

UNIVERSITY OF ZIMBABWE



FACULTY OF SOCIAL STUDIES

**Conflict Management in Organizations! A case study of the role
of ZIMTA in satisfying the needs of its constituency in Epworth-
Mabvuku Tafara District.**

**A Dissertation
by
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and Social Anthropology**

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DECLARATION

This is to certify that this dissertation entitled, **Conflict Management in Organizations! A case study of the role of ZIMTA in satisfying needs of its constituency in Epworth Mabvuku Tafara District** as a fulfilment of Master of Sociology and Social Anthropology Complies with the University of Zimbabwe Regulations and meet the accepted standards of originality and quality.

Signature.....

Date.....

Supervisor

Signature.....

Date.....

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DEDICATION

This research is dedicated to my two adventurous boys Raphael and Ryan Dzingai. “NO GOAL IS TOO HIGH IF YOU CLIMB WITH CARE AND CONFIDENCE!!”

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LIST OF ABBREVIATIONS

AFT	American Federation of Teachers
ALRN	African Labour Relations Network
COSATU	Congress of South African Trade Unions
ILO	International Labour Organization
NEA	National Education Society
NTA	National Teachers Association
ESAP	Economic Structural Adjustment Programme
NAPTOSA	National Professional Teachers Association of South Africa
NATU	National Teachers Union
NEA	National Education Association
NORATU	Northern Rhodesia African Teachers Union.
POSA	Public Order and Safety Act
PSBC	Public Service Coordinating Bargaining Council
PTUZ	Progressive Teachers Union
RATA	Rhodesia African Teachers Association
SADTU	South African Democratic Teachers Union of South Africa
SAOU	Suid Afrikanesse Onderwysunie
SATOEI	Southern Africa Teachers Organization and Education International
SPSS	Statistical Package for Social Scientists
SRATA	Southern Rhodesia Teachers Association
TUZ	Teachers Union of Zimbabwe
ZNUT	Zambia National Teachers Union
ZIMTA	Zimbabwe Teachers Association
ZITA	Zimbabwe Teachers Association

ABSTRACT

The education sector of Zimbabwe has encountered a number of conflicts. This research explores the issue of conflict management in organizations; specifically looking at the role of ZIMTA in satisfying the needs of its constituency in Epworth-Mabvuku-Tafara district. The study was guided by Karl Marx and Ralph Dahrendorf conflict theories. Both qualitative and quantitative ways of collecting data were used. For key informant interviews purposive sampling technique was used to select the sample and data for the study. For the questionnaires simple random sampling was used when selecting teachers. Qualitative data was analysed thematically using themes whereas quantitative data was analysed using SPSS and presented using the research objectives. It was established that there is conflict between teachers and the government, Teachers feel that the union plays an important role in resolving teacher-government conflicts; it is partly involved in the conflict management activities and is somehow helpful although a relatively similar proportion feel that the union is not helpful at all. The majority of the teachers highlighted that the union has not been successful in satisfying their needs. Political and economic constraints have been seen as the major impediments for ZIMTA to satisfy the needs of its constituency. Therefore the issue of conflict management in the education sector is still a challenge that needs to be addressed.

Keywords: Conflict, conflict management, education sector, teachers, needs.

CHAPTER 1 - INTRODUCTION

1.1 INTRODUCTION

This study focuses on conflict management in Zimbabwe's education sector. It specifically explores the role of Zimbabwe Teachers' Association (ZIMTA) in satisfying the needs of its constituency in Epworth-Mabvuku-Tafara District (EPMAFARA). The study aims to assess whether ZIMTA has been able to manage the conflicts between teachers and their employer, the government. According to Uzhenyu (2015) there has been continuous conflict between teachers and government over poor working conditions before and after independence. Billing & Dixelius (2014) concurred that the education sector in Zimbabwe has been affected by economic forces in the country since 2008.

Conflict as defined by Omisore & Abiodun (2014) is a struggle of values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate the rivals. Conflict manifests itself as disputes, disagreements or diverse points of view between two or more persons or groups (Omisore & Abiodun, 2014). People create conflict as a direct result of the human bonding cycle in which bonds are broken, resulting in loss, disappointment, frustration, pain and even grief (Segal, Smith, & Jaffe, 2009). Conflicts may also lead to non-productive results (Segal et al., 2009). Conflict is usually viewed as a negative phenomenon within organizations and is often sought to be avoided or eliminated (Kohlrieser, 2007). This notion of conflict has resulted from the misconception that conflict is inherently distasteful, destructive and pathological to the attainment of organizational objectives (Lowe, Wheaton, & Taylor, 1983). However, Samantara, (2004) had noted that conflict is not only inevitable but can have both useful and destructive effects depending on how it is managed. The most important conflicts are the ones that when managed well lead to positive results in teams (Kalagbor & Nnokam 2015; Somech et al. 2009; Tittenbrun, 2010; Borg 1992; CAP 2009; Kohlrieser, 2007).

Conflict management is defined by Kohlrieser (2007), as recognizing the potential value of conflict for driving change and innovation. According to Foundation Coalition (2003) managing conflict is the art of knowing when to confront and when to avoid conflict; and understanding the issues around which conflict revolve. This is therefore a means of looking for those win/win solutions which seek to provide consensus on a solution (Omisore & Abiodun, 2014). Conflict management can be defined as the handling of grievances (Borg 1992). Therefore, learning to manage conflict is integral to a team to perform highly (Somech

et al., 2009). Management of conflict can be linked to resolution, self-awareness, communication skills on conflict and coming up with suitable structure of managing the conflict (Segal et al., 2009). It is the principle that all conflicts cannot be necessarily resolved but learning to manage conflicts can decrease the odds of non-productive escalation (Segal et al., 2009).

According to the African Labour Relations Network (2013) it is the duty of trade unions to solve problems faced by teachers. The economic challenges in the country are likely to limit the ability of teachers unions to manage conflict between teachers and their employer. It has been unclear whether these teachers unions are effectively resolving the conflicts between teachers and their employer. Therefore this study aims at an in depth study on Conflict management in the education specifically looking at the role of ZIMTA in satisfying the needs of constituency in EPMAFARA district.

1.2 BACKGROUND

All sectors have unions but the main interest of this study is the teaching community. In Zimbabwe before independence workers organizations were affected by restrictions such as the Industrial conciliation Act of 1934, Master and Servant Ordinance Act of 1901 and the Native Labour Act of 1947 which undermined the rights of black teachers to bargain (Matombo & Sachikonye, 2006). In Zimbabwe there are three recognized teachers unions which are Zimbabwe Teachers Association (ZIMTA), The Progressive Teachers Union of Zimbabwe (PTUZ) and Teachers Union of Zimbabwe (TUZ) (Nyanga & Chifamba, 2012). However, this study has chosen to explore on ZIMTA assessing whether the union has managed to resolve conflict between teachers and their employer in various work related aspects.

According to Billing & Dixelius (2014) ZIMTA was first formed in 1942. At that time it was called Southern Rhodesia Teachers Association (SRATA) and consisted of black teachers. There was also an association for white teachers, National Teachers Association (NTA). In 1964 SRATA changed its name to Rhodesia African Teachers Association (RATA) and changed again to ZITA (Zimbabwe Teachers Association). After Independence in 1981 ZITA and NTA joined to form ZIMTA (Billing & Dixelius, 2014).

To date ZIMTA is an apolitical union for teachers in Zimbabwe with most of its members employed by the government (Maposa, 2013). It is a member of the educational international, a global umbrella organization for teachers' trade unions (Uzhenyu, 2015a). According to the

ALRN (2013) about 91% of African countries have ratified the ILO convention 98 on the right to organize and bargain collectively with trade unions whenever conflict arises. Gabon, Niger, Tanzania, Uganda and Zambia have ratified convention 154 on collective bargaining. ALRN (2013) alluded that the constitution of Namibia recognized collective agreements to non-parties, he further stated that across Africa, Workers unions have made it possible for workers to enjoy better and improved working conditions in Cameroon, Ghana and South Africa (ALRN, 2013).

Trade unions represent the interests of their members not only in the workplace related conflicts but equally in the broader society (Gindin & Finger, 2013). By forming or joining unions workers hope to equalize the power relations at the workplace and hope to better secure their interests. As noticed by ALRN (2013) Worker representation could take several forms, for instance in wage negotiations, conditions of work as well as representation at disciplinary hearing.

1.3 PROBLEM STATEMENT

Currently the issue of salary negotiations in Zimbabwe has not raised teachers' salaries to above the poverty Datum Line. According to a research done by Uzhenyu (2015), countless negotiations have been done by teachers unions in Zimbabwe but teachers still earn below the poverty datum line, pay dates have been changing overnight, hours of work have been made longer, Teacher incentives have been banned as well as frequent and unrealistic audit of teachers This year the new curriculum has been introduced and the removal vacation leave days in 2016. These measures are affecting teachers of Zimbabwe and have led to a conflictual relationship between teachers and the government. The public service Act chapter 16.04 passed in 1995 postulates that the public service commission (the employer) must engage in regular consultations with the unions with regard to remuneration, conditions of service, benefits, hours of work and discipline (Uzhenyu, 2015a). The Apex council has often tried do collective job action or labour unrest in trying to force government to grant their demands; however, this has led to poor labour relations between the two parties and teachers' needs are still not fully satisfied. This study therefore seeks to investigate the issue of conflict management in organizations focusing on the role of ZIMTA in satisfying the needs of its constituency in EPMAFARA district.

1.4 OBJECTIVES

- i. To establish the sources of conflict between teachers and the government.
- ii. To establish the role of ZIMTA in resolving disputes between teachers and the government in the constituency.
- iii. To identify the extent to which ZIMTA has resolved the conflicts.

1.5 GENERAL RESEARCH QUESTIONS

- i. What are the sources of conflict between teachers and the government?
- ii. What is the role of ZIMTA in Zimbabwe?
- iii. How is ZIMTA assisting in dispute resolution between teachers and the government in Zimbabwe
- iv. What are the difficulties being faced by ZIMTA when trying to satisfy the needs of teachers in the constituency?
- v. To what extent is ZIMTA solving the conflicts in Zimbabwe?

1.6 RESEARCH HYPOTHESES

- i. H_0 : There is conflict between teachers and the government.
 H_1 : There is no conflict between teachers and the government
- ii. H_0 : ZIMTA plays a significant role in resolving disputes between teachers and the government
 H_1 : ZIMTA does not play a significant role in resolving disputes between teachers and the government
- iii. H_0 : ZIMTA has managed to resolve conflicts between teachers and the government.
 H_1 : ZIMTA has not managed to resolve conflicts between teachers and the government.

1.7 JUSTIFICATION OF THE STUDY

The study is meant to raise awareness to teachers on the significance of ZIMTA in satisfying teacher's. The research will attempt to add onto existing knowledge by taking another dimension of searching on the issue of conflict management in the education sector. A lot of existing research in the public sector is on collective bargaining, for instance Uzhenyu (2015b) studied collective bargaining in the public sector of Zimbabwe, how it creates conflicts. Nyanga & Chifamba (2012) studied the benefits and challenges of collective bargaining in Zimbabwe. Billing & Dixelius (2014) studied Zimbabwean teacher's

remuneration and how they create conflict. while Budeli (2012) studied trade unionism and politics in Southern Africa. Some studies on conflict management in the education sector focused on different aspects. Okotoni & Okotoni (2003) studied conflict management in Secondary schools in Osun State, Nigeria. Samantara (2004) studied Conflict management strategies and organizational effectiveness. Lovenheim (2009a) studied the effects of teachers unions on education production. Nevertheless, this research will try to add onto existing knowledge by taking another dimension of searching on the issue of conflict management in the education sector focusing on the role of ZIMTA in satisfying the needs of its constituency in Epworth Mabvuku Tafara District.

1.8 OVERALL STUDY ORGANIZATION

The research comprises of six chapters. Chapter 1 has introduced the research topic; an overview of the background of the study has been done as well as the research objectives, questions and hypotheses. Chapter 1 concludes by justification of the research then the overall research Organization. Chapter 2 is the literature review of relevant issues in conflict, conflict management and teachers unions. The literature review is of primary importance since it allowed the researcher to identify gaps that exist in literature of conflict management in organizations as well as trade unionism. Chapter 3 focuses on the theoretical frameworks. The study will be guided by conflict theory from both Karl Marx and Ralph Dahrendorf. Chapter 4 encompasses the methodology used in the study, the research design, sampling and selection of research participants, selected data collection tools in this case questionnaires and key informant interviews, the chapter also introduced the data analysis methods, thus statistical Package for Social Sciences (SPSS) and the thematic approach. In chapter 5 the findings of the study will be presented in form of graphs, pie charts and tables for quantitative data and thematically for qualitative data. The presented results will be discussed in chapter 6 with the aid of literature review and the two theoretical frameworks. The conclusions of the study will be at the end of chapter 6.

1.9 CHAPTER SUMMARY

The chapter introduced the study by an introduction and background of the study. The problem statement identified the envisaged research gap. The chapter went on to outline the research objectives, research questions and research hypotheses which guided the whole research. The justification of the research followed which highlighted relevant studies and highlighted that this study takes another dimension by studying conflict management in the education sector specifically focusing on the role of ZIMTA in satisfying the needs of its

constituency in EPMAFARA District. Lastly the chapter looked at the overall study organization.

CHAPTER 2 – LITERATURE REVIEW

2.1 INTRODUCTION

This chapter analyses the issue of conflict and conflict management in various organizations. It provides enough background for the study. It provides a deeper understanding on the various concepts of conflict and the various sources of conflicts in organizations. The chapter explores various ways on how conflict can be managed and whether they were successful or not in various organizations. It also explains the reasons why conflict should be managed. This chapter also looks at the expected role of unions as well as the issue of job satisfaction. Collective bargaining in the public sector is discussed, what it is how it is done and how it assists in conflict management. The chapter also goes further to explore perspectives on local teachers unions, regional unions as well as international ones. A chapter summary then comes at the end.

2.2 WHAT IS CONFLICT

The term conflict has been defined differently by different scholars depending on how it is used and the context as well. Conflict can be linked to antagonisms, opposition, disagreement and discord as well (Okotoni & Okotoni, 2003). It can be simply defined as being in opposition or disagreement (Okotoni & Okotoni, 2003). Conflict is an interactive process which is shown by differences in goals, disability or difference within or between social entities such as individuals, groups and organizations (Omisore & Abiodun, 2014). Dahrendorf (1959) referred conflict to tension within the organizational system. This tension may be in form differences in goals among departments, staff members or employees to complications of the communication network and even to the organizational structure itself (Thompson, 1995).

Okotoni & Okotoni, (2003) defined conflict as any differences in objectives, interest or priorities among individuals, organizations or groups. However, sometimes these differences can grow to enormous proportions where they become detrimental to the involved parties and organization (Akkerman & Torenvlied, 2009). Conflict is the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated by another party (Lowe et al., 1983). To some, conflict is synonymous with violence but to Dick

& Thondhlana (2013) Conflict is not necessarily synonymous with violence and it occurs predictably between people over differences in ideas, values, positions and perspectives (Dick & Thondhlana, 2013). Conflicts can occur with anyone over anything (Okotoni & Okotoni, 2003). It is not part of human nature to be violent and that violence is a learned response to conflict and if violence can be learned other responses are possible and can be learned as well (UNICEF, 2011).

As noted by Ceplair (2008) conflict is the behaviour of an individual, a group or an organization which impedes or restricts at least temporarily another party from attaining its desired goals. Omisore & Abiodun (2014) further state that although conflict may distract the attainment of some goals. The results of conflict may be beneficial if they produce new information which then enhances the decision making (Omisore & Abiodun, 2014).

2.3 TYPES OF CONFLICT

Okotoni & Okotoni (2003) identified several types of conflicts which include intra-personal, intra-group, inter-personal, inter-groups and so on. They further state that organizational conflicts can take the following forms: horizontal conflict, vertical conflict and role confusion conflict (Okotoni & Okotoni, 2003).

Okon, Asu, Patrick, & Antigha (2012) concurred that intra role conflict results when various members in a role set simultaneously and legitimately make differing demands on a single role. They posit that if the complexity and specialization is great, the degree of interdependence and need for role conformity will also be great (Okon et al., 2012). Inter role conflict is simultaneous occurrence of two or more sets of pressures such that compliance with one would make more difficult compliance with the other (Okon et al., 2012). This type of conflict typically occurs when one individual holds several different roles to make competing demands (Jega, 1996).

According to Akkerman & Torenvlied (2009) interdepartmental conflict occurs when members of the same formal unit cannot agree on an important issue. They further perceive unfair distribution and unfair deadlines as major sources of this type of conflict (Akkerman & Torenvlied, 2009). Interpersonal conflict is caused by severe personality differences. Interpersonal conflict can emanate from the personal motives of those involved (Somech et al., 2009). Conflict between individuals is perceived by Okon et al. (2012) as developing when two members in a group, normally good friends normally find themselves seeking promotion to a single job. Group conflict can occur when an individual resists the influence

of a group to conform to certain practices. The lack of acceptance leads to conflict and deviant behaviour (Gneezy, Meier, & Rey-biel, 2011).

2.4 SOURCES OF CONFLICT IN ORGANIZATIONS

As suggested by Okotoni & Okotoni (2003) sources of conflict can be classified into three namely competition for scarce resources, drives for autonomy and goals divergence as a result of differences in opinion. According to Okon et al. (2012) four factors are known to contribute to conflicts. They are work interdependence, differences in goals, differences in perceptions and increased demand for specialists (Okotoni & Okotoni, 2003).

Omisore & Abiodun (2014) mentioned several sources of conflict which include goal incompatibility whereby the goals of the organisation differ from those of the employee, unavailability of resources, performance expectations and organizational structures. Goal incompatibility occurs when there is lack of agreement concerning the direction of evaluating task accomplishment (Tin, Hean, & Leng, 1996). This source of conflict is said to be the most frequent in an organization. Further to that, Güçlü et al. (2014) recognized that conflict within an organization can be caused by competition for limited resources. They asserted that another source of conflict is activity or performance of one person in a group that affects the subsequent performance of other members. In many organizations, the structure or role is a potential source of conflict (Güçlü et al., 2014).

Provision and sharing of scarce resources is a common cause of conflict in schools. Schools have limited resources such as books and stationery that must be shared equitably among teachers and learners of which some might get less than what they desire (Fryer, 2011). In many schools teachers are obliged to share the scarce resources and the scarcer the resources are, the greater is the potential for conflict (Vegas & Umansky, 2005).

Okotoni & Okotoni (2003) in their study of conflict management in Nigerian schools stated that teachers work in highly de-motivating conditions due to poor pay by the government. Such a scenario is quite evident in Zimbabwe where since 2008 teachers have been confronted with dire situations in terms of conditions of service. Some schools face a lot of difficulties in providing the necessary facilities and even teaching materials.

According to Omisore & Abiodun (2014) personal factors also lead to conflict, these personal factors relate to differences between organizational members. The most common personal factors associated with personal conflict are the level of skills and abilities, different

personalities, poor communication, favouritism at work and feeling insecure at work by leadership (Okotoni & Okotoni, 2003). According to Somech et al. (2009) teachers as human beings have different personalities which result in them doing things differently. These diverse personalities can create the potential for conflict (Somech et al., 2009). Samantara (2004) had already admitted that different personalities are a reality in any group setting, including the school workplace as there always seems to be one co-worker who is difficult to get along with (Samantara, 2004).

Conflicts have both positive and negative effects on an organization depending on the management and its final outcome (Gneezy et al., 2011). Effectively managed conflicts can help identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall operation (Kohlrieser, 2007).

2.5 WHAT IS CONFLICT MANAGEMENT

Conflict management is the handling of grievances (Borg, 1992). Conflict management is the principle that all conflicts cannot be necessarily resolved but learning how to manage conflicts can decrease the odds of non-productive escalation (Somech et al., 2009). Conflict management involves acquiring skills related to conflict resolution, self-awareness and about conflict modes, conflict communication skills and establishing a structure for management of conflict (Dick & Thondhlana, 2013).

Samantara (2004) identified five possible modes of resolving conflicts which are withdrawing, smoothing, compromise, forcing and confrontation or problem solving. He further suggested that individuals and organizations placing greater emphasis on confrontation and problem solving modes would have effective inter personal relations (Samantara, 2004).

In an empirical investigation, Samantara (2004) examined the use of confrontation, forcing and smoothing in six organizations. As observed, confrontation was used to a significantly greater extent in two highest performing organizations than in other four organizations. Similarly managers in the fairly performing organizations were using confrontation to a significantly greater extent than were those in the low performing organizations. The study findings therefore showed that organizational effectiveness seemed to be clearly related to the extent that its members utilized confrontation or problem solving behaviours in resolving conflicts (Samantara, 2004).

In an Indian context, Sharma & Samantara (1994) cited in (Samantera, 2004) examined the relative efficacy of conflict management strategies in terms of their impact on various dimensions or organizational effectiveness. They examined the impact of conflict management to productivity, adaptability and flexibility. The results of their investigation showed that confrontation or problem solving was associated with organizational effectiveness and it was followed by smoothing behaviour. The compromising and withdrawing modes were also positively related to effectiveness but their effects seemed to be relatively insignificant. It was also noted that forcing mode of resolving conflicts emerged as the ineffective one (Samantera , 2004).

Lorsch (1967) cited in (Samantera, 2004) examined data at the organizational level and reported that forcing was better than confrontation. However, Burke (1969) relied on data obtained at individual level and found that forcing mode of resolving conflicts was very unsatisfactory from an individual standpoint and might have serious dysfunctional results (Samantera, 2004). Rather his data suggested that smoothing was an effective back up mode to confrontation whereas forcing was not.

Conflict resolution involves the reduction, elimination or termination of all form and types of conflicts (Kalagbor & Nnokam, 2015). Conflict resolution tends to use terms like negotiation, bargaining, mediation or arbitration whereas conflict management is a method incorporated to facilitate a positive or at least an agreeable outcome (Kohlrieser, 2007). Therefore, when conflict arises, they must be managed with a view to resolving them using either of these strategies: integrating, compromising, avoiding and dominating (Kalagbor & Nnokam, 2015).

2.6 THE DUAL CONCERN MODEL OF CONFLICT MANAGEMENT

According Somech et al. (2009) most studies on conflict management at the individual level have adopted the dual concern model which was originally proposed by Blake and Mouton (1964) and later adopted with some modifications by several scholars among them Pruitt and Rubbin (1986), Rahim (1983) and Thomas (1976).

The basic premise of the dual concern model is that the mode an individual employs in managing conflicts derives from two underlying motives which are concern for the self and concern for the other party (Omisore & Abiodum, 2014). The first dimension explains the degree (high or low) to which an individual seeks to satisfy the concerns of others (Borg, 1992). Combining these two dimensions yields five specific styles of handling interpersonal

conflicts which are Integrating, obliging, dominating, avoiding and compromising (Omisore & Abiodun, 2014).

