

**EXPLORING THE CONTRIBUTION OF TEACHERS' UNIONS IN PROMOTING A
PEACEFUL LEARNING ENVIRONMENT IN SELECTED SCHOOLS IN LUSAKA,
ZAMBIA**

BY

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DECLARATION

I, **Henry Sinkala**, do hereby declare that this dissertation is my own work and that all the sources that I have used or quoted have been acknowledged by means of complete references, and that it has never been previously submitted for a degree at the University of Zambia or any other University.

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APPROVAL

This dissertation of Henry Sinkala has been approved as partial fulfilment of the requirement for the award of Master of Science in Peace, Leadership and Conflict Resolution by the University of Zambia.

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DEDICATION

This publication is dedicated to my dear beloved wife Silvia Namfukwe and my children for their continued support and encouragement rendered to me during the course of my study.

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ABSTRACT

The study explored the contribution of teachers' unions in promoting a peaceful learning environment in selected schools of Lusaka, district, Zambia. A case study design was employed on a target population that comprised 28 participants from primary and secondary schools and teacher unions. Purposive sampling method was used to sample all participants from teacher trade union officials in Lusaka District. Data generated through interviews; Focus Group Discussion; and Document Review were thematically analyzed. The study findings revealed that the teachers' trade unions participation in the education policy making process were playing a role of defending teacher members by presiding over the disputes between member and the employer with minimal attention to improving peaceful learning environment in schools. In addition, the study findings noted that, trade unions did not have programmes to motivate their members in the efforts to improving peaceful learning environment in schools. Nevertheless, the findings showed that the trade unions were involved in fighting for teacher's motivation programmes from their employer; this included fighting for professional recognition for teachers as well as fairness in promotion. Further, the study established that teacher unions' acknowledged limited innovations in the union leadership especially at national level in interventions towards peaceful school environment improvement. However, unions were involved in advocacy in relation to education reforms and teachers' professional output as well as student achievement in exams. Thus, if Teacher Unions are to effectively deliver on their mandate of fostering improved learning environment in schools in Zambia it becomes critical that multi-skilling becomes a norm among Union officials at various levels.

Key Words: *Teacher Unions, Peaceful Learning Environment.*

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ACRONYMS

BETUZ	:	Basic Education Teachers Union of Zambia.
PROTUZ	:	Professional Teachers Union of Zambia.
PTC	:	Parent Teachers Committees.
SESTUZ	:	Secondary School Teacher's Union of Zambia.
ZNUT	:	Zambia National Teachers Union

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, theoretical framework, conceptual framework and definition of operational terms.

1.2 Background of the Study

In Zambia just like elsewhere, teacher unions play a major role in education policy making. This has been primarily through their effect on the professionalization of the teaching force and their policy advocacy. Through publications, courses, and leadership opportunities, unions likely have positively contributed to instruction and teachers' sense of purpose. Through policy advocacy, unions have informed governments of crucial local knowledge, have contributed towards research, and established mechanisms of collaboration (Kakuba, 2001). However, there is a need for more research on the role of public sector teachers' unions towards learning in public schools. As such, much has appeared in the literature about this polarizing topic. The public domain is the sector where most teachers work, where teachers' unions are strongest, and where learners are most disadvantaged.

On one hand, policymakers have criticized teachers' unions as hindrances to quality-enhancing change due to union policy preferences and strike activity. On the other hand, teachers' unions argue that they have played an important positive role in education. Specialists have fallen on both sides (Nina and Pamela, 2013). In the public debate on education, these two points of view

have been exaggerated and politicized. In academic terms, the conclusion that unions play just one role is highly suspect (Farkas, Johnson and Duffett, 2003). In this study the researcher endeavors to explore the contribution teachers' unions have played in education particularly in Zambia with reference to learning environment in schools. This study refrains from making causal arguments and instead aim to show that there have been instances where unions have positively affected the quality of education through two mechanisms: by contributing to professionalization (the development of teacher skills) (Robertson, 2012); and by advocating for educational improvements (Verger, Altinyelkin and De Koning, 2013).

In spite of Union's presence in the political arena, many recent reforms intended to improve the quality of teaching in public schools with extension to some private schools have targeted the influence of teachers' unions at both state and local level of decision making (Vaillant, 2005); Cowen and Strunk, (2015). Jacoby (2011) asserts that in principle, adopting standards that help teachers focus on lessons they want students to learn, aligning their teaching to the lessons, and devising measurements that demonstrate that students are responding to these lessons can improve learning environment as long as the public, policymakers, and school administrators acknowledge the complexity of the learning process and the broad outcomes that society desires. To this effect, how teachers' unions affect the educational production function is an empirical question and an open one.

Verger, Altinyelkin and De Koning (2013) argue that collaborative working relationships between teacher unions and governments occur in a number of jurisdictions around the world. In some places, supported by cultures of cooperation or by legal requirements, these relationships may be relatively stable. In other places they are more volatile, subject to change with the change of political or economic climate. In the current policy context, the combination of top-down

reforms and economic adversity has resulted in many teacher unions reporting changes in relations or “mixed” relationships with government neither entirely supportive nor entirely positive (Robertson, 2012).

Teacher unions must ensure that they keep their organizational ears to the ground with respect to teachers’ issues and concerns. What teachers want from their unions, and what unions are uniquely able to ensure, is consistent with what Bangs and Frost (2012) identified as crucial to building teacher capacity, or what they call teacher leadership: opportunities for teachers’ professional development and learning, establishing teachers’ right to participate in decision making, articulating and promoting a positive professional identity, and quality conditions for teaching and learning. Teacher unions have the demonstrated ability to engender these factors within their own organizations, whether or not the government of the day is interested in collaboration. Teacher unions should recognize the power of discourse to influence policy directions.

As evidenced by Pamela (2015) a rent seeking teachers’ union can militate for school inputs that maximize the objectives of teachers, rather than those of parents or administrators. Hoxby (1996) stresses that teachers’ unions may affect the educational production function through at least three channels. First, under either model, unions are expected to change-probably increase-the overall budget that funds school inputs. Second, unions are expected to reallocate any given budget among alternative inputs. This reallocation will generally be efficiency enhancing if the union’s different objective reflects superior information but efficiency reducing if the union is rent seeking. Consequently, the effect of unions on learner performance is mixed. Learners who attend school in private schools perform better on standardized tests where most of the teachers

are not unionized as the case seemingly optional; whereas low-achieving learners' scenario is reportedly high in public schools where teachers are multiply unionized (Kakuba, 2001).

Moe (2001) states that the role played by the teacher unions, especially with regard to educational reform, is bleak. Moe further contends that primary issues of concern to the teacher unions become those aspects centered on the material and working conditions of their members and least on learning environment in schools. However, there are those professional issues that teacher unions engage in with a prime target of improving the professional standing of teachers, only to find that meagre benefits trickle down to learners. In addition, Eric (2016) states that teacher unions have a crucial role to play with regard to educational programmes, policies and reforms. In fact, the unions are responsible for the coordination of their members and there is no educational policy that can succeed without sufficient consultation with the teacher, who is the person who deals directly with the daily encounters of the classroom situation. It is from this background that this study explored the contribution of teachers' unions in promoting a peaceful learning environment in selected schools of Lusaka district. .

1.3 Statement of the Problem

Teacher unions and the contracts that result from teacher unions' bargaining are thought to have strong implications for education policy at all levels of government (Maravi, 2002). Although there is much speculation and discussion of the role of teacher unions in education and policy, little is known about the contribution of teacher unions towards creating a peaceful learning environment in schools. Various studies (Joshua (2014); Katharine (2016); Jason (2018); Holly (2018); Kakunta et al (2020) report that questions of teacher unions' impact on learning outcomes are largely unanswered. This is also noted by Guthery (2018) who contends that what

is clear is that teacher' unions do impact the teacher welfare by raising teachers' salaries and conditions of service as a whole, and their effect on learning outcomes in schools is not known. Although teacher unions and their collective bargaining agreements may differ in important ways, understanding how teacher unions impact learning environment is important, given that this study reveal that so little is known about the contribution of teachers' unions in creating a peaceful learning environment in schools. Hence, understanding the contribution of teacher unions on improvement of learning environment in schools is important in its own right.

1.4 Purpose of the Study

The purpose of the study was to explore the contribution of teachers' unions in promoting a peaceful learning environment in selected schools in Lusaka, District.

1.5 Specific Objectives

The study was guided by the following specific objectives:

- i. To establish how teacher unions, promote education policy aimed at the improvement of learning environment in schools.
- ii. To describe the plan of action teacher unions, have which is specifically aimed at the improvement of learning environment in schools.
- iii. To establish major constraints faced by teachers' unions in implementing interventions aimed at improving learning environment in schools.
- iv. To explore strategies in use by teacher unions in implementing interventions aimed at improving learning environment in schools.

1.6 Research Questions

The study was informed by the following research questions:

- i. How do teacher unions promote education policy aimed at improving the learning environment in schools?
- ii. What is the plan of action teacher unions take aimed at improving of the learning environment in schools?
- iii. What are the major constraints that are faced by teacher unions in improving the learning environment in schools?
- iv. What are the exiting ways applied by teacher unions to improve the learning environment in schools?

1.7 Significance of the Study

The study findings may be used to shed light on the contribution of teachers' unions in promoting peaceful learning environment in schools. The teacher trade unions may utilize the findings when negotiating for the teachers and school learning environment needs. The government through the Ministry of Education and Teachers Service Commission could use the findings generated by this study to better teachers working conditions and peaceful learning environment in schools. Researchers and scholars in the field of education will benefit from the information brought about by this study in their work because may contribute to the existing body of knowledge on studies conducted by other researchers in the related field to the current study.

1.8 Delimitation of the Study

Delimitations refer to those aspects of the study that made the study a success (Orodho, 2005). The study delineated to Lusaka District and restricted to the four national teacher unions' secretariats namely; Zambia National Union of Teachers (ZNUT); Secondary School Teacher's

Union of Zambia (SESTUZ); Basic Education Teachers Union of Zambia (BETUZ); Professional Teachers Union of Zambia (PROTUZ); teachers and four school union leaders for ZNUT, SESTUZ, BETUZ, and PROTUZ in selected primary and secondary schools.

1.9 Limitation of the Study

Limitations mean those conditions which are beyond the control of the researcher and may also place restrictions on the conclusions of the study. The first limitation was that the study was confined to teacher union leaders and membership within Lusaka, and the results could not be generalized to political and social contexts that were not similar to those of Lusaka. I do not claim that the results could be applied to, and replicated for teacher unions in other contexts, since this was not the purpose of the study. Although the results cannot be generalized, nevertheless, the study could offer insights into how teacher unions contributions towards promoting peaceful learning environment in schools. From this, something valuable could be learnt.

The second limitation was that, the researcher purposely selected key informants from teacher union secretariats and teacher unionists in schools, as data sources. The researcher may therefore have omitted some key role-players who could have provided valuable information. The study did not capture the lived experiences of many teachers who form the teacher union membership were or are involved in teaching/ learning activities in schools. The choice of the sample in this study was based on the criterion of access to information-rich cases. The size of the data was therefore not the major consideration. Nevertheless, it was suggested that future studies on the teacher unions contributions towards promoting peaceful learning environment in schools should consider including ordinary members of such unions, as their perspectives might well differ from

those of the leadership. The third limitation of the study is that the researcher encountered fiscal constraints such as financial and time resource costs in reaching targeted participants due to tight schedules involved in the nature of jobs of national teacher unions and teachers in schools.

1.10 Theoretical Framework

The theoretical framework discusses a theory that guided this study. The study was guided by Basic Human Needs theory of conflict management advance by Burton (1990). This theory helped the researcher in exploring the contribution of Teachers' Unions in promoting peaceful learning environment in schools. Burton (1990) in his Basic Human Needs theory of conflict management proposed that humans need a number of essentials to survive and thrive. If these needs are denied, they strive to attain them by any means necessary. According to Burton, human needs are in born and are a part of the basic make-up of every human being as the elemental requirements for human development, as such; they are both universal and trans-historical, relevant to every community at every point in human history.

Burton (1990) categorized identity and security as the core of basic human needs. According to him, the quest to satisfy these needs is the basic drive for human motivations and behavior. He believes that attempts to suppress needs, usually involving some form of coercion will never be successful in the long-term in any given institution. Attention must instead be directed to developing systems that satisfy these needs. While the needs themselves are generic, the satisfiers of these needs are contextually specific. Going by the Basic Human Needs Theory of conflict management, there is, therefore, a presumption that a satisfactory end state of promoting peaceful learning environment in schools can be reached. Yet it is not possible for an outsider to

prescribe what could fulfil the need requirements of another individual or group; they must identify those satisfiers themselves.

Burton's Basic Human Needs Theory of conflict management argues that all stakeholders must be involved in dialogue to identify underlying needs and the means for satisfying them. Burton does not focus on power dynamics or recognize the existence of asymmetries in the relationships between those in conflict. He tends to assume that the costs of conflict are high for all stakeholders and that each could willingly implement good agreements because their needs are also satisfied by it. This presumes a degree of rationality in analyzing the problem and developing an integrated outcome. Burton and those who follow this approach, have tended to focus on the integrity and efficiency of the process that brings peace towards reaching mutually agreed outcomes, rather than adherence to seemingly abstract principles. This means that groups at some point become unresponsive to the needs of other groups and in this case, the basic communal needs are for: (a). Acceptance; recognition of the group's unique identity as expressed in their values. (b). Access; to effective participation in decision-making institutions.

Further, Burton believed that if groups were unresponsive, it weakened the institution's capacity to respond to and meet the needs of various groups. Ironically, because of failure to meet these basic needs adequately, the institution often remains weak and vulnerable to challenges. He observed that, however, that often the situation could remain relatively stable until some event occurred that act as a catalyst for mobilizing the groups to take action to address these conditions. The pre-assumption of Basic Human Needs Theory of conflict management posits that conflict becomes persistent and does not go away completely unless the basic needs of identity and security are met. In this context, individuals and groups always act in the pursuit of their own interests. Associated with this idea is the assumption that individuals and groups could

aim to maximize their power over all other individuals and groups so as to have a competitive advantage over them, in a framework that assumes that there are almost inevitably winners and losers.

The appropriateness of Burton (1990) Basic Human Needs Theory of conflict management in this study sits on information that schools in Zambia have leaders who are divided into groups. These groups are: School administrators; Teacher Union leaders; Teachers and Parent Teachers Committees (PTCs), who each has the need to protect their identities and security while involved in an activity of promoting peaceful learning environment in school. Burton argued that failure to satisfy identities and security by leaders in schools would lead to dysfunctional development, frustration and protracted conflicts hence affecting the peaceful learning environment in schools. This is the reason why the Ministry of Education encourages democracy and partnership in schools in order to ensure that the leaders in schools co-exist, but there are still reports on poor performances from time to time in schools (MoGE, 1996, 2017, 2018, 2019). The assumption of the Basic Human Needs Theory of conflict management therefore in this study is that leaders especially the Teachers Unions if were to be proactive and play a major role in achieving co-existence among leaders in schools would have an impact in promoting peaceful learning environment in schools.

1.11 Definition of Key Terms

Learning Environment: to an educational approach, cultural context, or physical setting in which teaching and learning occur.

Teacher unions: Refers to organizations formed to protect and advance the collective interests of teachers and other education workers.

Teacher unions - the four unions representing Teachers' interests in Zambia namely BETUZ, SESTUZ, ZNUT and PROTUZ.

Trade Union: A trade union is an organization of employees formed on a continuous basis for the purpose of securing diverse range of benefits. A trade union has also been defined as an association of wage or salary earners formed with the objective of safeguarding and improving the wage employment conditions of its member's social status and standard of living in the community.

Collective Bargaining: This is the process in which working people through their unions negotiate contracts with their employers to determine their terms of employment including pay, benefits, hours, leave, health and safety policies.

1.12 Summary of the Chapter

This chapter gave the background to the study on the contribution of Teachers' Unions in promoting peaceful learning environment in schools. The chapter also presented a statement of the problem, purpose of the study, research objective and questions, significance of study, theoretical framework, delimitation, limitations and definitions of key terms used in this study. Therefore, the next chapter endeavors to review various literature deemed relevant to the study based on Global, Africa and Zambian context.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

The chapter addresses key elements on the topic under investigation and these are; how teacher unions promote education policy aimed at the improvement of learning environment in schools; the plan of action teacher unions have which is specifically aimed at the improvement of learning environment in schools; major constraints faced by teachers unions in implementing interventions aimed at improving learning environment in schools; and possible strategies that addresses teacher unions in implementing interventions aimed at improving learning environment in schools.

