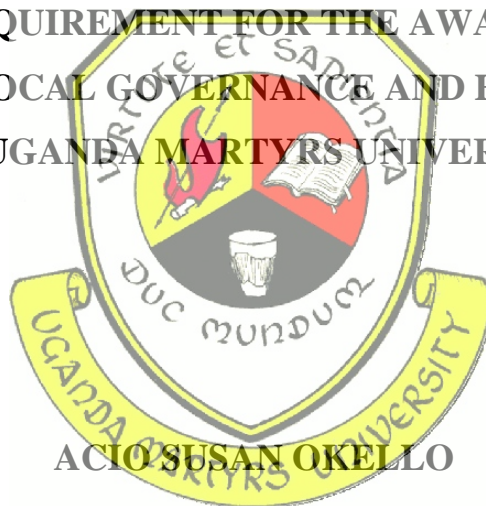


**AN ASSESSMENT OF THE EFFECTS OF TEACHERS' INDUSTRIAL
ACTION ON PUPILS' RIGHTS TO EDUCATION IN SELECTED
GOVERNMENT PRIMARY SCHOOLS IN SOROTI MUNICIPALITY**

**A DISSERTATION SUBMITTED TO THE SCHOOL
OF ARTS AND SOCIAL SCIENCES IN OF IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD DEGREE
OF MASTER LOCAL GOVERNANCE AND HUMAN RIGHTS
OF UGANDA MARTYRS UNIVERSITY**



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DEDICATION

This study is dedicated to the many people in Uganda who are committed to improving the educational experiences and opportunities for young people and adults at all levels of education and who demonstrate through their work that education is a right that everyone should enjoy

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ACRONYMS

- **ASUP-** Academic Staff Union, of Polytechnics
- **ASUU-** Academic Staff Union of Universities
- **BBC-** British Broadcasting Corporation
- **COEASU-** Colleges of Education Academic Staff Union
- **EFA-**Education for All
- **ILO-** International Labor Organization
- **KNUT-** Kenya National Union of Teachers
- **KPPTU-** Kenya Post Primary Teachers Union
- **NEA-** National Education Association
- **PLE-** Primary Leaving Examination
- **PTA-** Parents and Teachers Association
- **TTU-**Tanzanian Teachers Union
- **UNATU-** Uganda National Association of Teachers Union
- **UNEB-** Uganda National Examination Board
- **UNESCO-** United Nations Education and Scientific and Cultural Organization
- **UPE-** Universal Primary Education

ABSTRACT

The research was set to assess the effects of teacher's industrial action on the pupil's right to education in Soroti Municipality. It specifically sought to examine the causes of the industrial action, ways in which the industrial action affects pupils' right to education and sustainable means of mitigating industrial action and its effects in Soroti Municipality. The research employed random sampling technique to select the primary schools and communities from where eighty one (81) respondents were selected; questionnaires and interviews were employed to draw information from respondents. The findings showed that the incessant industrial action by Uganda National Teachers Association has disrupted the academic calendar of primary schools and this has affected pupils' academic pursuit and performance, 71.6% of the respondents have experienced the industrial actions and 51.6% admitted that UNATU industrial actions have had negative influence on their academics. Almost sixty percent 59.5% believed that government can find a lasting solution to the problems of UNATU industrial action through prompt and rewarding dialogue that grants the request of UNATU in a timely manner. The study suggests and recommends that pupils should engage themselves in tutorial classes or self-study during the industrial action to keep them abreast with academics at resumption, their parents or guardians should ensure that they encourage the learners engagement in academic activities rather than domestic chores while the strike lasts, the members and the executives of UNATU should employ other industrial dispute resolution strategies to express their grievances rather than embark on indefinite industrial action which obviously paralyses pupil's academics. The Ugandan Government should also employ the method of prompt dialogue and grant the requests of UNATU in time to prevent erosion and total breakdown of the educational sector.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The study is about assessing the effect of teachers' industrial action on pupils' right to education. The study examined the major causes of teachers' industrial action, probes the specific ways in which the teachers' industrial action affects pupils' right to education and seeks to identify more sustainable means of mitigating teachers' industrial action and its effects. The study was carried out among five selected government primary schools in Soroti Municipality. This chapter entails the following topics: general introduction, background to the study, problem statement, objectives, research questions, research hypotheses, justification, significance, scope and conceptual framework.

1.1 Background to the study

Industrial action is a work stoppage caused by the mass refusal of employee(s) to work (Meek, Heit and Page 2005). An industrial action usually takes place in response to employee grievances. Industrial Actions became important during the Industrial Revolution, when mass labor became important in factories and mines. In most countries, they were quietly made illegal, as factory owners had far more political power than workers. Most western countries partially legalized striking in the late 19th or early 20th centuries.

Industrial Actions are sometimes used to put pressure on government to change policies. Occasionally, strike destabilizes the rule of a particular political party or ruler. In such cases, strikes are often part of a broader social movement taking the form of a campaign of civil

resistance. A notable example is the stoppage of work by the indigenous West African railways workers in 1932 led by Pa Michael Imodu during the colonial era. Since 1970 to present time, workers' demand for improved conditions of work and wages have increased the number of industrial actions as management most times would not accurately satisfy the needs and requests of employees even in the face of economic recession.

World over, schools are known to be mission centers where teaching and learning takes place Gebretensay (2002). However, when people with differing views and interests interact, it becomes natural for conflicts to occur (Rahim, 2002). Trade unions representing primary and secondary school teachers in many developed countries have been instrumental in advocating for the interests of teachers and most times when these advocacy strategies fail, punitive actions in form of peaceful sit down strikes follow suit. A much more direct and perhaps blunt impact of unions on educational production is through industrial action. Although teachers' industrial action can have a multitude of effects, including creating major inconvenience for parents, the more often cited impact in the crusade against teachers' right to strike is on student learning. The logic here is simple: students can't learn if they are not in school. In fact teachers' right to industrial action is often portrayed as a threat to children's right to learn.

Globally, teachers unions started in the 20th century, and through these organizations, teachers used it as a means of passing their grievances to their government. According to the Encyclopedia of demonstrations in American history, in 1879, Chicago school teachers organized the first joint industrial action over low payment impacting an estimated 350,000 students missing lessons, exams, and other school activities. (Bill 2012). Between 2010 and 2015, seven states in America had teachers' industrial action by public school teachers (NEA

report 2012). According to this report Pennsylvania, alone had 20 teachers' industrial action and Illinois had 16 teachers' industrial action registering so far the most in American history.

In 2012 the Chicago Teachers Union (CTU) struck the Chicago Public Schools system. It was no ordinary teachers' industrial action, and no ordinary union. The industrial action appeared at a historic moment and brought a wide range of political questions to the fore. It simultaneously confronted the crisis of the labor movement; the legacies of neoliberalism; the attack on the public sector, including the social safety net; education policy; the relation of service workers to the "served"; social solidarity as an alternative to xenophobia and alienation; and more. (Sean Sweeney, 2012)

While teachers' unions played an important historical role in fighting for positive transformation in education, today their impact on the educational landscape is questionable. Although evidence is largely qualitative in nature, local studies highlight the negative consequences teacher union interference poses for school efficiency. In addition to lost work days due to industrial action or union meetings, efficiency losses may take the form of interference in the appointment of school managers, the demand or supply of teachers and the way in which school manager effectiveness is compromised in an environment of union-management tensions (NEEDU, 2012; Patillo, 2012). Furthermore, due to SADTU's historical links with the liberation movement and its large membership, they have considerable influence over national policy decisions in education. Beyond advocating for improved pay, benefits and conditions of work, they remain vehemently opposed to any national policies implying forms of monitoring or control of teachers' work.

Industrial activity was more prevalent amongst South African teachers in 2007 compared with teachers in fourteen other South Eastern African states. Estimates from SACMEQ III dataset

indicate that South African teachers were absent for an average of 11.7 days in the 2007 year due to teachers' action compared with the regional average for other countries of 0.16 days. The second highest occurrence of teachers' industrial activity was in Zimbabwe, where teachers were absent for about two days. For the remaining thirteen countries, industrial activity was virtually non-existent, (Reddy et al. 2010).

In the domestic context, teachers also have engaged in high levels of industrial action activity when compared with other sectors. Between 1995 and 2009, SADTU was responsible for 42 per cent of total worker days lost in South Africa over the fourteen year period. This was largely attributed to a long and intensive strike in 2007 which involved nearly one million public service workers from seventeen unions, including nurses, teachers and other civil servants (Education Labor Relations Council, 2010) Teachers, however, formed a dominant role in this industrial action.

Nigerian educational system in recent times has been characterized by incessant industrial actions across the tiers of the educational system. The first notable teachers' industrial action in Nigeria was held in 1945 and ever since, different groups and unions have been embarking on the industrial actions across the sectors of the economy. From observations, the educational sector has received the greatest hit among all sectors (Olakunle, 2011). There have been series of industrial actions in the nation's educational sector and especially tertiary institutions. The Academic Staff Union of Universities (ASUU) and the Academic Staff Union of Polytechnics (ASUP) embarked on strike in 2013 and the Colleges of Education Academic Staff Union (COEASU) in 2014 are recent incessant industrial actions which have led to school disruption and stress among all concerned stakeholders.

At regional perspective, there have been 10 national teachers' industrial actions in Kenya since the first one in 1962, a year before independence. Teachers in Kenya through their unions, the Kenya National Union of Teachers (KNUT) and Kenya Post Primary Teachers Union (KPPTU), have conducted a number of industrial actions over low payments, delay of payments among other issues (Star, Kenya 2012). The adverse impacts of teachers' industrial action in Kenya (1999 & 2013) are obvious in terms of school closures, disruptions to teaching programmes and exam timetables. Teachers' industrial actions are also occasionally characterized by riots and outbreaks of violent protests with unionized teachers intimidating schools that remain open or those teachers that resist calls to down tools (Patillo, 2012)

At national level, the first general teachers' industrial action of 1945 and 1993 in Uganda where universities in the country were closed for couple of months thereby causing setbacks in the tertiary institutions in terms of lessons, exams, lectures (Tumwesigye and Basheka 2008). They argued that, effective school management is dependent on collaboration and team work among actors in education in order to realize educational goals. This therefore means that when strikes are well managed at work place, the staff job satisfactions levels are high leading to commitment of members to organizational go

Article 26 of the Universal Declaration of Human Rights states that everyone has the right to education, Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms, It shall promote

understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Nationally, it is noteworthy that cases of teachers' industrial actions in Uganda have been reported as far back as 1962. Since then, there has been an increase in the frequency and number of teachers' strikes in recent years. The most recent teachers' strikes include ones in May and August 2016. Public universities, secondary schools, and primary schools through Uganda National Teachers' Union (UNATU) had an industrial action in July, 2012, September, 2013, May, 2015. Hardly does an academic calendar end without teachers going on strike in Uganda (Red paper Mon, September 2016). The increase in the teachers strike activity has led to renewed attention to the effects these labor disputes have on learners' academic performance.

