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RESEARCH ARTICLE

The contribution of Tanzania Teachers' Union's Collective Bargaining Power in Securing Favorable Working Conditions for Teachers in Kwimba District, Mwanza-Tanzania

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Author's Contributions

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ABSTRACT

This paper intended to assess the contribution of Tanzania Teachers' Union's collective bargaining power in securing favorable working conditions for teachers in Kwimba District, Mwanza-Tanzania. The study employed a mixed-methods approach and explanatory sequential design. A sample of 65 respondents was selected using stratified and purposive sampling techniques, with data collected through structured questionnaires and semi-structured interviews. The findings revealed widespread dissatisfaction among teachers regarding TTU's collective bargaining efforts, particularly in securing favorable salary conditions, reasonable workloads, professional development opportunities, and job security. Despite some minor successes, majority perceived the union as ineffective, leading to lower morale and engagement. Interviews with key stakeholders highlighted challenges such as government policies, resource scarcity, and external pressures from competing unions. The study concludes that TTU must reassess its strategies and enhance communication with members to better address their concerns and improve working conditions effectively. Thus, it was recommended that TTU should enhance its collective bargaining strategies by actively engaging with teachers for feedback and fostering transparent communication with stakeholders to better address their concerns and improve working conditions.

Keywords: Tanzania Teachers' Union; Collective Bargaining Power; Teachers' Working Condition.

INTRODUCTION

Trade unions are recognized organizations that advocate and defend the rights and interests of employees. To put it another way, the interests of members are upheld, including those that compel them to take part in elections, fight poverty, and other initiatives meant to impact both the members and the larger community. For this reason, trade unions, according to Rugeiyamu et al. (2018), operate to progress and enhance human situations, serving the interests of society as a whole. The majority of the time, trade unions make sure that its members have comfortable working environments, which improve productivity inside their companies. For instance, they are responsible for preserving and advancing the position of teachers in their organizations (Symeonidis & Stromquist, 2020), which fosters both professional growth and academic success.

According to Hyman's (2005) observations, workers in London possess legitimate means of expressing and organizing their collective interests, and companies and governments are actively engaging with them through

worker representatives. Additionally, trade unions play a major role in meeting members' requirements for professional growth and education (Stevenson, Milner, and Winchip, 2018). Additionally, by integrating membership in the teachers' professional identity, the trade union symbolizes an organization that strengthens its collective strength. This suggests that trade unions play a crucial role in meeting workers' demands, which helps members advance professionally and, in their careers (Müller & Platzer, 2017). Once more, Bridgford (2017) notes that the trade union is active in skills development because it establishes a comprehensive, long-standing policy of public-private partnerships, which links governments, companies, and unions in an effort to continuously eliminate skill disparities. This is because the creation of credentials and the applicability of curriculum in the workforce depend on the backing of unions.

Martín (2017) also mentioned that trade unions had been a longstanding means of representing public employees who were legally unable to begin collective bargaining on any subject other than pay. However, bargaining has been more commonplace in recent decades and has covered a wide range of labor conditions. The representatives of the main trade unions were able to talk about the terms and conditions, health and safety, and compensation of the workers because of this. However, the government's right to act was especially evident when there was a chance of a violation. Furthermore, as the ILO (2007) noted, workers become members of the union through the trade union education they get. By establishing strong unions via collective bargaining, recruiting new members, and energizing the political process, union workers may acquire progressive methods of representing their fellow citizens in the workplace and in society.

Again, Mafisa (2017) yearned for the teacher unions' contribution to high-quality education while developing the Department of Basic Education's (DBE) policy and seeing to it that it was really implemented in South African schools. Teachers' calls for the issuing of professional codes in order to carry out their responsibilities led to this outcome. The goal of the teacher unions was to collaborate with the DBE by encouraging its members to actively engage in departmental events in order to raise the quality of education.