2.6.1 Integrating Strategy

This involves gathering and organizing information. Both parties involved in conflict pull their information together, put their differences on the table and examine them along with any data that might contribute to a resolution (Kalagbor & Nnokam, 2015). This leads to the development of alternative solution which addresses all parts of the conflict other than initial solutions of the parties. According to (Samantara, 2004) this strategy encourages creative thinking and welcomes diverse perspectives. However, both parties must be willing to contribute time, energy and resources to finding and implementing a solution.

2.6.2 Dominating Strategy

This advocates the establishment of a superordinate-subordinate relationship(Kalagbor & Nnokam, 2015). Iwowari (2007) cited in Kalagbor & Nnokam (2015)posits that dominating strategy does not allow input from the subordinate. The superior resolves conflict by dictating what the subordinates will do. The subordinates usually will abide by superiors decisions whether or not the subordinate agrees with it.

2.6.3 Compromising Strategy

According to Kalagbor & Nnokam (2015) this is a middle of the road strategy that gets everyone talking about issues and moves one closer to each other and to a resolution. In compromise each person has something to give and something to take. Compromise strategy is more appropriate or effective when issues are complex and parties in conflict are looking for middle ground and willing to exchange concessions. Hence, negotiation and bargaining are complementary skills. Davis and Lewis (1971) asserted that the extent to which compromising strategy needs to be utilised is somewhat dependant on the amount of agreement that exist between the groups on basic values and goals (Kalagbor & Nnokam, 2015).

2.6.4 Conflict Avoidance

According to Lowe et al. (1983) this is a way of not addressing the conflict or a tactical way of postponing the conflict for a better time, if at all such time will come. It can be noted that in this situation both parties be assertive and uncooperative (Lowe et al., 1983). There is no intention to pursue ones needs or the needs of the other. Tjosvold (1989) took a different theoretical approach in his extensive research. His ideas were advanced by Deutsch (1973)

who postulated that the way in which individuals perceive their goals in relation to those of their counterparts govern their attitudes and interactions in conflict situations (Omisore & Abiodun, 2014).

2.7 TJOSVOLD'S (1989) STRATEGIES OF CONFLICT MANAGEMENT

Tjosvold's (1989) approach suggested two strategies of conflict management which are cooperation and competition (Somech et al., 2009).

2.7.1 The Cooperative Style

The cooperative style involves a high level of concern for the self as well as for the other party (Okotoni & Okotoni, 2003). This style has also been described as a problem solving, collaborative, integrating, solution oriented, win-win or positive sum style (Somech et al., 2009). The cooperative style inspires members in a group to observe, get knowledge and some logical arguments and therefore discover other options (Okotoni & Okotoni, 2003).

2.7.2 The Competitive Style

The competitive style is different from the cooperative style (Okotoni & Okotoni, 2003). It involves a high level of concern for the self but a lower level of concern for the other party. It is also known as a competing, controlling, contending, win-lose or zero-sum style (Samantara, 2004). This style is persuasive in nature since it persuades members in a group to resolve differences of opinion (Somech et al., 2009).

2.8 OTHER STUDIES IN LINE WITH TJOSVOLD'S IDEA OF CONFLICT MANAGEMENT

Somech et al. (2009) indicated studies that have extended the cooperative-competitive conflict management typology to organizational settings. These include studies done by Kuhn and Poole, (2000), Tjosvold, (1999); Tjosvold et al. (2005); Morishona and Belsham (1999). Their studies have demonstrated that conflict dynamics and team outcomes are greatly affected by whether team members emphasize a cooperative or a competitive management approach (Somech et al., 2009). They went further to point out Deutsch's (1973;1980) theory of cooperation and competition which states that a group may choose to emphasize their common goals and view conflict as a joint problem that needs common consideration and solution (Somech et al., 2009).

The cooperative approach with its emphasis on knowledge, logical argument and explanation, encourages members to examine diverse knowledge bases and explore alternatives (Kalagbor

& Nnokam 2015). In contrast, Somech et al. (2009) stated that the competitive approach persuades team members to resolve differences of opinion by “I-win-you-lose” dominance games or makes some participants reluctant to stand up for their opinions (Somech et al., 2009).

All in all, the empirical literature on the cooperation and competition mode indicates that a more cooperative conflict management style is likely to produce positive outcomes (Omisore & Abiodun, 2014). Somech et al. (2009) studied conflict in a new product development and found out that cooperation was the effective approach to conflict resolution whereas competition was ineffective. All the above strategies for dealing with conflict have been proposed by various authors. In spite of this, few systematic studies have been made to examine the current conflict management in the education sector of Zimbabwe. This study intends to explore significant research issues in the Zimbabwean education sector with a special emphasis and how conflict is managed and thus fill to the extent possible a vacuum in the existing knowledge

2.9 MANAGING CONFLICT BY INVOLVING A THIRD PARTY

As propounded by Uzhenyu, (2015) the employer and employees may not resolve a dispute on their own with regard to issues of negotiation or collective bargaining, a third party may be called upon to help determine the appropriate action to be done. Borg (1992) stated that third parties are people outside the conflicting parties who are called in or who offer to harmonise the tense relationship of the negotiating parties. They come in as arbitrators or mediators or process consultants whose main task is to see the conflicting parties back on the negotiating table (Uzhenyu, 2015a) .

2.9.1 Third party formal interventions Strategies

2.9.1.1 Conciliation

This is a third party intervention strategy that helps conflicting parties to identify the causes of their differences, the parties in conflict are left to agree on a resolution to the dispute (Uzhenyu, 2015a). Conciliation encourages the two parties in conflict to establish alternative solutions in order to agree (Omisore & Abiodun, 2014). The responsibility of reaching a solution remains between the two conflicting parties, If this strategy is used in this case, both the government of Zimbabwe and the teachers will have to identify their differences and the establish another solution in order to agree.

2.9.1.2 Mediation

This is a third party involvement whereby the third party is just a facilitator (Borg, 1992). He or she must be neutral or impartial, thus someone who is not aligned to any of the two conflicting parties acceptable (Dick & Thondhlana, 2013). He or she must be credible, experienced with much knowledge in the particular field and potentially helpful (Borg, 1992). The mediator usually does not have power in the final say but rather motivates the two parties to agree (Dick & Thondhlana, 2013).

2.9.1.3 Arbitration

It's a third party dispute settlement method whereby one or two impartial persons determines the issue on which the parties are unable to agree (Uzhenyu, 2015a). Unlike the other forms of dispute settlement the arbitrator is given the power of the final determination. Arbitration can be voluntary whereby both parties agree and can also be forced, whereby courts are used to stop conflict (Akkerman & Torenvlied, 2009).

2.10 WHY MANAGE CONFLICT

According to Okotoni & Okotoni (2003) conflicts should not be totally be seen as evil but rather as a challenge to effect change. An organization should not run away from conflicts because they are part of human existence as no one or organization is an island to himself or itself (Borg, 1992). A good approach to its management is highly essential for peace and progress (Okotoni & Okotoni, 2003).

Conflict might escalate and lead to non-productive results or conflict might escalate and lead to quality final products. Therefore, learning to manage conflict is of primary importance in organizations (Okon et al., 2012). Conflict results because of miscommunication between people with regard to their needs, ideas, beliefs, goals or values (Jega, 1996).

Strunk & Grissom (2010) alluded that conflict is usually viewed as a negative phenomenon within organizations and is often sought to be avoided or eliminated. This notion of conflict has essentially resulted from the misconception that conflict is inherently distasteful, destructive and pathological to the attainment of organizational objectives (Samantara, 2004). The modern organizational theorists have come to realize that conflict is not only inevitable but can have useful or destructive effects depending on its management. As propounded by Kohlrieser (2007) conflict may affect the accomplishment of organizational goals due to their attending stress, hostilities and other undesirable factors when poorly managed. The issue of

conflict management then becomes paramount for goal accomplishment (Okotoni & Okotoni, 2003).

2.11 EXPECTED ROLES OF UNIONS

According to Nyanga & Chifamba (2012) Public Service Associations in Zimbabwe became later transformed into unions, Thus teachers have their specific unions, Zimbabwean teachers can join any of the following teachers unions: the Zimbabwe Teachers Association (ZIMTA), Progressive Teachers Association (PTUZ) and Teachers Union of Zimbabwe (TUZ). These unions have their expected roles which are as follows;

According to ALRN (2013) trade unions are intentionally interested in pursuing policies and programmes that contribute to the improvements in the living conditions of their members. Unions try to achieve this goal through the provision of services including representation, defence of workers' rights, training and education and solidarity among others (Chiripanhura & Makwavarara, 2000).

As propounded by Strunk & Grissom (2010) unions also represent the interests of workers on national boards and committees such as the board of Social Security fund, mutual health insurance as well as the economic and Social Council among others. Budeli (2012) stated that unions also represent workers in the negotiating for collective agreements. Unions also represent workers on health and safety committees as well as disciplinary committees among others (Wright, 2011).

Unions are there to defend workers interests (Jega, 1996). They pursue this goal through various strategies, participation in social dialogue processes, making proposals for the revision of legal regimes, organizing protests and demonstrations, petitions and strikes (Webster, 2007). By doing all this unions put pressure on employees including government to change either policies or actions that are harmful to workers (Lowe et al., 1983).

Pollack (2011) pointed out that trade unions aim to provide education and training programmes to their members with the goal of building capacities to their members. The education could be in form of workshops or seminars. After such workshops the activists are now equipped with knowledge of trade unions and are empowered to fight for their rights (Matombo & Sachikonye, 2006).

As stated by Hoxby (1996) trade unionism can also offer advisory services to their members, for instance, in personal career development and the pursuit of labour disputes. Unions also

provide Lawyers to assist members in dispute and pay the legal fees (Bender & Weinstock, 1977). Trade unions also offer financial credit for workers. They provide these benefits in line with the subscriptions of members. Teachers unions and other unions in the public sector do not use banks, the unions act as intermediaries for the acquisition of bank credits and they act as collateral, thus, the workers get the loans at low interest rates (Anugwom, 2002).

According to ALRN (2013) unions provide other benefits like the building of residential houses as well as purchasing of land. Some unions have also established Mutual Benefit Societies of Solidarity (Nyanga & Chifamba, 2012). These societies are funded by the contributions brought by members; they may also support in funerals and education of members children (Budeli, 2012).

Unions offer assistance and advisory services, representation and mediation services (Chiripanhura & Makwavarara, 2000). Most unions intervene on behalf of their members who might be having issues at their workplace (Uzhenyu, 2015b).

In general unions are formed on the basis of concern for workers needs to be met. However, for one to enjoy the benefits of these unions he or she has to become a member and pay subscriptions consistently

2.12 JOB SATISFACTION

Tin et al. (1996) did a research on what motivates teachers, they found out that teachers are motivated when they are involved in the formulation of goals, given autonomy, provided with good working conditions and be valued as professionals. Incentives attract and retain teachers in their work (Tin et al., 1996). Incentives can be direct financial remuneration, special allowances as well as free subsidized houses (Loeb, 2013). Increase in remuneration motivates teachers. Teachers are satisfied with their work if there are good working conditions, adequate teaching and learning materials, easy access in finding descent housing or affordable transport (Imberman & Lovenheim, 2012). In Latin America, Vegas and Unmasky (2005) found that both the teacher, wage levels and structure generate various incentives and disincentives, high wages attract more and better qualified teachers in the profession (Vegas & Umansky, 2005). People are more likely to enter teaching if they believe they will be treated with respect and that their personal career needs will be met (Billing & Dixelius, 2014).

There various motivation theories which can help in identification of needs and how needs can be satisfied. For instance Maslow's hierarchy of needs, Hertzberg's two factor theory as well as the equity theory (Billing & Dixelius, 2014). Maslow's hierarchy of needs classifies human needs into five, thus physiological needs, safety and security needs, social needs, esteem needs of status and prestige then self-actualization needs (Tin et al., 1996). Hertzberg's two factor theory also explores on human needs. There are two unconnected dimensions with job satisfaction. There are lower order needs which are hygiene factors and higher order needs which are motivators (Billing & Dixelius, 2014). According to Hertzberg's two factor theory economic rewards only bring short term motivation, he suggested that long term motivation is stimulated by motivation factors (Tin et al., 1996). The equity theory states that people compare their rewards such as salary or acknowledgements with others. If they feel there is no equity the person the person might want to seek equity by comparing with others (Billing & Dixelius, 2014).

2.13 COLLECTIVE BARGAINING IN THE PUBLIC SECTOR

Nyanga & Chifamba (2012) defined collective bargaining as a process of negotiating the terms of employment between the employer and a group of workers. The terms of employment include terms such as working conditions, workplace rules, salary, retirement benefits and healthcare benefits. They further explained it as a process that allows workers and employers to reach voluntary agreement on a wide range of topics. This view is however contrary to Johnston, (1997) cited in Nyanga & Chifamba (2012) who argued that collective bargaining agreement is not purely voluntary. The collective bargaining process may involve antagonistic labour strikes or employee lock outs if the two sides are having trouble reaching an agreement (Uzhenyu, 2015a). Collective bargaining is defined by ILO Convention 54 as a voluntary process of reconciling the conflicting interests and aspirations of management and labour through joint regulation of terms and conditions of employment (Uzhenyu, 2015b).

Strunk & Grissom, (2010) define collective bargaining as a process of negotiation between management and union representatives for the purpose of arriving at mutually acceptable wages and working conditions of employees. It is also defined Nyanga & Chifamba (2012) as a voluntary process for reconciling the conflicting interests and aspirations of management and labour through joint regulation of terms and conditions of employment. It is the process in terms of which employers and employees collectively seek to reconcile their conflicting goals through a process of mutual accommodation (Strunk & Grissom, 2010).

2.14 HOW COLLECTIVE BARGAINING ASSISTS IN CONFLICT MANAGEMENT

A research was done by Nyanga & Chifamba (2012) on the problems and challenges of collective bargaining in the public sector of Zimbabwe. Their study discovered that the challenges of collective bargaining in Zimbabwe's public sector are poor communication, bargaining in bad faith, inequality of bargaining power, economic instability, political interference and corruption. They discovered that negotiations appear to be highly split with diverse bargaining entities hence the process brings conflict (Nyanga & Chifamba, 2012).

Donald & Dennis (1982) pointed out that collective bargaining has a great potential for minimizing conflict and redressing confrontational attitudes inherently associated with industrial peace and ultimately economic growth. As noted by Akkerman & Torenvlied (2009) collective bargaining on its own can serve as a mechanism for labour dispute resolution by setting out procedures for resolution of labour disputes in collective labour disputes in collective bargaining agreements. One of the virtues of collective bargaining is that disputes are solved at source (Strunk & Grissom, 2010).

However, most governments give their employees' rights to form unions yet prohibit them from engaging in collective bargaining over rights or benefits such as pay, personnel rights, and health insurance or pension contributions as well as preventing them from going on strike against the government (Nyanga & Chifamba, 2012). Public employee unions are usually prohibited from bargaining collectively with respect to pay or other benefits. According to Uzhenyu (2015a) the Public service Act chapter 16.4 does not give public service employees an outright to bargain, it only gives them the right to consult. Real determination is being done by the employer represented by the Civil service commission. The act was passed in 1995 and it states that the commission which is the employer representative of the government shall be engaged in regular talks with the recognized associations in regard to the conditions of service for its members who are represented by the various associations (Uzhenyu, 2015b). As stated by Nyanga & Chifamba (2012) employer organizations and trade unions agree about the need to rationalize collective bargaining but do not agree on how this should be done and conflict continues.

According to Pollack (2011) inadequate communication and attitudes are the most common impediments to collective bargaining. Nyanga & Chifamba (2012) concur by stating that inadequate communication skill is the inability to send and receive messages clearly and

effectively leading to misunderstandings. This may stem from the inability to send and receive messages clearly and effectively thereby leading to conflicts.

2.15 ZIMBABWEAN PERSPECTIVE ON TEACHERS UNIONS

In Zimbabwe there are three main teachers unions which are Zimbabwe Teachers Association (ZIMTA), The Progressive Teachers Union of Zimbabwe (PTUZ) and Teachers Union of Zimbabwe (TUZ).

Billing & Dixelius (2014) did their study in Zimbabwe on perceptions of being a teacher in Zimbabwe teachers and went further to assess how unions affect teacher motivation in Zimbabwe. Their study concluded that salaries and incentives are key factors to avoid teacher dissatisfaction. They also suggested that teachers need resources to do the job perfectly. The respondents in his research were both members of teachers unions and non- members who both showed dissatisfaction with their job (Billing & Dixelius, 2014).

Uzhenyu (2015a) also did a study on collective bargaining in the public sector of Zimbabwe. He found out that teachers in Zimbabwe are dissatisfied by poor remuneration, lack of learning material at schools and troubles finding decent housing or affordable transport to and from work. Another essential factor which he proposed to cause conflict between teachers and their employer is increased workload due to large classes as well as shortage of trained teachers. In his study he found out that the civil servants through their representatives, unions and the Apex council have often resorted to collective job action on labour unrest in order to force the government to meet the demands. The civil servants were consulted through the Apex council and were not involved in the final decision. He had to conclude that the fluid nature of the employer in government complicated any arrangement aimed at meaningful collective bargaining in the public sector of Zimbabwe (Uzhenyu, 2015a).

According to Chitambara (2011) cited in (ALRN, 2013) ZIMTA also provides short term loans to their members to enable them to meet emergency expenses such as school fees for members' children. The loans that are provided to members do not have interests. This allows members to meet emergency crisis without paying high interest rate. ZIMTA also provided the HIV/AIDS workplace education which provided an opportunity for the union to provide new members (ALRN, 2013)

The adoption of a market led development strategy in the form of Economic Structural Adjustment Programme (ESAP) in 1991 led to deregulation of the economy, trade

liberalization as well as cuts in social expenditure especially in education and health (Billing & Dixelius, 2014). During this period a lot of people were retrenched and a lot more began formal employment (ALRN 2013). The economic and political crisis which began in 1997 and 2008 led to challenges for the labour market. Around 1997 the economy became unstable, many investors left the country. There was shortage in foreign currency and an increase in the informal sector (Billing & Dixelius, 2014). In February 2009 the inflation level rose very high and the government then adopted dollarization of the economy and hyperinflation was eliminated (Chiripanhura & Makwavarara, 2000).

With all this most unions including ZIMTA had to start from scratch in terms of mobilizing savings and investments. There was also membership loss which compromised ZIMTAs ability to offer services and benefits to its members (Matombo & Sachikonye, 2006). Therefore, according to ALRN (2013) financial paralysis has affected the benefits and services of teachers unions in Zimbabwe since the benefits and services are financed through member's subscriptions.

2.16 REGIONAL PERSPECTIVE ON TEACHERS UNIONS

2.16.1 The case of Zambia

According to the ALRN (2013) Zambia National Teachers Union (ZNUT) is one of the oldest unions in Zambia. It was founded in 1959 as Northern Rhodesia African Teachers Union (NORATU). In 1964 it later changed its name to ZNUT. When it was formed it was the only union that represented teachers in Zambia. There was a legislative requirement that compelled all teachers to be part of the union. With ZNUT enjoyed the monopoly of being the only collective bargaining agent for all teachers in the country (ALRN, 2013).

The general policy of ZNUT was to support and work with the present government to contribute to the educational policies being made. Some unions are affiliated to international bodies; hence, ZNUT is affiliated to Southern Africa Teachers Organization and Education International (SATOEI) (ALRN, 2013).

ZNUT has been committed to effectively represent their member, however, the emergence of neoliberal policies adopted by the consequent government has greatly affected the framework for collective bargaining (Russell, 2011). In Zambia during the colonial era unions were determined to fight for fairness and equality of treatment between the indigenous African workers and the Europeans. Therefore, collective bargaining was mainly towards the promotion of equality of treatment and better working conditions (Webster, 2007).

ZNUT enjoys the benefits of collective bargaining, thus, the union has been able to bargain for better wages and introduction of new allowances such as retention allowance, rural hardship allowance and extra duty allowance. The union also succeeded in bargaining for the contributory medical scheme in 2003 (ALRN, 2013).

However there was outcry in 2006 caused by the fact that the government awarded the same salary and wage increment to non-members of the union. The union members felt that benefits to non-union members weakens the strength and bargaining power of trade unions (Webster, 2007). Apart from collective bargaining ZNUT provides for workers education programmes (Russell, 2011).

ZNUT has remained the largest public service union in Zambia despite the formation of two other unions, BETUZ and SETUZ. By 1993 ZNUT was threatened with collapse due to loss of membership base and low income from subscriptions (ALRN, 2013). In a bid to regain membership ZNUT introduced loan schemes to members, legal support T-shirts and Chitenge (cloth wrap) materials for its members. The main loan scheme was with Bayport Financial Services which provided easy accessible loans to ZNUT members (ALRN, 2013).

However, according to Nyirenda (2003) cited in ALRN (2013) the loans given to ZNUT members were expensive and the interest rates were too high, thus there was dissatisfaction among members.

2.16.2 The case of South Africa

A study was done by Budeli (2012) on trade unionism and politics in South Africa. It showed that trade unions are not only social and economic but also political. They always strive to influence politics or government in favour of labour and promote interests of society. He found out that there has been a close relationship between trade unionism and politics in Africa since the colonial era in the struggle for independence or apartheid in South Africa.

Budeli (2012) further described South Africa's teaching profession as highly unionized; South Africa Democratic Teachers Union (SADTU) is the largest teachers union in South Africa. SADTU is affiliated to the Congress of South African Trade Unions (COSATU). Most public sector unions throughout the world are known to be political organizations and SADTU is one of them (ALRN, 2013).

In South Africa there are four main Teachers unions which are; the South African Democratic Teachers Union (SADTU), the National Professional Teachers Association of

South Africa (NAPTOSA), The Suid Afrikaanse Onderwysunie (SAOU) and the National Teachers Union (NATU) (Walt, 1988). Chisholm (2003) in (ALRN, 2013) argues that SADTU is not only the most powerful union but is also closest to the government. Born in the years of anti-Apartheid struggle, the union defined itself in opposition to the racially based professional associations. SADTU routinely organizes strikes and protests, marches to “demand” salary increases and related benefits (ALRN, 2013).

Neoliberal globalization has heightened the flexible forms of employment in South Africa. This has led to the decline in formal employment, thus unions in the country are facing challenges in organising workers (ALRN, 2013). All public workers in South Africa are covered by a Public Service Coordinating Bargaining Council (PSCBC). SADTU provides basic services for its members, for instance, it handles personal grievances, and helps solve unfair dismissal issues, wage negotiations, career development services. The union also tries to deal with issues of transformation, thus Black Economic Empowerment whereby it stands to empower the marginalized blacks in the country. SADTU also has systems in place to monitor and evaluate the quality of services delivered to its members. Both members and non-members benefit from collective agreements achieved by trade unions (Budeli, 2012).