Teachers in Soroti municipality like the rest in the country have the legal right to take industrial action as stipulated in the Constitution of Uganda (Article 38) and have exercised this right regularly. Under their umbrella body; Uganda National Teachers' Union (UNATU)-, there have been more than four teachers' strikes between 2010 and 2014 that lasted almost 30 teaching days on average. This includes general industrial actions by primary, secondary and tertiary school teachers in the country.

1.2 Problem statement

The effects of teachers' industrial action on pupil's educational rights over the years have been an issue that cannot be over emphasized. Huge amounts of resources are annually put into education for expansion, (UPE capitation grant, 7,000 per child from P1-P3 per month and 81,000 per child from P4-P7 per month). With enrollment of about 14.4 million pupils the country spends about 900bn shillings annually as an investment intended to help reap

corresponding returns. In this type of investment pupils are the prime inputs, their development is the prime objective, their attitudes greatly affect educational process and in the end they are the prime output. Since pupils play an important part in the investment dimension of education, teachers and other practitioners in education have the responsibility of earning effective and efficient teaching and learning outcomes.

The core objectives of the MOES under UPE is to realize higher enrollments and retention in school; improve effective teaching and learning for children to acquire free education and improve academic performance at Primary Leaving Examination (PLE) level. This government's effort has been jeopardized by teachers' industrial action which affects the learning process. Therefore this study points out the highlights of the negative effects of teachers' industrial action, on the learners' right to education. It is therefore justifiable that since no study has been conducted in Soroti municipality to assess the negative effects of teachers' industrial action in government aided primary schools, a study to this effect be conducted.

1.3 Objectives of the study

1.3.1 General Objective

The general objective of the study is to assess the effect of teachers' industrial action on the pupils' right to education in selected government aided primary schools in Soroti municipality.

1.3.2 Specific objectives of the Study

The objectives of this study are:

- i.** To examine the causes of the industrial action undertaken by the teachers in Soroti Municipality

- ii. To probe the specific ways in which the industrial action affects pupils' right to education in Soroti Municipality
- iii. To identify more sustainable means of mitigating industrial action and its effects in Soroti Municipality

1.4 Research Questions

- i. What are the major causes of the industrial action undertaken by the teachers in Soroti Municipality?
- ii. What are the specific ways in which industrial actions affect pupils' right to education in Soroti Municipality?
- iii. Which more sustainable ways can be used to mitigate industrial action and its effects in Soroti Municipality?

1.4 Scope of the study

The scope of the study has been analyzed under geographical, content and time scopes as detailed below:-

1.5.1 Geographical Scope

The research was carried out in Soroti Municipality in the divisions of Eastern, Northern and Western. Deriving her name from the Ateso word for "solot", a big rock located in Soroti Municipality, modern day, Soroti District came into existence in 1980. The name Soroti was hitherto synonymous with the capital of the then Teso province, a name that the new administrative unit adopted after the abolition of provinces in 1980. Located in the Eastern part of Uganda, the district has since undergone territorial changes from an initial geographical area

of 10,060 km² in 1980, to the current 2,662.5 km² after the creation of Katakwi, Kaberamaido and Serere Districts in 1997, 2001 and 2010 respectively. The district borders Kamuli and Serere districts in the East, Kaberamaido in the West, Lake Kyoga and Kumi and in the South, Amuria in the North and Katakwi in the Northeast.

1.5.2 Content Scope

The study was limited in its content to assessing the effect of teachers' industrial action on the pupils' right to education and specifically the elements of the causes of the industrial action, how it affects pupils' right to education and identifying sustainable means of mitigating the industrial action.

1.5.3 Time Scope

The study considered information pertaining to the effect of teachers' industrial action on the pupils' right to education for 5 years- from 2013 to 2018. This period was selected because this was when a number of industrial actions were undertaken in Uganda.

1.6 Justification

The term industrial action is a common phenomenon that cuts across all tiers of the globe. According to Hornby (2001), strike is a period of time when an organized group of employees of a company or organization stops working because of a disagreement over pay or conditions. It can be seen as an action/attitude exhibited by a group of people (that is, employees or students) to express their level of disagreement with a view to attracting favorable responses from those concerned. Teachers' industrial actions in Uganda over time have been used as a tool by union leaders in registering their grievances concerning pay and conditions. The intensity of teachers' industrial actions often varies from one education institution to another; and from one country to

another. These actions have been a recurring phenomenon in Uganda's education sector and as such, industrial actions have led to several grievous consequences in the programme offerings in the nation and especially Universal Primary Education (UPE) programme. Consequences of the vice are reflected in the continuing poor PLE performance in the government aided primary schools in Uganda and more specifically Teso Sub region.

According to 2017 PLE results, Soroti Municipality got only 94 in division 1 as compared to 2015, 104 in division one while in 2014, 120 candidates passed in division 1 (UNEB PLE result Compilation). It's because of this evidence based information that this deteriorating performance is attributed to the rampant teachers' industrial action in the district. The study therefore will attempt to provide long lasting solutions to the problem to enable the district revive its lost glory in PLE performance.

1.7 Significance of the study

The study is hoped to be helpful to the following people: Policy makers who may be guided by the findings to develop policies that will promote conflict management and enhance the performance of stake holders at school level. Managers and supervisors' of schools at district level who will adopt the results of the study to guide school managers on conflict management. Head teachers who will use the findings to adopt conflict management strategies to manage conflicts and raise the level of satisfaction of staff in their schools. Relationship among teachers and their administrators will improve thereby leading to adequate preparation, good time management, improved daily attendance, team work and good coordination. Pupils will receive quality education since teachers will be performing their duties effectively and efficiently. Researchers who will use the findings as a basis for further research into issues of management and Human Resource Management

It will be beneficial to other public sectors in Uganda; it will also be of importance to government, academia, potential and future researches on the issue of the impact of strike action on the achievement of trade union objectives in an organization.

The study will also identify how management and union can co-operate to enhance the achievement of trade union objectives in an organization. It will provide a basis for trade union re-orientation of objectives for better and harmonious industrial relationship. It will also provide a frame work for management and union to relate for increased productivity and good conditions of service.

1.8 Definitions of key concepts

Dropout- Dropout" means a child who ceased to attend school, does not attend a public or private school, technical college or home- based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under.

Enrollment – This means the number of pupils enrolled into the school list.

School. The school is the formal institution set aside by the society for the purpose of learning. The learning process in the school is conducted in a very formal manner.

Right to education—The United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education 1960 in Article 1(a) states that no one should be deprived of access to education of any type or at any level. Articles 4 (a) provides for free and compulsory primary education as well as accessibility and availability of secondary education, and that higher education should be accessible to all based on individual capacity

Public Policy – a course or principle of action adopted or proposed by a government, party, business, or individual

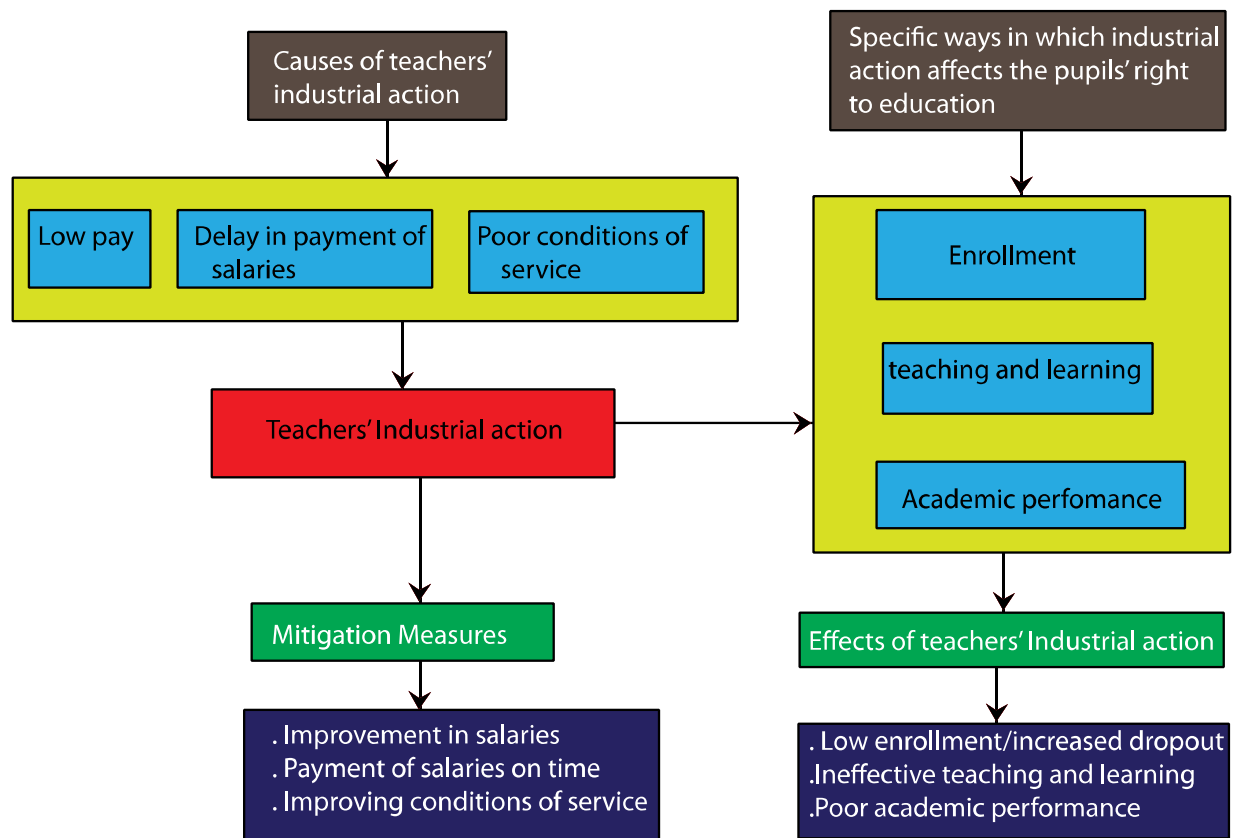
Industrial action—The term industrial action is a common phenomenon that cut across all tiers of the globe. According to Hornby (2001), industrial action is a period of time when an organized group of employees of a company or institutions stops working because of a disagreement over pay or conditions. It can be seen as an action/attitude exhibited by a group of people (that is, employees or students) to express their level of disagreement with a view to attracting favorable responses from those concerned.

