

**INFLUENCE OF KENYA NATIONAL UNION OF TEACHERS ON
TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN
YATTA AND KITUI CENTRAL SUB-COUNTIES, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Comparative and
Contemporary Issues in Education of the University of Nairobi**

2016

DECLARATION

This research project is my own original work and has not been presented for any award in any other university.

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DEDICATION

I dedicate this work to my Family, my wife Grace, our four children; Tyson, Tecla, Mike and Joyce, my parents Mr. and Mrs. Makuthu, My late brother Bonface Muyao, my brother William Kathale Makuthu, and the entire Makuthu family.

ACKNOWLEDGEMENT

First I would like to thank the Almighty God for granting me strength and good health to carry out this study. I sincerely acknowledge my supervisors, Dr. Joseph N. Musembi and Dr. Daniel K. Gakunga of the University of Nairobi, under whose professional guidance I successfully completed this work. It was indeed an experience and privilege to work with them. Even when the journey became difficult, they encouraged me to strive on. For this I say thank you. Special thanks go to my entire family; my Wife Grace and our Four children (Tyson, Tercla, Mike and Joyce); my parents Mr. and Mrs. Makuthu, My late brother Bonface Muyao, my brother William Kathale Makuthu, and the entire Makuthu family for their support, and understanding during the entire period of my learning. I cannot forget to thank all the respondents in Yatta and Kitui Central Sub-Counties who provided primary data for this study.

May God bless you all.

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ABBREVIATIONS AND ACRONYMES

AATO	All Africa Teachers' Organization
DEB	Sub-counties Education Board
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KL B	Kenya Literature Bureau
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
TSC	Teacher Service Commission
KNEC	Kenya National Examination Council
PTA	Parents Teachers Association

ABSTRACT

The purpose of this study was to investigate the influence of Kenya National Union of Teachers on teacher's job satisfaction in public primary schools in Yatta and Kitui Central Sub-Counties, Kenya. The objectives of the study were to assess the influence of teachers' professionalism, empowerment and advocacy on teachers' job satisfaction. Descriptive survey design was used to conduct the study. Primary school teachers in Yatta and Kitui Central sub-counties were the target population comprising of 18 public primary schools, 18 head teachers, and 420 primary school teachers in the district. Census sampling method was used to get the sample size of the 18 head teachers and 210 teachers. Questionnaires for head teachers and teachers were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique with a reliability coefficient of 0.92 for head teacher's questionnaire and 0.94 for the teachers' questionnaire. Descriptive statistics was used to analyze data with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables. The findings stated that teachers' professionalism was a key element on teachers' job satisfaction. On the influence of KNUT on teachers' empowerment majority of the head teachers asserted that KNUT fulfilled their empowerment needs since an organization like a KNUT may be used to realize or solve a multitude of needs for its members. 76.8 percent of the teachers asserted that KNUT fulfilled their empowerment needs since an organization like a KNUT may be used to realize or solve a multitude of needs for its members. The KNUT has an influence on teachers' advocacy since majority of the head teachers viewed KNUT as enhancing profession development among teachers. The recommendations of this study are that the Ministry of Education should address the never ending wrangles between KNUT on behalf of the teachers and the government on teachers' salaries to avoid conflicts in the education sector. KNUT should ensure that it honors the trust given to it by the teachers by diligently representing them without any barriers. The head teachers should realize the democratic rights of Kenyan teachers of being union members by allowing the teachers in the schools to freely exercise this right. The teachers should realize the important role played by KNUT by fully supporting the union but at the same time performing their duties diligently. It is suggested that a comparative study on the influence of KNUT on teachers' performance in public primary schools in other districts in Kenya should be undertaken. The study on the influence of KNUT on teacher s' performance in public primary schools can be replicated in other districts in Kenya. An investigation on the influence of KUPPET on teacher's performance in public secondary schools in Kenya should be done.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Job satisfaction for all sectors of workforces is vital as it increases employees' productivity, performance, and decreases throughput. Job satisfaction is an important constituent in a work situation. It is associated with improved performance as well as amplifies employee commitment (Mathius, & Jackson, 2008). The rise and growth of trade unions for the collective bargaining function towards employee job satisfaction and representation of workers seems to have taken high density across the globe (Glennis, 2005). The formation of trade unions prevents employers' dominance and advocates employees' grievances. Trade unions are thus, seen to be in partnership with the employers although this has been with element of pragmatism, recognizing that the new unionisms seem to be moderate and conciliatory to maintain support from employers and the state (Beardwel & Claydon, 2007).

