

**AN ASSESSMENT OF THE CONTRIBUTION OF TEACHERS' UNION ON
COLLECTIVE BARGAINING FOR TEACHERS IN SELECTED
PUBLIC SECONDARY SCHOOLS IN UGANDA:
A CASE STUDY OF ARUA DISTRICT**

BY

ABAKU NELSON

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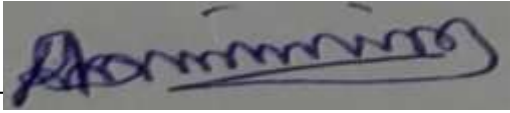
**A DISSERTATION SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL
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SEPTEMBER, 2023

DECLARATION

I, Abaku Nelson hereby declare that this Dissertation titled: "An Assessment of the Contribution of Teachers' Union on Collective Bargaining for Teachers in Selected Public Secondary Schools in Uganda: A Case Study of Arua District" has never been submitted to any institution of higher learning for any award. Where people's work has been copied, reference has been made to that effect.

Signed:-



ABAKU NELSON

Date : 18/09/2023-----

APPROVAL

This is to certify that this Dissertation entitled, "An Assessment of the Contribution of Teachers' Union on Collective Bargaining for Teachers in Selected Public Secondary Schools in Uganda: A Case Study of Arua District" has been under my supervision and it's now ready for submission to the School of Post Graduate Studies of Uganda Christian University with my approval.

Signed :



MR. KASAIJA SOLOMON

Date: -----19th Sept 2023-----

DEDICATION

This dissertation is dedicated to my beloved wife, Acherukut Precila and the rest of my family members whose efforts towards the success of my studies depict the highest degree of Love and Care. Thank you very much.

ACKNOWLEDGEMENT

I wish to extend my heart felt gratitude to a number of people for enabling the successful completion of this dissertation: First and foremost, I thank God for the inspiration, strength, wisdom, understanding and vision to complete the course. I am forever grateful to Him. Secondly, I would like to express my gratitude to my supervisor, Mr. Kasaija Solomon for the patience, guidance and the precious time committed to make this research a success. Your guidance and advice was of paramount important in having this work accomplished. Thirdly, I am very grateful to my beloved wife, Acherukut Precila who deserves special thanks for their love towards my education by dedicating their finance towards this research report. More thanks to my workmates and friends especially Rev. Ruhama Denis, Rev. Tabi Julius Izza, Rt. Rev. Charles Collins Andaku-Bishop of Madi and West Nile Diocese, Bishop Emeritus Rt. Rev. Dr. Joel Samson Obetia; Florence Gladys Gelenga-Principal Nakaseke Core PTC, and Dr. Wambi Moses for their academic and moral contribution. More thanks to my sisters, Alezuyo Morine, Abiria Stella and Jesca Ewania; and my brothers, Afimani Moses, Eguma Asher and Anguandia Joel for their mutual love. More thanks to my children, Langat Amenspencer Abaku and Kibet Abdiel Witness Abaku. You have missed me and sacrificed a lot for the sake of my education and may God richly bless you. Last but not least I also acknowledge the contributions of my respondents from selected secondary schools from Arua District who gave me the necessary information that enabled me to come up with this research report.

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ACRONYMS AND ABBREVIATIONS

CB	Collective Bargaining
DV	Dependent Variable
FGD	Focus Group Discussions
ILO	International Labor Organization
IV	Independent Variable
MoES	Ministry of Education and Sports
NTC	National Teachers' College
SSA	Sub-Saharan Africa
UNATU	Uganda National Teachers' Union

ABSTRACT

This study was carried out in selected public secondary schools in Arua District. The study is about an assessment of the contribution of teachers' union on collective bargaining for teachers in selected public secondary schools in Uganda. The specific objectives included; to establish what teachers' unions collectively bargain for on behalf of members (teachers), to identify the perceived factors influencing collective bargaining process for teachers, and to find out the broad strengths and weaknesses of conducting collective bargaining for teachers. The study adopted a case study research design. Quantitative and qualitative research approaches were also used. The study population comprised directors, head-teachers, UNATU representatives from the district, and district UNATU members (teachers) from selected secondary schools; totaling to 66 respondents. Data was collected using questionnaires, interview guide and focus group discussions, and was quantitatively and qualitatively analyzed. The study findings revealed that demand for salary increment and other benefits, against poor working conditions, grievance procedures (government's failure to sign), demand for the provision of health and safety among teachers, fair compensation, and employee security; these are the major areas/activities teachers' unions collectively bargain for on behalf of members (teachers) in Arua District. The study also revealed that the Constitution of Uganda and the Labour Unions Act, collective bargaining procedures and protocols followed by parties involved; the methods and approaches used; attitude of members of teachers' union and entire management; and political influence; these are the major perceived factors influencing collective bargaining process for teachers in Arua District. The study further revealed that teachers' union in Arua district tend to counter-balance the monopoly power of employers and seek high wages, better working conditions and a fairer share of the school's profile; salary increment, legally represent teachers on their behalf, prevents teachers from going on strikes; and promoted teachers' discipline. These are the major broad strengths and weaknesses of teachers' union conducting collective bargaining for teachers in Arua District. Basing on the above study findings, it was concluded that teachers' union has a great influence on collective bargaining for teachers in selected public secondary schools in Arua District. The study recommends that political will is of paramount importance. Politicians and other stakeholders should be willing to support teachers' union and its goals across in Arua district and Uganda at-large; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study aimed at assessing the contribution of teachers' union on collective bargaining for teachers in selected public secondary schools in Arua District. Chapter one contains background of the study, statement of the problem, purpose and objectives of the study, research questions, scope of the study, justification of the study, significance of the study and finally conceptual framework.

1.1 Background to the Study

The study aims at assessing the contribution of teachers' union on collective bargaining for teachers in selected public secondary schools in Arua District. This section presents the historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical Background

According to Vaibhar (2017), collective bargaining is a term which was first introduced into the lexicon by socialist Beatrice Webb in 1891, referred to as; a process of negotiations between employers and employees. Such collective bargaining aimed at reaching agreements that regulate working conditions. In this regard, every individual has the right to work with dignity, regardless of their gender or sex, race, tribe, geographical place or origin, socio-political, legal/or economic status. To this end the international conventions and norms are of great significance in not only protecting this recognized basic human right but in the formulation of standards to ensure workers work with dignity (Vaibhar, 2017). It is axiomatic that being able to provide a balance to the demands of the employee while at

work and finding new and better ways to manage people, time, space and workloads effectively is crucial. In order to not only protect the right to work with dignity but to find better ways to manage people's work effectively, several means, such as collective bargaining. Similarly, the International Labor Organization (ILO) has three conventions linked to the rights to bargain collectively (Zvobgo, 2019). These were; Freedom of Association and Protection of the Right to Organize Convention, 1948 (No.87); Right to Organize and Collective Bargaining Convention, 1949 (No. 98); and Collective Bargaining Convention, 1981 (No.154). There are however complex issues which arise from these three conventions linking the concept of collective bargaining with other conventions, such as equality and non-discrimination; the right to work and free choice of employment, minimum age for admission to employment and work, the worst forms of child labor and decent work for domestic workers (Zvobgo, 2019).

Countries in Sub-Saharan Africa (SSA) are trying to make their proposed goal of free education for all a reality (Oliver., Andrea., Alexander & Sabastiem, 2018). Given the budgetary constraints, it is natural to seek to increase efficiency and to reduce the cost of inputs. Therefore, the analysis of effective collective bargaining is crucial to forecasting and making the education environment more conducive for teachers to effectively improve on their teaching-learning process. The legal frameworks such as the African Charter on Human and People's Rights, Under Article 15, 'every individual has the right to work in equitable and satisfactory conditions' which can be achieved through collective bargaining (Zvobgo, 2019). Whilst most of the African countries have either legislation or Constitution that commit to collective bargaining, the levels of implementation differ as per the levels of political development or prevailing economic condition of the country and the

involvement of the international donor community. As noted earlier, Timothy (2016) stated that the important thing to note, however, is that collective bargaining provides sufficient amplitude to compass all the facets of working with dignity under any economic conditions.

Originally active as the Uganda Teachers Association (UTA), the Teachers' Association named itself the Uganda National Teachers' Union in March 2003 and thereby complied with the Trade Union Act of 1971 (Kagangye, 2020). In 2006, these laws were updated with the Labour Unions Act. UNATU has been recognized as a charitable organization since 2006. With its 140,000 members across the country, it is the largest and oldest teacher union in the country. One of the major tasks is collective bargaining and the attractiveness of the teaching profession (Kagangye, 2020). Uganda, once a pioneer in education policy within Africa, is now a developing country in the field of education. Basing on the above view, this research investigated in details teachers' union on collective bargaining for teachers in Arua district.

1.1.2 Theoretical Background

There are various important theories of collective bargaining, and these include; The Marketing Concept and the Agreement as a Contract; The Governmental Concept and the Agreement as Law; and The Industrial Relations (managerial) Concept at Jointly Decided Directives.

The Marketing Concept and the Agreement as a Contract: The marketing concept views collective bargaining as a contract for the sale of labour. It is a market or exchange relationship and is justified on the ground that it gives assurance of voice on the part of the

organized employees in the matter of safety (Henry, 2013). The same objective rules which apply to the construction of all commercial contracts, are invoked since the union-management relationship is concerned as a commercial one. According to this theory, workers sell their individual labor only in terms collectively determined on the basis of contract which has been made through the process of collective bargaining. Thus, collective bargaining remains a means for workers to sell their manpower through a common agent.

The uncertainty to trade cycles, the spirit of mass production and competition for jobs make bargain a necessity. The trade union's collective action provided strength to the individual laborer. It enabled him to resist the pressure of circumstances in which he was placed and to face an unbalanced and disadvantageous situation created by the employer. The object of trade union policy through all the maze of conflicting and obscure regulations has been to give to each individual worker something of the indispensability of labor as a whole. This is also called the union approach to collective bargaining (Henry, 2013). It can't be said whether the employees attained a bargaining equality with employers. But, collective bargaining had given a new relationship under which it is difficult for the employer to dispense without facing the relatively bigger collective strength.

The Governmental Concept and the Agreement as Law: The Governmental Concept views collective bargaining as a constitutional system in industry. It is a political relationship. The union shares sovereignty with management over the workers and, as their representative, uses that power in their interests. The application of the agreement is governed by a weighing of the relation of the provisions of the agreement to the needs and

ethics of the particular case (Henry, 2013). Thus, the Governmental concept/theory establishes a political relationship admitting the contractual nature of the bargaining relationship. The contract is viewed as a constitution, written by the joint conference of union and management representatives in the form of a compromise or trade agreement. The agreement lays down the machinery for making, executing and interpreting the laws for the industry. The right to initiate is circumscribed within a framework of legislation. Whenever, management fails to conform with the agreement of constitutional requirements, a judicial machinery is provided by the grievance procedure and arbitration. This creates joint industrial Government where the unions share sovereignty with management over the employees and defend their group affairs and joint autonomy from external interference.

The Industrial Relations (managerial) Concept at Jointly Decided Directives: The industrial relations concept views collective bargaining as a system of industrial governance. It is a functional relationship. Group Government substitutes the State Government. The union representatives get a hand in the managerial role. Discussions take place in good faith and agreements are arrived at. Joins with company officials in reaching decisions on matters in which both have vital interests (Henry, 2013). Thus, union representatives and the management meet each other to arrive at a mutual agreement which they can't do alone. When the terms of agreement fail to provide the expected guidance to the parties, it is the joint objective and, not the terms, which must control. Hence, this theory recognizes the principle of mutuality, joint concern and the extension of workers of the corporate responsibilities. To some extent, these approaches represent stages of development of the bargaining process itself. Early negotiations were a matter of simple contracting for the

terms of sale of labor. Developments of the latter period led to the emergence of the Government theory.

These theories of collective bargaining conclude that; 'there is different perceptions about the merits of employment relations governed by individual contracts and collective agreements. The desirability depends on many factors, including; what unions and employers do, the effectiveness of dispute resolution mechanisms and how collective bargaining is organized. In relation to the context of teachers' situation in Arua district, there is evidence of contrast between what Uganda National Teachers Union, representing the employees and Government of Uganda (employers) do as far as agreements in collective bargaining are concerned. Thus the research investigated the role of collective bargaining when teachers in Arua district get more dissatisfied with the welfare negotiation in the area.

1.1.3 Conceptual Background

According to an ILO Manual in 1970, the collective bargaining is defined as, 'negotiations about working conditions and terms of employment between an employer, a group of workers or one or more employers' organization on the other, with a view to reaching an agreement'. In this regard, it is also termed as industrial disputes. According to Timothy (2016), industrial disputes between the workers and employer can also be settled by discussion and negotiation between the two parties in order to arrive at a decision. Collective bargaining is concerned with the relations between unions reporting workers and employers (or their representatives). It involves the process of union organization of workers, negotiations' administration and interpretation of collective agreements

concerning wages, hours of work and other conditions of workers arguing in concerted economic actions dispute settlement procedures.

Teachers' Union: According to Henry (2013), teachers' union refers to an organization that acts as a liaison between employers and the union members, negotiating improvements for teachers. In this research, teachers' union will be considered as an organization of teaching professionals who work to protect their rights and interests.

1.1.4 Contextual Background

According to Awadh (2018), since the initiation of teachers' unions in Uganda, there has been collective bargaining for teachers in the country. Particularly considering the role of Uganda National Teachers' Union, formed in March, 2003 and thereby compiled with Trade Union Act 1971, has been involved in collective bargaining for teachers in the country. Despite the collective bargaining effort by the union, there have been so many irregularities in payment of teachers' salaries and other benefits that are supposed to accrue to them. And yet the Uganda National Teachers Union (UNATU) has one of its major tasks as; collective bargaining and attractiveness of the teaching profession. Therefore, when in Uganda, teachers formed a union under which these negotiations would be done on their behalf, since 2006, many times the negotiations have not seemingly yielded effective fruits (Okello, 2020). This has ever led to dissatisfaction of teachers in the country, especially in Arua where this study was based.

In this regard, Kagangye (2020) noted that Arua District, like many other districts in Uganda has not benefited much from collective bargaining through teachers' unions like UNATU. In this regard, collective bargaining for teachers has been emphasized through

unions and employers' organizations arise from a symmetry in contracting between individual employees and employers, the concern for basic labor rights, and different perceptions about the merits of employment relations governed by individual contracts and collective agreements. For the situation of teachers in Arua district, where salary payments are irregular (some teachers may miss salaries for three months and when rectified the arrears are not paid, teachers are posted regardless of where their families are situated, thus separating them from their families). It is then a big challenge to know whether collective bargaining of this nature achieves its intended goals of having the much more positive impact expected (Okello, 2020).

Similarly, Kagangye (2020) argued that the concept of collective bargaining is expected to have far reaching benefits for teachers in Arua district, particularly in public schools. Because 'if efforts for impasse resolution fail between a teachers' union and a school district, teachers may choose to strike to persuade or coerce the board to meet the demands of the union. Thus, here either the effort of teachers' unions to negotiate for the welfare of its members is not being recognized by the government or the bargaining authorities are failing the parties (Okello, 2020). There is no or few real research study so far concerning the dynamics related to Collective bargaining in education setting; whether from an organizational background or union perspective. This study therefore, investigated the contribution of teachers' union on collective bargaining for teachers in selected public secondary schools in the stated district of Arua, Uganda.

1.2 Statement of the Problem

Teachers' union like Uganda National Teachers' Union (UNATU) is supposed to negotiate for the welfare of its members. It is supposed to negotiate for the teachers' salary

increment, protect and promote teachers' rights at workplace like right to maternal leave, basic labor rights (job protection), to mention but a few (Kagangye, 2020); and teachers in Arua District are not exceptional to those rights and benefits. In spite of the fact that Uganda National Teachers' Union (UNATU) does collective bargaining on behalf of the teachers, many teachers in Uganda, and Arua District in particular still have a lot of complaints against the government. For the situation of teachers in Arua district, where salary payments are irregular. Some teachers miss salaries for months, and when rectified the arrears are not paid. Teachers are posted regardless of where their families are situated (Okello, 2020). This research set out to find out why there are still complaints despite the fact that UNATU does collective bargaining on their behalf.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose

The purpose of this study was to explore the contributions of teachers' union on collective bargaining for teachers in selected public secondary schools in Arua District. In the study, the researcher specifically discovered what is entailed in collective bargaining; the factors influencing the process of negotiations to reach an agreement and generally the strengths and weaknesses of collective bargaining.

1.3.2 Objectives

This research specifically aims at the following: -

1. To establish what teachers' unions collectively bargain for on behalf of members (teachers) in Arua District.
2. To identify the perceived factors influencing collective bargaining process for teachers in Arua District.

3. To find out the broad strengths and weaknesses of teachers' union conducting collective bargaining for teachers in Arua District.

1.4 Research Questions

The researcher aimed at answering some of the following questions: -

1. What do teachers' unions collectively bargain for on behalf of members (teachers) in Arua District?
2. What perceived factors influence collective bargaining process for teachers in Arua District?
3. What are the strengths and weaknesses of teachers' union conducting collective bargaining for teachers in Arua District?

1.5 Scope of the Study

The scope of the study comprised of the content scope, geographical scope and time scope as follows: -

1.5.1 Content Scope

The study concentrated on assessing the contribution of teachers' union on collective bargaining for teachers in selected public secondary schools. Specifically, the research was focused on what components constitute collective bargaining, the factors affecting the process and its strengths and weaknesses currently teachers' union among the teachers.

1.5.2 Geographical Scope

This study was carried out in Arua district in some selected public secondary schools in Arua district. This study area was chosen because of the many complaints received from

teachers as per their payments, despite the collective bargaining for teachers by their union for the teachers' welfare and generally good working conditions.