Effective teaching and learning –This means a teacher to provide maximum opportunities and the necessary learning environment and learning experiences that enables all pupils to learn.

Academic Performance/ Achievement

Academic Performance is the outcome of students' evaluation in the educational process indicating to what level the pupils have achieved the educational goals as specified in the curriculum which is greatly influenced by internal and external classroom factors. Wikipedia (2014) buttresses the above concepts by putting forward that academic performance is commonly measured by evaluation (examination) and continuous assessment.

1.9 Conceptual framework and its description



The conceptual framework above reflects the variables of the study; the teachers' industrial action is the independent variable. Enrolling and keeping in school, effective teaching and learning, academic performance at PLE level being the dependent variables. Absence of teachers at school, ineffective teaching due to teachers' industrial action leads to pupils missing lessons denying them a right to study consequently resulting in poor performance. Coaching has a financial bearing to the pupils; those who cannot afford the charge miss studies. Interactive influence of the variables consequently results into poor grades, increased drop out, bad future, negative attitudes towards education, frustration of parents, bad behaviors among pupils, teachers lose their jobs, increase in street children.

In conclusion of chapter one, abuse of pupil's education right due to teachers' industrial action must be dealt with squarely to enhance the pupils' achievement of their potential and reduce dropout through a combination of approaches as can be seen in the recommendations in the final report.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the literature under study and shall be under the following headings major causes of teachers' industrial action, specific ways by which teachers' industrial action affects the pupils' right to education (enrollment and keeping in school, academic performance, effective teaching and learning) and finally mitigation measures for teachers' industrial action

2.1 Major Causes of Teachers' Strikes

There are a variety of reasons that have been advanced for teachers embarking on industrial action leaving learners stranded and jeopardizing their future as well as violating their right to education. Generally, the most important include poor working conditions under which teachers work and poor salaries paid to teachers as well as long working hours (Gernetzky 2012).

One teacher supporting teachers' industrial action said, "These increases in food, fuel and electricity prices are an attack on the working class, and we need to take immediate action" (Jack 2008). Similarly, another teacher reported that they are on the streets to protest against high food and petrol prices because of their concern for the poorest of the poor (Matomela 2008). Consequently, teachers feel that if they are unhappy, they will pass the unhappiness to the learners (The Herald 2010).

In another vein, teachers complained that an important reason they go on industrial action is because they have not received any pay progression since 1996. In-as-much-as teachers go on

demonstration; they also have sympathized with learners on the issue of their right to education. Many have been concerned with the downward spiral of matric results and also the confusion of both learners and teachers when it comes to the demands of the curriculum, which has increased administrative burden on them (Zukiswa 2010).

According to Lovell (2002), teachers' industrial action in primary schools are attributed to defective home discipline and environmental influence where there are over-crowding, poverty, unemployment, low moral standard, low payment of salaries, delinquency and others. Environmental influence as mentioned by this author as one of the causes of indiscipline corresponds with the popular believe that the home to a child determines, his behavior in school work whether he is going to be a good pupil or those that will be causing riot in the school environment, thereby leading to strike action.

In another related view, teachers' industrial actions are often caused by several factors and researchers over time have attempted to document the several causes of teachers' industrial actions in the nation's educational sector. Teachers' industrial action is caused by the unfair treatment that teachers receive from their employers (Clark, 2012). When employees perceived that they are not being treated fairly with respect to pay and condition of service, there is bound to be disagreement between the employees and the employers. For instance, Technical educators have set goals which they hope should be met by the organization/ institution. If the institution failed to meet these goals, there may be an impasse which may likely degenerate into teachers' industrial actions. In some cases, workers in some cadres or lower ranks complained of victimization by those perceived to be on superior cadres or ranks. This has in no small measure

affected the morale of staff and at times it degenerates into ‘full-blown’ teachers’ industrial action.

Violation of legislation or rule has been identified as a notable cause of teachers’ industrial actions in the nation. The employment contract entered into between the employees (teachers) and employer (government) remains binding as long as the contract is on. When there is breach of contractual agreement by employer (government), there is bound to be an impasse which may eventually climax in industrial actions. The educators/ teachers tend to rely on industrial action as a last resort in pressing home their demands. (Olakunle, 2011)

Another notable cause of teachers’ industrial actions is the poor application of collective bargaining. Collective bargaining has become an important mechanism for setting the procedures for the settlement of industrial disputes and also for resolving disputes when they inevitably occur. For instance, the Nigerian Labor Congress went on industrial action in August 2011 over non implementation of the new national minimum wage. The 2013 Academic Staff Union of Universities (ASUU) and Academic Staff Union, of Polytechnics (ASUP) industrial actions were based on the poor application of the provisions of collective bargaining. The Colleges of Education Academic Staff Union (COEASU) strike of 2014 that affected all Federal Colleges of Education also resulted from the failure to implement the provisions of collective bargaining.

2.2 Specific ways by which teachers’ industrial action affect the pupils’ right to education

The adverse impacts of teacher strikes in Africa are obvious in terms of school closures, disruptions to teaching programmes and exam timetables. Teacher strikes are also occasionally

characterized by riots and outbreaks of violent protest with unionized teachers intimidating schools that remain open or those teachers that resist calls to down tools (Patillo, 2012).

Furthermore, strike action among teachers, specifically the militant activities of UNATU, have created negative sentiment about teachers in a country that can ill-afford the de-professionalization of teaching where capable and qualified teachers are desperately needed. However, a fundamental question remains as to whether and to what extent teacher strike activity actually affects student achievement in Uganda? While parties are debating the ethics behind declaring teaching an essential service, are there grounds to believe that this proposed policy will in fact prevent lost learning?

Studies more commonly investigate the effects of union membership than teachers' industrial action on student achievement. In the developed world context, mixed evidence exists on the impacts of teacher unions on the education production function. In the United States, for example, average negative effects of union membership on high school dropout rates are found by Hoxby (1996) yet positive effects on college entrance scores are identified by Grimes and Register (1991) for black American students. In the developing world context, it is argued that unions and specifically teacher unions contribute to 'quiet corruption', undermining efficiencies in the production of education as they alter the rules of the game and capture gains at the expense of the intended beneficiary (World Bank, 2010). There is little empirical evidence, however, in this regard with the exception of work by Kingdon and Teal (2010), who identify negative effects of union membership in India on grade ten student achievement scores.

Mixed evidence of the direction and size of effects of teacher union membership on student achievement is expected where under different theoretical models it can lead to higher or lower

student achievement. In Hoxby's (1996) theoretical analysis of how teacher unions affect the education production function, she identifies three different pathways through which this may occur.

First, unionization may influence the overall budget for school inputs. Second, the budgetary mix across alternative inputs may be manipulated through union demands.

The third effect is efficiency related, where the productivity of schools' inputs is altered through unionized teachers' daily engagement with school inputs. Ultimately how altered levels and allocations of inputs translate into student achievement gains or losses depends on whether unionized teachers are 'rent-seeking' or 'efficiency-enhancing' in their behaviour. Efficiency-enhancing union teachers are assumed to have the same objective function as parents, desiring to maximize student learning; but they have expert knowledge about those inputs and use of inputs that are likely to produce higher student achievement.

Rent-seeking unionized teachers are assumed to have a different objective function to parents or their employer, militating for school inputs and policies that maximize their own objectives rather than those of the students or parents. For example, rent-seeking union members may lobby for higher teacher salaries at the expense of policies that directly benefit student achievement. In the process they may engage in industrial action, reducing their levels of teaching effort and efficiency which results in lower expected student achievement.

While theory supports the possibility of positive, negative or no union membership effects on schooling outcomes, both theory and logic predicts that rent-seeking industrial action will be accompanied by lower student achievement. Logically it is expected that if students are not in school or being taught by teachers, learning cannot take place. Empirically, however, international evidence of the effect of teacher strikes on learning is contradictory where in

addition to negative strike effects (Baker, 2011; Belot and Webbink, 2010) studies identify no strike effects (Zwerling, 2008).

In reconciling the contrasting results, explanations for no observed effects of strike action on student achievement are at best vague. Some argue that teachers make up for work stoppages so that total instructional time is unchanged and therefore overall student learning unaffected (Zwerling, 2008).

The most plausible explanation, however, is provided by Baker (2011), who argues that the lack of identification of negative effects in previous studies is related to estimation strategies relying on cross-sectional data that do not sufficiently control for various sources of endogeneity bias.

As with most production function estimation, identification problems are common when estimating strike activity effects on student achievement. It is difficult to differentiate between true effects and bias generated through various sources of endogeneity that exist at the district, school, teacher and student level. For example, in school districts where administration is weak, affecting school functionality and ultimately student achievement, strike activity may be more prevalent as teachers attempt to secure better job conditions for themselves. At the school level unobserved school characteristics that influence a teacher's decision to strike may themselves affect the education production function.

As identified by Hoxby (1996), industrial activity in a school may intensify, for example, where school administrators are considered incompetent. Further challenges for estimation are that students may match non-randomly to schools and to teachers and teachers' unobserved characteristics may themselves be correlated with their decision to strike (Kingdon and Teal, 2010).

Although panel data is typically required to control for some of the aforementioned sources of endogeneity, cross-sectional school survey data that tests students in more than one subject can be exploited to achieve some of the gains associated with panel data. This cross-subject analysis using student fixed effects is a technical innovation exploited by Kingdon (2006) in estimating the effect of teacher characteristics on the production of education in India and later applied, specifically, to identifying teacher union effects on student achievement in India (Kingdon and Teal, 2010).

2.2.1 Enrollment and keeping in school

According to Ayiepieku (2011), the major problem is posed by drop in enrollment which is caused by teachers' industrial action. The consequences for a pupil who drops out of school can be severe and can have lasting individual and social effects. Primary school dropouts overwhelmingly tend to have no jobs (Smith, 1997). Smith noted that school dropout is caused by among other factors teachers' industrial action that demoralizes the children consequently leading to negative attitude toward education.

The high cost of primary school dropouts is not just the problem of the individual. The cost of social services, lost wages and taxes alone is \$250 million in the United States. Fifty-three percent of welfare recipients, 82% of the prison population, and 85% of juvenile justice cases are primary school dropouts due to teachers' industrial action (Stanard, 2003).

