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TEACHERS' PERSPECTIVES ON TRADE UNIONS AND TEACHER WELFARE: A CASE STUDY OF PROGRESSIVE TEACHERS' UNION OF ZIMBABWE (PTUZ) MEMBERS IN MASVINGO PROVINCE.

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Abstract

The study focused on teachers' perspectives on Trade unions and teacher welfare in Masvingo Province with Progressive Teachers' Union of Zimbabwe (PTUZ) members in Masvingo Province as the case study. The main objective of this study was to explore the perspectives of teachers on Trade union and teacher welfare. Other objectives were to examine the achievements made by the Trade union and highlight challenges faced by Zimbabwean teachers in public schools despite having representation from the union. The study was influenced by two theoretical frameworks; the pluralist theory and the theory of Trade union as a social movement. The Pluralist theory claims that conflicts at the work place are inevitable and thus the duty of the Trade union is of arbitrating the conflicting groups while the theory of Trade union as a social movement asserts that Trade unions pursue other broader goals beyond that of improving the working conditions of workers. Drawing on qualitative analysis, the study sought an in-depth information hence it employed the use of case study. For research instruments, this study used Focus Group discussions as well as key informant interviews and semi-structured interviews. In selection of the participants, stratified purposive sampling technique was used. The sample comprised of male and female teachers of all age groups. Two separate focus group discussions were carried out; one consisting of primary school teachers and the other made up of secondary school teachers. The study revealed the perceptions of teachers on Trade union and teacher welfare as well as achievements made by PTUZ. Furthermore, it also discovered challenges and the struggles of teachers in public schools. The research had identified a knowledge gap on sociological theorising of Trade union and methodological gap, a gap which the study sought to fill. In the process of carrying out the study, it emerged that Trade union has reinvented itself and has ventured in other avenues that should be provided by specific institutions. An example being the offering of savings and credit facilities, the service that has to be offered by financial institutions.

Declaration

I declare that that this dissertation, titled Teachers' perspectives on Trade unions and teacher welfare: A case study of Progressive Teachers' Union of Zimbabwe (PTUZ) members in Masvingo Province is my original work. Acknowledgement of sources used have been done by citing and referencing. The project according to the best of my knowledge meets the University of Zimbabwe Regulations and the accepted standards of originality and quality.

Signature……. Date……..

Supervisor : Doctor E Chandaengerwa

Signature……. Date……..

Dedication

This dissertation is dedicated to my family. It should work as an encouragement for a greater educational achievement. The family's financial and moral support given made this study a success. Special allegiance to all those who made contribution during the research.

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Acronyms

ILO	**INTERNATIONAL LABOUR ORGANISATION**
KNUT	**KENYA NATIONAL UNION OF TEACHERS**
LRA	**LABOUR RELATIONS ACT**
LRAA	**LABOUR RELATIONS AMENDMENT ACT**
FPE	**FREE PRIMARY EDUCATION**
PDL	**POVERTY DATUM LINE**
PTUZ	**PROGRESSIVE TEACHERS UNION OF ZIMBABWE**
SAPs	**STRUCTURAL ADJUSTMENT PROGRAMMES**
SADTU	**SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION**
TUZ	**TEACHERS UNION OF ZIMBABWE**
ZaCTU	**ZAMBIA CONGRESS OF TRADE UNION**
ZCTU	**ZIMBABWE CONGRESS OF TRADE UNION**
ZFTU	**ZIMBABWE FEDERATION OF TRADE UNION**

Contents

CHAPTER ONE: INTRODUCTION

1.0 Introduction

In order to capitalize labour, the post-colonial political economy in Africa particularly Zimbabwe inherited the repressive labour regime from the colonial masters. To counter the repressive regime, the workers have organized themselves in different trade unions for protection of their rights at the workplace (Cole, 2002). This study mainly focusses on the perspectives of Progressive Teachers Union of Zimbabwe members in Masvingo Province on trade unionism and teacher welfare. The research will answer the broader question of what the perceptions of teachers are on trade unionism and teacher welfare. The welfare of teachers in public schools has not been admirable despite the existence of Teacher Trade unions. Qualitative research methodology had been used by the researcher which according to Creswell (2002) enables the researcher to gather a comprehensive understanding of people's different perceptions on the studied phenomena.

The study is influenced by the Pluralist perspective and the theory of trade unionism as a social movement. Pluralists view the function of trade union as of harmonizing incompatible interests between employees and employers at the workplace while trade unionism as a social movement theory claims that trade unions broaden their roles from that of improving workers' welfare to pursuing broader social interest (Kudumo, 2011).

1.1 Background of the study

This section traces the history of trade unions at global level and it narrows down to regional level and national level. Finally, it will focus on context specific trade unionism which is Progressive Teachers Unions of Zimbabwe (PTUZ). In Latin America countries like Argentina, Brazil and Mexico, trade unions share common emergence points. According to Bensusan (2015) trade unionism in the aforementioned states had close knit relationship with their government. In the early days, trade union was not common at the workplace, it was religion that took centre stage on industrial issues. Trade unionism emerged as a result of many factors ranging from low wages and hazardous working conditions (Rowley and Bae, 2012).

Trade unionism in China originated in the twentieth century during economic and political revolutions. In 1925, a congress was held and a sole trade union was formed to represent all

workers from different industries (Bensusan, 2015). In Africa during the colonial epoch, trade unionism was a preserve for the white minority (Moraa, 2006). The emergence of the first black trade unionism in different states had the aim of fighting colonisation and white supremacy (Agola, 2016 and Govender, 1996). Unionism for teachers in South Africa emerged in the 1900s (Agola, ibid). During the apartheid era, The Native Educational Association was the first teachers' trade union to emerge in South Africa in 1879 (Govender, 1996). The association was mainly established so as to deal with apartheid regulations especially the Bantu Education Act of 1953 (Heystek and Lethoko, 2001). The above mentioned challenges made the black teachers zealous of a union effort since its aim was an improvement of teacher welfare.

Bhebe and Mahapa (2014) outline that the first trade unions in colonial Zimbabwe were formed by the whites in mine and railway industry. The trade unionism challenged poor remuneration and poor unhealthy working conditions. The trade unionism hence influenced the formation of nationalist parties (Tarugarira, 2011). The advent of independence in Zimbabwe saw a rise of trade unionism (Raftopoulos, 1997). There was formation of six trade unions. There was a call by all the trade unions to collaborate and form a sole trade union board which then gave birth to the Zimbabwe Congress of Trade Union (ZCTU), just a year after the attainment of independence. The post of the secretary general was won by Albert Mugabe while Alfred Makwarimba was elected the president (Raftopoulos, ibid). The newly voted in office bearers had a closely knit relationship with the new government.

Leadership renewal of ZCTU in the early 1990s resulted in the government having major challenge on both political and socio-economic issues (Tarugarira, 2011). The adoption of the Structural Adjustment Policy (SAPs) prescribed by the Bretton Woods institutions further stretched the already bitter relationship between the government and workers' representatives. To counter the challenge of ZCTU, the government in 1992 amended the Labour Relations Act (LRA) of 1985 to Labour Relations Amendment Act (LRAA) abolishing the principle of 'one industry, one union' (Sibanda, 2002). The abolishment of the principle was welcomed by the government which aided the formation and registration of the pro-government Zimbabwe Federation of Trade unions (ZFTU) to neutralise the efficacy of ZCTU. This is still the case with sister teacher unions like Teachers Union of Zimbabwe (TUZ) which has been formed at the peak of Zimbabwe politics in 2006 in support of the government of the ruling party ZANU PF.

Progressive Teachers Union of Zimbabwe (PTUZ) was formed in 1997 with the claim that teachers lack genuine representation from existing organisation on issues to do with their welfare (Yoris, 2013). It was however formally registered as a trade union in 1999 with the Ministry of Public Service, labour and Social welfare (Shizha and Kariwo, 2011). It operates the whole of Zimbabwe and is open for both primary and secondary teachers. PTUZ as a trade unionism was formed in response to failures by the then existing organisations to influence the employer (Government of Zimbabwe) on issues to with labour, working conditions, remuneration and organisation of teachers to embark on industrial action against unfair labour practices (Bhebe and Mahapa, 2014).

Existing organisations were operating as an extension of an arm of the government. They operated an advisory role to the employer on professional matters instead of advancing member interests (Mereki, 2019). A result of state driven economic induced suffering of employees due to Structural Adjustment Programmes (SAPs) recommended by the Bretton Woods Institutions in the 1990s resulted in workers' salaries particularly teachers being eroded by the escalating cost of living acted as a causative factor to the formation of PTUZ (Yoris, 2013). A militant teacher trade union was a necessity for the engagement of the government on labour issues. Existing organisations were associations not union thus PTUZ became the first teacher trade union in Zimbabwe.

1.2 Statement of the Problem

Many studies were conducted on Trade union but most of them were from the field of economics with some from Sociology. Existing literature on labour studies in Sociology used different methodologies and theories from the one the researcher employed in this study. There still exists a knowledge gap from the field of sociology on current empirical studies on teachers' perceptions on teacher trade unionism which are in line with the evolving time which this study aims to fill up. The study by Kisaka (2010) was on challenges facing trade union and Tarugarira (2011) was on challenges faced by Zimbabwe teachers' union and they both used quantitative analysis which could not fully explain phenomenon (Crotty, 1998). Most studies (Soklic, 2004, Heystek and Lethoko, 2001, and Onuegbu, 2016) were on the agenda of trade union while Tarugarira (2011), Kisaka (2010) and Nkumbwa (2017) focus on challenges faced by trade union. Very little has been investigated on teacher perceptions with the exception of similar

studies which were done by Mathebe (2015) in South Africa, Limpopo Province and Nchimbi (2018) in Tanzania but the studies used both qualitative and quantitative analysis. However, since data present is limited and lacks a thorough description, the research will add knowledge to the discipline of sociology. This study will be based on sociological theorisation of perceptions of PTUZ members on teacher trade unionism in advancing the interests of teachers and improving teacher welfare.