1.5.3 Time Scope

The research was carried out basing on complaints by teachers on irregularities of salary payments, much as there is collective bargaining for them by their teachers' union. In this regard, the major period covered was between 2018 to 2022. These dates were chosen for this research because of the gravity of the problem around this time, which had resulted in teachers' strikes (or industrial action) happening almost every year. That has led one to question whether there is still need for collective bargaining for teachers in Arua district.

1.6 Justification of the Study

This research study was carried out to discover mainly detailed facts about collective bargaining for teachers particularly in Arua district; although some of its strengths and weaknesses such as, preventing employees from striking, providing employees' security of tenure and it leading to employees getting less of what they deserve, have been mentioned in other studies. The study would produce results which shall attract attention of policy makers in Ministry of Education and Sports, inform the media; such as radio and News Papers, as well as guiding Arua district Local Government Education Department, teacher educators, students and parents. ILO seems to suggest further research be done in this area, in its 1998 declaration on fundamental Principles and Rights at work, in article (b) of the declaration. This research tries to close the gap in the need to carry out further research on factors that interplay in the process of collective bargaining. Since novel explanatory paradigms are needed to create a new impetus in research on negotiation and to provide a better understanding of the primary factors in play during collective bargaining.

1.7 Significance of the Study

These research findings shall be of help to: -

Government Stakeholders: It is very important to do this research; to show the challenges of the topic, to provide information to policy makers in Ministry of Education and Sports and Arua district Local Government Education Department, so that this shall guide them in decision making on strategies to pay teachers' salaries in districts. The outcome of this research is of benefit to the coming generations from the time of finishing this research and suggesting some way forward.

NGOs stakeholders: It shall also help Non-Governmental Organizations, such as *PLAN International*, implementing education programmes, operating in the region to adjust on salary structure of teachers paid by them. Therefore, this research is of a great significance at this very time and after.

Teachers' associations: Through this research, they shall discover the actual situation surrounding collective bargaining for teachers in Uganda, which they may base on to rectify or fill the gaps. That is what the researcher shall achieve in this research projects.

Teachers: They shall be helped to effectively and properly follow the right channels to demand for their rights and work based privileges entitled to them. This shall be achieved by using the study's conclusions and recommendations as a case of reference necessary in identifying the potential gaps.

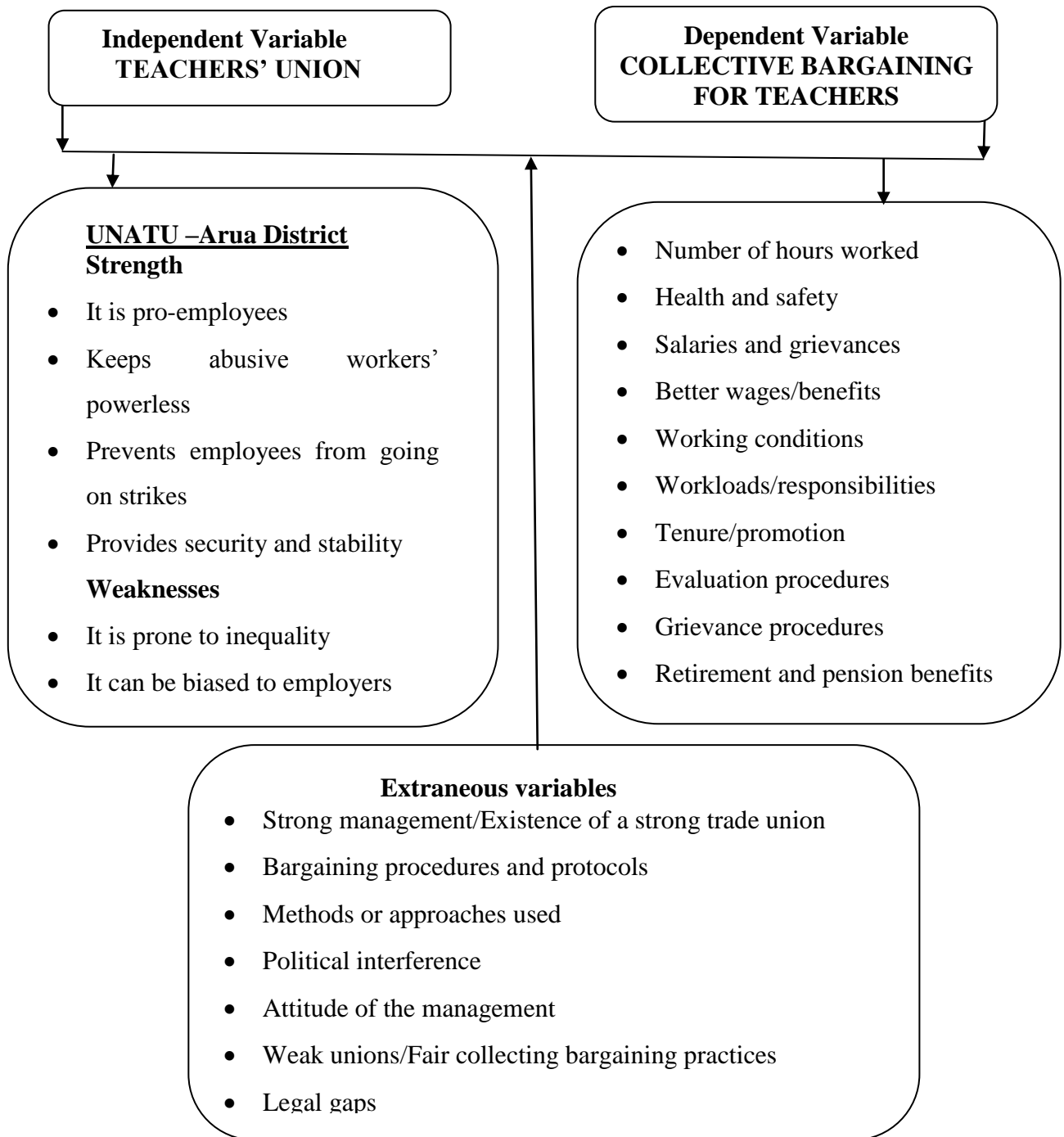
Library Users: Like any other research, its findings shall be considered as a vital source of reference by future researcher carrying out further studies; and this shall spark off further research on the collective bargaining for teachers in Arua district.

Future Researchers: Subsequently, the research findings shall contribute to the existing information on the collective bargaining for teachers in Arua district. It shall therefore be upon this study that more forward strategies and measures shall be well suggested, and formulate a procedure well to spearhead collective bargaining for teachers in Uganda.

1.8 Conceptual Framework

Figure 1 below shows the concepts related to the two-study variables. It is presumed that the type of teachers' union includes UNATU. The strengths and weaknesses of teachers' union (UNATU) conducting collective bargaining for teachers includes; it is pro-employees, keeps abusive workers' powerless, prevents employees from going on strikes; and provides security and stability. However, it is prone to inequality, it can be biased to employers and it take a long period of time. On the other hand, it is presumed that the components of collective bargaining for teachers include elements of number of hours worked, health and safety; salaries and grievances; better wages/benefits, working conditions, workloads/responsibilities, tenure/promotion, evaluation procedures, grievance procedures; retirement and pension benefits; and vacation and sick leave. Lastly, extraneous variables (i.e. factors influencing collective bargaining process) ranges from existence of a strong representative trade union; bargaining procedures and protocols; methods or approaches used, political interference, weak unions, attitude of the management, fair Collective bargaining practices, strong management, legal gaps and the number of bargaining groups. The study was based on the below conceptual framework as shown in Figure 1: -

Figure 1: Conceptual Framework



Source: Adopted from the work of Henry (2013)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents and considered other authors' views on collective bargaining. This literature review also helped the researcher to identify the gaps and show how he can fill them, and develop a feature that is a true reflection of teachers union on collective bargaining for teachers in Arua district. The literature in this chapter was reviewed basing on the study objectives, research questions using the following themes: the components of collective bargaining for teachers, the perceived factors influencing collective bargaining process for teachers and strengths and weaknesses of teachers' union on conducting collective bargaining for teachers.

2.1 The Components of Collective Bargaining

This area entails findings, studies and reports on what teachers' unions collectively bargain for on behalf of members (teachers) in Arua District. According to Oliver., Andrea., Alexander & Sabastiem (2018), there are three main classifications of bargaining topics: mandatory, permissive and illegal. Wages, health and safety, management rights, work conditions, and benefits fall into the mandatory category. Similarly, Vaibhar (2017) argued that collective bargaining coverage, the share of employees covered by collective agreements, which is linked to membership of signatory employer organization and trade union, but also to extensions of agreements to other firms and employees in a sector. Collective bargaining is a process in which the representatives of a labour organization and the representatives of business organization meet and attempt to negotiate a contract or agreement, which specifies the nature of employee-employer union relationship.

According to Kagangye (2020), collective bargaining is considered as a process or negotiations between an employer or organization and a group of workers of a trade union. In this regard, the group shall negotiate with an employer or a group of businesses on behalf of an employee or employees. It usually encompasses negotiations on number of hours worked, health and safety, salaries and grievances, among others. Zvobgo (2019) argued that collective bargaining is process of joint decision making and basically represents a democratic way of life in industry. It is the process of negotiation between firm's and workers' representatives for the purpose of establishing mutually agreeable conditions of employment. In other words, collective bargaining is a technique adopted by two parties to reach an understanding acceptable to both through the process of discussion and negation.

Crystal (2018) argued that collective bargaining is a mode of fixing the terms of employment by means of bargaining between organized body of workers and an employer; or association of workers acting usually through authorized agents. The presence of such teachers' union involvement in collective bargaining aims at having one big voice to demand for the rise of teachers' salaries and timely payment of their benefits. Similarly, Kagangye (2020) stated that the essence of collective bargaining is bargaining between interested parties and not from outside parties. Collective bargaining is a group action as opposed to individual action. Both the parties of settlement are represented by their groups. Employer is represented by its delegates and on, the other side; workers are represented by their trade union.

Tremblay, Rivard & Gosselin (2017) argued that most school teachers belong to at least one union, which bargains on their behalf with, federal state, and local officials for better

wages, benefits and working conditions. In the United States constitution, teachers, as well as other public employees do not have the constitutional right to collectively bargain (that is for the States to decide). Also, teachers do not have the constitutional right to go on strike; although that right may be granted through other federal or State laws. This is contrary to Ugandan Constitution, where workers in trade unions have the right to collectively bargain for better wages, benefits and working conditions.

Werang & Agung (2017) argued that unions may collectively bargain on behalf of teachers for a variety of reasons, including (but not limited to) the following: academic freedom/curriculum; wages/benefits, hours, workloads, responsibilities; tenure/promotion; evaluation procedures; grievance procedures; retirement and pension benefits; vacation and sick leave. Zvobgo (2019) also argue that collective bargaining involved discussions and negotiations between two groups as to the terms and conditions of employment. It is called 'collective' because both the employer and employee act as a group rather than as individuals. It is known as 'bargaining' because the method of reaching an agreement involves proposals and counter proposals, offers and counter offers and other negotiations. These are the components teachers' unions in Arua District similarly collectively bargain on much as the impact is not so much felt by beneficiaries.

Another component of industrial action is certifying the union to legalize industrial action (strike) in case the collective bargaining agreements are not followed (Tremblay., Rivard & Gosselin, 2017). Whereas, strike (industrial action) is legalized in Uganda it is made popular by first ensuring that: the bargaining union is certified properly, methods of impasse resolution have been exhausted, any existing collective bargaining agreement has

expired, and the union has provided sufficient notice to the board (MOES). Thus, this study helped the researcher to understand whether this is put in practice in case collective bargaining agreements for teachers in Arua district fail, or the teachers simply lay down their tools whenever they feel let down by negotiating bodies.

Vaibhar (2017) explains in his article that collective bargaining involves; negotiations, drafting, administration, interpretation of documents by employers, workers and the union representatives, as well as organizational trade unions with open mind. Are these similar components of collective bargaining procedure in Arua district especially when it comes to negotiations? This shall be discovered through this study. Considering the above to be some components of collective bargaining, through this study, researcher found out in details what collective bargaining for teachers in Arua district comprise of.

2.2 Factors Influencing Collective Bargaining Process for Teachers

This area entails findings, studies and reports on the perceived factors influencing collective bargaining process for teachers in Arua District. According to Oliver., Andrea., Alexander & Sabastiem (2018), the methods and approaches used has a great influence on achieving the collective bargaining. There are majorly four methods of collective bargaining, namely; negotiation, mediation, conciliation and arbitration of the settlement of trade disputes. In this regard, arbitration is often provided for in collective bargaining under certain purposes, especially when the parties can't reach agreement, and in the interpretation of an agreement through negotiation. More so, Vaibhar (2017) noted that conciliation is a term often applied to the art of collective bargaining, applied to the action of the public board which attempts to induce collective bargaining. Mediation is the

intervention usually uninvited, of some outside person or body with a view of getting conciliation or to force a settlement, compulsory arbitration is extreme mediation. All these things are aids or supplement to collective bargaining where it breaks down. They represent the intervention of outside parties.

Timothy (2016) reveals that the bargaining procedures and protocols that structures negotiations can differ as dramatically as the organizational structures of the groups involved in collective bargaining. These features of the bargaining environment can range in formality from those set by law or custom to those adopted on an ad-hoc basis. Tremblay., Rivard & Gosselin (2017) added that in each collective bargaining setting, the presence or absence of certain features can affect the likelihood of bargaining progress. These include: the existence of both common and competitive interests linking the groups; how groups are recognized as participants in a dispute; the balance of power between the competing groups; the frequency of negotiations; the bargaining deadline; and the existence of binding agreements to conclude formal negotiation. Through data collection and analysis in this study, the researcher found out how true this was for teachers in Arua district.

Further, Tremblay., Rivard & Gosselin (2017) looked at collective bargaining to be a group action as opposed to individual action initiated through the representatives of the workers, thereby making it a two party process. The parties that make the agreements are thus employers and employees. In this research, these are categorized as the teachers' representatives in their union and government representatives from Ministry of Education and Sports for Uganda, who negotiate and sign agreements on behalf of their members. In other words, Timothy (2016) considered collective bargaining to deal with the actual

process in which employees gather, and together bargain or make a deal with management on the key terms and conditions of employment. This may not be exactly the case for teachers in public schools in Arua. It is likely that they do not have the satisfactory representation and it is what we strive to find out in this research.

In terms of attitude of management, Tremblay., Rivard & Gosselin (2017) argued that employers have failed to read the writing on the wall. They do not appreciate the fact that unions have come to stay with almost equal bargaining strength. Such negative attitudes have come in the way of negotiating with unions voluntarily. Still, legal gaps and problems undermine the collective bargaining. No attempt has been made by the government to rationalize or simplify the multifarious laws covering labour management relations. In some cases, employers' uncertainty about who is the recognized bargaining agent. When there are multiple unions, bargaining with one union may prove to be a tough battle. This continues to make it a challenge to have proper negotiations about working conditions and terms of employment between an employer, a group of employees or one or more employers' organization on the other hand, with a view to reaching an agreement. As presented by Vaibhar (2017), it is flexible and mobile not fixed or static, thus operating in a dynamic way. As a factor influencing collective bargaining the terms of agreement should be flexible, and yet in the context of teachers in our country, Uganda; some of the labour union officials remain static in the process of negotiations. Through data collection and analysis in this study, the researcher tried to find out the truth of this for teachers in Arua district.

Vignesh (2019) argued that collective bargaining has grown in developed countries, India inclusive due to the statutory provisions and voluntary measures; its success is limited.

Collective bargaining has not made much headway in India when compared to other industrialized nations. In this regard, collective bargaining process mainly depends on the strength of unions. In this regard, teachers' unions are marked with multiplicity, inter and intra-union rivalry, weak financial position and non-recognition. Weak trade unions can't initiate strong arguments during negotiations. In support of the above, Timothy (2016) further added that the governments in developing countries have not been making any strong efforts for the development of collective bargaining. The regulatory framework covering the industrial relations scene is quite tight, leaving very little room for bargaining to flourish on a voluntary basis.

More so, the continuity process factor of collective bargaining is another. It is therefore, a continuous process featuring industrial democracy at work (Zhang & Wang, 2017). When collective agreement contracts expire, they ought to be expanded or renewed making adjustments to improve workers' conditions at work place. Representatives of employers are to form a party in the process of collective bargaining, so as to reach agreements that regulate working conditions (Awadh, 2018) also contends to this. Involvement of employers is basically because they are the ones to effect employee welfare issues discussed and agreed. Further, Werang & Agung (2017), suggests another factor that influences collective bargaining as, the strength of the labour union and financial position of the union to pay workers as negotiations go on, in case of strike by union members. When the union is strong it can improve conditions of workers who come together to form the union. Trade unions reflect the conviction that only by banding together can workers improve their situation. The study is intended to chart a similar way forward for teachers in Arua district in the process of collective bargaining.

Still, another factor is government policy on formation of Labour Unions to cater for wellbeing of workers at workstations (Timothy, 2016). Collective bargaining should be best conducted at plant level. It means if there are more than one plant of the firm, the local management should be delegated proper authority to negotiate with the local trade union. Existence of a fact-finding approach and willingness to use new methods and tools for the solution of industrial problems. The negotiation should be based on facts and figures and both the parties should adopt constructive approach (Doellgast & Benassi, 2014). This is confirmed in an Act in Workers' Rights presented in a paper for Uganda Human Rights Commission; The Labour Union Act seeks to maintain and improve working conditions and raise the economic status of the workers through the creation of unions. The Act recognizes the right of workers to organize themselves in labour unions and also requires employers to refrain from interfering with union organization. Therefore, in this study our focus is to understand whether the teachers who always complain about their benefits being irregularly paid, whether they are under these unions or others are non-union members.