Teachers' industrial action plays a major role in the dropout rate and in the effects of dropping out in schools. The consequences of dropout are alcohol and drug or substance abuse, but it is also believed the unfulfilling standard of living one faces after becoming a dropout, contributes to substance abuse and the cycle continues. In San Diego it was indicated that 3 out of every 4

arrests involved drugs and alcohol in adults and youth. In Wisconsin, 80% of the 5,000 inmates released from prison in 1998 were addicted to drugs or alcohol (Reilly & Cassell 2000).

Research conducted by Barber, Eccles, Hunt, and Stone supports the theory that students have a greater chance of graduating if they are involved in extracurricular activities (2003). Reilly and Cassel (2000) believe competitive sports, band and chorus, art, student government, and other activities foster honesty, sense of fairness, emotional maturity, leadership development and the sense of belonging and connectedness. It is suggested that students involved in these activities are not only less likely to drop out of school but are less prone to criminal and high risk behavior. However, these activities are disrupted by teachers' industrial action in schools which opens up chances for pupils to opt for other opportunities hence dropping out of school.

The dropouts interviewed addressed and identified other issues not mentioned in other studies. Bad grades and family matters were both at about 24%, of the reasons for dropping out, while being over 18 was at 33% (this could have resulted from being retained), 29% indicated work responsibilities, and 39% stated teacher problems (teachers' industrial action). When asked the best things about school, they indicated socialization, teachers, counselors, and sports. The worst things about schools were gang violence, boring and uncaring teachers (teachers' industrial action) and overcrowded classrooms (Quiroz, 2000).

2.2.2 Effective teaching and learning

The school is the formal institution set aside by society for the purpose of learning. The learning process in the school is conducted in a very formal manner. It must be stated that as society gets more complex, the home which has the parents as teachers can no longer cope with the learning process of the child. The arduous task is passed on to school; the school thus receives the child

and brings him up in attitude, norms and values acceptable by the society. It is worthy to note that healthy relationship among the stakeholders in education (government, teachers and students) facilitate the learning process.

According to Orimi (2010), the effect of teachers' industrial action leads to absenteeism by the teachers of the school. This makes the teacher to come to school, whenever they feel like and when they come, they do not have the interest of the pupils at heart, in terms of impacting useful knowledge, because they know that after the examination all pupils will be promoted to the next class even without acquiring useful knowledge. Thereby causing more harm than good in the educational system and also in the performance of pupils academically.

Daniels (1998) noted, "When children's interests are at the center of a society's concerns, that society becomes humane. When forgotten, that society is thrown off balance." According to Carelse (2011), the stability to a child's life is the key to his or her success and if children are the 'future', it is argued, there is a need to look at educating them at the best educational facilities. Therefore, a solid foundation needs to be laid in the life of every child (Zukiswa 2010).

Asaolu (2010) opined that effective learning in school occur when the stakeholders adequately perform their roles. This means that effective learning can be hindered when there is conflict among the stakeholders especially when one fails to perform their required responsibility and disrespects others' rights. Good human relations are important to teachers' and students' wellbeing as well as effective learning (Asuquo, 2010). However, conflict in the school setting disrupts academic progress and adversely affects effective learning among the students.

Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action (York University, 1996). According to Kazeem and Ige (2010), disruption in

academic program resulting from strike leads to closure of schools for a period of time. This period may be defined to be specified or indefinite. Both, explain that at such periods, no academic activity takes place at schools and upon resumption students in most times are denied opportunity to make up for lost times.

Olukunle (2011) in his assessment asserts that disruption in academic program as caused by strike gives students undeserved study years extension. Isangedighi (2007) and Iheanacho (2002) agreed that effective learning is achieved when students/ pupils are emotionally and psychologically stable. But on the contrary, when disruption in academic program occurs from strike action, students become emotionally and psychologically unstable especially on the perception that it will cause them to stay at school longer than expected.

This feeling negatively affects their learning in school. For instance, in a situation where the Nigerian Union of Teachers (NUT) plans to embark on an industrial action (strike); a mere hear of the rumor without even the main action being taken, will cause pain among students especially the potential senior secondary school students. The meaning is that, if the strike takes place, students may not complete their secondary education and proceed to tertiary institution as scheduled; hence their learning effectiveness will be negatively affected. Their motivational level too, will be affected and so will their developmental level be. Iheanacho (2002) in his contribution observed that motivation is compared with self-determined behavior. It involves becoming curious to explore spontaneously on matters that affect school. This explains why non-motivated students have no urge or interest to learn.

Disruptions in academic programs serve as non-motivational factor to the students. It discourages them from learning. It is not surprising therefore that during strike actions, most

students are seen involved in diverse activities such as sexual immorality, cyber scam, pool betting, unnecessary gossips, watching of films and reading comic materials for entertainment purposes rather than reading their books. Motivation is essential in teaching – learning effectiveness. Thompson (1990) regards motivation as the super highway to learning. This is usually suppressed by the disruption in academic program arising from strike action.

Maliki and Ekpekin-Ekanem (2011) are of the view that “quality and quantity of students’ learning is determined by individual study habit”. Disruption in academic program from strike action results in faulty study habit among the secondary school students, hence their poor learning and constant failure in academic pursuit. When this is compared to situation with students at strike free academic period, it is discovered that they (students) are more organized in their study, interact effectively with their fellow students, consult regularly with teachers, read with understanding, and study with full attention and concentration to have improved academic performance.

Every individual is ‘a thinking and feeling filled entity’ who learns through sense excitations and responses (Isangedighi, 2011). He believed that the way a stimulus excites or impacts on an individual’s senses will trigger his responses. Liking the situation to the disruption from strike action and students’ learning ability, the learning ability of the students is bound to be negative as a result of learning interruption occasioned by strike. This is because students lost preparedness and readiness to learn at time of strike hence their educational attainment becomes adversely affected. However, they may settle for short cut (examination malpractice) to accomplish their academic goals; the concept which does not aid effective learning in school among students.

Odubela (2012) concluded that an effective learning or an enhanced academic performance is achieved by successful covering of the subject syllabus timely and before the examination. This is rarely achieved with strike action in place. From the above review therefore, the researcher is of the view that disruption in academic program as caused by strike action breeds disappointment, frustration, emotional and psychological trauma, unpreparedness on the part of the students and lack of motivation, which sum up to non-conducive environment for effective learning in secondary schools; a situation that dampens human development.

2.2.3 Academic performance or pupils' achievement

Academic Performance is the outcome of students' evaluation in the educational process indicating to what level the students have achieved the educational goals as specified in the curriculum which is greatly influenced by internal and external classroom factors.

Wikipedia (2014) buttresses the above concepts by putting forward that academic performance is commonly measured by evaluation (examination) and continuous assessment but there is no general agreement on how it can best be captured. It emphasized among other factors that learning environments/ conditions have great influence on academic achievement of the student in the related study by Mellisa J. B (2012) emphasized that academic performance indicates how well a student meets standard set out by the institution. A student success is measured by academic performance.

Scottk (2012) generally refers academic performance to how well a student is accomplishing his or her tasks and studies. The study emphasizes that Grades is the most well-known indicator of academic performance, grades are student's "scores" for their overall tenure. Grades are often the average of assignment, continuous assessment and semester terminal evaluation that are often affected by student psychological status, attendance, education environment etc. Arul Lawrence

(2013) described academic achievement as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goal measured by examinations.

Arul Lawrence (2013) sees academic performance as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him.

Osuorji and David (2014) investigated the effect of teachers' industrial action on academic performance of business education students in Abu, Zaria. Aiming to determine the extent to which the strike action has affected academic performance of business education students in ABU, Zaria; and to assess the perception of students about incessant strikes on academic performance of Business Education in ABU, Zaria. The study adopted descriptive survey research design. The result shows that industrial actions by lecturers have a resultant effect on the academic performance of the students of business education programme in ABU, Zaria.

Olaniyi and Aina (2014) worked on the teachers' industrial action and its effects on business education programme; the study adopted the expository dimension in its analysis and brief survey of what industrial action is. It concluded that failure to resolve and find a lasting solution to the challenges posed by incessant strikes would amount to an evasion of the deeper roots of the problem in Nigeria education.

Ayeni and Kolawole (2014) explored the teachers' industrial action and their effect on the achievement of goals of business education in tertiary institution in Ekiti State. It adopted

descriptive research survey design. The finding shows that incessant strike contributed immensely to the challenges confronting tertiary institutions in the state. It was also revealed that incessant strikes contributed to the mass failure on the part of the student. And concluded that the study showed that personnel policies have not been effective in preventing teachers' industrial action behaviors' because management are not sincere and committed to matters that concern the staff.

Olupayimo (2014) examined the impact of teachers' industrial action on skills acquisition in business education with the aim of selecting the teachers' industrial action within a specified period to project its impact on skill acquisition in business education programme with the help of survey methodological approach. It is revealed by the study that strike has become the order of the day in Nigeria educational system being the only language understood by the employer (government) and it has a great impact on business education which is essentially based on skill acquisition. The study concludes that incessant strikes had hampered basic skill acquisition business education students were supposed to acquire over the years.

Michael Baker (2013) explored Industrial action in schools and student achievement. He focused his study on grade 3 and 6 students in mathematics, reading and writing in 1996/97 academic year. The data used are student's scores from education quality and accountability Office (EAQAO). The study concluded that teachers strike in grade 5 or 6 have negative impact on test score growth between grade 3 and 6.

Gabrielle Wills (2014) researched on the effects of teachers' industrial action on student learning in South African primary schools, the study adopted a cross section analysis using the students

fixed effects to eliminate sources endogeneity bias at student's level. The findings of the study revealed that teachers strike have negative effects on learning of students in South Africa.

From the foregoing, the study uncovered the fact that none of the existing studies adopted Ex-Post facto Analysis and focuses on University of Lagos, Akoka, Nigeria. Moreover, the existing studies adopted descriptive and inferential survey design without representing the academic performance variable by Grade Point Average (GPA) except the few research works like Michael baker, 2013; Gabrielle Wills, 2014 which their centers of attention are Canada and South Africa respectively.

The role of teachers has been acknowledged in the success or failure of the public education system in South Africa. One report sums this up as follows: "only an insane would dispute this: teachers do matter" and it concludes: "bad teachers not only blind lives, they destroy nations" (Sikhakhane 2001). The issue of teachers' industrial action in schools brings to mind the performance of learners in tests, examinations and negative impact on their future lives. As Tshangela (2010) noted, the greatest fear of strikes is their impact on learners' overall performance, non-completion of syllabuses in most subjects before their final examinations.

