

**INFLUENCE OF TRADE UNIONS STRATEGIES ON TEACHERS'
WELFARE IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY, KENYA**

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DECLARATION

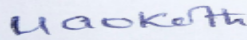
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DEDICATION

I dedicate this Thesis to my dear wife, Jane Tom our children; Mark Omondi, Amor Achieng' and Teko Tom Onyango. In equally measure, I also dedicate this thesis to my mother Mrs. Joyce Tom.

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ACRONYMS AND ABBREVIATIONS

ADC	Annual Delegates Conference
AFT	American Federation of Teachers
BBF	Burial Benevolent Fund
ATS	Approved teacher
DEO	District Education Officer
EI	Education International
EYC	Elimu Yetu Coalition
GDP	Gross Domestic Product
GoK	Government of Kenya
ILO	International Labor Organization
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
KUPPET	Kenya union of post primary teachers
MDGs	Millennium Development Goals
MoE	Ministry of education
OECD	Organization for Economic Co-operation and Development
PATC	Pan African Teachers Centre
SPSS	Statistical Package for Social Sciences
TUI	Teachers Union of Ireland
TSC	Teachers Service Commission
UCTU	University and College Teachers' Union
UNESCO	United Nations Education Scientific and Cultural Organization

ABSTRACT

The study sought to establish the influence of trade unions strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya. The researcher based the study on the following objectives; To assess the influence of securing teachers' benefits by trade Unions on teachers' welfare; the extent to which trade unions involvement in teacher professional development influence teachers' welfare; the influence of advocacy by teachers' trade union on teachers' welfare, and the extent to which Trade Unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools in Nairobi County. The study employed a descriptive survey design. The target population of the study was 2236 secondary school teachers and a total of 87 public secondary schools, eleven KNUT and seven KUPPET officials. Thirty percent target population for both teachers and schools were sampled giving a sample size of 671 teachers and 26 secondary schools. The teachers and the schools were stratified per sub-County and selected by simple random sampling method to participate in the study. Both KNUT and KUPPET officials were purposively sampled. A total of three KNUT officials and two KUPPET official were purposively sampled. Data was collected by interview guide for the KNUT and KUPPET officials. Quantitative data was analyzed descriptively and presented using tables, bar graphs and pie charts. For interviews, audio recorded responses were transcribed and presented as direct quotations, verbatim and discussions. Content validity of the questionnaires was ascertained by a team of experts in the field of Educational administration and through piloting of questionnaires. Reliability of the instruments was ascertained by a test-re test technique and a coefficient of stability for teachers' questionnaire found to be 0.785. Permission to collect data in Nairobi County was granted by the National Council of Science and Technology. A letter of introduction was given in every school visited before data was collected. Pearson correlation matrix and regression analysis was used to determine the relationship between teachers' trade unions initiatives and teachers' welfare. Interview responses were presented as direct quotations and discussions. The study findings revealed that trade unions were instrumental in fighting teachers' welfare benefits. The study established that teachers trade unions advocacy had strong positive significance on the welfare of teachers. The findings also noted that trade unions were also involved in disciplinary issues involving teachers. However, the finding noted that the unions are not doing enough with the legal representation of teachers in judiciary. Unions should encourage teachers' professional development. Teachers unions should intensify capacity-building programs to train teachers on emerging trends, new policies and education reforms. Teachers unions should fully take the lead in addressing discipline issues by regularly sensitizing their members. The study concluded that trade unions strategy of securing teachers' benefits, had a positive influence on teachers' welfare (Pearson Chi-Square=376.771^a, df=399, p=0.002<0.05). Secondly, the study showed that there was a positive significant relationship (Pearson Chi-Square=332.770^a, df=361, p=0.004<0.05) between trade unions involvement in teacher professional development and teachers' welfare. There was also a positive significant relationship (Pearson Chi-Square=475.168^a, df =456, p=0.008<0.05) between advocacy by teachers' trade union and teachers' welfare. The study also revealed that there was a positive significant relationship (Pearson Chi-Square =443.883^a, df=399, p=0.010<0.05) between trade Unions involvement in management of teacher discipline and teachers' welfare.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Labor Relations Act of 2007 defines a trade union as an association of employees whose principle purpose is to regulate relations between employees and employers, including any employers' organization. A trade union or a labor union as they are also referred to, is essentially an organization of workers whose function is to enable them to act together to enable collective bargaining. However, under the trade unions Act, a trade union includes both employers and workers' organizations (Hodder, 2018). The broad membership base which unions commanded and the equitable distribution, which they promoted in major sectors and enterprises, strengthened the position of unions, giving them more power to bargain or collaborate and to derive successful outcomes (Gumbrell-McCormick, 2017).

Teachers trade unions are formal organizations of teachers that promote the interests of their members through collective action. Flanders (2018) defines teachers trade union as an agency developed to protect, promote and improve the social and economic interests of teachers in their workplace. Teacher unions represent and defend the interests of teachers in matters of salary, working and other social welfare benefits Vaillant, (2014). Bascia, (2016) further expanded the definition and argued that the roles of teacher unions are not confined to welfare issues only, but also include participation in provision of quality education.

The underlying purpose of teachers' trade union is to promote and protect the interest of its members (Addison 2019). In addition, teachers' organizations are formed to protect and advance the collective interests of teachers and other education workers. What the collective interests of educators' entail and how they should be pursued has been and remains active matters for debate within these organizations (McCollow 2017). Additionally, teachers trade unions world over are organizations formed with a key objective of ensuring that the welfare and living standard of teachers are improved to meet their economic wellbeing. At global level, the International Labour Organization Convention number 89 has been one of the key reference documents on the rights of workers at the workplace focusing on the right to organize. World over, workers organize themselves through workers' trade unions with a view to ensuring that their interests and rights at the workplace are protected. This further establishes a platform where their conditions of service could be improved and protected (Harris, 2016).

In addition, the national labor relations Act guarantees teachers right to bargain collectively through their chosen labor union representatives. Unions can organize strikes, boycotts, go-slows and sit-ins to get employer to consider their proposals Williams, (2015). Furthermore, trade unions are organizations of workers that come together with the aim of bettering their lots. These are generally speaking, five major substantive issues which are at the heart of the workers' quest in coming together, these being; wages and other material remuneration; working conditions; job security; working time; respect and dignity (Aye, 2019). Additionally, according to Cooper and Surzau (2016) teachers' union has become a major spokes group for public schools in USA and the key defenders of the system at all three levels of

government; federal state and local. Union is ultimately at work to supported defending public education.

According to ILO Convention No. 98 of 1949 cited by Tubey, Kipkemboi & Bundotich (2015), collective bargaining is "Voluntary negotiation between employers or employers' organizations and workers' organizations, with a view to the regulation of terms and conditions of employment by collective agreements. Tubey et al., (2015), states that collective bargaining take place at the national, industry or enterprise level. Collective bargaining is a means of settling issues relating to terms and conditions of employment. It reflects labour management relations policy such as wage guidelines and termination of employment procedures. It a means of developing policy formulation at the industry level, for example, arrangements and agreements resulting from collective bargaining provide ways in which wages could be adjusted to meet increases in the cost of living, in which event they will constitute an agreed policy on this issue.

They may link a part of wage increases to output increases or provide for productivity gain sharing in other ways, in which event they represent policy on aspects of output. Wanyoike, (2019), has highlighted some of the contents of a Collective Bargaining Agreement; they include name of the parties (the employer and the trade union), duration to be covered by the agreement, provision for its renewal and signatures of the party's official, job security, termination, promotion, demotion and transfers, wage rates and fringe benefits, job classification and overtime and management rights. Akhaukwa, Maru and Byaruhanga (2016), states that collective bargaining promotes cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial

relations issues without resorting to strike and lockouts. Therefore, fair and legal process result in successful collective bargaining, hence maintenance of industrial discipline and peace and vice-versa (Gomez., 2017). Technical and vocational colleges in Kenya are considered as centers of excellence in advancing technical education which immensely contribute to national development. From theory and practice, it is evident that technical education is critical to political, social, economic, and technological growth of a country. The absence of good industrial relations environment can seriously affect the stability and training programs in Technical and vocational colleges and hence the overall national development (Akhaukwa et al., 2013). According to Gichaba (2013), the employer is expected to recognize the trade union as properly constituted and sole labour organization that can represent the interest of workers.

Teachers collective bargaining agreement is signed between the unions representative and teachers' employer for the purpose of implementation between the two parties, serves as a memorandum of agreement between them, in matters of terms and conditions of employment. Interpretation of the agreement is vested in the joint negotiating committee of the employer and the trade union, subject to the right of arbitration by the Industrial Court of Kenya (Gichaba, 2017). Jointly agreed procedures for dealing with major issues in the workplace such as grievances, discipline, job evaluation, redundancy, work changes, safety and health, along with the right to negotiate terms and conditions through collective bargaining, provide the sound basis for unions to perform regulatory functions (Griswold, 2014).

Le Queux and Peetz (2016), states that teachers trade unions should solve global job crisis so as to remake social relations to improve the welfare of teachers. There is

need for further research on the fight for improved terms and conditions of employment of employees and their Job security Queux et al., (2013). Gichaba (2013) indicates that trade unions achieve a wage differential over nonunion workers. Firms respond by increasing the capital intensity of production and employing better quality labour, both of which raise labour productivity. Trade unions raise salaries because this is one of the goals of unions and a major reason that employees seek collective bargaining (Gichaba, 2013). Trade unions can enhance employee terms and conditions of employment through monitoring and collective voice, factors that raise employee productivity.

Pencavel (2013) emphasized the role played by trade unions in monitoring work. His arguments are related to, and anticipate the voice and trade union representative arguments: 'the trade union may be interpreted as the employees' auditor of management, checking that the employer fulfils his part of the labour contractor when the union is given a role of overseeing terms and conditions of employment and in disseminating salary payments to workers, its officials become the monitors of the employees. The degree to which these monitoring activities achieve a close association between productivity and rewards determines the efficiency of the firm'.

Collective voice of teachers is demonstrated through CBAs between teachers' employer and the employee (represented by the trade union). The collective voice enhances team work by providing a mechanism to improve the employment contract, encouraging or discouraging, for example, performance related pay or a less rigid workweek. The collective voice mechanism forms the centerpiece of the Harvard School approach to the possibility that unions may raise productivity. The consequences that stream from such collective voice tends to raise labour

productivity (Gichaba, (2013). Trade unions improve communications, leading to improved working practices. This is a gain in efficiency. Trade unions provide information to employees about benefit expectations, rules and procedures, and dispel stigmas that might be attached to receiving social benefits Gichaba, (2013).

Trade or labor unions have been around since the 1930s to resist through equal bargaining power the domination of employers over employees and to represent workers' interest in the employment relationship (Williams, 2015). The National Labor Relations Act guarantees employees right to bargain collectively through their chosen labour union representatives. Unions can organize strikes, boycotts, go-slows and sit-ins to get employer to consider their proposals (Williams, 2015). Once their proposals are considered all workers benefit. This is related to arts and Humanities Research Council (2013) which found that activities of a trade union such as securing a pay rise, benefit all workers in a work place not just the members of the union. Strong trade union movement benefit all workers in a country.

Conditions of teachers' collective bargaining have generally worsened in England and Wales where teachers are increasingly under pressure due to the setting of performance criteria, and from stricter cost efficiency measure Galg'oczi and Glassner, (2008). A tense bargaining climate has been reported by respondents from Cyprus where deadlock in negotiations between government and teachers' unions resulted in a pay freeze. On the other hand, the collective bargaining climate has been generally positive in Austria where unions and the government reached a compromise without strike action (Galg'oczi and Glassner, 2008).

Gichaba (2011) opines that a collective bargaining Agreement is signed between the union and the employer for the purpose of implementation between the two parties and serves as memorandum of agreement between the employer and the union in matters of terms and condition of employment. Interpretation of the agreement or any part is rested in the jointly negotiating committee of the employer and the union subject to the right of arbitration by the industrial court.

Teachers trade unions in education sector is of utmost significance with regard to teachers' welfare. The state alone cannot achieve everything in the field of education in a country. The support of interested stakeholders in education, such as teachers is therefore desirable. Teacher unions as organized labor or pressure groups in education are legally constituted to play meaningful roles in education, especially with regard to bargaining for teachers and ensuring quality of education by means of engaging teachers in improving teaching approaches and maintaining a high standard (Mafisa, 2017).

Teachers, trade unions as well organized pressure groups in education are constituted legally to play important and meaningful roles in the sector of education, especially with regard to bargaining for the welfare of teachers and ensuring smooth teacher performance by engaging teachers to improving teaching-learning approaches and maintaining high standards. (Mafisa, 2017). Through their representation, trade unions set bargains with the employers on behalf of employees and negotiate collective bargaining agreements (CBA) or labor contract with employers like any other professionals, teachers normally work within systems where they are supervised, monitored, and guided in their work.

According to Education international (EI, 2010), teacher unions play a pivotal mandate. The trade union mandates include; professional body for teachers, promotion of educational development, teacher management and participation with governments on matters of educational reforms. From these mandates, teacher unions have the capacity to support teacher involvement in decision making on education issues, articulating and promoting a positive professional identity for teachers and provision of quality conditions for teaching and learning.

Educational International (EI) promoted reform ideas that strengthen teacher capacity, paying attention to the important role teacher unions play in ensuring quality conditions for teaching and learning (EI, 2010). Educational International (EI) constitution posits that teacher unions are a source of innovation and ideas, and that their efforts to advance teacher capacity are directly relevant to the conditions of teaching and learning. International Labor Organization (ILO) defines teachers' welfare as such services, facilities, and amenities as may be established in or in the vicinity of undertakings to enable teachers employed in them to perform their work. The work environment should be healthy, congenial surroundings and to provide them with amenities conducive to good health and high morale (Nchimbi 2018).

The advocacy point and claim by all teacher trade unions revolve around effective member representation and a pledge for better teacher welfare through the protection of their rights and effective collective bargaining for improved teacher welfare and sustained livelihood would meet the global minimum standards. Despite the many historical gains that the teacher trade unions have scored over time, there still remains a growing concern among their members that they have been able to achieve their objective of improving their welfare and sustained livelihood for them. Some

studies (Ratteree, 2004; Patillo, 2012) have shown that some splinter unions were formed due to member dissatisfaction with the operations of the old teacher unions. Teacher trade unions on the other hand have continued to claim that a lot is being done for their members with a clear focus on making sure that their lives are improved. Among the key achievements by the trade union include conducting workers' education, increasing co-operation and well-being among workers, securing facilities and benefits for workers, establishing dialogue platforms between the workers and the employers, advocating for career progression for employees, safeguarding the interests of the workers, and provision of labour welfare. (Mwilima, 2008).

The desire to improve teaching and learning is concerned with the environment in which teaching occurs (Bascia, 2005). One of the primary functions of teacher unions is to act as the vehicles by which teachers' concerns about the conditions of teaching and learning reach the attention of policy makers (Vaillant 2005). Teacher unions are sites where new policy ideas are developed. They can be the settings for educational experimentation, innovation, research, teacher leadership, and teacher learning, thus increasing the capacity of educational systems more broadly (Levin 2010). Teacher unions provide necessary infrastructure for educational systems and foster innovation in provision of quality education.

Public schools in the United States of America are highly unionized under two major teachers' trade unions. The National Education Association has the highest union membership of over 3.8 million teachers (NEA 2020). On Same note, the American Federation of Teachers (AFT, 2020) is the second largest union with

teacher union membership of 1.7 million across all the states (Kelly 2018). These unions negotiate on behalf of teachers on matters concerning salary, teachers' professional development, better health insurance policies, retirement as well as health and safety at work place (Kelly, 2018).

Among the stake holders in educational issues, teacher unions are quite vocal. They claim that provision and strengthening of quality education is an essential union responsibility (American Federation of Teachers, 2003). Teachers union all over the world partner with other stakeholders to promote education. In America, the American federation of teachers and the National Education Association (NEA) have a department that works in collaboration with the government on matters of education. Teacher unions in Africa have also conglomerated to form Pan African Teachers Center (PATC) which is under the umbrella of world teachers body, the Educational International (EI) to promote education in their countries. Teachers unions in this region focus their energies on influencing policy development, form working relationship with government; identify issues that are of interest to teachers and government; by augmenting or extending reforms initiated by the government; or by engaging in parallel play with government in developing education in their respective countries.

Teacher management is an important aspect in the provision of quality education. Research evidence shows that teachers are the most important of school related factors affecting students' achievements through their effectiveness (Darling-Hammond, 2000). Bascia (2005) posits that teacher unions have a duty to manage teachers effectively to enable them perform well in their duty. Teachers make a difference in the learning of students and their long term life opportunities. Parents,

educators, researchers and policy makers all agree to the centrality of teachers' welfare in students learning.

In Zambia, the Industrial and Labour Relations Act CAP 269 Part II of the Laws of Zambia provides for the establishment of workers' organizations (trade unions) whose role is to ensuring that the welfare of workers are protected in both public and private sectors of the Zambian workforce. There are three mother body trade unions namely Zambia Congress of Trade Union (ZCTU) with forty-six trade unions affiliated to it; the Federation of Free Trade Union in Zambia (FFTUZ) which has twelve (12) affiliates, and the most recent federation with only three members the Confederation of Trade Union in Zambia (COTUZ) (MLSS, 2016).

The total number of trade unions according to the Ministry of Labour and Social Security (2016) are sixty-one (61) trade unions in Zambia. In the Zambian education sector, there are currently five teacher unions with the oldest being the Zambia National Union of Teachers (ZNUT) with its recognition agreement dating back to 1964 when it was signed between ZNUT and the Ministry of Education (ZNUT, 2006). The other more recent teacher unions include; Basic Education Teachers Union of Zambia (BETUZ); Secondary School Teachers Union of Zambia (SESTUZ), Professional Teachers Union of Zambia (PROTUZ), and the most recently formed, which is the National Union of Public and Private Educators of Zambia (NUPPEZ), (MLSS, 2018). It is however, the opinion of the teacher members in Zambia their unions are not doing enough despite receiving 'a lot' of money in form of membership subscription (ILO, 2004). It is against this background that this study was undertaken with a view to explore the role of teacher unions in promoting welfare and sustained livelihood of members.

In Africa, South Africa Democratic Teachers union has the highest union membership of 294,000 teachers (SADTU, 2020). In Kenya, The Kenya National Union of Teachers (KNUT) has a union membership of 180,000 as at June, 2020. However, due to the teacher validation process that was initiated in 2019 by the Teachers Service Commission (TSC), saw the membership drop by 130,000, a matter that was heard in parliament before it pronounced itself and directed that the commission to reinstate the teachers back to the union. On the other hand, currently, the Kenya Union for Post Primary Education Teachers registers union membership of 52,000 teachers (KUPPET 2020).

Nyambala (2011), observed that KNUT has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. In partnership with Education International and other local and international donor organizations, the trade union has carried out education programs focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labor, awareness-raising activities towards the Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general. KUPPET successfully entered a CBA with Teachers Service Commission (TSC) in 2016 and legally registered the CBA in the industrial court in 2017. The CBA aimed at putting pressure on the employer to increase teachers' salaries and revise their house and leave allowances. This collective bargaining agreement was implemented over a period of four years. This is illustrated in table 1.1

Table 1. 1 Collective Bargaining Agreement

New Grades	Minimum (Ksh.)	Maximum (Ksh)	House Allowance(Ksh)	Leave Allowance(Ksh)
D5	131,380	157,656	50,000	10,000
D4	118,242	141,891	50,000	10,000
D3	108,644	125,573	50,000	10,000
D2	91,042	109,249	50,000	10,000
D1	77,840	93,408	45,000	10,000
C5	62,272	77,846	35,000	8000
C4	52,308	65,385	28,000	8000
C3	43,154	53,943	28,000	6000
C2	34,955	43,694	16,500	5000
C1	27,195	33,994	10,000	4000
B5	21,756	27,195	6750	4000

TSC-KUPPET CBA 2017-2021

Table 1.1 shows proposed salaries and allowance increments secondary school teachers' as negotiated by KUPPET on behalf of teachers in Kenya. This CBA had proposed that the basic salary was to be implemented for a period of four years. The minimum basic salary for teachers in job group D5 took home Ksh. 131,380 and a maximum basic salary of Ksh. 157,656. Further teachers in job group B5 would get a minimum salary increment Ksh 21,756 and a maximum of Ksh. 27,195.

The World Education Forum held in Dakar Senegal, in April 2000, reaffirmed the expanded vision of education first agreed upon at the World Conference on Education for All (EFA) that was held in Jomtein, Thailand, in 1990 and identified KNUT as a strategic stakeholder in promoting Education for All (EFA) goals in Kenya. It mandated the union to spearhead and implement Education for All (EFA) goals in Kenya. The goals were to expand early childhood care and education, provide free and compulsory primary education to all, promote learning and life skills for young people and adults, increase adult literacy by 50 percent, achieve gender parity by 2005, gender equality by 2015 and to improve the quality of education. The Forum did not only emphasize the need to achieve Education for All (EFA), but also noticed the need to improve teachers' welfare and the quality of education. The Forum recommended for the improvement of all aspects including the welfare of teachers and quality education and ensure excellence for all so as to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills. (Dakar Framework for Action Article 7, World Education Forum, 2000).

Based on the recommendations in the Dakar Framework for Action, it can be concluded that everyone has the right not only to receive education, but also to receive education of a high quality hence the active role played by teacher unions in ensuring the welfare of teachers is guaranteed for the achievement of quality education in schools. As a key stakeholder in education, KNUT in 2003 fully assumed the role in promoting the EFA goals, advocacy for the Dakar Framework of Action and has also mobilized teachers to promote the EFA National

Action Plan (KNUT, 2005). Both KNUT and KUPPET have taken an active role in the drive towards achieving quality education in Kenya by mobilizing teachers towards EFA goals because KNUT believes that teachers are the key drivers in attainment of quality education in schools.

To achieve this strategic mission mandated by The World Education Forum in Dakar, which formed the basis for this study; KNUT developed some strategic initiatives address teachers' welfare which effected the achievement of quality education in schools. According to KNUT Education Policy document (2005), the initiatives include, improving teacher welfare, management of teacher discipline in workplace, initiating teacher advocacy in sensitization programmes on curriculum implementation and involving teachers in development of curriculum support materials (KNUT 2005). The purpose of this study was therefore to examine the influence of trade unions strategies on teachers' welfare in public secondary schools in Nairobi County as mandated by The World Education Forum in Dakar in 2000.

Teachers welfare in this case is defined as an all-encompassing term that includes a wide range of facilities that are of key significance for the well-being of teachers. These services are provided by the employer and related actors within a work or institution setup with the aim enriching the teachers wellbeing by ensuring that they are happy and contented or satisfied (Zalwango, 2014). In this case, teachers' welfare programs are availed with the ultimate aim of minimizing time-offs and as well as work absenteeism as a result of illness. It is important to note that these programs have escalated from absenteeism to include all aspects that relates to the total wellness of a teacher including personal development in the work station.