A trade union is an agency and a medium of power seeking to address the imbalance of power in the workplace. The trade unions are also referred to as labour unions whose main purpose is to promote, protect and improve the social, economic and political interests of employees through collective action. The workers welfare has been neglected for long hence low performance in their areas of specialization (Glennis, 2005). According to Beech (2000) for good performance, the employees must be contented and satisfied with the organization they are working for. The employee's lack of satisfaction ranges from low salary, bad terms and conditions of service, stagnation in the same job group and intimidation by their seniors, which make them perform poorly

in their duties. This has led to the formation of trade unions on the grounds that unity is strength; that unless workers unite there will always be the dominance of employers and hence their grievances may not be catered for.

Armstrong (2003) noted that the fundamental purpose of a trade union is to promote and protect the interest of their members. Unions exist to address the balance of power between the employers and the employees. This assertion means that unions should be effective in carrying out their mandate. UNESCO (2003) asserts that there can be no constructive and lasting solution to the problem with which the education sector finds itself confronted, without taking into account the fundamental rights of teachers. It is vital that teachers' rights are observed in order to give teachers the salaries and working conditions that will enable them to discharge their duties and live with dignity.

In many countries of the world, teachers have to press their employers for the salary increment and good terms and conditions of service. This leads to confrontations between their trade unions and their employer which at times leads to strikes. There are certainly no doubts among scholars as to the political strength and prowess of teachers' unions (Moe, 2006). Teachers unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach to teachers at the local level. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers' roles (Wobman 2003).

In the USA, teachers' trade unions 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. Although often referred to as “professional unionism,” the set of practices that represent the frontiers of teacher unionism reflect the values and traditions of craft and artistic work, as well as the traditional professions (Kerchner and Koppich, 1993).

Trade unions that precede industrial organization, considered workers as members of communities. Even today craft unions wield control through apprenticeship and job placement programs. In most craft situations, development and enforcement of standards have become part of what unions do. White collar trade unions such as engineering and medicine set standards, and so too did waitresses in a now-disbanded union. According to Cobble report, (1991) in the case of waitress unions, women assumed responsibility for “management” tasks such as hiring and discharge of employees, the mediation of on-the-job disputes, and the assurance of fair supervision. “In a sense workers in the culinary industry had instituted a form of self-management”. However, unions also engaged teachers in other activities, including policy analysis, participation in the global campaigns for education, and advocacy for improvements in

quality. At the local level, many provide services to their members, including continuing professional development, empowerment campaigns, teacher professionalism, access to credit, and a recourse in the case of unfair treatment. In this way, teachers unions are evolving to function as both a support for teachers and an accountability check on the education system (Mundy, 2008).

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 (LAT) 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 (MoE) and Training. Uganda's teachers union (UTU) has ongoing research looking at HIV, job satisfaction as well as developing a workplace HIV/AIDS policy for teachers (Bennell and Akyeampong, 2007).

A study, done by Tanzania Teachers' Union (TTU) (2009) indicated that problems facing teachers in the country were many and complex. These problems ranged from low salaries to low status, lack of professionalism and inadequate professional development of teachers. Teachers feel that their concerns are not addressed. If these concerns remain and if teachers feel demoralized then the quality of education is bound to suffer. There is need for various stakeholders, government and teachers themselves to come together to resolve the problems facing teachers (TTU, 2009).

In Kenya, employees have formed trade unions to air their grievances. Teachers are not exception. They have their legally formed trade unions i.e. Kenya National Union of

Teachers (KNUT) for teachers in primary schools and colleges and Kenya Union of Post Primary Education Teachers (KUPPET) for secondary school teachers. They work hand in hand in ensuring that the plights of teachers are looked at by the government. The establishment of KNUT on 4th December, 1957 and KUPPET on 26th November, 1998, was after realizing that teacher's performance and terms of working of teachers were not fully addressed by the employer (MOE, 2006).

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 programmes focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission (TSC), and Education Bills, which directly or indirectly affect teachers in particular and education in general (Nyambala, 2011).