2.17 INTERNATIONAL PERSPECTIVE ON TEACHERS UNIONS

2.17.1 The Case of United States of America

Hoxby (1996) propounded that teacher unions are a sizeable force in the public sector of the United States of America. In the first decade of the 21st century, the National Education Association (NEA) and American Federation of Teachers (AFT) accounted for about three quarters of about 5.5 million teachers employed in the US elementary and secondary education (Lovenheim, 2009a). These two organisations operate at multiple levels of educational governance such as federal, state, district and school.

The AFT has become a leader in collective bargaining between teachers and school boards. AFT focused on flexible hours and reasonable salary for teachers, tenure, civil rights and education reforms (Fryer, Levitt, List, & Sadoff, 2013). Collective bargaining in the mid-20th century was mainly focused on working conditions. In most US schools jurisdictions teachers are allowed to make their own decisions on whether to join NEA or AFT (Hoxby, 1996).

In USA unions participate in informal bargaining on teachers’ behalf at the local level and lobby at the state level with respect to educational issues. According to Lovenheim (2009a) the medias demonization of teachers unions undermines their public credibility. Teachers

unions in USA have fuelled interest in reforms such as vouchers, charter schools, teacher “pay for performance” plans and a myriad of school accountability proposals and initiatives (Fryer et al., 2013).

Teachers unions have become the major spokes group for public schools and the key defenders of the system at all the three levels of government which are Federal, state and local (Fryer et al., 2013) . In USA unions are ultimately at work to support and defend public education not to destroy it as many opponents of unionization and unions have been arguing(Allan & Fryer, 2011). A research done by Lovenheim (2009a) demonstrates how the medias representation of teacher unions as bullies ignores the long standing struggles for access, equity and justice in which unions have participated.

2.17.2 Canada

Teachers unions exist in most industrialized countries (Sutton Trust, 2011). The first teachers Associations in Canada were formed in the 18th Century; these had little interest in negotiating better working conditions for their members but were rather interested in the provision of in-service training for teachers (Lovenheim, 2009a). Examples of these early associations in Canada are the Ontario Education Association, the Provincial Association of Protestant Teachers of Quebec, The Educational Association of Nova Scotia and the Teachers Federation of Prince Edward Island. These associations could not bargain collectively for terms and conditions of employees. In 1890, the New Foundland Teachers Association was formed (Lovenheim, 2009a).

The labour relations in Canada favours the interests of teachers unions (Sutton Trust, 2011). Membership in Canadian Teachers unions is often automatic as one gets employed and collective agreements are negotiated with the teachers’ unions. Teacher’s strikes and lockouts are permitted. Teachers unions in Canada are very concerned in protection and promotion of teachers’ welfare, thus teachers’ salaries and working conditions. Teachers’ salaries increase every year and their union fees increase regularly (Lovenheim, 2009b)

However, research done by Guppy (2005) in Canada showed that teacher unions do not represent the concerns of every teacher (Lovenheim, 2009a). Nevertheless, Canadian teachers unions have achieved their objectives over several decades for their membership base has increased, thus collecting more revenue. Sutton Trust (2011) argued that union’s financial power and their ability to mobilize thousands of teachers make them very influential.

2.18 CHAPTER SUMMARY

The chapter started with the introduction before highlighting the definitions of conflict and conflict management by different authors. Furthermore, the chapter reviewed literature on the various strategies and models of conflict management looking at the successes and failures of some of the strategies when used in some organizations. The chapter continued to discuss the expected roles of trade unions, teachers unions in the region as well as international ones. The issue of job satisfaction the collective bargaining, its various definitions and how it assists in conflict management was also discussed. The chapter also took another dimension by exploring the national and international perspectives on teachers unions with selected examples. This study therefore seeks to fill the gaps in research by exploring on the issue of conflict management in organizations focusing on the role of ZIMTA in satisfying the needs of its constituency in EPMAFARA district. The next chapter is the research methodology.

CHAPTER 3 – THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter explores on the conflict perspective as postulated by the classical social theorist, Karl Marx as well as the contemporary social theorist, Ralph Dahrendorf. These two social theorists are of the same sociological tradition named the “conflict” perspective. It is worth noting that Karl Marx was the founding father of the Conflict theory and his work strongly influenced that of Dahrendorf in almost every aspect providing Dahrendorf with a foundation on which to build new theoretical ideas. This chapter therefore starts with outlining the concepts of both social theorists and how their ideas are fused into the study. Finally it discusses what they share in common, compares their differences then the limitations of both theories.

3.2 KARL MARX AND RALPH DAHRENDORF

3.2.1 Their views on conflict

Karl Marx believed that conflict results from a fight over resources and unavoidably leads to a revolution. Marx saw human history as full of conflict between classes which are the bourgeoisie (business class) and proletariat (working class) which is the mechanism of change and development (Perry, 2011). Marx was a revolutionary who wanted the capitalists to relinquish their power (Ceplair, 2008). Karl Marx’s belief that conflict results from a fight over scarce resources and unavoidably leads to a revolution is applicable to this study since the conflict between teachers and the government of Zimbabwe is mainly due to low salaries being paid by teachers. There have been series of strikes by teachers in bid to get better salaries, however, continuation of this may lead to a revolution.

Dahrendorf postulated that conflict is the inequality of power and authority which inevitably accompanies social organizations(Dahrendorf, 1959). In addition Dahrendorf considered conflict as conflict of interest or of ones’ interest (Güçlü et al., 2014). In Zimbabwe’s education system it is also evidence that there is inequality of power and authority between teachers and government officials and this inevitably leads to conflict in the sector.

3.2.2 Their views on Power

Marx was of the view that dominant power is largely in the hands of those own and control the means of production(Giray, 2013). Capitalism leads to conflict between the two fundamental classes which are the working class and the capitalist class. The capitalists’ interest is to increase the surplus value by extending the working day, reducing wages,

introducing labor saving technology and so on (Walder, 1977). Due to capitalism there has been continuous conflict between the government and the teachers (Giray, 2013). The capitalists' interest is to increase the surplus value by extending the working day, reducing wages, introducing labor saving technology and so on, teachers' salaries have been slashed, and working hours have been extended from five to eight hours per day which has stimulated more conflicts between the government and teachers. According to Ceplair (2008) these interests of the capitalists are always contrary to the interests of the workers which lead to class struggle. Governments act coercively as possible to make sure the capitalist society is stable. These interests of the capitalists are always to the contrary to the interests of the workers which lead to class struggle. Governments act coercively as possible to make sure the capitalist society is stable (Ceplair, 2008). In Zimbabwe the dominant power is in the hands of the government which is more powerful and own the means of production.

In contrast to Marxism which holds that capitalists have dominant power, Dahrendorf believes that society is made up of a host of imperatively coordinated associations whose members are subject to imperative control or authority (Tittenbrun, 2010). None of the associations dominate but rather he suggested there is plurality of competing dominant and conversely subjected aggregates. As stated by Güçlü et al. (2014) Dahrendorf did not deny that persons or groups have power but group conflicts are not the product of structurally unplanned relations of power exist when authority is exercised. In contrast to Marx, Dahrendorf separated the category of conflict groups from economic determinants. Therefore, since authority relations are necessarily present conflict is unavoidable (Güçlü et al., 2014).

3.2.3 Their views on class formation

For Marx a group is a class when a mass of people are united and organized for a common interest against those who oppress them (Ceplair, 2008). Teachers in Zimbabwe have united to present their common interest to the government. He further stipulated that class is not a mass of people sharing a common position without also having a common class consciousness and a common struggle. For example the bourgeoisie class which owned the means of production under capitalism gained class consciousness during the struggle within the feudal system (Güçlü et al., 2014). Similarly, the proletariat who had opposite goals and ambitions with those who did not own the means of production gained their class consciousness realizing that the capitalists were exploiting them during the time of industrial society development. Marx postulated that a group is a class when a mass of people are united and organized for a common interest against those who oppress them (Ceplair, 2008).

Teachers in Zimbabwe have since united and organised unions such as ZIMTA for a common interest against the government.

Tittenbrun (2010) stated that Dahrendorf viewed class as a real phenomenon with effective forces in social conflict. He argued that classes are conflict groups that arise out of the authority structure of imperatively coordinated associations (Dahrendorf, 1959). In the contemporary society new classes are being formed and old ones disappearing (Güçlü et al., 2014). This is applicable to the Zimbabwean contexts whereby many associations have emerged which are so powerful and can stand for their members. He believed that these associations produce conflicts of interest which then lead to conflict groups. ZIMTA is one of such associations in Zimbabwe.

3.2.4 Karl Marx's perspectives on class formation and conflict

Karl Marx's main perception was that human history is defined by class struggles. The struggle is between those who are exploited and those who exploit them. According to (Wright, 2011) Marx defined class as growing out of the structure of a society and tends to form organized forms of struggle. It is conflict between the dominant class and those they dominate; superiors and subordinates, oppressors and oppressed, bourgeoisie and proletariat and so on. In the modern society Marx considered three type of classes namely capitalists, workers and petite bourgeoisie (Güçlü et al., 2014). He believed that sometime in the near future, the proletariats could free themselves from the Bourgeoisie. The proletariat will overthrow the bourgeoisie and gain political control sooner or later (Perry, 2011).

According to Tittenbrun (2010) the proletariat and the bourgeoisie are the main pillars in the formation of classes. The ruler and the ruled have been in constant struggle with each other over surplus value and this struggle may result either in revolutionary reconstitution or in the common ruin of both sides (Giray, 2013). Marx believed that the struggle between these two cause termination of the existing social order so it can be replaced by a new one (Ceplair, 2008). Regarding creation of conflict, Marx took an economic approach, by viewing exploitation as the main source capitalists use for increasing profits and profits are essential for investment and capital accumulation (Tittenbrun, 2010)(Isaac, 2005). Exploitation constitutes a social relation in terms of workers and rulers, thus, the disadvantaged group; the worker challenges the interests of the exploiters, the owners of the means of production (Giray, 2013).

Marx used two keys which are conflict and capital to explain the class structure in a capitalist society and the development of that society (Walder, 1977). These factors may lead to expansion of homogenization and polarization within society between the working class and the ruling class. As propounded by Güçlü et al. (2014) Marxism involves exploitation constitutes a social relation in terms of workers and rulers, thus, the disadvantaged group the worker, challenges the interests of the exploiters, the owners of the means of production. This has been evident in Zimbabwe; teachers have been the disadvantaged group which have been challenging the interests of the government before and after independence. The workers due to this exploitation have formed various organizations in order to challenge their oppressive government.

Dahrendorf referred the formation of class to the organization of common interests. Class is also groups of people united by common interests just like politicians (Dahrendorf, 1958). He described this as “parallel with political organization of classes develops theoretical class consciousness, an awareness on the individual’s part of the interest of his class generality”(Dahrendorf, 1959:17).

Karl Marx was of the view that this “class consciousness” is crucial for class formation. He believed that the working class would gain class consciousness with time under capitalism due to massive exploitation (Thompson, 1995). The main factor in the formation of class is capitalism and Marx believed that this system of capitalism brought class struggle which with time will end capitalism (Smith, 1984). When the proletariats realise that they are in struggle against the ruling class they become a “class for themselves”. When the members of the proletariat realise the conflict they encounter with the ruling class they become what Karl Marx named, “a class in itself”(Thompson, 1995). According to Güçlü et al. (2014) every proletariats must get class conscious. The struggle of classes will continue strengthening class consciousness. The ruled class becomes increasingly dissatisfied since they are exploited by the upper class, which leads to a struggle (Thompson, 1995). History shows that society is dialectical and not static and will eventually bring about a revolution that will cause the collapse of society. He believed that the working class would gain class consciousness with time under capitalism due to massive exploitation (Isaac, 2005). This is applicable to this study since the formation of ZIMTA itself is a clear sign that teachers have gained their class consciousness. When the teachers in Zimbabwe realise that they are in struggle against the ruling class they become a “class for themselves”. When these teachers realise the conflict they encounter with the ruling class they become what Karl Marx named, “a class in itself”.

3.2.5 Dahrendorf's views regarding class

Dahrendorf's ideas on class formation and class conflict are to some extent different from those of Marx. Dahrendorf was concerned with the position a person holds not the psychological or behavioural characteristics of the people in those positions (Güçlü et al., 2014). As stated by Dahrendorf (1959) where there are authority relations the superordinate element is socially expected to control the subordinate by orders and commands, warnings and prohibitions. For instance in the Zimbabwean education sector the government is the superordinate element whilst the teachers are the subordinates, the government controls the teachers by circulars for instance the currently the government of Zimbabwe through the minister of primary and secondary education ordered for a drastic curriculum change which has caused confusion amongst teachers although some have accepted the changes. Other prohibitions like strikes are also causing more conflict in the education sector.

Dahrendorf (1958) argued that society comprises of various units that are called imperatively coordinated associations. He believed that these associations produce conflicts of interest which then lead to conflict groups. In every society authority is dichotomous in the sense that only two conflict groups can be formed within any association (Dahrendorf, 1959). The distribution of authority in associations is the major cause of conflict in groups (Güçlü et al., 2014).

According to Dahrendorf authority is a legitimate relation of domination and subjection, thus, authority can be described as legitimate power (Dahrendorf, 1958). Sanctions can be imposed on those who do not obey or fail to comply with authority commands. Those who fail to comply may be made to pay fines or be punished (Tittenbrun, 2010). In addition, authority is not stable since the superordinate position in one setting can be a subordinate position in another, thus, the imperatively coordinated associations.

3.3 CENTRAL DIFFERENCES BETWEEN MARX AND DAHRENDORF

Karl Marx believed that class formation is based on the ownership of means of production and private property whereas Ralph Dahrendorf believed that class formulations were based on authority. Authority relations are always relations of super and subordination (Güçlü et al., 2014).

Marx viewed class stratification as emerging from ownership of private property and means of production (Giray, 2013). Possession or non-possession of private property is the major point in class formation. The ruling class enjoys the ownership of private property. The ruled

class does not have the means of production of their own. The latter depend on the ruling class (Smith, 1984).

In contrast to Marx, Dahrendorf groups all those who exert authority over others together into a new ruling class (Dahrendorf, 1959). He makes it a point that it does not matter whether the members of this new ruling class own the means of production or not. He said that the ruling class includes not only the capitalist owners but all levels of supervisors and managers as well (Tittenbrun, 2010).

Another difference between Marx and Dahrendorf is on the issue of the structure of societies. In contrast with Marx, Dahrendorf suggest that a society has two faces, integration and conflict then consensus and constraint (Güçlü et al., 2014). Dahrendorf claimed that society could not exist without both conflict and consensus, without conflict there is no previous consensus. While consensus leads to conflict, conflict also leads to consensus (Giray, 2013).

3.4 CONVERGENCES OF MARX AND DAHRENDORF

Both Marx and Dahrendorf were of the view that conflict is centred on only two sides. Marx was of the assumption that when one particular set of people dominates this causes conflict. They concurred that conflict theory underlines a two- class model since Dahrendorf came up with the same concept (Dahrendorf, 2007).

Dahrendorf stipulated that there may be coalitions, and of course, as there may be conflicts internal to either of the contenders, and there may be groups that are not drawn into a given dispute but from the point of view of a given clash of interests, there are never more than two positions that struggle for domination (Dahrendorf, 1959). According to Dahrendorf, conflict between the different sets of people existed in all periods of human history (Güçlü et al., 2014).

Although Dahrendorf and Marx had different definitions of class, the two have similar views on latent interests. Marx defined classes in relation to property ownership. The concept of class is described by 'relation'. The term relation here is a household word pointing to ownership of the means of production (Wright, 2011). Therefore, this relation defines different life situations and opposing latent interests. Indeed, members of opposing classes might interact as though no opposing interests existed. Dahrendorf described three broad types of groups: quasi groups, interest groups, and conflict groups (Dahrendorf, 1958). The concepts of manifest and latent interests for those groups are fundamental for an explanation

of social conflicts. The factors intervening in this process are; social conditions, political conditions, and technical conditions. Recruitment into a quasi group was another important condition for Dahrendorf.

Both Marx and Dahrendorf agree that conflict brings about change and development. Marx succeeded in tracing conflicts that effect change back to patterns of social structure. For him, social conflicts were not unsystematic incidences which prohibit clarifications and hence prediction. Rather, he assumed these conflicts to be essential consequences of the structure of any given society and, in particular, of capitalist society ((Dahrendorf, 1959:125). Dahrendorf cited Marx saying classes were inevitably antagonistic toward each other (Dahrendorf, 1958). Unlike Marx, he pointed out that class inequality and conflict exist within a class through levels of authority and is a general phenomenon. Therefore, conflict is inherent throughout society (Güçlü et al., 2014). Dahrendorf explains, “In every conflict, one party attacks and another defends. The defending party wants to retain and secure its position, while the attacking party has to fight it in order to improve its own condition (Dahrendorf, 1959: 126). In other words, while the upper class has a tendency to keep their privilege, the lower class wants to change it for the sake of their interests.

3.5 LIMITATIONS OF MARX AND DAHRENDORF’S THEORIES

The massive and homogeneous working-class claimed by Karl Marx did not exist (Isaac, 2005). Contrary to claims of a proletarian majority emerging, the middle-class was growing under capitalism and not disappearing as Marx had claimed (Giray, 2013). It has been noted by Isaac (2005) that the working-class was not homogeneous but heterogeneous, with divisions and factions within it, including socialist and non-socialist trade unions. According to Güçlü et al. (2014) in every aspect of society Dahrendorf’s theory is far from being comprehensive. Because of man’s moral, the psychological dimensions of human beings were ignored; he only viewed humans just as a social asset (Güçlü et al., 2014). Dahrendorf criticises Marx’s view that the working class will ultimately become a homogeneous group of unskilled machine operators (Tittenbrun, 2010). Dahrendorf’s adherence to Marxian seemingly prevented him from participating in other debates of social life. However, Marx’s views should be combined with Dahrendorf’s ideas and that could provide a better synthesis of both approaches for understanding class formation and conflict.

3.6 CHAPTER SUMMARY

In addressing the issue of conflict management, both Karl Marx and Ralph Dahrendorfs' conflict theories give explanations about conflict, how it emerges and how individuals react to it. The chapter started by exploring the two theorists ideas on conflict, power then class formation and how their ideas have been fused in the study, the chapter went further by exploring the two theorist's convergences and divergences as well as the limitations. This study has adopted these two theorists ideas on conflict.

CHAPTER 4 - METHODOLOGY

4.1 INTRODUCTION

This chapter outlines how the research was conducted. A discussion of the research design will be done first to underpin the chosen methodology. The study will use both qualitative and quantitative methodologies in a bid to understand how conflict is managed in the Zimbabwean education sector as well as the role of ZIMTA in managing this conflict. The chapter will also look at selected data collection methods, sampling techniques and procedures, proposed data analysis procedures as well as and ethical considerations. The main aim of the chapter is to justify the implementation of the chosen methodology and methods.

4.2 RESEARCH DESIGN

The study employed a mixed methods approach; it used a combination of the qualitative and quantitative methods of collecting and analysing data. Mixed methods research is used as the third research paradigm to help bridge the schism between quantitative and qualitative research (B. R. Johnson & Onwuegbuzie, 2004). Mixed methods research is formally defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Cameron, 2009). Philosophically, it is the "third wave" or third research movement, a movement that moves past the paradigm wars by offering a logical and practical alternative (Terrell, 2012). Mixed research therefore makes use of the pragmatic method and system of philosophy. Its logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one's results (Cameron, 2010).

The researcher chose to include a quantitative phase and a qualitative phase in one study because this can provide stronger evidence. Mixing the two can add insights and understanding that might be missed when only one single method is used. Numbers in quantitative methods can add precision to words and narratives. Therefore, mixing the two was helpful in capturing the best of both qualitative and quantitative research designs.

4.3 STUDY SITE

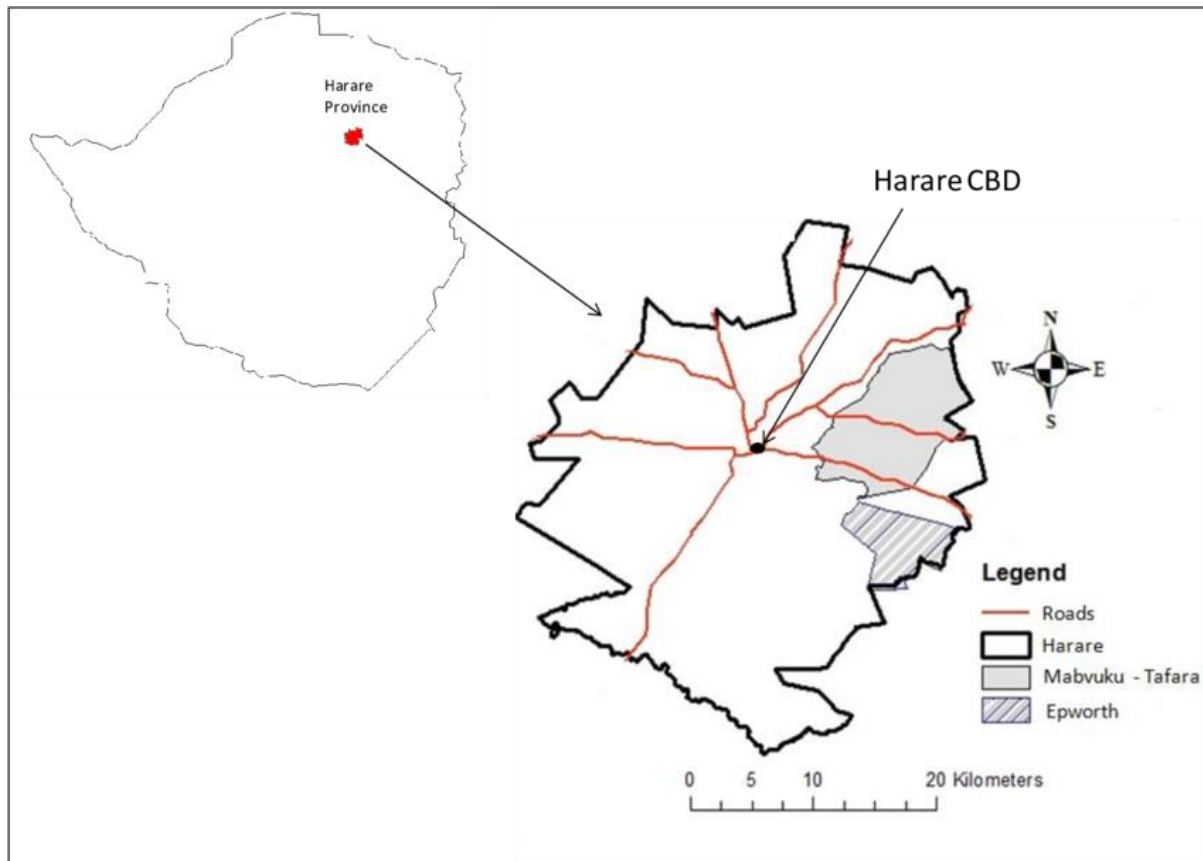


Figure 4.1: Epworth, Mabvuku-Tafara Area Map

Source: Chitamba (2015)

The researcher chose Epworth Mabvuku Tafara district because it was convenient. This district is in Harare Metropolitan province. The district stretches from Harare International Airport towards Epworth with schools like Kutsaga and Makomo primary then Domboramwari, Muguta and Epworth Secondary schools. The district then stretches from Epworth to Mabvuku then Tafara where we then find schools such as Mabvuku, Tashinga and Batanai primary Schools. It also includes Tafara and Mabvuku High schools to mention a few. According to EPMAFARA district Annual report (2016) there are 777 primary school teachers and 346 secondary school teachers to make a total of 1123 teachers in the district.