2.2 Teacher Unions.

Weiner (2012) observe that Teacher Unions (or alternatively “education unions”) are organizations formed to protect and advance the collective interests of teachers and other education workers. What the collective interests of educators entail and how they should be pursued have been and remain active matters for debate within these organizations (Carter, Stevenson and Passy, 2010). Different unions at different times have responded differently to these questions, for example, in relation to the degree to which an industrial versus a professional orientation should be adopted, and the degree to which a wider political and social justice agenda should be embraced. A spirited debate is ongoing about the legitimacy and power of teacher unions. One perspective portrays them as self-interested special interest groups, and another as social movements advocating for public education (Bascia, 2015). The status of teacher unions as stakeholders in educational policymaking is contested, and union–government relations occur

across a spectrum of arrangements ranging from those that encourage negotiation to those characterized by confrontation and hostility (Casey, 2012).

2.3 Teacher Unions and Learning Environment in Schools.

Past empirical studies have attempted to measure this impact of teachers' unions on students' educational outcomes, but seem to disagree in their conclusions. Grissom and Strunk (2010) consider the differences in strength of unions. They find that stronger unions have greater influence over policy compared to weaker unions. By imposing more rigid restrictions on policy-makers' decisions, they have the power to potentially provide lawmakers information about how to more effectively serve students. Brunner, Hyman, and Ju (2019) account for these differences in union power in their study. They use school financial data from National Center for Education Statistics (NCES) surveys, as well as the NBER Public Sector CB Law Dataset used by Frandsen (2016). They find that teachers' unions played a significant role in determining both the amount of state aid translated into education expenditures, as well as the allocation of those funds. The actions of teachers' unions appear to reflect the rent-seeking behavior described by Hoxby (1996), as they tended to increase school district budgets and channeled those increases towards teacher compensation, consistent with Hoxby (1996) and contrary to Frandsen (2016).

Lovenheim (2009) uses hand-collected data on teachers' union election certifications in Iowa, Indiana, and Minnesota combined with COG data. In contrast to Hoxby (1996), he finds no effect on teacher pay and a negligible effect on student teacher ratios. Similarly, Oddvar (2004) conducted a study on "Educational policies, reforms and the role of teachers unions in Mauritius". The study found that, although Mauritius has achieved commendable success in providing universal access to basic education through very high enrolment rates and gender

equality in education at primary and secondary level through its well-established education system, many sources of educational inequalities exist regarding educational inputs, processes and outcomes, and when meeting basic learning needs and assuring minimum level of competencies for all. Joshua (2014) conducted a study on “How Do Teachers’ Unions Influence Education Policy? What We Know and What We Need to Learn” also cited that focusing on unions’ role in shaping education policy, we argue that collective bargaining and political organizing comprise the two central but distinct forms of influence at the district, state and national levels of decision-making, the study notes recent changes in state policy directly and indirectly affecting unions and union priorities.

Joshua and Katharine (2015) in their study on the impact of teachers’ unions on educational outcomes: What we know and what we need to learn, considered more than three decades of research on teachers’ unions in the United States. Focusing on unions’ role as potential rent-seekers in the K-12 educational landscape, and specifically how teachers’ unions impact district and student outcomes, the study found that the preponderance of empirical evidence suggests that teacher unionization and union strength are associated with increases in district expenditures and teacher salaries particularly for experienced teachers; the evidence for union-related differences in outcomes is mixed, but suggestive of insignificant or modestly negative union effects. The study concludes that most notably in the political arena and by noting that recent changes in state laws pertaining to teachers and teacher unions may provide context for new directions in scholarship.

Eric (2016) conducted a study entitled a qualitative study of the perceptions of public-school teachers and administrators on the teachers’ association and the collective bargaining process in an Iowa urban school setting to explore urban Iowa public school administrators’ and teachers’

current perceptions of the relationship between teacher associations and collective bargaining. The study concludes that various implications occur for educators at all levels. In a similar more current literature, Hall, Lacombe and Pruitt (2017) in their study on collective Bargaining and school District Test Scores: Evidence from Ohion Bargaining Agreements, focuses on the relationship between collective bargaining agreements and student test scores in Ohio public school districts. The researchers analyzed teacher contract provisions during the 2007-08 academic year, measuring the strength of each teacher union by the number of pages included in its bargaining agreement. The researchers also looked at the percentage of ninth graders in each district who passed the state's math proficiency exam in 2008. The study revealed that in Ohio school districts, the length of a union's collective bargaining agreement was linked to lower math scores. It would seem that more stringent negotiations lead to less productive education production.

Similarly, Rosco (2006) conducted a study on the role of the Namibia teachers' union in the development of the staffing norms policy in Namibia whose focus was on the role of stakeholders' in the policy process played by the Namibia National Teachers' Union in the formulation of the staffing norms policy in Namibia. The findings stressed the significance of stakeholder involvement in policy processes and provided a better understanding of the complex nature of policy. Lekhotla (2017) in a study "Role of Teacher Unions in Education with specific reference to South Africa" and focused on the extent to which teacher unions improve the quality of education or not observed that teacher unions and the Department of Basic Education strive to have a working relationship at all times in terms of curricula teacher development and policy matters in South Africa.

2.4 Constraints faced by Teachers Unions

According to Murillo (2002) in a study conducted in Argentina on “The economic effects of unions in Latin America: Teachers’ unions and education in Argentina” examine the impact of teachers’ unions on various education outcomes in Argentina, the findings revealed that school days lost to strikes negatively impacted student performance on the 1997 and 1999 national assessments; teacher tenure, a major union demand, has a positive effect on student achievement but increases absenteeism; union strength is weakly associated with smaller class sizes; and where teachers’ unions are legally recognized, a higher share of the provincial education budget goes toward wages.

Jason (2018) conducted a study on “The Effect of Teachers’ Unions on Student Achievement in the Short Run: Evidence from Wisconsin’s Act 10 E”. This study examines the short-run impact of a weakening of teachers’ unions on student achievement. Exploiting plausibly exogenous variation in the timing of exposure to Act 10 due to differences in the expiration dates of pre-existing collective bargaining agreements across school districts, found that the law reduced average test scores on the state’s standardized exam by approximately 20% of a standard deviation. The also study explores plausible mechanisms behind the observed decline in achievement, and presents evidence that the law led to a significant increase in teacher turnover and a large reduction in teacher salaries. Some studies bear out this opposition. For example, there is evidence that in the U.S., there is an inverse relationship between incentive schemes and strong teachers’ unions. In their analyses of performance pay variation across the U.S., Ballou (2001) and Goldhaber et al. (2008) conclude that districts with stronger unions, as measured by having a collective bargaining agreement, are less likely to have merit pay. Conversely, there is some evidence that unions are open to incentive schemes.

Zhu (2019) in a study “The Effect of Teachers’ Unions on Educational Outcomes Simon”. Using panel data from 1960 to 1990 established that unionization has no effect on student outcomes. While they may change the sources of revenue, teachers’ unions do not affect school budgets. Similarly, instrumental variable estimation using changes in state-level collective bargaining law finds non-positive effects of unionization on school inputs. Consequently, a study conducted by Pamela (2015) on “Alternative Discourses of Teacher Professionalism of Union Active Teachers and Teacher Unions” revealed that a triad of influences on the professionalism discourses of union-active teachers: engagement in teacher associations, the larger policy environment, and teacher agency. More specifically, participants’ inner drive to affect change, coupled with the capacity building experiences gained through their teacher association, saw many participants enacting and espousing discourses that positioned teachers as learners, leaders, advocates, and autonomous experts. In this way the study illustrates the power of teachers and their unions to alter the balance between democratic discourses which position teachers as advocates, agents, and policy actors; and neoliberal portrayals of teachers as the objects of educational reforms.

Katharine (2016) considered a topic “Are teachers’ unions really to blame? The study examined the relationships between CBA strength and district spending on multiple areas and district-level student performance in California. The findings revealed that districts with more restrictive contracts have higher spending overall, but that this spending appears not to be driven by greater compensation for teachers but by greater expenditures on administrators’ compensation and instruction-related spending. Although districts with stronger CBAs spend more overall and, on these categories, they spend less on books and supplies and on school board related expenditures.

2.5 Possible Strategies to Constraints faced by Teacher Unions.

Sarah (2018) conducted a study on “The Influence of Teacher Unionization on Educational Outcomes”. A Summarization of the Research, Popular Methodologies, and Gaps in the Literature. This paper summarizes the research on the relationship between teacher unionization and educational outcomes at the state, district, school, and individual (student) levels. Although teachers are the largest organized professionals in the United States, much of educational policy literature has ignored unionization as a subject of study.

Kakunta et al (2020) conducted a study on “Re-examining the Role of Teacher Unions in Promoting Welfare and Sustained Livelihood for their Members: A Case of Teacher Unions in Lusaka, Zambia”. The study investigated the role of teacher trade unions in promoting teacher welfare and sustained livelihood for their members in Lusaka District of Zambia. The objectives of the study were to; explore how the teacher unions have helped in promoting teacher welfare and sustained livelihood; and determine measures that teacher unions can take to support the teacher welfare and sustained livelihood. Employing a descriptive study design the study revealed that teacher trade unions were instrumental in providing legal representation of members and in collective bargaining, but their role did not effectively result in motivational conditions of service for promoting enhanced teacher welfare and sustained livelihood. The study recommends that teacher trade unions needed to focus on knowledge empowerment for lower level union leadership structures at school level in order to improve representation of teachers, enhance workers’ education and to diversify into sustainable business ventures that would enhance the union funds, and develop pool fund to be used to empower members.

Caroline (1996) conducted a study on “How teachers' unions affect education production” to explain why measured school inputs appear to have little effect on student outcomes, particularly for cohorts educated since 1960. The study found that teachers’ unions increase school inputs but reduce productivity sufficiently to have a negative over- all effect on student performance. Union effects are magnified where schools have market power. This is also noted in a study conducted by Saumya (2013) on “Perspectives of Teachers’ Unions on Challenges to Education in India” to provide an account of the perspectives pertaining to the challenges to education in India through interaction with leaders of teachers’ unions concerning primary/elementary education, some of which are based on national level, and others in the two states of Uttar Pradesh and West Bengal. Jacoby (2011) also observes that the established that teacher unions focus only on inputs, and are barely working to mitigate the real challenge of education in India-poor learning outcomes.

Zegarra and Ravina (2003) assessed the impact of unionization in Peru on student achievement by carrying out math and language assessments and interviewing teachers in 50 Classrooms. Interviewers determined “unionization” by simply asking teachers whether they were union-affiliated. Zegarra and Ravina find that having a union affiliated teacher does not impact student achievement. They also found, using national school survey data from 2000 that unionized teachers have access to better infrastructure than non-unionized teachers only at multi grades, intermediate-sized rural schools. They conclude that unionization does not affect public education.

Caroline (1996) contends in a ‘How Teachers' Unions Affect Education Production’ that teachers' unionization can explain how public schools simultaneously can have more generous inputs and worse student performance. Using panel data on United States school districts, the study identified the effect of teachers' unionization through differences in the timing of collective

bargaining, especially timing determined by the passage of state laws that facilitate teachers' unionization. It also revealed that teachers' unions increase school inputs but reduce productivity sufficiently to have a negative overall effect on student performance. Union effects are magnified where schools have market power.

There is also evidence that unions are open to incentives outside of the U.S. In his case study of the impact of accountability policies on teachers in Indonesia, Broekman (2013) cites survey data that show that teachers would, in fact, support monetary incentives for merit: 89 percent said they would work harder with more evaluation and 94 percent expressed that monetary incentives for performance would motivate teachers. Nonetheless, the teachers' union resisted Indonesia's new "performance appraisal system. While the union supported the idea of accountability, it opposed this policy because of poor work conditions and what it felt were questionable methods for determining rewards.

2.6 Gaps in Literature

It has been observed and firmly established that there is a huge literature gap as regards to the role of teacher unions in promoting peaceful learning environment in Zambia. The empirical review is a testament to the shortage of empirical evidence on the issue of the contributions of teacher unions in promoting peaceful learning environment in schools, a gap in literature the current study endeavored to fill.

2.7 Chapter Summary

The reviewed literature established that indeed teachers' trade unions have become part and parcel of the education systems all over the world. The trends which emerge from the literature regarding teacher unions and educational reforms are divergent. Some suggest that teacher

unions participate in the education reforms (Bascia, 2005; Vaillant, 2005). Others argue strongly that teacher unions do not play any significant roles during the reforms. These views suggest that teacher unions are being marginalized and sidelined (Kallaway, 2007). To the extreme of these two positions are Lieberman (2000) and Haar (1998) who argue that teacher unions are destructive, self-centered and do not contribute to educational reforms in any significant way, since they are only concerned about their own vested interests. The shortcoming in the literature is that it does not account for cases of teacher unions in developing countries, nor does it explain the relationships and connections between changed political context and the role of teacher unions.

The literature also suggests that in recent times the trade unions have ventured into other areas such as education reform, national politics as well as providing credit to their members (Mundy et al. 2008). Whether teachers' trade union activities result in increased and quality output by the teachers is still debatable. Bascia (2003) states that labor unions have always been opposed to the question as to whether their activities improve teacher output to translate in improvement in learning environment in schools.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The previous chapter highlighted some literature related to contribution of Teachers' Unions in promoting peaceful learning environment in schools. This chapter is devoted to specifying the steps and the methodology that will be taken in carrying out the research. It spells out the research design, study population and sample, data collection procedures and analysis.

3.2 Philosophical Assumption

The philosophical assumption worldview in study was guided by a social construction of reality advanced by Berger and Luekmann's (1967) and Lincoln and Guba (1985)'s naturalistic inquiry. The assumption of the two scholars is that individuals seek understanding of the world in which they live and work as they develop subjective meanings of their experiences towards certain phenomena. These meanings are varied and multiple thereby leading the researcher to investigate the complex views as opposed to few ideas. The researcher operating on these worldview constructs the truth based so much on participants' views of the situation being studied. The premise of the selected philosophy is to provide a concrete platform for participants to construct the meaning of a situation through experiences in a general and more open-ended method of questioning. In so doing, the researcher will make the questions general and open-ended so as to carefully listen to participants' experiences by using in-depth interviews. It is from this viewpoint that the experiences of participants on the contribution of Teachers' Unions in promoting peaceful learning environment in schools will be appreciated in this study. This is supported by Levers (2013) that methodologically, constructivists and interpretivists do not

believe in experimental or quasi-experimental research designs. Constructivists assume that reality is multifaceted and cannot be fragmented.

3.3 Research Paradigm

Kivunja and Kuyini (2017) claim that paradigm constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how she or he interprets and acts within that world. It is the lens through which a researcher looks at the world. It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analyzed (Gergen, Josselson and Freeman, 2015). Individual inquirers adopt the paradigm that best represents their relationship to that worldview and helps legitimize the practice of their research (Creswell 2013). It is from this point that this study adopted interpretive paradigm to guide this study. Various scholars; Grix (2002); Maxwell (2006); Jackson (2015) assert that the interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals and that it attempts to understand phenomena through the meanings that people assign to them. This enabled the researcher to endeavor to explain the subjective reasons and meanings that lie behind social action in teacher unions contribution in improving peaceful learning environment. Farzanfar, (2005) supports by arguing that the interest of interpretivists is not the generation of a new theory, but to judge or evaluate, and refine interpretive theories.

Interpretivist epistemology and constructionist ontology is associated with qualitative research approach (Grix, 2002). Therefore, this study employed qualitative approach to assume that meaning be embedded in the participants' experiences and that this meaning is mediated through the researcher's own perceptions. Reeves and Hedberg (2003) assume that using qualitative

methodology immerse themselves in a culture by observing its people and their interactions, often participating in activities, interviewing key people, taking life histories, constructing case studies, and analyzing existing documents or other cultural artifacts. Lietz and Zayas (2010) argue that the qualitative researcher's goal is to attain an insider's view of the group under study. Creswell (2013) also adds that qualitative research is focused on understanding the "insider's perspective" of people and their cultures and this requires direct personal and often participatory contact. Hence, the premise to use qualitative approach in this study aimed at exploring the contribution of teacher unions in promoting peaceful learning environment in schools. Qualitative approach was considered to be the best for this study due to its theoretical underpinnings as it regards the available facts and uniqueness in interpreting the phenomena as the researcher entered into the field with an open mind (Mushi, 2002); and offered the researcher a more in-depth understanding of the contribution of teacher unions in promoting peaceful learning environment in schools.

3.4 Research Design

Creswell (2013) stated that a research design is the specific procedure employed in carrying out a research process. It involves the collection of data, data analysis and report writing. Chola (2016) also contended that a research design is a frame work in the whole process of research aimed at pointing the researcher in the direction of that research. The criteria for selecting a research design depend upon the appropriateness of the techniques for the objectives of the study (Madill, 2015). Since this study endeavors to generate opinions regarding the contribution of teacher unions in promoting peaceful learning environment in schools, a case study design was adopted.