Although significant progress has been realized in teacher professionalism management over the years, the quality of education in Kenya has been hampered by limited skills, large class sizes, inadequate teachers' training and facilities, poor remuneration compared to other sectors of the economy among others, resulting in frequent calls for strike while negotiating for higher salaries. Other challenges affecting the quality of teaching services include inefficient teachers' use, continued interference in teacher management, and overlaps in the teacher managers' functions at school, sub-counties and national levels (Ibrahim, 2007).

According to a report by Elimu News (2008), the Ministry of Education has raised concern that the KNUT is merely interested in championing the teacher's welfare in total disregard of performance in the schools. While addressing the nation after signing of the return to work agreement between the government and KNUT and KUPPET after the 2012 teachers strike, the Government urged the teachers unions not only to concentrate on issues of remuneration, but also to give equal attention to teacher's performance in the schools.

According to Ibrahim (2007), a teachers' trade union is supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers. For many years, KNUT has been accused of concentrating on fighting for teachers cause with little emphasis on their performance. According to KNUT Kitui county office (2016) the union has been mentioned in Kitui County as overly overprotecting the teachers when conflicts arise and this negatively affected the teachers' work-rate. It is therefore important to understand the influence of KNUT on the performance of teachers, their effects on educations sector and their implications on the society as a whole. The current study sought to investigate the influence of KNUT on teachers' performance in public primary schools in Yatta and Kitui Central sub-counties.

1.2 Statement of the problem

Trade unions perform significant role in employees' life and always provide checks and balances to the government regarding accountability of its leaders. KNUT in Kenya represents primary school teachers thereby its influence on the quality of education and work life for the teachers is important and affects every teacher. The teachers union has

been aggressively championing for the rights of the teachers, through law courts, strikes, work boycotts and demonstrations, leaving the other function of the quality of education unattended to. This is clear due to the monitoring and disciplinary actions on teachers sorely being done by the employer. This inclination of teachers unions to teachers' welfare is a great shortfall since the other stakeholders are left out.

Yatta and Kitui central sub-counties have continued to post non impressive results in KCPE with the education stakeholders laying the blame falling on the infighting between the union and the government on the aspects of teachers' rights. Further the teachers in Yatta have faced low remuneration despite the area been a hardship zone area, though their counterparts in Kitui central enjoy easy access to better social amenities due to the cosmopolitan nature of the region. It is against this backdrop that the current study sought to compare teachers' job satisfaction in the two sub-counties due to KNUT involvement in teachers' welfare. This study therefore aimed at investigating the influence of KNUT on teachers' performance in Yatta and Kitui Central sub-counties, Kitui County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of KNUT on teachers' performance in public primary schools in Yatta and Kitui Central sub-counties, Kenya.

1.4 Research objectives

This study was guided by the following objectives;

- i. to determine the influence of KNUT on teachers' professionalism in public primary schools in Yatta and Kitui Central sub-counties.

- ii. to establish the influence of KNUT on teachers' socio-economic empowerment in public primary schools in Yatta and Kitui Central sub-counties.
- iii. to determine the influence of KNUT on teachers' advocacy in public primary schools in Yatta and Kitui Central sub-counties.

1.5 Research questions

The study sought to answer the following research questions;

- i. How does KNUT influence teachers' professionalism in public primary schools in Yatta and Kitui Central sub-counties?
- ii. How does KNUT influence teachers' socio-economic empowerment in public primary schools in Yatta and Kitui Central sub-counties?
- iii. How does KNUT influence on teachers' advocacy in public primary schools in Yatta and Kitui Central sub-counties?

1.6 Significance of the study

The findings of this study may be useful to several parties. For instant the findings may contribute valuable information to the Ministry of Education on important information of the role of trade unions on teachers' performance and job satisfaction. The study findings may assist the Teachers Service Commission as the teacher's employer in ensuring that teachers are given a better working environment. The findings on the influence of KNUT on teachers' performance may help the government to provide for the needs of its employees. The study findings may also raise awareness to KNUT officials on the need to come up with more empowerment programmes for teachers on how to motivate them to work hard and improve performance. The study findings may

also provide useful data to future researchers in the field of teacher's trade unions in Kenya and teachers performance.

1.7 Limitation for the study

According to Ngechu, (2006), limitations are factors that may interfere with the method of solving the problem, making research difficult. The head teachers in the study may not give the desired information since TSC has a directive that they are not unionized. Teachers may not provide the desired responses when they suspect that their union affiliation is being investigated. Travelling across the vast Yatta and Kitui Central sub-counties may also pose a challenge since the road network in the area is very poor. Moreover, due to poor cellular phone coverage, there might be added challenges of making and following up on appointments with the respondents.