Bharathi and Padmaja, (2018) opines that teachers' welfare facilities as advanced by teachers' trade unions includes excellent working environment, conveyance allowances, flexible working hours, enhanced salaries, benevolent funds, credit facilities, motivational programmes, professional development programs, teachers discipline management, advocacy, maternity leave, medical schemes as well as house allowances (Kigenyi, 2017).

Teachers welfare benefits is regarded as crucial core mandate of the teachers' union (Juliet et al 2018). The welfare benefits for teachers which includes better pay, better working conditions and protection of rights of teachers which in turn influences their work output and subsequently commitment to duty. According to Kaitlin (2018) teacher Unions are more concerned with the salary, compensation and benefits of its members than with their growth in the profession however several National and Local Teachers' Unions are working to change this perspective.

Teacher professional development which includes growth in terms of competence, achievement, responsibility and recognition are critical and at the center of teacher performance (Nabibya, 2013). Additionally, the teacher is a decisive and dominant factor in achieving education quality improvement purposes. Teachers in this respect should possess sufficient skill be highly knowledgeable in their field of subject matters (Mantra, 2018). Improvement of professional standards by running in-service courses as a means of improving academic and professional levels of many service teachers is a clear attempt by the union at promoting competence and skills that go a long way to earn teaching a professional status to the profession and to enable the learner to get service from most qualified individuals. Enhancing the

status of teaching profession has encouraged teachers to feel satisfied and more committed to the work. (Kasivu, 2015).

Advocacy by trade unions is of great significance for teachers in matters pertaining education. These includes; participation in policy making process, implementation and evaluation (Mundy, 2008). The provision and strengthening of quality education is an essential union responsibility (American Federation of Teachers, 2003). Teacher unions all over the world partner with other stakeholders to promote education.

In Kenya, teachers' trade unions have been in the forefront in advocating on matters concerning educational reforms. Recently, KNUT voiced its concern with the newly introduced Competency Based Curriculum in Kenya. They have advocated for proper training of Early Childhood Education (ECD) teachers because of the complexities of fully implementing the new CBC (KNUT, 2019).

Teacher discipline is a pivotal issue in education (Ward 2007). Quality education begins with disciplined teachers. Disciplined teachers do more than teach the curriculum content. They inspire pupils and serve as role models in terms of attitudes and social relationships (Ackerman, 2006). Kallaway (2007) points out that disciplined teachers are hardworking, responsible and committed to their duties which improve their performance in class. Disciplined teaching force has far reaching impact on overall performance of learners and thus improves learning outcomes (Wairagu (2013).

1.2 Statement of the problem

The achievement of any educational goal(s) is totally dependent on improved teachers' welfare. Additionally, teachers are crucial actors in curriculum implementation within and outside a classroom setting. The execution in this case is embedded entirely on the teacher's wellbeing. Craig (2008) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing all teaching-learning attributes by the teachers.

There is a general consensus by education actors over the need to improve teachers' welfare as a key proponent leading to the successful achievement of any educational discourse. The Ministry of Education Science and Technology have provided teaching-learning resources to schools in Kenya. Teachers Service Commission has competitively recruited teachers and paid their salaries and other benefits. KNUT and KUPPET have been in the forefront in fighting for the welfare of teachers in public secondary schools in Nairobi County.

All that notwithstanding, little has been achieved by teachers' trade unions on specific strategies they have set to addressing the welfare issues of teachers in Nairobi City County. Additionally, there has been concern on the deteriorating levels of teachers' welfare besides the fact that the county registers the highest union membership in public secondary schools. The cause for the declining teachers' welfare is empirically unknown for there has not been sufficient studies to explain the trend. While many explanations may be given for this trend, teachers union may have contributed because fighting for the welfare of its members is one of the core mandates of teachers' union. Therefore, this research sought to investigate the

influence of trade union strategies on teachers' welfare in public secondary schools in Nairobi County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of trade unions strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

- i) To assess the influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools in Nairobi County
- ii) To establish the extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools in Nairobi County, Kenya.
- iii) To determine the influence of advocacy by teachers' trade union on teachers' welfare in public secondary schools in Nairobi County, Kenya.
- iv) To establish the extent to which Trade Unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools in Nairobi County.

1.5 Research Hypotheses

This study was guided by the following research hypotheses;

Ho1: There is no significant relationship between teachers' benefits and teachers' welfare in public secondary schools in Nairobi City County, Kenya.

Ho2: There is no significant relationship between teachers' professional development and teachers' welfare in public secondary schools in Nairobi City County, Kenya.

Ho3: There is no significant relationship between teachers' trade union advocacy and teachers' welfare in public secondary schools in Nairobi City County, Kenya.

Ho4: There is no significant relationship between teachers' discipline management and teachers' welfare in public secondary schools in Nairobi City County Kenya.

1.6 Significance of the study

The findings of this study will act as a baseline reflector for teachers' unions in evaluating their actual performance in matters of teacher welfare against their role in trade disputes and education policy development. The study can be used by Ministry of Education, Science and Technology education policy planners to incorporate meaningful involvement of teacher unions in making policy on the welfare of teachers. The Teachers Service Commission could use the findings of this study to better teachers working conditions.

Researchers in the field of education may benefit from the information brought about by this study in their work.

1.7 Limitation of the study

Keith (2009) observed that limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Limitations are factors that may interfere with the method of solving the problem, making research difficult. Teachers may not provide the desired responses when they suspect that their union affiliation is being

investigated. However, teachers were assured that the research was not in any way investigating the union in bad light but rather to strengthen union gaps and subsequently efficient and effective union representation. Besides vastness of the County, insecurity may pose a hindrance on the movement of the researcher as some schools situated in slums. The researcher remained alert and cautious while navigating security hotspot locations within the setting of slums.

1.8 Delimitations of the study

This study was delimited to teachers employed by Teachers Service Commission. KNUT and KUPPET officials from Nairobi County and National office, 87 public secondary schools compounding to 2236 secondary school teachers in Nairobi County.

1.9 Basic assumptions of the study

In undertaking this study, the researcher assumed that all the targeted teachers are unionized and trade unions have teachers' welfare as one of their goals. In addition, KUPPET and KNUT officials were well informed of their role as a professional body in addressing the welfare needs on behalf of teachers.

1.10 Definition of significant terms

Advocacy refers to teachers' unions support for, or recommendation of a particular cause or policy in the national discourse.

Benefits refers to an advantage or profit gained from something example Salary increment, allowances and bonuses, teacher promotion and pension.

Teacher discipline management: refer to the maintenance of orderly and conducive conditions by teachers' union among teachers that allow for improved welfare of teachers in Nairobi City County.

Teacher Professional development: These are ways in which trade unions expand and deepen teachers their skills as educators through classes, seminars and workshops.

Teacher union strategies: refers strategies put in place by teachers' unions which includes teacher salaries, teacher discipline management, teacher professional development, teachers' advocacy in public secondary schools in Nairobi City County.

Teacher welfare: It is the satisfaction of teachers' needs listed as better pay, good working conditions, raising the status of the teacher, teachers' allowances and protection of rights of teachers that enhances their performance of pupils in public secondary schools in Nairobi County

Trade unions refers to a registered association of teachers with a goal to ensure collective Bargaining with the employer (KNUT and KUPPET)

1.11 Organization of the study

The study was organized in five chapters. Chapter one includes background information, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two includes the introduction of the literature review, analysis of trade unions and teacher performance, summary of literature

review, theoretical and conceptual framework. Chapter three consists of research methodology which included research design, target population, sample size and sampling procedures, validity and reliability of instruments, data collection procedures as well as data analysis techniques. Chapter four consists of data analysis and the discussion of findings. Chapter five provided the summary of research findings conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explored relevant policy instrument, programs, reports and studies conducted in the past. Literature review provided a framework with which the findings were contextualized. It focused on the concept of trade unionism and the welfare of workers, the evolution of teachers' unions and teachers' welfare, securing of teachers benefits by teachers' unions and its influence of teachers' welfare, teachers unions on teacher professional development and their influence on teachers' welfare, teachers union advocacy and its influence on teachers' welfare and teacher trade union involvement in teacher discipline management and teachers welfare. The literature review was presented in terms of related literature, theoretical review as well as empirical review. A conceptual framework was presented to show how the various variables interacted; this was followed by a summary of the literature review within which gaps in the literature will be identified.

2.2 Securing of teachers' benefits by trade unions and its influence on teachers' welfare

Teachers welfare benefits play a vital on the total wellbeing of teachers and subsequently on students' achievement and performance within the work environment. UNESCO (2009) observes that the teacher is the most important academic input in education. Teachers' welfare benefits are normally measured through salaries and allowances increments, promotions to job groups, access to credit facilities as well as access to affordable and quality healthcare (Adams, 2013). Mahmood (2013) explains that teachers are the heart and soul of any education

system and their motivation is the most crucial element in performance in their work. Ackerman (2006) observes that the greatest determinant of student achievement is the teachers' commitment which is determined by the teachers' morale and the level of motivation. In schools the morale of teachers is an important factor to ensure that teachers' give of their best at all times so that students receive the best possible education (Anderson2002).

The provisions of teachers' welfare benefits need of the teachers enhance effective teaching and learning in schools and at the same time promotes the status of the teacher. The commitment by teacher unions in maintaining a motivated human resource in the teaching service aims at raising an effective workforce that can be used as a resource in provision of quality education in institutions of learning. Teacher unions motivate teachers in their work through their ability to mobilize and represent teachers' interests.

Murray (2017) indicate that teacher organizations in Canada and the United States of America are involved in securing welfare benefits for teachers from the government which promote interest among teachers and improve their presence in class. Berliner (2010) observes that teachers' welfare benefits include increment in salaries, better working conditions and security of their teaching job. Bascia (2015) posits that teachers' welfare programmes are important ingredients to the morale of the teachers. Improving the morale of teachers enhances commitment of the teacher which plays a pivotal role in raising the academic performance of the learners (Benson, 2013).

In a study done by Johnson and Donaldson (2011) in USA on: Teacher motivation as a factor for classroom effectiveness and school improvement,

found out that motivational programmes like promotion of teachers to higher salary scales and grades, promotion to administrative positions like deputyship and headship act as great motivators to the teachers. Kerchner and Koppich (2014) examined the relationship between teacher unions and teacher quality in large urban and suburban school districts in USA and found that attractive prospects for teachers' progress in their career lead to better teaching and performance.

A study conducted by Murillo (2010) and valiant (2016) in Latin America found that teacher unions in Brazil have established social welfare benefit programmes for teachers like credit societies, grants to help teachers pay school fees for their children and a burial revolving fund to help teachers during bereavement. The study noted that these programmes impact directly on the morale of the teachers thus improving their efficiency in duty performance. Reimmers and Reimmers (2009) argue that the contributions of teacher unions in motivating teachers have a profound effect on teacher's morale and their performance in their duty.

Kerchner and Koppich (2013) argue that teacher unions promote teacher motivation but however laments that little research has been carried on the role of teacher unions in education. This research therefore is conceived out of the desire to establish whether teacher's participation in improving teachers' welfare influence the provision quality education in schools.

2.3 Teachers' trade unions' on teacher professional development and their influence on teachers' welfare

According to Okumbe (2011) defines development as the process of providing senior teachers and managerial staff with conceptual skills for performing general duties. On the other hand, training provides teachers and other employees with specific skills for specific duties; development provides conceptual skills for general duties. Education is one of the key vehicles for the intellectual and professional development of our people and plays an increasingly important role in supporting a stronger and more globally competitive Indonesia. However, education in Indonesia still has several problems related to quality and access as well as the even distribution of well-trained competent teachers.

Teachers trade unions consider teachers' professional development as a vital tool to career progression and therefore a central trade union concern. However, teachers have few contractual safeguards that guarantee them both access to professional development and the time to undertake it. Teachers often undertake professional development in their own time and their own expense (Stevenson, 2018). Much academic research points to the importance of supporting effective teacher initial and continuous professional development through a strategic, sustained and adequately resourced commitment to developing teachers and meeting their professional needs (Pedder, 2018).

Teacher professional development involves many processes, actions, and mechanisms which are inevitably mediated by the cultural, social, political, and economic features and conditions of each particular context (Tan & Dimmock, 2014

Nations around the world are currently embarked in deep reforms of their education systems. One of the most substantial changes introduced relates to the dramatic transformation in the types and nature of learning outcomes expected from students. Ambitious learning goals, including both academic and non-academic outcomes, have been set in many countries (Todd, 2017). The purpose of today's school is not simply to deliver subject matter knowledge (mathematics, science, language, etc.) and prepare students for their future professional careers. The purpose is rather to educate 21st century citizens: active, self-directed, confident and concerned learners, competent not only cognitively but also emotionally, socially, and technologically. It is also important to educate students who are able to make responsible decisions, equipping them with the so-called 21st century competences and skills (McLaughlin, 2007). Another important change introduced by reforms in many nations has to do with the goal of promoting equity and social justice in schools (Apple, 2011).

The expectation is for schools to work equitably and effectively for all learners in ever more diverse classrooms, hence contributing to a better, more just and free society (Kaur, 2012). Changes of this magnitude necessarily require profound transformations in curriculum and instructional practices, in what and how teachers teach to students (Yau, 2016). Indeed, teachers are key to the success of reform initiatives, as they are ultimately the ones in charge of enacting these initiatives within the classroom (Guskey, 2002). In the 21st century, teachers are expected to play a variety of roles in schools. Fulfilling these roles requires a wide range of professional and personal competencies (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009).

However, research has shown that many teachers need intensive guidance and support to be able to teach according to innovative principles Borko, (2014). There is widespread agreement among policymakers, scholars, and educators that promoting the professional development (PD) of in-service teachers is a cornerstone to achieve the ambitious goals of educational reforms (Desimone, Porter, Garet, Yoon, & Birman, 2002). For this reason, many nations across the world are investing in the continuous learning of their teachers as a major engine for the improvement of both teacher competency and student academic success (Darling Hammond, Chung Wei, & Andree, 2010).

As pointed out by Knight (2012), providing teachers with opportunities for professional development is essential because initial teacher education programs cannot provide them with all the competencies that are needed in the classroom, especially the procedural skills, which primarily develop in practical settings. The expectation for today's teachers is to embrace life-long learning to be able to constantly adapt to new situations and respond to the changing demands of society in the classroom. Moreover, providing teachers with PD opportunities commonly improves their job commitment and satisfaction, hence having positive effects over attrition and turnover (McCloskey, 2009)

The field of teacher professional development as advanced by unions constitutes a domain of research in its own right, with its own set of theories and models Avalos, (2011). During its three decades of life, researchers have proposed multiple theoretical perspectives on how teachers learn and change. These range from unidirectional Guskey, (2002) and multidirectional models (Desimone, 2009), in which teacher learning is conceived of as a rather direct consequence of certain

processes and conditions, to models based on complexity theories Opfer & Peder, (2011), in which teacher learning is conceptualized as a rather unpredictable outcome of cyclical and dynamic processes.

Teaching as a profession offers a relatively flat career trajectory lacking adequate recognition and leadership roles for experienced classroom teachers who demonstrate expertise in the teaching and learning process (Frechtling & Katzenmeyer ,2001). The extent to which teaching careers offer continued advancement as well as opportunities to contribute to the quality of education is important for the recruitment and retention of highly qualified and motivated professionals Day & Gu, (2007). Teachers may seek enhanced career pathways to promote new learning and sustain motivation about their own teaching as well as to seek opportunities that widen their contacts and support others in the profession (Margolis, 2008). Cochran-Smith (2004) argues that without such opportunities teachers who seek professional advancement are forced to move into educational management roles.

The U.S. model of National Board Certification (NBC) also recognizes teachers for excellence, requiring documentation through regular assessment of portfolio materials of teachers' work. Connelly and McMahon (2007) note that such documentation may be a key element that helps draw the distinction between 'performance' pay certification models and merit/status pay models such as the Chartered Teacher scheme. Nevertheless, both models entail informal teacher leadership roles through status and recognition, rather than representing formal teacher leadership career pathways with expanded roles and responsibilities. In contrast to these examples, the 'advisory teacher' model employed by Local

Education Authorities (LEA) in the U.K. since the 1980s is a conceptualization of experienced 'Lead Teachers' appointed to more formal teacher leadership roles for specific purposes (Frost & Harris, 2003). Typically, such advisory teachers are seconded directly from the classroom for 2-3 years and provide in-service training related to specific projects being undertaken by clusters of schools as well as advise individual schools in preparation for inspectorate visits.

Frost and Harris (2013) emphasize that multiple reform initiatives affecting the classroom have increased the need for teacher support networks enabling expert teachers to support their colleagues. Perhaps the best example of a teacher leadership role is provided by the Advanced Skills Teacher instigated in the US and Australia and later adopted in Britain and New Zealand. The Advanced Skills Teacher role was designed to retain good teachers in the classroom while enabling them to share excellent classroom skills and subject-related expertise with peers in and across schools.

Murray (2003) in a study on teachers' organizations in Canada and the United States of America found that teacher unions are deeply and broadly involved in education reforms and in improving teacher quality. Barber (2006) in his research on education reform, management approaches and teacher unions observes that teacher unions have developed strategies to promote education. These strategies include developing professional capacity development for teachers, getting involved in instructional material development and coordination of teaching and instruction in schools. Murray avers that teacher unions discuss curriculum and assessment issues with state departments of education in Canada and America. Additionally, Evidence suggests that there is a higher incidence of teacher

absenteeism, teachers struggling with student learning differences, and student learning being hindered by teachers' low expectations of their students than in other OECD countries. There also seems to be an unclear relationship between principals and the political leadership in municipalities, a relationship which is marked by distrust.

Trade unions emphasize that teachers are expected to have sound knowledge of their subject areas to be able to select appropriate and adequate facts for planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students (Ayeni,2018).

Bascia and Osmond (2012) found that apart from one portrayal of self-serving union advocating for teacher benefits at the expense of student learning some researchers have it that some unions are organization committed to strengthening the teaching profession and improving the quality of education, one of the most common examples is the provision of professional learning opportunities for teachers. According to Education Next (2012) Finland is a famously world leader in student performance. It also has some of the strongest unions in the world and that includes its teachers' union. More than any other advanced industrial nation, Finland's education strategy is to give teaching the highest status and make it more desirable job in the country. The winning combination is top-quality recruits, first-rate training and teachers with the kind of anatomy-read trust typically accorded to other professionals but really to teachers.

According to a study by Nabibya 2013 who cites Nyambala (2001) noted that in its professional role KNUT has put a lot of effort into influencing the improvement of professional standards. He points out that KNUT has always been involved in the running of in service courses as means of improving academic and professional levels of many serving teachers. Nabibya (2013) opines that KNUT helps in agitating for promotion of teachers as well as other duties like fighting for better working conditions and defending teachers. In course of their duties with reference Eisner (1984) beginning teachers who enrolled in teacher induction programs also improved in self- confidence and classroom management, lesson planning and managing classroom discipline.

For teachers to be productive and effective they should be engaged in continuous skills upgrading to master the subject matter they teach and the pedagogical skills required for good presentation of the material (Darling-Hammond, 2000). Teachers mastery of didactic skills affect educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their ability to use that knowledge to help students learn (Mullens, 2009). According to Moe (2003) teacher unions in USA and Canada organize seminars and in-service training for teachers on pedagogy to deepen their knowledge, practice and commitment in their work.

ILO Bureau for workers' activities (2007) states that unions conduct a broad range of educational programs. A number of organizations around the world blend union education activities with labour research. For instance, we have labour education and Research network (LEARN) in the Philippines, which works with labour

federations, union and other groups such as non-governmental organizations (NGOS) and cooperatives provides basic union education, conducts training courses for labour educators and organizes workshops on labour-related issues.

Teacher unions' participation in curriculum sensitization programs is informed by the fact that skills acquired by the teachers will enhance teacher quality. Without quality teachers, there cannot be quality education; quality education begins with quality teachers (Darling-Hammond, 2000). The teachers therefore play a great role in enhancing quality education. Cook (2003) argues that teacher developments' capacity building programs play an essential role in improvement of teacher' knowledge, skills and performance which in turn improve learners' performance. Banks and Meyers (2001) observe that teacher capacity building development programs lead to acquisition of knowledge, understanding, skills and abilities that enable individual teachers to develop strategies to meet the learning needs of the learners.

Valencia (2009) and Valliant (2005) observe that teacher unions conduct in service training to overcome shortcomings that arise from curriculum changes and emerging trends in education to keep teachers abreast of new knowledge and practices in the field. The training also keeps the teachers in touch with the current educational thinking in order to maintain good practice and raise standards of teaching. Case studies of teacher unions in Chile, Colombia and Argentina have provided evidence that sensitization programs on issues of curriculum contribute significantly to student learning and achievement (Murillo, 2006). It is

recognized that well in serviced teachers are an essential component of school programs that result in improved outcomes for learners (Bruce, 2007).

Since teachers play such a major role in education of the learners, teachers 'capacity building programs becomes a matter of vital concern. The teacher sensitization programs enable the acquisition of the necessary content and pedagogical skills to help teachers bring out the expected outcomes among the learners. Programs used by teacher unions for curriculum sensitization include dialogue and reflections with colleagues, publications in journals seminars and workshops. Teacher unions in Eritrea, Gambia and Lesotho conduct extra mural courses for teachers to improve on teacher qualifications, seminars and workshops on classroom management and teaching which all encourage quality instruction in schools (Murray, 2002).

The American Federation of teachers (AFT, 2003) in its research on what makes teachers effective, identified teacher capacity building programs as quite crucial. The study found out that they expand teachers' knowledge base on teaching content, teachers acquire new types of expertise and also keep abreast with emerging knowledge which refine their conceptual skills. This skill promotes the performance of the teacher, the teacher is able to transmit the acquired knowledge, skills and attitudes to the learners in the learning process hence attainment of quality education by learners.

Teacher unions in the USA have broken the bounds of industrial unionism and have created a tentative stake in organizing as mental workers rather than as industrial workers. They have begun to depart from the boundaries of wages, hours, and

conditions of employment to organize what has been called the “other half of teaching,” the substance of their work as opposed to the conditions under which it takes place. They have begun to define and enact standards for teaching quality, and they are claiming their place as school reformers. Both the American Federation of Teachers (AFT) and the National Education Association (NEA) have officially put themselves in the quality education business. Both have endorsed peer review, training standards for teachers, and teacher work schedules that treat professional development as part of a teacher’s job and not an add-on option. A small but increasing number of union locals are following this lead (Georgelles & Lange, 2010).