A case study design, according to Ravenswood (2011) involves an in-depth examination of a single person or a few people. It provides an accurate and complete description of the case. Case studies also involve the intensive study of an individual, family, groups, institution or other level which are conceived as a single unit (Harrison et al, 2017). The information is highly detailed, comprehensive and typically reported in narrative form as opposed to the quantified scores on a dependent measure (Burawoy 2009; Stake 2005; Yin 2014). Case study design was ideal for this study as it allowed an insight investigation and focus on the specific case (the contribution of Teacher unions in promoting peaceful learning environment in schools) and understand it in detail. Consequently, a case study design provided the researcher with a contextual understanding of the current study. Because of its qualitative aspect, a case study offered the researcher a more in-depth understanding of the contribution of teacher unions in promoting peaceful learning environment in schools based on the experiences from the participants.

In this study, the researcher appreciates that case study design enabled close examination of the data within a specific context. This is evidence by Gulsecen and Kubat (2006); Tsang, (2013); and Johnson (2006) who observe that case study designs, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships.

3.5 Study Population

A population is a group of individuals, objects or items from which samples are drawn for measurement (Creswell, 2014). The population for this study comprised all national teacher union officials of Zambia National Union of Teachers; The Secondary School Teacher's Union of Zambia; Basic Education Teachers Union of Zambia; Professional Teachers Union of Zambia;

sampled teachers and selected teacher union leaders at school level in primary and secondary schools in Lusaka District.

3.6 Sample Size

Kothari (2004) argues that a sample of a research should be truly representative of population characteristics without any bias so that it may result in valid and reliable conclusions. The sample size for the current study comprised 28 participants as follows:

SN	Target Group	Sample (Officials Head Quarter)	Sampled in Schools
A	ZNUT	3	2 teachers X 2 schools = 4
B	SESTUZ	3	2 teachers X 2 schools = 4
C	BETUZ	3	2 teachers X 2 schools = 4
D	PROTUZ	3	2 teachers X 2 schools = 4
Total		12	16

3.7 Sampling Procedure

Sapkota (2019) indicate that sampling is used when the researcher wants to select only those cases from which he or she can learn a great deal about issues of central importance to the study. The researcher selected the sample from the population of teacher union national leadership and three-member teacher unionists in schools who were or are in the national leadership of teacher unions, given that in Lusaka, social dialogue in education and consultation between the Ministry of Education and teacher unions are centralized.

The researcher assumed that those who had lived through and experienced the education reforms or had served in the national leadership of teacher unions were likely to possess rich-information, and would reflect and share their experiences of the contributions of teacher unions in the improvement of learning environment in schools. Creswell (2005) suggests that narrative

research allows a researcher to select participants who can provide an understanding of a phenomenon, because he or she has personally experienced a specific issue or situation. The premise was to limit the key participants to those based in Lusaka, given that all the key participants on my list, and most of the recommended potential key participants, were based in Lusaka. The likelihood was that the researcher could obtain the information that was needed from the participants in Lusaka. Collective bargaining in the public service in Zambia tends to be centralized, because of the highly centralized structure of government. This is also the case with education, as educational policy matters, consultations, and social dialogue in education are handled at the central level. For these reasons, the researcher limited the key participants to teacher union leadership based at secretariat in Lusaka. With regards to sampling, the researcher chose to use purposive sampling.

The researcher's choice was informed by the explanations of Gall, Gall and Borg (1996) and Welman and Kruger (1999) that purposive sampling is used when the researcher wants to select only those cases from which he or she can learn a great deal about issues of central importance to the study. Creswell (2005) further explains that in purposive sampling, the researcher intentionally selects individuals and sites in order to learn or understand the central phenomena. He asserts that the standard used in choosing participants and sites is whether they are information-rich. The emphasis in these explanations and in purposive sampling is on the judgment of the researcher to make decisions on the selection of his or her sample. Using purposive sampling, the researcher was enabled to rely on the knowledge and experience of teacher unionists, in order to purposefully identify the key participants from each of the teacher union secretariats: National Zambia National Union of Teachers (ZNUT); Secondary School

Teacher's Union of Zambia (SESTUZ); Basic Education Teachers Union of Zambia (BETUZ); and Professional Teachers Union of Zambia (PROTUZ) who constituted the interview sample.

The researcher also considered unionists from the three-member committee in schools who were not or are not involved in the national leadership of teacher unions where teacher union representation roles are assigned would be unlikely to provide information-rich. The choice of purposive sampling allowed me to identify only those participants who were or are directly involved in education management and leadership of teacher unions and from whom the researcher could learn a great deal. The criterion was rather to select key participants who could provide information-rich cases to answer the research questions. The researcher argues that, in the case of this research, it would not have been worthwhile to use a sampling frame which would select participants who were not or had not been involved in education and teacher unions, as they would not be in a position to provide information-rich cases.

In summary, the researcher used purposive sampling to constitute the interview sample. The researcher used three criteria to constitute the sample: firstly, the opportunity and ability to provide information-rich cases to answer the research questions; secondly, involvement and participation in the education reforms, education and teacher unions; and thirdly, the opportunity to reflect on and share the lived experiences of teacher unions in the context contributions of teacher unions in promoting peaceful learning environment in schools.

3.8 Data Generation Instruments

According to Creswell and Plano (2007) no single technique or instrument may be considered to be adequate in itself in collecting valid data. To ensure validity in the data collected, the trustworthiness of the data measures was taken care of. Therefore, to obtain adequate

information for the topic under study, triangulation was used in data collection methods. To achieve triangulation in data collection methods and instruments, the researcher combined interviews, focus group discussion and document review in data collection process.

3.8.1 Semi-Structured Interview and Telephone 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 interviews to elicit responses from teacher union officials at teacher union secretariat offices. The researcher used semi-structured interviews, as one of the data collection tools for the study. According to Antwi and Hamza (2015) semi-structured interviews allow the researcher to engage in conversation with participants through more down-to-earth questions, while the participants are also allowed to express themselves freely on their experiences. One to one interview method was used to collect data from the teacher union leadership on the basis that qualitative inquiry usually produces in-depth data. It is from this description that the researcher was able to understand participants' experiences on the contributions of teacher unions in the improvement of learning environment in schools. The premise for using semi-structured interview was to get in-depth understanding of the national teacher unions' officials experiences, views and opinions on contribution of teacher unions in promoting peaceful learning environment in schools.

Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Therefore, using semi-structured interviews enabled the study to get first-hand information from participants

about the contribution of teacher unions in promoting peaceful learning environment in schools (Opdenakker, 2006). The researcher did this in accordance with views of Creswell (2003) on the advantages of using semi-structured interview guide that it provides an opportunity to the interviewer to probe and interviewee to expand the responses. Semi-Structured Interviews provided space to probe some of the responses, and enable the researcher to obtain detailed and meaningful information and allowed the participants to express themselves freely, and provide additional information.

The researcher also conducted telephone interviews with some representatives of teacher union leadership who could not managed to be available for physical interview. This was after several attempts to organize interview failed. The purpose of the telephone interviews, as with the focus group interview, was to gather more information about the contributions of teacher unions in the improvement of learning environment in schools. This involved clarifying some of the issues that the participants in the study raised, which in many instances suggested that teacher unions were currently not playing significant roles in learning environment in schools.

3.8.2 Focus Group Discussion

The researcher conducted six focus group interviews with four representatives of teacher unions per session in selected schools in Lusaka. The purpose of the focus group discussion was to follow up with three-member teacher unionists, and seek further explanations, especially on, the contributions of teacher unions in the improvement of learning environment in schools.

3.8.3 Follow-Up Interview

The researcher realized both while listening to the recorded interviews, and during the transcription, that certain issues that the participants raised during the interviews or that were

contained in the literature on the educational reforms and teacher unions needed further clarification. It was against this background that the researcher decided to conduct a follow-up interviews with some standards office from the Ministry of Education. The purpose of these interview was to seek further clarification on issues that were not clear during the first interview. The follow-up interview focused on the role of consultants during the education reforms. The follow up interview clarified many of the issues, and also provided additional information that was useful in answering the research questions.

3.8.4 Document Analysis

Document analysis is a social research method and is an important research tool in its own right and is an invaluable part of most schemes of triangulation. According to Cohen and Morrison, 2017), documentary work involves reading lots of written material. It helps to scan the documents onto a computer and use a qualitative analysis package (Carter et al, 2014). The researcher employed document review for systematic evaluation of the documents that was deemed to provide evidence to the study findings. The document that the researcher analyzed included; minutes of teacher union meetings, teacher union congress reports and resolutions, proceeding reports of some consultative conferences and meetings convened during the education reforms, written submissions of teacher unions, and newspaper articles and books, especially on education and educational reforms. The researcher also sourced information on the programmes to improve learning environment in schools. The researcher obtained the documents from the teacher unions, the Education Standards Officers, from Ministry of Education libraries and from individuals and institutions who possessed documents and materials on teacher unions and education. Document reviewed was used in the combination with semi-structured interviews, follow-up and telephone interviews as a means of triangulation of methodologies in the study.

By examining information collected through different methods, the researcher was to corroborate findings across data sets and thus reduced the impact of potential biases that could have existed in a single study (Denzin, 2012). The combination of interviews and document analysis helped to fill the gaps left in their recall of the events. Additionally, during the interviews, the researcher asked the participants to provide me with documents relating to the study or refer me to individuals and institutions who might have relevant information. The researcher also relied on the Internet, on the librarians, the teachers' resource centre in Lusaka with regards to documentary sources. The rationale for employing document review in this study is to enable the researcher summarizes data from the both interviews and focus group discussion (Corbin and Strauss, 2015). The requests for specific materials were in most instances communicated by e-mail. Document analysis constituted a major part of the data collection side of the study.

In summary, the venue for each interview was decided upon in a consultative manner, and incorporated the suggestions of the participants. Five of the original interviews took place in the offices of the participants. One follow-up interview took place at the offices of the Education Standards Officer, while the focus group interviews were held at the schools of the teacher union. The researcher was flexible with regards to the venues, as it was difficult for me to insist on specific venues, both because of the seniority of some of the people involved, and out of respect for the personal preferences and conveniences of the participants. The researcher did not want to create inconveniences for the interviewees, hence my flexibility in agreeing on the venue. The researcher kept a notebook during all the interviews in which the researcher recorded the important points the participants made for follow-up questions, and for further reading on issues which were important to the writing of the dissertation.

3.9 Data Generation Procedure

Data generation refers to the gathering of specific information aimed at proving or refuting some facts (Marshall and Rossman, 2016). The purpose of collecting data is to help the researcher clarify the facts. Before conducting the interviews, permission was from the District Education Board Secretary and head teachers of the sampled schools and teacher union secretariats. The researcher made prior arrangements with the participants on time and dates for conducted interviews and focus group discussions respectively. The national teacher trade union officials and teachers were subjected to interviews at separate convenient times and dates. .

3.10 Data Analysis

The data analysis began with a transcription of all the interviews. The researcher used a transcriptionist to transcribe the interviews, but listened to all the recorded interviews, following them against each transcript. The purpose was to ensure that the transcriptions were properly done, and to make any corrections and additions. The researcher listened to the recordings several times, and also read the transcripts several times. The researcher did this for two reasons, firstly, to make all the necessary corrections and editorial changes, so that the ideas were coherently represented. Secondly, to begin to make sense of the interviews as a whole, and to identify emerging ideas to be developed into the themes of the study. The researcher entered the transcripts after corrections, and I used the thematic analysis to code the data. Thematic analysis is a research technique for making qualitative data replicable and valid inferences from the meaningful matter to the contexts of their use (Babbie, 2020). The coded data were then sorted and organized in themes. According to Miles, Huberman and Saldana (2014) qualitative analysis relies on researchers' impressions, it is vital that qualitative analysis is systematic and that researchers report on their impression in a structured and transparent form. Therefore, in the

current study the researcher will pay attention to the ‘spoken word’, context, consistency and contradictions of views, frequency and intensity of comments, their specificity in analyzing participants’ responses.

3.11 Data Quality Assurance

To ensure data quality assurance, data trustworthiness was ensured. Addressing Quality in Naturalistic Inquiry Positivist paradigms have traditionally established rigor by addressing internal validity, external validity, reliability and objectivity (Claydon 2015). Internal validity is inappropriate because it supports the merging of outcomes into a single reality. Additionally, external validity is inconsistent with the axiom around generalizability. Reliability requires absolute stability and replication, and as an emergent design this is not possible. In this study, objectivity fails because naturalistic inquiries employ the human and their values as an instrument. In response, Simon and Goes (2016) propose the concepts of credibility, transferability, dependability and confirmability to address trustworthiness and quality in naturalistic inquiry. Hence trustworthiness employed to ensure consistent with naturalistic inquiry for data quality.

Trustworthiness is a way in which the researcher is able to persuade the reader that the findings in the study can be trusted and that there are of a high standard (Johnson and Turner, 2003). In qualitative research, trustworthiness minimizes biasness and errors. Therefore, the researcher used more than one data generation tool and combination of these has brought trustworthiness. To ensure trustworthiness, the researcher have also included direct quotes in the presentation of findings in Chapter Four. The researcher also addressed the question of validity by using five strategies.

Firstly, the researcher asked all the participants the same questions during the interviews, and thus the questions were repeatedly asked of different participants. The researcher did this to ensure that the data provided by the participants is compared with the information of the other participants in order to enhance the validity of the study.

Secondly, the researcher used three data collection tools, namely individual interviews, focused group interviews, and document analysis. The use of three data collection tools contributed to the validity of the study, as it allowed for triangulation to corroborate the information in the sources. The document analysis, focus group interviews and individual interviews complemented each other, ensuring that the information obtained from more than one source, would enhance validity.

Thirdly, the researcher did follow-up and focus group interviews after the researcher had listened to the recordings and read the transcriptions several times. One of the objectives of the follow-up interviews and focus group interviews was to validate the information collected during the interviews. The researcher felt that the information on the current evident roles of teacher unions seemed to have been one-sided, so the focus group interviews were also used to validate the views expressed. Thus, the use of follow-up interviews was also a strategy for enhancing the validity of the data.

Fourthly, the researcher used member checking to assess the accuracy of the findings. Creswell (2005:252) defines member checking as a process in which the researcher asks one or more of the participants in a study to check the accuracy of the account. The researcher forwarded the interview transcriptions to the participants, particularly where they have been cited, and asked them to check the accuracy of the statements. The majority indicated that the transcriptions were accurate. The researcher also held discussions with people who were involved in the negotiations

and social dialogue in education with teacher unions, but were not participants in this study. The aim of this interaction was to obtain more information, particularly on assessing the effectiveness of the participation of teacher unions in the institutional frameworks and modalities for dialogue in education.

Fifth, my supervisor was involved in reviewing and commenting on the research, from the project proposal to the writing of the thesis. The research proposal was also subjected to a serious scrutiny at which academics provided feedback, particularly on the theoretical framework.

3.12 Ethical Considerations

Ethical issues were considered in this study. Ethics are simply moral principles that guide our behavior, based on shared values and beliefs about what is good or bad. Leeds 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. In conducting the study, the researcher was aware of my position in relation to ethical issues. The researcher tried to deal with this by constantly reminding myself of the risk of subjectivity during the research process, by being critical with the information, and by giving voices to participants from both the Ministry of Education and the teacher unionists.

The researcher dealt with the ethical issue of informed consent and voluntary participation by explaining the purpose of the study, and asked the participants to give their consent to participate in the study. The researcher dealt with confidentiality and protection of the anonymity of the participants by using codes during the interviews and transcription of the data, but changed these codes into pseudonyms during the drafting process. The researcher wanted to associate the

statements with people and not with codes. The researcher also disclosed and explained the purpose of the research and the ethical requirements of the University of Zambia, both in the invitation letters to the participants, and before the start of each interview.

The clearance for conducting research on the current study was obtained from the University of Zambia. Permission to reach out sampled schools was obtained from District Education Board Secretary (DEBS) for Lusaka district. Additionally, the researcher conformed to professional practices by making participants aware of the purpose of the study and assure them that the data that will be collected is for educational purposes only. The researcher also assured participants that the data obtained was to be treated with confidentiality and names of schools and teachers and job title of national teacher union officials were kept anonymous to ensure the participants' privacy (Corbin and Strauss, 2015).

3.13 Summary of the Chapter

This chapter has discussed the methodology employed in this study. Under methodology, the following items have been captured: philosophical assumption, the research design, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical issues. Having presented the above, the next chapter presents the findings of this study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter contains findings of the study on the contribution of teachers' unions in promoting peaceful learning environment in Lusaka, District. The findings are in relation to the interviews, document review and focus group discussions conducted among the national teacher unions' officials and four-member teacher unions in schools in Lusaka district. In order to achieve the research objectives, the following specific research questions were asked.

- i. How do teacher unions promote education policy aimed at improving the learning environment in schools?
- ii. What is the plan of action teacher unions take aimed at improving of the learning environment in schools?
- iii. What are the major constraints that are faced by teacher unions in improving the learning environment in schools?
- iv. What are the existing ways teacher unions apply to improve the learning environment in schools?

From the response's themes emerged as presented in subheadings based on the common perspectives among the participants' views. In order to have a proper identification of participants and ensure confidentiality and anonymity of participants' identity, the researcher assigned letters of the alphabet to national teacher unions. Similarly, with four-member union leaders, numbers were used to identify them.