4.4 DATA COLLECTION METHODS

4.4.1 Key informant interviews

The researcher used key informant interviews on selected ZIMTA representatives, the interview questions were semi-structured. Key informant interviews are interviews conducted with people who have expert knowledge in a particular field (Groenewald, 2004). The purpose of the research interview was to explore the views, experiences and beliefs of the ZIMTA representatives in the district so as to get an in depth understanding of the role of the

union in satisfying the needs of its constituency in EPMAFARA district. Two ZIMTA leaders were interviewed in order to get expert information. Qualitative methods such as key informant interviews provide a deeper understanding of social phenomena (Terrell, 2012). According to Groenewald (2004) key informant interviews are appropriate when little is known about the study phenomena or where detailed insights are required from individual participants. They are also particularly important for exploring sensitive topics where participants may not want to talk about such issues in a group environment (Terrell, 2012). Key informant interviews are an important vehicle for conducting research in general and educational research in particular (Niglas, 1999). With key informant interviews the researcher can assess the mood of the people and can judge the validity and reliability of their answers (Groenewald, 2004).

However, the key informant interviews have their own shortcomings, for instance the responses may be biased and may represent the interviewees views and not necessarily the correct views (Niglas, 1999). The researcher used a recording device to capture responses correctly; this was done with the approval from the respondents. Interviews were done at the respondents' workplace.

4.4.2 Questionnaires

The quantitative approach in form of questionnaires was also used in this study. Questionnaires were found appropriate on teachers because they provide precise data that is arguably unambiguous. A total of 214 questionnaires were prepared and randomly administered to teachers in 5 different schools in EPMAFARA district. One teacher filled one questionnaire. The questionnaires focused on the sources of conflict between teachers and the government, identifying the role of ZIMTA in teacher-government conflict management as well as identifying the extent to which ZIMTA has resolved the conflicts between teachers and the government.

Therefore, the research was done to get precise answers, to test hypotheses, to unearth facts as well as an in-depth analysis of subjective aspects of conflict such as attitudes and feelings of respondents. It was therefore appropriate for it to be both subjective and objective, thus the use of both qualitative and quantitative methods.

4.5 SAMPLING PROCEDURES

Teachers and ZIMTA representatives were identified in EPMAFARA district, 214 questionnaires were distributed to teachers in different schools across the district then 2

ZIMTA representatives were interviewed. According to Mack (2010) there are various sampling techniques that can be employed and the choice of technique depends on the research methodology adopted

The study employed two types of sampling techniques, Purposive or judgemental sampling and simple random sampling technique. Purposive sampling was used in selecting the key informants whereas a simple random sampling technique was used for the questionnaires for teachers. Purposive sampling as defined by Groenewald (2004) is a deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants (Mack, 2010). The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Mack, 2010). The researcher purposively identified two key informants who were ZIMTA representatives working in the district.

The researcher then used simple random sampling technique when selecting teachers who would respond to the questionnaires. To draw a simple random sample, a researcher starts with a list of every single member, or element, of his or her population of interest (Niglas, 1999). This list is sometimes referred to as a sampling frame (Baruch, 1999). In this study the researcher first got the total number of teachers in EPMAFARA district from the district office, thus, the sampling frame. This was issued after seeking approval from the provincial Education Director (see appendix c). With simple random sampling technique once that list has been created, the researcher numbers each element sequentially and then randomly selects the elements from which he or she will collect data (Baruch & Holtom, 2008). In this study the sample was then drawn so that each teacher from various schools in the district had an equal chance of being drawn during each selection round. In simple random sampling technique the person selected for sampling is removed from the population to avoid duplication (Baruch, 1999). The advantage of using simple random sampling technique is that it eliminates bias due to the personal judgment or discretion of the researcher (Ponterotto, Mathew, & Raughley, 2013). It has more representative of the population and estimates are more accurate (Niglas, 1999). However, simple random sampling technique requires an up to date frame (Ponterotto et al., 2013). Numbering of the population elements may be time consuming for large populations (Baruch & Holtom, 2008).

4.5.1 Sample Size Calculation

The size of the sample for this study was calculated using a formula suggested by Fluidsurveys (2014).

$$n = \frac{\text{Distribution of 50\%}}{(\text{Margin of Error} / \text{Confidence Level Score})^2}$$

$$n_t = \frac{nN}{n + N - 1}$$

Where n = sample size

n_t = true sample size or adjusted sample size

N = the population size

The margin of error is the level of precision or the sampling error, which is the range in which the true value of the population is estimated to be (Fluidsurveys, 2014). According to Baruch & Holtom (2008) the range is often expressed in percentage points; in this case it is 5%.

A 90% confidence level was adopted as suggested by Fluidsurveys (2014). The confidence level or risk level is based on the ideas encompassed by the central limit theorem (Hall, 2012). The key idea in the central limit theorem is that when a population is repeatedly sampled, the average value of the attribute obtained by these samples is equal to the population value (Baruch, 1999).

According to the EPMAFARA District Annual report, (2016) there are 1011 teachers from grade 1 to upper 6 in the district. This sampling frame helped the researcher in calculating the correct sample size.

Therefore:

$$\begin{aligned} n &= \frac{0.5(1-0.5)}{(0.05/1.645)^2} \\ &= 270.6 \end{aligned}$$

Thus

$$n_t = \frac{270.6 \times 1011}{270.6 + 1011 - 1}$$

4.6 METHODS OF DATA ANALYSIS

The researcher used the thematic approach to analyse qualitative data then Statistical Package for social sciences (SPSS) on quantitative data. Thematic approach was found to be suitable because it avoids unnecessary data repetition in recording of data (Burgess, 1982). The data collected from the key informant interviews was divided into themes underlying the whole research. The researcher reviewed data, made notes then sorted it into categories. According to Johnson & Onwuegbuzie (2004) thematic analysis is a process of encoding qualitative information. Thus codes, words or phrases used to serve as labels for sections of data. Themes were crafted out of objectives and were utilized in both data presentation and analysis.

Data collected through questionnaires were validated and entered respectively into the SPSS computer database after a range of variables based on the questionnaires were coded. These statistical data was presented in graphs, tables and pie charts after running frequencies of different variables such as age, sex, membership to ZIMTA and so on using SPSS.

4.6.1 Reliability Tests

As propounded by Kothari (2004) reliability is the extent to which an instrument yields the same results for the same population at different times. Cameron (2009) defined it as consistency. Since the survey questionnaire had multiple Likert questions that constituted a scale which calls for consistency, the study therefore used Cronbach's alpha to estimate the reliability of the research instruments used, the Cronbach's alpha tests were calculated using SPSS. To ensure reliability the researcher did a pilot study before the final study was conducted.

4.7 ETHICAL CONSIDERATIONS

According to Ponterotto, Mathew, & Raughley (2013) ethics refers to the appropriateness of ones behaviour in relation to the rights of those affected by it. Ethical considerations are fundamental to the research project since they have the capacity to build or destroy future studies (Saunders et.al 2009). Research ethics were observed by the researcher from the start throughout the study.

In the beginning of the research teachers were reluctant to answer the questionnaires because they feared their responses might be used for political purposes. Before interviewing the

ZIMTA representatives as well as issuing the questionnaires to teachers, the researcher highlighted that the research was for academic purposes only.

The researcher sought informed consent from all participants. The researcher clearly explained that it was voluntary to participate in the study as well as the fact that they could decide to pull out anytime without any harmful effects. Informed consent is when a potential respondent agrees to voluntarily participate in the study and made aware that he or she had the right to withdraw from the study at any time without any negative consequences or being interrogated (Ponterotto et al., 2013).

The research was also done with maximum consciousness of the rights for respondents to confidentiality and anonymity. No person identification was required in both the interviews and questionnaires. Promises of the protection of privacy and confidentiality were made and fulfilled. According to Groenewald (2004) confidentiality is the safeguarding of information provided by respondents to ensure that the information is not publicly reported in any way which may expose their identity. Therefore, during the interviews the researcher used pseudonyms so that the respondents' identities could not be realised. A pseudonym is a name used for a particular purpose which differs from the person's original or true name (Sui & DeLyser, 2012). According to Guba & Lincoln (1994) anonymity is a situation whereby it is impossible to link respondents to their responses. Anonymity was guaranteed since respondent's names were not disclosed. In the questionnaires the questionnaires were just issued at random.

4.8 STUDY LIMITATIONS

Valuable and accurate secondary data from EPMFARA district was difficult to get access to since the officials were not willing to disclose the number of teachers in the district. The researcher endorsed this discomfort to privacy issue; however after seeking permission from the Provincial Education director, the district office released the statistics. During the study some respondents were not willing to answer the questionnaires while some only collected and failed to return them. In order to increase the response rate the researcher had to wait for the respondents as they filled the questionnaire. During the pilot study the researcher noted that some teachers could not understand some terms in the questionnaires since some would leave spaces blank and some wrote question marks. However, the questions for the rest of the group were then redesigned in a simpler way.

4.9 CHAPTER SUMMARY

This chapter explored how research was conducted. There was justification of the chosen methodology which was both qualitative and quantitative. Data collection techniques to be employed were outlined and the rationale for the use of purposive sampling technique and simple random sampling was specified. Ethics in research were also taken note of as well as the study limitations. The following chapter provides a detailed account of the analysis and findings of the administered key informant interviews and questionnaires.

CHAPTER 5 - PRESENTATION OF FINDINGS

5.1 INTRODUCTION

In this chapter, the research findings are presented. The study focused on conflict management in the education sector of Zimbabwe, specifically establishing the role of ZIMTA in satisfying the needs of its constituency in Epworth-Mabvuku-Tafara District. The study aimed at establishing the sources of conflict in the education sector as well as the role of ZIMTA in resolving the disputes between teachers and the government in a bid assess whether ZIMTA has been able to manage the conflicts. Quantitative results from the Statistical Package SPSS will be systematically presented in form of tables, pie charts and graphs . For the key informant interviews pseudonyms will be used in presenting the data.

5.2 SAMPLE DESCRIPTIVE FREQUENCY DISTRIBUTION

5.2.1 Section A

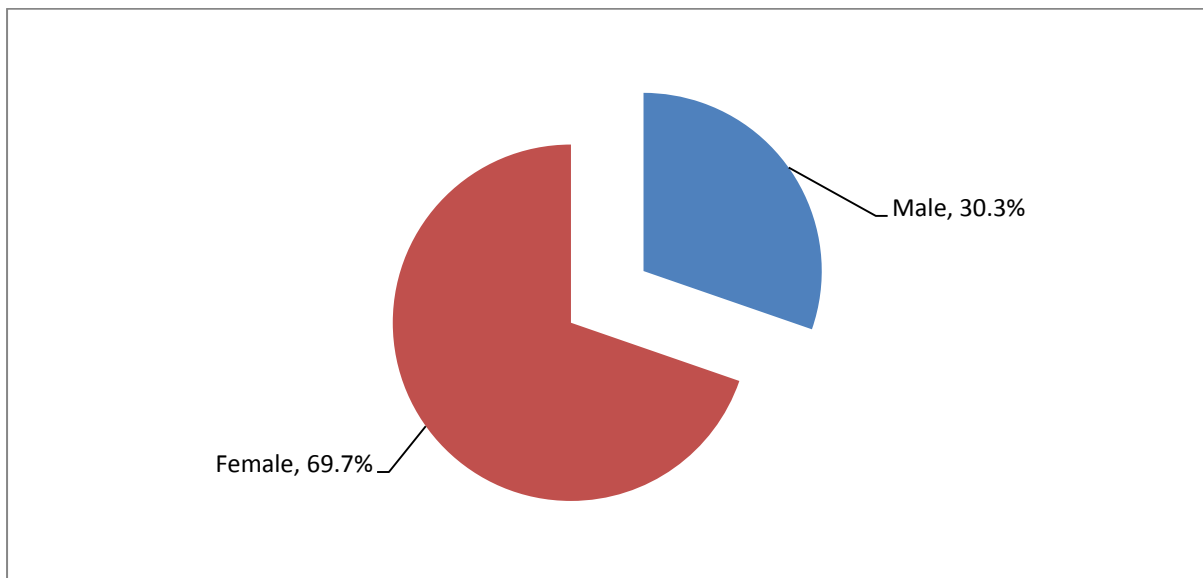


Fig 5.1 Gender Distribution

Fig 5.4 shows the gender distribution for the participants. As shown in Figure 5.1 male respondents constitute the lower portion with 30% of the total respondents. On the other hand, 106 lady teachers, constituting almost 70% of the total sample took part in the study. Of the 214 questionnaires administered into the study, 153 were returned with valid and meaningful data to analyse. This implied a response rate of almost 72%. This a reasonable rate as it is above the average response rates of 55.6% and 52.7% found by Baruch (1999) and Baruch & Holtom (2008) in their studies of top surveys in the world.

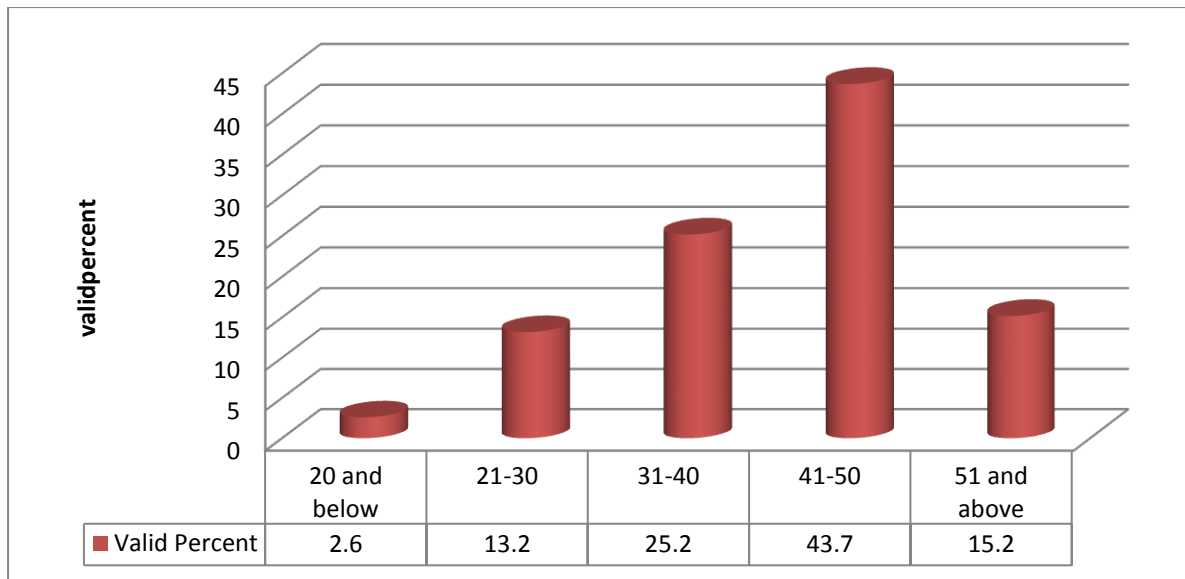


Fig 5.2 : Age Distribution

Table 5.2 shows the age distribution for the respondents. The respondents 20 years and below were only 4, which constituted 2.6% of the sample. Those from 21-30 years were 20, constituting 13.2% of the total respondents. Those aged between 31 and 40 years were 38 making them constitute 25.2%. Respondents aged 41 to 50 years were 66 which is 43.7% making this range the highest number of respondents. Lastly, those 51 years and above were 23. Only 2 teachers did not write their age.

Table 5.1: Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	24	15.7	16.0	16.0
	Married	103	67.3	68.7	84.7
	Widowed	15	9.8	10.0	94.7
	Divorced	8	5.2	5.3	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

Table 5.1 shows the marital status of the respondents. The respondents who were single were 24 which constituted only 16% of the total sample. Out of the 153 respondents 103 were married, thus this group constituted the largest per cent of respondents of 68.7%. The

widowed constituted 10% whilst 5.3% were divorced. The highest numbers of respondents were the married ones whereas the divorced were the lowest.

Table 5.2 Level of teaching

		Level teaching		Total	Valid Percent
		Primary	Secondary		
Area	Epworth	34	22	56	37%
	Mabvuku	24	29	53	35%
	Tafara	5	34	39	26%
	Other	0	2	2	1%
Total		63	87	150	100%
Valid Percent		42%	58%		

Table 5.2 shows the level of teaching of the respondents. Secondary school teachers were the highest respondents with a valid per cent of 58% whereas primary school teachers were 42% of the total respondents. In Epworth 60.7% were primary and 39.3% were secondary school teachers, in Mabvuku 45.3% and 54.7% were primary and secondary respectively. 12.8% were primary school teachers in Tafara and 87.2% were secondary school teachers.

Table 5.3 : Responses on ZIMTA membership

		ZIMTA member		Total
		Yes	No	
Area	Epworth	24	30	54
	Mabvuku	27	26	53
	Tafara	16	23	39
	Other	1	1	2
Total		68	80	148

Table 5.3 shows the responses on ZIMTA membership. Out of teachers who responded to the questionnaires, 80 respondents, thus, 54.1% of the respondents were not union members while 49.5% were members of ZIMTA. The highest number of ZIMTA members who responded was in Mabvuku since 27 respondents were members of the union and 26 were not.

5.3 IDENTIFYING SOURCES OF CONFLICT

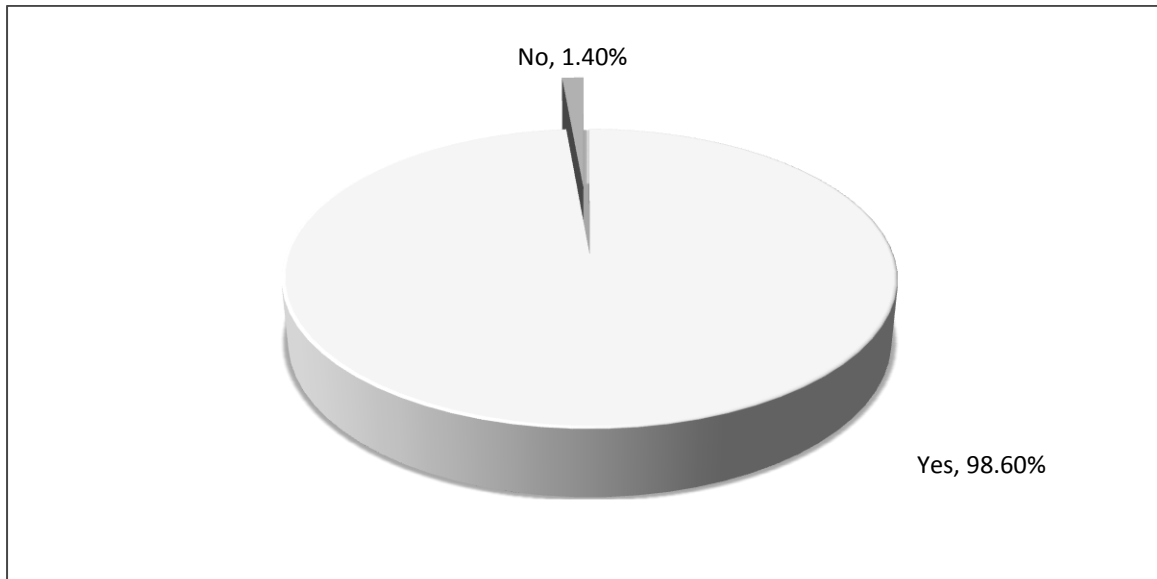


Figure 5.3: Responses on whether there is Conflict between teachers and Government

Fig 5.3 shows responses on whether there is conflict between teachers and the government. 98.6% of the teachers agreed that there is conflict between the two parties whilst 1.4% said there is no conflict between the two parties.

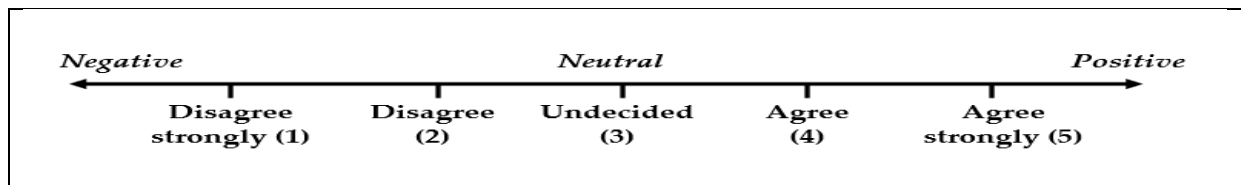


Fig 5.4: THE LIKERT SCALE

A 5 point Likert scale questioning technique ranging from strongly disagree to strongly agree was used when designing the questionnaire. The above scale was used to rate the responses. The lower the score the weaker the factor in causing conflict between teachers and the government.

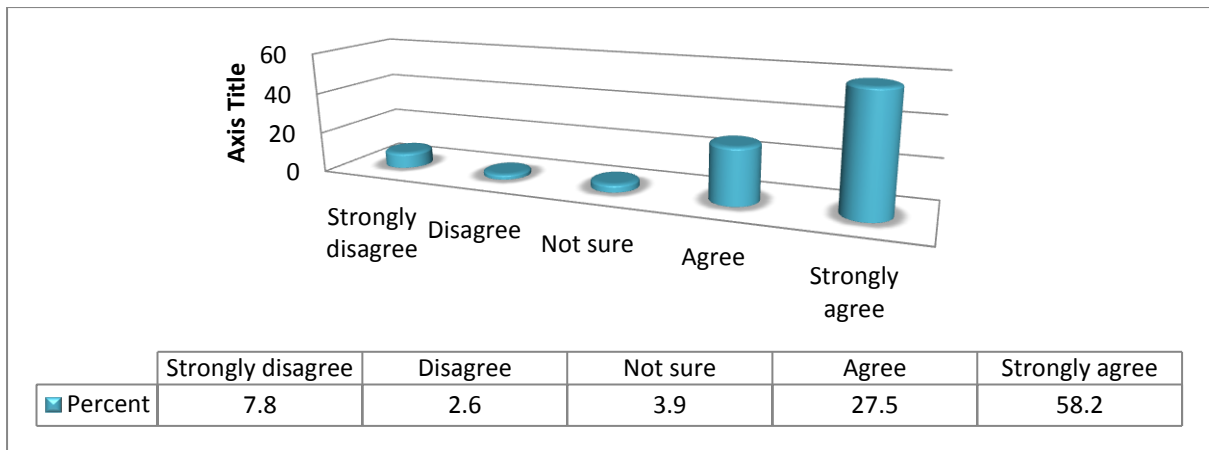


Fig 5.5 Ratings of “Poor remuneration” as a source of Conflict

Fig 5.5 shows how the teachers rated poor remuneration as a source of conflict between the government and teachers. The highest number of respondents of 58.2% strongly agreed that poor remuneration causes conflict while 27.5% agreed, 3.9% were not sure, and only 2.6% disagreed while 7.8% strongly disagreed.