In line with the previous review above, teachers' industrial action, especially in the Eastern Part of the country (Teso Sub region) has contributed to the worst performance (UNEB 2012). The region is seen as one "forever consigned to the bottom of the pile, thanks to the never-ending infighting between those who are responsible for ensuring that our children get a decent education" (The Herald 2010). Not ensuring that learners are afforded quality education as enshrined in the Bill of Rights is a flagrant disrespect of the right of learners to education. The quality of education that learners received these days leaves a lot to be desired and this does not

augur well for their right to education. Learners are leaving school ill-equipped for the outside world because the education system places too little emphasis on well-staffed schools by trained, motivated and dedicated teachers (Monitor News Paper Post Wed 13, September 2011). Similarly, during strikes, learners sit for examinations not as prepared as they should be and the unfortunate learners are those in UPE schools (The Herald 2010). The quality of metric graduates from public schools has not only being a problem to government and education officials but also to employers. It is noted, “Across the spectrum employers are experiencing difficulties with new employees who lack even the most basic problem solving and interpersonal skills” (Monitor Paper 2016). The consequence of lack of adequate preparations of learners to write their metric examinations is gross irregularities noticed over the past years. It is widely acknowledged that the poor quality of education of learners who intend to enroll into university will subsequently present a hassle to learners to complete their studies within record time (Kaburise 2010).

According to Nkwor (2012) says that to apply the correct drug to cure the disease of teachers’ industrial action that we must know the causes. He noted however that teachers’ industrial action protest are form of getting attention from the government in order to meet their needs (teacher’s) some people argue that it is wrong for the teacher’s to go on strike the way they do now a days. They also said that due to constant teacher’s strike action in primary schools in government aided primary schools, there has been an unnecessary mass-promotion of pupils in other to meet-up with the school calendar year as stipulated as target by the minister of education. But the result is always a very poor performances by the pupils in their internal and external examination i.e. PLE. In reconciling the contrasting results, explanations for no observed effects of strike action on student achievement are at best vague. Some argue that teachers make up for work

stoppages so that total instructional time is unchanged and therefore overall student learning unaffected (Zwerling, 2008).

The most plausible explanation, however, is provided by Baker (2011), who argues that the lack of identification of negative effects in previous studies is related to estimation strategies relying on cross-sectional data that do not sufficiently control for various sources of endogeneity bias. As with most production function estimation, identification problems are common when estimating strike activity effects on student achievement. It is difficult to differentiate between true effects and bias generated through various sources of endogeneity that exist at the district, school, teacher and student level. For example, in school districts where administration is weak, affecting school functionality and ultimately student achievement, strike activity may be more prevalent as teachers attempt to secure better job conditions for themselves. At the school level unobserved school characteristics that influence a teacher's decision to strike may themselves affect the education production function. As identified by Hoxby (1996), industrial activity in a school may intensify, for example, where school administrators are considered incompetent. Further challenges for estimation are that students may match non-randomly to schools and to teachers and teachers' unobserved characteristics may themselves be correlated with their decision to strike (Kingdon and Teal, 2010).

Although panel data is typically required to control for some of the aforementioned sources of endogeneity, cross-sectional school survey data that tests students in more than one subject can be exploited to achieve some of the gains associated with panel data. This cross-subject analysis using student fixed effects is a technical innovation exploited by Kingdon (2006) in estimating the effect of teacher characteristics on the production of education in India and later applied,

specifically, to identifying teacher union effects on student achievement in India (Kingdon and Teal, 2010)

2.3 Measures to mitigate teachers' industrial action and its effects

Negotiation, which in many countries takes the form of collective bargaining for teachers' industrial action, is the highest form of social dialogue. It implies a sharing of power to decide, concessions between the parties and a formal, usually written agreement to carry out, evaluate and renegotiate agreed terms at regular intervals. Negotiations and collective bargaining are most applicable to decisions on terms and conditions of employment, but may also address issues that are both of a policy and workplace nature (for instance the size of classes). Collective bargaining agreements almost invariably contain some form of dispute settlement mechanisms, whether over violations of rights of individual teachers set out in an agreement or past practice, or the collective interests of teachers represented by their union. Where collective agreements do not govern dispute settlement, national laws are the arbiters; in many, both apply. ILO (2002 and 2003b); ILO and UNESCO (2003); TTU (2002)

Establishment of legislation, constitutional guarantees and ratifications. One of the newest and smallest members of the European Union is undergoing a multi-year transformation of its education system to one more responsive to local need, based on a high degree of school-based autonomy. Estonia: ILO (2003c). At the same time that substantial efforts have been put into improving quality, teacher standards and assessments. Though the engagement of the teachers' unions in all aspects of this endeavour is not clear, education sector dialogue is backed by legislation, constitutional guarantees and ratification of the fundamental international labour standards. Tuisawau (2003)

A large and growing number of schools have concluded collective agreements to mitigate teachers' industrial action through facilitating the introduction of staff remuneration in line with new standards and assessment methods, including discretionary authority for school directors to make extra payments that are in line with overall staff scales based on a signed agreement between the government, local authorities' association and the principal teachers' union (EETU). Fluctuations in local government budgets that affect municipal schools, and by extension teacher salaries, have been dealt with more efficiently by introduction of another agreement between the central trade union confederation and local authorities. Filmers and Lieberman (2002)

Conducting regular meetings with ministry of education is a key strategy to curb teachers' industrial actions. In Pacific countries, ranging from "micro" States with less than 100,000 people to larger countries such as Papua New Guinea (more than 4 million), there is apparently great freedom of teachers' associations to organize meetings with Ministries of Education in the context of relatively small island states. Service conditions are "negotiated", if at all, through an annual "Log of Claims"; Papua New Guinea and Vanuatu are exceptions in that teachers' representatives formulated teaching service commissions that help determine conditions of teaching in those countries to avoid teachers from undergoing industrial action for the betterment of the state schools. Bjork (2003);

Bargaining and social dialogue in South African education system is a significant approach to industrial actions. After the institution of the first democratically elected government headed by Nelson Mandela in 1994, South Africa moved quickly to regularize public sector labour relations with the establishment of the Public Service Coordinating Bargaining Council. The goals of the umbrella public service council are to enhance labour peace, sound relationships between the

State as employer and its employees, and provide a forum for negotiations and collective bargaining on matters of mutual interest such as teachers' industrial action. ILO (2003c)

In another source of literature has pointed decentralization of curricula and pedagogy as a strong weapon to handle teacher's industrial actions in education system in Indonesia. In the 1990s, decentralization of curricula and pedagogy to respond better to local needs of teachers was strongly supported by the World Bank and international partners and embraced by the Ministry of Education Indonesia. A number of factors were cited, engrained tradition of accepting governmental authority in a very centralized and, repressive environment, advocates for effective training for change, and proper incentives for teachers should be done differently at a decentralized level. World Bank (2003)

Fredriksson in his study on how to stop teachers' industrial action points out that in Nicaragua, school councils were set up as part of the autonomous schools programme. He said these councils were initiated by teachers, and have reportedly allowed parents and teachers to increase their participation in school management, the former more than the latter. They have extensive human resource powers, including hiring and firing staff. This method of management of affairs between parents and teachers deciding on issues of the school programme has eliminated grievances including teachers' industrial action. Fredriksson, 2003

Incentives to teach and educational quality is another crucial strategy to minimize teachers' industrial action. A basic premise in international assessments of educational development is that teacher morale and motivation to perform their work, though difficult to assess objectively, has a crucial impact on teaching quality and learning outcomes disclosed by Dakar Framework (2000).

The Dakar Framework assumes this perspective in one of its strategy points: “Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programmes; they are advocates for, and catalysts of, change. The frame work points out that salary levels and infrequent payments operate at a second level as an income “floor” on top of which teachers add to their overall income through moonlighting in second or third jobs, private tuition schemes, and in the worst case scenarios, racketeering in exam results – higher notes for payments, though the verifiable incidence of such practices is extremely marginal. The resulting teacher absenteeism, lower performance or actual falsification of the learning process due to teachers’ industrial action can be solved through incentives. Fry, et al (2003)

Professional development is yet another paramount approach to minimize teachers, industrial action in schools. According to Gaye (2003), he pointed out the correlation between higher qualification and wage. He argues that the higher qualification a teacher acquires the higher the wage. This rationale has an implication on teachers’ industrial action due to low pay. In recent years, however, research has cited positive relationships between the two in both developing and developed countries. Other parameters certainly help, including regular presence and adequate hours at school, avoiding high levels of teacher absenteeism (not infrequently due to holding second jobs to make ends meet, or settling other administrative problems). Schemes to advance community ownership and decisions on recruiting and firing teachers by parents are some of the measures adopted to control for this important factor, a case in point being the EDUCO programme in rural areas of El Salvador cited earlier, UNESCO (2003).

EMPLOYEE REPRESENTATION IN COMPANY BOARDS: This is a new form of employee participation in decision making that has emerged in recent times and is gaining much ground, though in advanced countries. This practice is not common all over but is spreading. Provision is made for certain percent of the employee representation in boards of directors of the companies and in most instances, as in Britain, only nationalized concerns proactive it.

In 1974, Sernm William said “workers councils, inside or outside the union can be created to allow those workers who wish it a voice in running their companies. Workers, inside or outside the union can be placed upon boards of directors. The key to all this is to grant that men and women in the factories are not moron but men and women of intelligence and aspiration and importance. If this is done, industry and labour can make immense strides toward realization of that old picket line slogan to which neither has given much importance: “Humanize the factories”.

CONSULTATIVE MANAGEMENT: This is a form of direct participation in management decision making in which managers consult with their employees in order to encourage them to think about issues and contribute their own ideas before a decision is made. Although managers do not consult on every issues they however, must be genuinely receptive to employee ideas so that employees do not see a participative procedure that is not supported by any real desire for employee ideas. Managers can consult with any number of employees raging from one to a whole group.

GROUP DISCUSSION: this form of democratic management requires the manager to

refer a number of decision to employee group so that the group's idea and influence can be made use of Morgan (1980), says that group discussions are useful to gather/give information, praise or commend workers, develop understanding of common work goals, work requirements, and production standard solve problems and assist in decision making.

WORK COMMITTEE: These groups are organized primarily to consider jobs. The nature of work committee allows a lot of employees to be involved in the organization management, as they seek ways to improve their condition of work and productivity. This form of participation exists in both unionized and non unionized firms. It has not been so popular because it is over burdened with red-tappism.

Research found out that companies used them for a while and they drop them for work committee to be effective management must show continuous interest and employees must have the capacity to offer their ideas that genuinely, are helpful. Types of work committee include quality control committees, safety committees and labour management committees.