The chapter begins by providing the participant demographic characteristics. This aspect intends to convey the background information of the participants which in a way illuminates the participants' demographic characteristics.

4.2 Ideology of Teacher Trade Unions

The findings of the study show that teacher trade unions showed similarities as well as variance in the ideologies the teacher trade unions were formed. Teacher trade union 'C' indicated that the ideology of its formation was to liberate teachers from the oppression and other discrimination among teachers in the country; Teacher Union 'B' indicated to represent teachers who were marginalized against other workers in the country; Teacher Union 'D' indicated to represent their members in grievances; Teacher Union 'A' indicated to address the many challenges teachers faced with work conditions such as better salaries and increments on allowances. The findings show that the teacher trade unions 'A'; 'B'; 'C'; and 'D' commonly indicated to have been formed on the ideology to represent teachers in collective bargaining for better salaries and improved conditions of service and minimal information was established on improving peaceful learning environment in schools. However, the study established from document review that the legal mandate of teacher trade unions includes; preside over members' grievances; offer worker education; and represent teachers in primary and secondary schools, lecturers and education administrators at all levels of education in trade union matters.

4.3 Teacher Trade Unions and Learning Environment in Schools

The data in this section describes the empirical findings from the respondents under sub-headings to indicate the finding on teacher trade unions and learning environment in schools. The emerging themes are presented under the sub-headings: teacher trade unions divergent

roles; and teacher unions participation in the Education Policies. The conclusion explains how the participation of teacher trade unions have influence peaceful learning environment in schools. The Information was obtained through Semi-Structured Interviews, Document review and Focus Group Discussions. The question was: How do teacher unions promote education policy aimed at improving the learning environment in schools? Themes emerged from the participants responses and are represented therein.

4.3.1 Teacher Trade Unions Divergent Roles

The study found teacher unions in Zambia found themselves in a dilemma due to conflicting and competing expectations. The government expected teachers to support and promote its policies, and to oppose the objectives of national liberation. Education liberalization movements and progressive forces in the country, on the other hand, expected the teacher unions and teachers to support national education policies. noted that teachers at primary schools experienced many acute conflicts in their work. On the one hand, they were entrusted with the hopes of the parents, on the other, the government wanted to use them as drivers of education policies without engaging them in education policy formulation. A teacher union participant from union ‘E’ in the study explains:

“Teachers had a very complicated role to play. They knew very well that, although they were placed by South Africa with a certain intention, they could not fulfil that intention fully. So, the South African government did not have the capacity to supervise every classroom. In this role, the teachers became pivotal people with a leadership role where they have to judge how far they can go. This made teachers astute politicians”

This explanation suggests that teacher unions were aware of their environment and of the conflicting expectations. As a result, they had to make choices in executing their roles, both

professionally and in school environment improvements. The study found that government made serious attempts to promote a greenliness in schools and use production unit to address to challenges of dilapidated school environment, but significant without involving the teacher unions. The study found that teacher unions were the third group of the potential production unit and greenliness that the government wanted to promote. A unionist from teacher union 'A' notes and explains the focus of teacher unions when it comes to participation in education policies.

'Politically, we know that the education was on teacher union participation basis, and teacher unions were also nonpolitical based, and I do not think they have played any role, as far as education policy formulation was concerned. They would only talk about the service conditions most of the time when it came to conferences.'

This explanation suggests that there are different views on the roles played by teacher unions in schools. One view is that the teacher unions played different roles, including political roles. These roles, however, were dependent on the environment in which the teachers and their unions found themselves. The study found that other role holds that the teacher unions only focused on conditions of service. The study found that the focus on conditions of service has to do with the ideologies of professionalism and not the improvement of school environments.

The findings of the study also revealed that teacher unions were represented during the education reforms on the panels responsible for developing the curriculum and content of the new education system. They were also represented and participated in taskforces and working groups established to investigate particular reform issues. A unionist from teacher union 'D' confirms the representation and participation of the unions, and recalls:

In terms of the role of teacher unions and students' unions, they were very critical, because they were the allies of the Ministry of Education at that time. When we put up task teams/taskforces to investigate specific reform initiatives, teacher unions and students' unions were part of it,

and that became a collective responsibility. Of course, as the Ministry, we have to take leadership in providing the broad policy frameworks.

The study findings reveal divergent views on the current roles of the unions. Some views suggest that the unions continue to be involved in education, while others argue that they have completely lost direction, and are thus not involved in education. A respondent from a focus group discussion argues that did not know what the unions were focusing on in schools, but suggested that union leaders at school level were not involved in education activities. One of the comments that came from the focus group discussion was that:

There is a total difference. The frames of thinking of the unions have also changed. Instead of addressing the employment conditions of their members only, the unions are now involved in topical issues concerning education, such as; involvement in taking decisions on education.

Another teacher unionist corroborates in a focus group discuss, this view, and elaborates that:

Teacher unions as recognized unions have structures in place and those structures are functional. Teacher unions are invited to be represented on any matters concerning education, particularly, from grassroots level. Unions have to check all the policies, and to monitor them. At the regional level, we also have representatives in each region. The regional offices are also represented at their level. Coming to the national level, the Ministry recognizes all teacher unions, and are consulted on most of the meeting.

Commenting on the documents that were reviewed from teacher union “B” secretariat on the mandate of teacher union; the respondent commented that:

The unions have underutilized their roles. If you sit in a curriculum council or examination council, then it should be taken up seriously, and I do not think that it has been taken up seriously and the impact in not seen as for sittings for conditions of service. No wonder the documents we keep mostly concerns condition of service for teachers and salary negotiations.

The information from the document verified and explanations pinpoint specific activities to show the roles teacher unions were involved in. The examples of roles that the unionists cite were

involved in includes; participation in the Education Forums co-hosted with Ministry of Education; education policy development processes, such as; in the policy formulation in education. Other frameworks in which teacher unions are currently involved are Ministry of Education television and radio programmes.

In another interview with a unionist from union ‘A’, the respondent indicates that teacher unions to some extent were denied their role of participating in educational policy decisions especially those directly focus on learning in schools. I will highlight the views of the unions to explain the basis of these contestations. One of the union leaders from in a focus group discussion teacher union ‘C’ explains:

From pre-independence to the early years of independence, one could see that teacher union roles were very vibrant. From 1990 to 1997, one could commend the unions. The influences that the unions were making were evident. From 1999 to now, unions have just lost direction completely. Not only the teacher unions, but all the trade unions. I do not know what is wrong. I do not know whether it is because of untrained trade unionists that are not passionate for trade unions.

In addition, another teacher union leader from teacher union ‘D’ in a focus group discussion corroborates this, and expands:

The roles of teacher unions have become rather immune to broader economic and social issues. We do not hear them unionists talk about inequalities and disparities, as demonstrated by the examination results every year, and implications thereof on youth unemployment, as our school leavers do not find employment in the economy. I have not heard the teacher unions, including addressing the issues publicly and in a systematic way. That in terms of being relevant in the public arena, you have to be able to say something about those issues, and come up with proposals of what needs to be done.

It revealed by the study that teacher unions are currently not involved in education as used to in the 1990s. Findings of the study reveal that unions have “completely lost direction”, which attributes the lack of vision among the union leadership. Educational reforms, equity and equal opportunities for all were key advocacy issues of the unions in education reforms. It seems as if

these issues are no longer on their agendas. One teacher national leader responds and give detailed explanations:

At the moment what I find, and this is not exceptional to the education system, but it is to all, is that almost everybody has become a business person. That is conflict of interest, because you are getting paid to advise teachers at public schools, but advising teachers at private schools to make extra money. At the moment teachers are having two businesses, of teaching the children and doing business for extra income. This is also done by their supervisors. I think this is a big problem, because affects concentration at school and learning environment too.

Another national teacher union official explains:

The current role is highly influenced by economic and political interests and ambitions. I used to see frequent conferences and meetings of teacher unions at which teacher unions were putting forward their strategies, inviting participation of all their members to ensure that all the members are included, and communicating in one language on how and where they want to see the education reforms going to target improvement of learning environment ins schools but not anymore.

The findings of the study reveal that current roles of teacher unions in society have shifted, and focus now on economic issues and political advancements. Previously, the unions advocated for educational issues in addition to the unionism issues of advancing and promoting the interests of the members. This shift of focus explains the absence of teacher union conferences and meetings to focus on education, to develop education strategies, and to influence education policies. One teacher union nation leader gives advice on what the current roles of teacher unions should be, and how the unions should operate in changed political context:

We should be more pro-active as a union, and take the initiative. We have a lot of problems in education. We should form an educational forum where we take the initiative and invite experts and sister organizations and formulate policies outside that of the government, and take it to the government. We are taken by surprise on many occasions where the government, together with the consultants, formulate policies and ask us to review them. Sometimes you do not have an option, but to agree, because you are not well prepared.

The study reveal that teacher unions should be more pro-active, and to develop alternative policies outside government. It is possible that this is one of the ways in which teacher unions could engage government, and influence the process of formulating public policies in education. Some unionists explain that the caliber and change in leadership are some of the factors contributing to the failure of the unions to play significant roles in improvement of learning environment in schools.

The study established that one of the roles played by teacher unions in during the educational reforms was to seek representation and participation in the institutional frameworks and modalities of the reforms. The aim was to represent the interests of the unions, and to make suggestions and proposals to influence the direction and outcomes of the reforms. One unionist from teacher union “D” explains the participation of the unions in the education policies as follows:

Teacher union role is undermined in so many situations. Education policy makers assigned their own members leaving unionist to participate in those taskforces/task teams, and could make their inputs to influence the direction in terms of policy development.

The study established that teacher unions participation in the education policies to make their inputs to the education reforms, and influence the policy direction of the reforms was minimal. The findings further reveal that union participation is becoming indispensable, not merely to avoid resistance by unions to government-proposed transformations, but also to ally them to the decision-making processes and take advantage of their views in the preparation of diagnoses, action strategies and evaluation methods. One of the unionists, elaborates:

We as a teacher union made it a must to be part of these education policies. We were part of most of the committees were schools are

found. We were not only told, but were active participants in the various committees. We had nominated members of the unions to those various committees to represent us on various committees, such as the three-member committees in schools including subject committees.

In summary, the findings of the study suggest that the unions continue to be represented and participate in the institutional frameworks and modalities of education. They acknowledge, however, that the unions are not pro-active, and that sometimes the Ministry of Education does not consult them in the development of education policies. Therefore, unions have completely “lost direction” in terms of their mission and functions, and are therefore not participating in education. The current focus of teacher unions is on economic and political interests and the public do not know what the current roles of teacher unions are, and that the unions are only focusing on conditions of service.

4.3.2 Teachers’ Unions Participation in the Education Policies.

Achievement of participation by teacher unions on representation in education policy making revealed by respondents. The study sought to establish whether teacher unions have achieved on the participation in the education policy. The target was to ask the respondents to what extent they felt the unions have achieved the goals on participation in the education policy. The findings of the study reveal that, teacher union participation in the education policy merely on matters to deal with teacher matters and not on improving school environment. One of the officials from teacher union ‘B’ commented that:

Teacher trade unions play a big role in participating in resolving disputes that concerns teachers but it is hardly seen participating in decisions aimed at improving school learning environment. I would say in most of the policies that target the learners and school improvement, teacher unions are hardly involved.

One national teacher trade union official from teacher union ‘E’ commented that:

‘many are times when us as teacher unions just receive policy directives to school and government instructing us to ensure that our teachers in schools implement the education policies. Since it’s a directive from government we don’t argue but tell our teachers to compliance. What surprises is that when you look at some education policies, require our voice and our input. Now the government looks at us as vehicle for resolving teacher disputes and not drivers of improvement in schools.

The explanations pinpoint specific activities to show that teacher unions are involved in education. The examples that the unionists cite are participation in resolving teacher disputes, and not participation in education policy development processes, such as; in the formulation of the policies for improving peaceful learning environment. It is evident from the views of unionists that frameworks for teacher union participation education policies do exist to some extent.

The researcher reviewed documents to establish and verify whether teacher unions currently serve on other bodies of the Ministry of Education. Documents that include minutes and publications indicates that teacher unions participated in matters directly looking at the teacher. Minimal document reviewing findings showed teacher unions participation in activities looking at peaceful learning environment in schools. In a similar vein, another national teacher trade union official interviewed from union ‘A’ commented that:

‘our mandate to look into the affairs of teachers and improved schools and learner performance is clearly known. Now what is on the ground is that education policies are in most times issued to us and we don’t even know when they were debated and developed. So, it becomes very difficult for us to argue at the moment you argue an education policy you are labeled as anti-government. This really has affected our role as teacher unions to be seen towards school improvement. Mostly

government engage us whenever there are issues to do with the plight of teachers. Hence, I would say teacher union participation in education policies is limited to some extent.

The four-member teacher union ‘A’ from school Ached in a focus group discussion that:

I have been in the union for some years now but I have never seen where the government has called for the unions at all levels to meet to discuss matters concerning improved schools’ environments. Participation of unions in policies I am sure only happen when there are teachers disputes with government concerning working conditions and improvement of teacher salaries.

The study found that the reason for teacher unions participation and representation in education policies was to represent the interests of their members, and make inputs to the reform process. The study also established that unions were also supposed to be included in the discussions, because of their classroom experiences and the knowledge that they could bring to the reforms. One unionist through a telephone interview explained why the unions were key in discussions concerning the improvement of learning environment in schools:

The roles unionists nowadays are different from the unionism roles we knew was there during the independence. Their input at that time was very crucial, because of the fact that the Ministry was trying to unite teachers from various administrations. Within the Ministerial structures, there was not very much knowledge about how teachers experienced and perceived their roles and responsibilities at that time. It was crucial at that time, because they brought the teacher perspectives and experiences to the table.

In another vein, from union ‘C’ a unionist elaborates:

Within the teacher unions, there were members of the national cadres. They were not only politically aware and well informed, but also professionally knowledgeable of the relationship between education and society and development, and also of the problems that have confronted the processes of learning, teaching and of education leadership and the challenges of education and development.

The findings of the study indicate that classroom experience, professional knowledge of the challenges that faced education, and the need to take the perspectives of teachers into account were the major reasons why the Ministry of Education involved teacher unions in modalities of the education policies. The involvement of teacher unions and other stakeholders in education aimed at creating an inclusive education system, one that represented the values and dreams of improving learning environment in schools.

The study reveals the need for the involvement of teacher unions in the education reforms as important because of the classroom experiences and knowledge that the unions could bring to the process of the reforms that could contribute to improvement of learning environment in schools. The study also revealed that teacher union representation and participation aimed at enriching the content of the education policies, and making it relevant to the classroom situation; and that the approach could enrich the process through critical reviews of the policies and documents produced during the reform discussions for improvement of learning environment in schools.

The implication of the study findings that education is a collective responsibility, hence the need to involve stakeholders in educational education policy development. One national teacher union leader, gives an overview of some of the institutional frameworks and modalities on which teacher unions were represented in education policies:

'In the beginning, and I think that it is something that we have lost over time, but I think we will get to that. In the beginning there was so much passion. It was much more consultative and inclusive process to educational reforms. Unions were a lot more involved. Teacher union representatives were included in working groups and taskforces developing new strategies, developing plans, for example, for teacher issues such as; in-service education, pre-service education, new curriculum for schools, language committees among others'

It is evident that teacher unions were represented and participated in the educational reforms. The study reveals that representation of course does not necessarily imply an effective participation or an influence on educational policies and the direction of the education policies.

Another unionist, elaborates how they played participated in education policies:

The Ministry would come up with policy proposals, and the proposals were sent to the unions for review and analysis, and the teacher unions commented on the aspects that they were not satisfied with. Through this channel, they were able to give their inputs.

The study found that teacher unions participation in education policies aimed at improving school environment were minimal. However, retaining political power is now the top priority for teachers' unions: Such misplaced energy reveals a structure that puts power and politics first, liberal crusades second, teachers' needs third, and children's needs for a good education and school environment improvement last. The implications of the study findings are that, despite the representation and participation of teacher unions in the educational policies, they were sometimes suspicious and concerned about the composition of the members in the institutional frameworks and modalities, particularly, regarding whose interests the members would serve.

4.4 Plan of Action of Teacher Unions and Learning Environment in Schools.

The power that teacher unions have in the education and political systems is unlike anything seen with any other special interest groups. This is potentially dangerous because schools are public and accessible to every Zambian, and this large member base is what enables teacher unions to maintain such an influential position in improvement of learning in schools. The study found that teachers unions were institution that could organize professions from top to bottom into logical operational units that can move swiftly and effectively and with power unmatched by any other

organized group in the nation. This ambitious goal has surpassed all union expectations in participating in school environment improvement.