The working conditions for teachers in Uganda have regressed to those of the 1990s, characterized by long hours, low pay, and harassment, with a notable absence of political will to enforce labor rights (Nsiima, 2015). Despite constitutional support for labor unions, the government's neglect of workers' rights has resulted in poor conditions (Ashaba et al., 2020). Essential benefits such as performance-related allowances, housing, medical insurance, and transportation are critical for teachers' well-being (Namara & Kasaia, 2016). In contrast, the Kenya National Union of Teachers (KNUT) has made strides in enhancing teacher welfare through collective bargaining, leading to improvements in working conditions and incentives, though strike actions are often seen as detrimental to student performance and an ineffective method of negotiating better pay (Wachira & Odhiambo, 2021; Agola, 2016).

Similar to Tanzania, where trade unionism gained traction as a political movement in the early 1960s when Tanzania gained independence from British colonial control (Babeiya, 2011). Since its founding in 1964, the Tanzania Federation of Labour (TFL) has served as the nation's trade union movement's umbrella organization, fighting for better working conditions and workers' rights (FTF Council, 2003). To further represent workers' rights and interests in collective bargaining agreements and other areas, the Trade Union Congress of Tanzania (TUCTA) was established in 2001. Members of TUCTA include teachers, agricultural workers, public sector employees, and transport workers (Kiondo, 2006). In accordance with Trade Union Ordinance Cap 381 of 1959 (Ally & John, 2021), the Tanzania Teachers Union (TTU) is a trade union that was established on November 1st, 1993, and was registered under registration number TU.002. Its purpose is to represent teachers in Tanzania. It supports higher pay and working conditions for educators, and it has participated in multiple strikes to demand these improvements (Mushi, 2018). The Tanzanian Parliament passed Trade Union Act No. 10 in 1998. The TTU was re-registered and assigned the Registration Number TU.004 in compliance with the Act, which required official registration of all trade unions (Rugeiyamu et al., 2018). Furthermore, the Tanzania Teachers Union, formed on November 1, 1993, under the Trade Union Ordinance Cap 381 of 1959, is out to assist teachers in negotiating better pay and working conditions, having gone on strike on more than one occasion (Ally & John, 2021; Mushi, 2018). The TTU was re-registered in 1998 in line with the Trade Union Act No. 10 of 1998 and thus plays a strategic role in ensuring not only the growth of the

teaching profession but also a conducive working environment for teachers (Rugeiyamu et al., 2018; Jilala, 2013). Nevertheless, it has been criticized due to its lack of reforms geared toward increasing teachers' output, which makes the teaching workforce ineffective (Kiangi, Ogoti & Salema, 2021). There have been issues observed that depict the presence of division amongst members, which will definitely disrupt the proper running of union businesses. There have been reports of members leaving the TTU union and grievances that have demonstrated poor reaction by this union. The TTU needs to revisit its strategies and improve its grievance resolution procedures so that it wins back the trust of its members. This contributed to the researcher's interest to explore how the collective bargaining power promoting teachers' working conditions in Kwimba District.

EMPIRICAL LITERATURE REVIEW

Theoretical Review

This paper was guided by the two Factor Theory by Fredrick Herzberg (1968). According to the theory, increasing work efficiency requires a strong motivational component. This means that all administrators, especially those in the field of education, need to be aware of the connections between reward structures and motivation in the workplace. According to Pardee (1990), enhancing job happiness and motivation at work are essential components of raising educational production. Furthermore, it has been suggested that employee motivation can be attained by a sense of inclusion in the organization, as well as through their enjoyment, development, and demonstration of their organizational responsibilities and advancement (Dartey-Baah & Amoako, 2011; Teck-Hong & Waheed, 2011). It is believed that performance, motivation, and job happiness are crucial factors in guaranteeing that the institution achieves its goals. Efficient provision of basic necessities, including security, remuneration, work environment, employment policies, supervisory methods, and administration, is crucial for worker satisfaction in the workplace. Consequently, enhancing productivity at work depends on employee motivation. The two theories offer a holistic approach to employee motivation and management that can be utilized in a variety of settings to maximize worker productivity and job satisfaction, which is why the TTU may benefit from them. Hence, the TTU may establish a work atmosphere where every individual is not only monetarily appreciated but also inspired and content in their positions.