In summary, Vaibhar (2017) argued that effective collective bargaining requires the following pre-requisites: existence of a strong representative trade union in the industry that believes in constitutional means for settling the disputes; existence of strong and enlightened management which can integrate the different parties, that is; workers, owners, consumers and society or government; agreement on basic objectives of the organization between the employer and the workers; and on mutual rights and liabilities should be there; in addition to proper records for the problem should be maintained; and in order that collective bargaining functions properly, unfair labour practices must be avoided by both the parties. In this research, the researcher identified more on the perceived factors

influencing collective bargaining process for teachers. And then in the summary form compared it with the collective bargaining situation for teachers in Arua district, because they have some similar factors as discovered in this study.

2.3 The Strengths and Weaknesses of Teachers Union in Conducting Collective Bargaining for Teachers

This area entails findings, studies and reports on the broad strengths and weaknesses of teachers' union in conducting collective bargaining for teachers in Arua District. According to Kagangye (2020), collective bargaining has been introduced as early as 1981 and have been in existence for more than a century, not all are for this process. There are advocates bargaining and both have significant views on why it is good and bad for government, private sectors, industries and the parties involved: the employers and workers to have a better understanding, these are the pros and cons of having collective bargaining for teachers.

2.3.1 Strengths of Collective Bargaining

Collective bargaining is pro-employees. Timothy (2016) argued that collective bargaining makes it easier for workers to fight for their rights as hard-working people. By being members of trade unions, they shall have a voice through the representatives of the unions whose aim is to work for the betterment of its employee members such as higher wages, shorter working hours, safer workplaces and better healthcare, to mention but a few. In line with the above, Vaibhar (2017) added that collective agreements often include employment protection provisions that are more generous to employees; these are agreed by firms and

workers during the bargaining process, possibly in return for productivity improvements or adjustments to wages or other working conditions.

More so, the point of improving the quality of life for each worker especially when collective bargaining agrees to support higher wages and other benefits such as; health care access or retirement benefits, is confirmed by Crystal (2018). Crystal advocates for collective bargaining posit that with this move, it will be easier for employees to fight for their rights as hard-working people. By being members of the trade unions they benefit by having a voice through union representatives that aims at betterment of members. In this regard, the researcher goes on to say that collaborative bargaining ensures each worker has a say in their workplace, which need to be assessed whether it is applicable among teachers in Arua District.

In addition, Werang & Agung (2017) revealed that collective bargaining also keeps abusive employers powerless. In collective bargaining, employees who normally will not have the means and confidence to fight for their rights if they are not part of a trade union; will have individuals who will challenge employers who take advantage of their workers. Supporters of collective bargaining say that employees have better chances of being compensated accordingly or leave their jobs if they want to without having to worry they shall be sued or not get their wages. Thus such is a control measure for employee benefits at workplace when the agreements are clearly stipulated.

Collective bargaining prevents employees from going on strikes. With collective bargaining, there is no need for workers to go on strike, stop working when there are big issues between them and employers. They have representatives with them who will work

for their benefits through negotiations. Related to this, Werang & Agung (2017) argue that when teachers' job satisfaction is enhanced, it improves their commitment and performance. In this regard, when there are big issues between employees and employers that are not settled, a popular option for workers are to go in strikes. These actions hamper operations and consequently cripple businesses. In the end, consumers suffer. With collective bargaining, there is no need for employees to stop working because they have representatives with them who shall work for their benefits. Moreover, Timothy (2016) added that collective bargaining protects employers as well; this is because collective bargaining will result to an agreement. And normally, this will also be agreed upon if the negotiations are beneficial for both parties. With collective bargaining, employers are also in a way since business operations will not be totally affected.

According to Awadh (2018), collective bargaining provides binding results to all parties. Since contracts are bound by policies, there is a legal defense when someone becomes injured physically or in some other way while at work. In the situation of this proposed study we aim to understand in the CB agreements if teachers in this case are compensated. Therefore, employee security of tenure will not allow an employee be terminated unlawfully since they have a support system. Negotiation process encourages cooperation from all parties. In each group you must work with others involved to benefit everyone. Have faith, honesty and sincerity in negotiation. The argument here is in agreement with, Zhang & Wang (2017), that; when the consumer-friendly upstream firm is involved in a centralized bargaining with the downstream firms, choosing price contract is the best strategy for the final goods producers. Hence, the gaps are to be closed in view of this study to be carried on collective bargaining and assess the situation for teachers in Arua district.

Collective bargaining offers consistent workplace for all parties. In contract jobs an employer can afford to let one worker go, but it becomes difficult to replace whole groups of employees (Doellgast & Benassi, 2014). Also agreeing with this is the view of Oliver., Andrea., Alexander & Sabastiem (2018), ‘thus, collective redress mechanisms can represent better option for consumers and investors (which in our context are teachers and Uganda Government), as their claims tend to be much less burdensome in case of the collective action. Most collective bargaining arrangements are contracts between 2-5 years and there is “future” prospect to improve the arrangements through negotiations thus, beneficial for all parties involved. Chance to make changes upon expiry of current one are available, (Kagangye, 2020). In a related article, the agreement with this point is that in collective bargaining all employees benefit from whatever conditions are stipulated in the agreement. Hence, it gives employees the right to question the policies of the company they belong to. Commonly for teachers here they may question UNATU.

Oliver., Andrea., Alexander & Sabastiem (2018) added that collective bargaining further encourages relationship formation. There is need for open lines of communication to be continually available for both sides to prosper in negotiations. The relationships are formed to attain a common mission of teachers’ welfare by the leaders. A contrary literature indicates that collective leadership is an essential tool for building and developing society because it relies on a common mission. This mission should be pursued as a collective task, not just an individual one, in order to produce more effective results. In addition, Vaibhar (2017) argued that collective bargaining encourages greater economic growth in that through agreements in collective bargaining, the distribution of income throughout society begins to balance itself out. Collective bargaining also plays an important role in shaping

distributional outcomes within firms and societies. Collective agreements and collective bargaining institutions affect how productivity gains and risks are allocated between different stakeholder groups. Therefore, in response to these scholarly arguments I carried out this research to find out, with evidence, how collective bargaining benefits teachers in Arua district. This is implemented by interacting with the teachers on ground to find information that was analyzed to draw proper conclusions.

2.3.2 Weaknesses/ Challenges of Collective Bargaining

According to Vaibhar (2017), critics of collective bargaining say it can lead to either employers or employees getting less of what they deserve. Hence it is prone to inequality. If representation is weak on the side of employers, they lose money to over compensation. While on the side of employees if representation is weak they might not get the benefits they should enjoy. Still on the side of employees, most trade unions require members to pay dues which may be a flat rate or a certain percentage taken out of their pay check, yet there may be no quality service in exchange for this; and was one reason teachers complain about in collective bargaining.

Tremblay., Rivard & Gosselin (2017) argued that there are no guarantees found in collective bargaining agreements (CBA). Both parties may lock themselves into long term positions which place their financial security at risk. Meanwhile other collective bargaining contracts may be invalid when challenged. Closely related to this, all workers are bound by a CBA contract, till its expiry which may not help employees who join the workforce in the middle. Burdensome still, the negotiations may take long to materialize and execute the stipulations in the agreement contracts. More so, Timothy (2016) noted that collective

bargaining creates workplace tension. In unionized jobs managers act like bosses instead of being partners. This reduces trust and openness at workplace. This goes in line with the argument that, when collective bargaining agreements fail, it widens the gap between employers and employees. The situation might aggravate instead of mitigate. For the opposition group it can create unhealthier relationship.

Sometimes, Werang & Agung (2017) argued that collective bargaining process is so demanding that it requires workers involved in the negotiations to work outside their routine schedule. Governance activities fall outside working hours, sometimes without pay. This may result in speeding up the process thus yielding unproductive results. In view of this, collective bargaining is generally becoming a competitive process, i.e., labour and management compete over each other at the negotiation table. A situation arises where the attainment of one party's goal appears to be in conflict with the basic objectives of the other party. It is unfair to senior employees if it is about salaries and benefits because they will get the same with their junior or new colleagues. The critics still contend that CB agreement handed down to even non-union members is unfair to members who pay for their dues. That is why Timothy (2016), presents that where due to spirit of unionizing, personal needs are sometimes sacrificed for the good of the whole workforce, and so union members may feel unbiased.

Further, anti-collective bargaining activists still contend that it gives too much power to employees leaving the employers with tied hands to run operations. Critics say trade unions may demand negotiations even if there is nothing irregular in employers running their operations. That is why Timothy (2016) argues that it can be a political move to

disorganize the ruling party. For instance, in Uganda people have ever complained that ‘teachers’ strikes are politically motivated.’ Another weakness, according to Doellgast & Benassi (2014), is that fair representation is not always possible. Union jobs are often paid better than non-union positions. Thus the wage difference reduces possibility of equal success within the workplace. Teachers in Arua have ever confessed that these differences are evident in their pay systems, which affects them, at times compelling them to strike. In spite of collective bargaining agreements, we now found out why it happens so, by conducting a research on this topic.

Collective bargaining has both advantages and disadvantages to parties involved. Although, mutual benefits can be achieved (Zhang & Wang, 2017) legally with this, abuse and inequality can also take place. So long as the benefits outweigh the setbacks and employees get what they deserve without negative effects on the company’s resources and growth, collective bargaining can be a good thing. In this regard, despite the strengths of collective bargaining, scholars have shown that there are some challenges in collective bargaining, which often result in industrial action or employees leaving jobs (Awadh, 2018). A number of them are discussed above which may or may not agree with the case of collective bargaining for teachers in Arua district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter consists of the research design, area of study, sources of information, population and sampling techniques. It also dealt with the variables and indicators, measurement levels, data collection procedure, data collection instruments; quality and error control, strategy for data processing and analysis; ethical considerations and approvals; and study methodological constraints.

3.1 Research Design

The research employed a cross-sectional survey design, and this involved selected public secondary schools in Arua district. A cross-sectional survey design according to Kothari (2013) is the type of research design where data can be gathered from different participants at a single point in time. This type of design was used because it enabled the investigator to collect data at once from only the sample population to generalize the study results on the entire target population within a shorter time and at a lower cost possible. The cross sectional survey was handy in this study since it accommodated a variety of data collection methods that facilitates a quantitative understanding of the study phenomenon (Creswell, 2014). It therefore enabled the application of both qualitative and quantitative methods of data collection and analysis. The quantitative data was collected through the use of questionnaires; whereas the qualitative used interview guide to cover areas where some variables cannot be easily quantified. This design was selected because different categories of respondents were studied at one point in time.

3.2 Area of Study

This study was carried out in Arua district in some selected public secondary schools, all within Arua district. These schools included fifteen (15) public secondary schools. The area of this study, as defined by Chaitanya, (2017), shall be collective bargaining, as a component of Human Resource Management in Education, the case of Arua district. The researcher assessed teachers' union on Collective bargaining for teachers in selected public secondary schools in Arua district, to discover the extent to which it is beneficial to various stake holders of education. This study area was chosen because of the many complaints received from teachers as per their payments, despite the collective bargaining for teachers by their union for the teachers' welfare and generally good working conditions.

3.3 Information Sources

The sources of data, the researcher used in this work are both primary and secondary. The primary sources included field notes from observation, interview transcripts and reports on Government papers, conference papers. Some of the secondary sources included textbooks, journals and newspapers that contain articles on the study. The primary information sources should be those data that could be original in its nature form (Cohen, 2011). The information here was got for the first time by use of interview guide and focus group discussion guide. On the other hand, secondary data could be those data which should be collected, analyzed and presented by someone else (Kothari, 2013).

3.4 Study Population and Sampling Techniques

This comprised of population, sample size determination and sample selection as detailed below.

3.4.1 Population

The population chosen for this research consisted of head-teachers, UNATU representatives from the district, and district UNATU members (teachers) from selected public secondary schools, totaling to eighty (80) in numbers. These were contacted to get the required information. These categories of respondents were considered to give the researcher valuable views about the study problem at hand which made the findings more credible.

3.4.2 Sample Size Determination

The research was majorly qualitative and quantitative; hence, the researcher had to get a number of respondents which were scattered widely. The study sample is selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study since we are able to calculate the sample size of each category of respondent. In this regard, out of 80 target population, 66 sample size was considered. In a total sample size of sixty-six (66), comprised of fifteen (15) head teachers, one (1) UNATU representative from the district, and fifty (50) district UNATU members (teachers) from selected public secondary schools. District UNATU members (teachers) were the main study participants. Such participants helped the researcher to get variety of ideas and views purposively to make the findings comprehensive and more reliable for the benefit of this society.

3.4.3 Sampling Selection

Purposive Sampling: For a qualitative research, the study was purely based on purposive sampling. The head-teachers, and UNATU representatives were purposively selected for this study. These officials were interviewed from their workplace, and they were selected

and used in order to get the required reliable, necessary, valid and comprehensive information. Such sampling technique was used because it was quick and helped the researcher to collect the first hand information.

Simple Random Sampling: Simple random sampling was used to select the district UNATU members (teachers) from selected public secondary schools. One set of small pieces of paper of the same size was prepared for all the district UNATU members (teachers) for each school. That is; 50 small pieces of the papers for the teachers carried the writing 'Yes' and the rest carried the writing 'No'. All were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read 'Yes', the teachers participated in answering the questionnaires. The same method was applied to non-union member teachers from selected secondary schools. A simple random sample is a subset of individuals (a sample) chosen from a larger population. Each individual was chosen randomly and entirely by chance, such that each individual had the same probability of being chosen at any stage during the sampling process and each subset of individuals had the same probability of being chosen for the sample as any other subset of individuals (Cohen, 2011).

3.5 Variables and Indicators

There is an independent variable (IV) or a dependent variable (DV). The study looked at teachers' union as an independent variable and Collective bargaining for teachers as a dependent variable. In this regard, the teachers' union included the components of; it is pro-employees, keeps abusive workers' powerless, prevents employees from going on strikes; and provides security and stability; on the other hand, it is prone to inequality and it

can be biased to employers. On the other hand, the components of collective bargaining for teachers included elements of number of hours worked, health and safety; salaries and grievances; better wages/benefits, working conditions, workloads/responsibilities, tenure/promotion, evaluation procedures, grievance procedures; retirement and pension benefits; and vacation and sick leave.

3.6 Procedure for Data Collection

Here, the researcher obtained a letter of introduction and got clearance from the Uganda Christian University Research Ethics Committee as well as School of Education, Department of Education of Uganda Christian University to carry out this research. This was obtained when the research proposal was approved, and this then was taken to various authorities, individuals and communities where the research was conducted in order to ensure safety in the process of data collection. And where covering letters were needed, the researcher collected the letters to cover up the introductory letter from the university. After being authorized, the researcher identified the respondents, establishing a relationship with them and finally administered the data collection instruments. Then these data got which will be obtained from the field were analyzed. The introductory part of this study interview guide was clearly informing the participants that accepting to participate and completing the interviews indicate consent. It also informed them that they had the right and option to withdraw at any point in the research. Indeed, anonymity and confidentiality was emphasized at every research stage. They were informed that their participation was voluntary.

3.7 Data Collection Instruments

The researcher used the following instruments of data collection: -

3.7.1 Interview Guide

The open-ended in-depth interviews were conducted with the five (5) head teachers, and one (1) UNATU representatives from the district. The interviews were done face-to-face; and then transcribed verbatim for analysis. It also allowed probing that helped the researcher to get the detailed information from the participants; and the researcher was able to get a detailed first-hand data. This was done like that since the participants were answering for themselves. It also involved meeting respondents face –to – face and collecting information from the selected respondents that enhanced confidentiality and observing of non-verbal behaviours during the study. Interviewing was a method of collecting data in which the selected participants were asked questions in order to obtain information on issue(s) of interest and took a structured, or unstructured (open ended) form (Creswell, 2014). This method of data collection involved oral verbal responses from the respondents. It was done through personal interviews and others by telephone interviews to avoid physical contact as a result of Covid-19 pandemic. Interviews generated first hand and reliable data.

3.7.2 Focus Group Discussion Guide

The focus group discussions (FGDs) helped in collecting data from and ten (10) head teachers. FGDs are a method that facilitates the researcher to conversationally establish a dialogue with a group of ten head teachers at once to obtain their views about the phenomenon under investigation in a convenient, permissive, non-threatening and highly interactive environment (Creswell, 2014). FGD took a period of 20-35 minutes. The FGD guide was considered to collect and easily facilitate the group discussions. The FGD was also used because of its flexibility not only in allowing rephrasing and rewording of

questions to suit the respondents but also in allowing the respondents to answer questions in an open-ended and therefore unlimited and exhaustive way. The purpose of this was to get various views of people and their perceptions on the topic while guiding them.

3.7.3 Questionnaires

A total of 50 questionnaires will be distributed to the fifty (50) district UNATU members (teachers) from selected public secondary schools. The study used a close ended questionnaire that was divided into sections of background information, and other detailed objective information. A standard questionnaire on a ten point Likert scale was used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree. Questionnaire gave respondents' freedom to elicit some information in details, due to the open-ended nature of some of the items it consists of. Questionnaires were designed to fulfill a specific research objective. On the other hand, open-ended questions were used for complex questions that cannot be answered in a few simple categories but require detailed discussions.

3.7.4 Observation Checklist

The researcher used observation checklist to observe the process of collective bargaining in a meeting that involved UNATU officials and Ministry of Education and Sports (MOES) officials, and compiled the report to form data. Observation allowed use of intellect which simplified data analysis.