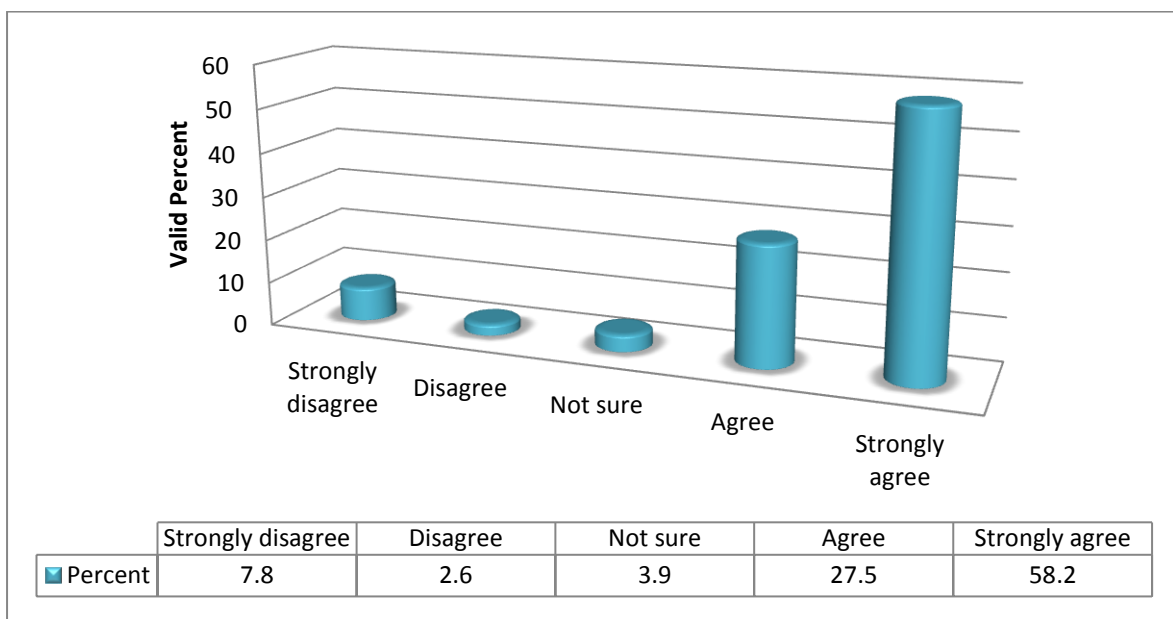


Fig 5.6 Ratings of “Extended working hours” as a source of Conflict

Fig 5.6 shows how the teachers rated the extended working hours as a source of conflict. From the above results 58.2% of the teachers in the district strongly agreed that the extended working hours is a source of conflict whilst 7.8% strongly disagreed that the extended working hours causes conflict between teachers and the government. 27.5% agreed, 3.9% were not sure whilst 2.6% disagreed

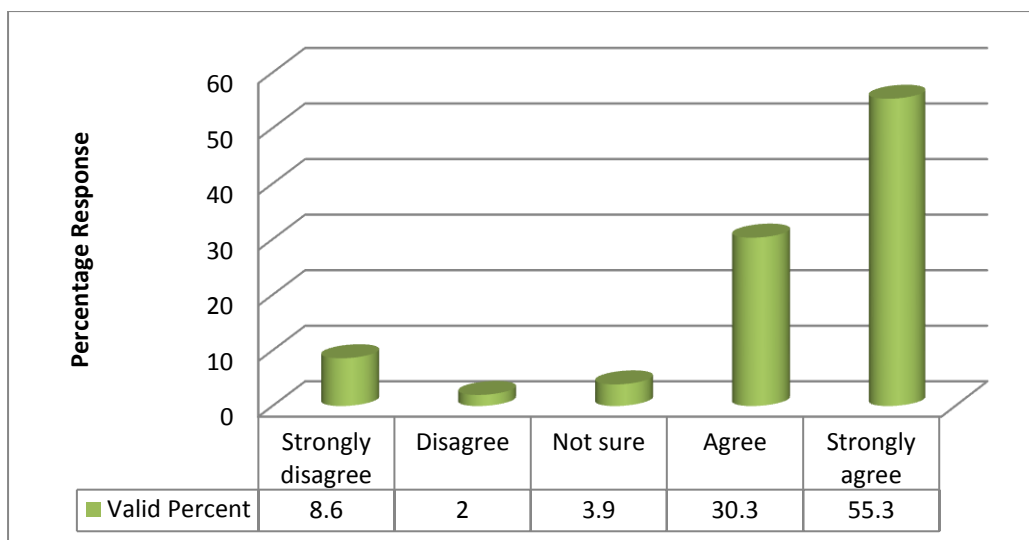


Fig 5.7 Rating “Removal of Incentives” as a source of conflict

In EPMAFARA district 55.3% and 30.3% of the teachers strongly agreed and agreed respectively that the removal of incentives causes conflict between teachers and the government. Those who were not sure were 3.9%, 2% disagreed while 8.6% strongly disagreed.

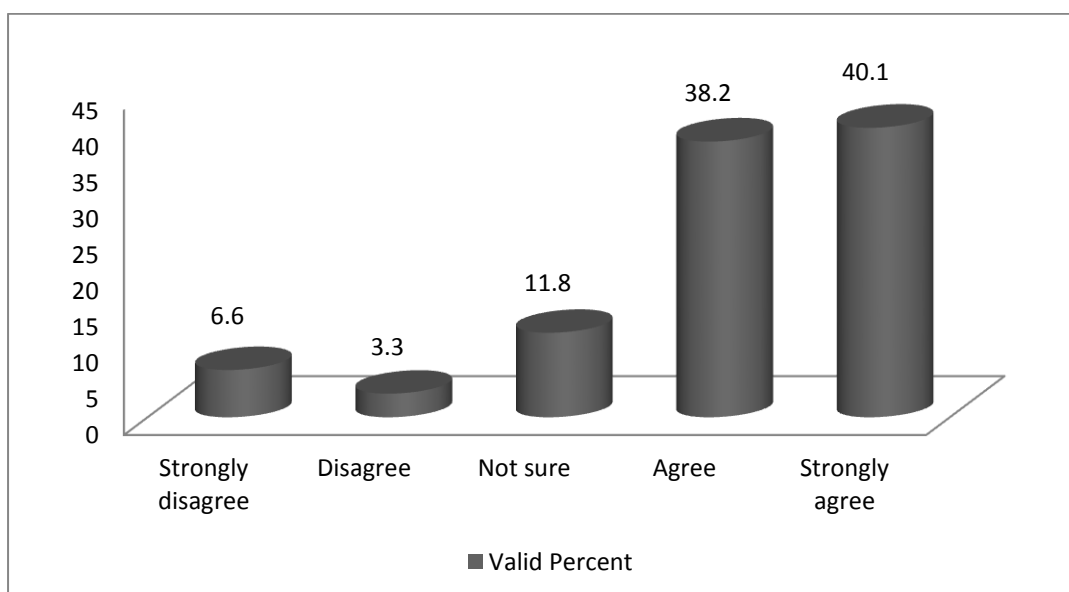


Fig 5.8 Ratings of “Introduction of the new curriculum” as a source of conflict

In the district 40.1% and 38.2% of the teachers strongly agreed and agreed respectively that the introduction of the new curriculum has caused conflict between teachers and the government. A relatively smaller proportion of 11.8%, 3.3% and 6.6% were not sure, disagreed and strongly disagreed to the above notion.

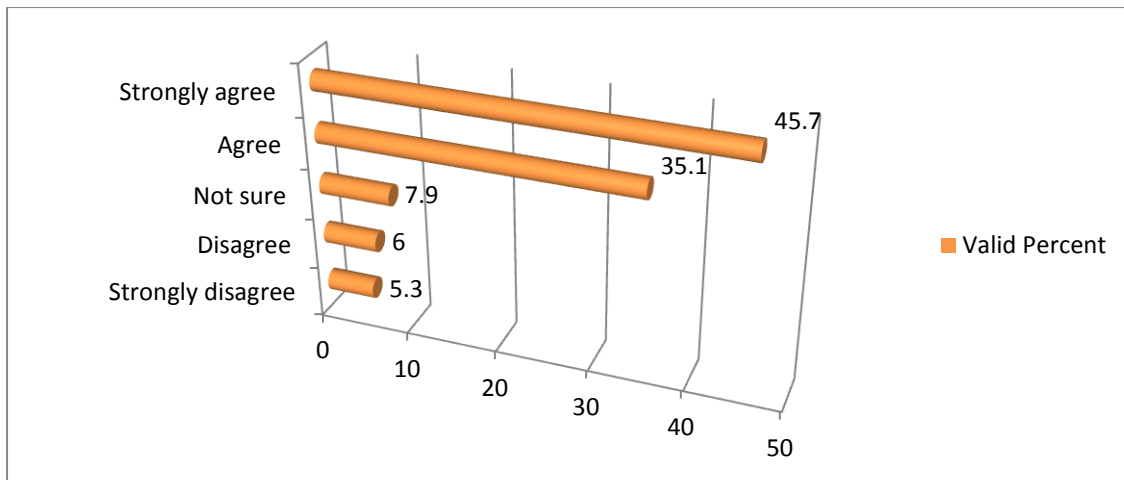


Fig 5.9 Ratings on “poor communication by authorities” as a source of conflict

From fig 5.9 above results 45.7% of teachers who responded to the questionnaires strongly agreed that poor communication by authorities causes conflict between teachers and the government. 35.1% agreed, 7.9 were not sure, 6% disagreed while 5.3% strongly disagreed.

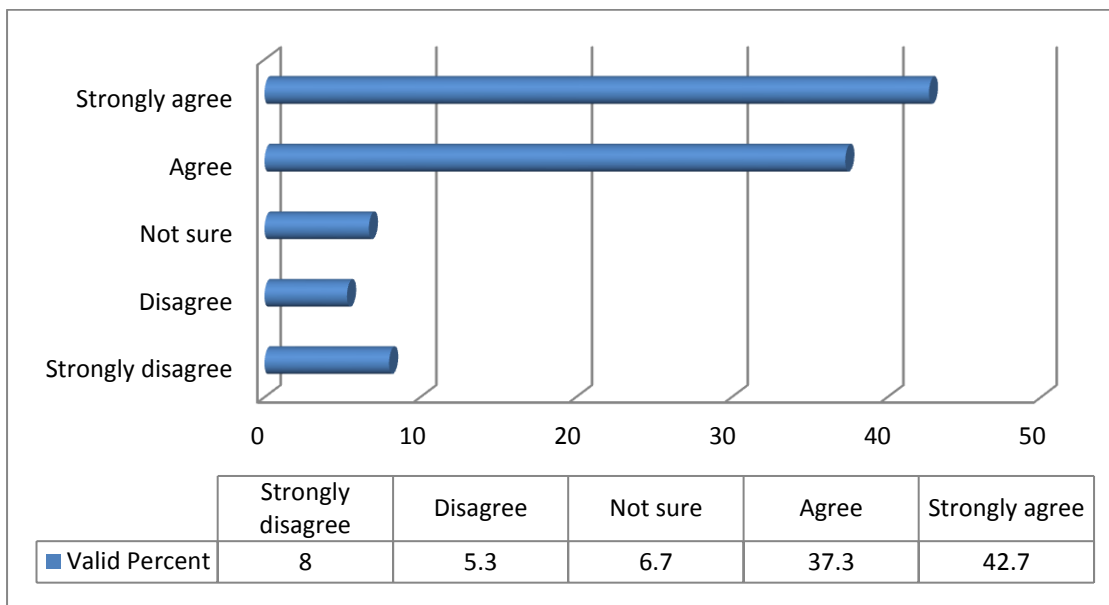


Fig 5.10 Ratings of “inadequate teaching and learning resources” as a source of conflict

Fig 5.10 shows how teachers rated inadequate teaching and learning resources as a source of conflict between teachers and the government. It shows that 42.7 strongly agree to the notion while 37.3 agreed. Only 8% disagreed while 6.7% were not sure and 5.3% disagreed.

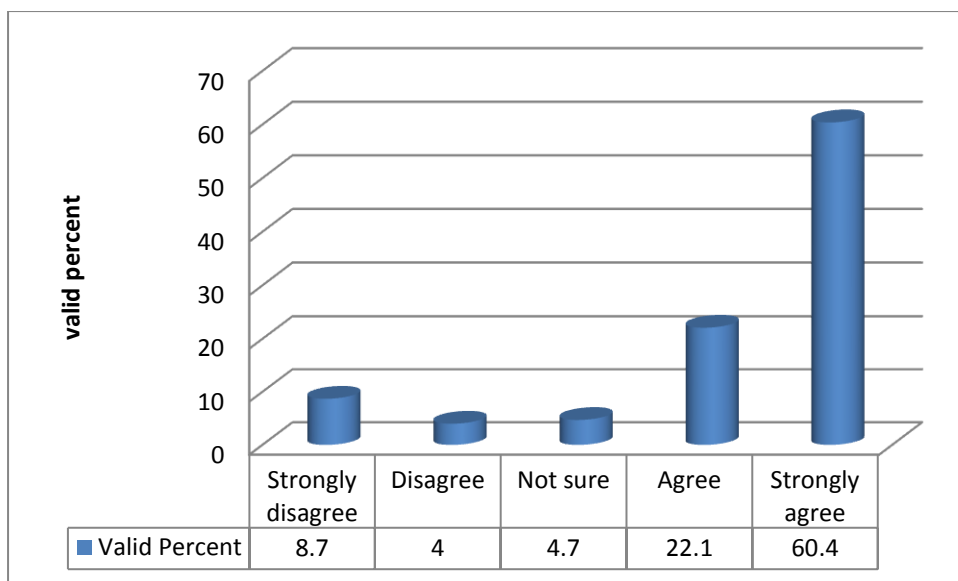


Fig 5.11 Ratings of “the removal of vacation leave days” as a source of conflict

Fig 5.11 shows the ratings on the removal of vacation leave as a source of conflict. The respondents who strongly believed that the removal of vacation leave causes conflict were 60.4% and the highest. 22.1% of the teachers agreed, 4.7% were not sure, 4% disagreed and 8.7% strongly disagreed.

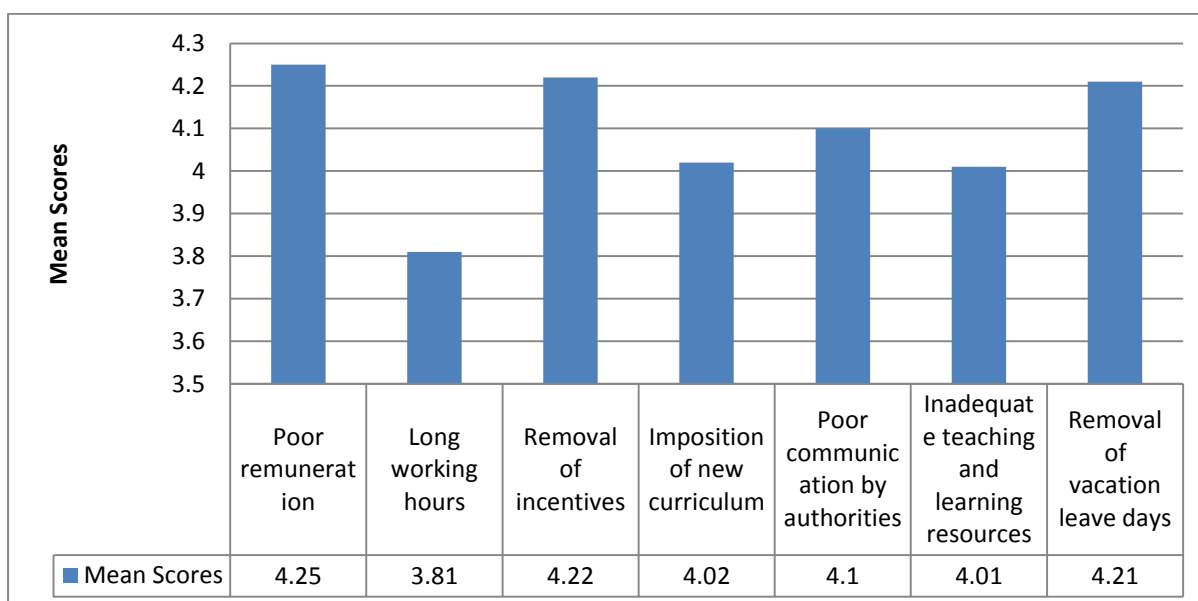


Figure 5.12 : Mean scores on Factors which cause conflict between teachers and Government

Fig 5.12 shows the mean scores on factors which cause conflict between teachers and the government. On a scale of 1 to 5, a mean score close to 5 means that the variable is a strong factor which causes conflict between teachers and the government. Each of the above factors

had a mean score close to 5 therefore; they are all strong factors causing conflict between teachers and the government.

5.4 RELIABILITY TEST

Table 5.4 : Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.933	.933	7

Table 5.5 : Reliability Test Results by Item

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Poor remuneration	24.38	34.909	.826	.700	.919
Long working hours	24.81	37.059	.666	.468	.934
Removal of incentives	24.40	35.064	.832	.736	.919
Imposition of new curriculum	24.59	36.846	.742	.612	.927
Poor communication by authorities	24.54	35.976	.792	.671	.923
Inadequate teaching and learning resources	24.61	34.994	.806	.713	.921
Removal of vocational leave days	24.39	34.417	.834	.781	.918

Table 5.5 shows the Cronbach's Alpha values, number of items considered under the variable and the number of items deleted to increase the Cronbach's Alpha to 0.993 or above for each variable. The study's Cronbach's alpha was 0.933. The values of the Cronbach's Alpha for all the 7 variables was from 0.918 to 0.934 which were therefore acceptable making the results reliable due to consistency of the questionnaire to measure the proposed variable.

5.5 IDENTIFYING THE ROLE OF ZIMTA IN MANAGING TEACHER- GOVERNMENT CONFLICT

Table 5.6- ZIMTA plays an important role in teacher government conflict management activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	77	50.3	52.7	52.7
No	69	45.1	47.3	100
Total	146	95.4	100	
No response	7	4.6		
	153	100		

Out of the 146 teachers who responded to this question, 77 teachers, constituting 52.7% of the respondents, agreed that ZIMTA plays an important role in resolving conflicts between teachers and the government. However, 69 teachers which are 47.3% were against that fact and 7 respondents did not answer.

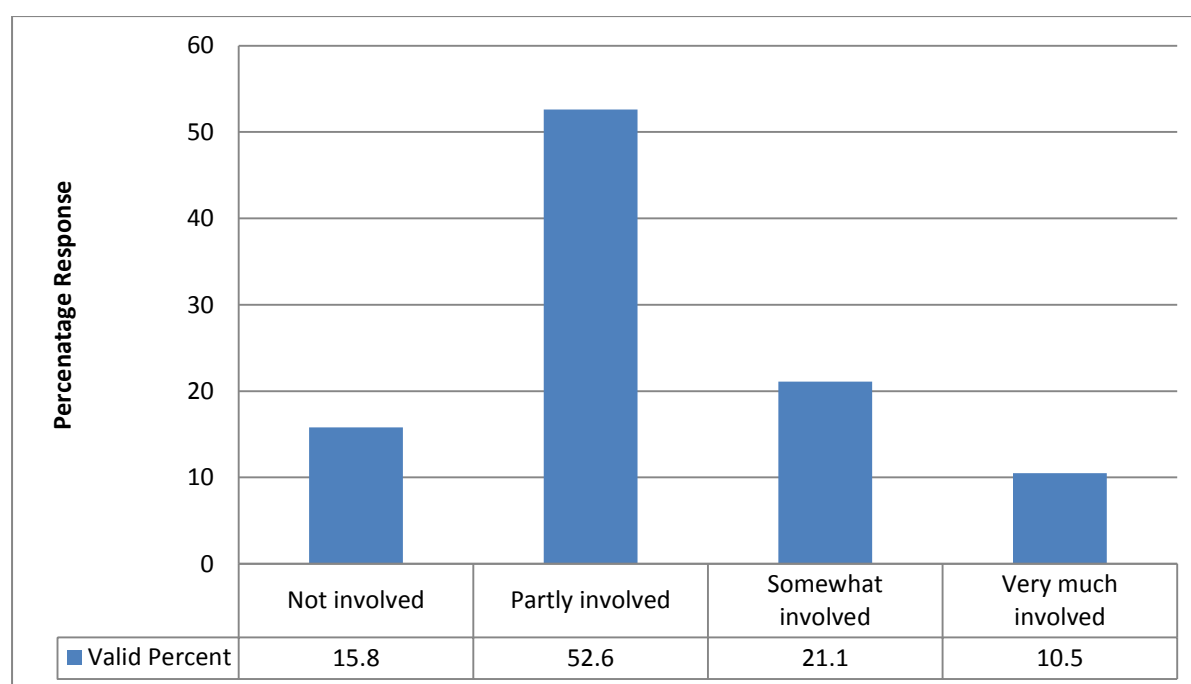


Figure 5.13 : Responses on rating ZIMTA participation in Teacher-Government conflict management activities

On rating the participation of ZIMTA in teacher-government conflict management activities 15.8% felt that ZIMTA is not involved, 52.6% felt that the union is partly involved, 21.1% felt it is somewhat involved and 10.5% said ZIMTA is very much involved.