The approach emphasizes the intrinsic motivation that results in job happiness and prevents job dissatisfaction, such as performance, recognition, and responsibility. This aids in managers' understanding of the many sources of workers' motivation and job satisfaction (e.g., heads of schools and education officials). The Two-Factor Theory can be used to analyze the effectiveness of collective bargaining power of the Tanzania Teachers' Union in meeting both the hygiene factors and motivators of the teachers. By negotiating better salaries, benefits, and conditions of work, the union can, therefore, avert dissatisfaction while fomenting motivators such as professional growth and recognition which they strongly believe can motivate and create job satisfaction for the teachers. This two-way approach will ensure that the union not only secures bargaining power but the teachers will be valued and looked after, setting the path for achieving good conditions of work in the education system.

Empirical Literature Review

A study conducted in Minnesota, USA, by Borseth (2022) examined the collective bargaining agreements of teachers' unions and how these agreements affected the operations of schools. The findings demonstrated the significant impact collective bargaining agreements have on school finance, allocation strategies, and overall productivity. Nevertheless, it was found that the collective bargaining agreements of teachers' unions had little bearing on the academic achievements of their members. Notably, educational institutions aim to comprehend the elements that influence students' academic performance. They must therefore make sure that the clauses in their collective bargaining agreements promote raising student results by carefully examining them. This implies that efficient application of collective bargaining power can contribute to the achievement in academic as well as professional growth of teachers. Thus, through collective bargaining, teachers will be able to negotiate for their rights for betterment of their career. However, based on the reviewed study, the researcher failed to show the methodology used to collect and analyse data. The absence of research methodology may lead to biasness which can lead to skewed results that do not accurately reflect the true relationship between the variables. Also, it will be difficult to isolate the effect of the independent variables on the dependent variables.

Egboro (2019) studied how the Nigeria Union of

Teachers affected the working conditions and wellbeing of teachers in the Delta state of Nigeria. According to the research, the Nigeria Union of Teachers (NUT) is the only recognized organization in Nigeria that works to advance the interests and welfare of primary and secondary school teachers while also carrying out its professional obligations to them. The NUT was determined to have a beneficial impact on teachers' welfare and working circumstances, as evidenced by its provision of professional development opportunities such as workshops and training to improve job satisfaction. However, a variety of issues, such as teachers' attitudes toward teachers' unions, have led to differences in the environments in Nigeria and Tanzania.

Likewise, Okoro (2023) conducted study on the benefits of collective bargaining as well as its perception with regard to the welfare and working conditions of Delta's teachers. A structured questionnaire was the only tool used to gather data for this study, which used a survey methodology to examine 490 teachers, of whom 23% were considered samples. Despite the fact that schools followed the collective bargaining's principles, the survey discovered that a number of public secondary school teachers in Delta State only had a cursory comprehension of it. A few other advantages of collective bargaining that the study found were improved staff advancement, working environment, staff welfare, teachers' dedication and drive, and awards and recognition. Based on these results, collective bargaining is thought to be the best method for resolving teacher grievances because it allows for better terms to be negotiated on behalf of both the employer and the employees, improving both parties' working conditions and bottom lines. Interviews were not used in the prior study, though, as a means of making sure that the respondents' voices were heard. Generally, respondents are not allowed to express their opinions on questionnaires.

Furthermore, the performance of Kenya's academic teaching personnel and the terms of collective bargaining agreements were examined by Mbuthia et al. (2022). To sample 169 respondents, the study used a questionnaire approach and a descriptive methodology. The results showed how crucial union security is as a component of a bargaining agreement that affects workers' productivity. According to Kabika et al.'s (2020) re-examination of the teacher trade unions' role in advancing welfare and a stable livelihood for their members, these findings were corroborated. According to the research, Zambia's teachers' union was largely dormant and lacked defined policies intended to advance teachers' welfare and maintain their standard of life. According to the results, teachers' working conditions were bad since the TTU did not increase their job security. It is clear that a teachers' union ought to be involved in all aspects of the welfare of its members, including disciplining staff members and handling grievances. Additionally, the union's duties include bargaining and holding talks about employee rights. Considering that the union exists to enhance pay conditions, it should be prepared to mediate disputes between members and their employer by looking out for employee welfare. In addition, the union's purpose is to implement resolutions that guarantee a harmonious working relationship between employers and employees. According to the analysis, it is therefore more crucial to promote cooperation between employers and employees than it is to enforce the payment of dues and dues. Additionally, offering union security may make it more difficult for new employees to join as few would do so, which reduced the flexibility of the labor market.