In the United States of America, almost all unions involve themselves in some kind of teacher professional development: some modest, some substantial and highly integrated. Interestingly, it is often the union rather than the school leaders that provides the continuity to keep a professional development project alive. For example, during the late 1980s and early 1990s, Miami-Dade County (Florida) Public Schools witnessed five changes of superintendents, along with rapid demographic changes in its student body, a recession, and a devastating hurricane. The set of staff development programs negotiated with the United Teachers of Dade survived these tough times (some with substantial modifications) and continue today because they have both an anchor in negotiated agreements and continuing union leadership (Kremp, 2017).

It is important to note that teacher unions in the USA have broken the bounds of industrial unionism and have created a tentative stake in organizing as mental workers rather than as industrial workers. They have begun to depart from the

boundaries of wages, hours, and conditions of employment to organize what has been called the “other half of teaching,” the substance of their work as opposed to the conditions under which it takes place. They have begun to define and enact standards for teaching quality, and they are claiming their place as school reformers. Both the American Federation of Teachers (AFT) and the National Education Association (NEA) have officially put themselves in the quality education business. Both have endorsed peer review, training standards for teachers, and teacher work schedules that treat professional development as part of a teachers’ job and not an add-on option (Bennell & Akyeampong, 2012)

Jackson (2014) posits that trade unions provide education and training to their members with the aim of building their capacities. Education and training programs often take the form of seminars and workshops either at the national or local level. Courses offered in such workshops include decent work, social security, governance, collective bargaining among others. A study done by Mwasikakata (2007) on the role of trade unions in economic development in South Africa found out that education and training for workers is fundamental to building both capacity and solidarity among members and enables the workers to participate fully and meaningfully in decision-making processes at their respective workplaces. It also entrenches the understanding of the current dynamism of government, employers and other social partners at national, regional and global levels.

In Kenya, teacher unions perform both trade union and professional functions. There are three teacher unions in the Kenyan education sector namely, the Kenya National Union of Teachers (KNUT), Kenya Union of Post Primary

Education Teachers (KUPPET) and University Academic Staff Union (UASU) for lecturers in public universities. According to KNUT (2015) KNUT is both a trade and a professional organization for teachers. The mandate of KNUT is to secure, protect, and enhance the welfare of their members and to advocate for education professionalism and development in the Country. KUPPET carries out this mandate by conducting research on education policy development issues, training its staff and members throughout the country on emerging issues in the field of education (KUPPET, 2015).

According to the outline in KNUT's and KUPPET's constitution contained in Article (II) and (IV) respectively, they are summarized into five functional areas, namely; to unite teachers of all grades, to secure improved terms and conditions of service for teachers and to protect their interests as workers (KUPPET, 2017) Other functions include promoting programs that are aimed at improving teachers' welfare and socio-economic well-being, to contribute to professional work in teaching and development of education services in Kenya.

KNUT hinges its functions on the pillars of its vision; mission and core values. Its vision is to become the most effective and self-reliant teacher union in the world, while the mission is to unite teachers of all grades for quality service, socio-improvement, and professional advancement and strengthen their bargaining power while promoting quality education. The core values of the union are professionalism, collective action, teamwork and responsibility, fairness and equity, mutual respect and solidarity (KNUT, 2015).

Further KNUT has initiated other programs which include the strengthening of mathematics and science in secondary education (SMASSE), continuous professional development for teachers and creating learners' access and improvement of learning results. KNUT also contributes to the professional development of education through membership in district education boards, county education boards, boards of management (BOM for secondary schools), school board of management (SBM for primary schools), university and college councils as well as K.I.C.D. subject and course panel (Kasivu 2015). These programmes strive towards the attainment of Education For All (EFA) goals. KNUT also involves teachers in curriculum review and support teachers' innovation of developing their own instructional materials using local materials within the environment (KNUT 2015).

The emergence of a teachers' union in Kenya, like in most developing countries of the world, can be attributed to the professional and welfare needs of the teachers. McCollow (2017) sees a need for the competitive role of a teachers' union rather fighting for egalitarianism when he observes that teachers often experience themselves as powerless, abused, underpaid and generally unappreciated. Barber (2000) in his functionalist argument suggests that professionals hold rare skills and knowledge that are esoteric and powerful. The skills and knowledge earn the professional status in the society and the benefits that go with it. Union's ability to press for professionalism in teaching serves two purposes: raising the status of the profession and enabling the public to get service from the most qualified individuals.

Teachers' union has put in place strategies and programs to promote the welfare of its members over and above its trade union activities (KUPPET 2017).

Conducting research on education issues and training teachers to empower them in pedagogical knowledge (KNUT, 2005).

2.4 Advocacy of teachers' trade unions and its influence on teachers' welfare

According to Kidumo (2011), teacher unions have advocated for education reforms that is inclusive. Teachers unions have participated the development of curriculum and advocated for the training of teachers on emerging issues in curriculum development and implementation. Teachers and their organizations shape educational reforms and policies through their involvement in interest groups, and professional associations, or through government policy forums.

HIV/AIDS awareness training or research and job satisfaction as well as empowerment are also provided by several of the teacher unions, including those in Eritrea, Lesotho, Liberia, Uganda, and Zambia. The Lesotho Association of Teachers had projects addressing awareness, prevention and voluntary testing, teacher professionalism as well as gaining legal protection from victimization for its members. It published a book on life-skills education in partnership with the Ministry of Education and Training. Uganda's union has ongoing research on HIV, job satisfaction as well as developing a workplace HIV/AIDS policy for teachers (Bennell & Akyeampong, 2012)

Unions also often press for smaller classes and lighter teaching loads, allowing teachers to teach more effectively. Unions also tend to raise the standards for teacher licensing, which ensures that only qualified candidates enter the profession. Teacher unions have not only the mandate from their members but also the responsibility to take an active role in education reform (Adelberg,

2008). Teachers ensure that reform goes beyond rhetoric, that good ideas are translated into practice (Urbanski, 2001).

Similarly, Rosco (2006) conducted a study on the role of the Namibia teachers' union in the development of the staffing norms policy in Namibia whose focus was on the role of stakeholders in the policy process played by the Namibia National Teachers' Union (NANTU) in the formulation of the staffing norms policy in Namibia. The findings indicated that NANTU was in policy making, an area that was traditionally perceived a management jurisdiction and performed its function professionalism. Findings also stressed the significance of stakeholder involvement in policy processes and provided a better understanding of the complex nature of policy. The study further indicated that NANTU helped teachers through its policy influence, the construction of staff rooms in schools.

Chisholm and Ngobe (2003) found that although policy formulation was broadly participatory in most countries, involving government, the private sector, university researchers, NGOs and donors, overall teachers were less involved than other sectors. Although Kenyan teacher unions are largely known for championing for teachers' remuneration, they have also played their part in education reform albeit in collision with the central government constitution, new bills and policies. The reforms in the education sector must be undertaken with full consultations of (KNUT, 2012.)

According to KNUT (2015) KNUT is both a trade and a professional organization for teachers. The mandate of KNUT is to secure, protect, and enhance the welfare of their members and to advocate for education professionalism and

development in the Country. The KNUT carries out this mandate by conducting research on education policy development issues, training its staff and members throughout the country on emerging issues in the field of education (KNUT, 2015).

According to the outline in KNUT's strategic Plan (2015-2019) the aims and objectives of the Union are contained in Article II of its Constitution. They are summarized into five functional areas, namely; to unite teachers of all grades, to secure improved terms and condition of service for teachers and to protect their interests as workers. Other functions include promoting programs that are aimed at improving teachers' welfare and socio-economic well-being, to contribute to professional work in teaching and development of education services in Kenya.

KNUT hinges its functions on the pillars of its vision; mission and core values. Its vision is to become the most effective and self-reliant teacher union in the world, while the mission is to unite teachers of all grades for quality service, socio-improvement, and professional advancement and strengthen their bargaining power while promoting quality education. The core values of the Kenya National Union of teachers has put in place strategies and programs to promote the welfare of its members over and above its trade Union activities.

On the other hand, KUPPET It helps teachers to cope with contemporary issues in education that improve on their classroom delivery, implementing economic support schemes in collaboration with other strategic partners through SACCOS, Burial and Benevolent Funds and education fund as well

as conducting research on education issues and training teachers to empower them in pedagogical knowledge (KUPPET 2019). KNUT has initiated other programs which include the strengthening of mathematics and science in secondary education (SMASSE), continuous professional development for teachers and creating learners' access and improvement of learning results (Kasivu, 2016).

KNUT also contributes to the professional development of education through membership in district education boards, county education boards, boards of management (BOM for secondary schools), school board of management (SBM for primary schools), university and college councils as well as K.I.C.D. subject and course panels (KNUT 2009). These programmes strive towards the attainment of Education For All (EFA) goals. KNUT also involves teachers in curriculum review and support teachers' innovation of developing their own instructional materials using local materials within the environment (KNUT 2015).

2.5 Teacher trade unions' involvement in teacher discipline management and teacher welfare

Campbell, (2002), in his study on professional ethics among teachers in Brazil observed that maintenance of a high level of discipline in the teaching force is the cornerstone to provision of quality education to the public. Management of teacher discipline is an integral component of teacher unions' constitution. Many teacher unions have either developed their disciplinary code or partner with other stakeholders in education sector to enforce teacher discipline and maintain high degree of professionalism among the teachers.

A UNESCO Survey (2009) on modern trends in teacher management reported that teacher unions in America and Europe have definite structures of managing teacher discipline. The unions address issues on teacher absenteeism, dress code, and punctuality to work, teacher pupil relationship and sexual abuse to pupils all which constitute offences liable for disciplinary action (Bennel and Akyeampong, 2007). Teacher unions in Zambia, Zimbabwe and Namibia have strategies of disciplining errand teachers which include suspension from duty, interdiction, verbal and written warnings and dismissal from workforce (Kidumo, 2011).

Bennell and Akyeampong (2007) point out that maintenance of teacher discipline regulates teacher behaviours, enhances professional status of the teacher, establishes guidelines for delivery of services and ensures delivery of quality education to the pupil. Discipline at workplace is a core ingredient that enhances the attainment of positive learning outcomes. Ward (2007) contends that teachers' code of discipline is an important tool which regulates teachers' professionalism and ensures delivery of quality education to their clients.

In Kenya KNUT and TSC partner in enforcing the code of regulation for teachers to ensure management of discipline among teachers. The discipline code address issues on teacher discipline and professional performance of duties namely immoral behavior, professional misconduct in performance of duty, infamous conduct, forgery, mismanagement and embezzlement of public funds and other acts or conduct incompatible with the teaching profession (TSC Act 2012). KNUT sensitizes teachers on the code of regulations through seminars, workshops, publishing issues on the Kenyan Teacher magazine and frequent updates in the

unions website. Teacher discipline and commitment to duty improves professional competence and delivery of quality education to the child.

A study by Lieberman (2000) observes that teacher unions play an extremely influential role in developing disciplinary structures at workplace to guide and regulate teacher discipline and performance in duty. Kerchner and Koppich, (2007) agree with Lieberman that teacher unions have a great role to play in maintaining discipline of teachers but disagree on whether teacher discipline has any significant relationship with teachers' ability to provide quality education to learners, fronting a contention which this research aims to examine by investigating whether teacher unions' maintenance of teacher discipline influence provision of quality education in schools.

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In Kenya both KUPPET and KNUT and TSC partner in enforcing the code of regulation for teachers to ensure management of discipline among teachers. The discipline code address issues on teacher discipline and professional performance of duties namely immoral behavior, professional misconduct in

performance of duty, infamous conduct, forgery, mismanagement and embezzlement of public funds and other acts or conduct incompatible with the teaching profession (TSC Act 2012). KNUT sensitizes teachers on the code of regulations through seminars, workshops, publishing issues on the Kenyan Teacher magazine and frequent updates in the unions website. Teacher discipline and commitment to duty improves professional competence and delivery of quality education to the child.

KUPPET in consultation with the Nairobi TSC County director and various public secondary schools handled fourteen teacher discipline cases. The union notes that some cases went through the court system and the legal fees was expensive. However, a hybrid of transformative leadership, professionalism, good faith and mutual respect is recommended to achieve win-win situation and secure jobs of the affected teachers. Notwithstanding, every teacher must guard his/her job, maintain professionalism and keep away from illicit relationships with students. Employment is a contract governed by law (KUPPET, 2019).

2.6 Summary of literature and gaps

The reviewed literature established that indeed teachers' trade unions have become part and parcel of teachers' welfare and education systems all over the world (Bascia, 2003). The literature has determined that securing of teachers benefits and especially basic salary and allowances has been a key welfare role of such unions (Guthrie, 2002). The literature suggests that in recent times the trade unions have ventured into other areas such as advocacy in education reforms, teacher professional development teacher discipline management as well as providing credit to their members (Mundy et al. 2008). Whether teachers' trade

union activities have translated into improved teachers' welfare and their output by the teachers is still debatable. Bascia (2003) states that labor unions have always been opposed to the question as to whether their activities improve teacher welfare to translate in greater teacher performance achievement.

The empirical review is testament to the shortage of empirical evidence on the issue of influence of teachers' trade unions on the educators' welfare. The few studies reviewed such as Jones-White (2004), Fuller, Mitchell & Hartmann (2000) and Terry (2010) have been carried out in the United States and Europe commonly referred to as the developed world. The findings of such studies cannot be replicated or taken to be the truth in the Kenyan context.

2.7 Theoretical Framework

The theoretical framework of this study was based on Herzberg's Two-Factor Theory of motivation (1959). According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. Herzberg further outlines two factors in this theory. Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/ if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. These factors describe the job environment/scenario. Hygiene factors include; Job satisfaction for the teachers in terms of pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

Motivation factors, which are the drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment, are achievement, recognition, work itself, responsibility and advancement. Achievement factor refers to successful performance of teachers work tasks, solving problems, justification and seeing the results of one's work. Recognition relies on notice, praise and criticism received from colleagues or management and it mainly means getting recognition due to achievement in tasks. Work itself describes the actual content of one's job, basically meaning the tasks of the job. Responsibility means the sense of responsibility given to an employee for his/her own work or being given new responsibilities. Lastly, advancement refers to a change in one's position at work and, therefore, involves the concept of promotion

Meanwhile, the hygiene factors, which are contingent factors may demotivate but cannot themselves provide lasting motivation, school policy and administration, supervision, salary, interpersonal relations and working conditions. School policy and administration relate specifically to organization management at workplaces and they also require teaching staff policies. Supervision, on the other hand, refers to the actual behavior of head teachers towards employees, for example how fair or unfair they are and how willing they are to enjoy responsibilities. Salary is economic benefit for work. Interpersonal relations refer to the social interactions between colleagues and between teachers and their principals. Working conditions require the physical environment of working and especially the available facilities with all their space and tools, for instance.

Both KNUT and KUPPET has continuously agitated for better remuneration of teachers in terms salaries, allowances and other fringed benefits for the teachers as

this are basically their core mandates according to the philosophy they are founded. It is important for the TSC and the MoE to realize that not providing the appropriate and expected extrinsic motivators will sow dissatisfaction and decrease motivation among the teachers. This why teachers' unions have the mandate to enter into labour contracts (CBA) with the employer to address the very issues with an aim of ensuring that teachers' welfare improves.

Additionally, the working conditions in the school setting should be safe, clean and hygienic to motivate the teachers. The work tools should be well equipped, updated and well-maintained. TSC need therefore to recognize that while these needs may fall outside the more traditional scope of what a work place ought to provide, they can be critical to teamwork among the teachers.

According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction among the teachers. In addition, these factors are inherent to work. These factors motivate the employees for more superior performance.

Teachers trade unions strives for the teachers to be accorded ideal working conditions with the aim of improving their welfare and general work output for the achievement of both organizational and personal goals. The Ministry of Education and the Teachers Service Commission have the responsibility as enshrined in Employment Act of 2017 and other related regulations, to guarantee job security to the teachers and to ensure the automatic suitability of the institution's working environment.

The teacher in the school will find these factors intrinsically rewarding. Motivational factors include; teacher professionalism which should be inculcated through praise and recognition for their accomplishments by the employer through the head teacher who is the agent of the commission within a school setting. In Addition, the teachers must also be encouraged to enhance their professional development to motivate them to work harder. In addition, there must be growth and advancement of opportunities. Teachers should finally be empowered to overcome the challenges in their life as well as in the workplace to motivate them to perform.

The choice of this theory was based on the belief that teachers trade unions strategies play a pivotal role on the welfare of its membership. Union activities (hygiene factors) e.g. better pay of salaries, allowances and other fringed packages find their meaning on the improvement of teachers' welfare. Additionally, motivators (intrinsic), also forms the primary responsibility of the union with regard to the working conditions, recognition and encouraging professional growth of teachers.

One of the major strengths of the two factor theory of motivation is the fact that its normally matched with suitable leadership styles. In this case, teachers trade unions play a key role by agitating for the improvement of teachers' welfare. However, the two factors theory sometimes overlooks the emergence of a situational variable. This is to say that it doesn't look at other variable that may affect both hygiene and motivators e.g. psychological wellbeing of a teacher, new government policies and competency levels of teachers.

2. Conceptual Framework

The Conceptual framework presented the variables and how they interacted with each other. The independent variables (inputs) are strategies put in place by teachers' trade unions in enhancing teachers' welfare which include improvement of teachers' salaries and other benefits, teacher professional development, advocacy and involvement in teacher discipline management while teachers' welfare is the dependent variable (outputs) which includes access to credit and savings, better medical cover, teacher promotion, participation in curriculum reform and minimal disciplinary cases. This relationship is shown in figure 2.1

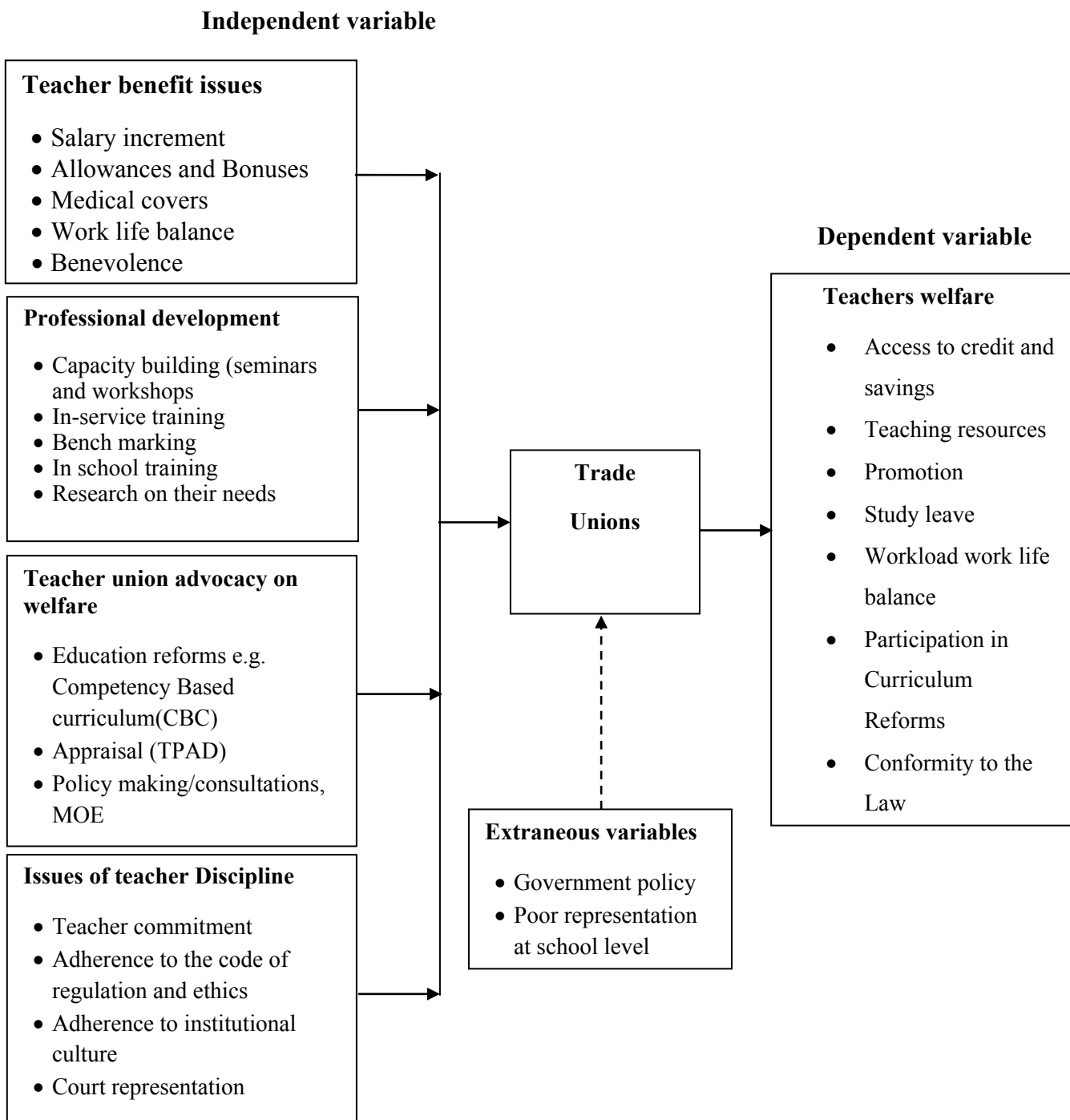


Figure 2.1 Influence of trade unions strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya.

According to figure 2.1, the influence of trade unions strategies on teachers' benefits issues is an independent variable was conceptualized in terms of teacher salary increment, allowances, bonuses, promotion, medical covers, work life balance and benevolence, hence linked to bias teachers' welfare. Teachers' professional developments was conceptualized in terms of capacity building through seminars and workshops and in-service training, bench marking, in school training and research on their needs and was linked to bias teachers' welfare.

Union advocacy was conceptualized in terms of education reforms e.g. the Competency Based Curriculum (CBC), Appraisal (TPAD), policy making and HIV/AIDS campaigns for teachers' welfare. The efforts by trade union on issues of teacher discipline was conceptualized as teacher commitment to work, adherence to code of regulations and ethics teacher adherence to institutional culture and court representation hence linked to bias teachers' welfare. These initiatives by teachers' trade unions form the (inputs) and facilitate improved teachers' welfare (outputs)

Teachers' welfare in this model was conceptualized as teacher access to credit and savings, better medical scheme, promotion to job groups, work commitment, teacher participation to curriculum reforms and disciplinary cases. The interplay between the independent variables (inputs) with trade (process) will result in teachers' welfare (outputs).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the methodology used in the study. It covered the research design, target population, sample size and sampling procedure, research instruments, validity of research instruments and reliability of research instruments, data collection procedures and data analysis techniques and ethical considerations of the study.