3.8 Data Quality Control

The study was guided by the validity and reliability of instruments: -

3.8.1 Validity of Research Instruments

Stephanie (2016) defined validity as a test or instrument that accurately measures what it's supposed to. Validity is termed as the degree to which results to be got or obtained from analysis-of the data could actually represent the study problem. The validity of the interviews were influenced and determined through pre-testing the research tools. This pretesting was done through administering them to only ten (10) participants and this was within the population of the study, however outside the study sample. Such results from the field were beneficial in identifying gaps. This helped to make modifications to such tools in case it was necessary. Here, the researcher considered the consistency, accuracy and strength of the data that was edited for grammar, spellings, sentence construction and errors that needed correction. The instruments were pre-tested with a few samples and few respondents to see how it works. Whenever effective, large numbers were then administered. After obtaining the results, it was accompanied by notes for explaining meaning of the results identified. Pre-testing helped to estimate the time it took to fill the questionnaires, the relevancy of the questions, and the accuracy of the questions in measuring the subject under study.

$$\begin{aligned} \text{CVI} &= \frac{\text{No. Item}}{\text{Total No. Item}} \\ &= \frac{30}{34} \\ &= 0.88 \end{aligned}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

3.8.2 Reliability of Research Instruments

Stephanie (2016) defined reliability to imply consistency: if one could take the act five times, he/she should get roughly the same results every time. Reliability of the instruments was established using Cronbach's Alpha (α) internal consistency method (Stephanie, 2016). Before collection of data, the instruments were tested on 10 respondents from only teachers not from the fifteen schools selected, to determine their reliability. Additionally, before going for real data collection, the tools used were first tested among few participants from each category of respondents so as to determine their reliability, conservative standards of credibility, dependability, conformability and transferability. Thereafter, those participants were not among those included for an interview.

Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha (Mugenda & Mugenda, 2003). A pilot study was carried out on 10 respondents and the reliability results were computed using the Statistical Package for the Social Sciences (SPSS). The results are presented in Table 1.

Table 1: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.805	0.796	28

The Cronbach's alpha is 0.805 as indicated in Table 1, above 0.7 the recommended reliability value. This showed that the questionnaire was reliable. The reliability of the questions was used to collect data for the analysis of the relationship between study variables. Other researchers in the future can use this questionnaire to carry out research in the same field.

On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview. Therefore, the researcher pre-tested and retested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were tested on six respondents to determine their reliability and these respondents were not among the respondents (interviewers).

3.9 Data Processing, Analysis and Interpretation

Data was analyzed both quantitatively and qualitatively as follows:

3.9.1 Analysis of Qualitative Data

Five of the head teachers and UNATU representative from the district were interviewed; and ten of the head-teachers participated in focus group discussion to provide qualitative data. Qualitatively, information from these participants was attained by use of such interview guide. Data analysis involved translating spoken word and observed actions into text through transcribing interviews and typing up observation notes. At the end of each day, field notes were transcribed. This was done by way of content analysis where field notes from the respective respondents were summarized in brief on the daily basis. The

representative information was improved by using triangulation that is grouping and regrouping and matching data with research questions. Thereafter, the findings were then analyzed, presented and interpreted. Finally, the results were discussed to draw conclusions and recommendations, leading to documentation of the research project for submission to the School of Research and Post Graduate Studies at the university as a partial requirement for the award.

3.9.2 Analysis of Quantitative Data

Quantitative data was obtained from the fifty (50) district UNATU members (teachers) who answered the questionnaires. They were examined whether okay, checked and put in the SPSS statistics version 20 (SPSS 20.0) to analyze, descriptive statistics like frequencies and percentages were used; in addition to mean and standard deviation. Analysis was also carried out using descriptives, correlation and simple regressions on the variables of the study. In addition, frequencies and cross-tabulations were used, and they were involved in tabulating the lowest and highest values of the study variables for each respondent type and analyzing measures of central tendency and variability.

3.10 Ethical Considerations

3.10.1 Ethical Clearance

Ethical clearance was sought. This was got from Uganda Christian University Research Ethics Committee as well as School of Education especially under the Department of Education of Uganda Christian University. This fully allowed the researcher to conduct research. Additionally, another permission to carry out the study in Arua District was also sought from the head of selected secondary schools.

3.10.2 Informed Consent

Informed consent form which was elaborating; it covered the benefit and general purpose of the study; and it was filled in by all the participants, and this eventually enhanced confidentiality of the research. It also increased the participants' willingness to participate in the study. It was also done in consideration of confidentiality and anonymity, which was greatly emphasized during the study. Respondents were informed that their involvement were out of their good will. One may decide to take part in the research or decide not to get involved. No legal implication or any other form of punishment that shall be given to them when one does not take part in this study. They were informed that the researcher only continued to carry out this study with them if they accept right now. They still had a right to decide from continuing to complete this study anytime as they felt like or at any point of the study. The participants were also informed that their participation in this study was voluntary. No any form of incentive to be given to any participant. They had a right to accept or decline to participate. They had a right to withdraw from this research anytime.

3.10.3 Participants' Confidentiality

In terms of participants' confidentiality, each participant's record was given a unique code or identify number for confidentiality purposes. In this study, the researcher assured selected respondents of treating whatever responses they give with utmost confidentiality. The answers they provided were treated with great confidentiality and were only used in this study purpose. Only authorized people accessed their responses. This was done by first establishing a cordial relationship with them in the process of data collection, because some feared to give sensitive information since the topic may touch Government and teachers' union officials as well. The name of the participant and other relevant details were also

obtained purposively to ensure quality assurance. There was no individual participant that was identified by actual name in this report. Participants were adequately informed about the data collection procedures. Indeed, the survey remained anonymous; and there was no provision for identifying the participant's identity to exist on the interviews.

3.11 Study Limitations

The time constraints limited the intensity of the area coverage. This was solved by having a well-planned time table which the researcher tried to follow.

At the time of conducting this study, the researcher also experienced some challenges like some respondents feared to give correct information, fearing being attacked by the teachers' union and government officials. This was solved by assuring them that this is strictly for study purpose.

The researcher was faced with financial constraints, as there was no facilitation from any organization. The challenges of financial constraints, the researcher himself, had to toil and look for all the funds that he used to purely finance the research.

During observation, some respondents chose to act artificially, not naturally, thus giving unreliable results. In such case, the researcher tried to make sure that their intentions are hidden. Meanwhile, others either refused to give their time to be interviewed or ask for money. Convincing them that the data shall be used for academic studies not for any financial benefit helped me to sort this out.

The researcher met un-co-operative participants who were unwilling to give information. To solve this problem, the researcher had to convince and also assure all other participants that this research was being carried out purely for reasons of academics and nothing about ill intentions or against their job.

For those participants who feared to participate in the study because of fear of being disclosed, the researcher used codes and pseudo names. The real names of the participants and the schools they are attached to were not indicated on the tools for the study or was optional.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of the findings collected from the field in an attempt to assess teachers' union on Collective bargaining for teachers in selected public secondary schools in Uganda, particularly Arua District. The findings are presented according to the research questions. They are presented in frequency tables. It presents the collected data in a more organized and summarized way, guided by the study objectives as follows:-

1. To establish what teachers' unions collectively bargain for on behalf of members (teachers) in Arua District.
2. To identify the perceived factors influencing collective bargaining process for teachers in Arua District.
3. To find out the broad strengths and weaknesses of conducting collective bargaining for teachers in Arua District.

4.1 Findings of the Demographics

The characteristics of respondents in terms of gender (sex), age bracket, level of education and period one has been a member of the association were as shown in Table 2 below.

Table 2: Demographic Characteristics of the Respondents

Gender		Frequency	Percent
Valid	Female	30	45.5
	Male	36	54.5
	Total	66	100.0
<u>Age bracket</u>			
Valid	18 - 30 years	15	22.7
	31- 40 years	25	37.8
	41 – 50 years	20	30.3
	Above 51 years	6	9.2
	Total	66	100.0
<u>Level of Education</u>			
Valid	Diploma	8	12.2
	Degree	50	75.7
	Masters	6	9.1
	PhD	2	3
	Total	66	100.0
<u>Period stayed in association</u>			
Valid	0 – 5 years	20	30.3
	6 – 10 years	40	60.6
	11 years and above	6	9.1
	Total	66	100.0

Primary Source, 2022

According to the table above, the majority (54.5%) of the respondents were males, whereas the minority (45.5%) were females. This showed a gender imbalance in the study related to the willingness of targeted participants in Arua District to participate in the study. However, the researcher was able to obtain unbiased information.

Likewise, the study findings stressed that the majority (37.8%) of the respondents were aged between 31-40 years, (30.3%) had 41-50 years, (22.7%) belonged between 18 – 30 years, and the minority (9.2%) belonged to above 51 years. The result of the majority of responses implies that most of the participants were mature enough with enough experience in education system, thus had enough knowledge on teachers' collective bargaining.

Likewise, the study findings stressed that the majority (75.7%) of the respondents were degree holders, (12.2%) had diploma, (9.1%) had masters and the minority (3%) were PhD holders. The result of the majority of responses implies that most of the participants had attained the basic levels of education required for enlightenment. Therefore, participants had the necessary experience and knowledge to participate in this study.

Also, the study findings indicated that the majority (60.6%) of the respondents were members of the association for a period of 6-10 years, (30.3%) were in the association for 0-5 years and only (9.1%) revealed of 11 years and above. This indicated that the researcher dealt with respondents with enough experience in teachers' district associations involved in their collective bargaining. The information available by such a category of respondents is an informed opinion, hence reliable for drawing conclusions and recommendations regarding the topic under study.

4.2 The Components of Collective Bargaining

The first question was posed to establish what teachers' unions collectively bargain for on behalf of members (teachers) from selected public secondary schools in Arua District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from teachers are indicated in Table 3.

Table 3: The Components of Collective Bargaining

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Members of teachers' union are involved in bargaining for a reduction in the delays in salary payments	45 (90)	5 (10)	- (0)	- (0)	- (0)	3.88	1.162
Members of teachers' union are involved in bargaining for salary increment and equal teachers' payment	40 (80)	6 (12)	4 (8)	- (0)	- (0)	3.64	1.086
Teachers' unions involved in collective bargaining to demand for employment security on behalf of teachers	36 (72)	8 (16)	6 (12)	0 (0)	- (0)	4.06	1.131
Teachers' unions got involved in collectively bargaining for teachers' rights against sexual abuse	32 (64)	7 (14)	8 (16)	3 (6)	- (0)	4.05	1.161
Teachers' union has been involved in collective bargaining to streamline the working hours	28 (56)	6 (12)	10 (20)	6 (12)	- (0)	4.05	.998
Teachers' unions got involved in collective bargaining to demand for pension rights on behalf of teachers.	26 (52)	8 (16)	7 (14)	7 (14)	2 (4)	4.53	.622
Workers' right to collectively bargain through their trade unions for better wages, benefits and working conditions	25 (50)	9 (18)	8 (16)	5 (10)	3 (6)	4.32	.872

Collective bargaining on teachers' rights e.g. working hours, promotion, evaluation procedures, retirement and pension benefits, vacation etc.	22 (44)	10 (20)	6 (12)	7 (14)	5 (10)	4.32	1.041
Teachers' unions collectively bargain for on behalf of members (teachers) to have annual leave and holiday breaks	20 (40)	6 (12)	11 (22)	7 (14)	6 (12)	4.10	1.060
Teachers' unions got involved in collectively bargaining to demand for proper regulations on health and safety on behalf of teachers	16 (32)	8 (16)	10 (20)	9 (18)	7 (14)	4.60	.615

Source: Primary Data, 2022

Table 3 represents the descriptive statistics on what does teachers' unions collectively bargain for on behalf of members (teachers) in Arua District. The results show that 100% of the respondents accepted to the statements that members of teachers' union are involved in bargaining for a reduction in the delays in salary payments (Mean=3.88 and standard deviation of 1.162); followed by those who noted that members of teachers' union are involved in bargaining for salary increment and equal teachers' payment, and this was accepted by 92% of the respondents (Mean=3.64 and standard deviation of 1.086), and that teachers' unions involved in collective bargaining to demand for employment security on behalf of teachers, and this was accepted by (88%) (Mean=4.06 and standard deviation of 1.131). Lastly, respondents equivalent to 78% also revealed that teachers' unions got involved in collectively bargaining for teachers' rights against sexual abuse (Mean=4.05 and standard deviation of 1.161).

The first objective was also set to establish what teachers' unions collectively bargain for on behalf of members (teachers) in Arua District. Interview schedules were used to solicit information from the head teachers, and UNATU representative from the district.

However, when they were asked: What do teachers' unions collectively bargain for on behalf of members (teachers) in Arua District?; and the following were the responses.

The study findings revealed that members of teachers' union in Arua district have been more involved in bargaining for salary increment and other benefits like transport allowances and extra time pay. One of the interviewed participants had these to say;

'Teachers' union tend to have a collective voice for teachers to demand for equal salary increment. Arts and humanities teachers in Arua district on the other hand, who feel spurned, have been found to join their science colleagues in the industrial action for the salary increment on science teachers not fulfilled by the government. Some teachers who went on strikes in demand for salary increment were retained by the police'. (Head teacher from School C)

Another FGD participant also noted that;

'Teachers across Uganda have been for several times protesting at the government's failure to pay teachers a 20 percent salary increment. After series of negotiations and teachers' strikes, the government agreed to increase teachers' salaries by 50 percent phased out over a three-year period: 15 percent, 20 percent and 15 percent. Directing that teachers should go back and teach is not enough. They should come out clearly to stop the confusion. The teachers' money was not reflected in the Budget and that is why they went on strike'. (Head teacher from School D)

This implies that government developed a plan of salary increment among teachers, starting with science teachers and this shall be achieved in phases. As science teachers' striked in

early 2022, they vowed not to return to class until the government commits in writing to increase their salaries.

The study also noted poor working conditions in secondary schools in Arua district as another ground for collective bargaining. Another interviewed participant noted that:

'For several times, Ugandan teachers have had to resort to industrial action to secure proper funding for education and a living wage for teachers. The government abolished school fees to meet the goal of universal secondary education but then failed to fund schools. As a result, class sizes are commonly over 100 students, the secondary school completion rate is only 40 percent, and teaching conditions are poor'. (UNATU Representative, 2022)

This implies that the government is determined to see improvement in the ratio of student to teacher which is currently about 80:1 to about 50:1, but continue to fail calling for industrial actions. More so, teachers' low pay has been worsened by sharp inflation that now stands at over 21 percent. Inflation of food prices and other domestic products is actually around 43percent. Teachers' pay in Uganda is exceptionally low, and the entry level salary is insufficient for a single person's basic subsistence.

The study findings also noted that UNATU as part of teachers' union in Arua district began a series of industrial actions in support of its demands, and through the Citizens' Action for Quality Education which presented a petition to the Parliament and the President. One of the key informants had these to say;

'The campaign addressed a range of issues facing public education, and these included, salary increments, in addition to the request for an implementation of the collective bargaining infrastructure, special allowances for hard-to-reach postings and for science teachers, a reduction in the delays in salary payments, and regular

government contributions to the teachers' saving and credit schemes'. (Head teacher from School F)

This implies that the Citizens Action for Quality Education, driven by UNATU, is a rights-based strategy to improve education by prioritizing children; and their education standards.

In terms of grievance procedures, the study findings noted that confronted with the government's failure to sign a collective bargaining agreement and increase teachers' salary in the 2019/2020 budget, the Uganda National Teachers' Union gave notice of industrial action. One of the key participants had these to say;

'As a trade union, we have exhausted all possibilities of negotiation since the beginning of 2018, but some government's officials have deliberately frustrated the process. As a result, UNATU gave a notice of 90 days to the responsible centres to honor what was negotiated and agreed upon between some governmental representatives and public service unions' representatives, or we go for industrial action'. (Arua District, UNATU member)

This implies that the Uganda National Teachers' Union has been willing to continue constructive engagements with the government representatives on the Public Service Negotiating and Consultative Council to sign the collective bargaining agreement and the government commits itself to include salary augmentation for all teachers in the national budget 2019/2020 financial year, but this was not adhered to since some of the government representatives didn't sign the agreement, an act which seriously disrupts the negotiation process.

The study also noted that the government has not fully prioritized the provision of health and safety among teachers especially recently after reopening of schools accompanied by COVID-19 pandemic regulations. One of the FGD participants noted that;

'Despite the government emphasis on the vaccination of teachers, the provision of necessary support in terms of human and financial resources for the urgent vaccination of the teaching, non-teaching staff and students at specific venues and or implementation and monitoring of standard operating procedures in schools not fully respected. Teachers are not provided with masks, soaps for hand washing and most classes are too congested'. (Head teacher from School L)

This implies that teachers in secondary schools lack of sanitizers, masks for wearing, physical distance has remained a challenge in class. Therefore, in recognition of the critical role that teachers play to secure the future of Ugandan children, the government of Uganda included teachers among the top priority groups for the Covid-19 vaccination, unfortunately 65% of them received only single dose of vaccine.

The study further noted that teachers' union has been involved in collective bargaining to streamline the working hours. Normal working hours are 8 per day and 48 per week. Teachers may be required to work overtime, provided that total working hours, inclusive of overtime, must not exceed 10 hours per day or fifty-six hours per week except when persons are employed in shift. One of the FGD participants had these to say;

'Teachers in most secondary schools in Uganda tend to overwork. They have a lot of workload to accomplish on daily basis despite the ratio of students to teacher being 100:1 in most public secondary schools in Uganda; teachers experience a big challenge on daily basis on marking students' exercise books, help them in doing correction and attend to individual academic differences, in addition to carrying out research'. (Head teacher from School G)

This implies that teachers' union has greatly been involved in demand for having ample teachers' working hours. Teachers need time to rest and this could motivate them to work even harder and accomplish their education assignments in time. Enough time to rest could

help to reduce stress and depression among teachers thus able to effectively accomplish their educational assignments.