Once more, Mwakyembe (2019) investigated how collective bargaining might improve an organization's performance. A case study approach was used in the research with ninety respondents. Information was gathered using questionnaires, interviews, and documentary analysis; it was then analyzed using thematic analysis and descriptive statistics, respectively. The outcomes demonstrated the provision of several elements of collective bargaining, including efficient management-union communication, confident bargaining, compliance with legal requirements, and the lack of discriminatory actions. Furthermore, it was discovered that TANESCO's performance had improved largely as a result of collective bargaining. The results of this study suggest that teachers may experience similar benefits since improved work environments are a result of collective bargaining power. As a result, the union would make sure that teachers' rights and well-being are successfully achieved. The present study, however, started with an exploratory design, which allowed the researcher to follow the necessary procedures to gather and analyze either qualitative or quantitative data.

Elihanani (2018) also looked at how community secondary school teachers and students in the Ngara District performed when they used the collective bargaining conflict management technique. As it was

judged reasonable to obtain 348 respondents, the study used both a cross-sectional and descriptive design. Interviews, surveys, focus groups, and the examination of documentaries were used to gather data. While the qualitative data underwent content analysis, the quantitative data were statistically analyzed using SPSS software. The findings indicated that there were some effects on teacher and student performance related to the collective bargaining conflict management technique. As a result, the conflict management technique of collective bargaining has been shown to be successful in handling conflict in schools. This suggests that strong collective bargaining power among educators can improve favorable working circumstances since each member is free to voice concerns, which enables issues to be handled. The descriptive and cross-sectional designs, however, would have been replaced by a different design concurrent or convergent by taking into account the shortcomings of the earlier study. This is because the study was exclusively mixed methodological in nature, necessitating a design that could integrate the two approaches of qualitative and quantitative research, respectively.

METHODOLOGY

The paper employed a mixed-methods approach and an explanatory design, the study. A sample size of 65 was determined using the Yamane formula and a 10% proportionate method for various roles, ensuring representation of the population. Sampling techniques included both probability methods, like stratified and simple random sampling for teachers, and purposive sampling for key stakeholders, enhancing data richness. Data was gathered through structured questionnaires and semi-structured interviews, ensuring a comprehensive understanding of the Tanzania Teachers' Union's effectiveness in improving working conditions. The validity and reliability of the instruments were rigorously assessed, with Cronbach's alpha indicating high reliability (0.9). A pilot study was conducted to refine instruments, followed by meticulous data recording and analysis using SPSS for quantitative data and thematic coding for qualitative insights. Ethical considerations included obtaining informed consent, ensuring participant confidentiality, and adhering to ethical guidelines throughout the research process. Overall, the study aimed to provide a nuanced understanding of the challenges faced by teachers in Kwimba District and the union's role in addressing these issues.

FINDINGS

In order to evaluate the Tanzania Teachers' Union's efficacy in improving the working conditions of educators in public secondary schools, the researcher ascertained the respondents' collective bargaining power. Table 1 presents the findings on this.

Table 1 illustrates collective bargaining in enhancing teachers' r working conditions by using a scale that highlights Strongly Disagree to Strongly Agree.

TTU's collective bargaining has been in securing favourable salary conditions for teachers

In Table 1 above, the respondents were asked to rate whether TTU's collective bargaining was in securing favourable salary conditions for teachers where 76% of the teachers strongly disagreed, and 16% of them disagreed with the statement that TTU had secured favourable salary conditions. This indicates that a substantial majority of teachers were dissatisfied with the union's efforts in negotiating better salary terms with the government. Only 2% of the teachers were not sure thus reflecting some uncertainty or lack of clarity about the impact of collective bargaining on salary conditions. Again, 4% of the teachers agreed and 2% of them strongly agreed that collective bargaining had positively influenced salary conditions. This suggests that a very small minority perceived that there were some benefits from the union's efforts in this area. The widespread dissatisfaction among teachers regarding the union's negotiation efforts suggests that the union may struggle to enhance working performance effectively, as lack of confidence in its influence on salary conditions can lead to lower morale and engagement among its members.