3.2 Research design

The study employed descriptive survey design. Descriptive survey design was used for this study because it allowed the researcher to describe characteristics of a particular individual, or group (Kothari, 2004). The research design enabled the researcher to understand the beliefs, the attitudes and perception of the teachers on the influence of their trade unions strategies on their welfare. It was also used by the researcher to collect both quantitative and qualitative data as is the case for this study. Descriptive survey involved the process of gaining insights into the general picture of a situation, by studying variables in their natural set up.

3.3 Target population

This research targeted a total of 87 public secondary schools and 2236 teachers in Nairobi County. The target population in Langa'ta sub-county was 3 schools and 78 teachers, Kibra had 7 schools and 152 teachers, Westlands consisted of 6 schools and 45 teachers, Dagoretti had 6 schools and 159 teachers, Makadara consisted of 10 schools and 231 teachers, Starehe had 9 schools and 250 teachers, Kamukunji had 11

schools and 298 teachers, Embakasi consisted of 14 schools and 408 teachers, Njiru had 7 schools and 176 teachers while Kasarani sub-county had 6 schools and 165 teachers. All the 2236 secondary school teachers, 11 KNUT and 7 KUPPET officials in Nairobi branch as well as one national KNUT and KUPPET official formed the target population for this study (MoE, 2022).

3.4 Sampling technique and sample size

Mugenda and Mugenda, (2003) recommends a presentative sample of between ten to thirty percent for descriptive survey research. Thirty percent of 87 secondary schools was selected leading to a sample size of 26 schools. Thirty percent of 2236 teachers was chosen leading to a sample size of 671 teachers. A sample size of 11 KNUT and 7 KUPPET official were purposively selected. Purposive sampling was ideal because the officials had specific information and knowledge of the unions. The schools and teachers were stratified in all the Sub County to obtain the number of schools and teachers. Stratified sampling technique was used because it enabled the teachers not to miss out in the strata. Consequently, random sampling technique was used to get the sample population of schools and teachers to participate in the study. This is illustrated in the sampling table 3.1.

Table 3.1 Sampling frame

Sub County	Number of Schools	School Sample	Number of Teachers	Teacher Sample	KNUT official
Langa'ta	3	1	78	23	1
Kibra	7	2	152	46	1
Wetlands	6	2	150	45	1
Dagoreti	6	2	159	48	1
Makadara	10	3	231	69	1
Starehe	9	3	250	75	1
Kamukunji	11	3	298	89	1
Embakasi	14	4	408	122	1
Mathare	7	2	169	51	1
Njiru	7	2	176	53	1
Kasarani	6	2	165	50	1
Total	87	26	2236	671	11

Table 3.1 shows the study population and sample size for schools and teachers. After selecting thirty percent of the schools and teachers in each sub county, simple random sampling was used to select the number schools and to participate in the study. At school level consideration was to be made to balance gender when selecting the respondents. All the 11 KNUT and 7 KUPPET officials in Nairobi County and one national official were purposively sampled to participate in the study as they are well informed about the activities of the union. Creswell (2007) posits that purposive sampling allows the researcher to select respondents who would give relevant information concerning the phenomenon under study. A total of 671 respondents participated in the study.

3.5 Research instruments

Three types of instruments were used to collect data in this study, the questionnaire for teachers, interview guide for KNUT and KUPPET officials and document analysis guide.

Teachers' Questionnaire enabled efficient use of time since information was collected from a large number of teachers. The researcher administered closed ended questionnaire items to teachers. Closed-ended questionnaires were advantageous because they enabled eliciting specific responses from the respondents (Kasomo, 2006). The questionnaire had six sections; Section "A", sourced general demographic information from the teachers, section "B" gathered information on the influence of trade unions strategies in securing teachers' benefits on teachers' welfare. Section "C" sourced information on the influence of teachers' trade unions strategies on teacher professional development. Section "D" sourced information on the influence of trade union strategies on advocacy. Finally, section "E" gathered information on influence of trade unions 'strategies in maintenance of teacher discipline issues in schools.

Interview guide for Teachers trade union officials was another data collection instrument for the study. According Kallio (2016) interviews guide allowed the researcher to engage in conversation with participants. Interviews were appropriate for this study, because of their usefulness in generating deep and meaningful insights which revealed new perspectives on the role played by teachers' union trade. Such interviews also provided space to probe some of the

responses that made it possible to obtain detailed and meaningful information. Interviews also allowed the participants to express themselves freely. The interview guide contained questions on all the research objectives and were administered to the branch teacher trade union officials.

Document analysis guide served two purposes; firstly, it provided additional information to that provided by the participants in the questionnaire and during the interviews. Secondly, in some instances, it corroborated the questionnaire and interview information. Document analysis guide also served the purpose of triangulating the data. Creswell (2007) suggests that attempts should be made to corroborate the findings from conversations, interviews and questionnaires with other evidence, hence the combination of questionnaire, interviews and document analysis guide was necessary for this study. The combination of questionnaires, interviews and document analysis helped to understand unions policy framework on provision of quality education vis-a-vis their critical roles played in implementation of the education policy. In this study the documents that were analyzed included; teacher union reports and resolutions, proceeding reports of some consultative conferences (Annual Delegates Conference), newspaper articles and books, journals (The Teacher), both KNUT and KUPPET Education Policy Document (2005 and 2009), KUPPET and KNUT constitution, Strategic Plans (2008-2013), KNUT Strategic Plan (2015-2019), Unions Work Place Policies and resolutions of the Dakar Frame Work of Action on EFA goals (2000).

The documents were obtained from the teacher union offices, the Ministry of Education offices, from libraries, from individuals and institutions that possessed the documents and materials on teacher unions and education. During the interviews, the participants assisted with documents relating to the study or referred the researcher to individuals and institutions who might have relevant information. The researcher also relied on internet sources and on both KNUT and KUPPET library headquarters which were also of great significance.

3.5.1 Validity of the research instruments

Mohamad (2015) describes validity as the degree to which an instrument measures what it purports to measure. The questionnaires were piloted to teachers to elicit explicit responses from participants. One school in each sub county and two teachers from each school were selected using simple random sampling technique for the pilot study Taherdoost, (2016). A total of eleven schools and 22 teachers participated in the pilot study. Based on the analysis of the pilot study, corrections, adjustments, and additions to the questionnaire were made. For content validity the instruments were subjected to analysis by a team of supervisors that ensured the instruments were relevant to obtain the desired results from the field. For interviews guide the interview were piloted on two participants, before finalizing the interview questions. The suggestions made during the pilot testing were incorporated in the final interview questions. Content analysis was carried out where the researcher discussed the data collection instrument with the supervisor. This was done to help determine the appropriateness

of the questions asked and the language used in the questionnaires to determine the difficulty of the items in the instrument.

3.5.2 Reliability of the research instrument

Reliability of a test instrument as the measure of the consistency with which a test instrument produces the same result when administered to the same group over time intervals. Reliability enables the researcher to identify the ambiguities and inadequate items in the research instrument. (Abutabenjeh & Jaradat, 2018). Cronbach's Alpha was used to assess the reliability based on the internal consistency of items using coefficient with ranges between 0 and 1. The Cronbach Alpha formula values for all the variables higher than 0.7 indicated that the instrument was reliable (Rahi, 2017). The Cronbach Alpha formula is as follows;

$$\alpha = \frac{N\bar{c}}{\bar{v} + (N - 1)\bar{c}}$$

Where;

N is equal to the number of items,

\bar{c} is the average inter-item covariance among the items and

\bar{v} equals the average variance

The results showed that the measuring instrument was reliable, all the variables were above the required Cronbach Alpha reliability threshold of 0.7. Securing of teachers' benefits by trade Unions had a coefficient of 0.835, trade unions involvement in teacher professional development (0.754), advocacy by teachers'

trade union (0.814), trade Unions involvement in management of teacher discipline (0.772), and teachers' welfare (0.750). All the variables had coefficients above the 0.7 which is the threshold for measuring reliability, the overall alpha coefficient was 0.785, indicating that the research instrument was very reliable

For interview guide a pretest interview was done on two officials to clarify on issues which are not clear. A follow up interview was then done to clarify on any unclear issue arising from the pre-test. Documentary review authenticated the information by comparing both KNUT and KUPPET documents with other documents from other trade unions in libraries, Ministry of education policy documents.

3.6 Data collection procedure

The researcher visited the sampled schools and administered questionnaires to the teachers. After filling, questionnaires were collected and cross-checked to verify whether all the sections were filled. For interviews, KNUT and KUPPET officials were contacted through formal appointment. Interview dates and time was then scheduled with the union officials. For document review, permission was sought to visit both KNUT and KUPPET libraries, to avail documents from their files and offices.

3.7 Data analysis technique

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. The data was then coded and entered in the computer for analysis. The filled-in and returned questionnaires were

revised for completeness after data collection, coded, and included in the Statistical Package for Social Sciences (SPSS version 24) to assist in the study. This ensured that the information was correct, compatible with other data, entered, completed, and organized uniformly to simplify coding and tabulation. Using both descriptive and inferential statistics, the data was then quantitatively analyzed. The use of frequencies, means, and the standard deviation was used in descriptive statistics.

Inferential statistics used to analyze data included chi square test. Chi squared statistic was obtained by correlating the responses of teachers' trade union strategies influencing the welfare of teachers in 26 public secondary schools' in Nairobi City County.

The chi square test (χ^2) of independence was used to provide answers to research questions developed from the objectives. According to Freeman (2006) the chi-square (χ^2) test of independence is used to evaluate group differences when testing categorical data. Chi square test was suitable for the study for it enabled comparison between teachers' trade union strategies (expected outcomes) and teachers' welfare (observed outcomes)

3.8 Ethical considerations in data collection

The study upheld ethical issues on respect to human dignity by maintaining honesty and openness with the respondents. A research permit was obtained from the National Commission for Science Technology and Innovation (NACOSTI). The researcher presented the authorization letter to the County Commissioner and the County Director of Education Nairobi who issued permission to carry out the research within the county It also sought for informed

consent and voluntary participation by requesting the respondents to participate in the study. Rapport with the respondents was created by explaining to them the purpose of the study. Confidentiality and anonymity was also upheld by assuring the respondents that their identity will not to be publicized. Names of the respondents were totally avoided in this study. The researcher at all times acknowledged the source of information in order to avoid plagiarism which provided credibility to the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The chapter entails a return rate, demographic information of the participants, and the results relating to the influence of securing of teachers' benefits by trade Unions on teachers' welfare, extent to which trade unions involvement in teacher professional development influence teachers' welfare, the influence of advocacy by teachers' trade union on teachers welfare and the extent to which trade unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools in Nairobi County, Kenya.

4.2 Response rate

The Questionnaires were administered to the sampled teachers in public secondary schools in Nairobi City County. The return rate summary was presented in table 4.1

Table 4. 1 Response rate

Questionnaires	Frequency	Percentage (%)
Returned	530	79.0
Not returned	141	21.0
Total	671	100

The targeted teachers to the questionnaires were 671. 530 questionnaires were completely filled and returned by the respondents representing a response rate of 79

percent. The remaining 141 questionnaires were either unfilled or not returned by the respondents. This high rate of response was achieved by constantly reminding teachers to fill the questionnaires by visiting them, calling them and e-mailing them. Additionally, the importance of the study and its findings was attractive to targeted participants, thus, most of them gave their full cooperation in the process of data collection. According to Saunders *et al.*, (2009), a response rate of 50 percent is adequate and therefore that of 79 percent is very adequate for data to be analyzed.

In addition, the researcher noted the adequacy of the return rate that compounded with Kothari (2004) who postulates that a return rate of 60 per cent and above is acceptable. The high return rate was attributed to the determination, skills and expertise in data collection by the researcher as well as the adherence to the research methodology stated out in the study. Additionally, the importance of the study and its findings was attractive to targeted participants, thus, most of them gave their full cooperation in the process of data collection. Three key informant interviews with KNUT and KUPPET officials were successfully conducted.

4.3 Demographic Data

The research inquired about teachers' gender, age, highest professional qualifications, and length of employment in order to obtain a comprehensive picture of the teachers. This was also necessary so that the researcher could determine if the study sample had the qualities and information that the study was looking for.

4.3.1 Gender distribution of teachers

The study first enquired about the gender of teachers and presented the findings in figure 4.1

Figure 4. 1Gender distribution

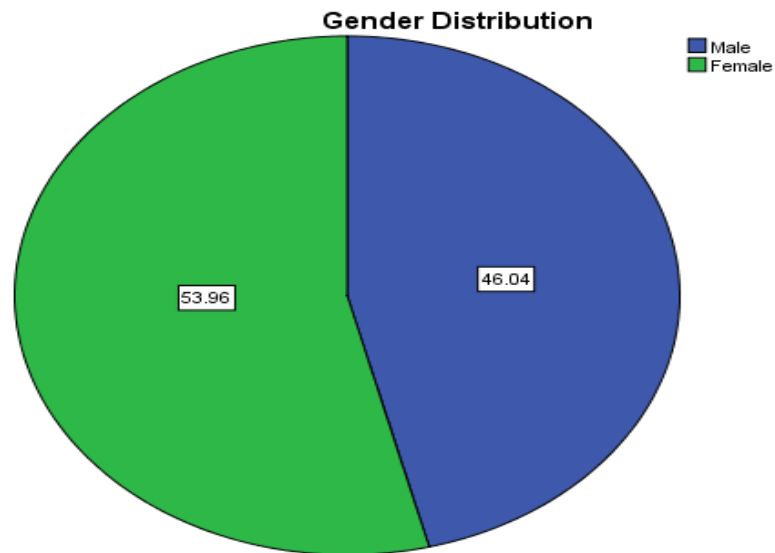


Figure 4.1 shows that the majority of the participants were female. This was seen in 54 percent of the valid research group, with men accounting for 46 percent. Nairobi, being a cosmopolitan area with many sub-urban centers, drew a large number of individuals to work in the towns, the majority of whom moved with their families. Men whose wives are teachers work in schools, accounting for the large number of female instructors. Men like to work in Nairobi and have their spouses work there as well, which may explain the high female teacher ratio in the region. This was a fair balance of gender, which shows that Teachers Service Commission complies with government gender balance policy. This balance ensured that views of the different sides of the gender divide were considered in the study.

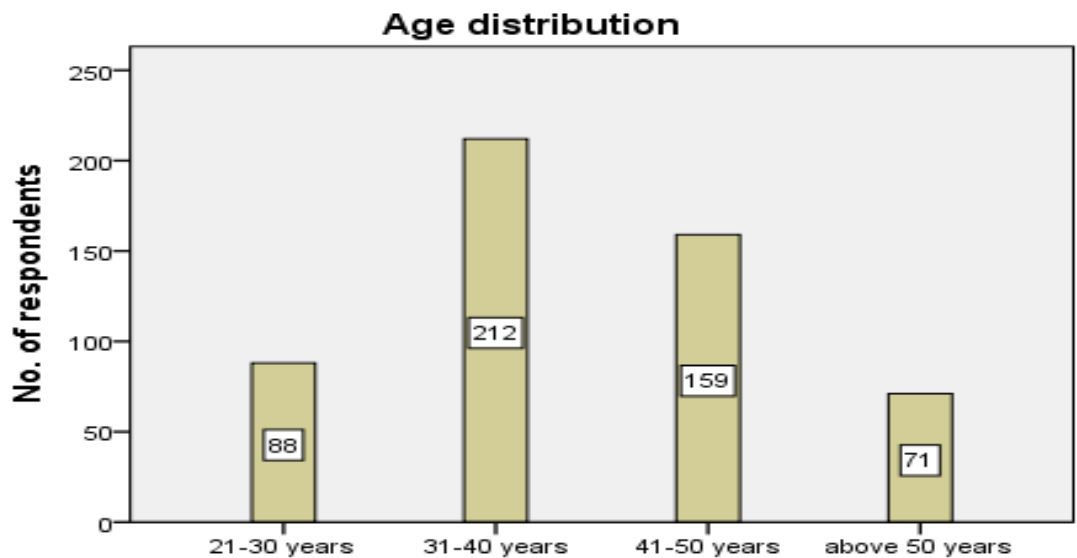
Akinwumi (2000) opines that high female - low male ratio composition of teachers is common. He adds that in a world view, majority of teachers are females especially for learners in the lower age which is considered as an extended child rearing which in turn attracts majority of the female teachers.

4.3.2 Distribution of teachers by age

An individual's age influences the style, accuracy, and energy with which he or she does activities (Boxall, 2018). As a result, the researcher examined the distribution of teachers based on their age groups and age diversity, in which a combination of both ages in the performance of duties in academics, has been on an increasing trend, leading to the development of synergies and learning from peers. The findings of this inquiry are presented in figure 4.2.

Figure 4.2 Age distribution

The gender distribution of teachers was sought by the study and presented in figure 4.2.



The study in figure 4.2 established that most of the teachers (40%) were aged between 31 and 40 years. Those who were aged between 21 and 30 years were 16.6 percent, those aged between 41 and 50 years were 30 percent while those aged above 50 years were 13.4 percent. The large percentage (40%) shows the final period in time when the government hired teachers before freezing their employment. This explains the gradual decrease in the number of teachers when they retire and are not replaced. Furthermore, these results show that although there is a higher proportion of individuals close to retirement and leaving the secondary school teaching profession, there is a lower number of younger teachers entering the service. This may be a sign of a problem. This also means that majority of the teachers were below 40 years old implying that teachers in public secondary school in Nairobi County, Kenya has a relatively young workforce, and this enhances efficiency in service delivery.

4.3.3 Highest professional qualification

The education level of teachers was sort and the results presented in table 4.2

Table 4. 2 Distribution of participants by highest professional qualifications

	N (%)
Diploma	56 (10.6)
Degree	226 (42.6)
Master's	203 (38.3)
PhD	45 (8.5)
Total	530 (100.0)

According to table 4.2, majority of teachers (42.6 percent) held a bachelor's degree as their greatest level of education. 38.3 percent were master's degree holders, 56 were diploma graduates, and the remaining 8.5 percent were PhD holders. The research also observed that some teachers were engaged in various courses to continue their education at the time of the study, while others had specialized their studies primarily to cater to learners with impairments. Further data analysis revealed that fewer teachers earned PhDs and master's degrees, indicating that at such levels, they had the necessary knowledge, abilities, and experience to provide leadership and management of the schools they were in charge of. However, many teachers found that obtaining a master's or a doctorate degree required a significant investment and was thus unaffordable. It is essential to note that the statistics provided in table 4.2 showed that the majority of teachers possessed the necessary qualifications to teach as required by the Teachers Service Commission.

4.3.4 Teaching experience of teachers

The distribution of teachers by teaching experience was sought and the results presented in table 4.3.

Table 4. 3 Distribution of teachers by teaching experience

Experience	N (%)
Below 1 year	11 (2.1)
1 - 10 years	164 (30.9)
11 - 20 years	176 (33.2)
21 - 30 years	160 (30.2)
31- 40 years	19 (3.6)
Total	530 (100.0)

The findings of the study in table 4.3 established that most of the teachers had been in the teaching service for a period of between 11 and 20 years (33.2%). Those who had been in the teaching service for less than 1 year were 2.1 percent, those who had been in the service for between 1 and 10 years were 30.9 percent, those who had been in the service for 21 to 30 years were 30.2 percent while 3.6 percent had been in the teaching service for between 31 and 40 years. The study observed that while there were a good number of new entrants into the teaching service in public secondary schools, majority had served long enough to have had an experience with trade unions acting on their welfare.

Cook (2017) notes in a research on the assessment of teacher professional development conducted in Columbia that the number of years of employment of teachers improved their expertise and knowledge of classroom teaching as a profession. Because of this situation, instructors were asked to identify their duration of service as a teacher. The researcher believed that teachers' experience helped them understand the general setting of the school environment and the features of

their job description, as well as their interaction with union initiatives, particularly on educational issues, which led to effective responses to the research questions from an informed perspective.

4.3.5 Union membership

According to Charles (2001), the lived experience of an individual is the touchstone of all round knowledge that enables the individual a reflective understanding of the innate characteristics of a phenomenon. To fully understand the classroom instructors on the experiential knowledge about the activities of teachers' trade union. Hence, it was in the interest of the study to further understand the duration that teachers had been members of their respective trade unions. The findings were presented in figure 4.3

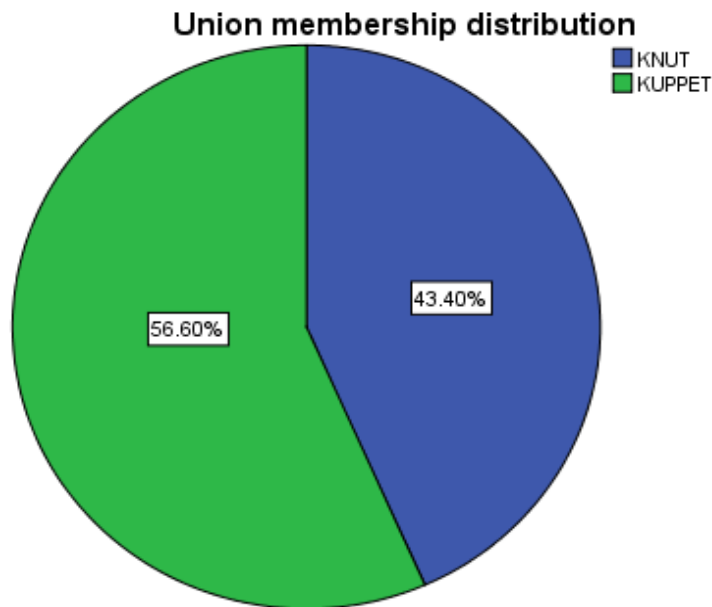


Figure 4. 3 Union membership

The findings in figure 4.3 indicates that majority of teachers in public secondary schools were unionized. Further, the findings indicate that majority of the teachers

were members of KUPPET, with representation of 56.6 percent while KNUT membership was at 43.4 percent. This can be attributed to the fact that majority of KUPPET members are teachers serving in public secondary schools. Additionally, KUPPET was formed as a break away from KNUT. The union was registered to respond to challenges of sectorial representation among teachers because of the fact that secondary school teachers deemed themselves to be having different challenges compared to primary school teachers.

Secondly, KNUT representation in secondary schools can also be attributed to the actions of the Teachers Service Commission's effort to frustrate the union and deny them union membership and to curtail any effort by the union to initiate collective bargaining Agreement and forcing the employer to entering labour contract. This contravened Labour Relations Act no. 14 of 2007 Part (II) on Freedom of Association (Labour Relations Act, 2007). This is evident when TSC excluded KNUT in 2017-2021 Collective Bargaining Agreement and only worked with KUPPET. The Commission further campaigned against KNUT including establishing two parallel payrolls in the public teaching service. Under this double payroll system, non-KNUT members enhanced salaries and allowances (KNUT,2019) This discrimination ran against Employment Act 2007, Labour Relations Act and International Labor standards. KNUT secretary general responded and argued that;

The social and political rights of teachers should not be threatened by undemocratic employers. Efforts to obliterate a union and deliberate exclusion of members from CBA is not only illegal but a very immoral act of discrimination.