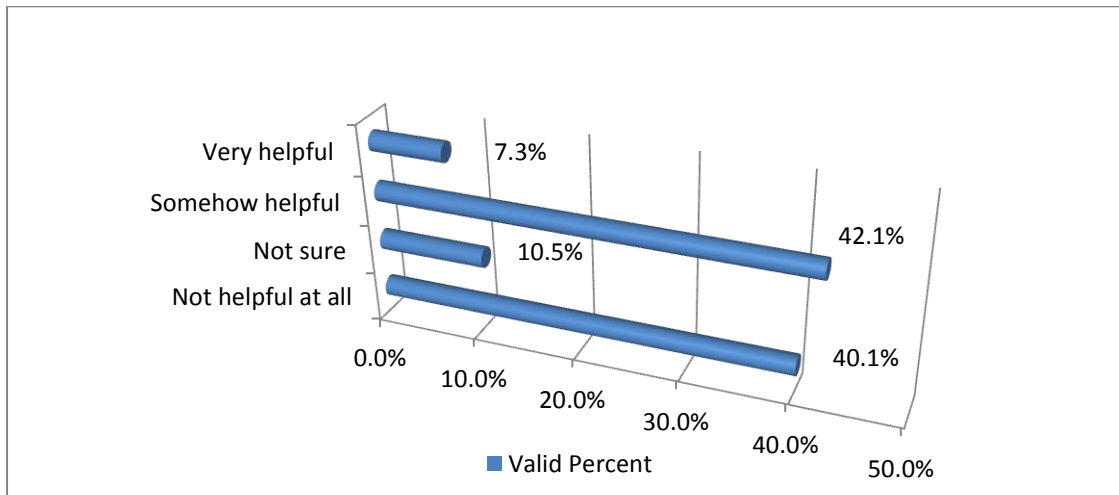
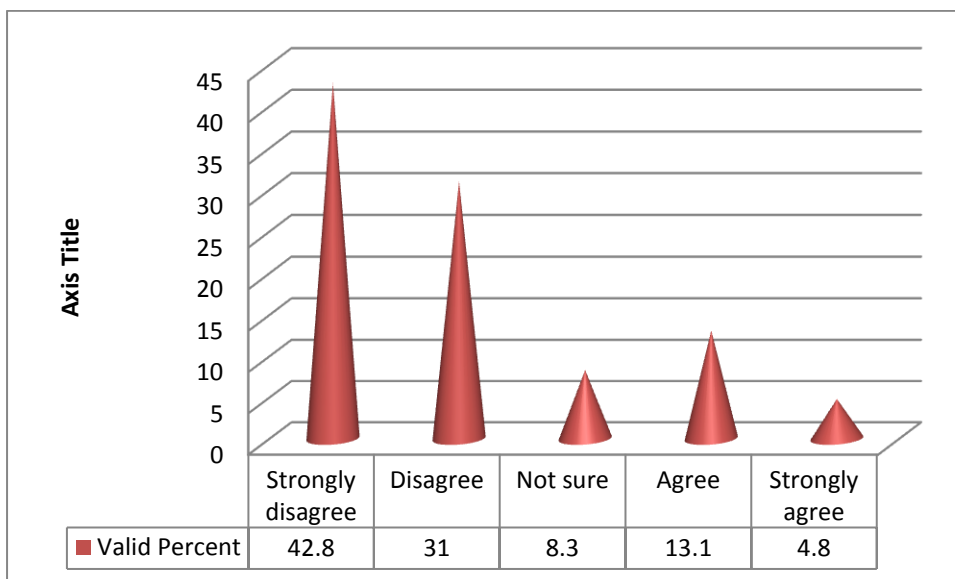


Figure 5.14 : Responses on how helpful ZIMTA is in resolving Teacher – Government conflict

Fig 5.14 shows responses on how helpful the union is in resolving teacher-government conflict. The highest responses were 42.1% of the respondents who felt that ZIMTA is somehow helpful in resolving the disputes between teachers and government. A relatively similar percentage of 40.1% said it is not helpful at all. Only 10.5% were not sure and 7.3% felt that the union is very helpful.

5.6 IDENTIFYING THE EXTENT TO WHICH ZIMTA HAS RESOLVED THE CONFLICTS BETWEEN TEACHERS AND THE GOVERNMENT.

The following graphs depict the responses on how teachers felt on the extent to which ZIMTA has managed to resolve the identified sources of conflict.



5.15 Responses on whether ZIMTA has managed to solve conflict on poor remuneration

Fig 5.15 shows the responses from the statement the ZIMTA has managed to resolve the issue of poor remuneration, the highest response of 42.8% strongly disagreed, whilst 31% disagreed. Only 8.3% were not sure whilst 4.8% strongly agreed.

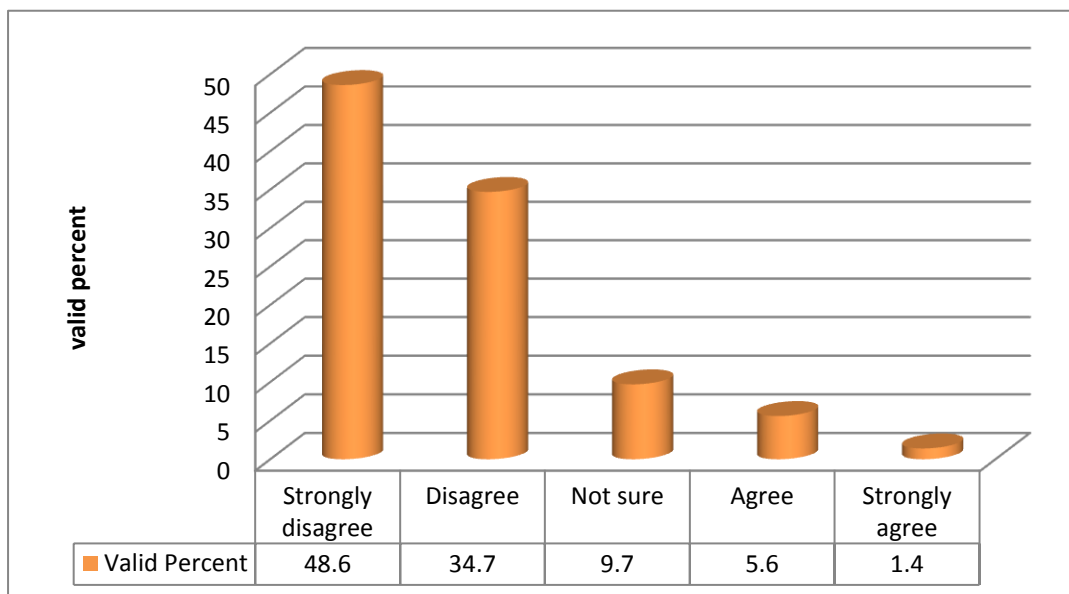


Fig 5.16 Responses on whether ZIMTA has managed the to solve conflict over the removal of incentives

Fig 5.16 shows the responses on whether ZIMTA has managed to solve conflict over poor remuneration. On this issue 48.6% of the teachers who responded in the district strongly disagreed that the union has managed to solve it. Those who disagreed were 34.7%. Those who were not sure were 9.7% whilst 1.4% strongly disagreed.

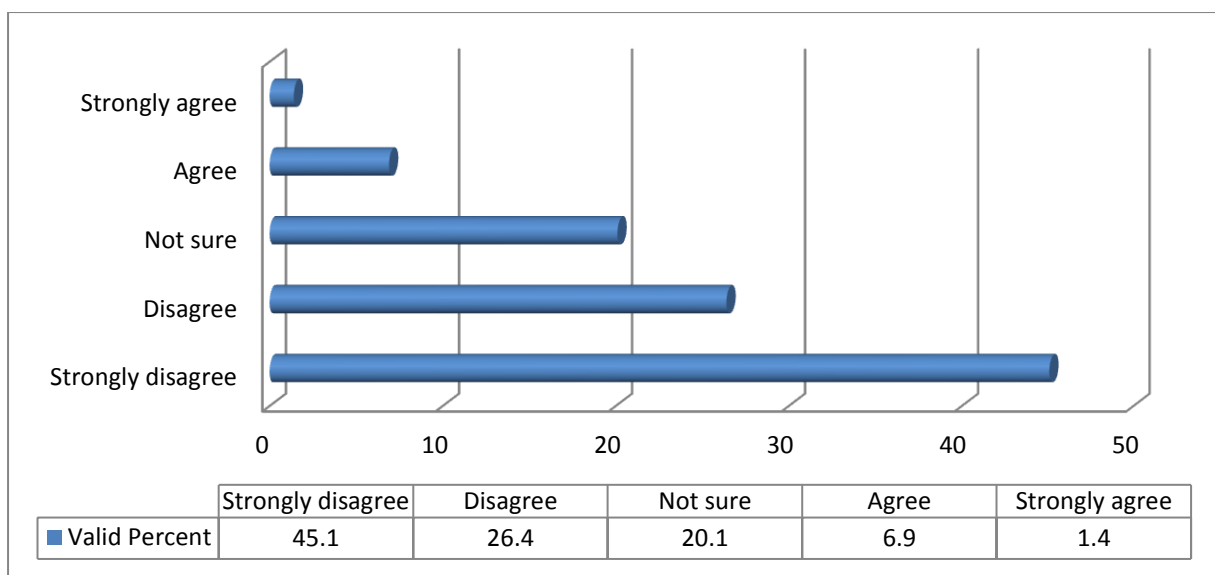


Fig 5.17 Responses on whether ZIMTA has managed to resolve conflict on the introduction of the new curriculum.

Fig 5.17 shows that a majority of 45% of the teachers in the district strongly disagreed that ZIMTA managed to resolve conflict over the introduction of the new curriculum, 26% disagreed, 20.1% were not sure, while 6.9% agrees and 1.4% strongly disagreed.

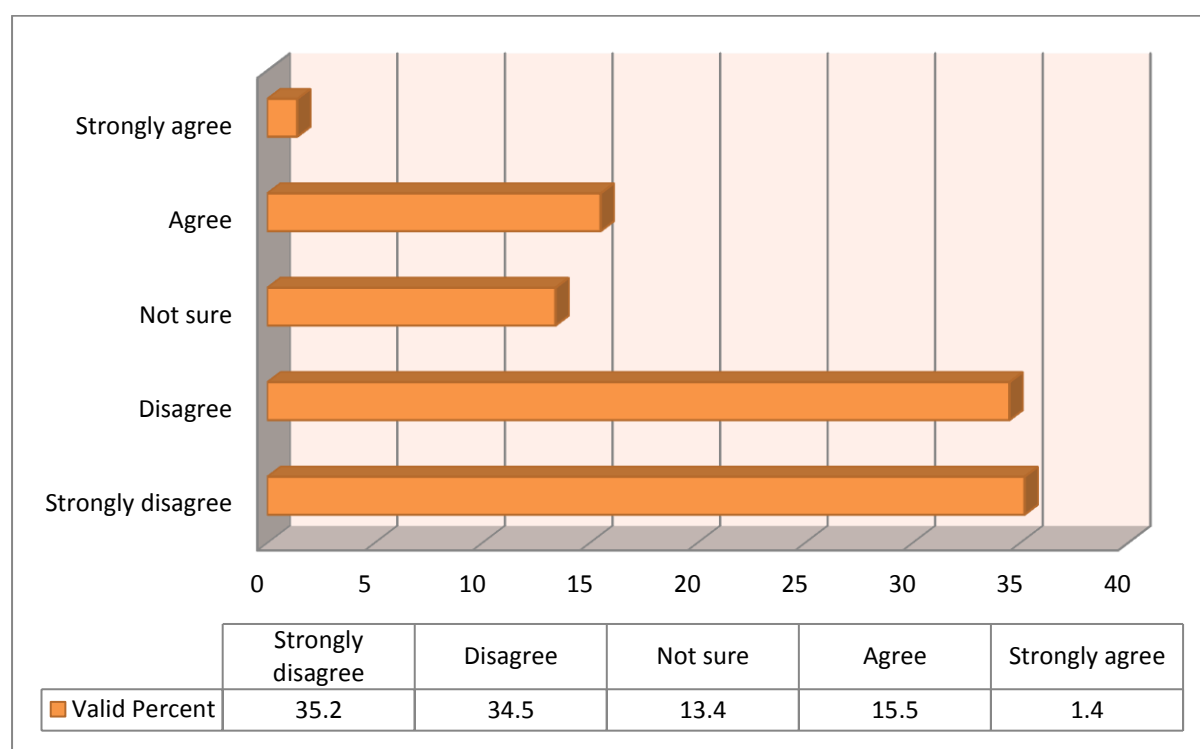


Fig 5.18 Responses on whether ZIMTA has managed to solve conflict on poor communication by authorities

Fig 5.18 shows the responses from teachers in EPMAFARA district who answered whether ZIMTA managed to resolve conflict on poor communication by authorities. 35.2% and 34.5% strongly disagreed and disagreed respectively. Only 13.4% were not sure, 15.5% agreed whilst only 14% strongly agreed.

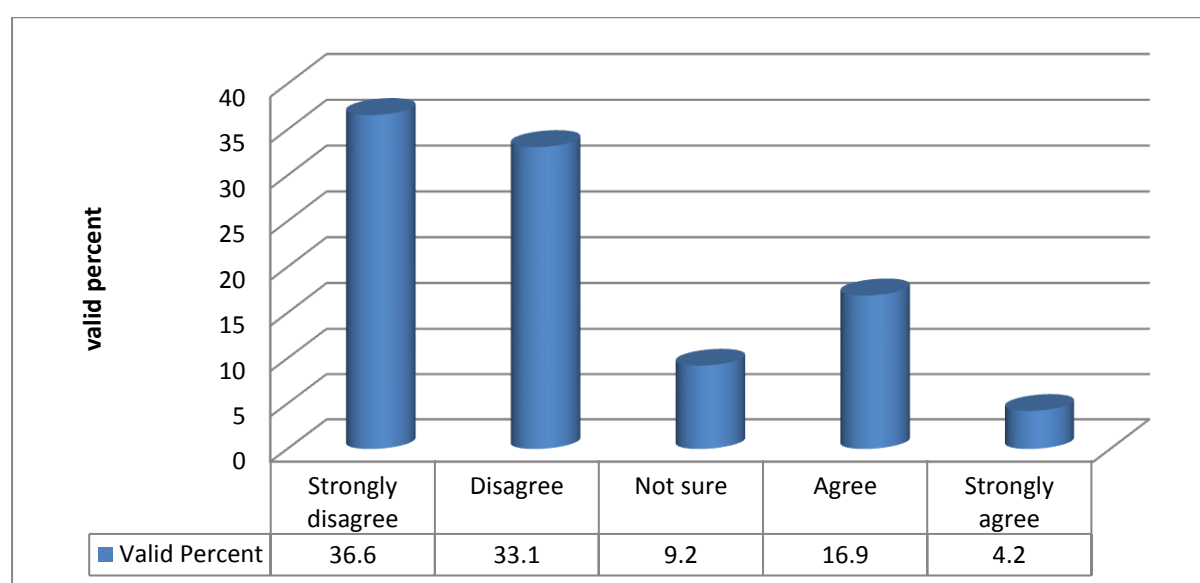


Fig 5.19 Responses on whether ZIMTA has managed to solve conflict over inadequate teaching and learning materials

The responses from fig 5.19 above, 36.6% and 33.3% of the respondents in the district strongly disagree and disagree respectively that the union has managed to solve the conflict over inadequate teaching and learning materials. Only 9.2% were not sure, 16.9% agreed whilst 4.2% strongly agreed.

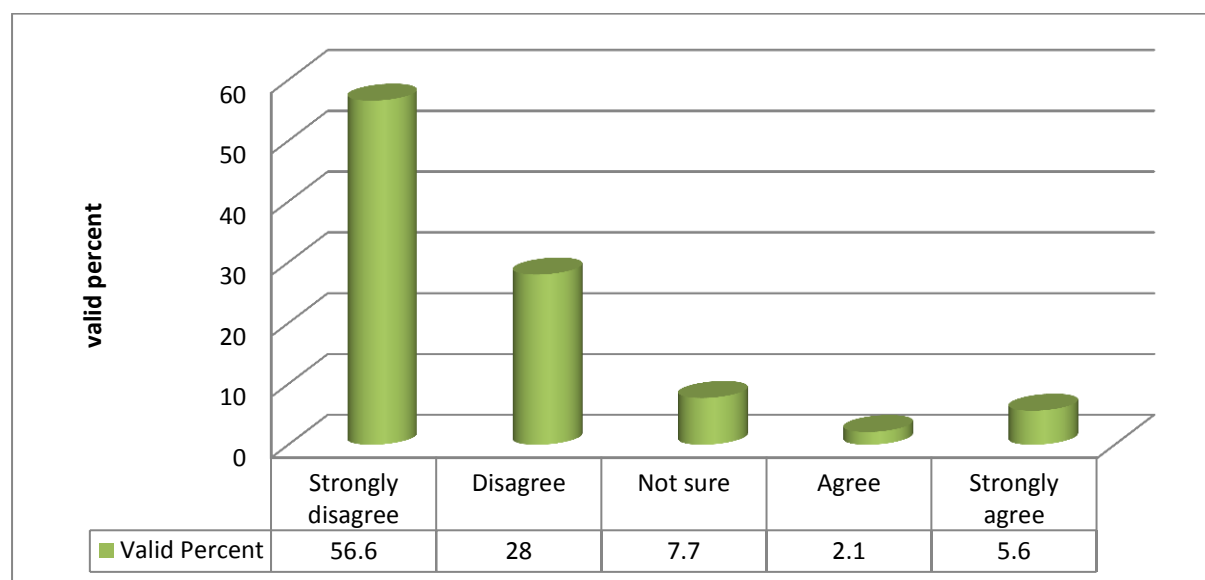


Fig 5.20 Responses on whether ZIMTA has managed to resolve conflict on the removal of vacation leave days

Fig 5.20 shows teachers responses when asked whether ZIMTA has managed to resolve the conflict on removal of vacation leave. A total of 56.6% and 28% of the teachers in the district strongly disagreed and disagreed respectively. Those who were not sure were 7.7% ,only 2.1% agreed and 5.6% strongly agreed to the notion.

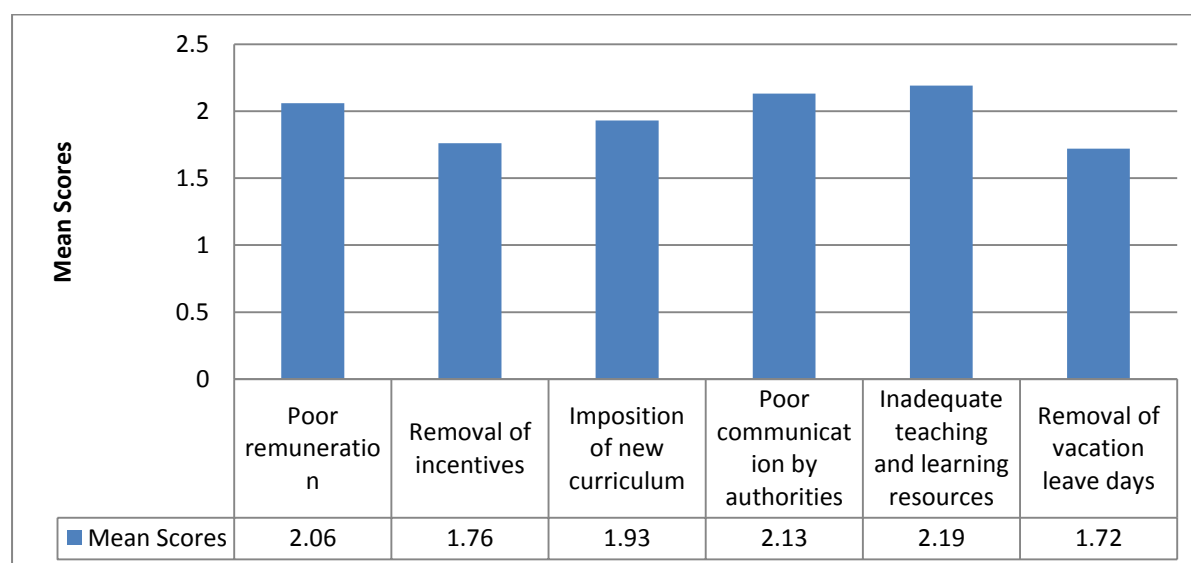


Figure 5.21: Mean Scores of responses on the extent to which ZIMTA has resolved the Teacher – Government Conflict

Fig 5.21 shows the mean scores for all the previously identified variables, showing whether the union has managed to resolve each variable. Using the likert scale provided in fig 5.4 above with a scale of 1 to 5, a mean score close to 1 is negative. For the above results all the variables had mean scores closer to 1 than 5. Since the mean scores for all the above variables were closer to 1, it shows that for all the identified sources of conflict the majority of teachers believe ZIMTA has not been able to manage the conflicts.

5.7 RESPONSES FROM THE KEY INFORMANTS

The findings from the key informants were grouped into themes which the researcher constructed in line with the research questions. The qualitative data is therefore presented thematically being guided by the research objectives.

5.7.1 Sources of conflict between teachers and the government

The key informants alluded that teachers' salaries have been causing conflict in the education sector since 2008. ZIMTA has been negotiating with the employer to review teachers' salaries but it seems the government is facing financial problems. Teachers in Zimbabwe are still earning below the poverty datum line, one of the respondents had this to say:

“Mari inotambira maticha ndiyo iri kunyanya kukonzera makakatanwa. Vadzidzisi havasi kugutsikana nezvavari kupihwa, ZIMTA yaikurukurirana nehurumende kuti pay ikwire asi hurumende haina mari nyange yekutopa maticha mari yavari kutambira izvezvi. Vadzidzisi vari kugununa nepay yavo inova iri pasi pe poverty datum line.”
(Teachers' salaries have been a major source of conflict. Teachers are not satisfied with what they are getting, ZIMTA has been negotiating with the government for salary increase but the government is facing financial challenges to pay even what teachers are earning now, Teachers have complained about salary below the poverty datum line whilst the government has no money)- Mr Black aged 40,31 March 2017.

There have been a lot of changes in the education sector which are causing conflict. For instance, the new curriculum was changed with the effect from January 2017, Working hours have been extended and vacation leave has been removed since January 2016 There is the belief that the government was making a lot of changes without consultation and the changes are often imposed on the education sector whereas other sectors had few or no changes. The first respondent said:

“Shanduko zhinji dziri kuitwa nehurumende dziri mubazi redzidzo ko sei vachisiya mamwe mapazi, kwaane curriculum itsva kutanga kwa January 2017, kuchinjwa kwemaworking hours kubva pa 5hours kuenda pa8 hours pazuva, kubviswa kwemazuva evacuation leave kubva January 2016 ndichingodoma zvisoma. Dzese shanduko idzi dziri kungoiswa pasina wirirano mubazi redzidzo chete kwete mamwe.”(*Most of the changes being done by the government are in the education sector, why not other sectors, there is a new curriculum which was effected in January 2017, change of working hours from 5hours to 8hours a day, removal of vacation leave days since January 2017 to mention a few. All the changes have been imposed on the education sector and not the others*). (Mr White aged 52, 3 April 2017)

Mr Black supported the above statement and added:

“Kubviswa kwakaitwa mavacation leave kwakaitwa zvechisimba kumaticha pasina kuwirana, paifanirwa kutauriranwa. Mucircular yemusi wa14 January 2016 Permanent Secretary MuMinistry ye Primary and Secondary Education, Dr Janet Utete Masango vakati vanhu vose vemueducation sector vaive kumavacation leave vadzoke kubasa *with immediate effect*. Zvaifanira kunge zvakataurwa pachine nguva Dambudziko nderekuti hurumende inongoita zwayada kumaticha? Izvi hazvina kufadza maticha” (*The sudden removal of vacation leave days has been imposed on teachers without any agreement. In a circular dated 14 January 2016, the Permanent Secretary in the Ministry of Primary and Secondary Education, Dr Janet Utete Masango, giredted that all members of the education sector who were on vacation leave be recalled to work with immediate effect. It should have been communicated in time. The problem is that the government imposes anything that they want to teachers? This did not impress the teachers*) (Mr Black aged 40, 31 March 2017).