These results contrast with those of Chanzi (2017), who said that methods of influencing workers' performance could include collective bargaining meetings, worker training, favorable working conditions, and positive relationships between workers and trade union officials. The study highlights that the effectiveness of teachers' unions in improving working conditions is critical for enhancing overall worker performance. By fostering good relationships between union leaders and educators, and advocating for better working conditions, unions can positively influence teachers' job satisfaction and productivity.

Table 1. Collective Bargaining Power in Securing Favourable Conditions for Teachers.
Key: DS- Strongly Disagree, D-Disagree, NS-Not sure, A- Agree, SA- Strongly Agree

Statements	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
TTU's collective bargaining has been in securing favourable salary conditions for teachers	38	76	8	16	1	2	2	4	1	2
Collective bargaining established reasonable working hours and workload for teachers	26	52	20	40	3	6	1	2	0	0
TTU's collective bargaining helps in securing better professional development opportunities for teachers	22	44	23	46	1	2	2	4	2	4
TTU addresses and improves overall job security for teachers	18	36	27	54	2	6	1	2	1	2
TTU's collective bargaining influences policies that contribute to a positive and supportive workplace culture for teachers	19	38	26	52	2	4	1	2	2	4
Collective bargaining restricts the flexibility of schools to adapt to changing needs, circumstances and effective management	14	28	26	52	2	4	5	10	3	6
Collective bargaining creates tension and conflicts within the school communities	21	42	17	34	2	4	4	8	6	12

Source: Research (2024).

Moreover, TTU representatives responded to the questions and their answers echoed the different thing:

> Through collective bargaining, TTU can negotiate for fair allowances and retirement plans hence insurance. Moreover, collective bargaining can help the government improve working condition like having better infrastructure, classroom resources, working environment and reduced workload within the education authorities. Also, through collective bargaining, TTU can address grievances and disparities that arise in the working places (Interview with the TTU representative A & B, July, 2024).

The findings above suggest that through collective bargaining, TTU can secure essential financial benefits for its members, such as fair allowances and retirement plans, which in turn can provide a level of financial security, including insurance coverage. Additionally, the ability to negotiate for improved working conditions, such as better infrastructure, classroom resources, and a more conducive working environment, suggests that collective bargaining can lead to tangible improvements in the educational sector. It also highlights the role of collective bargaining in managing workloads, thus potentially reducing teacher job burnout. Furthermore, addressing grievances and disparities in the workplace through collective bargaining implies that the TTU can foster a more equitable and just working environment, thus ensuring that all members are treated fairly and that any issue those crops up is promptly resolved. This comprehensive approach underscores the power of collective bargaining as a tool for enhancing both professional and personal well-being of TTU members. On the same issue, the WEO said:

> Setting salary terms and conditions, setting and convincing sources of income to meet the needs of the fund are the roles in negotiating salary increase, benefits and other financial incentives. Apart from these roles, there are

> challenges that TTU has been facing in enhancing working condition. These are such as the government policies and external forces from other trade unions for example CHAKUHAWATA, scarcity of resources/ fund and corruption among members of the government officers; are among the challenges that face TTU (Interview with the WEO, July, 2024).

The findings above highlight the critical roles that TTU has been playing in negotiating salary increases, benefits, and other financial incentives for its members. This includes setting salary terms and conditions and identifying viable income sources to meet funding needs. However, despite these efforts, TTU was found to have been facing several challenges in enhancing working conditions. It should be noted that government policies can impose restrictions or delays on negotiations, thus making it difficult for TTU to secure favourable outcomes. External pressures from other trade unions, such as CHAKUHAWATA, can create competition or conflict, thus further complicating negotiations. Additionally, the scarcity of resources or funds has been limiting the capacity to meet the demands of TTU members fully. Corruption among government officials also poses a significant challenge, as it can undermine the fairness and transparency of the negotiation process. These challenges highlight the complex environment in which TTU operates, thus requiring persistent effort and strategic negotiation to overcome obstacles and achieve its goals.