4.3.6 Duration of membership in a trade union

According to Charles (2001), the lived experience of an individual is the touchstone of all round knowledge that enables the individual a reflective understanding of the innate characteristics of a phenomenon to fully understand the classroom instructors on the experiential knowledge about the activities of teachers' trade union. Hence, it was in the interest of the study to further understand the duration that teachers had been members of their respective trade unions. This illustrated in table 4.4

Table 4. 4 Union Membership Duration

Duration (Years)	KNUT (%)	KUPPET (%)
0-9	2 (1.2 %)	18 (4.9%)
10-19	101 (61.2%)	143 (39.2%)
20-29	21 (12.7%)	78 (21.4)
30-39	41 (24.8%)	126 (34.5 %)
Total	165	365

The study in table 4.4 established that among 365 KUPPET membership, a majority of teachers representing 39.2 percent had been members for between 10-19 years, 34.5 percent teachers had a duration of between 30-39 years, 21.4 percent had union membership duration of 20-29 years and finally 4.9 percent of the teachers had union membership duration of between 0-9 years. Additionally, the longest union duration membership among KNUT was between 10-19 which represented a total of 61.2 percent, 24.8 percent had union duration membership of between 30-39 years. Accordingly, 12.7 percent of the teachers had union membership duration of 20-29

years and finally 1.2 percent of KNUT membership had served between 0-9 years in the union. The study further observed that in the recent past, there had been switching of membership from one union to another due to various factors such as changes in leadership, restrictions imposed by TSC upon unions for instance KNUT and the perceived favorable position held by KUPPET towards TSC decision regarding teachers.

4.4 Influence of securing of teachers benefits by trade unions on the welfare of teachers

The study was to assess the influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools in Nairobi County. The study therefore formulated statements on securing of teachers' benefits and the respondents were required to respond to them using a Likert scale. The finding was then presented using means as indicated in table 4.5.

Table 4. 5 teachers' opinion on the influence of securing of teachers' benefits by teachers' trade unions on teachers' welfare

Statement	SD	D	N	A	SA	Mean	Std.
	N (%)	N (%)	N (%)	N (%)	N (%)		Dev.
i My trade union is instrumental in fighting for better pay and allowances	187 (35.5)	51 (9.6)	43 (8.1)	106 (20.0)	143 (27.0)	3.54	1.670
ii Better pay and allowances improves professional performance as a teacher.	37 (7.0)	143 (27.0)	87 (16.4)	96 (18.1)	169 (31.5)	3.40	1.354
iii My trade union fights for better working conditions	43 (8.1)	110 (20.8)	140 (26.4)	138 (26.0)	99 (18.7)	3.26	1.214
iv Teacher trade union activities have led to efficiency is disbursement of benevolent funds and logistics during member teacher kin demise	46 (8.7)	65 (12.3)	105 (19.8)	146 (27.5)	168 (31.7)	3.61	1.281
v Trade unions activities have enabled quick access to sufficient education loans by members appropriately on request	44 (8.3)	74 (14.0)	115 (21.7)	113 (21.3)	184 (34.7)	3.60	1.309
vi My trade union protects its members and ensure job security	38 (7.2)	87 (16.4)	105 (19.8)	117 (22.1)	183 (34.5)	3.60	1.301
Aggregate score						3.40	1.355

From Table 4.5 majority of the teachers, representing 27 percent and 20 percent of teachers agreed that their trade union is instrumental in fighting for my better pay and allowances. These findings agree with Decenzo (2010) who opined that employees join unions for higher wages and benefits, for greater job security, influence over work rules and compulsory membership. Further, Graham and Bennett (2008) also shared in the view that employees joined trade unions to try to

improve their working conditions, gain some control overworking environment, pressure from the current union members. Further studies have revealed that Africa, unionized teachers earn about 20 percent more than their counterparts without unions (Blunch and Verner, 2004).

A total of 45.1 percent of the teachers disagreed while 8.1 percent remained neutral. This also represented a mean of 3.53 and a standard deviation of 1.670. ($M=3.54$, $SD=1.670$). Decenzo (2010) states that employees join unions for higher wages and benefits, for greater job security, influence over work rules and compulsory membership. The Global Wage Report 2010/11 (ILO, 2010) found that in South Africa workers without unions are at higher risk of low pay. The union-wage premium in Ghana is estimated at between 6 and 16 percent. According to Okumbe (2001) one of the KNUT's achievements is pay rise for teachers of all grades.

The findings also established that cumulative of 49.1 percent of the teachers asserted that better pay and allowances were key ingredients which improved teachers' professional performance. However, a cumulative of 34 percent of the respondents disagreed while 16.4 percent were neutral. Additionally, with a mean of 3.40 and a standard deviation of 1.354, teachers agreed that better pay and allowances improves their professional performance as a teacher. According to Gichaba (2013), trade unions play critical role in championing for continued improvement of job security and terms and conditions of employment for employees. Bloom and Donell (2013) states that there is little connection between how much money Ohio teachers make and how much knowledge they impart to students over the course of a

single year. That analysis of state data shows that within many school districts, teachers who received a key aspect the lowest grade in a key aspect of performance known as value added are paid more on average than teachers who earned the highest grade.

A total of 44.7 percent the teachers agreed that their trade unions fight for better working conditions. However, a total of 28.9 percent of the respondents disagreed while 26.4 percent remained neutral. The responses represented a summative mean of 3.26 and a standard deviation of 1.214 ($M=3.26$, $SD=1.214$). Graham and Bennett (2008) also shared in the view that employees joined trade unions to try to improve their working conditions, gain some control overworking environment, pressure from the current union members. According to Simuyaba and Banda et.al (2015) further reveals that, there is low teacher morale among teachers in Sub-Sahara Africa and attributed this to low salaries and poor conditions of employment which in the long run reduced their status in the community. The study also revealed that, the inadequate representation of teachers' conditions of service by teacher unions poses a threat to the quality provision of education. This too was noted by Simuyaba and Chibwe (2015) in their study on teacher professionalism in Zambia. Teacher unions therefore must adequately fight for better conditions of service for their members so that teachers are motivated and are able to perform according to expectation in the provision of quality education.

Teacher trade union activities have led to efficiency is disbursement of benevolent funds and logistics during member teacher kin demise. This was represented by 59.2

percent of the teachers. However, 21 percent teachers disagreed while 19.8 percent remained neutral. The responses represented a mean of 3.61 and a standard deviation of 1.28 ($M=3.61$, $SD=1.281$). A study conducted by Murillo (2006) and Valiant (2006) in Latin America found that teacher unions in Brazil have established social welfare benefit programs for teachers like credit societies, grants to help teachers pay school fees for their children and a burial revolving fund to help teachers during bereavement. The study noted that these programs impact directly on the morale of the teachers thus improving their efficiency in duty performance. Musyoka (2012) opines that Mwingi branch of KNUT operates welfare and socioeconomic programs that are beneficial to teachers. The most popular programs are savings and credit societies followed by burial and benevolent fund on the other hand KUPPET have also been in the forefront in securing teachers' benefits in post primary institutions.

A total of 56 percent teachers asserted that trade unions activities have enabled quick access to sufficient education loans by members appropriately on request. However, 22.3 percent disagreed while 21.7 percent remained neutral. This also represented an overall mean of the 3.60, and the standard deviation was 1.309 ($M=3.60$, $SD=1.309$). Donado (2010) observes that other than services, trade unions offer benefits to their members. These benefits include all non-statutory and non-wage incentives provided by trade unions outside traditional collective agreements. On the same Okolie (2010), observes that trade unions engage in activities which offer individual benefits to their members. These according to Okolie

(2010) include housing, land-lease schemes, transport assistance schemes, insurance programs and other schemes for the benefit of members.

Finally, teachers agreed that their trade union protects its members and ensures that job security is guaranteed. This was represented by 56.6 percent of the teachers. However, 23.6 percent disagreed while 9.8 percent remained neutral. The responses represented a mean of 3.60 and a standard deviation of 1.301 ($M=3.60$, $SD=1.301$). Perlman (1928) cited by Daud and Tumin (2013), for example, suggested that employees join unions in order to obtain job security. Daud et al., (2013) who found job security and possibility of alternative employment to be linked with joining a union. Trade union can protect their members and ensure job security. Trade union plays an important role to protect their members from unethical retrenchment and unfair dismissal (Farber & Saks 1980, cited by Daud et al., (2013). During economy slowdown, employers took drastic approaches to maintain their profit and to reduce business operating cost. Trade unions protect their members from unethical retrenchment and unfair dismissal Hills et al., (2013) found that employees with fewer alternative job options were likely to rely on the trade union to provide job security, wages, and benefits.

The aggregate mean of 3.40 with a standard deviation of 1.355 showed that majority of the teachers agreed with the statements. This meant that teachers acknowledge the importance of securing of teachers' benefits as a trade union strategy. From these results, the study noted that trade unions were instrumental in fighting for better pay and allowances, better working conditions, efficiency in roll out of benevolent

benefits, facilitation of quick access to educational credit facilities and improved medical and health covers, all which led to improvement of the professional performance of teachers.

The findings are consistent with the findings of Berliner (2001) who observed that teachers' welfare benefits include increment in salaries, better working conditions and security of their teaching job. These findings compound the thought by Reimmers and Reimmers (2006) who opined that the input of teachers' trade unions in securing the welfare package(s) for teachers has a profound consequence on their welfare hence boost their performance in their duty.

The entire trade union official unanimously consented that indeed securing the welfare packages were very influential in enhancing the general well-being of the teachers. Key informants in the study concurred with the sentiments shared by the teachers.

One of the teacher trade union officials noted;

One of our key jobs is to fight for the best interests of our members. Talk about salary, allowances, working environment, insurance and many more. It is our belief and as it has been proven in the past, when a teacher is comfortable in terms of his or her welfare, delivery at work is maximum.

Another official interviewed noted:

We have seen trade unions fighting for better pay, better medical insurance, better working environment among others. In addition, our trade union have strived to achieve harmonizing basic salaries as well as commuter allowances. We have also

operationalized the 2017-2021 collective bargaining Agreement with have been realized. So in my view, trade unions do a lot on behalf of all teachers.

Additionally, another official from one of the teacher trade unions reiterated;
It is always in our interest to agitate for better remuneration, good and safe working conditions, promotions and so on. We have never shied from that. For example, we successfully followed up on house allowance for Grade C5 (TSC SCALE 10). As a result, from 2019, teachers in this grade earned Ksh. 35,000 instead of 28,000. In simple terms, improving the morale of teachers through better pay, enhances work commitment of the teachers which is a key ingredient raising the productivity of the teacher.

The findings of this study are in line with the findings of Moe (2006) who found that teacher unions' direct, most obvious effects on public education is on teacher related policies, such as teacher pay, teachers' working conditions, teacher assignments, and teachers' discipline, teachers' role in curriculum implementation and in the development of teaching resources. The results further concur to the findings of Donado (2010) who observed that other than services, trade unions offer benefits to their members. These benefits include all non-statutory and non-wage incentives provided by trade unions outside traditional collective agreements.

4.4.1 Influence of secured teacher welfare benefits in enhancing total teacher output in their work

In furtherance of the understanding of the influence of securing of teachers' benefits by trade unions on teachers' welfare, the study sought to establish the influence of

secured teacher welfare benefits in enhancing total teacher output. The results were presented in figure 4.4.

Figure 4. 4 Secured teacher welfare benefits in enhancing total teacher output in their work

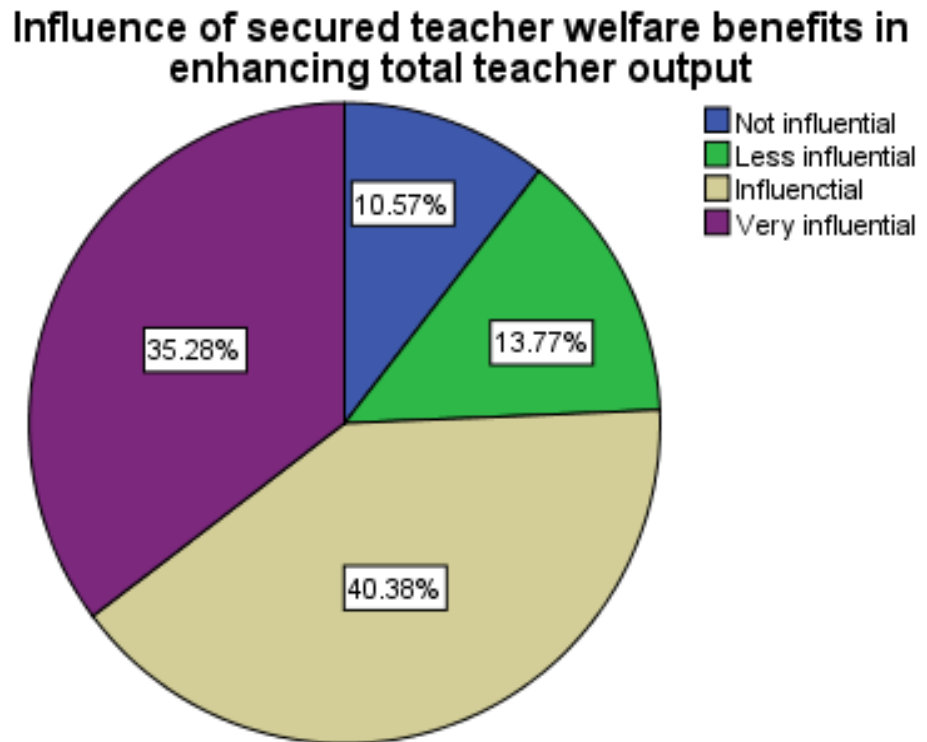


Figure 4.4 shows that most of the teachers felt that the secured benefits were influential in in enhancing teacher output at work representing 40.4 percent. Those who felt that the secured benefits were very influential were 35.3 percent, 13.7 percent felt that the benefits were less influential while 10.6 percent were of the opinion that the secured benefits were not influential. These findings indicate that as pointed out by 75.7 percent of the study participants, secured teacher welfare benefits were influential in enhancing teacher output in their work.

Teachers' viewpoint in this example shows that meeting the welfare requirements of teachers improves successful classroom teaching due to the teachers' motivation.

Furthermore, the results support Reimmers and Reimmers (2006)'s thesis that teacher union efforts in obtaining welfare benefits for teachers have a significant impact on teachers' morale, which in turn affects good production on their job. Furthermore, these results support previous findings by confirming that teacher trade unions were important in campaigning for and obtaining improved welfare for teachers, and that the obtained benefits were effective in boosting teachers' performance and production at work.

The key informants in the study further supported these findings. One of the union officials noted;

We all appreciate what our various union leaders do and some of them do it with so much passion. It is important to note that our Nairobi welfare committee manages contributory burial and benevolent fund (BBF) in collaboration with the Branch Governing Council. We have been able to support bereaved teachers at revised rates. 32 teachers have benefited since 2019. When our union fights for the welfare of teachers, and the welfare is secured, it therefore goes without a saying that teachers usually perform all their functions with ease and comfort.

An official from one of the trade unions quipped:

The welfare of our members is a priority and that is why we fight for it day and night. And we know, when our members' welfare is safe and secured, their performance is beyond imagination because they usually work under a lot of comfort.

It was further noted that;

From our own research and observing, I can say there has been an experience where when teachers are comfortable, salaries paid, allowances paid, promotions happening, their performance has been good in terms of attendance of school and lessons and even in the subsequent performance of our students.

The findings of this study are consistent with the findings of Murray (2002), who found that teacher organizations in Canada and the United States of America are involved in securing government welfare benefits for teachers, which promotes interest among teachers and improves their presence in class. Teachers' welfare initiatives, according to Bascia (2005), are essential components of teacher morale. Improving teacher morale increases dedication, which plays a critical role in improving students' academic success.

4.4.2 Level of satisfaction by teachers on trade unions strategies in addressing teachers' welfare benefits

In view of the finding that teacher trade unions were highly involved in securing the best welfare benefits for teachers, the study sought to establish the level of satisfaction with the involvement of teacher trade unions in addressing their welfare issues. The results were presented in table 4.6.

Table 4.6 Level of satisfaction by teachers on trade unions strategies in addressing teachers' welfare benefits

	N (%)
Not satisfied	73 (13.8)
Fairly satisfied	50 (9.4)
Satisfied	207 (39.1)
Highly satisfied	200 (37.7)
Total	530 (100.0)

The responses in table 4.6 established that most of the teachers (39.1) were satisfied with the involvement of teachers' trade unions in addressing their welfare issues. Those who were not satisfied were 73 teachers representing 13.8 percent, those who were fairly satisfied were 50, representing 9.4 percent while 37.7 percent were highly satisfied with the involvement of teacher trade unions in addressing teacher welfare issues. It was therefore established by the study that 76.8 percent of the participants were satisfied with the involvement of teacher trade unions in addressing teacher welfare issues.

The answers support Moe's (2006) view that one of the most important and basic tasks of trade unions is to guarantee the welfare benefits of teachers, which provides them the motivation and commitment to fulfill their responsibilities. Furthermore, these findings support the contention that unions do, in fact, represent teachers in negotiations over salary and allowances (Kelly, 2018). Teachers, for their part, were pleased with the participation of teachers' trade unions in resolving their welfare

problems, according to key informants in the research. One of the teachers' union leaders made the following observation;

From our internal assessments and evaluations as well as feedback from our members, its evident that most of them are satisfied with all the services we render to them, especially our fight towards improving their welfare within this county.

Similarly, an official from another teachers' trade union affirmed;

We usually receive positive feedback about the work we do and especially during this time in office, where we have seen teachers having their welfare and working environment improved greatly because of our collective actions. Actually, we are convinced they are satisfied.

Therefore, the study established that teachers' trade unions worked to secure different benefits and welfare of teachers and this had a positive influence of the performance of teachers, which was evident in their output at work.

4.5 Influence of teachers' trade unions' strategy of teacher professional development on teachers' welfare

The second objective of the study was to establish the extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools in Nairobi City County. The study first sought the opinion of the participants on statements relating to the extent of trade union involvement in teacher professional development at its influence on teachers' welfare. The results were presented in table 4.8.

Table 4. 7 Teachers opinion on the extent to which trade unions involvement in teacher professional development influences teachers' welfare

Statement	SD	D	N	A	SA	Mean	Std.
	N (%)	N (%)	N (%)	N (%)	N (%)		Dev.
i Unions are involved in the in-training of teachers through seminars and workshops	145 (27.4)	50 (9.4)	72 (13.6)	115 (21.7)	148 (27.9)	3.11	1.586
ii Involvement with the trade union encourages me to enhance my professional output as a teacher	30 (5.7)	87 (16.4)	154 (29.1)	158 (29.8)	101 (19.1)	3.40	1.137
iii Trade unions' activities have fostered and advanced for capacity building and proficiency course for development of teachers	27 (5.1)	79 (14.9)	171 (32.3)	138 (26.0)	115 (21.7)	3.44	1.134
iv Trade union fights for recognition of my professional development by my employer	55 (10.4)	125 (23.6)	124 (23.4)	173 (32.6)	53 (10.0)	3.08	1.172
v Teachers trade union activities have seen to it that there's been proper negotiated terms for performance contracting for teachers (TPAD)	60 (11.3)	88 (16.6)	126 (23.8)	155 (29.2)	101 (19.1)	3.28	1.264
vi My trade union encourages opportunities for further studies	27 (5.1)	92 (17.4)	175 (33.0)	162 (30.6)	74 (14.0)	3.31	1.071
Aggregate score						3.27	1.227

The data in table 4.8 established that 27.9 percent of the agreed that trade union recognizes their professional achievements (M=3.11, SD=1.586). While 9.4 percent remained neutral. 27.4 percent strongly disagreed. 29.8 percent of the teachers agreed with the fact that trade unions encourage professional output. 5.7 percent

strongly disagreed while 29.1 percent remained neutral. 26.0 percent of the teachers agreed that trade unions activities have fostered and advanced for capacity building and proficiency course for development of teachers. 5.1 percent strongly disagreed while 32.6 percent remained neutral. 32.6 percent of the teachers agreed that trade unions fight for recognition of teachers' professional performance by their employer. 10.4 percent strongly disagreed while 23.4 percent remained neutral. 29.2 percent of the teachers agreed that teachers trade unions activities have seen to it that there have been proper negotiated terms for performance contracting for teachers, 11.3 percent disagreed while 23.8 percent remained neutral. 30.6 percent of the teachers agreed that trade unions fight for fairness in promotion schemes, 5.1 percent of the teachers strongly disagreed while 33 percent remained neutral. Murray (2003) in a study on teachers' organizations in Canada and the United States of America found that teacher unions are deeply and broadly involved in education reforms and in improving teacher welfare.

Barber (2006) in his research on education reform, management approaches and teacher unions observes that teacher unions have developed strategies to promote education. These strategies include developing professional capacity development for teachers, getting involved in instructional material development and coordination of teaching and instruction in schools. Murray avers that teacher unions discuss curriculum and assessment issues with state departments of education in Canada and America.

With a mean of 3.40, and a standard deviation of 1.137, teachers agreed that involvement with the trade union encourages them to enhance my professional output as a teacher. Kalusopa, Otoo and Shindondola-Mote (2009) found that in Ghana unionized workers tend to receive training, which enhances their personal development. Higher than average training helps to improve the productivity of enterprises where unions exist. Within the framework of collective bargaining process, trade unions have secured educational scholarship, commonly called study with pay for workers (Ghana and Zambia). In Ghana the trade union congress (TUC) with the mandate of providing both trade union education and academic education to union members. Beneficiaries were happy since according to them knowledge gained was valuable in enhancing job performance and for daily lives' application.

Majority of the teachers agreed that trade unions' activities have fostered and advanced for capacity building and proficiency course for development of teachers (Mean=3.44, Std Dev=1.134). This is in line with KUPPET constitution Article (IV) section (d) which mandates the union to develop capacity of members through seminars, symposiums and workshops both locally and internationally.

Both KNUT and KUPPET positions concurs with a study done by Murray (2002) who observed that teachers' unions conduct extra mural courses for teachers to improve on their qualifications through seminars and workshops. This is further compounded by Pedder et al (2010) that continuous professional development is vital to carrier progression and very key to any teacher trade union concerned. He further opines that this continuous development through a strategic, sustained and

adequately resourced commitment to develop teachers and of course meeting their professional needs.

Furthermore, teachers agreed that trade union fights for recognition of their professional performance by my employer ($M=3.08$, $SD=1.172$). According to a study by Nabibya 2013 who cites Nyambala (2001) noted that in its professional role KNUT has put a lot of effort into influencing the improvement of professional standards. KNUT has always been involved in the running of in service courses as means of improving academic and professional levels of many serving teachers.