Suggestion programme: This system allows the workers to put into writing their suggestion for improving equipment, working conditions or methods the workers writes his ideas. It is an opportunity given to the worker to participate in company affairs. It provides the worker with a chance to think to be creative. The suggestion plan to the company means cost saving and any suggestion that lead to work improvement or cost saving attracts some regards, merchandise or stock that is tangible gains or the tangible

rewards such as congratulation and recognition from his boss or 16-workers to booster his confidence, gives him confidence, gives him more /full identification with the company and a sense of importance.

Although, this form of direct participation in organization is found all over the world, it has some draw-back. Some workers fear this system least their suggestion in the area of criticism of their own ability and give employee little encouragement to continue. For suggestion programme, to be effective, employees must be made to feel that their suggestion will be considered and they must be given assurance that their ideas would not cause more work or cause other employees to lose their jobs.

All these participative methods of running the organization arose out of management need to improve condition of work of employees and their efficiency in the organization.

Victor Reuther, one of the world's foremost and active unionists said "if the union however is invited to play a constructive role in these areas in the problem of absenteeism the problem of days, the problem of joint participation in training of workers, then I think the whole relationship between the union and management can undergo a significant change".

According to Ubeku (1983), collective bargaining is a wage and conditions of service determination in which the employer (management) shares administrative decision making responsibility with the union. It is worthy to note that collective bargaining is the only participation system that involves directly with the trade union.

The Nigerian Federal Ministry of Employment, Labour and Productivity defined collective bargaining as: negotiations about working conditions and terms of employment between an employer, a group of employers and one or more employers organization on the one hand and one or more representative workers organization on the other hand with a view to reaching agreement. The British Ministry of Labour also stated that collective bargaining applied, to those arrangements under which wages and conditions of employment are settled by a bargain in the form of agreement between employers or association of employers and workers representative organization.

In recent times, however, collective bargaining has gone beyond the determination and/or changes in wages, fringe benefits and other conditions of services of the workers. It now covers also the retrenchment practices and manpower planning of the industries. In collective bargaining process, employees are represented by their respective trade unions and because these trade unions have gone beyond joint determination of wages, condition of service and other economic variables, a controversy has crusted. According to Guest, and Fetter (1960) establishment of new areas of control and the consequent involvement in decision making are viewed both with concern and enthusiasm in trade union circle. On the one hand, there are those who argue that unionist should aim to participate in and control the management of enterprise in which they work while others feel that collective bargaining freedom is of paramount importance and that participation necessarily imposes constraint upon freedom that union should bargain only about wages and work conditions. However, the British Labour Party document of 1967 "industrial democracy" has allayed these fears by stating that joint determination of retrenchment practices, manpower

planning, discipline, manning and labour utilization involved to encroachment upon trade union freedom and control over management as the right of withdrawal from agreement was maintained. Collective bargaining has therefore assumed a wider role than the traditional negotiation of wages and conditions of service, however, for it to take place, there exist about four conditions

Workers protection

This is one of the traditional functions of trade unions. It is aimed at protecting the workers from the harshness of the employer, and from physical and other hazards in industry.

Union employees typically cannot be disciplined or discharged without a reason termed “just cause”. The union assumes its members of fair treatment and because they (union) have great “voice” than non union employees, they are more willing to make suggestions or speak up to improve business operations. Unions also assure employees health and safety at workplace. Researchers have shown that workers in unionized organizations enjoy more working environments obtained from the request of the unions.

According to the American Rights at summary of a study by John E. Baugther and J. Timmon Roberts, “only one factor effectively moves workers who are in subordinate positions to actively cope with hazards; membership in an independent labour union. These findings suggest that union growth could indirectly reduce job stress by giving workers the voice to cope effectively with job hazard

In conclusion, the literature review categorically points out the major variables of the study which exclusively have been explained by various authors. Causes of teachers' industrial actions are related to the conditions of service which has a significant effect on the rights of pupils to education. In order to protect the rights of the children to education, radical mitigation measures must be put in place.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methodology that was used in the study. It entails the study design, source of data, study population, selection criteria, Sampling procedures, Study variables, Data Collection Techniques, Data collection Tools, Instruments and measures, Data management and analysis, Quality Control, Ethical Considerations, Limitations, References and Appendices.

3.1 Study design

Denscombe, (2007) states that research design describes various components of the investigation and specifies the general approach that the researcher adopts. It also gives details about the methods of data collection and analysis the researcher used. Additionally, Leedy and Ormord (2001) define a research design as a careful set of plans developed by a researcher that provides the criteria and specifications for the study or research. This study employed the descriptive research design, using the qualitative approach where it employed interviews and focus group discussion for collecting data.

The descriptive research design was used to assess the effects of the industrial action on the pupils right to education. According to Kothari (2004), descriptive research design is used in studies which are concerned with describing the characteristics of a particular individual, or of a group. This is mostly used when the studies are concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation.

The study specifically employed qualitative research paradigm. This design was preferred because it provides opportunity for variables to be measured under the same conditions and

therefore helps to control the effect of change in conditions on the relationship between the variables- Odia (2009).

3.2 Area of Study

Soroti Municipality is the main municipal, commercial, and administrative centre of Soroti District found in the Eastern Region of Uganda and lying near Lake Kyoga. It is known for the rock formation near the town. Soroti Municipality comprises of three divisions namely Northern, Eastern and Western Divisions and has 12 primary schools. Although a number of different languages are spoken in the municipality, there are two major ones which are Ateso and Kumam.

3.3 Study population

Burns and Grove (2001) defined study population as a group of people who share common traits of interest to the researcher. Mugenda and Mugenda (1999) also observes that population is the entire set of individuals, events or objects having common observable characteristics whereas Amin (2005) asserted that a population is the complete collection (or universe) of all the elements (units) that are of interest in a particular investigation and where inferences are to be made. Thus; the study will target 5 government aided primary schools which are boarding and day, single and mixed. The respondents will include the following categories: - Administrative Units (Municipal Education Officer, School Management Committees), Community (Parents and Pupils) and Teaching staff.

3.4 Sample and Sampling Technique

Sampling is considered as the quickest and cheapest method for obtaining respondents from a large population and its findings can be generated to a larger population in order to make inferences.

The sampling Techniques that the researcher used in this study was simple random sampling technique where a total number of 60 pupils and teachers (50 and 10 respectively) were randomly selected from 5 schools from Soroti Municipality.

A purposive sampling technique was used to select 1 Municipal Education Officer, 5 Head teachers, 10 parents and 5 SMC chairpersons. Bryman (2008) defines purposive sampling as a type of sampling which helps to select units which have direct reference to the questions being asked. In total the researcher reached out to 81 respondents from 5 primary schools that were randomly selected from the total of 12 schools in the municipality.

3.5 Data Collection Instruments

Data collection is important to the research because it is the process that is used to gather relevant information concerning the research problem (Swisher 1998). Both quantitative and qualitative methods of data collection were used. Christensen (2004) defines qualitative method as an interpretive, multi- approach method that investigates people in their natural environment. The researcher used questionnaires, interviews and Focus Group Discussion as major instruments in this research.

3.5.1 Questionnaires

The Quantitative Approach was used when developing the Questionnaire. Written Questionnaire with closed and open ended questions for the teachers was used because it's reliable to capture the respondents' responses and all the respondents are able to read and write. It's also appropriate for capturing larger data from the respondents. According to Christensen (2004), a close-ended question requires respondents to choose from a limited number of predetermined responses.

3.5.2 Interview guides

These helped to elicit qualitative information from School Management Committee members (SMC), Municipal Education Officer and the parents. The consideration of this instrument was based on its ability to collect in depth information (Oso & Onen, 2009), this also provided an opportunity for the researcher to interact directly with those parents and Chairpersons who are shy on individual basis thus helping the researcher for further probing (RL Spitzer, JBW Williams, 1992)

3.5.3 Focus Group Discussions

Focus Group Discussion was used to collect data from the pupils majorly because it is relatively less complicated and less time consuming procedure where a group of pupils were put together as a structure and their selection was largely made by means of probability sampling that is, only knowledgeable and experienced pupils were included in the sample and they give information that is based on experience. Thus Focus Group Discussions was conducted in small numbers between 6 to 12 pupils in order to be effective.

3.5.4 Review of Documents

Secondary data comprises of information obtained from already existing literature such as from text books, Journals, Fact sheets, and periodicals that contained information that is supplementary to the primary data.

Bowen (2009) defines document review as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Bowen (2009) further states that document review is an efficient and effective way of gathering data because documents are manageable and practical resources. Obtaining and analyzing documents

is often far more cost efficient and time efficient than conducting your own research or experiments (Bowen, 2009).

The purpose of document review was to provide a confluence of evidence that breeds credibility (Bowen, 2009). This was then used to corroborate findings from the interviews and focus group discussions in order to reduce the impact of potential bias.

Bowen (2009) stated that documents can provide supplementary research data, provide background information and broad coverage of data, and are therefore helpful in contextualizing one's research within its subject. Document reviews can also point to questions that need to be asked or to situations that need to be observed, making the use of document reviews a way to ensure your research is critical and comprehensive (Bowen, 2009).

The researcher reviewed programming transcripts, mission statements, annual reports, policy manuals, staff handbooks, strategic plans of UNATU. The researcher also reviewed handbooks, and training materials, this method of data collection according to Katamba and Nsubuga (2014) however has some disadvantages and these include the collectors needed to be clear about what they were being asked to do, why and what the researcher plans to do with the data.

However, Kothari (2004) in cautioning on document review states that the researcher must be very careful in using document review data. Kothari further advises that the researcher must make a minute scrutiny because it is just possible that the documents may be unsuitable or may be inadequate in the context of the problem which the researcher wants to study, as such the researcher took caution in making sure that it wasn't safe to take any information from the reports, minutes, scripts at their face value without knowing their meaning and limitations.

3.6 Quality Control

To ensure quality, the questionnaires were numbered so as to minimize page loss. Furthermore, the research assistants were trained in data collection methods to avert the possible collection errors. Pretesting of the instruments was done among the primary schools in Soroti district i.e. Otatai Primary School to ensure that the data collected meets the objectives of the study. Finally, crosschecking with the researcher's supervisor was done to validate the instruments and make necessary adjustments.

3.7 Ethical Considerations

For the study to be carried out efficiently and effectively, the researcher obtained a letter of introduction from the Department of Post graduate studies which was presented to the respondents prior to starting any interview or filling in a questionnaire. This enabled the researcher to carry out the study without fear and substantive information was therefore obtained. The researcher also further sought permission to conduct interviews from specific schools as a matter of procedure in government institutions and relevant institutions that were consulted. The researcher for instance wrote a letter introducing her and made a photocopy of her identification card to be presented at the District Education Officer. For the child respondents, their names were withheld to ensure anonymity and confidentiality in terms of any future prospects. The children readily gave data which fully facilitated the research. On the other hand, the key informants readily gave their names and their contributions to the study were highly valued.