1.3 Study Objectives

The main aim of the study was guided by the following objectives which it intended to achieve

i. To explore the perceptions of teachers in public schools on the effectiveness of PTUZ as a trade union representing teachers.

ii. To examine the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

iii. To highlight challenges faced by teachers in public schools.

1.4 Research Questions

In carrying out the study, the researcher seeks to address the following primary research question:

i. What are the perspectives of Progressive Teachers' Union (PTUZ) members on Trade union and teacher welfare?

In order to answer the above question fully, the primary research question is further fragmented into smaller sub questions below:

ii. Which are the benefits members deriving from PTUZ by virtue of their membership?

iii. What are the challenges faced by teachers in public schools despite being members of teacher trade union?

1.5 Significance of the Study/Justification

The role of trade unions has been over researched. This is evidenced by researches by Shrestha (2012) in Finland, Onuegbu (2016), Wright (2011) and Heystek and Lethoko (2001) in South Africa. Very limited information is present on teacher perceptions especially in Africa with few studies by Mathebe (2015) in South Africa on teachers' perceptions on union leadership in Limpopo Province and another study by Nchimbi (2018) in Tanzania. Against this backdrop,

the research aims to fill the knowledge gap on teacher perception on Trade union and teacher welfare in Zimbabwe for the benefit of future studies.

Most studies conducted on trade union used both quantitative and quantitative analysis (Schretha, 2012, Stiftung, 2013, Nchimbi, 2018 and Nkumbwa, 2017). Other studies by Kisaka (2010) and Soklic (2004) used quantitative analysis which has a limitation of its inadequacy to describe a phenomenon (Kothari, 2004). Existing literature has left a methodological gap in the field of sociology which this research intends to fill. Furthermore, there is a sociological theoretical gap on trade union. A study by Mariwo (2008) used a theoretical framework from the field of labour while the studies by Soklic (2004) and Kisaka (2010) were influenced by theories from the field of economics. Specifically, this research will contribute towards the filling of the knowledge gap on sociological literature on the effectiveness of trade unionism on teacher welfare on contemporary society.

1.6 Overall study Organisation

The study focusses on teachers' perspectives on trade unions and teacher welfare in public schools of Zimbabwe. The dissertation is organised in six chapters. Chapter one is the introduction which highlights the background and significance of the study. It also provides statement problem, research questions and hypothesis, as well as study objectives and research questions. Chapter two examines relevant literature that guide the research. Documents and publication will be analysed in this chapter. Chapter three discusses the theoretical framework that directs the study. Conceptualisation of the theoretical framework will be explained and the significance of each framework assessed.

Chapter four offers research methodology that guided the research. Research design, the population, sample and sampling procedures will also be outlined and a brief explanation given. The chapter will further point out research instruments to be used and briefs on data collection and analysis procedures. Methodological limitations will be spelt out and how the research will intervene to minimise the impact of the limitations in research. The chapter will further presents measures to safeguard the research validity and reliability in qualitative research. Ethical considerations will be reflected upon and study area will be given at the end of the chapter. Chapter five is the presentation of findings. Chapter six being the final chapter discusses

research findings and proffers conclusion to the study. It also links research findings to the literature.

1.7 Chapter summary

The chapter began by tracing the background history of trade union. The history of trade union, teacher trade union and eventually that of Progressive Teachers Union of Zimbabwe was given. The statement problem was identified and the gaps which the study aims to fill were highlighted. The research objectives and questions were spelt out. The chapter proceeded by giving the significance of the study. Finally, a presentation of the overall study organisation was laid down.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focusses on giving definition of key terms and an overview of previous studies which have been done on trade unionism and teacher welfare. As the discussion unfolds, the chapter outlines teachers' perspectives on trade unionism on teacher welfare. Successes made by teacher trade unionism on teacher welfare will be highlighted as well. A further analysis of challenges faced by trade unionism on teacher welfare will be reviewed.

2.1 Definition of key terms

2.1.1 Trade union

A trade union is an association of employees who have grouped themselves to improve their welfare at the workplace (Moraa, 2006). According to Wood (1999) cited in Heystek and Lethoko (2001), a trade union is an organisation that has been formed with the mandate of protecting workers' rights and improving the working condition of members. A trade union is a group of organized workers whose major aim is to guard against injustice labour practices by the employer (Cole, 2002). The working definition for trade union in this study shall be a labour organization formed by employees having the agenda of improving operational circumstances and lobbying workers' rights.

2.1.2 Teacher welfare

Teacher welfare is the wellbeing of teachers. Bourque and Hennebert, (2010) defines teacher welfare as the improvement of the socio-economic well-being of teachers. Teacher welfare goes beyond the workplace. Onuebgu (2016) terms teacher welfare as various services and benefits offered to teachers by their employers. In this study, teacher welfare will be regarded as the wellbeing of teachers.

2.2 Perceptions of members on teacher trade unionism

A trade union is perceived by members as a legal entity consisting of members sharing same interests. The mandate of teacher trade unionism differs from global context. In the west, specifically the United States, teacher trade unionism has worked to achieve increase in

remuneration for members, an increase in membership and pay based performance (Agola, 2016). Unionism have ultimately succeeded in influencing the wages of teachers in the public schools. In the contemporary time, Zimbabwean teachers in public schools are on the record through teacher trade unions of advocating for better remunerations from the employer.

A trade unionism is formed with the dictate for collective bargaining with the employer on condition of service. Among the services provided by the teacher trade unionism in contemporary society, Agola (2016) points collective bargaining and member representation from unfair and unjust treatment at workplace. Members view trade unionism as having the obligation of resolving workplace conflicts between the employer and the employees (Mereki, 2019). Members recognize trade union as an employee organization which advocates for a conducive working environment at the workplace and the well-being of members. The main obligation of trade unionism is to safeguard and advocate for employees' conducive working conditions. The major mandate of trade unionism is employee welfare. Trade unionism thus fight for workers' rights and satisfactory remunerations. This study illustrates that teacher trade unionists through the Apex council collectively bargain with the employer.

Members identify one of the responsibilities of the teacher trade unionism as seeing that the wellbeing of teachers is catered for at the workplace. Teacher trade unionism are there to reflect the collective wellbeing of teachers (Stevenson, Milner, and Winchip, 2018). Teacher trade unionism exist so that distinct members can through collective action gain greater influence over their work conditions. Teacher trade unionism is vital in shielding the entitlements of teachers as professionals. A study by Kisaka (2010) in Kenya outlines that the teachers formed teacher trade unions to air their complaints. Trade unionism works to guarantee that the challenges of members are looked at by the employer. The establishment of teacher trade unions was due to a shortfall by the employer to fully address terms of work for teachers. Thus, in Kenya, members perceive trade unionism as the rightful initiative to negotiate with the employer when it comes to issues that affect their working conditions.

Barber (1996) in Kudumo (2011) argues that teacher trade unions re-align and broaden the objectives from that of advocating for better remunerations to participation in policy formulation. In corroboration, Mafisa (2017) reiterates that teacher trade unionists are influential and key stakeholders who should be involved at every stage in the educational policy from formulation up to implementation for the policy to be a success. The literature according

to Kudumo (2011) reveals that most members have the opinion that for the successfulness of every educational policy, teacher unions are a key constituency that is very influential especially at the implementation stage. Agola (2016) agrees when he concluded that teacher trade union in Nairobi lobbied for a Free Primary Education (FPE) scheme which was then implemented by the government.

The formulation of educational policies should be done in consultation with the trade unionism. In Europe, teacher trade unionists are identified as influential on educational policy formulation. Teacher trade unionism in America have been at the forefront in the shaping and implementation of education policies across the globe (Han, 2012). In corroboration Stevenson (2010) in his study views teacher trade unionism as fundamental in shaping and influencing educational policies.

Guided by the Labour Act (2006) teachers identify the function of the teacher trade unions in Zimbabwe as to represent the teachers affected with any work related issue that threatens one's welfare. According to Wood (1999) cited in Heystek and Lethoko (2001), a trade union is an organisation that has been formed with the mandate of addressing the imbalances of power and conflict regulation. In this regard, trade unionism is professed by members as an arbitrator of conflicting interests at the workplace. Trade unionism is perceived to be the mediator on teacher welfare. This is supported by the study in Nairobi by Agola (2016) who asserts that teachers' trade unionism in Africa have continually and persistently fight for better remuneration of teachers and teachers' security at workplace.

Members ascertain the duty of trade unionism as to regulate labour practices as inscribed in the Labour Act of 2006. A labour act defines unjust labour practices; regulates terms of service and other issues to do with employment (Labour Act, 2006). Furthermore, its mandate is to provide for the regulation of remunerations. One major responsibility of the employer is to see the employees' wellbeing failure which will result in collective bargaining by trade unions (Tarugarira, 2011).