Teachers further agreed that teachers trade union activities have seen to it that there's been proper negotiated terms for performance contracting for teachers ($Mean=3.28$, $SD=1.264$). According to the outline in KNUT's and KUPPET's constitution contained in Article (II) and (IV) respectively, they are summarized into five functional areas, namely; to unite teachers of all grades, to secure improved terms and conditions of service for teachers and to protect their interests as workers (KUPPET, 2017) Other functions include promoting programs that are aimed at improving teachers' welfare and socio-economic well-being, to contribute to professional work in teaching and development of education services in Kenya.

Finally, majority of the teachers agreed that their trade unions encourages opportunities for further studies ($Mean=3.31$, $SD=1.071$). Business Daily (September 3,2015) KNUT's acting secretary general Mudzo Nzili asked for continued promotion of teachers and better pay for graduate teachers. TSC was

talking of plans to suspend promotion of teachers and they were opposed to such a move. Nabibya (2013) opines that KNUT helps in agitating for teachers' professional development. In course of their duties with reference Eisner (1984) beginning teachers who enrolled in teacher induction programs also improved in self- confidence and classroom management, lesson planning and managing classroom discipline.

From these findings, it was noted that trade unions were greatly involved in the professional development of teachers with a view of enhancing their output at work. This involvement had fostered and advanced capacity building and proficiency development among the teachers to a great extent. Additionally, besides trade unions recognizing the performance of teachers, the teacher trade unions fought for the recognition of the professional performance of the teachers by the employer TSC.

These findings were supported by the data collected from the key informants in the study. One of the head teachers noted:

We have seen many teachers advance their careers beyond just teaching, even into management of education, through the involvement of unions. I can say am an example. Unions advocate for things like promotions, further studies for teachers, and even specialized training like for teachers in schools that have learners with special needs. However, many of our teachers have earned masters and PhDs. While they would like to continue teaching in secondary schools and colleges, the commission has dithered to recognizes their achievements. Rather than to

incentivizing teachers to attain even higher qualifications, TSC has chosen to demotivate them. This is unacceptable.

An official from one of the teachers' trade union quipped;

It is our top priority to ensure all teachers who further their studies and advance in their professions are promoted. We also encourage and help our members to further their studies through encouraging and recommending teachers to specialized training among others. We want growth in this profession.

Professional development is vital to career progression and therefore a central trade union concern. The findings of this study are in line with the findings of Jackson (2004) who posits that trade unions provide education and training to their members with the aim of building their capacities. Additionally, the findings corroborate the position by KUPET (2017) who noted that the teachers' union has put in place strategies and programs to promote the career progression of its members over and above its trade union activities.

4.5.1 Influence of professional development on teachers' carrier progression

Teachers were requested to indicate the influence of professional development on teachers' carrier progression. The findings were presented in table 4.9.

Table 4. 8 Influence of professional development on teachers' carrier progression

Response	Frequency	Percentage
Non Influential	98	18.5%
Less Influential	157	30.1
Influential	219	41.3%
Very Influential	56	11.1
Total	530	100

The findings in table 4.9 indicated that 41.3 percent of the teachers observed that teacher professional development was influential on carrier progression of teachers. 11.1 percent observed that teachers' professional development was influential on teacher on teachers' carrier progression. 30.1 percent and 18.5 percent indicated that professional development was less influential and non-influential respectively on teachers' carrier progression.

According to Cook (2003), teachers' development in capacity building programmes plans an essential role in the improvement of teachers' knowledge, skills and performance which in turn improves their carrier in the ladder of education. Further, both the American Federation of Teachers' (AFT) and the National Education Association (NEA) have officially put themselves in the quality education business. Both have endorsed poor review, training standards for teachers and teacher work schedules that treat professional development as part of a teachers' job and not an add-on option (Bennell & Akyeampong, 2012).

Jackson (2004), posits that trade unions provide education and training to their members with the aim of building their capacities. Education and training programs often take the form of seminars and workshops either at the national and local level. However, Stevenson (2018) opines that teachers often undertake professional development in their own time and their own expense. This has led to some level of reluctance to undertake professional development courses hence significance number of teachers do not participate.

In his response, one of the union official indicated that;

As a union, we encourage our members to advance their professional development especially in the field of education. This enables them to acquire skills, knowledge and values. New skills acquisition is instrumental for purposes of value addition in their area of specialties and particularly contemporary ideas for classroom output. However, it is important to note that the Teachers Service Commission have hindered and derailed the morale of teachers not only recognizing their additional acquired degrees but also remuneration. This is dithering teachers' morale. As a union, we are disappointed.

4.5.2 Level of satisfaction by trade unions involvement in sensitizing teacher professional development programs

The study sought to establish the level of teachers' satisfaction with trade unions involvement in sensitizing teacher professional development programs. The findings were presented in table 4.10.

Table 4. 9 Level of satisfaction by trade unions involvement in sensitizing teachers on professional development programs

Response	Frequency	Percentage
Highly satisfied	33	6.2%
Satisfied	75	14.2%
Fairly satisfied	208	39.2%
Not satisfied	214	40.4%
Total	530	100

The findings in table 4.10 indicated that majority of the teachers at 214 representing 40.4 percent are not satisfied with their respective teachers' trade unions involvement in sensitizing teachers professional development programs. 6.2 percent were highly satisfied. 14.2 percent indicated that they were satisfied while 39.2 percent were fairly satisfied with the unions involvement in sensitizing teachers professional development programs. From these findings, majority of teachers dissatisfied indicated that most were not aware of any of the teachers' initiatives in sensitizing professional development programs. The finding could also be that teachers don't want to incur costs that come with professional development. These programs are sometimes conducted during normal school terms and by this time, most teachers are normally engaged. Further these sensitization programs are not pocket friendly to most of the teachers leading to low turnout of teachers in these sensitization programs. KNUT (2005), in its education policy document emphasizes the need to conduct capacity building programs to improve teachers' knowledge are the requisite skills. This is further compounded by Murray (2002) among teachers'

unions in Namibia who opined that teachers' unions conduct extra mural courses for the teachers to improve on their qualifications.

During the interviews researcher sought to know the opinion a union official who indicated that;

The sensitization programmes empower teachers to become even better persons in terms of acquisition of knowledge, skills and other competencies. We keep teachers updated, improve on their competencies and enables teachers mitigate challenges in the schools and the profession. However, as much as we would like to organize these programmes, its expensive on our end. Indeed, sometimes we have the financial power to sustain the programmes all over the country due to our ever increasing union membership.

4.5.3 Type of recognition offered to teachers by trade unions

Having established that teachers trade unions recognized the performance of teachers, the study sought to establish how these teachers were recognized. The results were presented in table 4.11

Table 4.11 Type of recognition offered to teachers by trade unions

Response	N (%)
Cash rewards	166 (31.3)
Performance certificates	349 (65.8)
Others	15 (2.8)
Total	530 (100.0)

The study in Table 4.11 established that 65.8 percent teachers mentioned performance certificates as the most recognition method used by teachers' unions, 31.3 percent mentioned that they are given cash rewards as recognition method, and the remaining 2.8 percent mentioned that the union uses other recognition methods to motivate their members. These findings compounds with studies by Valencia (2009) and Valliant (2005) who observe that teacher unions conduct in-service training to overcome shortcomings and keep teachers a breast on new knowledge and practice. However, teacher unions are not doing enough with giving cash rewards and issuance of performance certificates. These findings were corroborated by the key informants in the study. One of the union officials confirmed;

We usually award among other things, certificates and trophies for those who stand out in different aspect of performance. I must say that on this, we are not doing enough and as a union, we must rethink and facilitate these rewards especially cash rewards and performance certificates to our members who perform exemplary well.

Another official asserted;

We have different schemes of how we recognize and appreciate members who perform exemplary well in different fields. Some of them you won't even believe if I tell you because they are so valuable and costly. But that is our way of appreciating their good work.

It is therefore the findings of this study that the involvement of teachers' trade unions in teacher professional development influences teachers' welfare in different ways and at different levels.

4.6 The influence of trade unions strategy of advocacy on teachers' welfare

The third objective of the study was to determine the influence of advocacy by teachers' trade union on teachers' welfare in public secondary schools in Nairobi County, Kenya. The study sought the opinion of participants on various statements relating to the influence of advocacy by teachers' trade union on teachers' welfare.

The results were presented in table 4.12

Table 4.12 Participants opinion on the influence of advocacy by teachers' trade union on teachers' welfare

Statement	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean	Std. Dev.
i Advocacy of a teachers' union in education reform is very important in improving teachers professional Performance.	124 (23.4)	81 (15.3)	62 (11.7)	164 (30.9)	99 (18.7)	3.24	1.524
ii Involvement in formulation of education policies that are aimed at improving teachers' professional Output.	86 (16.2)	135 (25.5)	95 (17.9)	99 (18.7)	115 (21.7)	3.04	1.400
iii Fights for reforms that will improve my Competence as a teacher.	70 (13.2)	86 (16.2)	141 (26.6)	142 (26.8)	91 (17.2)	3.18	1.270
iv My trade union requests for my input in education reform	50 (9.4)	95 (17.9)	88 (16.6)	165 (31.1)	132 (24.9)	3.44	1.293
v My trade union sensitizes campaigns on HIV/AIDs	94 (17.7)	88 (16.6)	99 (18.7)	136 (25.7)	113 (21.3)	3.26	1.401
vi Advocacy for inclusion in educational policy decision making e.g. Competency Based Curriculum (CBC)	72 (13.6)	95 (17.9)	124 (23.4)	154 (29.1)	85 (16.00)	3.16	1.278
Aggregate score						3.15	1.361

Results of the study in Table 4.12 established that 30.9 percent of the teachers agreed that advocacy of a teachers' union in education reform is very important in improving teachers professional Performance ($M=3.24$, $SD=1.524$). 23.4 percent strongly disagreed while 11.7 percent remained neutral. Chisholm and Ngobe (2003) found that although policy formulation was broadly participatory in most countries, involving government, the private sector, university researchers, NGOs and donors, overall teachers were less involved than other sectors. Although Kenyan teacher unions are largely known for championing for teachers' remuneration, they have also played their part in education reform albeit in collision with the central government constitution, new bills and policies. The reforms in the education sector must be undertaken with full consultations of (KNUT, 2012.)

A Total of 40.4 percent teachers agreed that trade unions are involved in formulation of education policies that are aimed at improving teachers' professional Output ($M=3.04$, $SD=1.400$), 221 (41.7%) disagreed while 17.9 percent remained neutral. According to Heyes, (2000) trade unions improve the economic and social conditions of all workers in a given country besides rendering to them assistance whether or not such workers are employed or have ceased to be employed. Arguably, they may be looked at as an extension of democracy from politics to industry (Devinatz, 2011). Union participation activities are divided into two categories, namely formal and informal activities. Formal activities consist of involvement in elections, participation of meetings, voting, filing grievances and serving as an officer. Informal activities include helping other members to file

grievances, reading union publications and talking about the union with others (Fullagar et al., 1995 cited in Gamage et al., 2012). Cohen (1994) cited in Gamage et al., (2012) indicate that Union participation can be measured by using various dimensions. He empirically identified the six forms of union participation; union commitment, participation in decision making, participation in union activities, attitudinal militancy, serving in elected offices and the propensity to strike.

Majority of the teachers representing 44.0 percent agreed that fights for reforms that will improve my Competence as a teacher ($M=3.18$, $SD=1.270$). 29.4 percent disagreed while 26.6 percent remained neutral. Several studies have shown that allowing employees to participate in decision making leads to increase in motivation, job performance, and organizational growth (Kim, MacDuffie, & Pil, 2010). However, many studies also have conflicting views on whether or not an increase in employee participation directly affects organizational performance. Some critics, such as Sashkin (1976) cited by Ojokuku et al., (2014) feel that participation is not only effective, but that its use by management is essential. However, Deery (2005) argue that trade unions can also have a negative effect on the organizational productivity by causing employees to stop working or to engage in sabotage in cases where trade unions mobilize their members to go on strike after failure of peaceful negotiations.

A total of 56 percent teachers agreed that trade unions requests teachers input in educational reforms, a cumulative of 27.3 percent disagreed while 16.6 percent remained neutral ($M=3.44$, $SD=1.293$). Hills (1985) cited in Zulkiflee and Shahrom

(2013), indicates that trade union can be used by employees to voice their views and ideas. The unions are in a position to make a difference through collective platform offered by the employers. This presents a good avenue for trade unions to press for, and demand for employees' rights (Kabeer, 2004 cited in Olufun, milayo & Kola, 2014). Nyaencha (2014), states that trade unions in Kenya participate in decision-making and hence they are involved in management of organizations. For example, KNUT ensures that teachers have a say in the formulation and execution of educational policies. Opara (2014) indicates that, trade unions, on behalf of employees, make agitations for new demands and social change in the work environment. On the other hand, the government is the policy and lawmaker as well as the regulators of industrial relations in the state.

A majority of teachers representing 47 percent agreed that teachers trade union sensitize campaigns on HIV/AIDS awareness, 24.3 percent of the respondents disagreed while 99 (18.7%) remained neutral ($M=3.26$ $SD=1.401$), majority of the teachers agreed that trade According to Kidumo (2011), teacher unions engage successfully in development of curriculum and trains teachers on emerging issues in curriculum implementation. Teachers and their organizations shape educational reforms and policies through their involvement in interest groups, and professional associations, or through government policy forums.'

HIV/AIDS awareness training or research and job satisfaction as well as empowerment are also provided by several of the teacher unions, including those in Eritrea, Lesotho, Liberia, Uganda, and Zambia. The Lesotho Association of

Teachers had projects addressing awareness, prevention and voluntary testing, teacher professionalism as well as gaining legal protection from victimization for its members. It published a book on life-skills education in partnership with the Ministry of Education and Training. Uganda's union has ongoing research on HIV, job satisfaction as well as developing a workplace HIV/AIDS policy for teachers (Bennell & Akyeampong, 2012)

Finally, a majority of teachers representing 45.1 percent agreed that trade unions are involved in advocacy for inclusion in educational policy decision making e.g. Competency Based Curriculum ($M=3.16$, $SD=1.278$). According to the outline in KNUT's strategic Plan (2015-2019) the aims and objectives of the Union are contained in Article II of its Constitution. They are summarized into five functional areas, namely; to unite teachers of all grades, to secure improved terms and condition of service for teachers and to protect their interests as workers. Other functions include promoting programs that are aimed at improving teachers' welfare and socio-economic well-being, to contribute to professional work in teaching and development of education services in Kenya.

The aggregate mean of 3.15 and a standard deviation of 1.361 shows that there was general agreement that advocacy of a teachers' union in education reform is very important in improving teachers' professional performance, teacher trade unions advocacy had a positive influence on formulation of education policies that are aimed at improving teachers' professional output, reforms that improve the competency of teachers as well as sensitization of its members on HIV/AIDS. This

agrees with Uganda's union has ongoing research on HIV and job satisfaction as well as developing a work place HIV/AIDS policy for teachers (Bennell & Akyeampong, 2012).

These findings concur with KNUT's constitution Article (II) section (2), (3) and (8) which advocates for cooperation among the teachers and the expression of their collective opinions, views and decisions upon matters affecting the interest of education and the teaching profession in Kenya. It further highlights the participation in all matters calculated to lead the improvement of education and promotes the establishment of a common system of education. KNUT is also mandated under section (8) to raise and maintain the standard and status of teaching profession and endeavor to make available to members of the union higher posts in the education service in the country.

The findings also are in agreement with Mafisa (2017) who established that teachers' unions are legally constituted to advocate for educational discourses especially with bargaining for favorable educational policies suitable for teachers' welfare which engages teachers and improves their instructional approaches and subsequently maintaining teaching standards. The findings are further compounded by Nchimbi (2018) who established that through unions advocacy, the work environment should be healthy, congenial surroundings and to provide teachers with amenities conducive to good health and higher morale.

Additionally, Kidumo (2011), teachers' unions advocate successfully for curriculum development and thus trains teachers on emerging issues in curriculum conception,

implementation and evaluation. Teachers unions in this case shape educational reforms and policies through their involvement in interest groups as well as professional associations or through government policy forums. However, according to Chisholm and Ngobe (2003) found that although policy formulation was broadly participatory in most countries, involving government, private sector, university researchers, NGOs a donor, overall teachers were less involved than other sectors.

According to KUPPET constitution and rules on aims and objectives, Article (4.0), section (a), (f) which advocates for a sound, ethical and professional policies that guarantee job security and fair solution of teachers' grievances. Further the union participates in all matters aimed at providing quality education and formulation of sound policies towards common system of education. Section (s) further compounds that the unions mandate to sensitize members on HIV/AIDS, substance abuse at work place while section (t) and (v) provides for advocacy against child labor, abuse, and trafficking. The unions also advocate for the creation of gender equity and mainstreaming at work place.

These findings were supported by the key informants in the study. One of the officials from one of teachers' trade unions noted;

Advocacy is our thing. Its forms the core of how we operate as a union. And I can tell you, it's through advocacy that we have achieved a lot of success as a union particularly matters on educational policies this county. We have different ways and means through which we do this. The advent of the new constitutional dispensation has seen a new constitution, new bills and policies. The reforms in the education

sector must be undertaken with full consultations. However, the 2-6-3-3 system of education which was unveiled in 2017 to replace the 8-4-4 one did not follow all the required procedures before being adopted. The government needs to undertake a review to change what needs to be changed and improve what needs to be improved. There was no publication when the programs were at policy formulation. Public participation was not well done when it came to Competency Based Curriculum(CBC). On the other hand, 8-4-4 was discussed and tabled in parliament for adoption but CBC has never been discussed.

One other official noted that;

Through our advocacy, we have achieved a lot for our members. Both in the streets, boardrooms, workshop and negotiating tables, we have advocated for the welfare of our teachers and ensured they get the best working conditions. Unions are about advocacy and that is why we usually hear about teachers' strikes being called by unions, things like CBAs and the likes. It's all about advocacy. And it is through such that we have seen long lasting reforms in the education sector.

The findings are in line with the writings of Kidumo (2010) who noted that teachers and their organizations shape educational reforms and policies through their involvement in interest groups, and professional associations, or through government policy forums. As noted by Adelber (2008) teachers' unions have not only the mandate from their members but also the responsibility to take an active role in education reform (Adelberg, 2008). Teachers ensure that reform goes beyond rhetoric, that good ideas are translated into practice. It is therefore the findings of

this study that teachers trade unions' advocacy has an influence on the welfare of teachers.

4.7 Teachers opinion on the influence on management of teachers' discipline by teachers' trade union on teachers' welfare

The study first sought the opinions of the participants on statements regarding the influence of teachers' trade unions involvement in management of teacher discipline and its influence on teachers' welfare. The results were presented in table 4.13.

Table 4.13 Participants opinion on the influence management of teachers' discipline by teachers' trade union on teachers' welfare

Statement	SD	D	N	A	SA	Mean	Std.
	N (%)	N (%)	N (%)	N (%)	N (%)		Dev.
i There is serious representation of teachers by the union disciplinary cases	149 (28.1)	67 (12.6)	71 (13.4)	162 (30.6)	81 (15.3)	3.26	1.433
ii There is a kitty at the unions accounts to represent teachers in legal cases	37 (7.0)	110 (20.8)	126 (23.8)	107 (20.2)	150 (28.3)	3.42	1.283
iii Discipline related cases against teachers are efficiently investigated by teachers trade unions and assistant rendered to them	52 (9.8)	74 (14.0)	149 (28.1)	187 (35.3)	68 (12.8)	3.27	1.151
iv Teachers unions emphasize the need to observe and respect institutional rules and regulations	45 (8.5)	78 (14.7)	98 (18.5)	161 (30.4)	148 (27.9)	3.55	1.270
v All cases against teachers are handled fairly courtesy of their trade union	48 (9.1)	77 (14.5)	129 (24.3)	165 (31.1)	111 (20.9)	3.40	1.223
vi Trade unions sensitize teachers on TSC code of regulations	50 (9.4)	80 (15.1)	134 (25.3)	157 (29.6)	109 (20.6)	3.37	1.231
Aggregate score						3.31	1.265

The study established that a majority of teachers representing 45.9 percent agreed that there is serious representation of teachers by the union disciplinary cases (M=3.26, SD=1.433). A total of 40.7 percent teachers disagreed while 13.4 percent remained

neutral. Teacher unions in Zambia, Zimbabwe and Namibia have strategies of disciplining errand teachers which include suspension from duty, interdiction, verbal and written warnings and dismissal from workforce (Kidumo, 2011). Bennell and Akyeampong (2007) point out that maintenance of teacher discipline regulates teacher behavior, enhances professional status of the teacher, establishes guidelines for delivery of services and ensures delivery of quality education to the pupil. Ward (2007) contends that teachers' code of discipline is an important tool which regulates teachers' professionalism and ensures delivery of quality education to their clients.

A total of 48.5 percent of the majority of the teachers agreed that there is a kitty at the unions' accounts to represent teachers in legal cases, a total of 27.8 percent disagreed while 23.8 percent remained neutral. All this represented a mean was 3.42, and the standard deviation was 1.283. The unions address issues on teacher absenteeism, dress code, and punctuality to work, teacher pupil relationship and sexual abuse to pupils all which constitute offences liable for disciplinary action (Bennell and Akyeampong, 2007). Disciplinary procedures and action against teachers at work (May, 2016) has it that an employee has a right to take someone with him or has to have disciplinary hearing after informing the employer about it. The companion can be a trade union representative or official and after hearing the employer should immediately write to employee saying the action to be taken. The decision might be no action or written warning or final warning, demotion or dismissal.

A total of 48.1 percent of the majority of the teachers agreed that discipline related cases against teachers are efficiently investigated by teachers' trade unions and assistant rendered to them. A total of 23.8 percent of the teachers disagreed while 28.1 percent remained neutral. This represented an overall mean of 3.27 and standard deviation of 1.151. Managing discipline issues arising in the workplace is acknowledged as a key challenge for all organizations (Costantino, 1996; ACAS, 2006; Ridley-Duff and Bennett, 2011 cited by Bennett, 2014). The potential efficacy of learning in reducing conflict in the workplace less well researched (Bennet, 2014). According to key finding of research conducted by Bennett (2014), there is relevance of addressing employee "wellbeing" through learning and lifestyle. During that time, the unions had extended their assistance by helping employees to consider broader lifestyle issues that could improve on their well-being and eventually reduce the pressure and stress in the workplace that can be associated with individual conflict (Bennett, 2014).