Collective bargaining established reasonable working hours and workload for teachers

Moreover, the respondents were asked to check whether collective bargaining established reasonable working hours and workload for teachers. The data indicate that 52% of the teachers strongly disagreed, and 40% of the teachers disagreed with the statement that collective bargaining had successfully established reasonable working hours and workload for teachers. This indicates that, a significant majority of teachers felt that collective bargaining had not effectively addressed issues related to working hours and workload while 2% of the teachers agreed and 6% reported that collective bargaining had a positive impact on the established reasonable working hours and workload, thus reflecting a minority view that these efforts had been somewhat successful. Contrary to Wagaki's (2013) findings, these results show that teachers' unions played a significant role in advocating for educational reform and battling for benefits for teachers including collective bargaining, lobbying for policy changes, and mobilising members for grass root activism. These mechanisms were allowing unions to effectively represent the interests of teachers, negotiate better working conditions, and influence educational policies, which appeared to be lacking in the current context of collective bargaining related to working hours and workload. On this regard, TTU representative added:

> Collective bargaining power can improve working condition through removing unfavourable environment which hinders direct communication between teachers and their employers (Interview with the TTU representative C, July, 2024).

The findings above imply that TTU was contributing to improving teachers' working conditions. As supported by Mbuthia et al. (2022), the union is involved in various aspects of the welfare of its members, including grievance hearings and discipline. Furthermore, one of the unions' duties is to negotiate and hold talks about employee rights.

TTU collective bargaining helps in securing better professional development opportunities for teachers

The respondents were asked to check whether TTU's collective bargaining was helping in securing better professional development opportunities for teachers. The views of respondents were that 44% of the teachers strongly disagreed, 46% of the teachers disagreed that TTU had helped in securing better opportunities with only 4% of teachers agreeing that collective bargaining had positively influenced salary conditions, while 4% of the teachers strongly agreed. This reflects a small segment of teachers who perceived that there were some benefits from the union's efforts. These findings are supported by Ajani (2022), who looked at how Nigerian teachers felt about professional development opportunities. The results of the study showed that teachers did not consistently participate in yearly professional development activities in spite of the fact that teachers' trade unions were actively advocating for continuous professional development by organising workshops, training sessions, and seminars designed to enhance the educators' skills and knowledge. Additionally, they were often collaborating with the educational institutions and

governments to secure funding and resources that were promoting the ongoing learning opportunities for teachers, thus ensuring they stayed current with best practices and educational reforms.

TTU addresses and improves overall job security for teachers

Moreover, the respondents were asked to show and rate the extent to which TTU was addressing and improving the overall job security for teachers. The results obtained are as indicated in Table 4.3. This Table indicates that among the 50 respondents only 2% of the teachers strongly agreed with the statement, 2% of the teachers agreed with the statement concerning the union, 6% of the teachers were not sure. Also, 54% of the teachers disagreed with the statement that TTU was addressing and improving the overall job security for teachers, while 36% of the total population strongly disagreed with the statement. Moreover, head of school C added that:

> We recognize that job security is a critical concern for our teachers, and while we strive to create a stable environment, we acknowledge that there are areas for improvement. We are actively exploring policies and practices that can enhance job security, ensuring that our educators feel safe and supported in their roles. By fostering open dialogue with our faculty, we aim to identify and address their concerns more effectively (Interview, Head of School, C, July 2024).

The implication of not fully addressing job security is that it may lead to decreased morale and increased turnover among teachers, which can disrupt the learning environment. If teachers feel uncertain about their positions, it can negatively impact their commitment to students and the overall educational quality we strive to maintain. However, Mbuthia et al., (2022) indicated that, the importance of job security as a bargaining agreement aspect was found to influence employees' performance. Therefore, this shows that TTU was not improving teachers' job security thus contributing to poor working condition among teachers. It should be noted that teachers' unions play a crucial role in advocating for job security by negotiating for collective bargaining agreements that protect teachers against arbitrary layoffs and promote tenure policies. Furthermore, they engage in lobbying efforts to influence legislation that supports stable employment conditions for educators, hence ensuring that teachers feel secure in their positions and can focus on their professional responsibilities.