2.3 Achievements made by Teachers' Unions

Juach (2003) states that at SADC level different national trade union joined together and form

a motherboard for the region. Its major mandate was to influence policy formulation at local level in support of employees. This is supported by Soklic (2004) who airs that trade unionism influences government policies. It advocated for an assurance of workers' rights and homogenous working conditions throughout the SADC region.

The study by Agola (2006) in Kenya revealed that through the advocacy of a primary school teachers' union, the Free Primary Education was established and enshrined in the new constitution. The Free Primary Education was a fundamental right. Kudumo (2011) observes that trade unionism in post-revolutionary fight for democracy and defend workers' rights. Agola (2016) points out that in Kenya, Kenya National Union of Teachers (KNUT) through member representation, ensured job security and the status of members in the teaching occupation.

A study in Mwingi District, Kenya by Musyoka (2012) established that the welfare of members was improved through provision of services ranging from savings and credit schemes, burial and benevolent fund (Agola 2016). Teachers through these programmes feels that their welfare is been improved. In Zimbabwe, PTUZ initiated income generating poultry project for its members to cushion their meagre salary from the harsh economic effects induced by the hyper-inflation environment.

2.4 Challenges faced by teachers in public schools

The involvement of trade union in politics is a worldwide phenomenon (Buleli, 2012). In African history, the participation of trade unions in politics has evolved through three distinct epochs which are colonial, independence and democratic periods. The research by Muusha (2012) pinpoints that in Zimbabwe and Zambia, the Zimbabwe Congress of Trade union (ZCTU) and Zambia Congress of Trade union (ZaCTU) resulted as vibrant political parties. Muusha (2012) pinpoints out that the decision by trade unionism to engage on industrial action is regarded by the government as being agents of opposition political parties. The connections between trade unionism and governments are problematical (Buleli, 2012) in some instances trade union leaders are silenced by what Althusser (1970) termed repressive state apparatus through victimisation and torture.

The study done in Mauritius by Hollup (2004) cited in Agola (2016) discovered that teacher trade unions have little influence on the teacher welfare. The union could only make suggestions and air their grievances but decisions are passed by the employer. In his study, members of the teaching profession were denied vacation leave, promotions and teachers' post-education training (Agola,2016) which is also a case of Zimbabwe teachers as from January 2016.

Teachers unionism around the globe agitate for a manageable smaller teaching class and load for effective service delivery (Heystek and Lethoko, 2001). Brimelow (2003) concurs by stating that unions agitate for a reduced smaller teacher-pupil ratio to facilitate a better individualised attention of every learner. In Zimbabwe the current primary school teacher-learner ratio is 1:40 hence the teachers' unions are advocating for a reduction in teacher-learner ratio to 1:20.

The issue of remuneration has posed as another major challenge that affect teacher welfare. Many states are struggling to award a meaningful salary to their employees (Uzhenyu, 2015). The government is failing to meet the ILO standards where employees should be accorded a living wage. Poverty Datum line which has to be used as the yardstick for a decent salary has hit a deaf ear of the government. Currently teachers are earning $2800RTGS which is an equivalent of us$35 while the poverty datum line according to The Consumer Council of Zimbabwe (2020) April publication, stands at us$350.

In Slovenia and most states around the world, union multiplicity and fragmentation reduces the strength of collective bargaining (Soklic, 2004). The research by Buleli (2012) concludes that trade unionism in South Africa is fragmented. Lieberman (2000) postulates that teacher unions are disparaging and egotistic, and serve no educational purpose whatsoever. This is also a case in Zimbabwe where there are eight teachers' unions all purportedly representing teachers in public schools.

'United we stand divided we fall'. One of the challenges trade unions usually face is that of free riders. Free-riders according to Chaison and Dhavale (1992) are non-union members who enjoy the benefits of Trade union without paying for the service. There are some teachers who

do not belong to any teacher trade union and they jeopardise organised collective voicing of the teachers. Thus, they are non-membership but benefits from the negotiations outcome by teacher trade unionism. Free riders as defined by Wandera (2013) are economic actors who avoid contributing for union services because they inclusively benefit from the outcome whose expenses are paid by members. In the teaching fraternity, many teachers have lost confidence with trade unionism and have chosen to be free riders.

The percentage of free-riders at the workplace has been rising in Britain and New Zealand (Bryson, 2008). Free riders weaken the power of a collective job action by teacher trade unionism. For instance, during the period between September and December 2019, teacher trade unions called teachers not to report to work citing incapacitation. However, the action did not send the incapacitation message clear to the employer because free-riders were reporting for duty (PTUZ newsletter, 19 of 2020). Free-riders undermine the bargaining power of collectivism which is also a major drawback with teacher trade unionism in Zimbabwe.

Another challenge faced by teacher is lack of consultation by trade union leaders on key decisions. During the collective bargain process, trade union leaders may accede to government proposal even it falls short the members' expectations. An example is the announcement of the unilateral decision of cancellation of 2010 general public strike of South African Democratic Party (SADTU) members in South Africa without approval of membership (Mathebe, 2015). The same scenario happened in Zimbabwe with PTUZ when it called off the general strike of February 2019 with no membership consultations.

2.5 Chapter summary

A review of relevant literature was presented. The chapter highlighted teachers' perspectives on teacher trade unionism and teacher welfare. Achievements by trade unions and challenges faced by teachers in public schools were examined with relevant literature established. An illustration of how the reviewed literature is speaking to the current study was given.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.0 Introduction

The main research purpose was to gain an understanding on the perspectives of Progressive Teachers' Union of Zimbabwe (PTUZ) members on the effectiveness of trade unionism and teacher welfare. This study as highlighted earlier, is hinged and influenced by the Pluralist perspective and trade unionism as a social movement theory. It is the aim of this section to discuss these theories in detail.

3.1 The Pluralist Perspective

The Pluralist perspective argues that conflicts at the workplace is inevitable (Kudumo, 2011). According to Cradden (2011) pluralism is grounded on the concept that there is heterogeneity among employers and employees hence their desires cannot easily be reconcilable. Workplace conflicts require compromise from both parties (Armstrong, 2012). The Pluralist theory is based on six major tenets according to Giles (1989).

The first assumption is that the employees and employers share different sets of beliefs and attitudes. At the workplace, the employer wants to maximise profit at the expense of rewarding employees while employees look for best rewards. The employer views employees as a workforce which is generally lazy and that need to be pushed. Secondly the employees and employers have opposing interests (Farnham, 1993). In this regard, the target of the employer is to achieve organisational goals while that of employees is to be remunerated. Thirdly, conflicts at the workplace are unavoidable owing to intrinsic opposing interests (Dabscheck, 1989 and Dzimbiri, 2008).

The pluralists view the mandate of the trade union is to intermediate between the opposing expectations (Farnham, 1993). Hence, for intermediation, trade unionism emerged. Further, trade unions are orthodoxy worker representation of employee welfare (Leat, 2001). This translates to the involvement of trade unionist in collective bargaining with the employer. Finally, democracy at workplace can only be achieved through negotiations between the employer and the employee representatives (Kaufman, 2008 and Bacon and Storey, 2000). Thus, through collective bargaining consensus can be achieved.

3.1.1 Significance of Pluralistic perspective to the study

Workplace consists of people with diverging interests. In a capitalist economy, the employer wants to maximise profit with very low costs while the employee wants maximum gain with little effort provided. There are two different groups with diverging interests. Teacher trade union expects better remuneration and first class working conditions without taking into consideration learner performance. In Britain there is performance based pay for employees (Agola, 2016). Trade union is viewed as part of the workplace intermediator between the employees and employer (Leat, 2001) for conflict resolution. Thus trade union act as an arbitrator.

The Pluralist perspective contends that relationship at the workplace is conflictual. Conflict is inevitable owing to the fact of opposing interests of the employees and employer in a capitalist economy. According to Kudumo (2011) the mandate of trade union according to the Pluralist perspective is mediating and regulating conflicts at the workplace. Pluralists advocacy for formation of trade unions which should have expertise on regulating and managing conflicts. Employees need a better wage which will be reached through collective bargaining. Pluralists state that the function of trade union as of bargaining collectively on issues to do with worker welfare (Kabho, 2008 and Kaufman, 2008). Teacher trade unionism all-over the world engages in collective bargaining to negotiate for better working condition and remuneration.

3.1.2 Limitations of the Pluralist perspective

The theory is challenged for its assumption that the employer and employees have different interests. Leat (2001) argues that at an organisation, both the management and the employees share same interests of achieving organisational goals. Kudumo (2011) supports by asserting that trade unionism collectively bargain so that employees become effective in pursuing organisational goals ones their welfare is improved. Another limitation of the theory is its hypothesis that better working conditions are achieved through collective bargaining (Bacon and Storey, 2000). Collective bargaining does not guarantee improvement on teacher welfare as evidenced by industrial actions.

3.2 The theory of trade unionism as a social movement.

The theory of trade unionism as social movements claims that unions redefine their mandate with the changing environment (Kudumo, 2011). Trade unionism counterfeit relationship with

political parties and civil organisations to advance broader social interests further than their traditional roles of remunerations. The major tenet of the theory is that trade union expands its objectives to suit the changing environment. Trade unions rebrand themselves to the current situation so as to remain relevant. In most cases, they go beyond collective bargaining to provision of other services like life assurance, income generating projects and financial assistance in form of loans to members.