A Majority and a cumulative of 58.3 percent of the respondents agreed that teachers' unions emphasize the need to observe and respect institutional rules and regulations. A cumulative of 23.2 percent of the respondents disagreed while 98 (18.5) remained neutral (M=3.55, SD=1.270). A study by Lieberman (2000) observes that teacher unions play an extremely influential role in developing disciplinary structures at workplace to guide and regulate teacher discipline and performance in duty. Kerchner and Koppich (2007) agree with Lieberman that teacher unions have a great role to play in maintaining discipline of teachers but disagree on whether teacher discipline has any significant relationship with teachers' ability to

perform. While in Kenya teachers' trade unions and TSC partner in enforcing the code of regulation for teachers to ensure management of discipline among teachers (TSC Act 2012).

Furthermore, 52 percent of the respondents agreed that all cases against teachers are handled fairly courtesy of their trade union. 23.6 percent of the respondents disagreed while 24.3 percent remained neutral ($M=3.40$, $SD=1.223$). In Kenya both KUPPET and KNUT and TSC partner in enforcing the code of regulation for teachers to ensure management of discipline among teachers. The discipline code address issues on teacher discipline and professional performance of duties namely immoral behavior, professional misconduct in performance of duty, infamous conduct, forgery, mismanagement and embezzlement of public funds and other acts or conduct incompatible with the teaching profession (TSC Act 2012). KNUT sensitizes teachers on the code of regulations through seminars, workshops, publishing issues on the Kenyan Teacher magazine and frequent updates in the unions website. Teacher discipline and commitment to duty improves professional competence and delivery of quality education to the child.

Finally, a cumulative majority of 50.2 percent of the respondents agreed that trade unions sensitize teachers on TSC code of regulations. Accumulative of 24.5 percent of the respondents disagreed while 25.3 percent remained neutral ($M=3.37$, $SD=1.231$). KNUT sensitizes teachers on the code of regulations through seminars, workshops, publishing issues on the Kenyan Teacher magazine and frequent

updates in the unions website. Teacher discipline and commitment to duty improves professional competence and delivery of quality education to the child.

The aggregate mean of 3.31 with a standard deviation of 1.265 revealed that most of the respondents agreed with statements on trade unions involvement in management of teacher discipline on teachers' welfare. The findings of the study concur with a study by Campbell (2002) who observed that maintenance of high level of discipline in the teaching force is the cornerstone to achieving educational objectives. Management of teacher discipline is an important component in teacher union constitution. Many teachers' unions have either developed their disciplinary code or partner with other stakeholders in education sector to enforce teacher discipline and maintain high degree of professionalism among the teachers.

The findings further agree with UNESCO Survey (2009) on modern trends on teacher management which reported that teacher union in America and Europe have definite structures on managing teacher discipline. The unions address issues of teacher absenteeism, dress code and punctuality to work, teacher pupil relationship as well as sexual abuse to pupils, which constitute offences liable for disciplinary actions. (Bennell and Akyeampong, 2007).

KNUT, KUPPET and TSC collaborate in enforcing the code of regulations for teachers (CORT) to ensure management of discipline among teachers. The discipline code in this case addresses issues of teacher discipline and professional performance of duty, infamous conduct, forgery, mismanagement and embezzlement of public funds and other conducts incompatible with the teaching profession (TSC Act 2012).

In KUPPET constitution and Rules, Article (4.0) section (k), (l) and (o) mandates the union to promote and protect the rights of teachers serving in education industry. It further articulates members' interests in formulation of education ordinances, policies and propagate the same to the members for smooth administration and dispensation of education.

This is also in concurrence with KNUT's constitution in Article (II) section (9), (10) and (11) which mandates the commission to watch the administration and the working of various educational codes, ordinances, regulations, minutes and circulars and to procure the amendments of their terms and their removal where educationally desirable. Further, in section (12), it strives to settle disputes between its members and their employers and to regulate their relations between them by collective and constitutional means.

The study therefore observed that teacher trade unions were greatly involved in the disciplinary issues of teachers through representation in disciplinary cases, legal support through the legal kitty and following up for fair handling of teacher disciplinary cases and sensitizing teachers on the TSC code of regulations. It was noted that such sensitization was part of trade unions means of promoting teacher adherence to policies, procedures, frameworks and regulations and thus, promote good discipline among the teachers.

4.7.1 Influence of trade unions strategy of discipline management on teachers’ discipline

Teachers were asked to indicate how influential teacher discipline on their welfare.

The results are presented in table 4.14

Table 4.14 Influence of teachers’ trade union on management of teachers’ discipline

	N (%)
Not influential	65 (12.3)
Less influential	98 (18.5)
Influential	250 (47.2)
Very influential	117 (22.1)
Total	530 (100.0)

The findings in table 4.14 indicated that majority of teachers representing 47.2 percent agreed that teachers trade unions were influential in management of teachers’ discipline. A further, 22.1 percent of teachers indicated that trade unions are very influential in the management of teachers’ discipline. Teachers discipline creates an enabling environment for purposes of learning and overall discharge of duties and responsibilities. However, 18.8 percent disagreed that teacher unions are nor influential.

These very findings, agree with the position of education policy makers that the discipline of teachers quite pivotal in education discourse. Kallaway (2012) opines

that disciplined teachers are hardworking, responsible and committed to their duties. The unions officials also affirmed that teachers discipline was critical in their overall wellbeing. When asked to explain how trade unions addresses teachers discipline issues, one official explained;

We have done a lot to sensitize and educate our members on all codes of conduct so that their behaviors within their working environment is guided. We are doing this to ensure that our members not only protect their jobs, but also give this noble career some dignity that comes with it. It is important to note that we sensitize our members on TSC code of conduct, Basic Education Act 2013 and other related laws and regulation. However, it must be noted and emphasized that every teacher must guard his or her job, maintain professionalism and keep away from illicit relationships with students. Employment is a contract governed by law.

4.7.2 Teachers level of satisfaction by trade unions in management of teacher discipline.

Teachers in their particular schools were requested to express their level of satisfaction with teachers' trade unions involvement in the management of their discipline. The results according to schools were presented in table 4.15

Table 4.15 Teachers level of satisfaction by trade unions in management of teacher discipline

Level of Satisfaction	N (%)
Not satisfied	48 (9.1)
Fairly satisfied	59 (11.1)
Satisfied	199 (37.5)
Highly satisfied	224 (42.3)
Total	530 (100.0)

The responses in table 4.15 indicated that most of that teachers representing 42.3 percent were highly satisfied with the involvement of teachers' trade unions in managing teachers' discipline, while 9.1 percent of teachers were not satisfied with the involvement teachers trade unions in managing teachers discipline.

The findings therefore indicated that teachers trade unions have succeeded in managing teachers discipline as spelt out in KNUTs Article (II) section (9) and KUPPET's Constitution, Article (4) section (k), (l) and (o). This has been achieved due to the close working relationship with the Teachers Service Commission to enforce teachers' code of regulations.

4.7.3 Disciplinary issues addressed by teachers' trade unions

Teachers were also asked to rate the extent to which they agreed or disagreed with statements regarding teachers' trade unions involvement in disciplinary issues. The results were presented in table 4.16

Table 4.16 Disciplinary issues addressed by teachers' trade unions

Teachers Discipline issues	SA	A	D	SD
	f (%)	f (%)	f (%)	f (%)
Absenteeism	174.9 (33)	143 (27)	111 (21)	101 (1)
Drunkenness	84.8 (16)	137.8 (26)	127.2 (24)	180.2 (34)
Punctuality to Duty	249.1 (47)	79.5 (15)	153.7 (29)	47.7 (9)
Negligence to Duty	180.2 (34)	137.8 (26)	113.3 (21)	100.7 (19)
Carnal Knowledge	249.1 (47)	153.7 (29)	79.5 (15)	47.7 (9)
Insubordination	27.6 (52)	68.9 (13)	180.2 (34)	5.3 (1)

From table 4.16 the study established that most of the teachers were in agreement that teachers trade unions addressed issues such as absenteeism with cumulative agreement of 60 percent, drunkenness, 42 percent, Punctuality on duty, 62 percent, negligence of duty 60 percent, carnal knowledge 76 percent as well as insubordination with a cumulative of 65 percent. The study noted that most of the teachers did not acknowledge teacher trade unions addressing issues related to drunkenness as they did with the other disciplinary issues. One of the officials from one of the trade unions noted;

We have been engaged in promoting good discipline among our teachers. At times, we have been involved in some cases of indiscipline for instance deserting duty, insubordination and involvement in criminal acts. We ensure that justice is served where it is supposed to.

Another official quipped;

We engage our member on disciplinary issues. But first, we usually make them clearly aware of all regulations governing their conduct so that they do not go against them. But when something goes wrong, we usually come in to support them including legal support, of which most of the time is expensive at our end. They are our members and as a union, we have an obligation to support them and ensure they get justice. In 2019 we handled up to 14 cases involving our members. Notwithstanding, every teacher must guard his or her job, maintain professionalism and keep away from illicit relationships with students. Employment is a contract governed by law.

The findings of this study are in line with the findings of Lieberman (2000) who observed that teacher unions play an extremely influential role in developing disciplinary structures at workplace to guide and regulate teacher discipline and performance in duty. In the same vein, the findings agree with the findings of Kerchner and Koppich (2007) who noted that that teacher unions have a great role to play in maintaining discipline of teachers but disagree on whether teacher discipline has any significant relationship with teachers' ability to perform.

4.8 The welfare of teachers

The study sought the opinions of the participants on statements regarding the welfare of teachers. The results were presented in table 4.17.

Table 4.17 The welfare of teachers

Statement	SD	D	N	A	SA	Mean	Std. Dev.
	N (%)	N (%)	N (%)	N (%)	N (%)		
i Through trade unions, teachers have been promoted to new job groups and are more committed to work.	102 (19.2)	38 (7.2)	81 (15.3)	179 (33.8)	130 (24.5)	3.37	1.423
ii The trade unions negotiate for better health insurance schemes and psycho-social support for teachers	21 (4.0)	74 (14.0)	112 (21.1)	165 (31.1)	158 (29.8)	3.69	1.153
iii Trade unions have successfully negotiated teachers' workload as well as work life balance e.g. study leave	33 (6.2)	67 (12.6)	123 (23.3)	171 (32.3)	136 (25.7)	3.58	1.177
iv Teacher unions engage successfully in involvement of teachers in developing of curriculum e.g. teaching resources	28 (5.3)	81 (15.3)	116 (21.9)	214 (40.4)	91 (17.2)	3.49	1.104
v Unions encourage continuous personal development and advancement for teachers i.e. continuous learning	44 (8.3)	89 (16.8)	140 (26.4)	171 (32.3)	86 (16.2)	3.31	1.173
vi Teachers obedience to the TSC code of regulations and ethics	36 (6.8)	59 (11.1)	170 (32.1)	182 (34.3)	83 (15.7)	3.41	1.090
Aggregate score						3.48	1.187

As presented in table 4.17 a majority of the teachers representing 58.3 percent demonstrated that through trade unions, teachers have been promoted to new job groups and are more committed to work (M=3.37, SD=1.423). Daud et al., (2013) suggested that trade unions are agencies of protest and hence they reflect labor's grievances and aspirations. 26.4 percent of the teachers disagreed while 15.3 percent were neutral. Daud et al., (2013) contended that workers who feel isolated from

employers or who are unable to influence management were likely to turn to unions. Trade unions presence can enhance job security perceptions and lead to requests for salary bonuses linked to performance and promotion (Damiani & Ricci, 2014).

A majority of teachers representing 60.9 percent agreed to pertinent statements posed, including the trade unions negotiate for better health insurance scheme and psycho-social support for teachers ($M=3.69$, $SD=1.153$). However, a total of 18 percent of the teachers had contrary opinion while 21.1 percent remained neutral. Mahmood (2013) explains that teachers are the heart and soul of any education system and their psycho-social support system is the most crucial element in performance in their work. Ackerman (2006) observes that the greatest determinant of student achievement is the teachers' availability and commitment which is determined by the teachers' health and mind status and the level of motivation. In schools the morale of teachers is an important factor to ensure that teachers' give of their best at all times so that students receive the best possible education (Anderson2002).

Teacher unions have engaged successfully in negotiating teachers' reasonable workload as well as work-life balance e.g. study leave and compassionate leave. This was agreed upon by majority of the teachers who represented 58 percent. However, 18.8 percent disagreed while 23.3 percent remained neutral ($M=3.58$, $SD=1.177$). According to Bernie (2014), the work of a teachers is highly complex and that it involves a wide range of tasks. As a result, teachers often malty task during the work day, a situation that sometimes prevents them from focusing on

such higher order activities as planning, engaging in professional development and reflecting on their practice. These long hours create stress and exhaustion which in turn lead to high rates of absenteeism and burnout.

A majority of the teachers representing 57.6 percent agreed with the fact that teachers and their organizations shape educational reforms and policies through their involvement in interest groups, and professional associations, or through government policy forums ($M=3.49$, $SD=1.104$). However, 20.6 percent of the teachers disagreed while 21.9 percent remained neutral. Barber (2006) in his research on education reform, management approaches and teacher unions observes that teacher unions have developed strategies to promote education. These strategies include developing professional capacity development for teachers, getting involved in instructional material development and coordination of teaching and instruction in schools. Murray avers that teacher unions discuss curriculum and assessment issues with state departments of education in Canada and America.

48.5 percent of the teachers agreed with the fact that both KNUT, KUPPET, and Teachers Service Commission partner in enforcing the code of regulation for teachers to ensure management of discipline among teachers ($M=3.31$, $SD=1.173$). However, 25.1 percent teachers disagreed while 26.4 percent remained neutral. Majority's responses agree with Musyoka (2012) who opines that Mwingi branch of KNUT operates welfare and socioeconomic programs that are beneficial to teachers. The most popular programs are savings and credit societies

followed by burial and benevolent fund on the other hand KUPPET have also been in the forefront in securing teachers' benefits in post primary institutions.

Finally, the study findings revealed that when disciplinary cases arise among teachers, a hybrid of transformative leadership, professionalism, good faith and mutual respect is recommended to achieve win-win situation and secure jobs of the affected teachers which represented 50 percent of the teachers' responses. However, a total of 17.9 percent disagreed while 32.1 percent remained neutral ($M=3.41$, $SD=1.090$).

Campbell, (2002), studied professional ethics among teachers in Brazil and found that maintenance of a high level of discipline in the teaching force is the cornerstone to provision of quality education to the public. Management of teacher discipline is an integral component of teacher unions' constitution. Disciplinary procedures and action against you at work (May, 2016) has it that an employee has a right to take someone with him or has to have disciplinary hearing after informing the employer about it. The companion can be a trade union representative or official and after hearing the employer should immediately write to employee saying the action to be taken. The decision might be no action or written warning or final warning, demotion or dismissal.

4.9 Null Hypothesis stating and testing

The researcher performed chi-square test to determine the relationship between teachers' professional development and teachers' welfare in public secondary schools in Nairobi County, Kenya.

4.9.1 Testing Hypothesis H10

Ho1: There is no significant relationship between teachers' benefits and teachers' welfare in public secondary schools in Nairobi City County, Kenya. This was illustrated in table 4.17.

Table 4.10 Chi-Square Statistics

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	376.771 ^a	399	.002
Likelihood Ratio	378.155	399	.017
Linear-by-Linear Association	.063	1	.031
N of Valid Cases	530		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is .796.

H1₁: There is significant relationship between teachers' benefits and teachers' welfare in public secondary schools in Nairobi City County, Kenya.

Chi-square statistics were used to examine association between teachers' benefits and teachers' welfare and the results presented in table 4.17. There is a significant association at 5% significance level between teachers' benefits and teachers' welfare (Chi-Square =376.771, df = 399, p = .002<0.05). Hence, we reject Ho1.

4.9.2 Testing Hypothesis H02

Ho2: There is no significant relationship between teachers' professional development and teachers' welfare in public secondary schools in Nairobi City County, Kenya. This is illustrated in table 4.19.

Table 4.19 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	332.770 ^a	361	.004
Likelihood Ratio	375.264	361	.022
Linear-by-Linear Association	.556	1	.000
N of Valid Cases	530		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is .615

The results in table 4.18 showed that there was also a positive significant relationship (Chi-Square =332.770^a, df = 361, p = .004<0.05) between advocacy by teachers' trade union and teachers' welfare in public secondary schools in Nairobi City County, Kenya hence the null hypotheses was rejected.

4.9.3 Testing Hypothesis H03

The researcher tested H03 to determine the relationship between teachers' trade unions advocacy and teachers' welfare.

Ho3: There is no significant relationship between teachers' trade union advocacy and teachers' welfare in public secondary schools in Nairobi City County, Kenya. This is illustrated in table 4.23.

Table 4.23 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	475.168 ^a	456	.008
Likelihood Ratio	502.716	456	.024
Linear-by-Linear Association	.011	1	.017
N of Valid Cases	530		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is .376

H13: There is a significant relationship between trade unions advocacy and teachers' welfare in public secondary schools in Nairobi City County, Kenya.

From the results in table 4.23, there is a positive significant relationship (Chi-Square =475.168^a, df = 456, p = .008<0.05) between trade Unions involvement in management of teacher discipline and teachers' welfare. The researcher therefore rejected this hypothesis.

4.9.4 Testing Hypothesis H04

The researcher tested H04 to determine the relationship between teachers' discipline management and teachers' welfare.

Ho4: There is no significant relationship between teachers' discipline management and teachers' welfare in public secondary schools in Nairobi City County Kenya. Table 4.24 illustrate this relationship.

Table 4.21 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	443.882 ^a	399	.010
Likelihood Ratio	482.806	399	.003
Linear-by-Linear Association	4.000	1	.046
N of Valid Cases	530		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is .502.

H14: There is statistically significant relationship between teachers' discipline management and teachers' welfare in public secondary schools in Nairobi City County, Kenya.

From table 4.21, there is a positive significant relationship (Chi-Square =443.882^a, df = 399, p = .010<0.05) between trade unions involvement in management of teacher discipline and teachers' welfare in public secondary schools in Nairobi City County, Kenya hence Ho4 was rejected by the researcher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a discussion of findings, conclusions and recommendations of the study. The purpose of this study was to investigate the influence of trade unions strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya. The summary of the research findings is presented, and the discussions on the extent to which trade unions' strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya. The conclusions and recommendations from the research findings, and areas of further research are also presented.

5.2 Summary of the study

The study sort to find out the influence of trade unions strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya. The researcher based the study on the following objectives; of securing of teachers' benefits by trade Unions on teachers' welfare, the extent to which trade unions involvement in teacher professional development influence teachers' welfare, the influence of advocacy by teachers' trade union on teachers' welfare, and the extent to which Trade Unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools in Nairobi County. The study employed a descriptive survey design. The target population of the study was 2236 secondary school teachers and a total of 87 public secondary schools, eleven KNUT and seven KUPPET officials. Thirty percent target population for both teachers and schools

were sampled giving a sample size of 671 teachers and 26 secondary schools. The teachers and the schools were stratified per sub-County and selected by simple random sampling method to participate in the study. Both KNUT and KUPPET officials were purposively sampled for they had special information relevant to the study. A total of three KNUT officials and two KUPPET official were purposively sampled.

Data was collected by interview guide for the KNUT officials. Data analysis was done by use of SPSS version 21 where data was coded, fed into the computer system, analyzed descriptively and presented using frequency tables, bar graphs and pie charts. For interviews, audio recorded responses were listened to, transcribed into texts, compared with field notes and presented as direct quotations, verbatim and discussions.

Content validity of the research instruments was ascertained by a team of experts in the field of Educational administration and through piloting of questionnaires. Reliability of the instruments was ascertained by a test-re test technique and a coefficient of stability for teachers' questionnaire found to be 0.785. Permission to collect data in Nairobi County was granted by the National Council of Science and Technology. A letter of introduction was given in every school visited before data was collected.

5.3 Summary of the findings

This section provided the main summary of the major findings of the study based on the research objectives.

5.3.1 The influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools

The study's findings revealed that trade unions were instrumental in fighting for teachers' benefits and welfare, which included, among other things, better pay and allowances, better working conditions, efficiency in the roll out of benevolent benefits, facilitation of quick access to educational credit facilities, and improved medical and health coverage. Access to these advantages, as well as the assurance of teachers' welfare, led in an increase in teachers' professional performance and welfare. The findings of the study observed that the core teacher welfare benefits advocated for by teacher trade unions included salary increases, better working conditions, job security, housing, land-lease schemes, transportation assistance schemes, insurance programs, and other schemes for the benefit of members.

The results of this research also revealed that, as previously stated, secured teacher welfare benefits were significant in improving teachers' welfare and subsequently productivity on their job. The results add to previous findings and show that teacher trade unions were important in campaigning for and obtaining improved welfare for teachers, and that the obtained benefits were effective in enhancing the welfare of the teachers and, as a result, their productivity in the workplace. Teachers' well-being is a critical component in boosting teacher morale. Improving teacher morale increases dedication, which plays a critical role in improving students' academic success with the formal school setting.

5.3.2 The extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools

The study established that trade unions were involved in the professional development of teachers to a great extent. This involvement was aimed at enhancing teachers' welfare and subsequently their output at work. This involvement had fostered and advanced capacity building and proficiency development among the teachers to a great extent. Additionally, besides teachers' trade unions recognizing the good performance of teachers, the teacher trade unions fought for the recognition of the professional performance of the teachers by the employer. The study finds it fit to note that professional development is vital to career progression and therefore a central trade union concern.

The findings noted that trade unions provide education and training to their members with the aim of building their capacities. Furthermore, as noted by both KUPPET and KNUT the findings of this study agree that the teachers' union has put in place strategies and programs to promote the welfare of its members over and above its trade union activities.

5.3.3 The influence of advocacy by teachers' trade union on teachers' welfare in public secondary schools.

The study established that teacher trade unions advocacy had a positive influence on the welfare of teachers by among others, formulation of education policies that are aimed at improving teachers' professional output, reforms that improve the competency of teachers as well as sensitization of its members on HIV/AIDS. The

findings of the study showed that there was general agreement that advocacy of a teachers' union in education reform is very important in improving teachers' professional performance. The findings of this study agree in the sense that teachers' unions have not only the mandate from their members but also the responsibility to take an active role in education reform. Teachers ensure that reform goes beyond rhetoric, that good ideas are translated into practice.

5.3.4 The extent to which Trade Unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools

The study established that teacher trade unions were involved in the disciplinary issues of teachers. This was undertaken through among other avenues, representing teachers in disciplinary cases, legal support through the legal kitty, following up for fair handling of teacher disciplinary cases and sensitizing teachers on the TSC code of regulations and applicable laws. The findings of this study further compounded that such sensitization was part of trade unions means of promoting teacher adherence to policies, procedures, frameworks and regulations and thus, promote good discipline among the teachers. Disciplinary issues that were addressed by teacher trade unions included absenteeism, punctuality on duty, negligence, carnal knowledge and insubordination.