In 2009 the government introduced the incentive scheme whereby teachers and the school administrators would share a 10% from the total income in the school. The removal of incentives by the government in 2012 has caused conflict between the two parties. During the incentive era teachers could meet most of their needs by using their salaries and the monthly incentives. Mr White the other respondent alluded that;

“Maticha ari kutambira mari iri pasi pe poverty datum line, vaimbogamhiwa nemaincentive, maincentive imari yaipihwa maticha muzvikoro kubva kumafees evana, yaiwanzowa 10% yaibviswa patotal fees dzevana yobatsiridza maticha. Mazuva iwayo vamwe waitokwanisa kuaver mari yekutenga mastands ekugara, kubhadhara maschool feesevana

asi kakubviswa kakaitwa maincentive muna2013 kwakasandura hupenyu hwamaticha kuita manyama amire nerongo.” *(Teachers earning salaries below the poverty datum line were being assisted by the incentive scheme, The incentives were money that was allocated in schools from pupils fees, it was usually 10 % from the total fees from pupils that was used to assist some could then afford saving money to buy residential stands, paying school fees for children but the drastic removal of incentives in 2013 turned teachers’ lives upside down).* (Mr White aged 52, 3 April 2017)

5.7.2 Responses on the role of ZIMTA

ZIMTA's major role is to provide trade union needs for teachers. It aims at improving the working conditions for teachers. After being asked on the role of ZIMTA Mr Black said:

“ZIMTA inosungirwa kukurudzira zvido zvevadzidzisi. ZIMTA ine mudzidzisi pamoyo uye yakagadzirira kumirira vadzidzisi nyange zviome sei. Kunyange zvazvo kuine matambudziko emari munyika ZIMTA ine mukana yekuzadzisa nyangwe zvimwe zvikuru, *it is just a rough diamond that needs polishing.* ZIMTA inozvipira kunatsurudza mashandiro evadzidzisi vemuno muZimbabwe. ZIMTA imonya rinogara rakasvinura kuti rizadzikise zvido zvevaticha ose nekuita kuti mashandiro amaticha ave anofadza.” *(ZIMTA's mandate is to advocate for the professional and trade union needs for educators. ZIMTA has the teacher at heart and is prepared to stand with the educator against all odds. Despite all the economic challenges in the country ZIMTA has more room to attain even higher, it is just a rough diamond which needs to be polished. ZIMTA is committed to improving conditions of service for Zimbabwean teachers. ZIMTA is a giant that is awake ever ready to meet all the teacher needs by making the working conditions of teachers favourable).* (Mr White aged 52, 3 April 2017)

The union's role is to negotiate better salaries for teachers, protect teachers who are wrongly accused by protecting them from being fired from work as well as protect teachers from unfair treatment. The union is there to work with the teacher in times of need, Mr White responded on the role of unions this way:

“ZIMTA inogaroita hurukuro nehurumende panyaya dzepay, maallowances, nemashandiro. Inopa rubatsiro nekudzivirirwa zviri pamutemo, kutongwa kwemhosva, kuchengetedza kana mushandi adzingwa basa zvisiri pamutemo nekusabatwa zvakanaka. ZIMTA inozvisungirira kuti ibate zvichemo zvevaticha. Pose panoita vadzidzisi makakatanwa nemurungu wavo anova hurumende ZIMTA inozvigadzirisa yoshanda nemushandi pamoyo. ZIMTA yakagadzirira kuteerera kune

mudzidzisi wese chero ari memba uye achibhadhara mari yake yemasubscriptions zvakakwana.”(*ZIMTA regularly does collective bargaining for better salaries, allowances and conditions of service. It gives welfare and central legal protection, litigation, protection against arbitrary firing and unfair treatment. ZIMTA has a mandate of handling teachers’ grievances. Whenever teachers are in conflict with their employer, the government ZIMTA handles it and works with the worker at heart. ZIMTA is ready to listen to any teachers’ grievances provided he or she is a member who is paying his/her subscriptions up to date*). (Mr Black aged 40, 31 March 2017)

The union does collective bargaining of salaries every year. It is there to assist members not to be affected by the adverse effects of inflation

“ZIMTA inoita hurukuro yezvemasalary pagore poga poga. Mazuva ekukwira kwemitengo yezvinhu hurukuro dzaitwa mwedzi woga woga kubatsiridza nhengo dzisakanganisirwe nekukwira kwemitengo.” (*ZIMTA does collective bargaining agreements annually. During the times of hyper- inflation negotiations were done on a monthly basis to cushion members from the effects of inflation*). (Mr Black aged 40, 31 March 2017)

The union also represents its members at the labor court and handles their complaints. Whenever a member is unfairly accused at the workplace the union represents its clients. Mr Black lamented that:

“ZIMTA irikugamuchira zvichemo nekumirira nhengo dzayo kumatare edzimhosva dzevashandi. Izvi zvinoitwa nocode of conduct inokururukurirana nevashandi nehurumende. Mazuva a2008 kusvika 2009 maticha mazhinji aakatiza mabasa vachienda kunze kwenyika kunotsvaga zvirinani, pavakazodzokera kuno kuZimbabwe vakasvika vachinzi mabasa apera asi ZIMTA yakamiririra nhengo dzayo dzikadzoka pama station avaive vazhinji varimo mudistrict rino. Vazhinji vaisava nhengo dze ZIMTA vakatoendeswa kumamisha” (*ZIMTA is handling members grievances handling and providing legal representation to its members at the labour court. This is done using a code of conduct negotiated by the workers and government. During 2008 up to 2009 many teachers left their jobs going out of the country to seek greener pastures, when they came back to Zimbabwe they lost their jobs but ZIMTA represented its members and they returned to their respective places. A lot of examples are teachers in this district. A lot who were not members were sent to the rural areas*). (Mr White aged 52, 3 April 2017).

5.7.3 Responses on how ZIMTA is satisfying the needs of teachers in the constituency

ZIMTA provides loans for teachers with very little interest as compared with that from the bank. The union also offers medical assistance to members and helps at funerals. The two respondents both responded relatively similar ideas as one of them said:

“Inobatsira vadzidzisi panguva yematambudziko nekupa zvikereti, pane ma \$100 aipihwa maticha zvikwereti avanozobtirwa \$17 pamwedzi pa6 months, total yemari yacho yese yavanozobhadhara i\$102 chete inova yakafanana nekuti hapana interest. Kana member ikafirwa nemubereki kana mwana union inomupa \$300 yekushandisa. Member ikazvara, mukadzi wamember akazvara anopihwa hamper yehembe nezvekushandisa zvemwana. *(It assists educators in times of crisis by providing loans, Teachers were given soft loans of \$100 payable in 6 months with \$17 a month to make a total of \$102 only which is as good as if there is no interest. When a members father or child die the union gives him/her \$300 to use. When a member gives birth or the wife of a member gives birth she is given a hamper with clothes for the baby).* (Mr Black aged 40, 31 March 2017)

ZIMTA has helped teachers in EPMAFARA district acquire stands. Some members benefited in the Eastview scheme which is a few kilometres from Tafara. Some have already built their houses. In Epworth there is no scheme so far but a lot of members in the district have benefited from the housing scheme by getting stands outside the district, thus in Southly park and Warren Park.

Nhengo dzeZIMTA zhinji dzakabatsirika kuma housing schemes ari munyika yose iko kuTafara uku vamwe vakapihwa mastands ku Eastview vamwe vakatovaka dzimba dzavawa kugara. Kunyange zvazvo kusina scheme ku Epworth mamwe mamember emu EPMAFARA district vakatowana mastand kusouthley park neku Warren park, kune vazhinji vawe kutogarako.” *A lot of ZIMTA members have benefited with housing schemes all-round the country, In Tafara some were given stands in East view and some have already built houses where they are staying in their houses. Although there is no scheme in Epworth some members in EPMAFARA district got stands in Southly Park and Warren Park; a lot of them are now staying there.* (Mr White aged 52, 3 April 2017)

They both agreed that the housing scheme being offered by the union has helped partly in satisfying the needs of its members. Mr Black alluded that:

Mahousing schemes emitengo yakaderera arikupihwa nhengo dzeZIMTA sezvo mari yematicha isiri kukwana. Nhengo zhinji dzeZIMTA dzaanewo nzvimbo dzekuti kumba”(*Affordable housing schemes are being offered by ZIMTA to its members since teachers’ salaries are not enough. Most ZIMTA members now have places to call home*). (Mr Black aged 40,31 March 2017)

5.7.4 Responses on the difficulties being faced by ZIMTA in satisfying the needs of its constituency

Due to the economic challenges currently being faced by Zimbabwe, a number of teachers are no longer subscribing to the union which is making it difficult for the union to protect and satisfy the interests of its members. This is also affecting ZIMTAs relevance as propounded by Mr Black:

“Kunetsa kwezvehupfumi munyika kubva muna 2007 kwakakanganisa kufambiswa kwebasa reZIMTA. Izvi zvakaita kuti nhengo dzidzikire sezvo vanhu vane mabasa mumakambani vave vashoma. Kuderera kwenhengo kunokanganisa kugona kweZIMTA nekukosha kwayo.”(*The economic crisis in the country since 2007 has been detrimental to the way in which ZIMTA runs. This has caused loss of membership as the proportion of people being employed in the formal sector has declined. Decline in membership affects ZIMTAs influence and relevance*) (Mr White aged 52, 3 April 2017).

Mr White also had this to say on the difficulties being faced by ZIMTA in satisfying the needs of its members in the constituency:

“Kuderera kwenhengo kwakuita kuti ZIMTA itadze kumiririra nekuchengetedza zvido zenhengo dzayo. Imo mudistrict muno vamwe maticha vazhinji havachadi kubhadhara masubscriptions avo nekuti mari yavo yepay haikutovakwanirawo. Vana madam Zuze ava vese waitove mamember kasimba asi vakaongosiya nhai” (*Decline in membership has made it difficult for ZIMTA to defend and protect the interests of its members. In this district some teachers no longer want to pay their subscriptions because their salaries are not enough. Even teachers like Mrs Zuze were once active members but they just left*). (Mr Black aged 40, 31 March 2017).

5.7.5 Responses on the extent to which ZIMTA has resolved the conflicts

Mr Black felt that the union has been able to solve the issue of poor remuneration through the use of a compromising conflict management strategy since teachers are going to be paid their 2016 bonuses on 30 June 2017 although later than the expected December 2016 date. Despite the economic challenges the government is facing it has agreed to pay the bonuses. He also felt that money can never be enough and it is difficult for any salary to meet every need when he said:

“ZIMTA yakakwanisa kutaurirana nezvekubhadharwa kwemabonus aNovember 2016 ematicha. Union yakashandisa compromising strategy inoita kuti union nehurumende vakwanise kunge vari pamafungiro mamwechete nehurumende. Nyange zvazvo kuine matambudziko emari maticha ari kupihwa 13th cheque for 2016 musi wa30 June 2017 uno pasina chikanganiso. Zvisinei hazvo panyaya yepay shoma yematicha union haisati yakwanisa kuzadzikisa zvido zveematicha sezvo kugutsikana kuchinetsa.”*(ZIMTA has managed to negotiate for the payment of November 2016 bonuses for teachers. The union used the compromising strategy which enables the union and the government to be on the same table. Despite the economic challenges in the country teachers are to be issued their 13th cheque for 2016 in June 2017 without fail. However, the issue of poor remuneration the union has not been able to meet the needs of the teacher since satisfaction is difficult to reach)* (Mr White aged 52, 3 April 2017)

In 2009 after the Zimbabwean economy started using the United States dollar. Teachers then started to earn \$100 dollars a month; this was not salary but named an allowance. The union did negotiations with the government and now teachers earn \$400 and above and it is no longer an allowance but salary. However this is still below the poverty datum line. Some teachers may think that the union has failed yet salaries have been increasing since 2009 although they are still not satisfied. Mr Black said:

“Pakabviswa Zimbabwean dollar maticha akatanga kuhora ma100 dollars muna 2009, Ipapo mari iyi aingova ma allowance, kubva ipapo ZIMTA yayiita hurukuro nehurumende pano neapo kuongorora kuti maticha aitewo salary. ZIMTA yakashandisa intergrating strategy yekuti vose government neunion vakaisa misiyano yavo pasi ndookuwirirana pachinhu chimwe. Salary yakavepo zvema allowance zvikamiswa, salary iya ndookutanga kukwira zvishoma nezvishoma kusvika parizvino ticha wemuZimbabwe anohora mari iri pamusoro pe\$400 zvishoma zvinova zviri nani pane kushaya nyange zvazvo iri pasi pepoverty datum line ye \$534

pamhuri”.(When the Zimbabwean dollar was phased out, teachers started earning 100 US dollars in 2009, At that time this money was only an allowance. since then ZIMTA has been doing regular collective bargaining with governments so that teachers would earn a salary ZIMTA used the integrating strategy whereby both the government and the union had to put aside their differences and agree on a certain figure. The salary issue then came to be, it then gradually rose until now an ordinary teacher in Zimbabwe is earning slightly above \$400 and its better than nothing despite the fact that it is below the poverty datum line of \$534 per household). (Mr Black aged 40, 31 March 2017)

The government during the time of economic hardships introduced the incentive scheme to cushion the salaries which were not enough. With this scheme teachers were paid some money by the school on top of their salaries, however it scraped the incentive scheme on teachers in 2012 and the union has not been successful to convince the government to reconsider them. Teachers in poor schools were getting less as compared to better schools in the urban areas. Some administrators were getting more than the approved 10 % percentage. One of the key informants propounded that:

“ZIMTA yakatadza kupesvedzera hurumende panyaya yemaincentive nyange zvazvo pakaitwa hurukuro zhinji. Zvakabuda pachena kuti nyaya yema incentive yakakonzera misiyano pakati pematicha. Zvakaonekwa kuti maticha aidzidzisa kumamisha vaiwana mari shoma tichienzanisa nevemutown nevekumaboarding. Mamwe maheadmaster vainzi vaizvipa mari yakawadisa pamusoro pe 10% yainge yakatarwa nehurumende. Naizvozvo nyaya yemaincentive yaikonzera huori nemisiyano mubazi redzidzo”.(ZIMTA has failed to convince the government on the incentive issue despite several negotiations. It has come into light that the issue of incentives created disparities amongst teachers. It had been noted that teachers who taught in the rural area were getting far much less as compared to those in towns and boarding schools. Some headmasters were allegedly giving themselves large amounts of money on top of the 10% that had been earlier agreed on by the government. Generally the issue of incentives caused corruption and inequalities in the education sector.) (Mr White aged 52, 3 April 2017)

The union has not yet managed to stop the new curriculum. This key informant supported the curriculum issues by stating that it has been long overdue. Since the 1990s the Nziramasanga Commission was trying to change the curriculum but failed. It has however become a success story in January 2017 although it was introduced within a short period which might be the cause of conflict. The union could not convince the government in reinstating vacation leave

days. It has been difficult for the union to convince the government to provide more teaching and learning resources since the government is facing financial problems. Mr Black had this to say:

“Nyaya yecurriculum inyaya haisi nyaya itsva uye hainganzi irikunyanyonetsa, isu se union tirikutoifarira curriculum itsva iyi nekuti yanga yagarisa isati yachinjwa kubva kuma 1990s paNziramasanga Commission ichida kuchinjwa zvichiramba, Pamwe kuiswa kweyakaitwa maticha asina kugadzirira ndokungakonzera makakatanwa. Kubviswa kwemavacation leave kutanga January 2016 hakuna kufadza vadzidzisi, ZIMTA yakatoendesa gavhumendi kucourt mwedzi wapera nenyaya iyoyi yekubviswa kwemavacation leave asi hapana chachinja. Hurumnde iri kuti ubviswa kwemavacation leave kwakanakira paku kata macost sezvo yaisangna nezvimhingamupinyi paubhadhara maticha maviri panguva imwechete, uyo anenge ari paleave neamureplacer wacho.” (*The new curriculum is not a new issue and it cannot be said it has become a problem, us as a union we are in favour of this new curriculum because it has been long overdue since the 1990s o the Nziramasanga Commission when it wanted to be changed but failed. Maybe the way it was introduced when teachers were not ready could be the cause of conflict. The removal of vacation leave with effect from January 2016 has did not please the teachers. ZIMTA dragged the government to court last month with this issue of removing vacation leave days but nothing has changed. The government is saying vacation leave days were removed for cost cutting purposes since the government was facing challenges in paying two teachers at the same time, the one on leave and the replacer*) (Mr Black aged 40, 31 March 2017)

5.8 SUMMARY OF CHAPTER

The findings of the study were grouped into two, presentation of results from questionnaires as well as those from key informant interviews. The results from the questionnaires were presented based on the research objectives in form of pie charts, bar graphs and tables. There were 2 key informant interviews and as earlier stated pseudonyms were used to protect the identity of the respondents. A recorder was used to capture the responses with the consent of participants. The findings from the key informants were grouped into 5 themes, thus, sources of conflict, role of ZIMTA, how ZIMTA is satisfying the needs of its constituency, challenges being faced as well as the extent to which it has managed to solve the conflicts.

CHAPTER 6 – DISCUSSION AND CONCLUSION

6.1 INTRODUCTION

The findings of the study are discussed in this chapter. The reliability tests results are discussed in this chapter first. Research findings from questionnaires and key informant interviews are both discussed based on the three research objectives which include identifying the sources of conflict, the role of ZIMTA in teacher-government conflict management activities as well as the extent to which ZIMTA has managed the conflicts. Of the 214 questionnaires administered into the study, 153 were returned with valid and meaningful data to analyse. This made up a response rate of almost 72%. This a reasonable rate as it is above the average response rates of 55.6% and 52.7% found by Baruch (1999) and Baruch & Holtom (2008) in their studies of top surveys in the world. These findings will be related to the literature review and will also be informed by the two theoretical frameworks from Karl Marx and Ralph Dahrendorf. At the end of the chapter stands a conclusion of the whole research based on the research findings.

6.2 DISCUSSION OF RELIABILITY TEST RESULTS

Fluidsurveys (2014) stated that a Cronbach's α value of at least 0.6 is an acceptable level of validity for any given study. This research managed to surpass that acceptable value for all the identified factors. The study's Cronbach's alpha was found to be 0.933 which shows that at least 93% of the results were due to consistency of the questionnaires. Niglas (1999) suggested that various reliability tests should be conducted for each scale or concept. This is so because the Cronbach's α value tends to be exaggerated at times when the number of measurements increases. SPSS tests were done to calculate Cronbach's α value so as to estimate reliability on each research variable. Long working hours yielded the highest α of 0.934 while poor remuneration and removal of vacation leave days were at 0.919 and 0.918 respectively. This shows consistency of the questionnaires. However, as suggested by (R. B. Johnson, Onwuegbuzie, & Turner, 2007) researchers should not always rely on published α estimates but rather a fair judgement for reliability results should ponder on three features of the study which are characteristics of the instruments, the conditions of administration and the characteristics of the respondents.

6.3 SOURCES OF CONFLICT BETWEEN TEACHERS AND THE GOVERNMENT

Marx saw human history as full of conflict between classes, the bourgeoisie (business class) and proletariat (working class) which is the mechanism of change and development (Perry, 2011). This observation has also been noticed from the results of this study. From responses from the questionnaire on whether there is conflict between teachers and the government 98.6% of the teachers admitted that there is conflict while only 1.4% showed that there is no conflict. The 1.4% was from two questionnaires only; this was amusing since it is clear that the Zimbabwean education sector is marred by conflicts. All the factors identified to be causing conflict had mean scores close to 5, using the Likert scale provided in the previous chapter it shows that all the identified factors were strong factors which cause conflict between teachers and the government. Karl Marx's main perception was that human history is defined by class struggles. The struggle is between those who are exploited and those who exploit them (Wright, 2011) Therefore, since the majority of the respondents believed that there is conflict we therefore, accept the null hypothesis which states that there is conflict between the teachers and the government and reject the alternative hypothesis that there is no conflict.

According to Okotoni & Okotoni (2003) differences in goals and perceptions may lead to conflict. Dahrendorf postulated that conflict is the inequality of power and authority which inevitably accompanies social organizations (Dahrendorf, 1959). From the research findings 60.4% of the respondents in EPMAFARA district strongly agreed that removal of vacation leave days caused conflict between teachers and the government. It has been a norm that every teacher would go on a three months leave after every 7 years of working for the government. The government however removed this need from teachers with effect from January 2016. From the key interviews ZIMTA took the government to court over this issue in February 2017 but nothing materialized since the cost cutting goal of the government was different from that of teachers. According to Ceplair (2008) Marx saw these interests of the capitalists as always contrary to the interests of the workers which lead to class struggle It has been made clear by the interviewees that the government removed these vacation leave days as a cost cutting measure since it was difficult for the government to pay salaries for the teachers on leave and the one who would have replaced the latter. Teachers on the other hand feel they have been deprived their need to rest therefore this difference in goals is causing conflict in the district. This rightly goes hand in hand with the literature from Okotoni & Okotoni (2003) which stated that these differences in goals and perceptions may lead to

conflict in organizations. In addition Dahrendorf considered conflict as conflict of interest or of ones' interest (Güçlü et al., 2014).

Nyamajiwa (2004) identified unavailability of resources, performance expectations and organizational structures as sources of conflict. This is evident from the questionnaire results, when the teachers in EPMAFARA were asked to rate how inadequate teaching and learning resources causes conflict 40. 7% of the total sample strongly agreed. 37.3% agreed whereas 8% and 5.3 strongly disagreed and disagreed respectively. Unavailability of resources surely causes conflict between teachers and the government. The resources that are lacking are in form of books as well as enough computers at schools which may allow further research for the teacher. If teachers lack enough teaching and learning materials it therefore compromises their competence. The resources in schools in the district are limited and there is a lot of competition over the few books and computers which then lead to conflict between the government and the teachers in the district. Nyamajiwa (2004) further recognizes that conflict within an organization can be caused by competition for limited resources. Karl Marx also supports this view since he said the sharing of scarce resources unavoidably leads to conflict (Perry, 2011).