Trade unions serve the interests of the members by getting into collaboration with political and civil groupings (Murray and Wood, 1997). Trade unionism as a social movement theory claims that the trade unions beside striving to fill their mandate, they pursue political agenda (Webster, 1994). This resonates well with the involvement of trade unionism in politics

3.2.1 Relevance of Trade unionism as a social movement theory

The theory is relevant because it proffers an explanation on the involvement of trade union in politics (Muusha, 2011), the case of Zimbabwe and Zambia. In Zimbabwe, the formation of Movement for Democratic Change (MDC) led by the late Morgan R. Tsvangirai, was a brain child of ZCTU. In Zambia, the Zambia Congress of Trade Union (ZaCTU) gave birth to the main opposition party; the Movement for Multi-Party democracy (MMDC) led by Fredrick Chiluba, which eventually took over the power from the ruling government. Furthermore, the theory accounts for the participation of trade unionism in policy formulation and implementation for instance the Free Primary Education (FPE) in Kenya (Agola, 2006) was through the advocacy of teacher trade union.

3.2.2 Limitations of the theory of trade unionism as a social movement

The theory outlines the involvement and participation of trade unionism in politics. This view is misleading as most opportunities need to be perceived and are situational and not structural (Muusha, 2011). Not all trade unions are involved in politics. The theory fails to separate the individual and the union. It fails to acknowledge the individual agency. According to Webster (1994), in 1992 the ZCTU affirmed its commitment made at its 1990 Congress to remain unaffiliated to any political party and to focus instead on building a strong labour movement with solid roots in the shop floor. Thus, involvement of trade unionism in politics is not structural.

3.3 Chapter summary

The chapter outlined the two theoretical framework that inform the study. The two identified theories were the Pluralist theory and the theory of Trade union as a social movement. The major tenets of the theories were outlined. The tenets that influence the study were provided and a justification given.

CHAPTER FOUR: METHODOLOGY

4.0 Introduction

The aim of the chapter is to highlight the research paradigm used in carrying out the study. A close interrogation of the merits and shortfalls of the research paradigm are discussed. As the chapter unfolds further research designs are described and a brief scrutiny given. The population, sample and sampling procedures have been discussed as well. Research instruments and data collection procedures used are also highlighted. The researcher presents data analysis procedures, methodological limitations and explains how he dealt with issues of reliability and validity. The chapter finally presents issues to do with ethical consideration and research study area.

4.1 Research Methodology

The research was concerned with thick description and quality data (Geertz, 1973), hence qualitative research was employed (Burnham, 2008). Qualitative research is a study that aims to extract meaning on how people perceive social phenomenon (Creswell, 2002). It is a study that aims to understand meaning people attach to a social phenomenon. As the study was on teachers' perspectives on teacher trade unionism and teacher welfare, the researcher aimed to analyse the meaning attached to teacher trade unionism on teacher welfare hence he opted for qualitative research over quantitative research.

4.2 The Research Paradigm

Given the nature of the study which was analytical, the researcher used the qualitative paradigm. Qualitative analysis is a form of social inquiry that focusses on the meaning people attach to the world (Crotty, 1998 and Patton, 2015). The researcher chose qualitative analysis over quantitative analysis because it offers the researcher with the flexibility to enquire further the responses from participants (Bhattacherjee, 2012). Qualitative research was vital in exploring teachers' perceptions on the participation of teacher trade unions and teacher welfare. Thick data was gathered through probing which encouraged the participants to elaborate on their answers. It would be an injustice not to highlight the limitation of qualitative analysis. Generalisation of findings might be difficult in other situation in a different set-up (Creswell, 2002).

4.3 The Research Design

Since the nature of the study was descriptive and analytic, a thick description of the phenomenon was required (Geertz, 1973). As such, the researcher used key informant interviews, case study and focus group research.

4.3.1 Key Informant interview

A key informant is a person with more information and a greater understanding of the phenomenon under study (Kumar, 2011). A key informant is an expert in the field of study. Shrestha (2012) used key informant interviews in his study in Finland which he justifies that key informant interview is paramount to gather a thick description from people with first-hand information. Since the topic under study requires expertise from respondents, the researcher selected to PTUZ Masvingo provincial executive members namely the chairperson and the secretary for key informant interviews in order to gather a concentrated explanation. The researcher chose key informants from PTUZ so that he could elaborate, compare and evaluate data from the one gathered from members.

4.3.2 Case Study

Case study permits a close investigation of the events in a certain environment. A case study method works with a small group size (Zainal, 2007) which in this case the researcher chose members of PTUZ in Masvingo Province as his study subject. A similar study on teacher perceptions by Nchimbi (2018) used case study.

4.3.3 Focus Group Research

Focus group research brings participants together and form a small group for the discussion of phenomenon under study. Focus group research allows deeper examination of teachers' perceptions on Teacher Trade union and teacher welfare than other forms of survey. Schurink and Schurink (1998) claim that focus group discussions are efficient since both the researcher and many participants are at one place and a lot of varied responses can be gathered. Group discussion often triggers responses or ideas that some participants may never had thought of them before (Bhattacherjee, 2012). The researcher only facilitates for the smooth flow of

discussion. To avoid over domination of the discussion by some participants, the researcher facilitated and chaired the discussion.

In carrying out focus group discussion, the participants were carefully selected from the population as highlighted lately on sampling techniques. Focus group discussions need to be carefully prepared as hinted by Morgan (1988). In preparation of focus group discussion, the researcher had some semi-structured themes to be discussed. Bearing in mind the issue of informed consent, the researcher sought verbal and written consent from participants before group discussions commenced (Golafshani, 2003).

4.4 The Population

Singh, (2006) defines a population the parent group from which a research sample is drawn from. The population of the research was confined with teachers in Masvingo Province under the public schools who were members of Progressive Teachers Unions of Zimbabwe. According to the PTUZ database of Masvingo Province, the total membership as of January 2020 stood at one thousand six hundred and seventy-six. The researcher chose Masvingo Province because of its convenience from where he resided, thus enabling him easy accessibility of the participants.

4.5 Sample and Sampling procedures

The study of the whole parent group is impossible hence the need for sampling (Singh, 2006) which the researcher used. A sample is a sub group selected from the parent group; selected for data gathering purposes (Leavy, 2017). Kothari (2004) further describes sampling as the technique of obtaining information through selecting a number of individual representatives from a larger population.

Practical limitations of studying the total population include costs, time and other operative factors like collecting and analysing data procedures (Alvi, 2016). Entire population cannot be studied because of viability and cost restraints as highlighted above, therefore the researcher selected a representative sample of two key informant respondents who were the Masvingo Provincial Chairperson and the Provincial Secretary of the PTUZ. Two focus group participants

were drawn from member who resided in Masvingo Urban and the groups consisted of both males and females of varied age groups ranging from young teachers, middle-aged, and the close to retirement age. The first focus group comprised of six secondary school teachers; three males and three females, while the second one consisted of seven primary school teachers; three males and four females. The first group had fewer number because of the limited numbers of secondary schools in the province compared to primary schools.

A smaller sample has been chosen to allow an in-depth study. A smaller sample enabled the researcher to fully probe responses from participants so as to get thick data. Mariwo (2008) used a smaller sample size in his study in Zimbabwe. The chosen sample is a true reflection of the total group under study. Data gathered from the sample can be generalised. The researcher employed stratified purposive sampling technique because there are two groups of teachers which are not homogeneous; these are teachers in primary and secondary schools. Furthermore, interest differs with the age group of teachers, gender and geographical location of the school.

4.5.1 Stratified Purposive Sampling

The researcher stratified the sampling frame (teachers in the public schools in Masvingo Province who were members of PTUZ) into homogenous and non-overlapping subgroups called strata basing on the education level one teaches. The first strata comprised of secondary teachers while the second one constituted primary school teachers. Purposeful sampling chooses the most suitable participants who have rich and thick data which as a result produces the best data and research results (Patton, 2015). The more the participants are immersed in the study phenomenon, the richer the data (Morse, 2010).

The provincial chairperson and secretary were selected as part of the sample in line with Kumar (2011) who propounds that in selecting key informant, consideration should be given to the one who could provide a lot of information on the social phenomenon being studied. However, with stratified purposive sampling the generalisation of findings is not feasible.

4.6 Selected Research methods

4.6.1 Semi-structured interviews

The study used semi-structured interviews as one of the three research methods. There is flexibility with semi-structured interviews. A deep and meaningful insight is generated with semi-structured interviews since participants are accorded the freedom to freely express themselves (Bhattacherjee, 2012). This study made use of semi-structured interviews because of the strength to provide thick data on the perceptions of members of PTUZ on trade unionism and teacher welfare. In a study by Nkumbwa (2017) and Mathebe (2015) on teacher perceptions on trade union leadership, semi-structured interviews were used.

Semi-structured interview offered the researcher the chance to explain further any issue that needs clarification and it also offers chance for probing on responses given (Bhattacherjee, 2012). However, semi structured interview is time consuming and resource intensive. The interviewer might be artificially biased and influence the respondent hence need for special interviewing skills on the research interviewer. The researcher chose twenty respondents for the semi-structured interviews. Eight were males while twelves were females. This was because there were more female members than males. Of the twenty respondents, ten where in the thirties, six in the forties and four about to retire. This was done so as to gather perceptions of members from different age groups.