The study further noted that teachers' union tends to be involved in demand for more teachers' recruitment and deployment in secondary schools. One of the focus group discussion participants had this to say;

'The size of teaching force shall have to significantly increase to achieve National Education Objectives: The number of teachers in Government schools shall have to be multiplied by 1.7 (low scenario) or by 2.1 (high scenario) between 2010 and 2025 at secondary level. In order to satisfy this need, the government shall have to recruit new teachers yearly. For secondary, average annual growth in government teaching staff numbers shall have to increase from 7.6% to 12.0%'. (Head teacher from school E)

This implies that teachers' union has tried to demand and enforce policies that shall ensure that the teachers reach the schools where they are needed. Private Vs Public school; Teachers abandon private schools whenever there is a recruitment opportunity. Teachers lack motivation and incentives to work in rural areas due to low quality of life, limited school resources and lack of leisure activities. The costs of teacher absence, both in financial and academic terms, can no longer be borne in silence.

The study further noted that the teachers' union collectively bargains for teachers to have compensation for their work done. One of the interviewed participants had these to say:

'Working overtime in secondary schools is to be avoided. Whenever it is unavoidable, extra compensation is at stake - minimally the basic hourly wage plus all additional benefits you are entitled to. Normal working hours are 8 per day and 48 per week. Teachers may be required to work overtime (remedial teaching),

provided that total working hours, inclusive of overtime, must not exceed 10 hours per day or fifty-six hours per week'. (Head teacher from School E)

Another Focus Group Discussion participant had these to say:

'If a teacher has to work on a national/religious holiday or a weekly rest day, he/she should be entitled to compensation. Similarly, if a teacher has to work on a public holiday, he/she must be given a compensatory holiday. A higher rate of pay for working on a public holiday or a weekly rest day does not take away the right to a holiday/rest'. (Head teacher from School C)

This implies that secondary schools should work in accordance with ILO Convention where overtime pay rate should not be less than one and a quarter times (125%) the regular rate. Teachers on duty, who supervises preps and have to wake-up students for morning preps should be given their entitled pay in accordance to the Convention, which requires that night workers be compensated with reduced working time or higher pay or similar benefits. If workers are required to do overtime work on a gazetted public holiday, they are paid two times the rate of normal pay (200% of the normal wage rate).

More to the above, teachers' union tend to have collective bargaining on work compensation during weekend and other public holidays. One of the interviewed participants had these to say;

'If teachers have to work on a public holiday, they are entitled to 200% of the normal rate of wages within a month after public holiday. However, teachers can either receive a compensatory holiday or receive higher compensation for working on a public holiday in most public secondary schools in Arua district'. (District UNATU members)

This means that if a teacher performs work for part only of a public holiday, an employer pays the proportion of the remuneration for a full day's work on that day; if that day had

not been a public holiday, represented by the number of hours for which the teacher has performed work.

Additionally, teachers' unions collectively bargain for on behalf of members (teachers) in Arua District to have annual leave and holiday breaks, thus would enable them prepare themselves. One of the interviewed participants noted that;

'Teachers as other employees in other sectors are entitled to at least 21 consecutive days of paid annual leave. National and religious holidays are not included. Collective agreements must provide at least one day of annual leave on full remuneration for every 17 days on which the teachers worked or was entitled to be paid'. (Head teacher from School G)

This implies that a teacher should be entitled to paid leave during national and officially recognized public holidays. They are entitled to fully pay annual leave. Teachers should enjoy a rest period of at least twenty-four consecutive hours in every 7-day period, i.e., a week. The Employment Act provides annual leave for all workers on completion of at least six months of service. A teacher, working weekly for sixteen or more hours, is entitled to 21 working days paid annual leave at the rate of 7 days for each period of continuous 4 months of service on completion of 12 months of continuous service. The time to take annual leave has to be agreed between the parties.

The study further noted that teachers' unions got involved in collective bargaining for employment security on behalf of teachers. One of the Focus Group Discussion participants had these to say;

'Specific terms and conditions of work must be in place at school and agreeable by both parties (school managers and teachers). A contract of employment may be oral or written, however teachers should be provided with a written statement of

employment at the start of their employment. Fixed Term Contract teachers must not be hired for permanent tasks as it leads to precarious employment. A reasonable probation period must be allowed to let teachers learn new skills before being confirmed. A newly hired teacher may be fired during probation period without any negative consequences'. (Head teacher from School F)

This implies that employment contracts must be given to teachers before the start of their duties. Employers may be required to pay a severance allowance on termination of employment (due to redundancy or any other reason except for lack of capacity or misconduct). A reasonable notice period, depending on the length of service of an employee, may be required before an employer may sever the employment relationship. Ugandan Labour Law requires that contract of employment should be in writing and written statement of particulars should be provided to a worker within twelve weeks of the commencement of employment.

More so, another Focus Group Discussion participant had these to say;

'Termination of employment is the discharge of a teacher from an employment at the initiative of the employer for justifiable reasons other than misconduct. The employment of a teacher terminates on expiry of employment contract; or expiry of contract for a fixed term or completion of specific task without renewal. A worker may terminate an employment contract with or without notice in case of misconduct on the part of the employer; and also, before expiry of termination notice period'.

(Head teacher from School D)

This implies that a teacher may be terminated after serving due notice period or paying in lieu of notice. In all instances, termination should be based on fair reasons (including termination by notice). It is prudent for an employer to follow a fair hearing/consultation procedure and explain reasons for termination prior to terminating a contract. A teacher can

still claim unfair termination and it is the duty of the employer to prove that the termination was fair and procedures were followed.

Additionally, the study findings revealed that teachers' unions got involved in collectively bargaining for maternity leave on behalf of teachers. One of the interviewed participants noted that;

'Female teachers are entitled to 60 working days (eight and a half weeks) of fully paid maternity leave. The compulsory leave is four weeks after child birth or miscarriage. The worker must give a written notice of at least 7 days (or even shorter period under certain circumstances) prior to proceeding on maternity leave on a specific date and to return to work thereafter. Teacher may also have to provide a certificate of her medical condition from a qualified medical practitioner or midwife, if required by the employer'. (Head teacher from School A)

Another Focus Group Discussion participant also says;

'Maternity leave may be extended in case of sickness arising out of pregnancy or confinement, affecting either the mother or the baby, and making the mother's return to work inadvisable, the right to return is available to the worker within eight weeks after the date of childbirth or miscarriage (thus adding 4 more weeks of maternity leave)' (Head teachers from School F)

This implies that during pregnancy and maternity leave, a teacher should be protected from dismissal or any other discriminatory treatment. Teachers have the right to return to same or equivalent position after availing maternity leave. After childbirth and on re-joining work, a worker must be allowed paid nursing breaks for breast-feeding the child, which are lacking in many secondary schools in Arua district. In other words, during pregnancy and maternity leave, a teacher should be entitled to medical and midwife care without any

additional cost. During pregnancy and while breastfeeding, a teacher should be exempt from work that might bring harm to you or your baby.

The study findings revealed that teachers' unions got involved in collectively bargaining to demand for proper regulations on health and safety on behalf of teachers. One of the interviewed participants noted that;

'In accordance with Section 13 of Occupational Safety and Health Act, 2006, it is obligatory for an employer to ensure health, safety and welfare of persons at workplace. School employer must take measures to keep the workplace pollution-free by employing technical measures, classrooms to be well furnished and ventilated'. (Head teacher from School G)

Another Focus Group Discussion participant noted that;

'Employer should provide and maintain safe and risk-free means of access to entry to and exit from the workplace. Workers must be well informed of the real and potential dangers associated with the use of the substance, equipment or machinery in the school laboratory; and they must be well equipped with personal protective equipment to prevent the risks of accidents or of adverse effects on health. It is also a duty of the employer to provide instructions for the use of personal protective equipment and make sure that they are used whenever required'. (Head teacher from School B)

This implies that employer must ensure safe working environment including its vicinity. Proper arrangements should be made to ensure safety and absence of health risks related to the proper school hygiene, presence of safe drinking water at school and adherence to SOPs guidelines. In accordance with the provisions of the Occupational Safety and Health Act, it is the responsibility of employer to provide free protective equipment including clothing to the workers involved in hazardous work. The type of PPE needed varies depending on the nature of work being performed. The right use of PPE reduces risk of accident and the

adverse effects on health, and secondary school managers must adhere to such teachers' union demands.

The study findings revealed that teachers' unions got involved in collective bargaining to demand for pension rights on behalf of teachers. One of the interviewed participants noted that;

'National Social Security Fund Act, 1985 provides for old age benefit to a worker who has attained the age of 55 years. An early retirement benefit can also be claimed at the age of 50 years, and nowadays at 45years. However, to receive such pension benefits could be a tag of a war and in most cases, it takes long before being released'. (District UNATU members)

This implies that for different benefits under the Social Security Act, a worker contributes 5% of his gross monthly earnings while an employer contributes 10% of a worker's gross monthly earnings. A lump sum of total employer and employee contributions plus interest is paid.

Lastly, the study findings revealed that teachers' unions got involved in collectively bargaining for teachers' rights against sexual harassment on behalf of teachers. One of the interviewed participants noted that;

'Sexual harassment at workplace is prohibited by law and teachers' union has tried to fight against it. Sexual harassment at workplace is a direct or implicit request to a worker for any form of sexual favour to get preferential treatment at workplace; or threaten the worker of detrimental treatment on present or future employment status of the worker'. (District UNATU members)

Another interviewed participant also noted that;

'Sexual harassment also includes use of filthy language (unwelcome verbal advances, sexual oriented comments, request for sexual favours, jokes of a sexual nature, offensive flirtation or obscene expressions of sexual interest that are

addressed directly to the person), visual material of sexual nature (sexually suggestive pictures, objects or written materials or sexually suggestive gestures) and showing physical behaviour of sexual nature (unwanted and unwelcome touching, patting, pinching or any other unsolicited physical contact). All these have a detrimental effect on worker's employment, job performance and job satisfaction'. (Head teacher from School C)

This implies that teachers' union in Arua District issued a policy statement on sexual harassment, which clearly defines sexual harassment and states that the workplace is free of sexual harassment. School managers must take measure to ensure that teachers and students are not subjected to sexual harassment and take appropriate disciplinary measures against the person involved in sexual harassment. In accordance with the Penal Code, any person who intends to insult the modesty of any woman or girl, utters any word, makes any sound or gesture or exhibits any object, intending that such word or sound shall be heard, or that such gesture or object shall be seen by such woman or girl, or intrudes upon the privacy of such woman or girl, commits a misdemeanour and is liable to imprisonment for one year.

4.3 Factors Influencing Collective Bargaining Process for Teachers

The second question was posed to identify the perceived factors influencing collective bargaining process for teachers in Arua District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from teachers (members) are indicated in Table 4.

Table 4: Factors Influencing Collective Bargaining Process for Teachers

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
The strength of the labor union and financial position of the union to pay workers as negotiations go on, in case of strike by union members	46 (92)	3 (6)	1 (2)	- (0)	- (0)	3.66	1.142
Political influence has an influence on collective bargaining for teachers	44 (88)	4 (8)	2 (4)	- (0)	- (0)	3.91	1.129
Presence of employers and employees with their negotiating bodies	40 (80)	6 (12)	3 (6)	1 (2)	- (0)	4.46	.890
Government policy on formation of labour unions to cater for wellbeing of workers at workstations	36 (72)	4 (8)	6 (12)	4 (8)	- (0)	4.32	.872
The methods and approaches used have a great influence on achieving the collective bargaining.	30 (60)	7 (14)	5 (10)	8 (16)	- (0)	4.40	.805
Involvement of teachers in a labour union	27 (54)	7 (14)	8 (16)	6 (12)	2 (4)	4.60	.615
Better negotiating power has a great influence on the collective bargaining for teachers	23 (46)	5 (10)	9 (18)	7 (14)	6 (12)	4.41	.602
The attitude of members of teachers' union and entire management has a great influence on the collective bargaining for teachers	20 (40)	4 (8)	9 (18)	10 (20)	7 (14)	4.12	.589

Source: Primary Data, 2022

Table 4 represents the descriptive statistics on the perceived factors influencing collective bargaining process for teachers in Arua District. The results show that 98% of the respondents accepted to the statements that the strength of the labor union and financial position of the union to pay workers as negotiations go on, in case of strike by union members (Mean=3.66 and standard deviation of 1.142); followed by respondents' equivalent to 96% accepted that political influence/will has an influence on collective bargaining for teachers (Mean=3.91 and standard deviation 1.129). It was also revealed that presence of employers and employees with their negotiating bodies; and this was accepted by 92% of the respondents (Mean=4.46 and standard deviation .890), and lastly, government policy on formation of labour unions to cater for wellbeing of workers at workstations, and this was accepted by 80% of the respondents (Mean=4.32 and standard deviation .872).

The second objective was also set to identify the perceived factors influencing collective bargaining process for teachers in Arua District. Interview schedules were used to solicit information from the UNATU representative from the district and district UNATU members (teachers) from selected public secondary schools.

However, when they were asked: What perceived factors influence collective bargaining process for teachers in Arua District?; and the following were the responses.

The study findings revealed that the Constitution of Uganda and the Labour Unions Act allow workers (teachers) to bargain collectively through their representatives. One of the interviewed participants had these to say;

'The presence of legal and institutional framework that guarantees the existence and rights of teachers' involvement in collective bargaining tend to have a strong influence on its existence. In other words, collective agreement is a written agreement relating to the terms and conditions of employment concluded between one or more labour unions and one or more employers, or between one or more labour unions and one or more employers' organisation'. (Head teacher from School G)

This means that the terms of collective agreement must be concluded in writing and contain a reference to the manner and date when it may be reviewed. A copy of collective agreement and any amendment/variation made to the agreement must get registered with a Labour officer to guarantee collective bargaining. Even if it is not registered, it remains enforceable between the parties to the agreement. Signed agreement must be lodged with the Registrar of Labour Unions within 28 days from the date the agreement is made. A person who acts against these provisions commits an offence and is liable to a fine up to 24 currency points or imprisonment up to one year or both.

The study further noted that the methods and approaches used has a great influence on achieving the collective bargaining. One of the Focus Group Discussion participants had these to say;

'Teachers to be involved in collective bargaining and achieve better results, they require/ apply various methods including, mediation, negotiation, conciliation and arbitration for quick settlement of trade disputes. These methods tend to aid or supplement to collective bargaining where it breaks down, thus representing the intervention of outside parties'. (Head teacher from School D)

This implies that when the conflicting parties cannot reach on mutual agreement in collective bargaining under certain purposes, the arbitration is of paramount importance. In

other words, mediation and reconciliation tend to be given a priority when collective bargaining is to achieve better results.

The study also noted that the collective bargaining procedures and protocols followed by parties involved have a great influence on the success of collective bargaining for teachers.

One of the interviewed participants had these to say;

'The bargaining procedures and protocols that structures mediation and negotiations dramatically differs depending on the teachers' union and its members involved in collective bargaining. Collective bargaining for teachers in Arua district greatly get influenced by the existence of both common and competitive interests linking the groups to be involved in the collective bargaining process; in addition to how groups are recognized as participants in a dispute; the power balance between the competing conflicting parties, the frequency of negotiations; the number of bargaining deadline; and the existence of binding agreements to conclude formal negotiation'. (District UNATU members)

This implies that that in each collective bargaining setting, the presence or absence of certain features can affect the likelihood of bargaining progress. These features of the bargaining environment can range in formality from those set by law or custom to those adopted on an ad-hoc basis.

The study further noted that the attitude of members of teachers' union and entire management has a great influence on the collective bargaining for teachers to achieve their target goals. One of the interviewed participants had these to say:

'Some of the teachers' union members have a negative attitude and they do not appreciate the fact that unions have come to stay with almost equal bargaining strength. Such negative attitudes have come in the way of negotiating with unions voluntarily. Still, legal gaps have escalated the problems to undermine the collective bargaining for teachers'. (Head teacher from School H)

This means that as a result of negative attitude, employers' uncertainty about who is the recognized bargaining agent. In case of existence of multiple unions, bargaining with one union tend to prove to be a tough battle and difficult, and this continues to make it a challenge to have amicable negotiations about working conditions and terms of employment between an employer, a group of employees or one or more employers' organization on the other, with a view to reaching an agreement.

The study noted that the power, strength and ability of teachers' union greatly had an influence on their ability to participate in collective bargaining for teachers. One of the Focus Group Discussion participants had these to say;

'Teachers unions like UNATU have power, ability and legal competence to effectively persuade their members (teachers) demands through collective bargaining. They can easily push the government and other concerned stakeholders on the wall, and its voice can easily be heard for immediate action'. **(Head teacher from School A)**

This implies that collective bargaining process mainly depends on the strength of unions. In this regard, teachers' unions in Arua district are marked with multiplicity, inter and intra-union rivalry, weak financial position and non-recognition. The presence of such weak trade unions can not initiate strong arguments during negotiations.

Additionally, another interviewed key participant had these to say;

'The strength of the teachers' union and financial position of the union to pay workers as negotiations go on, in case of strike by union members have a great influence on their collective bargaining'. **(Head teacher from School F)**

This implies that when the teachers' union is strong, it can improve conditions of teachers who come together to form the union. Teachers' unions tend to reflect the conviction that only by banding together, can teachers improve their working situation.

The study findings also revealed that effective collective bargaining requires the existence of strong representative teachers' union in the industry. One of the interviewed participants had these to say;

'The existence of a strong representative trade union in the industry which respect and believes in constitutional means for settling the disputes; existence of strong and enlightened management which can integrate the different parties, that is; teachers, school managers, policy makers and society or government; agreement on basic objectives of the secondary school between the employer and the teachers; and on mutual rights and liabilities should be maintained for the collective bargaining for teachers to function properly'. (Head teacher from School C).

This implies that in order for collective bargaining for teacher to function properly, unfair labour practices must be avoided by both parties.

Lastly, political influence has a great influence towards achievement of collective bargaining for teachers in public secondary schools in Arua District. Political backing and participation has a great influence on the quick solving of teachers' grievances. The political will by legislators to finance the secondary schools through improving on education budget, in addition to increasing teachers' wages can easily solve most of the teachers' union demands.

