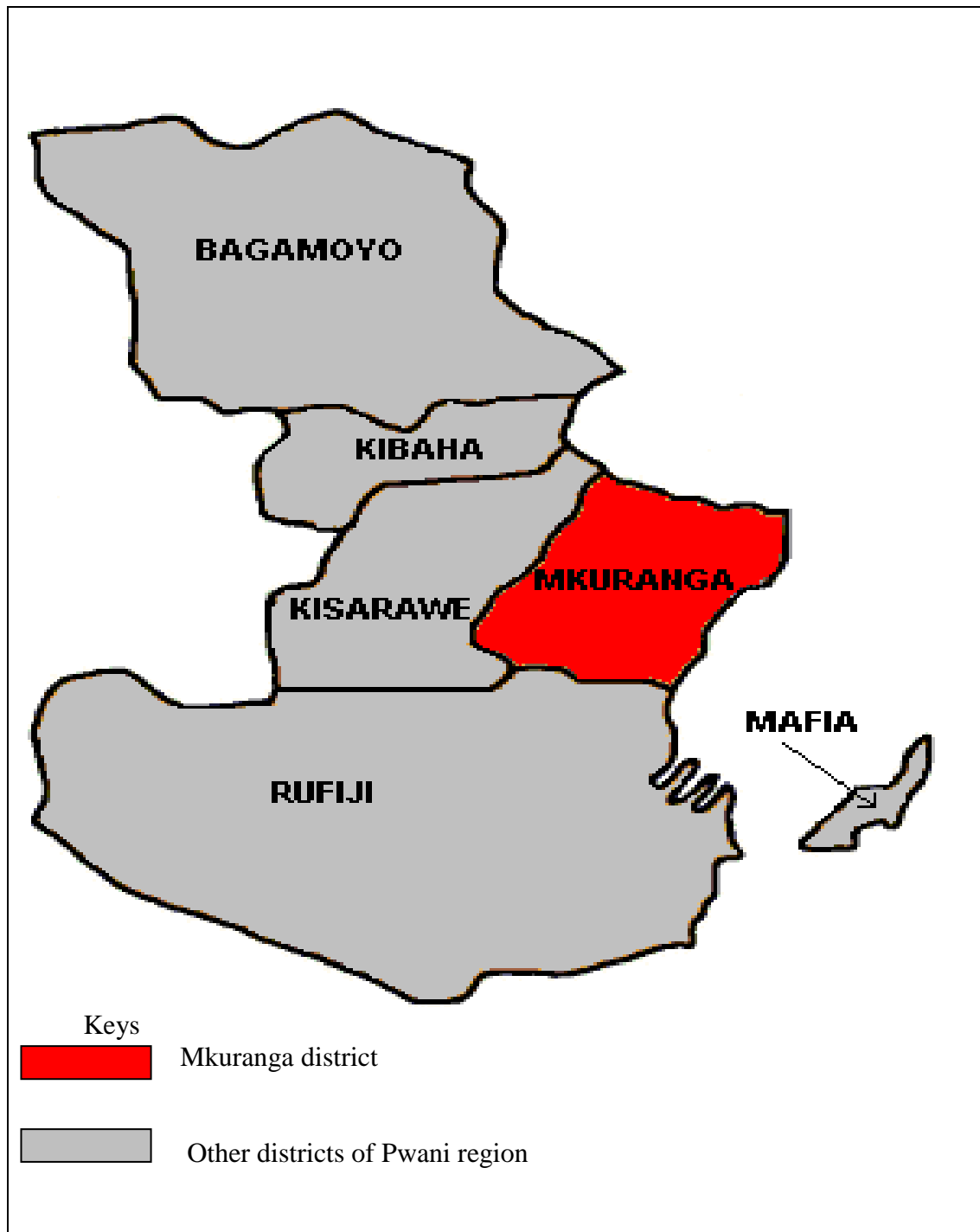
(a).....

(b).....

(c).....

(d).....

(e).....

Appendix 6: A Map showing Mkuranga District

Appendix 7: Data Collection Schedule

Date	Time	Issue To Be Done	Participants	Place	Remark
1 st April 2015	08:00am - 01:00pm	Submission of permission letters	Researcher	<ul style="list-style-type: none"> • DEO office • TTU office • Vikindu TC 	
4 th April 2015	08:00am - 04:00pm	Spread of Questionnaire and interview guidelines for both interview and focus group discussion	Researcher	<ul style="list-style-type: none"> • DEO office • TTU office • Vikindu TC • Sampled schools 	
10 th April 2015	02:30pm - 04:00pm	Interview with DEO's Interview with	Researcher & DEO's	DEO's office	
11 th April 2015	02:30pm - 04:00pm	Interview with TTU leaders	Researcher & TTU leaders	District TTU office	
12 th April 2015	10:30am - 12:30pm	Interview with WEC's	Researcher & WEC's	Mkuranga Teachers Resource center	
12 th April 2015	3:30pm - 5:30pm	Discussion with FGD	Researcher & FGD	Vikindu TTC	
13 th -18 th April 2015	08:00am - 04:00pm	Collection of spreaded questionnaires	Researcher & teachers	Sampled	