4.6.2 Focus group discussions

The other research instrument used was focus group discussions with two groups having been used for discussions. The first group was made up of six members of PTUZ who were secondary school teachers while the second one was built of seven members of PTUZ who were primary school teachers. Focus group discussion gathers data from group response and there is a high degree of raising issues that could not be raised on one on one interview (Bhattacherjee, 2012). With the focus group discussion, generalisation is difficult because of small sample size (Leavy, 2017).

4.7 Data Collection Procedures

Semi-structured interviews and focus group discussions were administered in gathering information on teachers' perspectives on Trade union and teacher welfare. Thematic areas were developed and used as guidelines in framing semi-structured questions. A series of semi-structured questions that covered all thematic areas while allowing flexibility and further probing on unexpected insights that arose during the interview was prepared. The interviewer and the interviewee both had an opportunity for further clarification of question or the response.

4.9 Data Analysis

An analysis of data was done using thematic analysis technique. The researcher scrutinised all responses and sorted them under each corresponding theme. Data analysis began with transcription of the interview. Thematic analysis enabled the investigator to summarize diverse answers arising out of the interview (Kudumo, 2011). The themes analysed were; the perceptions of teachers in public schools on Trade union and teacher welfare, the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools and challenges faced by teachers in public schools.

4.10 Methodological Limitations

One of the shortfall of qualitative research is generalisation of findings. According to Atieno (2009) data gathered using qualitative research could not be generalised to another context as with quantitative research. In addition, qualitative research is value laden, the research may influence the findings (Burnham, 2008). The personal perceptions of the researcher throughout the research process may influence the findings. To safeguard against the limitations, the researcher carefully selected the sample that truly reflect the perceptions of both males and female teachers in either primary or secondary school. The teachers selected were of varied age groups and from schools in different geographical location within the province. Furthermore, the researcher detached his personal perceptions (Golafshani, 2003) on Trade union and teacher welfare through the study process.

4.11 Reliability and validity

To ensure reliability and validity, the research instruments were piloted tested like what Nchimbi (2018) and Shrestha (2012) did in their studies. Qualitative analysis is usually value laden, the researcher will collect and analyse data objectively. In dealing with reliability, a high degree of reflexivity (Joppe, 2000) was observed by the researcher. Furthermore, the researcher furnished the participants with copies of data gathered so that reliability can be secured through participant review. Geertz (1973) advocates for thick description as a way of ensuring validity. Hence, the researcher carried thick descriptive interview with participants.

4.12 Ethical Considerations

Standard ethics of social research were observed. The research abounds to procedural ethics by seeking approval from the university to undertake the research. Furthermore, the researcher got approval letter from the gatekeepers before he carried out the field work. The researcher informed the participants about the research objectives and sought consent to take part in the study from the respondents (Capron, 1989). In carrying out the study, no individual was coerced to participate thus upholding the principle of respect for the participants (Kothari, 2004). The researcher treated participants as subjects not objects. Confidentiality was observed by using pseudonyms (Crotty, 1998) on interview guides and footnotes. The information gathered was purely for academic purposes and was not disclosed to third parties or transferred for other uses.

4.13 Study Area

The study was conducted in Masvingo Province. The researcher chose this study area because he was based there so it was convenient to collect data. Qualitative analysis is time consuming because it requires an in-depth investigation, the area was chosen to cut transport costs. More so, the researcher was accustomed to the area and its population thus giving the researcher easy access to the participants. The selection of respondents was based on expertise on the phenomenon being studied (Kumar, 2011).

4.14 Chapter summary

The chapter commenced by highlighting the research methodology used in carrying out the study. It went on by defining the research paradigm outlining the strengths of qualitative

research paradigm. Research design used were outlined which were case study and focus group research. Population and sample was defined and an explanation of the sampling procedure was given. Key informant interviews, focus group discussion and semi-structured interviews were outlined as research instruments used. The chapter further delineated the data collection procedure and analysis. The limitations of qualitative analysis were discussed. Issues to do with reliability, validity and ethical consideration were deliberated on. Finally, delimitation of the study area was given.

CHAPTER FIVE: PRESENTATION OF FINDINGS

5.0 Introduction

This chapter provides a presentation of research findings on teacher perceptions on Trade union and teacher welfare. The researcher collected data through semi-structured interviews, focus group discussions and key informant interviews. Data gathered during the research will be presented in thematic form as the chapter unfolds. To uphold the research ethics of confidentiality, pseudonyms have been used.

5.1 Perceptions of PTUZ members on PTUZ as a trade union representing teachers.

Progress Teachers' Union of Zimbabwe (PTUZ) as a Teacher Trade union is perceived in different facets by members. From the study conducted by the researcher, it emerged that PTUZ is viewed as a labour organisation that advocate for the improvement of teacher welfare. The other functions as highlighted by participants are lobbying for policy formulation and offering legal representation of members.

One participant from the semi-structured interview, a secondary school teacher at one of the growth point school in the province, who is in her late twenties asked to respond on PTUZ and teacher welfare and what she expects from PTUZ postulated that

> *"I joined PTUZ for the protection of my rights and job security. For me, I perceive PTUZ as a labour organisation that guarantees the promotion of my rights at work. Issues to do with my condition of work is the duty of my union (PTUZ)."*

A thirty-eighty-year-old peri-urban primary school teacher echoed the following sentiments during a semi-structured interview

"PTUZ as Trade union has the mandate of negotiating with the government on our salary increment. It offers genuine representation of teachers' needs when it comes to remuneration. Given the hyper-inflation environment we are living in, PTUZ has always been vocal on teachers' salaries."

In support to the above claim, a secondary rural school teacher aged fifty-four said that

"PTUZ is an organisation that represents workers' interests. At workplace and in the broader social spectrum. It lobbies for sector- specific allowances which shows that it's a Trade union that fight for an improvement of the teacher welfare."

On Trade union and teacher welfare, a sixty-two-year-old primary school teacher in Masvingo urban, aired that

"PTUZ fights for teachers' rights. It educates and train teachers on their rights. This implies that its core objective is teacher rights."

Another respondent aged forty-four, a primary school teacher highlighted that

> *"It is a Trade union that fight for conducive working condition for teachers. Its mandate has to do with issues of teacher remuneration and safety. Currently, in response to teacher safety during this coronavirus pandemic, it (PTUZ) demands that the government should first open bars and churches before it experiments with lives of teachers. The government should meet minimum safety standards for teachers as well as learners. School should not be taken as laboratories were experiments are conducted with teachers as apparatus. Genuine representation on our welfare, is what I expect from PTUZ."*

The first key informant to be interviewed pointed out that

"The formation of PTUZ in 1999 as a Trade union submits that it has to fill the mandate of a Trade union."

Asked to further elaborate on her interpretation of a Trade union, she further outlined that

"A Trade union is formed to advance the interest of workers at the workplace. It safeguards the workers' rights and leads in the negotiations for condition of work. It further challenges the government on its unilateral cancellation of vacation and manpower and development leave by the government in January 2016. PTUZ negotiates for an increase in salary of teachers. In 2010 in response to victimisation and harassment of teachers aftermath of the 2008 bloody election (it) had a campaign of 'safe schools a must for quality public education'.

Interests of teachers are multifaceted. They entail issues to do with salary, health and safety as well as social security beyond work-life; as a pensioner."

One participant, a middle aged secondary school teacher from the focus group shared the same sentiments as the key informant by pointing out that

"I joined PTUZ because I needed the services it offers. PTUZ is a labour movement organisation which deals with all issues that are work related. These issues have to do with the welfare of teachers. Major concern being of salaries. Ones teachers are paid adequate salaries all their other concerns are met. For instance, if well paid, teachers could afford their healthcare, education for children and housing needs. Thus, in short, I perceive PTUZ as a Trade union that pursue a better life style for the working class."

Another participant, from the semi-structured interview, a primary school teacher around the age of thirties, had this to say,

> *"I perceive PTUZ as a militant teacher organisation that fight for an improvement of teacher welfare. Our leadership are vociferous on issues that affect teachers on their day to day life. Thus, PTUZ to me is a pressure group, a social movement per say. However, its (PTUZ's) effort is diluted by other teacher representative groups that have a close knit relationship with the government."*

An old-aged, close to retirement secondary teacher in Masvingo urban asserts that

> *"The role of PTUZ is improving the workers' welfare. I have been teaching for so many years but did not own any piece of land for residential purposes in town. PTUZ as a Trade union which was formed to improve the socio-economic status of teachers, is currently engaging the government to avail residential stands for teachers in urban areas. That's all I expect from PTUZ representation."*

One participant who happen to be a key informant summed up that

"PTUZ's mandate as a Trade union is to promote the welfare of teachers. It is both a Trade union and a civil organisation. It belongs to civil society family. As a civil organisation, it deals with issues of governance, human rights, justice and gender equity. It covers many issues

ranging from remunerations, health and social welfare of teachers, housing, clean water and improved working conditions. It is our obligation as a union to meet all these functions."

The other key informant echoed the same sentiments by saying that

> *"PTUZ is a member driven union that fight for the welfare of teachers. It's an arbiter of teachers' remuneration, working condition and their rights."*

Asked to respond on how he perceives the PTUZ in the wake of deterioration of teacher salaries and working conditions, the key informant had this to say

> "*The time for lip service and grand standing is over. We are taking the bull by its horns. The government has to prioritise the health, safety and welfare of teachers. We'll not rest until teachers are awarded a purchasing salary. Teachers need a true representation. We are a voice for the teachers."*

5.2 Achievements made by Teachers' Unions on teacher welfare.

Focus group discussions, key informant interviews and semi-structured interviews carried out pointed out some of the achievements made by PTUZ on teacher welfare.