TTU's collective bargaining influences policies that contribute to a positive and supportive workplace culture for teachers

Furthermore, the respondents were required to check whether TTU's collective bargaining was influencing policies that were contributing to a positive and supportive workplace culture for teachers. On this issue, 38% of the teachers strongly disagreed, 52% of the teachers disagreed with the statement, 4% of the teachers were not sure, 2% of the teachers agreed, and 4% of the teachers strongly agreed. This suggests that a significant majority of teachers did not view collective bargaining as effective in enhancing workplace culture while the minority of them were of the perspectives that there were some benefits in these efforts. Therefore, the data suggest that while collective bargaining may address some hygiene factors like salary, working conditions, it has limited success when it comes to enhancing the motivators that contribute to a truly positive and supportive workplace culture according to the theory the two-factor theory. Meanwhile, TTU representative added that:

> Collective bargaining plays a crucial role in shaping policies that foster a positive and supportive workplace culture for teachers. By engaging in negotiations that prioritize teacher needs and professional development, we create an environment where educators feel valued and empowered. This collaborative approach not only enhances job satisfaction but also promotes retention and effective teaching practices (Interview, TTU Representative A, July 2024).

The implication of this supportive culture is that it leads to improved morale and performance among teachers, ultimately benefiting student learning outcomes. Moreover, when educators feel supported, they are more likely to invest in their roles, creating a dynamic and innovative educational environment. These findings support the study conducted by Kabika et al., (2020), which reexamined the support that teacher trade unions provide for their members' wellbeing and long-term income. The results demonstrate that the labor union for teachers in Zambia was largely dormant and without any formalized plans for advancing the

welfare and long-term living conditions of educators. Therefore, in the context of Tanzania, TTU was found to have not been improving teachers' job security thus leading to poor working condition among teachers.

Collective bargaining restricts the flexibility of schools to adapt to changing needs, circumstances and effective management

The respondents were also asked to show if collective bargaining was restricting the flexibility of schools to adapt to changing needs, circumstances and effective management. Out of all the respondents 50, (28%) of all the teachers strongly disagreed, and 52% disagreed with the notion that collective bargaining was limiting the schools' flexibility. This indicates that a substantial number of teachers did not believe that collective bargaining was imposing significant constraints on the schools' ability to adapt and manage effectively. Additionally, 4% of the teachers were not sure, 10% of the teachers agreed, and 6% of teachers strongly agreed. This suggests that a minority of teachers were of the perception that collective bargaining had a limiting effect on adaptability and management. Nonetheless, head of school A said that:

> Collective bargaining can limit a school's ability to quickly respond to evolving educational demands and management strategies. By establishing fixed agreements, schools may find it challenging to implement necessary changes or innovate effectively in response to new challenges. This rigidity can hinder both the administrative capacity to adapt and the overall educational experience for students (Interview Head of School A, July 2024).

This implies that schools may struggle to keep pace with educational advancements and community needs. Ultimately, this could affect student outcomes and hinder the ability of educators to implement best practices in a timely manner. According to Herzberg's Two-Factor Theory, while hygiene factors may prevent dissatisfaction, they do not necessarily enhance job satisfaction, implying that the focus should shift towards addressing motivating factors that could further improve adaptability and management within schools.

Collective bargaining creates tension and conflicts within school communities

Besides, the respondents were also asked to see if TTU's collective bargaining was creating tension and conflicts within the school communities. Regarding this, the findings showed that of 42% of the teachers strongly disagreed, 34% of the teachers disagreed with the statement that collective bargaining was creating conflict and tension, 4% of the teachers agreed, 8% of them agreed, 12% of the teachers strongly agreed. These findings indicate that while collective bargaining was generally not seen by most teachers as a major source of conflict, the perception among some that it might create tension, suggests that its impact might be mixed. This shows that, while collective bargaining may address basic needs (hygiene factors) its role in promoting a positive and harmonious workplace culture, lit reflects the Two- Factors Theory.

Generally, the findings reveals that the Teachers' Trade Union (TTU) was largely perceived as ineffective in fulfilling its role in improving teachers' working conditions through collective bargaining. The data reflect widespread dissatisfaction across various critical areas such as salary conditions, working hours, workload, professional development opportunities, job security, and workplace culture. This finding is in line with Kiangi et al. (2021), teachers expressed dissatisfaction with the training they received despite requests for more enhancements. This suggests that the union was not carrying out its responsibilities with effectiveness and efficiency.