4.4.1 Collective Bargaining.

The study also established that some teachers felt that collective bargaining did not help the general membership because teachers were delinked from national teacher unions' officials ruling on the increments on teachers' salaries and conditions of service. They felt that the 20% and 25% of basic salary on allowances was a mockery to teachers. Teachers said that there were none consultative meetings with the teachers on matters of salary increments and conditions of service whenever there was collective bargaining. Teachers felt that they were to be consulted by their national teachers through their provincial, district and four-member union leaders before signing for any offer by government. Teacher indicated that many teachers were living in highly indented credit because the conditions of service were very poor. Teachers felt that teacher unions' leaders were greedy; served political and their own interests; used unions funds collected from members to enrich themselves; and did not give teachers' needs the attention they required.

One teacher commented that:

'When you see teachers acquire nice cars, build houses, own farm it's not that their conditions of service are good no! It's the credits they commit themselves just to improve their economic status and livelihood but check their pay slips it survival by the grace of GOD'

The study also found that teachers unions have remained focused on this overriding political goal that has meant embracing techniques, tactics, policies, and positions that have almost nothing to do with improving school environment. The following excerpt was from member of the four-teacher union who commented in focus group discussion that:

The political gains the teachers' unions have acquired have put them in a position where they are arguably the largest and most influential union and special interests' group on the expense of schools improvement.

One national teacher union official from teacher union 'A' commented that:

'Conditions of service are now good for our teacher because if they have not been helpful to our teachers we would have seen our teachers drive nice cars, build big houses, qualify for huge loans at the banks. Really the current conditions of service have our teacher's economic status'

Teachers' unions have been successful in netting teachers' higher salaries through the collective bargaining process. But the effects of collective bargaining on school's environment improvement have become increasingly negative. A positive school climate and higher teacher job satisfaction are two of the prerequisites for effective schools. These prerequisites have been undermined by collective bargaining because it often worsens relations among teachers and school administrators. In another vein, a unionist from teacher union 'A' states that:

'Collective bargaining in the public education sector no longer provides teachers with the gains they saw in the 1960s and „70s. However, collective bargaining is the foundation for the rise of teachers' unions, which is a core factor as to why teachers join their unions. Collective bargaining is at the center of how schools operate on a day-to-day basis and has become instrumental in implementing education reforms in school'

One unionist from teacher union 'B' echoed that:

The issue with using higher salaries to improve teacher quality for a long time has not improved school environment. I for one believe that using higher wages to improve the school environment depends on being able to distinguish high-quality candidates from low-quality candidates. High salaries will also attract hordes of the unqualified. But the government school system has an abysmal record of filtering them out. High wages could also be used to improve workforce quality by paying more for teachers of subjects that are hard and in demand, like math. Teachers' unions are adamantly opposed to linking teacher salary to school improvement.

The study found that salary increases are often tied to teacher quality, which unions strongly oppose. teachers' unions believe that higher salaries would attract qualified people from other professions to teaching and to fill the void in much needed subjects, such as math and science. The teachers' unions do not believe that pay increases should be based on anything other than seniority; this would force competition between teachers and disrupt the status quo.

Some teachers are opposed to job performance being linked to salary because performance is often based on results of standardized testing. Standardized testing does not need to be the sole measure of a teachers' performance in the classroom. In fact, teachers can be assured that other means are used by actively engaging their unions and by use of collective bargaining. Teachers can come up with performance standards in conjunction with school administrators and with the aid of teachers' unions get these standards written into teacher contracts. Quality standards for teachers should be in place, but teachers can ensure fairness by cooperating with their unions and school administrators. Implementing fair job performance standards could help settle the salary debate in public education.

The study revealed that the conditions of service for teachers played a critical role in promoting teacher's livelihood. The implication of this finding is that when teachers have a sustained livelihood and improved economic status then the conditions of service provided are favorable. If the level of borrowing is high among teachers due to the fact that the salary can sustained the livelihood of teachers the conditions of service are unfavorable.

4.4.2 Teacher Induction and Mentoring.

The study found mentoring teacher and induction programs was one of the plans of action teachers were using to ensure improved learning environment in schools. Participants indicated

that both novice and old teachers needed mentoring for them to implement teaching and learning effectively in schools. One teacher union official echoed that:

Teacher preparation program into the field of education is very important. It is through varied induction programs that teachers are acquainted with the different needs and demands of the classroom, school, and district in which they will be working. Large sums of money are allotted by districts annually as a means of creating and providing teacher induction programs for their newest employees. But seemingly reaching out to our teachers in school is minimal hence we see minimal improvement in teacher professional growth which in turn affect learning environment in schools.

The findings of the study reveal that teacher induction programs are intended for teaching candidates who have already completed required educational and pre-employment certifications. Induction programs, as a result, serve as a bridge from being a student of teaching to being a teacher of students and provide beginning teachers with support during their first few years of teaching as a means to integrate these teachers into the professional culture of their schools. A Unionist from Union ‘D’ said that:

The overarching goal of teacher induction and mentoring programs is to improve the performance and retention of beginning teachers. The benefits of a superior teacher induction program are at the very foundation, the ability to attract better teaching candidates to the classroom, cut down on growing attrition rates, improve teacher job satisfaction, enhance personalized professional development, and improve teaching and learning practices and environment as a whole. When attempting to curb teacher attrition, us together with our districts officials usually turn to the aid of an induction or mentoring program as a means of meeting diverse school and teacher needs.

The participants indicated that some plans of action like teacher mentoring and induction come with their own challenges. Some of the challenges that were indicated include; inadequate resources, shortage of manpower and effective modes of information dissemination. A unionist from Union ‘A’ Secretariat mentioned in a telephone follow-up interview that:

‘Teacher unions often experiences troubles with induction programs as a result of limited allocations for time, resources and funding. The greatest

strength of these programs has proven to be face to face interactions with teacher assigned mentors to encourage teachers to take on new feats within the classroom and grow professionally based on their professional needs and observed student needs. What I can say is that a fallacy of these induction programs being implemented across the schools is a failure to maintain long-term relationships with the teachers. Often these induction programs, and opportunities for mentoring, last only the first year of teaching. It is during the second year, in which the teacher loses the additional support that attrition rates begin to rise once more a thing that has affected the improvement of learning environment in schools.

The study findings reveal that teacher mentoring programs give newcomers a local guide for fielding questions about the profession and the larger site-based procedures relating to school learning environment improvement. Mentoring programs can look different from district to district, in terms of their arrangement between having a single mentor to mentee relationship that lasts a year, to a mentor and mentee relationship that span several years. The study also reveals that effective mentoring programs for new teachers aid in growing teacher efficacy, creating positive dispositions towards education, and acquisition of subject area knowledge and skills. This shows that when teacher induction programs are setup in a scaffolding manner to meet the needs of teachers entering the field, it would be considered best practices to make the novice teachers integral in giving input into how the program will look, and what areas of need the program will address. The implication of the finding shows that the quality of the mentoring and induction program that beginning teachers receive has a direct effect on teachers' decision to stay within the field of education for a continued period of time.

4.4.3 Teacher Trade Union Motivation Programmes.

On the influence of trade union motivation programmes on teachers' professional performance in public secondary schools, the study found that trade unions did not have programmes to motivate their members. However, the findings showed that the trade unions were involved in fighting for

teacher's motivation programmes from their employer; this included fighting for professional recognition for teachers as well as fairness in promotion.

The study established that teacher unions began to develop alternative strategies which went beyond the traditional roles of trade unions to respond to contextual factors. Teacher unions in these contexts, began to focus on influencing the democratic process of changing governments, when direct lobbying failed to change the government ideology of not engaging them in matters pertaining to policies on school environment in education. A participant in the study from teacher union 'B' states:

I told the guys in government to use the law to fight the same law and policies. Us teacher unions are there by law but I don't know why we are sidelined in some education policy matters. We are not a political opposition but all-weather partner in working with the government of the day in all aspects of education matters and not to meet only whenever there are conferences to talk about teachers' salaries and conditions of service.

The study found that certain factors influenced teacher unions participation at level of government, Civil Society and Donor in education policies. Teacher Trade Union official from teacher union 'C' indicated that the performance of the education system does impress the teacher expectation in improving peaceful learning environment in schools. Low performance and poor results have contributed to loss of trust in education policies that are issued by government. Teacher Trade Union 'A' said that government see teachers' unions as anti-government especially when it comes to formulation of education policies. One official from teacher union 'C' said that:

'there are so many Civil Society Organizations and donors that provide technical support to government towards many areas including infrastructure. We as teacher unions we interact with schools but we are not involved whenever decisions and policies are

being made on the support received from donors or civil society organizations.

4.4.4 Decent Housing Units

The study found that one of the roles of teacher trade union roles was to fight for decent housing for teachers or reasonable housing allowance to allow teachers rent decent house; teachers in primary and secondary schools were renting house in low cost because house in Lusaka district were very expensive and teachers could not afford to rent decent house. However, the study found that accommodation for teachers in both primary and secondary schools in Lusaka district was critical. One teacher union leader echoed that decent accommodation was cardinal for school environment improvement. The unionist challenged his union including other teacher unions to fight for the provision of decent houses. He said that:

‘good offer of housing units in schools can really improve our status and in turn the school environment into a decent face look’

National teacher unions’ officials acknowledged lack of innovations in the union leadership especially at national level in interventions towards school environment improvement. Content review and responses from interviews and focus group discussion indicated that on average teachers were paying k100 to the unions every month and Teacher Unions; A’, ‘C’; and ‘B’ indicated that they had over 20000 membership across the country which showed that every month these teachers unions received over k2, 000,000 from their members. The teacher unions realized that if this amount of money was to be invested committed to improving housing units in some schools, more houses built from the same initiative to help provide decent accommodation and other school infrastructure. This is the excerpt from of the teacher unionists from union ‘B’:

Teacher union should come up with housing units to supplement government efforts in improving school's environment. Many schools have enough land and the teacher unions can take advantage of the same land to build teacher houses. Then the housing allowance those teachers who are occupying union houses are supposed to receive the unions can be getting through pay slips deductions.

The study revealed that staying in low cost house affected the livelihood of teachers; however, improving the conditions of service on housing allowance can help in improving the welfare and sustain the livelihood of teachers. The implication of these findings is that if the problem of teacher accommodation is not addressed the scourge can continue to affect the welfare and livelihood and in turn affect their job satisfaction because of lack of decent housing and the stress of shifting from one rented house to another.

4.5 Constraints Faced by Teachers Unions and Learning Environment in Schools.

The study revealed some challenges that unions faced in the provision of workers' education. These are discussed under the following sub themes;

4.5.1. Lack of Resources.

The study found that teacher unions had constraints with financial resources. The participants from national teacher unions' secretariats indicated that the teacher unions' organization depended on funding from the members monthly subscriptions. The common comment from national teacher unions' secretariats was that they their organizations experienced delays in funding which contribute to their failure in implementing some of the programmes in place towards promoting the livelihood of members. The teacher union organizations cited lack of resources as one of the challenges they faced in the provision of workers' education. The resources lacked included educational materials, time and money. One official from teacher union secretariat said that:

'A financial resource is very important in running every Programme. We fail to play some of our roles because of lack of finances. For example, to conduct worker education using the media we need to pay, to visit out our members we need fuel so when funding delays even our programmes also delays or come to a standstill'

The study revealed that teacher unions had constraints with financial resources because depended on funding from the members monthly subscriptions; delays in funding which contribute to their failure in implementing some of the programmes in place towards promoting the livelihood of members; fail to play some of our roles because of lack of finances such as; to conduct worker education using the media, to visit out to members we need fuel; and when funding delays even programmes also delays or come to a standstill. The study established that resources are fundamental in carrying out activities; and this could be one of the major reasons why unions were not carrying out workers' education programmes.

4.5.2. Lack of knowledge.

The teacher union leaders at school level indicated that lack of knowledge and skills was another constraint that surrounded the teacher unions. They indicated that lack of knowledge and skills was a problem because most of the information was not trickled down to union leadership in lower structures in handling union matters and no clear knowledge on guidelines and roles of leadership in lower structures. From the response from participant from union leadership in schools, the study established that there was poor information flow from the top organs. One member from the leadership at school level commented that:

There is no difference between us and their rest of the members in school because information does not reach us we just hear things happening from the higher structures

Participants to the study indicated that stakeholder input to education policy processes presupposes that the participants have the knowledge, skills and interest to engage effectively in policy debates. The study revealed that lack of knowledge surrounded the teacher unions; most of the information was not trickled down to union leadership in lower structures in handling union matters and no clear knowledge on guidelines and roles of leadership in lower structures; there was poor information flow from the top organs; there is no difference between us and their rest of the members in school because information. When information flow is poor, it translates into lack of adequate knowledge and culminates into ignorance. The implication of the finding is that the lack of knowledge, skills and interest could be among the explanations in some instances for the lack of teacher union influence on the educational reforms.

4.5.3 Inaccessible Leadership

The study found that members faced problems in accessing services from their trade union because of the inaccessible nature of their trade union national and local representatives. Some participants revealed that they did not know the names of their union officials while others claimed that they did not know the physical address of their local union branch. These challenges were mostly revealed by Union ‘3’ members. This can be attributed to the young age of the Union ‘3’ which means that the union has not adequately covered the entire nation. One of the national teacher union officials commented that:

We have a strong opposing from our members that we are not accessible to them because we don't reach out to them and many complain that they don't even know the union leadership at national, province and district.

The study revealed that in accessing services from their trade union was a problem. The national teacher unions indicated that lack of financial resources and limited manpower at secretariats posed a huge challenge in reaching out to the general membership.

4.5.4 Corporate Support.

The Unionists interviewed from teacher trade unions said that there was minimal financial support for the expenditure on teacher union organizations from government, Civil Society Organizations and Donors. Document review on financial support showed that the teacher unions depended entirely on the funds from teacher members subscription for their operations. The study found that lack of financial support and aid was a constraint on the part of teacher unions to implement programs and intervention to over 10,000 schools dotted around the country. One unionist commented that:

'We have over 10,000 schools school dotted around the country that require support. Government and its corporate partners with a lot of aid fail to provide the needed support to improve school environment because schools were too many. Looking at that background, do you expect a teacher union who depends on member subscriptions manage to provide support to improve school environment without the support of government'

The study found that teacher trade unions have minimal financial support from government and corporate aid that allows venture in interventions to provide support towards schools' improvement. Teachers indicated that the amount that is deducted monthly on the pay slips if was not deducted can be used by a teacher to supplement on the funds for family welfare and livelihood. However, the study found that teachers sacrificed by making monthly contribution to a particular union but the funds collected are not put as a revolving fund to benefit teacher members. The findings show that fail to play some of roles by teacher union is because of lack of finances such as; to conduct worker education using the media, to visit out to members. Poor

information flow from the top organs to the rest of the members in school was a problem because of inaccessible leadership. lack of corporate support and aid was a constraint on the part of teacher unions to implement programs and intervention target the improvement of learning environment in schools.

4.6 Strategies to Address Challenges faced Teacher Unions.

The third research objective was to ascertain strategies that addresses teacher unions in implementing interventions aimed at improving learning environment in schools. To achieve this objective, national teacher trade unions officials were subjected to interview and four-member union leaders were engaged into focus group discussion. Information to provide evidence on the strategies that addresses teacher unions in implementing interventions aimed at improving learning environment in schools was subjected to document and content review. The emerging themes were discussed under the subheadings below:

4.6.1 Enhance Teacher Unions Contact with Government and Corporate Partners.

The study found that teacher unions link with government corporate partners in supporting school environment was minimal. The findings from national teacher unions reveal that teacher unions faced financial constraints in form of logistics such as transport and limited manpower at national secretariat to enhance their contact with schools especially those found in rural places. The study found that the lack of transport and lack of capacity to hire vehicles to reach out to schools in many distant areas had delinked teacher unions from engaging themselves in interventions towards school environment improvement. Some unionists interviewed indicated to have had worked for more than five and did not know the status of school environment of the school where the teacher members are serving. Similarly, another Unionists indicated not to have

known the status of school environment because their movement is limited to some schools within Lusaka. The following excerpt is from a union national leader from Teacher Union 'A':

'funding was provided every month to provincial union offices to help in support of member welfare and livelihood. Teacher Union 'A' indicated that every month, the provincial offices received 20% of the total collection by the province as their monthly funding. Teachers felt that provincial and national union leaders were very greedy and selfish because their leadership was based on personal interests and not that of their members at district and school levels; because if the national union leaders were fair and equitable enough would have procured vehicles for district teacher union leadership to easy movement to visit the general membership in schools'.

Therefore, teachers proposed that teachers' unions should procure vehicles or motorbikes for district leaders to ease movement of local leadership to meet the members.

4.6.2 Decentralization of Secretariat Functions.

The study findings indicated that the national and provincial teacher union leaders performed functions that were only known to themselves and delinked from their general membership. Hence, the general membership of teacher trade unions was ignorant of the key role played by teacher unions apart from the role of bargaining and speaking for teachers' rights and better conditions of service for teachers. In an event of consultations, the national teacher unions' secretariats involve only provincial leaders and neglected district and four-member committee leaders who have a direct link to schools.