One respondent in the focus group discussion said that

> *"With PTUZ I got genuine labour legal representation on a labour dispute. My work was at the verge of ceasing and all the paperwork had been processed. I informed my union of choice (PTUZ) which sent a legal representation team during the final hearing. They challenged the allegations citing sections and subsections from the Public Service Act 16:04 and the Statutory Instrument 1 of 2000."*

Another respondent from the semi-structured interviews presented that

> *"PTUZ has managed to campaign against child labour. It entered into a coalition with General Agriculture and Plantation Workers Union of Zimbabwe and African Network for the Prevention and Protection Against Child Abuse and Neglect. Furthermore, as a member I got education and training to become a PTUZ site representatives for decentralised assistance of members."*

Asked on the achievements made by PTUZ on teacher welfare, a key informant responded by claiming that

"As a teacher driven union, we managed to raise members' awareness of their rights as workers through issuing of Statutory Instrument 1 of 2000 (to members) which is an employment code of conduct. In addition, PTUZ is on record of provision of expertise labour related legal advice and representation on matters arising from employment. We won a lot of cases in the labour court in which we represent our members. Thus we protect teacher rights."

In support of the above, another participant had this to say

"*The challenge of opening of schools (during the coronavirus epidemic) on condition of teacher safety at workplace by PTUZ and other unions which has resulted in the government shifting school opening dates from 16 May to 29 June to 28 July is a major achievement by my union PTUZ. In a letter addressed to the Minister of Education, Cain Mathema by PTUZ responding to the opening of schools in June, the union (PTUZ) outlined teachers were not prepared to go back to work any time soon due to fear of coronavirus infection. I say viva Union of Choice viva PTUZ."*

One key informant on achievements by PTUZ reiterates that

"On teacher welfare and safety, we gave the ultimatum that has to be met before the re-opening of schools. Churches and bars have to be opened before schools open their doors for teachers and learners. Coronavirus has to be totally under control and all schools should be fumigated and teachers and learners be provided with PPE (Personal Protective Equipment). Mostly we are fighting for a reduction of class size to 1 teacher to 20 learners. We are tasking the government to swiftly recruit more teachers."

A respondent from one of the focus group discussion said that

"With the economic meltdown we are faced with, PTUZ has aided much by initiating income generating projects. I am now fully into poultry production business. I initially got a jumpstart from the union. It furnished me with everything from chicks and the feeds."

Another participant from the same focus group had this to say

"PTUZ rescued me a lot during the time of need. I got financial assistance the time when my daughter needed emergency medical attention. Furthermore, the union has a

medical assurance scheme for members with some reputable health professionals (surgeons) in the province. However, the scheme operates differently with the usual ones like PSMAS (Premier Service Medical Aid Society). When one needs medical assistance, he or she visits the (health) facility and complete stop order forms. Everything is covered there, consultation fee and drugs. I can refer to it as a post service medical assurance. This type of medical assurance is the ideal type. You only pay for the service rendered unlike other medical assurances where you subscribe monthly regardless of whether you get ill or not."

Asked to shade more light on financial assistance, she explained that

> *"PTUZ has a credit scheme where members can easily access immediate short term loan payable in three monthly instalments. There is no collateral needed. Being a member is enough. The loan has a very low repayment interest rate of 10% compared to chimbadzo* (loan from microfinance schemes charging exorbitant interest rate) *which charges 25 to 50% interest rate."*

Another participant from semi-structured interview had this to say

> *"PTUZ has a funeral assurance scheme which is exclusively the cheapest in Zimbabwe. It needs a monthly subscription fees of $50rtgs (u$0,50). It covers parents, spouse and biological children. This service is exceptional good during the time of bereavement. The plan provides with hearse, coffin and $2000 (us$20) in case of death."*

5.3 Challenges faced by teachers in public schools.

Despite the existence of PTUZ as a Trade union, teachers in the public schools still have unresolved challenges. Varied responses have been provided by teachers in public schools.

One participant from a focus group who teaches in a rural school in one of the remotest district in the province had this to say

> "*E-learning is disadvantaging learners in remote rural areas that lack network coverage. Learners in these areas have no access to computers and other e-learning gadgets. In this coronavirus pandemic, e-learning is a major challenge to everyone irrespective of geographical location given the high cost of data bundles."*

In corroboration, another participant from focus group discussion highlighted that

"Teachers in public schools are struggling with the implementation of the competence based curriculum given that it was imposed on teachers. No consultations with teachers and in-service training has been done before the implementation."

One secondary teacher from the focus group discussion echoed victimisation by politicians as the major problem teachers face mostly in rural public schools. He outlined that

"*Involvement of union leadership in politics lead to victimisation of us as members. At some point teachers of PTUZ are very often labelled as agents of MDC (Movement for Democratic Change, Zimbabwe's main opposition party)."*

Probed to explain further, he narrated his ordeal by saying that

"In 2008, I was tortured. The ZANU PF youth visited my school during the dead hours of the night and they took PTUZ members and other teachers. They accused us of supporting the opposition party because of us being teachers mostly members of PTUZ. Once you become a member of PTUZ you are subjected to political harassment by rogue elements of the ruling party."

Another participant from the same focus group discussion raised a different challenge faced by teachers when she pointed out that

"Zimbabwean teachers in public schools have lost dignity as professionals due to poor working conditions, remunerations and lack of respect from their employer, all of which is made public. In some cases, teachers' salaries have been used as a yardstick for poverty, and wide spread jokes on how their salaries cannot afford their children's education worse still their upkeep. Tave kutoitwa chiseko chenyika naana hwindi vachiti nhasi handina kubata mari ndangowana pay yaticha 'We have become a laughing stalk by the touts who after the day's collection boastfully say they got nothing for the day its only teacher's monthly salary'. *With the meagre salary we are getting we can hardly put food on our tables. Our representatives (PTUZ) have failed us. We used to earn a salary of us$520 before October 2017 but with the re-introduction of bond notes, our salaries have been reduced to a paltry us$35. This is a mockery to the profession which has leads to frustration and demotivation."*

In the same vein another respondent, from a different focus group said that

"Teachers wages have been deeply eroded by inflation. Every time we demand a living wage but the employer turns a deaf ear on our plea. To me PTUZ has let us down. Our status quo in society is no longer such admirable as it used to be in the post independent period until the late nineties."

In support to the claim, another responded from semi-structured interviews said that

"Teacher unions are expected to be our voices, negotiating and bargaining with the employer on salaries and basic conditions of work. Despite teacher unions being existent and vocal, problems experienced by teachers continue to prevail. This results in many people, teachers and the general public, questioning the effectiveness of such unions. In most cases towards the beginning of every term, teachers in public schools sharpen their weapons to engage on strike to force the employer (government) to improve our working conditions through salary increment to meet the PDL (poverty datum line) but at the dawn hour, the Teacher Trade union leaders call off the industrial action."

Another participant from focus group discussion comprising of primary school teachers around the age of forty propounded that

"The PTUZ is just a fund raising organisation. For me I see not essence it serves. The union is just a yes entity, it dines and wines with the government. Kazhinji handioni effect yerepresentation yavo. Zvataugwa negovernment kazhinji ndizvo zvinoitika saka ini as a person handioni basa rayo (Usually I don't see any effect of its [PTUZ] representation. What the government proposes it what will be done so I personally see no functionality of PTUZ). *It only exists to milk the dead cow."*

Probed to explain further, she said that

"What every worker needs is good remuneration and better working conditions which could be achieved through collective bargaining by Trade union. However, in Zimbabwean case, our remuneration is very little, less than us$35 yet the union deduct a monthly subscription from us (members)- for what purpose! There is no justification for that. I contemplate to cease my membership."

One key informant on challenges faced by teachers in public schools said that

"*There is a tendency by the government of Zimbabwe and other key stakeholders in education like ZIMSEC to unilateral make decisions and impose on teachers without consultation with them. For instance, the announcement of June examination and re-opening of schools after they were prematurely closed in March (2020) owing to COVID-19 outbreak without full consultation with a core constituency of teachers is a major challenge. It's an oversight by the employer. However, for the welfare of teacher, we'll seek an emergency chamber application in the high court. Our lawyers will tussle each other."*

Another respondent from the semi-structured interviews who happen to be the school head said that

"There is exclusion of key stakeholders in policy making. The government imposed a new curriculum championed by the then Minister of Education, L. Dokora. This unilateralism, one armed banditry nature and monumental labour injustice is not tolerated at all. Currently, the Minister of Education (Cain Mathema) has called on parents to pay second term school fees though learners have never been at school. This is thievery, it's a one army banditry product."

One key informant on challenges faced by teachers and PTUZ had this to say

"Issues to do with condition of service have to be a product of consultations among key stakeholders. However, In Zimbabwe, it is not the case. There is unilateral imposition by the government. Another challenge is disunity among teachers and Teacher Trade Unions. This impedes our collective power for bargaining. If we call for an industrial action, we don't get a 100% success. Teachers do not have one voice unlike the nurses. Teachers must unite and send a collectively undiluted message to the government."

Another key responded echoed that

"The cause of teachers' health, safety and welfare cannot be surrendered, even at the last moment of defeat. We will fight up to the last atom against the pending education terrorism and deterioration of teacher welfare."