This pervasive dissatisfaction suggests that the TTU was not meeting the expectations of its members. Teachers did not feel adequately supported or represented, which could lead to lower morale, decreased job satisfaction, and potentially higher turnover rates within the profession. Furthermore, the perception that collective bargaining might create tension or restrict flexibility, even among a minority, indicates that there were additional concerns about the union's strategies and their impact on school operations. To address these issues, the TTU needs to reassess its approaches and priorities by focusing on more effective advocating for and securing tangible improvements in teachers' working conditions. This reassessment is crucial to restore trust and engagement among teachers, thus ultimately enhancing their professional and personal well-being. These findings support those of Borseth (2022), the collective bargaining agreements of teachers' unions have minimal impact on the academic achievements of their members. Schools should review their collective bargaining agreements to make sure they are appropriately aligned with provisions that promote improving student outcomes, since they typically aim to

identify the elements that effect students' accomplishment.

Furthermore, interview was conducted to head of schools, TTU leaders as well as the WEO. One of the heads of school had the following to say concerning collective bargaining power in enhancing teachers' working conditions

> The contributions of collective bargaining are to improve TTU's working conditions, thus attaining conflict resolution, accountability among TTU members, awareness of professional codes of conduct and empowering TTU members (Interview with the head of school A, July, 2024).

The findings above imply that Teachers' Trade Union (TTU) was likely to experience a more structured and supportive working environment. This suggests that with improved working conditions, TTU members can expect greater job satisfaction and productivity, while effective conflict resolution mechanisms can reduce workplace tensions and foster a more cooperative atmosphere. The emphasis on accountability implies that members will be more responsible and transparent in their actions, thus enhancing trust within the union. Increased awareness of professional codes of conduct indicates a commitment to maintaining high ethical standards, which can elevate the union's reputation. Finally, the empowerment of TTU members implies that they will have a stronger voice in decision-making processes, thus leading to more equitable and democratic outcomes within the union. These findings echo those of Okoro (2023) who found that even though schools followed the concepts of collective bargaining, public secondary school instructors only had a limited comprehension of them. Collective bargaining also improved staff welfare, working conditions, staff promotion, and teachers' enthusiasm and dedication in addition to providing prizes and recognition.

Like what other respondents said the DEO added:

> Collective bargaining allows TTU leaders to negotiate with the government for the improved benefits like medical insurance, leave entitlements and working conditions such as reduced workload, and improved classroom facilities (chairs and tables). Moreover, collective bargaining was found to help TTU leaders to negotiate provisions in the contracts for protecting teachers from unfair treatments, discriminations and arbitrary dismissals by the employer (Interview with the DEO, July, 2024)

The findings suggest that through collective bargaining, TTU leaders could garner crucial improvements in the welfare of teachers, such as better medical insurance, fair leave entitlements, and enhanced working conditions, including reduced workloads and improved classroom facilities. Moreover, the ability to negotiate protective provisions in contracts signifies that collective bargaining is essential in safeguarding teachers against unfair treatment, discrimination, and arbitrary dismissals. This process ensures that teachers are not only fairly compensated and provided with adequate resources but also protected from unjust actions by their employers, thereby promoting a more secure and supportive working environment for all members of the TTU.

CONCLUSION

Indeed, results show that the majority view TTU collective bargaining power as ineffective in collective bargaining and bettering the working conditions for teachers. Generally, there is discontent among educationists based on salary, workload, opportunities for professional growth and development, job security, and workplace culture. It is overwhelming to surmise from this that the union has tried and fails in representing its members and their basic needs. Although some benefits have been negotiated, there is a general feeling that the union has not been fully utilized to improve the conditions of service for teachers and may, therefore, do little to boost teacher morale and to retain teachers in the profession.

RECOMMENDATIONS

TTU is going to be far more effective if it relooks at its strategies of collective bargaining through its engagement with teachers in understanding their concerns and needs. This could be done through regular mechanisms of feedback through surveys or focus groups, which help the union negotiate at a more relevant level on improved salaries, reasonable workloads, and professional development opportunities. It could also allow the negotiation of such challenges as resource scarcity and bureaucratic obstacles by building relationships with those government officials and other stakeholders. Transparency, accountability, and active communication might go a long way in restoring confidence in the TTU and in a more supportive and collaborative environment for teachers.

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