The study found that all powers in the operations were centralized at the national teacher unions' secretariats. Unionists felt that the devolution of some legitimate functions and responsibilities as performed by the secretariat to as low as four-member union committees can create a link between the general membership and the union leaders starting from the lowest organ in unionism to the secretariats. The implication of the findings is that devolution of functions

through decentralization can have a direct impact on the school's improvement because accessibility to the support from teacher union secretariat will be at their door step.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study in view of literature and analysis of research findings. To this effect, findings of the study were discussed as they came out in all the objectives below:

- i. To establish how teacher unions, promote education policy aimed at the improvement of learning environment in schools.
- ii. To describe the plan of action teacher unions, have which is specifically aimed at the improvement of learning environment in schools.
- iii. To establish major constraints faced by Teachers Unions in implementing interventions aimed at improving learning environment in schools.
- iv. To highlight existing strategies applied by teacher unions in implementing interventions aimed at improving learning environment in schools.

The discussion is based on the findings presented in chapter four as well as the conceptual framework guiding this study and other related literature in Chapter two. The findings are discussed with special reference to the results obtained from interviews. Effort has been made to reflect, validate and broaden current knowledge and philosophy in the effectiveness of teacher unions in promoting welfare and sustained livelihood for its members.

5.2 Teacher Trade Unionism

The history of trade unions in Zambia dates back to the time of the start of mining on the Copperbelt. African trade unionism in Zambia was born in 1947. One of the factors that made the colonial government ultimately change its policies of African Trade Union in Northern Rhodesia was because of the African workers' radical reaction to the sharpening antagonism between capital and labor. The consciousness exhibited by African workers during the colonial period, which led them to form trade unions, showed 3 that they were capable of standing up for themselves as workers to fight for their rights even in a hostile environment. The question now is, "Has the consciousness of workers been lost?" (Friedrich, 2011).

ILO (1995) posits that the first responsibility of trade unions has always been and must always be to defend the rights and interests of the workers. Although that mandate does not change, the circumstances in which it is exercised, and the definitions by which it is constrained, have to be constantly re- examined. This study investigated the contribution of teacher unions in improving peaceful learning environment in schools. The findings of the study established that teacher union roles have been rigid to helping teacher members in events of disputes and fighting for their better salaries and improved conditions of service leaving out the peaceful learning environment in schools where teacher members work from. The finding is supported by the World Bank (2010) report which reveals that, many schools do not have adequate essential teaching and learning materials in schools such as pens, pencils, textbooks, chalk, paper, and paint. Therefore, lack of basic teaching materials in schools disturbs the morale of teachers to teach effectively and disadvantages the improvement of learning environment in schools. It must be argued that, with union representatives in place, are expected to provide a safe and conducive learning environment in schools. Further, they are perceived as catalysts in the provision of

supportive learning environment in schools in achieving quality education. The core legal mandate of teacher trade unions is to protect and fight for workers' rights and represent workers in collective bargaining. Therefore, teacher unions though can have individual innovative ideologies towards improving peaceful learning environment in schools and should ensure to have a common voice when it comes to collective bargaining because the offer the government gives affects all teachers regardless of their teacher unions of affiliation.

5.3 The Ideology of Teacher Trade Unions

Teacher trade union is organization formed based on particular ideologies. Therefore, different teacher unions are formed by on some ideologies in line with the interests of their general membership. In the current study, teacher trade unions show similarities and also variance in the ideologies the teacher trade unions as to why they were formed. The study found that teacher trade unions were formed based on the legal mandate that include; preside over members' grievances and collective bargaining; offer worker education; and to represent teachers in primary and secondary schools, lecturers and education administrators at all levels of education. Finding is supported by Banda (1997) who describes the common mandate for teacher unions as negotiating for improved salaries and conditions of service, to provide legal representation, protect teachers against unsafe working environment, organize workers in work place inform of workers' education, and promote social programs for teachers. The study established that the core legal mandate was to protect and fight for workers' rights and represent workers in collective bargaining. This finding is in consistency with Lewis (1993) who argued that the core function of any trade union is to create a favorable atmosphere/ environment between employee and employer in order to achieve desired goal. This perfectly enhance positive attitude towards work and gain positive out-come.

5.4 Teacher Unions and Learning Environment in Schools.

Empirical evidence generated by this study on the contribution of teacher unions on improvement of peaceful learning environment is mixed. For instance, on one hand, in spite of, or perhaps in part due to unions' presence in the political arena, many recent reform efforts intended to improve the quality of learning environment in schools have targeted the influence of teachers' unions at both state and local levels of decision making in education. This study established that teacher unions participated in the institutional frameworks and modalities of the education reforms through playing many roles. This study reveals that a supportive working environment is good for high productivity and efficiency. This kind of environment is also crucial to both teachers and pupils with regard to improving learning environment in schools. This is also cited by Mathias and Jackson (2008) who point out that, a supportive working environment constitutes effective management, fair supervision, and responsible treatment of workers, adequate resources and good infrastructures. An atmosphere of mutual respect is imperative for teachers and school administrators to produce the kind of partnership that will contribute to improvement of learning environment in schools.

The study also established that ensuring peaceful learning environment was one of the roles of teacher unions. This finding is in line with Anyango (2001) who observed that, teacher union representative's responsibility of ensuring that, members are provided with supportive working environment is very crucial as it allows teachers to work freely and effectively. On the other hand, lack of supportive working environment demotivates teachers and this compromises the quality of education provided. According to Adanisa (2006), most schools in many parts of Africa and Asia do not have adequate basic infrastructures, many are dilapidated and neglected, and classrooms are old, dusty and broken chalkboards with limited numbers of desks and windows that

have no glasses. Further Kamwengo (2010) observes that, crowded classrooms and lack of pedagogical support are some of the daily constraints faced by teachers.

Consequently, Garret (1999) further argues that, poor working environment demotivates teachers and teacher union's presentation is leaves much to desire. It must be argued that, with union representatives in place, are expected to provide a safe and conducive working environment for teachers. Further, they are perceived as catalysts in the provision of supportive working environment for teachers, in achieving quality education.

5.4.1 Teacher Trade Unions Divergent Roles

The data reveal divergent views on the current roles of the unions. Some views suggest that the unions continue to be involved in education, while others argue that they have completely lost direction, and are thus not involved in education. Teacher unions are at the centre for the restoration of teacher professionalism and the learning environment in schools (Ratteree, 2004). Therefore, success with regard to the enhancement of the learning environment in schools largely depends on the active participation of teacher unions on the entire process. It is therefore significant for the teacher unions to motivate their members to commit themselves to the provision of quality education against all odds. However, factors that encourage and discourage teachers to unleash their full potential for the benefit of the learners cannot be over-looked. In relation to this, Heystek and Lethoko (2001) opined that the teacher unions must draw lessons from the education situation (practice) in their attempt to improve the level of education.

This study established that teachers had a very complicated role to play in education policy. Teacher unions knew very well that, although they were placed by government in some decision making on policy matters with a certain intention, they could not fulfil that intention fully. So,

the government did not have the capacity to supervise every school. In this role, the study revealed that the teacher unions became pivotal people with a leadership role where they have to judge how far they can go in terms of improvement of learning in schools. However, through such role, teacher unions were labeled as astute politicians. Teacher unions efforts of seeking government involvement in education policy were to strengthen decision making of improvement of leaning in schools and governance. This is supported by Tomuschat (2008) who found that World Bank describes civil society participation as part of the concept of good governance.

Kennell (2001) observes that, the essentials of good education constitute, rigorous curriculum, effective instructions, adequate resources, willing students and social and cultural climate in which education is encouraged and respected. However, this study reveals that that teacher unions have completely “lost direction” in terms of their mission and functions, and are therefore not participating in education. The current focus of teacher unions is on economic and political interests and the public do not know what the current roles of teacher unions are, and that the unions are only focusing on conditions of service. Teacher unions are at the centre for the restoration of teacher professionalism and the learning environment in schools (Ratteree, 2004). Therefore, success with regard to the enhancement of the learning environment in schools largely depends on the active participation of teacher unions on the entire process. It is therefore significant for the teacher unions to motivate their members to commit themselves to the provision of quality education against all odds. However, factors that encourage and discourage teachers to unleash their full potential for the benefit of the learners cannot be over-looked. In relation to this, Heystek and Lethoko (2001) opined that the teacher unions must draw lessons from the education situation (practice) in their attempt to improve the level of education.

5.4.2 Teachers' Unions Participation in the Education Policies

Teacher unions have not only the mandate from their members but also the responsibility to take an active role in participating in education reform (Adelberg, 2008). Teachers ultimately implement any initiative. If an initiative conflicts with what they know about how children learn, it will fail. If it does not respect their professional knowledge and experience, they will reject it. Teachers ensure that reform goes beyond rhetoric, that good ideas are translated into practice. While some scholars consider teacher unions to be bad for education because of union resistance to popular school reform ideas and programmes, my opinion is that, the teachers' unions could also be a positive force in education for the very same reason. This is supported by Bascia (2005) argument that successful implementation of educational reforms requires the support of teachers for an education plan; hence dialogue with teachers' representatives is essential. She argues that many reforms failed, because they did not have the backing of teachers.

The current study reveals that whether teacher unions have achieved on the participation in the education policy, their impact in education policies and the effect of labour unions on productivity is mixed. Teacher unions are not immune to these complexities. This finding corresponds with Eberts (2007) empirical study conducted in the USA inferred that the effect of teacher unions on learner achievement is also mixed. However, in the education sector teacher unions do not necessarily shape and alter the quality of learner performance. Nevertheless, teacher unions influence the effectiveness of schools, which is one of the prerequisites for the betterment of learner performance. This is achieved through teacher unions' agitation for smaller teacher-learner ratio and through learner centered than content focused teaching (Cowen and Strunk, 2014).

Drawing lessons from numerous studies on the impact of teacher unions on improvement of learning environment in schools, Eberts (2007) maintains that there is no obvious answer in this regard. To this end, the academic progress and development of the average-achieving learners in union schools could be slightly retarded when union members refuse to carry out their contractual duties of ensuring the improvement of learning environment in schools. Contextually, there is a consensus among the scholars of educational studies that teacher unions have the potential to effect changes to learning environment for the learners in schools. A central conundrum among them relates to the specific teacher unions contributions that can turn around the learning environment in schools. It is in this context that the unions' bargaining role becomes important. However, Johnson and Donaldson (2006) find the contradictory evidence as to whether the quality of teachers has improved as a result of collective bargaining. The notion that collective bargaining is the key to better learning environment is based on the premise that better wages and salaries and good working conditions attract the best crop of educators (Loeb and Page, 2000).

The current study established that participation of teacher unions in educational reforms was essential as it was a conduit for improving peaceful learning environment in schools. This is support from a theoretical perspective, that teachers' unions may improve learning environment in schools by attracting high quality teachers with higher average wages, or improving the effectiveness of existing teachers by decreasing turnover, and increasing communication, skill development, and coordination within the institution (Hanushek 2011). In contrast, Hoxby (1996) observes that teachers' unions may harm learning environment outcome if unions limit administrators' ability to pursue strategies that might boost learner achievement such as compensating teachers for high performance or terminating underperforming teachers (or if

unions engage in rent seeking behavior that diverts resources away from uses that promote learning in schools. Similarly, Vaillant (2005) observes that in the case of Latin American countries, teacher unions are both vehicles of protest and places of deliberations about teaching. Additionally, Vaillant argues that teachers and their organizations are not only there to implement education policies, but can also generate and influence them.

Teacher union participation in educational reforms depends on the organizational strength of the unions and the professional capacities and expertise of their leaders and members to engage in complex education reform processes (Fataar, 2006; Bascia, 2005; Buhlungu, 1999). Draxler (2008) and Marope and Sack (2007) insist that expertise should exist in teacher unions in order for them to engage effectively in educational reforms and influence such reforms. Bascia (2005) suggests that the effectiveness of teacher unions is shaped by formal educational policy system parameters. She argues that in the case of the United States of America and Canada, states and provinces have executive authority to define the purview and authority of teacher unions through legal frameworks.

The current study established that though teacher unions in Zambia were not actively involved in matters to deal with improving learning environment in schools as it is with matters to deal with salaries and conditions of service, their participation in education policies was very cardinal because proponents of deliberative democracy fail to account for the cost involved in engagement, and the dynamics of power relations that are inherent in consultative processes. This is in tandem with Chisholm and Ngobe (2003) findings that although policy formulation was broadly participatory in most countries, involving government, the private sector, university researchers, NGOs and donors, overall teachers were less involved than other sectors. Significantly, it was found that when policy frameworks are translated into financing

frameworks, participation is confined to government ministries, donors and their technical assistants. The study however did not relate its findings to teacher output or student performance or the trade unions' role in enhancing teacher professional performance. The purpose is to influence the direction of the reforms, and to ensure a fundamental change in the education policy aimed at the improvement of learning environment in schools.

The study revealed that teacher unions played a big role in resolving disputes that concerns teachers but it was difficult to see the importance of teacher trade union support in improving learning environment in schools because most of the policies that targeted the learners and school improvement, teacher unions were hardly involved at government education policy making level. This finding contradicts with Van der Schaaf (2009) who believes that the practices of the government such that participation of teacher unions in education policy is possible and if governments would indeed start including Teachers' Unions, would unions themselves be fully equipped to take that role ensuring improvement of learning environment in schools.

Participation of unions in policies merely happened when there were teachers disputes with government concerning working conditions and improvement of teacher salaries. At this engagement, teacher trade unions played a role of defending teacher members by presiding over the disputes between member and the employer. However, this finding is in line with Hugget (1996) who contends that 'the main objective of the Trade unions is to look after the interests of their members'. The study also reveals that teacher unions might give workers more voice in management and in so doing improve the flow of information within the institution or reduce worker turnover and associated costs, or by negotiating higher wages that attract more productive workers. There is little solid evidence of the impact that unions have on the quality of learning

improvement in Zambia. In contrast, the study by Hoxby (1996) on the impact of changes in district unionization status induced by state laws permitting public sector workers to collectively bargain concludes that while unions raise per pupil spending and other inputs, they have an adverse effect on the district dropout rate suggesting a decline in quality learning improvement.

The study established that teacher unions participation in government education policy is in theory the cornerstone of democracy; a revered idea that is vigorously applauded by virtually everyone. Legitimacy, ownership, accountability, more quality, more effective poverty reduction, are words used to describe the possible benefits of participation. Irvin and Stansbury (2004) divide the positive effects of participation in advantages for the participants and advantages for the government, and advantages that occur during the decision process and at the outcome stage. According to Arnstein (2009), teacher unions participation in government education decisions is power because it is a means by which teacher unions can induce significant social reform which enables them to share in the benefits of the affluent schools. The study reveals that engaging teacher unions in education policy pertaining to improvement of learning environment in schools was very cardinal. This is in line with Wood (1997) who asserted that a trade union is an agency and a medium of power seeking to address the imbalance of power in the work place.

Document review shows that teacher trade unions were referred to as labour unions whose main purpose was to promote, protect and improve the social, economic and political interests of employees through collective action, and the improved learning well in schools was neglected for so long, and hence low performance in schools. The study revealed that teacher unions served the political and personal interest in bargaining process and not the interests of the schools. However, on another hand the idea of serving political interest was in line with Vaillant (2005)

who found that trade unions have many roots and frames of reference. They have both ideological and practice-based components, anchored in several and often conflicting universes. Teacher unions are not only concerned about conditions of service and professional issues, but also deal with political and ideological issues. Hence, progressive teacher unions partnered with the government on ideological issues where they resonated during the educational reforms to advance their collective interests and not improvement of learning environment in schools.

5.5 Plan of Action of Teacher Unions.

The study revealed that the conditions of service for teachers played a critical role in promoting teacher's livelihood. The implications of this finding are that when teachers have a sustained livelihood and improved economic status then the conditions of service provided are favorable. If the level of borrowing is high among teachers due to the fact that the salary can sustained the livelihood of teachers the conditions of service are unfavorable. The power that teachers' unions have in the education and political systems is unlike anything seen with any other special interest groups. This is potentially dangerous because schools are public and accessible to every Zambian, and this large member base is what enables teachers' unions to maintain such an influential position in improvement of learning in schools. The study reveals that teacher unions were institution that could organize professions from top to bottom into logical operational units that can move swiftly and effectively and with power unmatched by any other organized group in the nation.

5.5.1 Teacher Trade Union Motivation Programmes.

Teachers' trade unions' motivation programmes and their influence on teachers' professional performance Ndawi (1997) opines that learning is a process of interaction between teachers and

students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned but teachers' motivation is a critically ignored factor in all levels of policy choices. Fry (2003) adds that motivation of teachers helps to retain teachers at their work places and it includes "materials and psychological needs" as pay on its own does not increase motivation among teachers; however, the author observes that pecuniary motives are likely to be dominant among teachers in less developed countries. In Sub-Sahara Africa, teachers' motivation is low and it has been detrimental to the quality of education (Fry, 2003).

On the influence of trade union motivation programmes on teachers' professional performance in public secondary schools, the study found that trade unions did not have programmes to motivate their members. However, the findings showed that the trade unions were involved in fighting for teacher's motivation programmes from their employer; this included fighting for professional recognition for teachers as well as fairness in promotion.