One responded from the focus group discussion outlined that

> "*All our hopes are on union's influence on improvement on our welfare as teachers. PTUZ and other sister Teacher Trade unions have failed to influence the government to meet the minimum ILO (International Labour Organisation) standards. ILO standards stipulates that every employee is entitled to a vacation leave, a satisfactory salary above the PDL (Poverty Datum Line) and should not be denied study leave (manpower development leave). All these labour injustice are rampant despite the existence of PTUZ. Leaders are not as aggressive as they should be. The union has to be militant and vibrant. We have a bunch of weak leaders who sit on its laurels while teacher welfare is not addressed. The leaders have developed the culture of materialism and accumulation. They have drifted from issues of teacher welfare and representation to personal economic gains. There is no consultation of members on issues to do with teacher welfare. For instance, issues to do with salaries at the bargaining table, leaders end up accede to the government offer with no consultation with the members on the offer."*

Another participant from semi-structured interviews, responded to challenges faced by teacher in public schools by claiming that

> *"There is labour injustice at the work place. The PTUZ is failing to represent us. ILO labour practice dictates that salaries for workers providing a services to the employer as per employment contract can only be improved upon rather than being reduced. Moving from dollarisation to de-dollarisation era had reduced our salaries. Worse still our June (2020) salaries were cut. This is labour injustice."*

A key responded when quizzed about the challenges faced by PTUZ, she stated that

> *"Multiplicity of Teachers' Trade union divide the voice, there will be no consensus on teachers' demands when it comes to collective bargaining. There are many Teacher Trade unions. When it comes to collective bargain, we have different voices, instead of bargaining, some beg."*

A young rural primary school teacher, on challenges faced by teachers in public schools had this to say

"*PTUZ has not engaged its members in self-development and projects as done by other unions like house construction projects and other professional development projects unless maybe I didn't hear about it. Teachers' Union should invest in professional development of its members. People need benefiting in different ways. For PTUZ to be vibrant, there is need for renewal of leadership. It seems Doctor Zhou (PTUZ President) has over-stayed his mandate, modern unionism is anchored on democratic principles with regards to office bearing."*

One participant from a focus group discussion comprising of primary school teacher proclaimed that

"The major challenge in most schools is of large unmanageable class sizes. On average, teacher learner ratio is 1:40. How could a teacher manage to assist all those learners individually? The class size compromises quality education. PTUZ has to advocate for recruitment of more teachers."

One of the key informant militantly said that

"The government unilaterally made a decision to award civil servants with a 50% increment of their salaries and a COVID-19 risk allowance of us$75, this is not tolerated at all. Our message is clear to the government; we need a revert of our us$520 salary as of October 2017. What the government is proposing to offer is peanuts; it's nothing! 50% of nothing is nothing. This 50% salary increase translate to an equivalent of us$17. What a joke! Teachers are entitled to a living wage, a salary that buys."

Another participant from a focus group postulated that

"The grading of teachers is not properly done. As for me, I joined teaching in 2006 with a diploma in education as my qualification. In 2013 I attained a bachelor degree but up to now I earn same salary with a junior teacher who has just been newly appointed. The government should de-bunch our salaries in line with experience, responsibility and qualification."

5.4 Chapter summary

The chapter systematically presented the research finding obtained using qualitative research instruments. It presented the perspectives of teachers on Trade union and teacher welfare. Achievements contributed by PTUZ towards teacher welfare were highlighted. Finally, the chapter offered challenges faced by Zimbabwean teachers in public schools.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.0 Introduction

The chapter discusses the findings gathered during the data collection process which have been presented in the previous chapter. Theoretical framework is used in discussing the findings. The discussion is presented as themes derived from the research objectives and questions in response to the study on teachers' perspectives on Trade union and teacher welfare; a case study of PTUZ members in Masvingo Province. The participants comprised of young, middle aged and old (close to pension) primary and secondary school teachers. Both sexes participated in the research.

6.1 Perceptions of members on trade union

The first objective of the study was to explore the perceptions of teachers in public schools on trade union and teacher welfare. Data gathered, demonstrated that PTUZ as a Trade union a works towards the improvement of teacher welfare. The literature by Agola (2016) asserts that the obligation of Trade union is to advance the well-being of employees. The literature by Ghoswamy (2008) supports the claim by outlining that a Trade union promote the welfare of employees at the workplace.

Data gathered further indicated that PTUZ fights for conducive working conditions. Mereki (2019) perceive the duty of a Trade union as of advocating for a better working condition. Stevenson, Milner, and Winchip (2018) shared the same view by claiming that the welfare of teachers is core business of Teacher Trade union. The fighting for a better work environment indicates that the workplace is characterised by conflict which justifies the significance of the Pluralist theory which claims that workplace conflicts are inevitable and the duty of the Trade union is to regulate coflicts (Kudumo, 2011).

The study also discovered that PTUZ as a Trade union promotes and protects members' rights and provides a sense of job security. This finding is supported by existing literature by Colle (2002), Heystek and Lethoko (2001) who say that workers organised themselves at the workplace to form Trade unions to safeguard their rights. On job security, Agola (2016)

highlighted that Trade union ensures job security of members. There is no security in a conflict zone. One tenet of the pluralists like highlighted earlier is that workplace in a capitalist economy comprises of groups with conflicting interest. Kudumo (2012) suggest that the Trade union function to protect the rights of member employees.

The findings revealed that PTUZ as trade unionism is both a labour union and a social movement. It belongs to the civil organisation. The Trade union as a social movement theory comprehensively explain the finding when it claims that Trade union besides advocating for workers' welfare, seeks broader societal agenda (Murray and Wood, 1997). Literature by Kudumo (2011) suggests that Trade union merges with political groupings and community based organisations. In South Africa, Trade unions according to Bezuidenhout (2000) joined and challenged the apartheid rule and brought the black government into power. The same scenario happened in Zambia and Zimbabwe when ZaCTU and ZCTU entered much into politics. The participation of PTUZ leadership in politics the likes of the president of the PTUZ, Dr Takavafira Zhou who openly contests in the national assembly seat for Mberengwa North Constituency.

In addition to the above, the findings presented that participants perceives Trade unions a mediator between the government and the workers. The pluralist theory according to Kabho (2008), Kudumo (2011) and Kaufman (2008) reiterates that Trade union mediate and regulate condition of service through collective bargaining. In support to the findings literature by Tarugarira (2011), Cole (2002) and Bourque and Hennebert (2010) state the major aim of Trade union as of negotiating for remuneration and employee welfare through collective bargaining.

6.2 Achievements made by Teachers' Unions on teacher welfare.

The second objective of the study was to examine the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools. From the findings presented in the previous chapter, PTUZ as a Trade union offers legal representation to members. The Labour Act (2006) provides mandate of Trade union as of legal representation of members against injustice labour practices. Tarugarira (2011) state that when there is

violation of an employee's right, it is the responsibility of Trade union on behalf of the employee to drag the employer to court for justice.

The research finding discovered that PTUZ as a Trade union influences policy formulation and implementation. PTUZ had successfully changed the school opening dates from 16 May shifted to 29 June and 28 July in response to teacher welfare and safety in the coronavirus epidemic. The theory of Trade union as a social movement justifies that. It associates a Trade union with a social movement (Kadumo, 2011). Existing literature by Mafisa (2017), Stevenson (2010) and Han (2012) corroborate the findings by claiming that Trade union has an important duty to play in educational policy formulation. However, it is not always the case as will be discussed later under the challenges.

The findings observed that there are other benefits members derive from PTUZ. It was observed that PTUZ offers credit schemes, medical assurance scheme and has funeral assurance scheme. Literature by Agola (2016) validate the findings when he outlines that in Kenya, the national union of teachers offers savings and credit schemes and provides with a bereavement fund to the deceased's family. This implies that Teacher Trade unions have an obligation of teacher welfare.

Trade union as a social movement theory substantiate the findings that PTUZ in collaboration with other civil organisations and had managed to campaign against child labour. Furthermore, the research found out that PTUZ as a Trade union had managed to carry out awareness campaigns on employee rights. Cole (2002) supported by Kudumo (2011) argues that Trade union educate members on their rights. Thus, both existing literature and the theory justify the findings.

6.3 Challenges faced by teachers in public schools.

The final objective of the study was to highlight challenges faced by teachers in public schools despite the presence of Teacher Trade union with the mandate of improving teacher welfare. The findings presented demonstrated that teacher in public schools are faced with poor working

conditions. The teachers earn a salary below the poverty datum line and have been deprived their right to vacation leave and manpower development leave (The Herald 29 January 2016). Uzhenyu (2015) postulates that the government has been failing to remunerate its workforce. The pluralist theory validates the claim by pointing out that in a capitalist economy, the employer wants to maximise profit with underpaying the employees (Kudumo, 2011).

The research revealed that there is victimisation and harassment in public schools. Buleli (2012) highlighted that there is a sour relationship between the ruling party and the Trade union. The government silence the Trade union by the use of repressive state apparatus and ideologies (Althuser, 1970). The findings suggest that Trade union is involved in national politics. In South Africa, Bezuidenhout (2000) summaries that Trade unions fought the reign of the apartheid government. In this vein, the theory of Trade union as a social movement which views Trade union as a political grouping authenticates the findings.

Participants highlighted exclusion by the employer in policy making as another challenge they are faced with. There is imposition of decisions by the government and other key stakeholders in the education system. For instance, crafting and unilateral imposition of the new curriculum which has its name have been re-invented to competence based curriculum by the government is a major challenge. The claim by Han (2012) and Mafisa (2017) that Trade unions are at the forefront in policy formulation fall short to explain this finding. The finding could only be accounted for by Hollup (2004) who argues that teacher Trade unions have little or no influence on policies.