4.4 The Strengths and Weaknesses of Teachers' Union in Conducting Collective Bargaining for Teachers

The question was posed to find out the broad strengths and weaknesses of conducting collective bargaining for teachers in Arua District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from district UNATU members (teachers) from selected public secondary schools are indicated in Table 5.

Table 5: The broad strengths and weaknesses of conducting collective bargaining for teachers in Arua District

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Collective agreements often include employment protection provisions that are more generous to employees	47 (94)	2 (4)	- (0)	1 (2)	- (0)	3.88	1.162
With collective bargaining, it is easier for employees to fight for their rights	43 (86)	4 (8)	2 (4)	1 (2)	- (0)	3.64	1.086
It keeps abusive employers powerless	40 (80)	5 (10)	3 (6)	2 (4)	- (0)	4.06	1.131
Collective bargaining prevents employees from going on strikes	35 (70)	6 (12)	5 (10)	4 (8)	- (0)	4.05	1.161
Negotiation process encourages cooperation from all parties	31 (62)	7 (14)	6 (12)	6 (12)	- (0)	4.05	.998
CB provides binding results for every party involved	28 (56)	8 (16)	8 (14)	6 (12)	- (0)	4.53	.622
Critics of CB say it leads to either employees or employers getting less of what they deserve	26 (52)	5 (10)	9 (18)	10 (20)	3 (6)	4.32	.872
No guarantees found in CB agreements	23 (46)	8 (16)	7 (14)	8 (16)	4 (8)	4.32	1.041
CB creates tension at workplace by reducing trust and openness	20 (40)	10 (20)	13 (26)	5 (10)	2 (4)	4.10	1.060
At times the process is so demanding that it requires workers involved in negotiations to work outside their routine schedule	17 (34)	7 (14)	11 (22)	10 (20)	5 (10)	4.60	.615
It gives too much powers to employees leaving employers to work with tied hands to run operations	15 (30)	9 (18)	8 (16)	12 (24)	6 (12)	4.58	.607

Source: Primary Data, 2022

Table 5 represents the descriptive statistics on the broad strengths and weaknesses of conducting collective bargaining for teachers in Arua District. The results show that 98% of the respondents accepted to the statements that collective agreements often include employment protection provisions that are more generous to employees (Mean=3.88 and standard deviation 1.162); followed by those who noted that with collective bargaining, it is easier for employees to fight for their rights, and this was accepted by 94% of the respondents (Mean=3.64 and standard deviation 1.086); collective bargaining keeps abusive employers powerless, was accepted by (90%), thus (Mean=4.06 and standard deviation 1.131). Respondents equivalent to 82% also revealed that collective bargaining prevents employees from going on strikes (Mean=4.05 and standard deviation 1.161), lastly, negotiation process encourages cooperation from all parties, and this was accepted by 76% of the respondents (Mean=4.05 and standard deviation .998).

The third objective was also set to find out the broad strengths and weaknesses of conducting collective bargaining for teachers in Arua District. Interview schedules were used to solicit information from the head teachers, and UNATU representative from the district.

However, when they were asked: What are the strengths and weaknesses of teachers' union conducting collective bargaining for teachers in Arua District?; and the following were the responses.

The study findings revealed that teachers' union in Arua district tend to counter-balance the monopoly power of employers and seek high wages, better working conditions and a fairer share of the school's profile. One of the interviewed participants had these to say;

'UNATU members in Arua district have all been involved in demanding for an increase in wages for its members. Teachers' union tend to fight for teachers' rights in terms of remuneration. Demand for hard-to-reach allowances, salary increment and other teachers' entitled allowances like extra time pay have been on the demand among secondary schools in the district'. (Head teacher from School A)

This implies that districts with teachers' union tend to have higher wages especially allowances compared to their counter parts. Teachers' union can pursue collective bargaining giving workers (teaching staff) a greater influence in negotiating a fair pay settlement. In other words, with existing higher wages or payments among teachers, increased efficiency is observed. If teachers feel they are getting a higher wage or fairly motivated, they can feel more loyalty towards the school and seek to work for its success.

The study also revealed that teachers' union is beneficial in counterbalance the monopoly powers of the senior education stakeholders especially head-teachers, school directors, district education officials and officials from the Ministry of Education and Sports. One of the FGD participants had these to say;

'Teachers union tend to enhance and promote bottom-up approach in secondary schools' planning and decision making. Teachers always have collective voice that could easily be heard by the directors of schools and other officials from education sector'. (Head teacher from School D)

Another interviewed participant had these to say;

'Due to monopoly powers of the private secondary school directors, teachers tend to be underpaid. They are always given peanuts (little pay) in consideration of the work they do. In return, teachers' union in Arua district has played a great role in negotiating salary increment for their members (teachers) in those secondary schools which have accelerated and harmonized the working conditions'. (Head teacher from School C)

This means that teachers' union in Arua district has successfully bargained for teachers' salary increment especially in secondary schools. In the face of monopoly employers, teachers' union can increase wages and increase employment. In modern economies, directors or school managers have a degree of monopoly to decide on the employment terms for their teachers in private secondary schools. Some teachers work without having contracts; but to improve on these working conditions, teachers' union in Arua has greatly negotiated on their behalf and the results have been fruitful.

Addition, the study findings revealed that teachers' union represent workers (teachers in this case. One of the Focus Group Discussion participants said;

'Teachers' union in Arua district have tried to protect us (teaching staff) from being exploited, and help to uphold health and safety legislation. Teachers union have given representation to several teachers facing unfair dismissal and those experiencing legal action as a result of accidents they experienced at places of work'. (Head teacher from School E).

This means that those teaching staff whose contracts have been abruptly terminated without following proper procedure, or not been compensated after dismissal; teachers who have been denied annual leave or maternity leave and those their salaries have not been paid for months, teachers' union has either helped to mediate and resolve the conflict and in case of failure, they support the aggrieved party to seek legal redress.

Teachers' union can help to negotiate and implement new working practices which help to increase efficiency and productivity. One of the interviewed participants had these to say;

'Members of teachers' union in Arua district have negotiated for hard-to-reach allowances particularly for those teaching staff in hard-to-reach areas targeting to reduce on high teachers' turnover and boost their ability at their places of work.

Teachers' union have agreed to give teachers in such specified number of schools in such hard-to-reach areas like Ajia extra allowances in exchange for improved better academic performance results'. (Arua District, UNATU member)

This implies that teachers' union can negotiate for better wages, and secondary schools may agree to increase pay, on the condition of implementing new practices, which lead to high efficiency and productivity. In public secondary schools where teachers' union has been on board, they have helped to create good working relationships between the school owners and teachers.

The study also noted that teachers' union has tried to reduce on poor wage growth, the rise of zero-hour contracts and job insecurity. One of the interviewed participants had these to say;

'The presence of teachers' unions has forcefully encouraged private secondary schools in Arua district to give working contracts to their teaching staff. It emphasized job security of its members by ensuring everyone is entitled to his/her rights by giving them work contracts clearly prescribing the terms and conditions of work'. (Head teacher from School F).

This implies that teachers' union could help redress the monopoly power of modern private secondary schools. It has streamlined the powers of the private secondary schools on fully determining teachers' salary decisions thus being encouraged to remunerate their teaching staff well so as to get better results in the long run.

The study also noted that teachers' union in Arua district prevents teachers from going on strikes. It keeps abusive school managers powerless, it is pro-employees and provides security and stability in the education sector. One of the interviewed participants had these to say;

‘Teachers unions have been used as a communication channel for teachers. It greatly helps to mediate between employers and employees (teachers) on issues concerning fair pay or salary increment which has remained on highlights for some good period in Uganda. There have been demands, even strikes especially teachers laying down their tools for some weeks in demand for salary increment, and UNATU greatly played the role to negotiate with the government’. **(Arua District, UNATU member)**

This implies that teachers’ union is a link between the government as an employer and the individual teacher at the grassroots. In some cases, amicably agreements have been reached especially when the teachers are on the strike, and this has been reached with the help of teachers’ union to effectively mediate between the parties.

The study findings noted that the teachers’ union has been in demand for improved school environment. One of the focus group discussion participants had these to say;

‘Low salary and a class size of 120 students in a class makes the profession of being a teacher unattractive. Therefore, the union has been calling for a 100percent increase in pay, as well as benefits such as travel allowance, health insurance and pension increases. Most of these union demands have not been adhered to and only there have been discriminations in salary increment that is, only science teachers’ salaries have been increased’. **(Head teacher from School F)**

This means that UNATU has been in negotiation with the Minister of Education and Sports and other stakeholders in the Ministry to at-least enforce a 50percent wage increase. However, negotiations have been ongoing for several years but it has lacked a good-political will to properly mobilize funds to cater for teachers’ salary increment.

Additionally, teachers’ union in Arua district has been involved in guiding and helping schools to get equipped with Personal Protective Equipment (PPE) and adhere to all Covid-

19 pandemic guidelines in place to minimize the spread of Covid-19 pandemic in schools.

One of the interviewed participants had these to say;

'The reopening of schools in Uganda started with 1.2 million students in candidate classes and finalists to complete their studies amidst a spike in Covid-19 infections. The Government adopted a set of 'Standard Operating Procedures' to guide a safe reopening of schools, without prior provision of finance to cater for required SOPs, and it was UNATU that forcefully pressurized the government to provide quick SOPs through dialogue among stakeholders'. (Arua District, UNATU member)

This implies that UNATU representatives claimed that the government rushed to open the schools as the level of preparedness is not enough. UNATU secretary listed a series of other issues that needed to be addressed prior to school reopening and these included; funds to make schools operational, payment of privately employed class teachers who have not been paid since school closure and a social dialogue on when to reopen school for non-finalist students. All these were taken note of and the government reacted to them as required.

The study further noted that teachers' union especially UNATU in Arua District acts for the professional development and enhancement of the teaching profession and defends the rights and expectations of education workers. One of the FGD participants had these to say;

'UNATU in Arua district has recently been very active against the privatization of education system. Upon the contestation of UNATU, two of private secondary schools were shut down by the government because of non-compliance with the national education curriculum and the health and safety regulation'. (Head teacher from School F)

This implies that those public secondary schools that did not meet the required health and Safety standards as per Ministry of Education and Sports regulations have been closed as per teachers' union demands. The union is involved in supervision and monitoring of the

secondary schools in the area to make sure they meet the required standards (that environment) that encourages effective teaching-learning process.

The study also noted that teachers' union as a professional union serves the needs of its members. One of the interviewed participants noted that;

'The teacher, for instance must have a satisfying job, an adequate salary, retirement benefits, the opportunity for advancement, and status among his colleagues and in his community. A profession also influences public policy in its field. Teachers in their various unions should be in a position to influence government policies concerning education, such as curriculum changes, the structure of school system and professional training'. (Arua District, UNATU member)

This implies that the changing nature of our society dictates that the profession will always have goals that will need implementation through members of teachers' union involvement in collective bargaining. This is what the Uganda National Teachers' Union policy envisions. Thus, a professional contributes to the well-being of society and is convinced that he/she is not only beneficial to himself/herself but also helpful to other people. Professionals derive personal satisfaction from doing the work.

The study further noted that through teachers' union, they have the ability to negotiate from a position of strength with employers over wages, benefits, workplace health and safety, job training and other work place related issues. One of the key respondents noted that;

'The main purpose of teachers' union in Arua district has been to give teachers the power to negotiate for more favourable working conditions and other benefits through collective bargaining'. (Head teacher from School J).

This implies that teachers' union serves an important role making sure that management acts fairly and treats its employees with respect.

The study also noted that teachers' union as a profession has group solidarity that comes partly through the members' own association or organisation. One of the FGD participants had these to say;

'In Arua District, we have the Uganda National Teachers' Union (UNATU -Arua district; and this union gives the profession (teachers) the strength, respectability, prestige and protection it deserves, and this can be attained through having sensitization programmes and workshops' **(Head teacher from School I)**

This implies that the UNATU as a professional body has the duty of educating their members and the public, and keeping people aware of new developments and ideas in the profession, thus professional literature has to be produced periodically in order to carry out that obligation. In producing professional literature, the teachers' union must do research which informs the findings that should be disseminated at national and international level for all the union members to benefit.

Lastly, the study noted that the teachers' union has promoted teachers' discipline. One of the focus group participants' head-teachers had these to say;

'A profession has ethical standards or a code of moral behaviour of every member of teachers' union. For instance, a profession carries a responsibility for a member to act in a manner required of a professional person. The behaviour of each member is a concern for all. In the case of schools for example, the conduct of any teacher influences the attitudes of the students and the public toward the profession and education in general'. **(Head teachers from School E).**

This implies that the code of conduct is always designed to inspire quality behaviour that reflects the honour and dignity of the profession. It is not intended to be an inflexible set of rules, but serves to measure the propriety or a member's behaviour in his/her working relationships.

On the other hand, the study also noted that the teachers' union has created unemployment. The teachers' turnover has been on the rise especially in private secondary schools. One of the Focus Group Discussion participants had these to say;

'Private schools in Arua district have been forced to reduce on the number of their teaching staff, and this happened as a result of UNATU-Arua district trying to encourage schools to pay their teachers well (highly); yet private schools cannot manage to afford the money to cater for the available number of teaching staff, resulting into terminating some of their teachers' contracts'. **(Head teachers from School F)**

This implies that members of teachers' union can benefit from higher wages, but outside the union, there will be higher unemployment. Few teachers have been recruited and employed in secondary schools (especially private) that can be easily catered for, leaving more qualified teachers to be unemployed. Even, those few employed tend to be overloaded with a lot of academic work, thus leading to ineffectiveness and declining in academic attainment in the long run.

The study also noted that if teachers' union go on strikes and work unproductively (work to rule), it can lead to failure of finishing the academic syllabus, ineffective teaching-learning process thus leading to decline in students' academic scores. One of the interviewed participants had these to say;

'Students tend to lose a lot as a result of teachers going on strikes as per UNATU recommendations. Teachers tend to lay their tools down and spend many days without working, and in turn, syllabus coverage have been low. Such scenarios have greatly undermined teachers' ability to complete the required subject syllabus thus contributing to the decline in students' academic performance results. **(Arua District, UNATU member)**

This implies that decline in teachers' union density has led to a decline in days lost on strikes. Teachers' union only considers the needs of its members, they often ignore the plight of those excluded from the labour markets especially unemployed. In some cases, if unions become powerful they can bargain for higher wages above the rate of inflation, and if this occurs, it may contribute to wage-inflation.

The study noted that some of the other benefits to joining teachers' union include getting assistance with contract and labour negotiations, getting voice on educational topics in politics, and discounts for things like life insurance policies, mortgage payment help, and credit card deals.

From the field study, different measures were suggested by the participants that should be adopted to improve on the contribution of teachers' union roles on collective bargaining for teachers in selected public secondary schools in Uganda; and Arua District in particular so as it is indicated in chapter six of this report.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

In this chapter, the researcher interprets and discusses the trends that emerged from research findings. The discussions are based on the research questions and the objectives of the study in chapter one. The subsequent discussion in this chapter is based on the results presented in chapter four of this report as given by the respondents.

5.1 Discussion of Findings

The study sought to answer three questions. Each question was handled independently in ascending order.

5.1.1 The Components of Collective Bargaining

The above study theme looks to establishing what teachers' unions collectively bargain for on behalf of members (teachers) in Arua District. These ranges from:

The study noted that members of teachers' union in Arua district have been more involved in bargaining for salary increment and other benefits like transport allowances and extra time pay. This concurs with Kagangye (2020) who argued that government developed a plan of salary increment among teachers, starting with science teachers and this shall be achieved in phases. As science teachers' strike in early 2022, they vowed not to return to class until the government commits in writing to increase their salaries. Besides, Awadh (2018) noted that teachers across Uganda have been for several times protesting at the government's failure to pay teachers a 20% salary increment. After series of negotiations and class teachers' strikes, the government agreed to increase teachers' salaries by 50% phased out

over a three-year period: 15%, 20% and 15%. Directing that teachers should go back and teach is not enough. They should come out clearly to stop the confusion. The teachers' money was not reflected in the Budget and that is why they went on strike. This implies that teachers' union tend to have a collective voice for teachers to demand for equal salary increment. Arts and humanities teachers in Arua district on the other hand, who feel spurned, have been found to join their science colleagues in the industrial action for the salary increment on science teachers not fulfilled by the government.

The study also noted of poor working conditions in secondary schools in Arua district as another ground for collective bargaining. This concurs with Okello (2020) who stated that the government is determined to see improvement in the number of student - teacher ratio which is current about 80/1 to about 50/1, but continue to fail calling for industrial actions. Besides, Crystal (2018) noted that teachers' low pay has been worsened by sharp inflation that now stands at over 21percent. Inflation of food prices and other domestic products is actually around 43percent. Teachers' pay in Uganda is exceptionally low, and the entry level salary is insufficient for a single person's basic subsistence. This implies that for several times, Ugandan teachers have had to resort to industrial action to secure proper funding for education and a living wage for teachers. The government abolished school fees to meet the goal of universal secondary education but then failed to fund schools. As a result, class sizes are commonly over 100 students, the secondary school completion rate is only 40%, and teaching conditions are poor.

The study further noted that UNATU as part of teachers' union in Arua district began a series of industrial actions in support of its demands, and through the Citizens' Action for Quality Education which presented a petition to the Parliament and the President. This

concur with Timothy (2016) who stated that the Citizens Action for Quality Education, driven by UNATU, is a rights-based strategy to improve education by prioritizing children; and their education standards. On the other hand, Okello (2020) argued that the campaign addressed a range of issues facing public education, and these included, salary increments, in addition to the request for an implementation of the collective bargaining infrastructure, special allowances for hard-to-reach postings and for science teachers, a reduction in and the delays in salary payments, and regular government contributions to the teachers' saving and credit schemes.