Teacher commitment to their job also highly depends on effective teacher union representation on their welfares. Research has revealed that, when teachers know that, their interests are adequately represented they are more committed and motivated in carrying out their duties effectively. Therefore, it should be argued that, teacher unions must strive to provide incentives for members at the school level, such as recognition for hard work and facilities for career progression to achieve motivation of teachers and commitment. This is in tandem with Spencer (2004) describes teacher unions as not breaking grounds and making significant headways with employers, because they are not making efforts in providing some of the needed social services through implementing their own economic and welfare services. Also, Maravi (2000) suggested

that, teacher union should not only put more efforts on collective bargaining but they must strike a balance in their representation, this because teachers' welfares encompass many things and peaceful learning environment not an exemption.

5.5.2 Worker Education

According to Kakkar (1973), workers' education is an attempt on the side of organized labour to educate its members under the education system in which the workers prescribe the course of instruction, select teachers and furnish the finances. Morgan (1989) contends that workers' education is an educational programme that is practical and concerned with the daily needs of the workers at work and outside their workplace. Workers' education avails workers with the training they need to perform an effective role in the economic and social life of their societies. According to Kakkar (1973), workers' education is an attempt on the side of organized labour to educate its members under the education system in which the workers prescribe the course of instruction, select teachers and furnish the finances. Morgan (1989) contends that workers' education is an educational programme that is practical and concerned with the daily needs of the workers at work and outside their workplace. Workers' education avails workers with the training they need to perform an effective role in the economic and social life of their societies.

Education, just like any other profession, is affected by this tremendous change in the world. The teaching profession has not been spared with new programmes and initiatives that are designed for coping with change. To ensure that the teachers are well vested with the changes, the government and the Teacher Unions need to play a central role in educating teachers. Teachers can only cope with the changing world if they are capacity built. The Ministry of Education (2006) is in tandem with this notion when it says, 'Continuous education of workers can bring

about efficiency and effectiveness in the work culture of the education system.’ Therefore, workers’ education is essential in a teacher’s life. Workers’ education plays a very important role in the whole field of adult education. It may be concerned with literacy campaigns, or fundamental education with technical vocation. In its most typical form, it is designed to develop the workers’ understanding of labour problems. In this, workers’ education puts more emphasis on trade unions as the major aspect of this education. Although teacher unions have a positive impact on wage negotiations, they have not really been involved in workers education and training activities. This could have a negative impact on participation in education and training.

Although teacher unions have a positive impact on wage negotiations, they have not really been involved in workers education and training activities. This could have a negative impact on participation in education and training. In addition, industrial relations, social security, cooperative effort, applied economics and social democracy are part of this type of education. Therefore, training of workers (workers’ education), should be a priority, if there has to be development that is related to labour problems in the teaching fraternity. This can be done at two levels; upgrading or updating.

5.5.3 Induction of Novice and Old Teachers.

Mentoring Teacher induction programs come up continually in the literature as a means of transitioning the novice teacher from the pre-service preparation program into the field of education. It is through varied induction programs that teachers are acquainted with the different needs and demands of the classroom, school, and district in which they will be working. Large sums of money are allotted by districts annually as a means of creating and providing teacher induction programs for their newest employees (Buchanan, 2012). Additionally, there is much

backing in the research to show that the quality of teacher induction programs impacts rates of teacher attrition within the particular district (Clark, 2012). Teacher induction programs are intended for teaching candidates who have already completed required educational and pre-employment certifications. Induction programs, as a result, serve as a bridge from being a student of teaching to being a teacher of students (Ingersoll and Strong, 2011). Teacher induction programs serve to provide beginning teachers with support during their first few years of teaching as a means to integrate these teachers into the professional 44 culture of their schools (Henteges, 2012).

The overarching goal of teacher induction programs is to improve the performance and retention of beginning teachers (Ingersoll and Strong, 2011). The benefits of a superior teacher induction program are, at the very foundation, the ability to attract better teaching candidates to the classroom, cut down on growing attrition rates, improve teacher job satisfaction, enhance personalized professional development, and improve teaching and learning practices as a whole (Lozinak, 2016). When attempting to curb teacher attrition, districts usually turn to the aid of an induction or mentoring program as a means of meeting diverse teacher needs. It is commonly accepted in the field of education that one aspect of superior induction programs is a strong mentoring relationship with the novice teacher (Lozinak, 2016). When implementing a mentor program, research has shown success when, there is structured time allotted to working with a mentor teacher who also serves as a peer colleague to the novice teacher, and through permitting time for team collaborations (Clark, 2012). Teacher mentoring programs give newcomers a local guide for fielding questions about the profession and the larger site-based procedures (Ingersoll and Strong, 2011). Mentoring programs can look different from district to district, in terms of

their arrangement between having a single mentor to mentee relationship that lasts a year, to a mentor and mentee relationship that span several years.

District-level, site based, and effective mentoring programs for new teachers aid in growing teacher efficacy, creating positive dispositions towards education, and acquisition of subject area knowledge and skills (Lambeth, 2012). When teacher induction programs are setup in a scaffolding manner to meet the needs of teachers entering the field, it would be considered best practices to make the novice teachers 45 integral in giving input into how the program will look, and what areas of need the program will address (Henteges, 2012). A district often experiences troubles with induction programs as a result of limited allocations for time, resources and funding. The study established that the greatest strength of these programs has proven to be face to face interactions with teacher assigned mentors to encourage teachers to take on new feats within the classroom and grow professionally based on their professional needs and observed student needs. This was also observed by Henteges (2012) that a fallacy of induction programs being implemented across the United States is a failure to maintain long-term relationships with the teachers and learners. Often these induction programs, and opportunities for mentoring, last only the first year of teaching. The findings reveal that the quality of the mentoring and induction program that beginning teachers receive has a direct effect on teachers' decision to stay within the field of education for a continued period of time.

The study reveal that some teachers never received any education assistance from my union despite me writing letters in request for financial assistance. This shows that teacher unions did not provide a role of supporting professional development seriously. The finding is contrary to study by Bascia (2000) who found that teachers' unions improve professional development and teacher training. On his writing he portrays that local teachers' unions have professional

development committees which engage in professional development activities, preparation, providing learning materials, and hosting conferences for teachers. This finding was not in consistency with Vaillant (2005) observes that in some countries, the unions have included the professional development of teachers in-service training as one of their basic functions.

5.6 Constraints faced by Teachers Unions in Improving Learning Environment in Schools.

The study found that teacher unions had constraints with financial resources. The participants from national teacher unions' secretariats indicated that the teacher unions' organization depended on funding from the members monthly subscriptions. The common tenant from national teacher unions' secretariats was that they their organizations experienced delays in funding which contribute to their failure in implementing some of the programmes in place towards promoting the livelihood of members. The teacher union organizations cited lack of resources as one of the challenges they faced in the provision of workers' education. The resources lacked included educational materials, time and money.

The study revealed that in accessing services from their trade union was a problem. The national teacher unions indicated that lack of financial resources and limited manpower at secretariats posed a huge challenge in reaching out to the general membership. The study revealed that teacher unions had constraints with financial resources because depended on funding from the members monthly subscriptions; delays in funding which contribute to their failure in implementing some of the programmes in place towards promoting the livelihood of members; fail to play some of our roles because of lack of finances such as; to conduct worker education using the media, to visit out to members we need fuel; and when funding delays even programmes also delays or come to a standstill. The study established that resources are

fundamental in carrying out activities; and this could be one of the major reasons why unions were not carrying out workers' education programmes.

The study established that teacher unions had office in regional centers and social resources were available but an in-district ally such as a sympathetic administrator might grant them access to those resources. Actors in both districts used this strategy, but with the goal of cultivating different types of social resources. Literature reveals that whilst teacher unions in Africa are faced with challenges in providing supportive working environment, the situation in Western countries is quite different. The argument has been that, effective teacher union representation highly motivates teachers when their working environment has well infrastructures, health and safe to operate in. Lieberman (1998) revealed, teacher unions in the United States of America seriously fight for supportive working environment for its members and this seriously influences how they view their work and how it affects students.

5.6.1 Lack of knowledge.

The teacher union leaders at school level indicated that lack of knowledge and skills was another constraint that surrounded the teacher unions. They indicated that lack of knowledge and skills was a problem because most of the information was not trickled down to union leadership in lower structures in handling union matters and no clear knowledge on guidelines and roles of leadership in lower structures. From the response from participant from union leadership in schools, the study established that there was poor information flow from the top organs. The study revealed that lack of knowledge surrounded the teacher unions; most of the information was not trickled down to union leadership in lower structures in handling union matters and no clear knowledge on guidelines and roles of leadership in lower structures; there was poor

information flow from the top organs; there is no difference between us and their rest of the members in school because information. When information flow is poor, it translates into lack of adequate knowledge and culminates into ignorance. Impacted on the calibre of leadership needed in the unions to drive their vision regarding education. The study reveals that good communication between teacher unions and schools was important to feed policy on education reforms matters for ensuring improved learning environment. Just like Lungu (2000) observes that stakeholder input to education policy processes presupposes that the participants have the knowledge, skills and interest to engage effectively in policy debates.

5.6.2 Inaccessible Leadership

The study found that members faced problems in accessing services from their trade union because of the inaccessible nature of their trade union national and local representatives. Some participants revealed that they did not know the names of their union officials while others claimed that they did not know the physical address of their local union branch. The document reveal indicates that district's organizational structure was hierarchical and centralized around the union officials. The executive and the directors, trusted by the board for their expertise and professional reputations, were the primary drivers of policy design. However, administrators at national level were reluctant to invite union leaders in district to participate in decision-making because of a history of mistrust between the district and union, and district leaders valued neutrality they did not respond well to individuals they perceived to be associated with who favored emotional responses.

The study findings indicate that the teacher unions at school, district, province and national secretariat levels have delinked themselves from the general membership. The study revealed that some teachers did not know their teacher union leadership; the teacher union leadership did not visit to check on the welfare and livelihood of the general membership; there was minimal contact between the union leadership and their general membership; if the national leaders was fair and equitable enough they would have procured vehicles for district teacher union leadership to easy movement to visit the general membership in schools; provincial and national teacher union leadership are very greedy and selfish. This is contrary to Laine (2010) who describes the roles of local union representatives as to regularly communicate with members, advice members, assist teachers resolve issues, promote needs and interests of teachers in schools, ensure all members are in benefit, and ensure that members are aware of work rights and legal assistance.

The study revealed that meetings between teacher members and union representatives at the school level are not held regularly. This is contrary to the studies by Bennell (2003) who indicate that meetings between teachers and unions are important as they focus on updates and finding out teacher's grievances. Also, the finding is contrary to Terry (2006) also observed meetings between teachers and union representatives, channels teacher's different views and grievances and places them before management, as it is impossible for management to view their grievances. Meetings are important events, which must be held regularly by local unions and teacher members, so that are updated on new developments taking place in the ministry of education and teacher are also given a forum to bring out their views and grievances. In line with the finding, Spencer (2006) advises that failure to organize meetings by local union representatives with teachers reflects lack of seriousness and commitment on the part of union

representatives. From the findings of the study, there is an indication of inconsistency in holding of meetings between the teachers and local unions.

Local union representatives are crucial in the attainment of adequate representation, because they have direct contact with teachers and are aware of the needs of the teachers. Therefore, Teacher union representation should not only center on improving teachers' pay alone, but also address all issues affecting teachers at the school level. Local union representatives are important because they are key to teacher's improvement of welfares at the school level. This is the reason local union representatives are expected to be active in schools so that teacher's welfares at the school level are represented adequately. None contact between teacher union leadership and the general membership would lead to membership leaving the particular union organization and join where leadership is accessible.

5.6.3 Failure to Meet the Expectations.

A study by Turkey by Öcal (1999) indicated that for non-member teachers it was the lack of laws why teachers do not become members of teacher unions and for union members it was the fact that unions do not meet the needs and expectations of their members and that they do not function efficiently enough why teachers do not become union members. This is in line with the findings of this study that the role played by the teacher unions, especially with regard to educational reform, is bleak.

In contrast, the view that teacher unions are preoccupied with the well-being of their members, instead of the educational interests, is dominating both in historical and contemporary literature on education (Fullan, 1998). Bascia (1998) shared a view of many scholars of educational studies when she argued that teacher unions are conservative institutions that are more concerned with

teachers' wellbeing, which has a tendency of alienating the educational interests of the learners. This implies that primary issues of concern to the teacher unions become those aspects centered on the material and working conditions of their members. However, there are those professional issues that teacher unions engage in with a prime target of improving the professional standing of teachers, only to find that meagre benefits trickle down to learners. For instance, Bascia (1998) contends that in both Canada and the United States of America, teacher organizations have a shared concern over the so called "bread and butter issues" and professional issues. Professional issues entail the broadening of teacher's roles, capability and capacity to meet the needs of the learners.

In the midst of all the challenges, this study established that teacher unions have crucial role to play with regard to educational programmes, policies and reforms. In fact, the unions are responsible for the coordination of their members and there is no educational policy that can succeed without sufficient consultation with the teacher, who is the person who deals directly with the daily encounters of the classroom situation. The study reveals that teacher unions were well resourced, owing to the fact that they receive subscription fees from their members. As a result, they are a structured and organized labour force and can play a meaningful role in the formulation and implementation of policies focusing on the educational sector. In contrast, the findings reveal that Zugele (2012) also observed, splinter unionism does not strengthen trade unions, because the unions engage with each other in competition for members instead of concentrating on addressing the plight of teachers. Therefore, the creation of too many teacher unions could be attributed to greediness, selfishness and vanity by some individuals.

5.7 Strategies to Address Constraints in Improving Learning Environment in Schools.

The third research objective was to ascertain strategies that addresses teacher unions in implementing interventions aimed at improving peaceful learning environment in schools. To achieve this objective teacher unions intended to work in partnership with the various stakeholders for the melioration of education through the involvement of their members to take part in many departmental endeavors in improving the quality of learning environment. However, this is mostly contrasted teacher unions must do much in convincing the public that they have much to offer for the advancement of education in schools. As such, teacher unions have been reduced to fight for the rubbles in a crumbling occupational space with limited scope and energy towards shaping education.

5.7.1 Centralization of Major Functions.

An overall analysis of the results for the major functions of teacher unions reveal a striking result regarding the major functions of the teacher unions placed at the secretariat level, which is the fact that a high percentage of key functions are not in the mandate of officer in lower positions. However, it is easy for officers at lower levels to deliver some key function to schools in a quest to improve them because they are as indicated in the study by Taş (1995) union members expected their unions to inform the public about their policies and activities. The results of the study show that teacher unions still have problems communicating their messages to their members today. This may be interpreted as a result of the organizational structure of unions which was highly centralized as stated by Akyüz (1980), and remained unchanged over the years. This kind of a centralized and hierarchical organizational configuration may keep union members away from decision making processes within the unions.

5.7.2 Corporate Support.

The Unionists interviewed from teacher trade unions said that there was no financial support for the expenditure of union organizations government, Civil Society Organizations and Donors. Document review on financial support showed that the teacher unions depended entirely on the funds from teacher members subscription for their operations. The study found that lack of financial support and aid was a constraint on the part of teacher unions to implement programs and intervention to over 10,000 schools dotted around the country.

The study found that teacher trade unions played a role of representing the teachers in collective bargaining which yield in salary increments for teachers. The study revealed that salary increments were very critical in promoting teachers were however the teacher's unions were not effective in bargaining for salary increments to correlate with the economic situation of the time because teachers were failing to sustain the livelihood on salary. Teacher's salaries were very low and conditions of service were poor. This is in tandem the study by Storch (2013) who found that workers were paid low wages and working conditions were not good. This indicates that collective bargaining should yield salary increment that should promote teacher welfare and livelihood if the teachers were to appreciate the effectiveness of teacher unions' role in collective bargaining.

Teachers' labour unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach out to teachers at the local level (Mulkeen, 2010). However, unions also engage teachers in other activities, including policy analysis, participation in the global campaigns for education, and advocacy for improvements in quality. At the local level, many provide services to their members, including continuing

professional development, access to credit and in the case of unfair treatment. In this way, teachers' unions are evolving to function as both a support for teachers and an accountability check on the education system (Mundy et al. 2008).

5.7.3 Collective Bargaining.

The net effect of a weakening of teachers' unions on student achievement is unclear a priori, as both economic theory and previous literature yield ambiguous predictions of the direction of this effect. Teachers' unions influence public education in the U.S. mainly through the collective bargaining process. They seek to maximize the utility of their members by bargaining with local school boards for higher wages and benefits, job security, and more favorable working conditions such as smaller class sizes (Lovenheim, 2009). Additionally, unions often bargain for teacher compensation schemes that are based solely on seniority and educational attainment, rather than on student outcomes, and often protect teachers with longer tenure from layoffs or less desirable school assignments (Strunk et al., 2017; West and Mykerezi, 2011).