The study also unearthed that teachers in public schools are faced with the challenge of teaching very large class size which is unmanageable. Teacher Trade unions around the globe are on the record of agitating for a smaller class size for individualised assistance of each learner (Brimelow, 2003 and Heystek and Lethoko, 2001).

6.4 Chapter summary

The chapter discussed the research findings. Relevant literature on Trade union and teacher welfare have been made reference to. Theoretical frameworks were used to validate the findings. The teachers' perspectives were discussed using the findings presented in chapter five. Achievements by Trade union on teacher welfare were discussed as well as the challenges faced by teacher in public schools. Corroboration of the discussion throughout the chapter was done using relevant literature and theoretical underpinnings.

6.4 Conclusion of the study

The study had investigated the perceptions of teachers on Trade unions and teacher welfare with the case study of Progressive Teachers' Union of Zimbabwe (PTUZ) members in Masvingo Province. The study used a different methodological approach from previous studies. It used qualitative research in order to understand the perceptions of teachers on how Trade union is impacting teacher welfare. Perceptions could only be fully understood through use of words than statistical figures used in quantitative research. The study had successfully investigated how teachers perceive Trade union in relation to their welfare. The challenges and successes of Trade union have been highlighted and the findings were validated by the theoretical frameworks. Qualitative research focusses on quality which through the use of a small sample, the researcher had an opportunity to gather thick data from the participants.

The two theoretical frameworks used were from the field of sociology, as such, this study have added literature to sociology as a discipline. The tenets of pluralist theory could be applied in explaining conflicts at the work place. In addition, the functions of Trade union could be identified and its effectiveness be evaluated. With the Trade union as a social movement, modern day obligations of Trade union could be explained and its involvement in politics and pressure groups be justified. As the society evolves, so does the Trade union. This is corroborated by one of the key findings that Teacher Trade union have moved a step further and is performing functions of other institutions, the likes of financial institution, by offering savings and credit scheme, insurance institutions by having medical schemes and life assurance schemes as well.

The findings gathered demonstrates that Teacher Trade union is a key player in the improvement of teacher welfare. In addition to that, it a major constituency when it comes to educational policy formulation and implementation. In this regard, the finding points out the success or failure of an educational policy is premised on the inclusion or exclusion of Teacher Trade union in the whole process. The key findings have, thus opened other areas of interest for future studies.

6.6 Areas of further research

Using the theory of Trade union as a social movement, it has emerged that Trade union take part in social movement. There is need to investigate how the government responses to this. Furthermore, Trade unions have been seen to be venturing in avenues of other services providers like assurance business and microfinancing. It would be an interesting sociological study to investigate the rationality of this shift using the structure agency theory. It has to be discovered whether Trade union is a structured structure or a structuring structure.

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Project Title: **Teachers' perspectives on Trade unions and teacher welfare: a case study of Progressive Teachers' Union of Zimbabwe (PTUZ) members in Masvingo Province.**

Study Objectives

i. To explore the perceptions of teachers in public schools on trade union and teacher welfare.
ii. To examine the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.
iii. To highlight challenges faced by teachers in public schools.

Research Questions

iv. What are the perceptions of Progressive Teachers' Union (PTUZ) members on trade unionism and teacher welfare?
v. Which are the benefits members deriving from PTUZ by virtue of their membership?
vi. What are the challenges faced by teachers in public schools despite being members of teacher trade union?

Appendices

Appendix 1 Informed consent form

INFORMED CONSENT FORM

Project Title: **Teachers' perspectives on Trade unions and teacher welfare: a case study of Progressive Teachers' Union of Zimbabwe (PTUZ) members in Masvingo Province.**

Researcher : Chomunorwa Simon (+263 775 028 009)

This form provides you with information about the research. Your participation is by volunteering and you may withdraw from participation at any point if you fell so.

Purpose of Study

The study examines teachers' perspectives on Progressive Teachers' Union of Zimbabwe (PTUZ) and teacher welfare in Masvingo Province. This study seeks to explore the perceptions of teachers in public schools on trade union and teacher welfare. It also aims at examining the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools. Finally, it strives to highlight challenges faced by teachers in public schools.

Confidentiality

The researcher shall never disclose the true identity of you to any third party as such pseudonyms will be used. Data gathered in this research is purely for academic purposes only. All collected data will be made anonymous.

Participation

Participation is through volunteering. If you choose to or not to participate its optional and there will be no any intended consequences thereafter. For semi-structured interviews an estimation of 45-60 minutes is required while for the focus group discussion an average of 90-120 minutes will be needed.

Queries

All queries and questions that need further explanation beyond the researcher's capacity should be directed to the University of Zimbabwe 630 Churchill Avenue, Harare.

Consent Form

This form requires of you to complete it before the beginning of the process.

NB* You are requested to tick the appropriate column in response to each number

	YES	**NO**
1. I have been provided with adequate information concerning the study for me to make an informed decision whether to take part or not		
2. I understand that participation is optional		
3. I consent that I am not coerced to take part in the study, my participation is purely voluntary		
4. I understand that I may withdrawal from participation at any point without giving any reason for doing so.		
5. It is my strong belief that the information gathered from the study will not be passed to the third part. It is for academic purposes.		
6. I understand that this study will abide to a high degree of confidentiality		
7. I may ask questions or any further clarification from the researcher whenever it is necessary		
8. I consent to take part in the study		

Pseudonym of participant: ……..…….

Date……..

Appendix 2 Semi-structured interview

Study Objectives

i. To explore the perceptions of teachers in public schools on trade unionism and teacher welfare.

ii. To examine the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

iii. To highlight challenges faced by teachers in public schools.

Research Questions

i. How do you perceive the Progressive Teachers' Union (PTUZ) on trade unionism and teacher welfare?

ii. What are your labour expectations from PTUZ?

iii. What are the challenges faced by teachers in public schools despite being members of teacher trade union?

Perceptions of teachers in public schools on trade union and teacher welfare.

i. What motivated you to join PTUZ?

ii. Which are some of the work conditions that affect the teacher welfare?

iii. Which labour activities the PTUZ is involved in that you think affects teacher welfare?

iv. What do you feel about PTUZ's involvement of teachers' welfare?

Achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

i. What are your labour expectations from the employer?

ii. What are some of your labour representation expectations from PTUZ?

iii. Which are some of the achievements by PTUZ that improved teacher welfare in the past ten years?

Challenges faced by teachers in public schools.

i. Which are some of the labour injustices that are taking place at the work place?

ii. What are some of your expectations from the PTUZ towards improvement of teacher welfare at the workplace?

iii. PTUZ as a trade union aims to fight for better teacher welfare, which are some of the failures you attribute to PTUZ?

Appendix 3 Focus group discussion

Study Objectives

iv. To explore the perceptions of teachers in public schools on trade unionism and teacher welfare.

v. To examine the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

vi. To highlight challenges faced by teachers in public schools.

Research Questions

i. What are the perceptions of Progressive Teachers' Union (PTUZ) members on trade unionism and teacher welfare?

ii. Which are the benefits members deriving from PTUZ by virtue of their membership?

iii. What are the challenges faced by teachers in public schools despite being members of teacher trade union?

Perceptions of teachers in public schools on trade union and teacher welfare.

i. What motivated you to join PTUZ?

ii. How do you perceive the service offered by PTUZ on teacher welfare?

iii. What are your labour expectations from PTUZ?

Achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

i. What are your labour expectations from government?

ii. What are some of the achievements made by PTUZ on teacher welfare in the previous ten years?

Challenges faced by teachers in public schools.

i. Which areas need improvement at the workplace?

ii. PTUZ as a Trade union has both successes and challenges; which are some of the challenges it has towards teacher welfare.

iii. The welfare of Zimbabwean teachers is rated one of the poorest in the region; what are your views as a member of PTUZ on teacher welfare?

Appendix 4 Key informant interviews

Study Objectives

i. To explore the perceptions of teachers in public schools on trade union and teacher welfare.

ii. To examine the achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

iii. To highlight challenges faced by teachers in public schools.

Research Questions

i. What are the perceptions of Progressive Teachers' Union (PTUZ) members on trade unionism and teacher welfare?

ii. Which are the benefits members deriving from PTUZ by virtue of their membership?

iii. What are some of the challenges faced by teachers in public schools despite being members of teacher trade union?

Perceptions of teachers in public schools on trade union and teacher welfare.

i. May you highlight a bit on the mandate of PTUZ.

ii. What are your opinions on PTUZ and teacher welfare?

iii. Which are some of the services you are offering to members?

Achievements made by Progressive Teachers Union of Zimbabwe in improving teacher welfare in public schools.

i. As a union leader, which services should be entitled to teacher by the government by the virtue of being its employees?

ii. As PTUZ leadership which are some of the achievements on teacher welfare by PTUZ?

iii. How do you rate teacher welfare comparing to the others in the region?

Challenges faced by teachers in public schools.

i. There is a lot of labour practices by the Government of Zimbabwe (GoZ) which fall below the dictates of International Labour Organisations (ILO) which are some of the steps you are taking as PTUZ to rectify this?

ii. Despite commitment towards teacher welfare, which are some of the challenges PTUZ is facing?

iii. Suggest ways in which PTUZ could improve teacher welfare in public schools.