In terms of grievance procedures, the study noted that confronted with the government's failure to sign a collective bargaining agreement and increase teachers' salary in the 2019/2020 budget, the Uganda National Teachers' Union gave notice of industrial action. The above findings concur with Tremblay., Rivard & Gosselin (2017) who stated that the Uganda National Teachers' Union has been willing to continue constructive engagements with the government representatives on the Public Service Negotiating and Consultative Council to sign the collective bargaining agreement and the government commits itself to include salary augmentation for all teachers in the national budget 2019/2020 financial year, but this was not adhered to since some of the government representatives didn't sign the agreement, an act which seriously disrupts the negotiation process. Besides, Zvobgo (2019) stated that as a trade union, we have exhausted all possibilities of negotiation since the beginning of 2018, but some government's officials have deliberately frustrated the process. This implies that as a result, UNATU gave a notice of 90 days to the responsible centres to honor what was negotiated and agreed upon between some governmental representatives and public service unions' representatives, or we go for industrial action.

The study also noted that the government has not fully prioritized the provision of health and safety among teachers especially recently after reopening of schools accompanied by Covid-19 pandemic regulations. This concurs with Werang & Agung (2017) who revealed that teachers in secondary schools lack sanitizers, masks for wearing, physical distance has remained a challenge in class. Therefore, in recognition of the critical role that teachers play to secure the future of Ugandan children, the government of Uganda included teachers among the top priority groups for the Covid-19 vaccination, unfortunately 65% of them received only single dose of vaccine as ascertained by Okello (2020). This implies that despite the government emphasis on the vaccination of teachers, the provision of necessary support in terms of human and financial resources for the urgent vaccination of the teaching, non-teaching staff and students at specific venues and or implementation and monitoring of standard operating procedures in schools is not fully respected. Teachers are not provided with masks, soaps for hand washing and most classes are too congested.

The study further noted that teachers' union has been involved in collective bargaining to streamline the working hours. This concurs with Zvobgo (2019) who stated that normal working hours are 8 per day and 48 per week. Teachers may be required to work overtime, provided that total working hours, inclusive of overtime, must not exceed 10 hours per day or fifty-six hours per week except when persons are employed in shift. This is in agreement with Zhang & Wang (2017) who stated that teachers' union have greatly been involved in demand for having ample teachers' working hours. Teachers need time to rest and this could motivate them to work even harder and accomplish their education assignments in time. Enough time to rest could help to reduce stress and depression among teachers thus able to effectively accomplish their educational assignments. This implies that teachers in

most secondary schools in Uganda tend to overwork. They have a lot of workload to accomplish on daily basis despite the ratio of students to teacher being 100:1 in most public secondary schools in Uganda; teachers experience a big challenge on daily basis on marking students' exercise books, help them in doing correction and attend to individual academic differences, in addition to carrying out research.

The study further noted that the teachers' union tends to be involved in demand for more teachers' recruitment and deployment in secondary schools. This is in line with Vignesh (2019) who stated that teachers' union has tried to demand and enforce policies that shall ensure that the teachers reach the schools where they are needed. Besides, Timothy (2016) argued that teachers lack motivation and incentives to work in rural areas due to low quality of life, limited school resources and lack of leisure activities. The costs of teacher absence, both in financial and academic terms, can no longer be borne in silence. This implies that the size of teaching force shall have to significantly increase to achieve National Education Objectives: The number of teachers in Government schools shall have to be multiplied by 1.7 (low scenario) or by 2.1 (high scenario) between 2010 and 2025 at secondary level. In order to satisfy this need, the government shall have to recruit new teachers yearly. For secondary, average annual growth in government teaching staff numbers shall have to increase from 7.6% to 12.0%.

The study further noted that the teachers' union collectively bargains for teachers to have compensation for their work done. This is in line with Vaibhar (2017) who stated that secondary schools should work in accordance with ILO Convention where overtime pay rate should not be less than one and a quarter times (125%) the regular rate. More so, Timothy (2016) revealed that teachers on duty, who supervise preps and have to wake-up

students for morning preps should be given their entitled pay in accordance to the Convention, which requires that night workers be compensated with reduced working time or higher pay or similar benefits. This means that if workers are required to do overtime work on a gazetted public holiday, they are paid two times the rate of normal pay (200% of the normal wage rate).

The study also noted that working overtime in secondary schools is to be avoided. Whenever it is unavoidable, extra compensation is at stake - minimally the basic hourly wage plus all additional benefits you are entitled to. Normal working hours are 8 per day and 48 per week. This concurs with Okello (2020) who noted that teachers may be required to work overtime (remedial teaching), provided that total working hours, inclusive of overtime, must not exceed 10 hours per day or fifty-six hours per week. This implies that if a teacher has to work on a national/religious holiday or a weekly rest day, he/she should be entitled to compensation. Similarly, if a teacher has to work on a public holiday, he/she must be given a compensatory holiday. A higher rate of pay for working on a public holiday or a weekly rest day does not take away the right to a holiday/ rest.

More to the above, teachers' union tends to have collective bargaining on work compensation during weekend and other public holidays. The above study findings concur with Oliver., Andrea., Alexander & Sabastiem (2018) who stated that if a teacher performs work for part only of a public holiday, an employer pays the proportion of the remuneration for a full day's work on that day; if that day had not been a public holiday, represented by the number of hours for which the teacher has performed work. This implies that if teachers have to work on a public holiday, they are entitled to 200% of the normal rate of wages

within a month after public holiday. However, teachers can either receive a compensatory holiday or receive higher compensation for working on a public holiday in most public secondary schools in Arua district.

The study also noted that teachers' unions collectively bargain for on behalf of members (teachers) in Arua District to have annual leave and holiday breaks, thus would enable them prepare themselves. This concurs with Vaibhar (2017) who stated that a teacher should be entitled to paid leave during national and officially recognized public holidays. They are entitled to fully paid annual leave. Teachers should enjoy a rest period of at least twenty-four consecutive hours in every 7-day period, i.e., a week. Besides, the Employment Act provides annual leave for all workers on completion of at least six months of service. A teacher, working weekly for sixteen or more hours, is entitled to 21 working days paid annual leave at the rate of 7 days for each period of continuous 4 months of service on completion of 12 months of continuous service. The time to take annual leave has to be agreed between the parties. This implies that teachers as other employees in other sectors are entitled to at least 21 consecutive days of paid annual leave. National and religious holidays are not included. Collective agreements must provide at least one day of annual leave on full remuneration for every 17 days on which the teachers worked or was entitled to be paid.

The study further noted that teachers' unions got involved in collectively bargain for employment security on behalf of teachers. This concurs with Kagangye (2020) who stated that employment contracts must be given to teachers before the start of their duties. Employers may be required to pay a severance allowance on termination of employment (due to redundancy or any other reason except for lack of capacity or misconduct). Besides,

Doellgast & Benassi (2014) noted that specific terms and conditions of work must be in place at school and agreeable by both parties (school managers and teachers). A contract of employment may be oral or written, however teachers should be provided with a written statement of employment at the start of their employment. Fixed Term Contract teachers must not be hired for permanent tasks as it leads to precarious employment. This implies that a reasonable probation period must be allowed to let a teacher learn new skills before being confirmed. A newly hired teacher may be fired during probation period without any negative consequences.

Additionally, the study findings revealed that teachers' unions got involved in collectively bargaining for maternity leave on behalf of teachers. This is in line with Okello (2020) who stated that female teachers are entitled to 60 working days (eight and a half weeks) of fully paid maternity leave. Besides, Awadh, M. (2018) added that the compulsory leave is four weeks after child birth or miscarriage. The worker must give a written notice of at least 7 days (or even shorter period under certain circumstances) prior to proceeding of maternity leave on a specific date and to return to work thereafter. This implies that a teacher may also have to provide a certificate of her medical condition from a qualified medical practitioner or midwife, if required by the employer. Maternity leave may be extended in case of sickness arising out of pregnancy or confinement, affecting either the mother or the baby, and making the mother's return to work inadvisable, the right to return is available to the worker within eight weeks after the date of childbirth or miscarriage.

The study findings revealed that teachers' unions got involved in collectively bargaining to demand for proper regulations on health and safety on behalf of teachers. This concurs with Okello (2020) who stated that employer should provide and maintain safe and risk-free

means of access to and exit from the workplace. Workers must be well informed of the real and potential dangers associated with the use of the substance, equipment's or machinery in the school laboratory; and they must be well equipped with personal protective equipment to prevent the risks of accidents or of adverse effects on health. It is also a duty of the employer to provide instructions for the use of personal protective equipment and make sure that they are used whenever required. In accordance with Section 13 of Occupational Safety and Health Act, 2006, it is obligatory for an employer to ensure health, safety and welfare of persons at workplace. School employer must take measures to keep the workplace pollution-free by employing technical measures, classrooms to be well furnished and ventilated. This implies that employer must ensure safe working environment including its vicinity. Proper arrangements should be made to ensure safety and absence of health risks related to the proper school hygiene, presence of safe drinking water at school and adherence to SOPs guidelines.

Lastly, the study findings revealed that teachers' unions got involved in collectively bargaining for teachers' rights against sexual harassment on behalf of teachers. This is in line with Timothy (2016) who stated that sexual harassment at workplace is prohibited by law and teachers' union has tried to fight against it. Sexual harassment at workplace is a direct or implicit request to a worker for any form of sexual favour to get preferential treatment at workplace; or threaten the worker of detrimental treatment on present or future employment status of the worker. In accordance with the Penal Code, any person who intends to insult the modesty of any woman or girl, utters any word, makes any sound or gesture or exhibits any object, intending that such word or sound shall be heard, or that such gesture or object shall be seen by such woman or girl, or intrudes upon the privacy of

such woman or girl, commits a misdemeanour and is liable to imprisonment for one year. This implies that teachers' union in Arua District issued a policy statement on sexual harassment, which clearly defines sexual harassment and states that the workplace is free of sexual harassment. School managers must take measure to ensure that teachers and students are not subjected to sexual harassment and take appropriate disciplinary measures against the person involved in sexual harassment.

5.1.2 Factors Influencing Collective Bargaining Process for Teachers

The above study theme analyzing the perceived factors influencing collective bargaining process for teachers in Arua District. These ranges from:

The study noted that the Constitution of Uganda and the Labour Unions Act allow workers (teachers) to bargain collectively through their representatives. This is in agreement with Kagangye (2020) who noted that terms of collective agreement must be concluded in writing and contains a reference to the manner and date when it may be reviewed. A copy of collective agreement and any amendment/variation made to the agreement must get registered with a Labour officer to guarantee collective bargaining. Besides, Okello (2020) added that the presence of legal and institutional framework that guarantees the existence and rights of teachers' involvement in collective bargaining tend to have a strong influence on its existence. In other words, collective agreement is a written agreement relating to the terms and conditions of employment concluded between one or more labour unions and one or more employers, or between one or more labour unions and one or more employers' organisation.

The study further noted that the methods and approaches used have a great influence on achieving the collective bargaining. This concurs with Oliver., Andrea., Alexander &

Sabastiem (2018) who stated when the conflicting parties cannot reach on mutual agreement in collective bargaining under certain purposes, the arbitration is of paramount importance. In other words, mediation and reconciliation tend to be given a priority when collective bargaining is to achieve better results as ascertained by Vignesh (2019). This implies that for teachers to be involved in collective bargaining and achieve better results, they require/ apply various methods including, mediation, negotiation, conciliation and arbitration for quick settlement of trade disputes. These methods tend to aid or supplement to collective bargaining where it breaks down, thus representing the intervention of outside parties.

The study also noted that the collective bargaining procedures and protocols followed by parties involved has a great influence on the success of collective bargaining for teachers. This is in line with Werang & Agung (2017) who argues that in each collective bargaining setting, the presence or absence of certain features can affect the likelihood of bargaining progress. These features of the bargaining environment can range in formality from those set by law or custom to those adopted on an ad-hoc basis. Besides, Zvobgo (2019) added that the bargaining procedures and protocols that structures mediation and negotiations dramatically differs depending on the teachers' union and its members involved in collective bargaining. This implies that collective bargaining for teachers in Arua district greatly gets influenced by the existence of both common and competitive interests linking the groups to be involved in the collective bargaining process; in addition to how groups are recognized as participants in a dispute; the power balance between the competing conflicting parties, the frequency of negotiations; the number of bargaining deadline; and the existence of binding agreements to conclude formal negotiation.

The study further noted that the attitude of members of teachers' union and entire management has a great influence on the collective bargaining for teachers to achieve their target goals. This concurs with Vignesh (2019) who stated that as a result of negative attitude, employers' uncertainty about who is the recognized bargaining agent. In case of existence of multiple unions, bargaining with one union tends to prove to be a tough battle and difficult, and this continues to make it a challenge to have amicable negotiations about working conditions and terms of employment between an employer, a group of employees or one or more employers' organization on the other, with a view to reaching an agreement. Besides, Zvobgo (2019) argued that some of the teachers' union members have a negative attitude and they do not appreciate the fact that unions have come to stay with almost equal bargaining strength. This implies that presence of such negative attitudes have come in the way of negotiating with unions voluntarily. Still, legal gaps have escalated the problems to undermine the collective bargaining for teachers.

The study noted that the power, strength and ability of teachers' union greatly had an influence on their ability to participate in collective bargaining for teachers. In support of the above findings, Werang & Agung (2017) noted that teachers' unions like UNATU have power, ability and legal competence to effectively persuade their members' (teachers) demands through collective bargaining. They can easily push the government and other concerned stakeholders on the wall, and its voice can easily be heard for immediate action. Besides, Tremblay, Rivard & Gosselin (2017) argued that the strength of the teachers' union and financial position of the union to pay workers as negotiations go on, in case of strike by union members have a great influence on their collective bargaining. This implies that collective bargaining process mainly depends on the strength of unions. In this regard,

teachers' unions in Arua district are marked with multiplicity, inter and intra-union rivalry, weak financial position and non-recognition. The presence of such weak trade unions can not initiate strong arguments during negotiations.

The study findings also revealed that effective collective bargaining requires the existence of strong representative teachers' union in the industry. This is in line with Doellgast & Benassi (2014) who stated that in order for collective bargaining for teachers to function properly, unfair labour practices must be avoided by both the parties. Besides, Crystal (2018) noted that the existence of a strong representative trade union in the industry which respects and believes in constitutional means for settling the disputes; existence of strong and enlightened management which can integrate the different parties, that is; teachers, school managers, policy makers and society or government; agreement on basic objectives of the secondary schools between the employer and the teachers; and on mutual rights and liabilities should be maintained for the collective bargaining for teachers to function properly.

5.1.3 The Strengths and Weaknesses of Teachers Union in Conducting Collective Bargaining for Teachers

The above study theme of finding out the broad strengths and weaknesses of conducting collective bargaining for teachers in Arua District; and these ranges from:

The study findings revealed that teachers' union in Arua district tends to counter-balance the monopoly power of employers and seek high wages, better working conditions and a fairer share of the school's profile. This concurs with Crystal (2018) who argued that districts with teachers' union tend to have higher wages especially allowances compared to

their counter parts. Teachers' union can pursue collective bargaining giving workers (teaching staff) a greater influence in negotiating a fair pay settlement. Besides, Okello (2020) noted that with existing higher wages or payments among teachers, increased efficiency is observed. If teachers feel they are getting a higher wage or fairly motivated, they can feel more loyalty towards the school and seek to work for its success. This implies that UNATU members in Arua district have all been involved in demanding for an increase in wages for its members. Teachers' unions tend to fight for teachers' rights in terms of remuneration. Demand for hard-to-reach allowances, salary increment and other teachers' entitled allowances like extra time pay have been on the demand among secondary schools in the district.

The study noted that teachers' union is beneficial in counterbalance the monopoly powers of the senior education stakeholders especially head-teachers, school directors, district education officials and officials from the Ministry of Education and Sports. This concurs with Timothy (2016) that teachers' union tends to enhance and promote bottom-up approach in secondary schools' planning and decision making. Teachers always have collective voice that could easily be heard by the directors of schools and other officials from education sector. On the other hand, Kagangye (2020) noted that due to monopoly powers of the private secondary school directors, teachers tend to be underpaid. They are always given peanuts (little pay) in consideration of the work they do. In return, teachers' union in Arua district has played a great role in negotiating salary increment for their members (teachers) in those secondary schools which have accelerated and harmonized the working conditions. This means that teachers' union in Arua district has successfully bargained for teachers' salary increment especially in private secondary schools. In the face

of monopoly employers, teachers' union can increase wages and increase employment. In modern economies, directors or school managers have a degree of monopoly to decide on the employment terms for their teachers in some secondary schools. Some teachers work without having contracts; but to improve on these working conditions, teachers' union in Arua has greatly negotiated on their behalf and the results have been fruitful.

The study noted that teachers' union can help to negotiate and implement new working practices which help to increase efficiency and productivity. This is in agreement with Awadh (2018) who stated that teachers' union can negotiate for better wages, and secondary schools may agree to increase pay, on the condition of implementing new practices, which lead to high efficiency and productivity. Besides, Clegg & Legge (2015) argued that in secondary schools where teachers' unions have been on board, they have helped to create good working relationships between the school owners and teachers. This means that members of teachers' union in Arua district have negotiated for hard-to-reach allowances particularly for those teaching staff in hard-to-reach areas targeting to reduce on high teachers' turnover and boost their ability at their places of work. Teachers' union has agreed to give teachers in such specified number of schools in such hard-to-reach areas extra allowances in exchange for improved better academic performance results.

The study also noted that teachers' union has tried to reduce on poor wage growth, the rise of zero-hour contracts and job insecurity. The above study findings concur with Okello (2020) that teachers' union could help redress the monopoly power of modern private secondary schools. It has streamlined the powers of the private secondary schools on fully determining teachers' salary decisions thus being encouraged to remunerate their teaching staff well so as to get better results in the long run. On the other hand, Awadh (2018) noted

that the presence of teachers' unions has forcefully encouraged private secondary schools in Arua district to give working contracts to their teaching staff. It emphasized job security of its members by ensuring everyone is entitled to his/her rights by giving them work contracts clearly prescribing the terms and conditions of work.