The study reveals that if the incentives created by the union compensation structure reduce the returns to higher effort and limit the capacity of school administrators to attract young, high quality teachers through higher pay, a weakening of teachers' unions may benefit learning in schools. Student achievement may also increase following a decline in union power if teachers' unions reduce teacher effort by protecting the job security of low-productivity teachers (Lovenheim and Will'en, 2016). Union influence over school boards may also lead to suboptimal budgets for improving peaceful learning environment in schools. Given a fixed district budget, unions may force schools to distribute resources toward teacher pay and away from expenditures that could otherwise increase learning environment more efficiently. Therefore, a weakening of

unions may help administrators redesign school budgets in a way that improves learning outcomes.

The study also reveals that, limiting the influence of teachers' unions may decrease student achievement if unions insulate teachers from school administrators' abuses such as politicized teacher evaluations and layoff procedures. Such protections can increase work morale, a necessary condition for teachers to exert high effort under incomplete contracts (Kube et al., 2013). This is similar with the findings of Litten (2016) that a reduction in teacher compensation, which has been shown to occur in a weakening of teachers' unions, may further exacerbate decline in morale. Therefore, this study observes that reward to local schools may provide incentives for teachers to remain in the same school throughout their careers. Additionally, a study by Ronfeldt et al., (2013) decline in union power may lead to the removal of these incentives and a subsequent increase in teacher turnover, which has been shown to have disruptive, negative effects on student achievement, at least in the short run. The net effect of deunionization on peaceful learning environment depends on which of the above mechanisms dominates.

The conditions of service for teachers played a critical role in promoting peaceful learning environment. The study reveals that some teachers felt that collective bargaining did not help the general membership because teachers were delinked from national teacher unions' officials ruling on the increments on teachers' salaries and conditions of service. They felt that the basic salary on allowances was a mockery to teachers. Teachers said that there were none consultative meetings with the teachers on matters of salary increments and conditions of service whenever there was collective bargaining. Teachers felt that they were to be consulted by their national teachers through their provincial, district and four-member union leaders before signing for any

offer by government. The finding is in line with Bendix (1991) that the lack of union influences on the decision-making processes could be ascribed to the absence of structures through which the unions could participate in order to influence educational policies. This is also in consistency with Vaillant (2005) observation that teacher unions tend to adopt corporatist practices and cronyism. Under these practices, the unions operate like corporations, where the leadership takes decisions without the participation or involvement of the members. Teachers felt that teacher unions' leaders were greedy; served political and their own interests; used unions funds collected from members to enrich themselves; and did not give teachers' needs the attention they required. Bendix (1998) notes, teacher unions can establish a position of equality with the employer and engage in collective bargaining, while teacher associations merely talk and rely on the goodwill of the employer.

Specifically, Atteberry et al. (2017) and Ronfeldt et al. (2013) argue that, through a destruction of organizational knowledge, increased costs allocated to the recruiting, hiring, and training of new teachers, and a reduction in the productivity of staying teachers due to increased responsibilities for mentoring new teachers, turnover can decrease learning environment. This is consistent with the findings of Litten (2016) who concludes that the effect of the decline in salaries on student achievement is ambiguous a priori. If districts used this additional income to increase expenditures in areas that more directly benefit students, achievement may increase. In a similar vein, Kube et al., (2013) observes that the declines in teacher salaries may decrease work morale and productivity, which may hinder student achievement using district-level expenditure data, I test for evidence of a budgetary shift.

Bratton, Helms, Pych and Sawchuk (2003) argue that, the learning that goes on in the workplace should be understood from at least two different perspectives, that of management and owners on one hand and that of work and their organizations on the other. In fact, to them, workplace learning represents a contested terrain of social, political and economic struggle. The purpose of trade unions is to represent the interests and worldview of the diversity of workers and its goals in terms of workplace learning can be seen as well as in opposition to those of management. Unions play an important role in shaping the everyday experiences of workers within the labour process, through specific information and action campaigns. When unions neglect or leave the education on Terms and Conditions of service to the employer, workers may not receive the required education because the employer might want to employ the divide and rule strategy. Employers tend to be selective with content when educating the teachers. The employers may choose to withhold any information that can advantage the teachers but disadvantage the employer and only provide that will advantage them.

5.7.4 Advocacy

The study findings reveal that an increasing number of teacher unions are beginning to redefine their role in education reform and restructuring. These findings are however in conflict with Adelberg (2008) who found that teachers viewed themselves as advocates for the best interests of their students. However, the teachers in that study did not see the union as sharing this role, believing such a role was in conflict with the union's more traditional functions. Teachers' union leaders in both districts begrudged that a certain amount of information control was necessary given the sheer quantity of information and the fact that a lay board does not have the professional expertise required to interpret raw numbers. However, the degree to which union leaders trusted administrators to relay information to the board and the public was not the same

in each district. Rivkin et al., (2005) found that while many factors including individual characteristics, family environment, and school inputs such as class size have been shown to influence student achievement, teacher quality is believed to be the most important school-related input in the education production function.

Teachers mentioned that teacher trade unions were very inactive in providing a role of advocacy in presiding over disputes and matters that concerns teachers. Some disputes teachers were left to resolve disputes by themselves; and in instance where the teachers trade unions advocacy was needed teacher unions official were inaccessible and completely delinked from their members. Teachers felt were left alone in matters such as; non-receipt of housing and extra duty allowances, upgrade and reassessment of salary scale, non-receipt of rural and remote allowances, anarchy in staff transfers and promotions. This is in line with Adelberg (2008) who found that teachers viewed themselves as advocates for the best interests of their own issues. Majority of teachers also confirmed that their respective unions were not involved in advocacy activities that were aimed at improving their welfare and sustained livelihood. Teacher unions did not play their role and yet the pretty know their role of advocacy. However, the revelations of the study are worrying, as they indicate that Teacher unions were doing very little in the provision of advocacy.

5.7.5 Mutual Partnership between Teacher Unions and Government

Peaceful learning environment is dependent on partnership with the concerned stakeholders who acts as a driving wheel to ensuring that the required standards are met. This finding corresponds with Fredriksson (2004) whose findings indicates with empirical evidence that, perhaps, it would be useful for the teacher unions to fully articulate on the working environment of their

constituency and develop the education system in the long run. On the same score, using Ghana as a case study, Fredriksson, (2004) advocates for a strategic partnership between the governments and teacher unions as the epitome in improving quality of education. This partnership should be grounded on shared responsibility, wherein both parties can identify each other's roles. For instance, according to Fredriksson, (2004) adds that teacher unions can ameliorate the quality of education by promoting an interest among teachers and other education sector employees in improving their work; Cutting unreasonable teacher absenteeism; and attracting projects that will improve the quality of the education, also provides a unionist perspective that dictates that the government can improve the quality of learning and teaching by giving sufficient attention to the following areas: salaries, teacher education and working environment in schools. This can only be possible if there is rigorous mechanism for engagement and consultation between the teacher unions and education partners.

This study established that a cordial working relationship between teacher unions and partners could yield positive spin-off in education and help to halt increasing drug use and violence in schools by learners, great absenteeism by teachers, and facilitate fair attitudes by both learners and teachers toward school work. This finding is in tandem with Govender (2015) who observes that governments in the late 1990s used the principle of mutual gains through cooperation between workers and managers to encourage unions to sign voluntary 'partnership agreements' with employers. This approach assumed that cooperation would produce more efficient working practices and improved financial performance, which firms would then share with employees through better wages and conditions. Samuel and Bacon (2010) also says that partnership agreements tended to achieve a more modest trade-off of guaranteed union involvement in managerial decisions in return for commitment to work towards the firm's success. As such,

partnership agreements were not mechanisms for employer dominance over employee interests, as many had predicted.

5.8 Summary of Chapter

This chapter discussed the findings that emerged from the study that was conducted on the contribution of teacher unions in improving peaceful learning environment in schools in Lusaka district. The findings of the study revealed that the Teacher Unions had minimal contribution in the provision of peaceful learning environment. The findings revealed that Teacher unions were barely involved in programmes meant for the professional upgrade of teachers hardly participated in programmes aimed at improving peaceful learning environment in schools. The study also revealed that teacher unions were not consistent in provision of their basic role as enshrined in their mandate roles. The next chapter presents the conclusions and recommendations of the study

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter is a synthesis of the entire study and contains summary of research findings, exposition of findings, commensurate with the objectives, conclusions and recommendations based thereon. The study focuses on the following research questions “How do teacher unions promote education policy aimed at improving the learning environment in schools? What is the plan of action teacher unions take aimed at improving of the learning environment in schools? What are the major constraints that are faced by teacher unions in improving the learning environment in schools? What possible ways do teacher unions have in improving the learning environment in schools? The conclusions to the research are reported here as a set of key answers provided to the research topic and research questions through interpretation of data and the generation of the assertions provide in the conclusions.

6.2 Conclusion

Based on the findings on; “How do teacher unions promote education policy aimed at improving the learning environment in schools? The study has established that the trade union’s role of securing teachers’ benefits was effective in ensuring teachers performance. This is because the involvement of teacher unions in education policies motivated the teachers to some extent. However, the peaceful learning environment in public primary schools in Zambia was not improving which shows that other factors affected the performance of the learners.

Based on the findings on; what is the plan of action teacher unions take aimed at improving of the learning environment in schools? The study has established that the trade unions did not have

motivation programmes for their members to recognize their professional achievements in schools. The unions considered the bargaining for improved salaries and better conditions of service as an enough motivation for the teachers. The unions sought to have motivational programmes come from the teachers' employers but the study found that professional recognition by the teachers' employer was non-existent. Teachers believed that were delinked from national teacher unions' officials contact with government on policies that pointed direct to improved learning environment in schools a process did not help teacher unions leadership at all levels in improving learning environment in schools.

Based on the findings on; what are the major constraints that are faced by teacher unions in improving the learning environment in schools? The study found that the teachers were not yet satisfied with their salaries and were asking for more. The study revealed that teachers were uncertain to whether teacher trade unions' presiding over collective bargaining processes was effective in improving learning environment in schools. Teachers felt that the representation by teachers' unions was not adequate because in most education policies and decision making and were involved teacher unions sided with the government; did not look at the plight of teachers and learners pertaining to improved learning environment in schools, were not transparent hence could not meet teachers' expectations.

The study revealed that unionists did not receive any induction before taking offices. Participants' observed that one of the problems with on- the job - training is that along with the good, a number of bad things on the job may be learnt. Because of the inaccessible nature of their trade union national and local representatives' members did not know the names of their union officials while others claimed that they did not know the physical address of their local union branch.

The findings revealed that inaccessible leadership of national teacher union leadership made teachers felt that teacher unions leaders were greedy; served political interests served their own interests; used the money collected from members to enrich themselves; and did not give attention to improved learning environment in schools. Teachers felt that motivational programmes school as loan scheme; land empowerment; provision of building materials was a good programme to improve their welfare and livelihood but had nothing to do with the improved learning environment in schools. In addition, the study established that The study revealed that teacher unions had constraints with financial resources because depended on funding from the members monthly subscriptions; delays in funding which contribute to their failure in implementing some of the programmes in place towards promoting the livelihood of members; fail to play some of our roles because of lack of finances such as; to conduct worker education using the media, to visit out to members we need fuel.

lack of knowledge surrounded the teacher unions; most of the information was not trickled down to union leadership in lower structures in handling union matters and no clear knowledge on guidelines and roles of leadership in lower structures; there was poor information flow from the top organs; there is no difference between us and their rest of the members in school because information. When information flow is poor, it translates into lack of adequate knowledge and culminates into ignorance.

Based on the findings on; What are the possible ways do teacher unions have in improving the learning environment in schools? The study has established that trade unions were involved in advocacy and especially in relation to education reform. The unions were involved in reforms that aimed at improving teachers' professional output as well as student achievement in exams. However, the study found that advocacy was not given much emphasis by the union and

members were not provided with information. Devolution of functions through decentralization of some function can have a direct impact on the general membership.

6.3 Recommendations

- i. Given the divergent and demanding roles played by Teacher Unions, it becomes paramount that they consider enhancing their knowledge and skills set to effectively deliver on various key result areas on behalf of their membership.
- ii. Teachers' unions should put more emphasis on advocacy and enhance the involvement of members in educational reforms and educational policies.
- iii. Unions are encouraged like any other stakeholders in education to improve the learning environment by supporting the welfare of the general membership.
- iv. Teacher unions should enhance their budget support to their members with a view to contributing to increased productivity in schools.
- v. The unions should consider building membership capacity on resource mobilization and optimal utilization to contribute to improved learning environment in schools.
- vi. Unions should also organize activities which may help to improve learning environment in schools, such as awards for the best performing teachers and schools.
- vii. The teacher unions should enhance mutual consultations with the Ministry of Education and teachers to discuss matters relating to how they can contribute towards raising the standards of learning environment in schools.
- viii. Teacher unions should continue providing guidance to its membership on how workers' welfare could be improved in schools.

6.4 Suggestions for Further Studies

The researcher suggests this research title for future studies: "An investigation of the significance of Teacher Trade Unions in the provision of free education system in Covid- 19 pandemic times".

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APPENDICES

Appendix A: Interview Guide - National Teacher Unions Officials

Topic: Exploring the contribution of Teachers' Unions in promoting peaceful learning environment in schools.

Dear Participant,

My name is **Henry Sinkala**. I am a post graduate student at University of Zambia in collaboration with Zimbabwe Open University. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give as much information which would assist in analyzing the contribution of Teachers' Unions in promoting peaceful learning environment in schools. The information you are going to provide will be used for academic pursuit only and you should respond as truthfully as possible as it will be treated with high confidentiality.

Your participation is on voluntary basis.

Thank you for agreeing to take part in this interview.

Question Items

Gender of respondent: Male [☐]. Female [☐]

1. Age range of respondent 20 -30, 31-40, 41-50, 51 and above
2. How long you served in service 0-5years, 6-10, and 11 years and above
3. What kind of support does your union provide to the members?
4. Does your teacher union provide support towards learning environment in schools? probe
5. Briefly describe your union plan of action towards learning environment in schools?
6. How does your union engage its members in policy making towards school support?
7. What constraints are encountered by your union in promoting peaceful learning environment in schools?
8. What are some of the possible solutions to the constraints faced by your union in promoting peaceful learning in schools?

Thank you For Your Responses

Appendix B: FGD Guide for Union Leaders

Topic: Exploring the contribution of Teachers' Unions in promoting peaceful learning environment in schools.

Dear Respondent,

My name is **Henry Sinkala**. I am a post graduate student at University of Zambia in collaboration with Zimbabwe Open University. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give as much information which would assist in analyzing the contribution of Teachers' Unions in promoting peaceful learning environment in schools. The information you are going to provide will be used for academic pursuit only and you should respond as truthfully as possible as it will be treated with high confidentiality.

Your participation is on voluntary basis.

Thank you for agreeing to take part in this interview.

Question Items

Gender of respondent: Male []. Female []

1. Age range of respondent 20 -30, 31-40, 41-50, 51 and above
2. How long you served in service 0-5years, 6-10, and 11 years and above
3. What is the main role that teacher union play?
4. What do you understand by peaceful learning environment in schools?
5. Does your teacher union provide support towards learning environment in schools? probe
6. How do you describe your plan of action or strategic planning for your union aimed at improving learning environment in schools?
7. What type of activities implemented by your union support learning environment in schools?
8. How effective is your union in supporting peace learning environment in schools?
9. How best do you think your teacher union could engage teachers in policy formulation that supports conducive learning in schools?
10. What constraints do your unions encounter in promoting peaceful learning environment in schools?
11. How best should your teacher unions could contribute to promoting peaceful learning in schools?

Thank you very much for your responses

Appendix C: Interview Guide for Teachers

Topic: Exploring the contribution of Teachers' Unions in promoting peaceful learning environment in schools.

Dear Respondent,

My name is **Henry Sinaloa**. I am a post graduate student at University of Zambia in collaboration with Zimbabwe Open University. I have the pleasure of informing you that you have been selected to participate in this study. You are required to give as much information which would assist in analyzing the contribution of Teachers' Unions in promoting peaceful learning environment in schools. The information you are going to provide will be used for academic pursuit only and you should respond as truthfully as possible as it will be treated with high confidentiality.

Your participation is on voluntary basis.

Thank you for agreeing to take part in this interview.

Question Items

Gender of respondent: Male [] Female []

1. Age range of respondent 20 -30, 31-40, 41-50, 51 and above
2. How long you served in service 0-5years, 6-10, and 11 years and above
3. What excited you to affiliate to your union?
4. Highlight some of the roles your play that support learning environment in schools?
5. What type of activities implemented by your union support learning environment in schools?
6. Describe how your union engages its members in making proposal for policies to support learning environment in schools?
7. How best do you think your teacher union could engage teachers in policy formulation that supports conducive learning in schools?
8. What constraints do you think you encounter with the union you are affiliated to?
9. How best do you think your union could address the constraints faced?

Thank you very