3.9 Limitations

The researcher encountered a few limitations during the study especially when it came to interviewing the pupils. Some were not willing to give information unless you paid them and at

some instances, the researcher had to wait till late in the evening when the children were through with their work so as to interview them. For the key informants, given their busy schedules, some interviews were rescheduled to fit their timetables which also sometimes failed. The research took slightly long to conduct particular interviews which delayed the study and the to and fro movements were costly.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings derived from the study and related to the effect of teachers' industrial action on pupil's right to education in Soroti Municipality as a case study. The findings emerged from the key informant interviews, semi structured interviews and analysis of secondary documents related to effect of teachers' industrial action on pupils right to education in the study area. The emphasis was given to the views of both pupils and adults in order to assess the effects of the industrial action to the pupil's right to education. This chapter presents the research findings which the researcher compiled. The presentation of these findings is divided into the following sub-sections based on the research objectives: the the causes of the industrial action undertaken by the teachers, probe the specific ways in which the industrial action affects pupils' right to education and identify more sustainable means of mitigating industrial action and its effects in Soroti Municipality.

4.1 Bio information of respondents

This consists of age, marital status and sex of respondents that were contacted during the study. Bio information being the preliminary requirement in the data collection tools established and can act as a reference and helps one to follow up the research findings presented. These include the semi-structured interview guide, focus group discussion guide and questionnaire.

4.1.1 Age of Respondents

The informants were asked to provide information on their age brackets and the findings are as presented in table

Table 1: Cross Tabulation of Gender and Age Analysis of the respondents

		Age of the Respondents				
		Below 29	30 – 40	40 – 50	51 - 59	Total
Gender of the Respondent	Male	31	6	5	4	46
	Female	30	3	1	1	35
Total		61	9	6	5	81

Source: Primary Data (2017)

The age distribution of the respondents is normally distributed as seen from table 1; where the highest frequency lies in the age group below 29 years with 61 respondents followed by 9 respondents who lie in the age group 30 – 40 years then with 5 respondents who were approaching the retirement age, the number for this age is always small because many fall out of the teaching profession by joining the business world and there are those who die and affected by the age factor that they may not be in position to perform as required by the ministry. The male respondents were many in the study with 46 whereas the female were 35.

4.1.2 Level of education

Table 2: Highest Level of Education attained by the respondents

Category	Frequency	Percentage (%)
Certificate	2	9.5
Diploma	11	52.3
Degree	08	38
Postgraduate	00	00.0
Total	21	100.0

Source: Primary Data (2017)

Table 2 equally reveals that 100% of the respondents had formal education. Such level of education is expected to have positive impact on the respondent's participation in developmental activities. It was found that none of the respondents had acquired a post graduate degree in primary education or any related field of education since it was reported by the teachers. The largest numbers were diploma holders with a percentage of 52.3% and this is clearly shown by the figure 2. However it was found that some respondents 38% had acquired degrees and they held some superior position and most of them were interviewed as key informants.

4.2 Causes of the industrial action undertaken by primary teachers

The researcher was interested in finding out the causes of the industrial action undertaken by primary teachers which in itself affects the pupil's right to education. The researcher had a focus group discussion with 60 pupils and interviews with 21 respondents who included the teachers, Key informers and parents. The causes have been summarized as follows:-

Delayed negotiation

The findings also revealed that 38.1% of the respondents strongly agreed that delayed negotiation/bargaining between Uganda National Teachers Union (UNATU) and Government triggers the industrial action

Low pay

32% of the respondents said the meager salaries that the teachers get which most times take more than two months to be paid compels the teachers to undertake the industrial action.

4.2.1 Ever experienced teachers Industrial Action

This subtitle introduces the responses revealed by the respondents on if they had ever experienced teacher's industrial action.

Table 3:

Question: Have you ever experienced a teacher's industrial action?		
	Frequency	Percentage %
YES	58	71.6
NO	23	28.4

Source: Primary Data (2017)

Table 3 above, revealed that 71.6% of the respondents agreed that they had experienced teachers industrial action during their study and work duration in their respective schools in Soroti Municipality while 28.4% of them said they had not experienced it. The few who had never experienced the teachers industrial action are those teachers who had recently graduated from their schools and acquired employment and also the few pupils who could have just joined the UPE schools given the fact that most private owned school don't join in these industrial actions.

4.2.2 Exploring the various Causes of teachers Industrial Action

It is actually a common feature of many African societies that teachers traditionally will always want to preserve their profession as they consider teaching as a noble job. As people have to follow different activities to earn their living, teachers make no exception, identifying low salaries as the factor that is most harmful for the education system. Teachers tend to reserve their pedagogical skills and ethics hence appear to be very disappointed about the realities of their professional lives. This creates a conflict between the objectives of teacher job satisfaction and pupil achievement with respect to teachers' own qualification which sometimes compels the teachers to an industrial action. Table 5 below shows the causes of the industrial actions:-

Table 5: Causes of teachers Industrial Action in Soroti Municipality

Causes	*Frequency	*Percentages	Ranking
Delayed negotiations	61	38.1	1st
Low pay	52	32.5	2nd
Massive corruption	21	12.5	3 rd
Lack of awareness	20	12.5	4th

***Multiple responses**

Source: Primary Data (2017)

This finding agrees with that of ILO (2003) who equally observed that, the goals of the umbrella public service council are to enhance labor peace, sound relationships between the State as employer and its employees, and provide a forum for negotiations and collective bargaining on matters of mutual interest such as teachers' industrial action.

The findings also revealed that 38.1% of the respondents strongly agreed that delayed negotiation/bargaining between Uganda National Teachers Union (UNATU) and Government triggers the industrial action, 32% of the respondents said the meager salaries that the teachers

get which most times takes more than two months to be paid compels the teachers to undertake the industrial action.

“Because of the little salary my mother who is a primary teacher earns, my two bothers in secondary school are most often sent home for school fees balances and my mother has to rely on loans for their education”- Inwaku Faith, Father Hilders Primary School

Despite the fact that ministry of education has made enormous efforts to improve on the factors which retard the good performance of teachers, like paying teachers’ salaries, equipping schools with teaching and learning materials and regular inspections, conflicts still remain. For instance conflicts between the objectives of teacher job satisfaction and education quality seem to be more relevant than initially assumed the government feels compelled to address either case.

4.3 Effects of Industrial Action on pupils right to Education

Under this subsection, the study presents the findings on the effects of industrial action on pupil’s right to education in relation with the second objective of the study. The effects of industrial action relate with aspects of the right to education and including effect on academic performance

Effects of industrial action on academic performance

Table 6, Effect of the industrial Action on pupils' academic performance

Question	Frequency	Percentage
In what way did the industrial Action affect the academic performance?		
Positively	15	48.4%
Negatively	16	51.6%
What happens to your reading habit during the Industrial Action?		
Reduces	15	50%
Increases	13	43%
No response	2	7%
Are tutorials conducted so as to cover the academic syllabus		
Yes	22	71%
No	9	29%
Do the tutorials conducted enhance pupil's academic performance?		
Yes	21	70%
No	8	27%
Undecided	1	3%
Does Self-study during industrial action minimize the effect on pupils' academic performance		
Yes	19	60%
No	11	36%
Undecided	2	4%

Source: Primary Data (2017)

As shown in table 6, a little above half of the respondents 51.6% admitted that Uganda National Teachers Union industrial actions affect their academic performance negatively, 50% said their reading habit reduced during the industrial actions, 43% said their reading habit increases. During these actions teachers literally refuse to complete any duties that are not explicitly outlined in the work contract. This typically means that teachers do not perform any administrative functions or attend meetings and they will not supervise any co- or extra-curricular activities or field trips. The withdrawal of administrative functions can disrupt student feedback such as report cards. During these actions teachers are instructed to arrive at school just

before classes commence and leave shortly afterwards. This would appear to compromise any extra academic assistance provided to students, for example those at risk of falling behind.

The findings on the table above also revealed that 70% of the total respondents strongly agreed that students' engagement in tutorials during the industrial actions enhances their performance when they resume, 27% disagreed, while 3.6% could not decide.

“Instructional days lost through industrial actions are typically not made up and therefore its important to devise all avenues to complete the syllabus”

It was also revealed that 60% of the total respondents said that self-study during the industrial actions will minimize the negative effect of Uganda National Teachers Union industrial actions on pupils' academic performance because it would make up for all the wasted time during the industrial action and it would also enhance their performance when they resume, 36% of the respondents disagreed, 4% of the respondents could not decide.

4.4 Sustainable means of mitigating industrial action and its effects

According to the research, respondents suggested various recommendations to address the problem of industrial action in Uganda. For instance, it was suggested that the efforts to encourage prompt dialogue with the teachers union should be uplifted. Details about the more sustainable means of mitigating industrial actions and its effects in the education sector in Uganda are listed down in Table 7 below.

Table 7: Sustainable means of mitigating industrial action and its effects

Mitigating hindering Factors	Frequency	Percent
Encourage prompt dialogue with teachers union	11	37
Increase & timely payment of salaries	15	50
Material motivation	4	13
Total	30	100.0

Source: Primary Data (2017)

Respondents had varying views of the factors that can be used to mitigate industrial actions and its effects in Soroti Municipality as explained in the above table. 50% of the respondents involved in the study suggested the increase and timely payment of the teachers' salaries would do a lot in mitigating future industrial actions because all of them stem from the low salary provided by the government. It's also evident from the table above that 37% of the respondents think that Government's prompt dialogue with Uganda National Teachers Union would minimize the industrial actions while 13% of the respondents suggested material motivation which includes refresher training for teachers and also boosting the teachers SACCOs will bring much relief and build trust. This is in line with the Dakar Framework (2000) which states that incentives to teach and educational quality is another crucial strategy to minimize teachers' industrial action. A basic premise in international assessments of educational development is that teacher morale and motivation to perform their work, though difficult to assess objectively, has a crucial impact on teaching quality and learning outcomes.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of findings, conclusions and recommendations of the study. It is hoped that the recommendations presented here will contribute to future making of policies geared towards combating industrial actions, and in particular, Uganda National Teachers Union industrial actions in the education sector. These recommendations have been drafted to contribute to the challenge of halting social trends that result into the growth of industrial actions in Uganda.