5.4 Conclusions

The study concluded that securing of teachers' benefits by trade unions had a positive influence on teachers' welfare in public secondary schools. The study also concluded that trade unions were involved in the professional development of

teachers to a great extent. This involvement was aimed at enhancing the output of the teachers at work. The study concluded that teacher trade unions advocacy had a positive influence on the welfare of teachers and this was very important in improving teachers' professional performance. The study also concluded that teacher trade unions were greatly involved in the disciplinary issues of teachers through among others, representing teachers in disciplinary cases and legal support through the unions' legal kitty.

5.5 Recommendations

Based on the findings, the study made the following recommendations;

- i) Teacher unions should adequately play their role by entering Collective Bargaining Agreements with Teachers Service Commission with a view of negotiating for teachers' better terms of service especially salary and allowances packs increments for teachers whose salaries and other benefits can hardly put up with the City's economic demands.
- ii) KNUT, KUPPET, Ministry of Education, Kenya Education management institute (KEMI), Kenya institute of Curriculum Development (KICD)
And Teachers Service Commission (TSC) should intensify capacity building programmes to train the teachers on emerging trends in educational reforms e.g. Competency Based Curriculum (CBC) to keep teachers abreast with new educational policies and reforms.
- iii) The Teachers Service Commission (TSC) and BOMs need to have specific, teacher centered frameworks for recognizing and rewarding

exemplary performance among teachers so as to motivate good discipline and inspire good performance among the teachers.

- iv) Teachers trade unions should encourage teachers' professional development. Unions ought to ensure that teachers who pursue higher qualifications are remunerated well under a proper career progression guideline policy on promotion developed by working in consultation with TSC and the ministry of Education. Teachers unions should therefore intensify capacity building programmes to train the teachers on emerging trends, new policies on education reforms.
- v) Advocacy by teachers' trade unions should not be used as a publicity stunt and public relations tool but should be focused on negotiating, debating and to inform reforms that benefit teachers, students and the entire education sector.
- vi) TSC, BOMs and school Principals should fully take the lead in addressing discipline issues by sensitizing their members on all regulations governing them as well as being part of all disciplinary proceedings involving their members, to ensure justice is served and lessons learnt are implemented by the concerned teachers.

5.6 Suggestions for further research

- i) Further studies should be done on the influence of University Staff Academic Union (UASU) strategies on the welfare of lecturers in public universities in Kenya.

ii) Further studies should be conducted on KNUT and KUPPET initiatives on teachers' health insurance schemes and how this has enhanced the social welfare of teachers in public secondary schools in Kenya.

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APPENDIX I

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,

P.O BOX 30197,

NAIROBI.

School Principal,

_____ Secondary School

Dear Sir/Madam

RE: EDUCATIONAL RESEARCH

I am a post graduate student pursuing the degree of Doctor of Education (D.Ed.) at the University of Nairobi, Department of Educational Administration and planning. I wish to carry out a research on the ‘Influence of Teachers trade unions strategies on teachers’ welfare in public secondary schools in Nairobi County, Kenya’. I wish to carry out a research on the **‘Influence of Teachers trade unions strategies on teachers’ welfare in public secondary schools in Nairobi County, Kenya’**. I request you to kindly allow me collect data from your school. Please be assured that your identity will be kept confidential. The data collected will only be used for the purpose of this research.

Thank you.

Yours faithfully,

Tom Ochieng’ Kuja

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information on Influence of teachers' trade unions strategies on teachers' welfare in public secondary schools in Nairobi County, Kenya. Your identity will be accorded great confidentiality;

Section A: Demographic information

1. Kindly indicate your gender

Male () Female ()

2. Kindly indicate your age 21 – 30 years () 31 – 40 years () 41 –50 years () above 51 years ()

3. Kindly indicate your highest professional qualification

Diploma in Education () Bachelor's degree () Master's Degree () PhD ()

Any other please specify_____

4. For how long have you been a teacher?

Below 1 year () 1 – 10 years () 11 – 20 years () 21 – 30 years () 31 – 40 years () above 41 years ().

5. Kindly tick your union membership KNUT KUPPET

6. Indicate union membership duration

Duration of membership in KNUT

1-10 years 11-20 years 21-30 years above 30 year

Duration of membership in KUPPET

1-10 years 11-20 years 21-30 years above 30 years

Section B: Influence of teachers’ trade unions’ strategy of securing teachers’ benefits on teachers’ welfare

7. By use of a tick (√) indicate the extent of your agreement on teachers’ trade unions strategy of securing benefit on teachers’ welfare.

Key: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)

	Unions strategy of securing teachers’ benefits on teachers welfare	SD	D	N	A	SA
i.	My trade union is instrumental in fighting for Better pay and allowances					
ii.	Better pay and allowances improves my professional Performance as a teacher.					
iii.	My trade union fights for better working conditions					
iv	Teacher trade union activities have led to efficiency is disbursement of benevolent funds and logistics during member teacher kin demise.					
v	Trade unions activities have enabled quick access to sufficient education loans by members appropriately on request					
vi	My trade union protects its members and ensure job security					

8. In your own opinion, are you satisfied by the involvement of Teachers trade unions’ on securing teachers’ benefits?

Highly satisfied () Satisfied () fairly satisfied () Not satisfied ()

9. In your opinion how influential are the secured teacher welfare benefits in enhancing total teacher output in their work?

Very influential () Influential () Less influential () Not influential ()

10. What type of recognition does your union offer you?

Cash Awards () Performance certificates () Others-----

Section C: Influence of teachers’ trade unions’ strategy of teacher professional development on teachers’ welfare

11. By use of a tick (√) indicate the extent of your agreement on the involvement of teachers’ trade union in professional developments on teachers’ welfare.

Key: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)

	Unions strategy of teachers’ professional development on teachers welfare	SD	D	N	A	SA
i.	Unions are involved in-training of teachers through seminars and workshops					
ii.	Involvement with the trade union encourages me to enhance my professional output as a teacher					
iii	Trade unions’ activities have fostered and advanced for capacity building and proficiency course for development of teachers					
iv	Teachers trade union activities have seen to it that there’s been proper negotiated terms for performance contracting for teachers (TPAD)					
v	My trade union encourages opportunities for further studies					

12. Influence of professional development on teachers’ carrier progression

Very influential () Influential () Less influential () Not influential ()

13. Level of satisfaction by trade unions involvement in sensitizing teacher professional development programs.

Highly satisfied () Satisfied () fairly satisfied () Not satisfied ()

Section D: Influence of teachers’ trade unions’ strategy of advocacy on teachers’ welfare

14. By use of a tick (√) indicate the extent of your agreement on teachers' trade unions strategy of advocacy on teachers' welfare.

Key: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)

	Trade union strategy of advocacy on teachers welfare	SD	D	N	A	SA
i.	Advocacy of teachers' union in education reform improves teachers' professional performance.					
ii.	Involvement in formulation of education policies that are aimed at improving teachers' professional Output.					
iii.	Fights for reforms that will improve my Competence as a teacher.					
iv	My trade union insists on teachers input for my input in education reform that affects teachers.					
v	My trade union sensitizes campaigns on HIV/AIDs or dreadful diseases.					
vi	Advocacy for inclusion in educational policy decision making e.g. Competency Based Curriculum (CBC)					

Section E: Influence of teachers' unions' strategy of maintenance of teacher

Discipline on teachers' welfare

15. By use of a tick (√) indicate the extent of your agreement on teachers' trade unions strategy of management of teacher discipline on teachers' welfare.

Key: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)

	Trade union strategy of teacher discipline on teachers welfare	SD	D	N	A	SA
i	There is representation of teachers by the union disciplinary cases					
ii	There is a kitty at the unions accounts to represent teachers in legal cases					
iii	Discipline related cases against teachers are efficiently investigated by teachers trade unions.					
iv	Teachers unions emphasize the need to observe and respect institutional rules and regulations					
v	All cases against teachers are handled fairly courtesy of their trade union					
vi	Trade unions sensitize teachers on TSC code of regulations					

16. In your opinion how influential is the involvement of teacher trade union on teacher discipline?

Very influential () Influential () Less influential () Not influential ()

17. Indicate your level of satisfaction by trade unions in managing teachers discipline.

Highly satisfied () Satisfied () Fairly satisfied () Not satisfied ()

18. By use of a tick (√) kindly indicate the extent of your agreement on the involvement of teachers' trade unions in addressing the below outlined teacher discipline issues in schools.

Key: 1 . Strongly Agree (SA) 2. Agree (A) 3. Disagree (D) 4 . Strongly Disagree (SD)

		SA	A	D	SD
Teachers Trade Union addresses the following teacher discipline issues	Absenteeism				
	Drunkenness				
	Punctuality to duty				
	Negligence of duty				
	Carnal knowledge				
	Insubordination				

Section F: Teachers Welfare

19. By use of a tick (√) kindly indicate the extent of your agreement on the statements related to teachers' welfare.

Key: Strongly Disagree (SD) Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)

	Teachers Welfare	SD	D	N	A	SA
i.	Through trade unions, teachers have been promoted to new job groups.					
ii	Unions negotiate for better health insurance schemes and psycho-social support for teachers					
ii.	Trade unions have successfully negotiated teachers' workload as well as work life balance e.g. study leave					
iii	Unions facilitation/encouragement of access to credit and savings					
iv.	Teacher unions engage successfully in involvement of teachers in developing of curriculum e.g. teaching resources					
v	Unions encourage continuous personal development and advancement for teachers i.e. continuous learning					
vi.	Participation of teachers in educational reforms and policies and professional associations, or through government policy forums					
viii	Teachers obedience to the Law					

20. In your own opinion, are you satisfied by the involvement of Teachers trade unions' in addressing teachers' welfare issues?

Highly satisfied () Satisfied () fairly satisfied () Not satisfied ()

THANK YOU

END

APPENDIX III

INTERVIEW QUESTIONS GUIDE FOR UNION OFFICIALS

Name of trade union: _____

Name of interviewee: Union official and Position: _____

1. (a) Describe some of the benefits you have secured as a union for your members.
(b) How important are these benefits on the teachers' welfare?
2. a) What are some of the strategies your trade union has out in place to ensuring teacher professional development?
b) How have teachers' benefited from these strategies?
3. (a) What are some of the advocacy activities your trade union is/has been involved in?
(b) What are some of the notable outcomes from teachers as a result of your union's advocacy?
4. (a) what are some of teacher discipline issues you have encountered in schools?
(b) How does your trade union address such teacher discipline issues to ensure continuity?
5. What are some of the indicators of teachers' welfare that your trade union has achieved so far in secondary Schools?

Thank you for your time

APPENDIX IV

DOCUMENTARY ANALYSIS GUIDE LIST

Code of Regulation for Teachers (2013)

CBC Implementation framework

Journals (The Teacher)

KNUT Education Policy Document (2005)

KNUT Constitution (2013)

KNUT EFAIDS Curriculum (2006)

KNUT Strategic Plan (2015-2019)

KNUT- The Union of Choice-2015

KNUT School Representatives Organization Manual (The Power in Numbers)

KUPPET Constitution

KUPPET National Annual delegates conference 2019

KUPPET Nairobi County Branch Annual Delegate Conference 2019

Labour Relations Act (2007)

Nairobi County TSC reports of (2014)

Newspaper articles

Public Officers Ethics Act (2003)

Resolutions of the Dakar Frame Work of Action on EFA goals (2000).

The Basic Education Act, 2013.TSC-Code of Regulations for Teachers Revised 2014

Teacher Union Reports and Resolutions

TSC-KUPPET CBA (2017-2021)

APPENDIX V

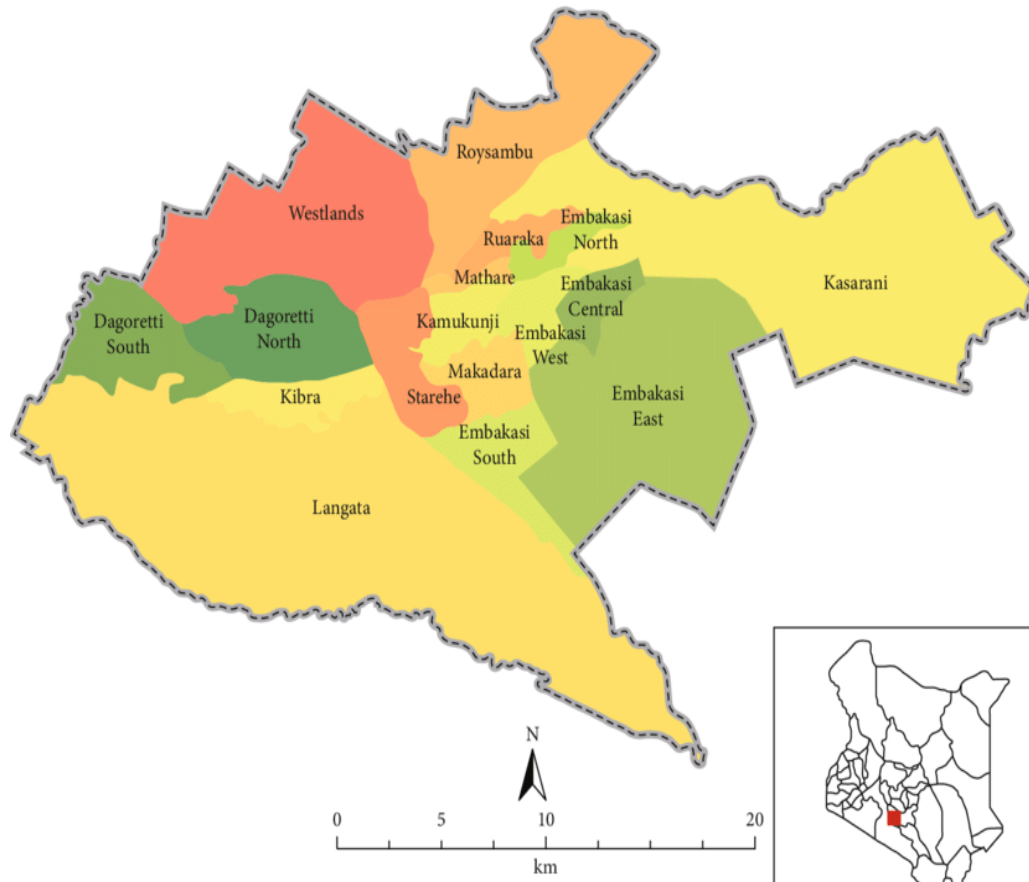
A LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY

Serial No.	Sub county	Number of schools Visited
1.	Langa'ta	3
2.	Kibra	7
3.	Westland	6
4.	Dagoretti	6
5.	Makadara	10
6.	Starehe	9
7.	Kamukunji	11
8.	Embakasi	14
9.	Mathare	7
10.	Njiru	7
11.	Kasarani	6
	TOTAL	87

APPENDIX VI


















NAIROBI CITY COUNTY MAP

Study area – Nairobi City Country





Author : Ruth Kamunya - F56/68608/2013

Constituency

- | | |
|--|---|
|  Dagoretti North |  Kibra |
|  Dagoretti South |  Langata |
|  Embakasi Central |  Makadara |
|  Embakasi East |  Mathare |
|  Embakasi North |  Roysambu |
|  Embakasi South |  Ruaraka |
|  Embakasi West |  Starehe |
|  Kamukunji |  Westlands |
|  Kasarani | |

APPENDIX VII
RESEARCH PERMIT

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Ref No: 815668	Date of Issue: 09/June/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. TOM OCHIENG' KUJA of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: Influence of trade Unions Strategies on Teachers Welfare in Public Secondary Schools in Nairobi County, Kenya for the period ending : 09/June/2022.</p>	
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APPENDIX VIII

KENYA NATIONAL UNION OF TEACHERS CONSTITUTION



Kenya National Union of Teachers
Service & Justice

ARTICLE II

Revised on 9th December 2013

RULES AND REGULATIONS

The Kenya National Union of Teachers was founded on December 4, 1957; its Constitution ratified on December 10, 1958 and registered on May 14, 1959.

ARTICLE II – FUNCTIONS OF THE UNION

The aims and objectives of the union shall be: -

1. To bring together and to unite Teachers of all grades and qualifications in Kenya.
2. To provide means for co-operation among the Teachers and the expression of their collective opinions, views and decisions upon matters affecting the interest of education and the Teaching profession in Kenya.
3. To participate in all matters calculated to lead to the improvement of Education and promote the establishment of a common system of Education.
4. To secure effective representation of the Teaching Profession on the Government, public and private bodies or organizations, where such representation may be required.
5. To place at the disposal of the Kenya Government, the Ministries of Education, the Teachers Service Commission, and any Council, board, or organization, public or private, who are concerned with or have relation to Educational Affairs, the advice, experience, and general co-operation of the union.
6. To secure solidarity and to extend the influence of the Teaching Profession in Kenya.
7. To Co-operate with other societies, bodies, associations, unions or organizations within or outside Kenya having Objectives together or in part similar to the objectives or some of the objectives of the Union.
8. To raise and maintain the standard and status of the Teaching Profession and to endeavor to make available to members of the Union higher posts in the Education Service of the Country.

9. To watch the administration and the working of the various educational codes, ordinances, regulations, minutes, and circulars and to procure the amendments of their terms and their removal where educationally desirable.

10. To offer advice and general assistance to individual members in Education and Professional matters, and in legal cases in which a member may be involved.

11. To secure and maintain unified and better terms and conditions of employment and service for all teachers.

12. To settle disputes between members of the Union or between its members and their employers and to regulate their relations between them by collective and constitutional means.

APPENDIX IX

THE MANDATE OF KNUT



Kenya National Union of Teachers
Service & Justice

The Mandate of KNUT.

The mandate of KNUT is to secure, protect, and enhance the welfare of their members and to advocate for education professionalism and development in the Country.

APPENDIX X

AIMS AND OBJECTIVES OF KNUT



Kenya National Union of Teachers
Service & Justice

The Aims and Objectives of KNUT

The aims and objectives of the Union that are contained in Article II of its Constitution can be summarized into five functional areas, namely:

- i) To unite teachers of all grades while providing a forum for their cooperation with members of similar unions and bodies globally.
- ii) To secure improved terms and condition of service for teachers, protecting their interests as workers.
- iii) To promote programmes that are aimed at improving teachers' welfare and socio-economic well-being.
- iv) To contribute to professional work in teaching and development of education services in Kenya.
- v) To mobilize resources and acquire assets that will ensure the effective functioning.

APPENDIX XI

VISION, MISSION AND CORE VALUES OF KNUT



Kenya National Union of Teachers
Service & Justice

VISION

To be the most effective and self-reliant teachers' union in the world

MISSION

To unite teachers of all grades for quality service, socio-economic improvement and professional advancement and strengthen their bargaining power, and promote quality education through effective leadership and effective programming.

CORE VALUES

- Professionalism
- Integrity
- Courage & Bravery
- Solidarity & Team work
- Equity

APPENDIX XII

KUPPET CONSTITUTION AND RULES



ARTICLE 2.0: NAME

The organization shall be called; Kenya Union of Post-Primary Education Teachers (KUPPET), herein after referred to as the UNION. The registered office of the union shall be Lower Hill Duplex Apartment, Lower Hill Road, Suite 51/P. O. Box 30412-00100, NAIROBI or as may be determined from time to time by the Union.

ARTICLE 3.0

MOTTO Service, Justice and Integrity.

ARTICLE 4.0

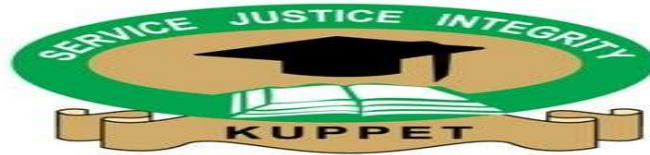
THE AIMS/OBJECTIVES

- (a) To advocate for the establishment of Sound, Ethical and Professional policies that guarantee job security and fair solution to the members' grievances.
- (b) To make every endeavor to organize all the teachers in the post primary institutions and to ensure absolute unity of the members for effective and efficient representation.
- (c) To promote, improve and develop ethical principles to inculcate responsibility among the teachers to guarantee their health, professional, social and economic well-being.
- (d) To develop the capacity of members through seminars, symposiums and workshops locally and internationally.
- (e) To organize lawful processions or demonstrations to promote the members' freedom of expression and collective rights.
- (f) To participate in all matters aimed at providing quality education and formulation of sound policies towards common system of education.
- (g) To make every endeavor to promote effective representation locally, CONSTITUTION AND RULES 4 KENYA UNION OF POST PRIMARY EDUCATION TEACHERS (KUPPET) nationally and internationally in collaboration with such other related organizations and/or agencies to protect the teachers' interest and education generally.

- (h) To negotiate with the government of Kenya/its agencies, any public or private institutions offering education or related services better terms and conditions of employment and thereby formulate clear representation and negotiation procedures including promotion and its packages.
- (i) To join or to be joined in any research by the government of Kenya (its agency / department / Ministry) any public or private organization/ institution on matters related to teaching as a profession.
- (j) (i) To co-operate in or take part in research together with other societies, bodies, associations, unions or organizations within or outside the country having similar aims and objectives.
- (ii) To engage in/take part in education related projects with other societies/ bodies/organizations within and outside the country.
- (k) To promote and protect the rights of teachers serving in education industry.
- (l) To articulate the members' interests in the formulation of education ordinances, policies and propagate the same to the members for smooth administration and dispensation of education.
- (m) To offer assistance and encourage teachers to form saving and credit societies, Burial and Benevolent Funds, academic institutions, land buying companies and/or any amenities.
- (n) To acquire any deeds, loans or "by purchase or lease" any movable or immovable objects.
- (o) To seek and obtain legal advice/protection on matters affecting the union and member(s) whether directly or indirectly arising out of relations between the union/members and the employer(s) to improve their social and economic status.
- (p) To establish KUPPET branch offices based on County demarcations.
- (q) To establish at National level sub-committees such as: - Finance and Administration Committee, Constitution and By- laws Committee, Industrial Relations and Research Committee / any other committees decided upon by the Delegates Conference.
- (r) To affiliate to workers' organizations locally/internationally for a united front to champion the rights of Teachers and promote education for all.
- (s) To sensitize members on HIV/AIDS/Drugs/Substance abuse at the work place.
- (t) To advocate against child labour/abuse/trafficking.
- (u) To provide a conducive environment for arbitration of disputes at workplace and to liaise with other organizations/agencies to enhance cohesion and conciliation at the workplace.
- (v) To create/advocate for gender equity and mainstreaming at the workplace

APPENDIX XIII

VISION AND MISSION OF KUPPET



MISSION

To unite all teachers in post primary institutions in Kenya by advocating for the establishment of sound ethical and professional policies that guarantee job security and fair solutions to members' grievances through lawful union activities, affiliation, negotiation and research.

VISION

To be a strong National progressive post primary teachers' union in Kenya where justice, service and integrity are upheld to enhance cohesion and conciliation.