Dahrendorf (1959) pointed out that class inequality and conflict exist within a class through levels of authority and is a general phenomenon. In many organizations, the structure or role is a potential source of conflict. When bargaining gives the minister has a decision making role he or she can make a decision unlike the union. For instance, it has been shown in the interviews that in a circular dated 14 January 2016, the permanent secretary in the Ministry of Primary and secondary education, Dr Janet Utete Masango, directed that all members of the education sector who were on vacation leave be recalled to work with immediate effect. As reviewed from the interviews the new constitution gives the president power to make the final decision when agreements like salary increment are to be made. It has also been noted that the president makes the final decision after the recommendation from the minister. This kind of bureaucratic structure as the role that officials have causes conflict within the education sector Zimbabwe. Marx also noticed this as he viewed social conflicts as systematic incidences which prohibit clarifications and hence prediction, he assumed these conflicts to be essential consequences of the structure of any given society and, in particular, of capitalist society (Dahrendorf, 1959a).

Okotoni & Okotoni (2003) in their study on Conflict management in secondary schools of Osun state, Nigeria noted that teachers work in highly de-motivating conditions due to poor pay by the government and this causes conflict in the education sector. This has been proven in this study as well. From their responses 58.2% and 27.5% of the respondents strongly agree and agree that poor remuneration is a major source of conflict in the education sector of Zimbabwe. From the Key informant interviews it has been clear that teachers are not satisfied with their salary although the union representatives feel that the salaries they are getting is better than nothing despite the fact that they are below the poverty datum line

Karl Marx believed that conflict results from a fight over scarce resources and unavoidably leads to a revolution (Güçlü et al., 2014). This is in tandem with the results of this study, from the questionnaires when teachers were asked whether poor remuneration causes conflict between teachers and government. From the results of the questionnaire 58.2% of the teachers strongly agreed that poor remuneration causes conflict, 27.5% agreed, 7.8% strongly agreed, 3.9% were not sure and 2.6% disagreed. These results show that teachers are not satisfied with their salaries. The issue of poor remuneration is mainly caused by lack of funds in the education sector. The government funds are not enough to provide teachers with the salaries they desire. This has also been noted from the responses from the key informants when they said the reasons why the government is failing to increase teachers' salaries is due to the economic challenges being faced by the country, therefore the fight over scarce resources is causing conflict in the education sector.

Dahrendorf postulated that conflict is the inequality of power and authority which inevitably accompanies social organizations (Dahrendorf 1959). This has been evident from the responses of the key informants who admitted that the government is more powerful than its workers and union. The power and authority that the government has causes conflict between the two parties. The government is so powerful that it has managed to introduce the new curriculum when teachers were not yet ready for it. From the questionnaires teachers in the district were asked whether imposition of the new curriculum has caused conflict. 40.1% of the teachers strongly agreed, 38.2% agreed, 11.8% were not sure, 6.6% strongly disagreed whilst only 2% disagreed. However the interview respondents in EPMAFARA district had a different version, they felt that the new curriculum introduction was long overdue. The government tried to introduce a new curriculum in the 1990s through the Nziramasanga Commission but failed until now. They welcomed the new curriculum but were just not

happy with the way it was introduced since most teachers were not happy. Therefore the new curriculum which was introduced with effect from January 2017 caused conflict in the education sector since it was introduced when teachers in the district were not yet ready.

Marx was of the view that dominant power is largely in the hands of those own and control the means of production (Smith, 1984). Capitalism leads to conflict between the two fundamental classes which are the working class and the capitalist class. In Zimbabwe power is in the hands of the government who owns the means of production, from the interviews in the district it has been clear that the power that the government has is actually causing conflict between teachers and the government since the union has become voiceless. For instance it has been shown that the minister has power to direct what they want in the sector through circulars, the new curriculum and the removal of vacation leave days were a directive from the class which owns the means of production in this case the ministers to the working class, the teachers. Therefore dominant power in the education sector is largely in the hands of the government which own and control the means of production; this there leads to conflict between the government and the workers.

Perry (2011) goes on to say that the capitalists' interest is to increase the surplus value by extending the working day, reducing wages, introducing labor saving technology and so on which causes conflict between the two parties. From the interviews it has been gathered that the government has extended the working hours for teachers. Teachers used to work from 7am to 12pm but it has been changed 8 hours a day. Teachers in the district showed that they were not used to this thus it caused conflict. Teachers' salaries have currently not been increasing. The government has been strategizing some labour saving tactics for instance the removal of vacation leave days in a bid to avoid employing temporary teachers when the teacher is on leave. This banning of vacation leave has caused conflicts between teachers and the government. From the circular dated 14 July 2016 vacation leave was banned, the Ministry of primary and secondary education justified their move as cost cutting. Responses from the questionnaires indicated that 60.4% of the respondents strongly agreed that removal of these leave days causes conflict between teachers and the government. This shows that the teachers need their three months rest after every seven years yet the government wants to cut costs by avoiding paying two teachers at one go.

Karl Marx's main perception was that human history is defined by class struggles between those who are exploited and those who exploit them (Güçlü et al., 2014), From both the

interviews and questionnaires it has come into light that there is continuous class struggle between teachers and the government. From the questionnaires when teachers were asked whether there is conflict between them and the government 98. 6% of the sample agreed that there is conflict between teachers and the government whilst 1.4% was saying there is no conflict between the two parties. Almost all the teachers agree that there is conflict and this goes hand in hand with Marx who alluded that in society there is conflict between the dominant class and those they dominate, superiors and subordinates, oppressors and oppressed, bourgeoisie and proletariat and so on (Wright (2002) cited in Güçlü et al., 2014).

6.4 THE ROLE OF ZIMTA IN TEACHER-GOVERNMENT CONFLICT MANAGEMENT

The respondents were asked to rate the importance of ZIMTAs role in teacher- government conflict management activities. 57% of the respondents felt that the union plays an important role whilst 45.1% felt that the union does not play an important role. Although the difference is relatively small we still accept the null hypothesis that ZIMTA plays an important role in resolving disputes between teachers and the government. We then reject the alternative hypothesis that the union does not play a significant role.

As propounded by Gindin & Finger, (2014) unions represent the interests of workers on national boards and committees such as the board of Social Security fund, mutual health insurance as well as the economic and Social Council among others, they represent workers in the negotiating for collective agreements. This has been noted from the responses from the key informants in EPMAFA district who said that ZIMTA does annual collective bargaining with the government to negotiate salaries for teachers. Strunk & Grissom, (2010) defined collective bargaining as a process of negotiation between management and union representatives for the purpose of arriving at mutually acceptable wages and working conditions of employees. During times of hyperinflation the union did frequent negotiations with the government to increase teachers' salaries. It has been noted from the interviews that since December 2016 the union has been negotiating on teachers bonuses through the Apex council. Takupiwa & Ephraim, (2012) went on to define collective bargaining as a voluntary process for reconciling the conflicting interests and aspirations of management and labour through joint regulation of terms and conditions of employment. The union has managed to reconcile the conflicting interests of the government and teachers by negotiating for the

teachers bonuses which are to be paid by 30 June 2017. Therefore, the union represents their members in a bid to satisfy their needs

Lovenheim,(2009) postulated that unions are there to defend workers interests. They pursue this goal through various strategies, participation in social dialogue processes, making proposals for the revision of legal regimes, This has been noted from the respondents in EPMAFARA district when they stated that the union gives welfare and central legal protection, litigation, protection against arbitrary firing and unfair treatment. For instance the union defended teachers in the district who absconded and went to neighbouring countries during 2008 to 2009 economic crisis. From the responses it shows that members of ZIMTA who had lost their jobs after absconding were defended and reinstated at their previous stations. ZIMTA has a mandate of handling teachers' grievances. By doing all this unions put pressure on employees including government to change either policies or actions that are harmful to workers. Therefore, the union managed to satisfy their members need in the district, the teachers were defended and got their jobs back while the government revised its previous proposal since the teachers were not fired.

As propounded by Chitambara (2012) cited in (ALRN, 2013) Unions provide other benefits like the building of residential houses as well as purchasing of land. These societies are funded by the contributions brought by members; they may also support in funerals and education of members children. This has been evident from the interviews, it has been noted that ZIMTA offered teachers in EPMAFARA district stands in East view suburb which is a few kilometres from Tafara- Mabvuku area. Most of ZIMTA Members who are in EPMAFARA district benefitted stands in Warren Park and Southly park, some have already built their houses and are staying there. A house is a basic need and ZIMTAs role has of providing accommodation to members in order to manage conflict has assisted the union in satisfying this need to its members in the district.

As gathered from the report made by the ALRN (2013) Unions offer assistance and advisory services, representation and mediation services. Most unions intervene on behalf of their members who might be having issues at their workplace. From the research as earlier noted has proven to be true since it has been shown from the interviews that the union represented members in the district who once absconded by going to neighbouring countries in the 2008-2009 periods. Teachers in the district who absconded and were members when they came back the union represented them and they were placed in their previous station in the district.

This was different on non-members; these were not reinstated to their previous districts but were thrown to the rural areas

However, 52.7% of the teachers in EPMAFARA district believed that ZIMTA plays an important role in resolving conflicts between teachers and the governments while 47.3% were against that fact. On rating the participation of ZIMTA in teacher-government conflict management activities 15.8% felt that ZIMTA is not involved, 52.6% felt that the union is partly involved, 21.1% felt it is somewhat involved and 10% said ZIMTA is very much involved. 42.1% of the respondents felt that ZIMTA is somehow helpful in resolving the disputes between teachers and government. 40.1% said it is not helpful at all. 10.5% were not sure and 7.2% felt that the union is very helpful. Therefore, from the above results it shows that a larger number of teachers feel that the union plays an important role in resolving teacher-government conflicts; it is partly involved in the conflict management activities and is somehow helpful in satisfying some of the teacher's needs.

6.5 THE EXTENT TO WHICH ZIMTA HAS MANAGED CONFLICTS BETWEEN TEACHERS AND GOVERNMENT.

On rating whether ZIMTA has managed to resolve the previously identified conflicts all the mean variables were closer to 1 using the provided likert scale. This shows that for all the identified sources of conflict leaders in the district feel that the union has not been able to solve the conflicts. Therefore, in this case unfortunately we reject the null hypothesis that ZIMTA has managed to resolve the conflicts and accept the alternative hypothesis. Therefore, the union has not managed to resolve all the conflicts

As postulated by Samantara (2004) conflict management is the principle that all conflicts cannot be necessarily resolved but learning how to manage conflicts can decrease the odds of non-productive escalation. The issue of salary increment has been a major source of conflict with 58.2% of the teachers strongly agreeing that it caused conflict. ZIMTA has tried to manage this source of conflict by issuing stands, housing schemes to teachers at very affordable rates. Therefore as Samantara (2004) said the union could not resolve the issue of poor remuneration it managed the source of conflict with the schemes mentioned above. Conflict resolution tends to use terms like negotiation, bargaining, mediation or arbitration whereas conflict management is a method incorporated to facilitate a positive or at least an agreeable outcome (Segal et al., 2009). From the bonus negotiations done by the union and the government since December 2016 it shows the union has not actually resolved the

conflict over salary but has managed to solve 2016 bonus issue which is to be paid in June 2017. Therefore, the union has actually tried to satisfy the need for a bonus for teachers in EPMAFARA district as well as the rest of the country.

Dahrendorf was concerned with the position a person holds not the psychological or behavioural characteristics of the people in those positions. He believed that where there are authority relations the superordinate element is socially expected to control the subordinate by orders and commands, warnings and prohibitions (Dahrendorf, 1959). This has come true from the interviews, it has become clear that the government controls the unions as well as the teachers making them less powerful, thus limiting the extent to which ZIMTA has managed conflicts. For instance it has been shown that the Minister unilaterally removed the vacation leave from teachers, a circular from the ministry dated 14 January 2016 directed the teachers who were on vacation leave to come to work. Teachers had to comply since they had no power over the ministry. Tin et al. (1996) did a research on what motivates teachers; they found out that teachers are motivated when they are involved in the formulation of goals. In this case teachers are dissatisfied because they are not involved when such decisions as removal of leave days are done, The orders and commands, warnings and prohibitions from the government clearly disempowers the union from fully satisfying the needs of its members in the constituency

The integrating strategy as proposed by Kalagbor & Nnokam (2015) involves gathering and organizing information. Both parties involved in conflict pull their information together, put their differences on the table and examine them along with any data that might contribute to a resolution (Kalagbor & Nnokam, 2015). This leads to the development of alternative solution which addresses all parts of the conflict other than initial solutions of the parties. From the responses made by Mr Black it shows that the union has tried using the integrating strategy in 2009. Soon after Zimbabwe adopted the US\$ currency in the country teachers started earning \$100 which was an allowance then. The union through the Apex council collectively bargained using the integrating strategy in order for teachers to get a salary not an allowance. The teachers need for a salary was granted and the salary gradually rose to where it is now. By this it shows the union has tried to satisfy the needs of the teachers although the teachers in EPMAFARA District are still not satisfied with what they are earning today. This supports an analysis done by Billing & Dixelius (2014) on Herzberg's two factor theory which showed that economic rewards only bring short term motivation.

The compromising strategy as suggested by Kalagbor & Nnokam (2015) as a middle of the road strategy that gets everyone talking about issues and moves one closer to each other and to a resolution. In compromise each person has something to give and something to take. Compromise strategy is more appropriate or effective when issues are complex and parties in conflict are looking for middle ground and willing to exchange concessions. Hence, negotiation and bargaining are complementary skills. From the key informants responses it shows that the union has been able to use the compromising strategy, the government had to squeeze its budget whilst the teachers had to wait patiently for the later date. The union managed the conflict and thus the promised bonus which the government has promised to pay teachers by 30 June 2017. The bonuses were supposed to be paid in November 2016 but since the two parties have compromised they are going to be paid on 30 June 2017. With all this, it shows the union has tried to satisfy the needs of teachers in their constituency

From the research findings from Union representatives in EPMAFARA district it has been gathered that Public employee unions usually face challenges when they want to bargain collectively with respect to pay or other benefits for instance teachers are not allowed to strike without the approval from the police under the Public Order and Safety Act chapter 11.17, the police was given power to disperse public gatherings which had no approval from them. The Public service Act chapter 16.4 does not give public service employees an outright to bargain freely, this has therefore limited the extent to which ZIMTA meets the needs of teachers. This is in line with literature from (Edwards (2003), Goldman (2002), Freeland (1999) cited in (Nyanga & Chifamba, 2012) the government give their employees' rights to form unions yet prohibit them from engaging in collective bargaining over rights or benefits such as pay, personnel rights, and health insurance or pension contributions as well as preventing them from going on strike against the government.

Teachers in EPMAFARA district showed that poor communication by authorities' impedes the ability of ZIMTA to meet the needs of its constituency. Poor communication has been noted when vacation leave was banned the circular was just issued without any prior notice. The curriculum was introduced when teachers were not well communicated with. 45.7% and 35.1 % strongly agreed and agree respectively that the poor communication by the government impedes ZIMTA from meeting the needs of its constituency. This can be supported by literature by Karmferl (1998) in (Nyanga & Chifamba, 2012) who alluded that inadequate communication and attitudes are the most common impediments to collective

bargaining. Fielding (1997) and Walton (1999) cited in (Nyanga & Chifamba, 2012) concur by stating that inadequate communication skill is the inability to send and receive messages clearly and effectively leading to misunderstandings. The findings of this research have shown there is poor communication from the government after the imposition of the new curriculum and the removal of vacation leave days without notice. This poor communication by the government has caused conflict between teachers and the government; it has also limited the extent to which ZIMTA satisfies the needs of its constituency in EPMAFARA district.

6.6 CONCLUSION

This study sought to examine the issue of conflict management in the education sector specifically looking at the role of ZIMTA in satisfying the needs of its constituency in EPMAFARA district. Basically, the opinions put forward in this study have been predominantly drawn from data that was thematically obtained during the research as well as SPSS results from the questionnaires distributed to teachers in the district. The research findings have shown that majority of the teachers in EPMAFARA district agree that there is conflict between teachers and the government. Poor remuneration, extended working hours, removal of incentives, introduction of the new curriculum, poor communication by authorities, inadequate teaching and learning resources as well as the removal of vacation leave have proven to be major sources of conflict amongst the teachers. A larger proportion of the teachers feel that the union plays an important role in resolving teacher-government conflicts; it is partly involved in the conflict management activities and is somehow helpful although a relatively similar proportion feel that the union is not helpful at all. However, it has been clear that economic and political factors are hindering the effectiveness of the union in satisfying the needs of its constituency in EPMAFARA district. Nevertheless, since there is abundant conflict in the education sector of Zimbabwe, ZIMTA still has to play its role in managing the conflict and satisfying the needs of teachers despite all odds. Therefore, the issue of conflict management in the education sector of Zimbabwe still remains a challenge and has to be addressed.

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APPENDICES

APPENDIX A – RESEARCH

QUESTIONNAIRE



University of Zimbabwe
Faculty of Social Studies

Dear Teacher

RE: REQUEST TO PARTICIPATE IN A RESEARCH SURVEY

I am a final year student at the University of Zimbabwe studying a Masters' degree in Sociology and Social Anthropology. It is a requirement of the programme to do this research, thus, I am undertaking a research on **Conflict management in organizations, focusing on the role of ZIMTA in satisfying the needs of its constituency in Epworth-Mabvuku-Tafara district**. I am hereby requesting you to complete the attached questionnaire to your best ability and return it to me preferably before **25 March 2017**.

Your name must not be written on the questionnaire. All the information that you shall provide in the survey will stay anonymous and shall be used with high confidentiality. The research is not conducted for any commercial or political purpose but for academic use only. For any further details concerning this questionnaire and the research, please do not hesitate to contact me 0773798651 / 0719798651

Yours faithfully

Nyasha Tafirenyika

SECTION A: BACKGROUND INFORMATION

Tick box applicable

1. Sex : Male ☐ Female ☐
2. Age: 20 & below ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above ☐
3. Marital Status: Single ☐ Married ☐ Widowed ☐ Divorced ☐
4. In which area do you teach (Tick the most Appropriate)
- | | | | |
|---------|--------------------------|---------|--------------------------|
| Epworth | <input type="checkbox"/> | Mabvuku | <input type="checkbox"/> |
| Tafara | <input type="checkbox"/> | Other | <input type="checkbox"/> |
5. Which level are you teaching? Primary ☐ secondary ☐
6. Are you a member of ZIMTA? Yes ☐ No ☐
7. How many years have you been teaching? _____

SECTION B: IDENTIFYING THE SOURCES OF CONFLICT BETWEEN TEACHERS AND THE GOVERNMENT

8. Do you agree that there is conflict between teachers and the government in a number of aspects? Yes ☐ No ☐
9. In your own view, do you think the following factors cause conflict between teachers and the government?

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Poor remuneration					
Long working hours					
Removal of incentives					
Introduction of new curriculum					
Poor communication by authorities					
Inadequate teaching and learning resources					
Removal of vacation leave days					

10. Other than the factors stated above, specify any additional factors that you strongly consider to cause conflict between teachers and the government.

.....

.....

.....

.....

SECTION C: IDENTIFYING THE ROLE OF ZIMTA IN TEACHER – GOVERNMENT CONFLICT MANAGEMENT

11. Do you believe ZIMTA plays an important role in resolving conflicts between teachers and the government? Yes ☐ No ☐

12. How would you rate participation of ZIMTA in teacher – government conflict management activities?

Not involved	
Partly Involved	
Somewhat involved	
Very Much involved	

13. How helpful is ZIMTA in resolving disputes between teachers and the government?

Not Helpful at all	
Not Sure	
Somehow Helpful	
Very Helpful	

SECTION D: IDENTIFYING THE EXTENT TO WHICH ZIMTA HAS RESOLVED THE CONFLICTS BETWEEN TEACHERS AND THE GOVERNMENT

ZIMTA has managed to resolve the following conflicts:

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Poor remuneration					
Removal of incentives					

Introduction of the new curriculum					
Poor communication by authorities					
Inadequate teaching and learning resources					
Removal of vacation leave days					

THANK YOU VERY MUCH FOR YOUR TIME.

END OF QUESTIONNAIRE

APPENDIX B - INTERVIEW GUIDE
(for key informants)

Pseudo-name of interviewee.....

Age.....

Date of interview.....

QUESTIONS FOR THE KEY INFORMANTS.

1. For how long have you been affiliated to ZIMTA?
2. What are the sources of conflict between teachers in Zimbabwe and their employer?
3. What is the role of ZIMTA in Zimbabwe?
4. What are the difficulties being faced by ZIMTA in satisfying the needs of teachers in the constituency?
5. To what extent is ZIMTA solving the conflicts in Zimbabwe?
6. What strategies are being implemented by ZIMTA in a bid to curb conflict?
7. How relevant and effective are the prevailing conflict management strategies?

APPENDIX C – APPROVAL LETTERS FROM THE MINISTRY OF EDUCATION OFFICE

All communications should be to:
"THE PROVINCIAL EDUCATION DIRECTOR"

Telephone : 792671/9
E-mail : moeschre@yahoo.com



ZIMBABWE

Ministry of Primary and Secondary Education
Harare Provincial Education Office
P. O. Box CY 1343
Causeway
Harare

30 March 2017

Nyasha Tafirenyika
7901 Unit K
Seke
Chitungwiza



**RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE:
EPWORTH MABVUKU TAFARA DISTRICT: TASHINGA, KUTSAGA AND
MAKOMO PRIMARY: DOMBORAMWARI SECONDARY, TAFARA 1 &
MABVUKU HIGH SCHOOLS.**

Reference is made to the letter dated 30 March 2017 from the Secretary for Ministry of Primary and Secondary Education granting you permission to carry out research in Harare Metropolitan Province on the research title:

**"CONFLICT MANAGEMENT IN ORGANISATIONS. A CASE STUDY OF THE
ROLE OF ZIMTA IN THE MEETING OF NEEDS IN ITS CONSTITUENCY IN
EPWORTH/MABVUKU/TAFARA DISTRICT"**

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.

T. Nyandoro

FOR: PROVINCIAL EDUCATION DIRECTOR
HARARE METROPOLITAN PROVINCE



All communications should be addressed to
"The Secretary for Primary and Secondary
Education
Telephone: 732006
Telegraphic address: "EDUCATION"
Fax: 794505



Reference: C/426/3 Harare
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

30 March 2017

Nyasha Tafirenyika
7901 Unit K
Seke
Chitungwiza

Re: **PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE:
EPWORTH MABVUKU TAFARA DISTRICT: TASHINGA, KUTSAGA AND
MAKOMO PRIMARY; DOMBORAMWARI SECONDARY AND TAFARA 1,
MABVUKU, HIGH SCHOOLS**

Reference is made to your application to carry out research at the above mentioned schools in Harare Province on the research title:

**"CONFLICT MANAGEMENT IN ORGANISATIONS. A CASE STUDY OF THE
ROLE OF ZIMTA IN THE MEETING OF NEEDS IN ITS CONSTITUENCY IN
EPWORTH MABVUKU TAFARA DISTRICT"**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director, Harare Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education by 31 September 2017.

A handwritten signature in dark ink, appearing to read 'E. Chinyowa'.

E. Chinyowa
Acting Director: Planning, Research and Statistics
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Harare