5.1 Causes of the industrial action undertaken by the teachers

Conflicts are inseparable and significant part of human life on every level of interaction; there are interpersonal conflicts, intra-group, intergroup, inter-organizational, intra-societal, and interethnic as well as international conflicts and even inter-civilization conflicts as cited by Galtung (2004). They take place constantly and continuously because it is unavoidable that human beings will not have disagreements over goals, interests, values and/or beliefs. Teachers through their labor union (UNATU) engage much in industrial actions as a constitutional means of showing dissatisfaction with their working conditions. However the major cause of the industrial action is low and inconsistent pay which at times takes more than two months without being remitted. Yet as human beings, parents, husbands, wives, teachers equally have obligations to meet such as food and school fees which stress them to a point of taking up the industrial action. Although the government listens to them, their plight is most times met with just promises which never get fulfilled hence making the industrial actions recurrent.

5.2: Effects of the industrial action on pupils' right to education

In study findings of the effects of the teacher's industrial actions on the pupils' right to education, the researcher found that the Industrial actions by Uganda National Teachers Union in Uganda have disrupted the academic calendar of primary schools not only in Soroti Municipality but Uganda as a whole. And this has affected pupils' academic pursuit and performance, 71.6% of the respondents have experienced these industrial actions and 51.6% admitted that Uganda National Teachers Union industrial actions have had negative influence on their academics.

5.3 Sustainable means of mitigating industrial action

Under this section, the objective was identifying more sustainable means of mitigating industrial action and its effects. The study achieved the objective as the findings suggest that mitigating factors range from social, economical and political. The study identified prompt dialogue and interaction, increase in salary and timely payment and finally material motivation. Dialogue and interaction should be open and genuine without any kind of intimidation; therefore they should be on the same level of dialoging. Interaction means that the community is free to work with other actors; persuasion including informing the community of the decision and actions of the projects through various means like the media; material motivation (refresher training of staff and beneficiaries and giving out goods or cash in return for the services offered by the teachers).

Watzlawick, Beavin, & Jackson, (1967) said that when a conflict exists in leadership situations, it is recognized and expressed through communication. Communication is the means that people use to express their disagreements or differences. Communication also provides the avenue by which conflicts can be successfully resolved, or worsened, producing negative results. To understand conflict, we need to understand communication. When human communication takes place, it occurs on two levels. One level can be characterized as the content dimension and the

other as the relationship dimension. The content dimension of communication involves the objective, observable aspects such as money, weather, and land; the relationship dimension refers to the participants' perceptions of their connection to one another. In human communication, these two dimensions are always bound together.

Conclusion

As the results of this study have suggested, positive and respectful communication can reduce these industrial actions by teachers and also the government fulfilling the promises made without shifting goal posts. Learning more about interactional justice practices and behaviors, effective communication strategies and skills, and effective conflict management can reduce conflict. Strategies to manage and reduce conflict can be learned.

Recommendations

The study recommends that pupils should engage themselves in tutorial classes or self-study during the industrial action to keep them abreast with academics at resumption, their parents or guardians should ensure that they encourage pupil's engagement in academic activities rather than domestic chores while the industrial action lasts.

The members and the executives of UNATU should employ other industrial dispute strategies to express their grievances rather than embark on indefinite industrial action which obviously paralyses pupil's academics. The Ugandan Government should also employ the method of prompt dialogue and grant the requests of UNATU in time to prevent erosion and total breakdown of the educational sector.

In academic settings, strategies to identify and reduce relationship conflict should also be included in the teaching curricula, starting in the lower classes. This could include conflict

resolution, interpersonal communication, being respectful to others as pupils, and dealing with anger, controversy, and differences between the pupils themselves and teachers too.

It is also imperative that government ascends to the view of a harmonized salary structure across all its departments that is adequate, motivational and enough yet is in accord with the realistic economic performance of our country. A feeling of equal pay for equal work should prevail as people of all walks of life go to the same markets for shopping.

Equally, there is need to create credible and long lasting relationships that are founded on mutual trust and respect; on one part between the government and workers' union leadership and on the other between the workers' union leadership and the workers they purport to represent. To this end creation of an enabling environment as backed by the legal instruments is vital as it leads to strong institutional performance for the benefit of all parties involved. Failure on the part of government to honor grievances only serve to stock the embers of industrial action as many may gain courage after seeing sister departments go on strike as happened last year when medical, judicial as well as lecturers downed their tools. This only becomes more fashionable and is lent credence with the adage that "when a man sees a man he can beat he becomes hungry for a fight".

Areas for further research

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APPENDICES

Appendix A: Focus Group Discussion for Pupils

I am **Acio Susan Okello**, A student at Uganda Martyrs University. I am currently pursuing Master of Arts in Local Governance and Human Rights of Uganda Martyrs University and in partial fulfillment of, a research study is imperative. The study being carried out is “**ASSESSMENT OF THE EFFECTS OF TEACHERS’ INDUSTRIAL ACTION ON PUPIL’S RIGHTS TO EDUCATION.**” The researcher would like to involve you in this study because you are thought of to have the right information that will help this study progress. There are no RISKS what so ever in the study; direct, indirect and confidentiality is held in high regard. Furthermore, the participation in the study is voluntary hence if you feel like withdrawing, it is alright.

In case of feedback or further information please call **0782631432**
OR Email me on; aciosusan071@gmail.com

Do you agree to participate in the study?

Yes No

Signature date.....

Section A: Demographic information

1. Name of the school

.....

Section B: Causes of teachers’ industrial action

1. Have you ever witnessed any teachers’ industrial action in your school?
2. If yes, how many?
3. What are the likely causes of the teachers’ industrial action in your school?

Section C: Effects of teachers’ industrial action on the rights of the pupils to education

Enrolling and remaining at school

1. Do these industrial actions affect you as learners?
2. How are you affected?

Effective teaching and learning

1. What do your teachers do to catch up with the wasted time during teachers' industrial action?
2. Did you attend the remedial classes organized by your teachers/ private teachers?
3. What were the effects of these remedial classes organized by your teachers/ private teachers?

Section D: Mitigation of teachers' industrial action

Suggest ways of mitigating the teachers' industrial action

.....
.....

Thank you for your cooperation

Appendix B: Teachers' questionnaire

I am **Acio Susan Okello**, A student at Uganda Martyrs University. I am currently pursuing Master of Arts in Local Governance and Human Rights of Uganda Martyrs University and in partial fulfillment of, a research study is imperative. The study being carried out is **“ASSESSMENT OF THE EFFECTS OF TEACHERS' INDUSTRIAL ACTION ON PUPIL'S RIGHTS TO EDUCATION.”** The researcher would like to involve you in this study because you are thought of to have the right information that will help this study progress. There are no RISKS what so ever in the study; direct, indirect and confidentiality is held in high regard. Furthermore, the participation in the study is voluntary hence if you feel like withdrawing, it is alright.

In case of feedback or further information please call **0782631432**
OR Email me on; **aciosusan071@gmail.com**

Do you agree to participate in the study?

Yes No

Signature date.....

Section A: Demographic information

1. Name of school
2. Location of the school (tick)
 - a. Within municipality
 - b. not in the municipality
3. Gender (tick)
 - a. Male
 - b. female
4. Age in years (tick)
 - a. below 20 years
 - b. 21-24
 - c. 25-30
 - d. 31-34
 - e. 35>

5. Qualification (tick)

- a. Certificate b. Diploma c. Degree

e. Duration of service

Section B: Causes of teachers' industrial action

6. Have you ever witnessed any teachers' industrial action in your school? (tick)

- a. Yes b. no

7. What is your average minimum wage pay per month? (tick)

- a. Between 100,000SH and 200,000SH
 b. Between 200,000SH and 300,000SH
 c. Between 300,000SH and 400,000SH
 d. Above 400,000SH

6. At what date of the month do you normally receive your salary? (thick)

- a) At the end of the month
 b) On 15th of the next month
 c) On 20th of the next month
 d) After two or more months.

7. Which of the following conditions affect you from delivering your duties as a teacher that the government has failed to provide? (tick three)

- a) Transport to school
 b) Poor or lack of accommodation
 c) Lack of medication
 d) Poor sanitation
 e) Lack of food

Section C: Effects of teachers' industrial action on the rights of the pupils to education

Enrolling and remaining at school

8. Give the number of pupils in your class for term I and term II

Term I		Term II	
Class	Number of pupils	Class	Number of pupils

Effective teaching and learning

9. Did you cover the syllabus for term II in 2016? (tick)

a. Yes b. no

10. A part from teaching do you have any other means earning a living? (tick)

a. Yes b. no

11. Do you also teach in other schools apart from this one?"

a. Yes b. no

Academic performance

12. What was the average mark in the following subjects 2016 in your class.

End of term I (before teachers' industrial action)		End of term II (after teachers' industrial action)	
Subject	Average Marks	Subject	Average Marks
Science		Science	
SST		SST	
English		English	
Maths		Maths	

13. Do you think teachers' industrial action affected the performance of pupils? (tick)

a. Yes b. no

Means of mitigating teachers' industrial action

14. Was there a way forward after the teachers' industrial action was called off?

a.yes b. no

15. If yes, what were the resolutions?

Thank you for your cooperation

Interview Guide for MEO, SMS and Parents

Appendix C:

I am **Acio Susan Okello**, A student at Uganda Martyrs University. I am currently pursuing Master of Arts in Local Governance and Human Rights of Uganda Martyrs University and in partial fulfillment of, a research study is imperative. The study being carried out is **“ASSESSMENT OF THE EFFECTS OF TEACHERS’ INDUSTRIAL ACTION ON PUPIL’S RIGHTS TO EDUCATION.”** The researcher would like to involve you in this study because you are thought of to have the right information that will help this study progress. There are no RISKS what so ever in the study; direct, indirect and confidentiality is held in high regard. Furthermore, the participation in the study is voluntary hence if you feel like withdrawing, it is alright.

In case of feedback or further information please call **0782631432**
OR Email me on; **aciosusan071@gmail.com**

Do you agree to participate in the study?

Yes No

Signature **date.....**

Section A: Causes of teachers’ industrial action

1. Have you ever witnessed any teachers’ industrial action in your school?
2. What do you think are the causes of these industrial actions?
3. Which conditions affect your teachers from delivering their duties as teachers?

Section B: Effects of teachers' industrial action on the rights of the pupils to education

Enrolling and remaining at school

1. How have teachers industrial action affected enrolment and retention of children in this school?
2. How do you feel when teacher under take the industrial actions?

Academic performance

1. How have teachers' industrial action affected the performance of pupils?

Means of mitigating teachers' industrial action

As Parents and SMC what have you done to mitigate future teacher's industrial actions?

Thank you for you