The study also noted that teachers' union in Arua district prevents teachers from going on strikes. It keeps abusive school managers powerless, it is pro-employees and provides security and stability in the education sector. This is in line with Crystal (2018) who stated that teachers' union is a link between the government as an employer and the individual teacher at the grassroots. In some cases, amicably agreements have been reached especially when the teachers are on the strike, and these have been reached with the help of teachers' union to effectively mediate between the parties. Besides, Kagangye (2020) noted that the teachers' union has been used as a communication channel for teachers. It greatly helps to mediate between employers and employees (teachers) on issues concerning fair pay or salary increment which has remained on highlights for some good period in Uganda. There have been demands, even strikes especially teachers laying down their tools for some weeks in demand for salary increment, and UNATU greatly played the role to negotiate with the government.

The study findings noted that teachers' union has been in demand for improved school environment. This concurs with Timothy (2016) who argued that low salary and a class size of 120 students in a class makes the profession of being a teacher unattractive. Therefore, the union has been calling for a 100percent increase in pay, as well as benefits such as travel allowance, health insurance and pension increases. Besides, Doellgast & Benassi (2014) noted that most of these union demands have not been adhered to and only

there have been discriminations in salary increment that is, only science teachers' salaries have been increased. This means that UNATU has been in negotiation with the Minister of MoES and other stakeholders in the Ministry to at-least enforce a 50% wage increase. However, negotiations have been ongoing for several years but it has lacked a good-political will to properly mobilize funds to cater for teachers' salary increment.

Additionally, it was noted that teachers' union in Arua district has been involved in guiding and helping schools to get equipped with Personal Protective Equipment (PPE) and adhere to all COVID-19 pandemic guidelines in place to minimize the spread of COVID-19 pandemic in schools. This is in line with Vaibhar (2017) who stated that UNATU representatives claimed that the government rushed to open the schools yet the level of preparedness is not enough. UNATU secretary listed a series of other issues that needed to be addressed prior to school reopening and these included; funds to make schools operational, payment of privately employed teachers who have not been paid since school closure and a social dialogue on when to reopen school for non-finalist students. All these were taken note of and the government reacted to them as required. Besides, Kagangye (2020) argued that the reopening of schools in Uganda started with 1.2 million students in candidate classes and finalists to complete their studies amidst a spike in Covid-19 infections. This implies that the Government adopted a set of 'Standard Operating Procedures' to guide a safe reopening of schools, without prior provision of finance to cater for required SOPs, and it was UNATU that forcefully pressurized the government to provide quick SOPs through dialogue among stakeholders.

The study further noted that teachers' union especially UNATU in Arua District acts for the professional development and enhancement of the teaching profession and defends the

rights and expectations of education workers. This is in line with Vaibhar (2017) who stated that those secondary schools that did not meet the required health and Safety standards as per Ministry of Education and Sports regulations have been closed as per teachers' union demands. Besides, Timothy (2016) argued that the union is involved in supervision and monitoring of the secondary schools in the area to make sure they meet the required standards (that environment) that encourages effective teaching-learning process. This implies that UNATU in Arua district has recently been very active against the privatization of education system. Upon the contestation of UNATU, two of the private secondary schools were shut down by the government because of non-compliance with the national education curriculum and the health and safety regulation.

The study also noted that teachers' union as a professional union serves the needs of its members. This is in agreement with Doellgast & Benassi (2014) who stated that the changing nature of our society dictates that the profession will always have goals that will need implementation through members of teachers' union involvement in collective bargaining. This is what the UNATU policy envisions. Thus, a professional contributes to the well-being of society and is convinced that he/she is not only beneficial to himself/herself but also helpful to other people. Besides, Okello (2020) noted that the teacher, for instance must have a satisfying job, an adequate salary, retirement benefits, the opportunity for advancement, and status among his colleagues and in his community. A profession also influences public policy in its field. This implies that teachers in their various unions should be in a position to influence government policies concerning education, such as curriculum changes, the structure of school system and professional training.

The study further noted that through teachers' union, they have the ability to negotiate from a position of strength with employers over wages, benefits, workplace health and safety, job training and other work place related issues. This concurs with Werang & Agung (2017) who stated that teachers' union serves an important role making sure that management acts fairly and treats its employees with respect. This implies that the main purpose of teachers' union in Arua district has been to give class teachers the power to negotiate for more favourable working conditions and other benefits through collective bargaining.

The study also noted that teachers' union as a profession has group solidarity that comes partly through the members' own association or organisation. This concurs with Oliver., Andrea., Alexander & Sabastiem (2018) who stated that the UNATU as a professional body has the duty of educating their members and the public, and keeping people aware of new developments and ideas in the profession, thus professional literature has to be produced periodically in order to carry out that obligation. In producing professional literature, the teachers' union must do research which informs the findings that should be disseminated at national and international level for all the union' members to benefit. This implies that in Arua District, we have the UNATU -Arua district; and this union gives the profession (teachers) the strength, respectability, prestige and protection it deserves, and this can be attained through having sensitization programmes and workshops.

The study noted that the teachers' union has promoted teachers' discipline. In support of the above findings, Werang & Agung (2017) argued that the code of conduct is always designed to inspire quality behaviour that reflects the honour and dignity of the profession.

It is not intended to be an inflexible set of rules, but serves to measure the propriety or a member's behaviour in his/her working relationships. On the other hand, Vignesh (2019) stated that a profession has ethical standards or a code of moral behaviour of every member of teachers' union. For instance, a profession carries a responsibility for a member to act in a manner required of a professional person. The behaviour of each member is a concern for all. In the case of schools for example, the conduct of any teacher influences the attitudes of the students and the public toward the profession and education in general.

Lastly, the study also noted that teachers' unions have created unemployment. The teachers' turnover has been on the rise especially in private secondary schools. This is in agreement with Doellgast & Benassi (2014) who stated that members of teachers' union can benefit from higher wages, but outside the union, there will be higher unemployment. Few teachers have been recruited and employed in secondary schools (especially private) that can be easily catered for, leaving more qualified teachers to be unemployed. Even, those few employed tend to be overloaded with a lot of academic work, thus leading to ineffectiveness and decline in academic attainment in the long run. This means that private schools in Arua district have been forced to reduce on the number of their teaching staff, and this happened as a result of UNATU-Arua district trying to encourage schools to pay their teachers well (highly); yet private schools cannot manage to afford the money to cater for the available number of teaching staff, resulting into terminating some of their teachers' contracts.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusion and recommendations in relation to the objectives of the study. Suggested areas for further research are also presented.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to the study objective one, it is concluded that demand for salary increment and other benefits, against poor working conditions, grievance procedures (government's failure to sign), demand for the provision of health and safety among teachers, fair compensation, employee security, streamline the working hours, demand for more teachers' recruitment and deployment in public secondary schools; and other teachers rights like maternity leave; these are the major areas/activities teachers' unions collectively bargain for on behalf of members (teachers) in Arua District.

It is concluded that the Constitution of Uganda and the Labour Unions Act, collective bargaining procedures and protocols be followed by the parties involved; the methods and approaches used; attitude of members of teachers' union and entire management; the power, strength and ability of teachers' union; existence of strong representative teachers' union in the sector; and political influence; these are the major perceived factors influencing collective bargaining process for teachers in Arua District.

It is finally concluded that teachers' union in Arua district tends to counter-balance the monopoly power of employers and seeks high wages, better working conditions and a fairer share of the school's profile; salary increment, legally represent teachers on their behalf, prevents teachers from going on strikes; improved school environment and promoted teachers' discipline. On the other hand, the teachers' union has created unemployment, and if teachers' union members go on strikes and work unproductively (work to rule), failure of finishing the academic syllabus, and ineffective teaching-learning process. These are the major broad strengths and weaknesses of teachers' union conducting collective bargaining for teachers in Arua District.

6.2 Recommendations

In the light of the findings of the study and discussions above, the researcher makes the following recommendations:

From the field study, for teachers' union like Uganda National Teachers' Union (UNATU) to effectively negotiate for the welfare of its members. It is recommended that there is need to have proper legal framework by amending the Labour Act and Uganda Constitution of the 1995 (as amended) to capture all areas that require to be modified or amended to have streamlined working environment.

The study findings also noted that there are gaps for teachers' union in negotiating for the teachers' salary increment, protect and promote teachers' rights at workplace, to mention but a few. Therefore, it is recommended that political will is of paramount importance. Politicians and other stakeholders should be willing to support teachers' union and its goals across in Arua district and Uganda at-large.

The study recommends that there is need for publicity. The public and education stakeholders, inclusive of members of teachers' union should be well informed about the benefits of teachers' union and its involvement in collective bargaining to achieve mass support.

The study recommends that teachers union should have legal documents that is, institutional and legal framework governing its operations and activities in the district and Uganda at large.

6.3 Areas for Further Research

The researcher carried this study in order to examine the 'An Assessment of the Contribution of Teachers' Union on Collective Bargaining for Teachers in Selected Public Secondary Schools in Uganda: A Case Study of Arua District' but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as: -

1. The Impact of Teachers' Union on Collective Bargaining Information Dissemination among Selected Secondary School Teachers in Uganda.
2. Leadership Styles and Teachers' Union Effectiveness in Public Secondary Schools in Uganda.
3. Need for a comparative study about an assessment of teachers' union on Collective bargaining for teachers in selected public secondary schools in other parts of Uganda, so as to compare with the results got from Arua District and have a better ground for recommendation.

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APPENDICES

APPENDIX A:

Interview with the School Directors and district UNATU members

Guidance for the Interviewer: Introduce yourself and briefly describe the research being undertaken to assess the ‘Collective Bargaining for Teachers’ in Arua District’. Ensure you adhere to the COVID-19 prevention guidelines e.g. social distance and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

Seeking Consent: Before the discussion commences, request for the respondent’s consent to be interviewed. Should any of them decline, politely inquire for the reason why and document it before excusing them. To the extent possible, attempts should be made to replace those that decline to take part in the interview.

In addition, explain to the respondent that you will be recording the conversation to allow you make accurate notes (verbatim) after the discussion. In doing so, emphasize to the respondent that their views will be treated with confidentiality and their names will not be recorded against any quotes. **If the respondent declines to be recorded, proceed with the interview without recording it and make accurate notes with direct quotes from their responses where possible.**

Date of the interview _____ **Consent to Interview:** Yes/ No

Component 1: The Components of Collective Bargaining for Teachers in Arua District

1. Establish what teachers’ unions collectively bargain for on behalf of teachers? *Probe for the components that teachers tend to demand through UNATU.*

Component 2: The Factors Influencing Collective Bargaining Process for Teachers in Arua District.

1. Describe the perceived factors influencing collective bargaining process for teachers in Arua District. *Probe for those available factors that influence teachers' participation and involvement in collective bargaining in Arua District.*

Component 3: The Broad Strengths and Weaknesses of Conducting Collective Bargaining for Teachers in Arua District.

1. Finding out the broad strengths of conducting collective bargaining for teachers in Arua District. *Probe for those available strength or advantages.*
2. Finding out the weaknesses of conducting collective bargaining for teachers in Arua District. *Probe for those available gaps and weaknesses.*
3. How best collective bargaining for teachers can be attained?

THANK YOU FOR YOUR TIME

Appendix II: FGD for Head teachers

Guidance for the FGD: Introduce yourself and briefly describe the research being undertaken to assess the “An Assessment of the Contribution of Teachers’ Union on Collective Bargaining for Teachers in Selected Public Secondary Schools in Uganda: A Case Study of Arua District”. Ensure you adhere to the COVID-19 prevention guidelines e.g. social distance and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

Seeking Consent: Before the discussion commences, request for the respondent’s consent to be interviewed. Should any of them decline, politely inquire for the reason why and document it before excusing them. To the extent possible, attempts should be made to replace those that decline to take part in the interview.

In addition, explain to the respondent that you will be recording the conversation to allow you make accurate notes (verbatim) after the discussion. In doing so, emphasize to the respondent that their views will be treated with confidentiality and their names will not be recorded against any quotes. **If the respondent declines to be recorded, proceed with the interview without recording it and make accurate notes with direct quotes from their responses where possible.**

Date of the FGD _____ **Consent to FG Interview:** Yes/ No

Guiding Questions

- 1. What do teachers’ unions collectively bargain for on behalf of members (teachers)?

2. What perceived factors influence collective bargaining process for teachers?

3. What are the strengths and weaknesses of conducting collective bargaining for teachers?

4. How best can collective bargaining for teachers be attained?

THANK YOU FOR YOUR TIME

Appendix III: Questionnaires

Guidance for the Questionnaire: Introduce yourself and briefly describe the research being undertaken to assess the “An Assessment of the Contribution of Teachers’ Union on Collective Bargaining for Teachers in Selected Public Secondary Schools in Uganda: A Case Study of Arua District”. Ensure you adhere to the COVID-19 prevention guidelines e.g. social distance and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

Seeking Consent: Before the discussion commences, request for the respondent’s consent to be interviewed by answering this questionnaires. Should any of them decline, politely inquire for the reason why and document it before excusing them. To the extent possible, attempts should be made to replace those that decline to take part in answering this questionnaire.

In addition, explain to the respondent that you will be recording the conversation to allow you make accurate notes (verbatim) after the discussion. In doing so, emphasize to the respondent that their views will be treated with confidentiality and their names will not be recorded against any quotes. **If the respondent declines to be recorded, proceed with the interview without recording it and make accurate notes with direct quotes from their responses where possible.**

Date of the interview _____ **Consent to the Respondent:** Yes/ No

Dear Sir/Madam,

I am **Abaku Nelson**, a student of Master of Human Resource Management in Education of Uganda Christian University doing a purely academic research on “An Assessment of the Contribution of Teachers’ Union on Collective Bargaining for Teachers in Selected Public Secondary Schools in Uganda: A Case Study of Arua District”. Through filling this questionnaire, you will help the researcher get the data required for the research.

Please tick or briefly state where necessary

Name of respondent (optional).....

SECTION A

Please tick where applicable

1. Gender

Male

Female

2. Age bracket

18-30

31-40

41-50

51-60

61+

3. Educational level

Diploma

Degree

Masters’ holder

PhD holder

4. Period one been a member of association

1-5 years

6-10 years

Above 10 years

SECTION B

Please make a tick in the box that represents the number of the assertions below:

1 Strongly agree 2 Agree 3 Strongly disagree 4 Disagree

S/N	ITEM	1	2	3	4	5
Components of collective bargaining						
1	Members of teachers' union are involved in bargaining for a reduction in the delays in salary payments					
2	Members of teachers' union are involved in bargaining for salary increment and equal teachers' payment					
3	Teachers' unions involved in collective bargaining to demand for employment security on behalf of teachers					
4	Teachers' unions got involved in collectively bargaining for teachers' rights against sexual abuse					
5	Teachers' union has been involved in collective bargaining to streamline the working hours					
6	Teachers' unions got involved in collective bargaining to demand for pension rights on behalf of teachers.					
7	Workers' right to collectively bargain through their trade unions for better wages, benefits and working conditions					
8	Collective bargaining on teachers' rights e.g working hours, promotion, evaluation procedures, retirement and pension benefits, vacation etc					
9	Teachers' unions collectively bargain for on behalf of members (teachers) to have annual leave and holiday breaks					
10	Teachers' unions got involved in collectively bargaining to demand for proper regulations on health and safety on behalf of teachers					

The factors influencing collective bargaining process				
1	The strength of the labor union and financial position of the union to pay workers as negotiations go on, in case of strike by union members			
2	Political influence has an influence on collective bargaining for teachers			
3	Presence of employers and employees with their negotiating bodies			
4	Government policy on formation of labour unions to cater for wellbeing of workers at workstations			
5	The methods and approaches used have a great influence on achieving the collective bargaining.			
6	Involvement of teachers in a labour union			
7	Better negotiating power has a great influence on the collective bargaining for teachers			
8	The attitude of members of teachers' union and entire management has a great influence on the collective bargaining for teachers			
Strengths and weaknesses of collective bargaining				
1	Collective agreements often include employment protection provisions that are more generous to employees			
2	With collective bargaining, it is easier for employees to fight for their rights			
3	It keeps abusive employers powerless			
4	Collective bargaining prevents employees from going on strikes			
5	Negotiation process encourages cooperation from all parties			

6	CB provides binding results for every party involved					
7	Critics of CB say it leads to either employees or employers getting less of what they deserve					
8	No guarantees found in CB agreements					
9	CB creates tension at workplace by reducing trust and openness					
10	At times the process is so demanding that it requires workers involved in negotiations to work outside their routine schedule					
11	It gives too much powers to employees leaving employers to work with tied hands to run operations					

12. What can be done to make collective bargaining serve its intended purpose among members of the workers' union?

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Thank you very much for your responses.

APPENDIX IV: AUTHORIZATION LETTER



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence In the Heart of Africa

24th February, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTORY LETTER FOR ABAKU NELSON

Warm greetings from Uganda Christian University!

This serves to introduce the above named; **Abaku Nelson**, as our student registered number **R.J19M08/001** pursuing a Masters degree of Human Resource Management.

Nelson is conducting a research as a requirement for the award of the above mentioned degree entitled; **Collective Bargaining for Teachers in Arua District**.

He has fulfilled all clearance requirements such as getting Research Ethics Approval from UCUREC which is accredited and regulated by Uganda National Council for Science and Technology (UNCST).

Any assistance given to him in achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

Dr. Owor Joseph Jakisa
Directorate of Postgraduate Studies,
Uganda Christian University
jowor@ucu.ac.ug



cc. Executive Secretary, Uganda National Council Science & Technology

A Complete Education for A Complete Person

P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill,
Tel: +256 (0) 31 235 0800, Web: www.ucu.ac.ug UgandaChristianUniversity @UCUniversity
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