1.8 Delimitation of the study

According to Mugenda and Mugenda (2003), delimitations are the boundaries of the study. The study delimited itself to teachers and head teachers' in public schools as they are the unionized members of KNUT. The study delimited itself to teachers in public schools who are members of KNUT and who are employed by the Teachers Service Commission. Since the performance of teachers is influenced by many factors, the focus in this study was on the influence of KNUT on teachers' job satisfaction.

1.9 Assumption of the study

The following assumptions were made during the study: all the schools in the study had teachers who are registered as members of KNUT. All the respondents were truthful, cooperative and gave desired responses. The teachers are aware of the role of KNUT in enhancing teachers' job satisfaction.

1.10 Definition of operational terms

Teachers' empowerment refers to the process of giving the teachers power and status in their working environment.

Teachers' job satisfaction refers to ability to contend with the intricacies of teachers in any given job.

Teachers' performance refers to the mean score especially the one at the KCSE exam that teachers help the students' to attain.

Teachers' professional development refers to the general empowerment of the teachers in the teaching field.

Teacher professionalism refers to the process of raising of the status and rewards of teaching, by attracting skilled and able people into the field and allowing teacher's greater control over the content and conduct of their work.

Teacher's performance refers to the ability of the teachers to conduct their duties as required.

1.11 Organization of the study

The study was organized into five chapters. Chapter one presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations of the study, and delimitations of the study, assumption of the study, definition of the terms and organization of the study. Chapter two presented the review of related literature and the conceptual framework. Chapter three consisted of the research methodology. Chapter four presented data analysis interpretation and presentation. Finally chapter five presented research summary.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers the literature review that related to the influence of KNUT on teacher performance. It presents a review of the related literature on the concept of the influence of KNUT on teacher's performance and related literature from other scholars in line with the study objectives as well as the theoretical and conceptual frameworks.

2.2 An overview of Keya National Union of Teachers of teachers job satisfaction

Ballow (2001) argues that strong teachers unions can exert strong influences on teachers' performance. This is because reforms can be very difficult to implement where no strong unions exists. This is because the unions will always oppose any attempt by the government to put in place reforms which will demoralize the teachers hence, low performance. They found out that well paid teachers perform well and are committed than poorly paid teachers. So, it is the work of Teachers' Trade Unions to press the government to ensure that their members are well paid. This at times comes after some great confrontations between the unions and the government. Over the year, teachers' trade unions have successfully fought for the plight of teachers even if it comes after a long standoff with the government. Over the last twenty years, we have seen great improvement in education sector though through great confrontations between the teachers' unions and the government has increased worldwide.

According to Nyambala (2011) teachers Union over the years has pressed the government to ensure that there is correct teacher pupil ratio. This has led to great stand offs between the government and teachers unions. This is because overburdened

teachers cannot perform. To ensure good results, the teacher must be given the number of pupils he/she will be able to handle. Teachers' trade unions have strived to ensure that all its members are treated fairly. It acts as a watchdog to eliminate discriminative promotions which would demoralize the teachers. It ensures that only the right personnel with the right qualifications get promoted. Healthy working human resource is a key element in any growing economy; hence the teachers' trade unions have fought tirelessly to ensure that its members are covered in a reliable and efficient health scheme. In conclusion, it is the work of teachers' trade unions to ensure that their members get better wages and good working conditions, protection against arbitrary and discriminative treatment by the employer and security of tenure and income (Hanushek, 2003).

Beardwell and Holden (2001) trace the origins of trade unions to the scientific management approach. The Scientific movement as developed by Fredrick Taylor (1911) advocated a philosophy that sought to increase productivity and make the work easier by scientifically studying work methods and establishing standards. Workers tended to be treated relatively impersonally and collectively and the nature of the psychological contract with them was calculative with a focus on extrinsic rewards and incentives. Such a strategy encouraged a collective response from workers and hence the development of trade unions.

According to Okumbe (2001) the development of trade unionism in the teaching profession in Kenya is synonymous with the formation of Kenya National Union of Teachers (KNUT). Before KNUT was formed, teachers were employed by diverse missionary agencies. Teachers owed their loyalty to these religious organizations which

employed them. In 1950's Makerere University College and Kagumo College began producing high caliber teachers and the urge for teachers to come together started to flow. In 1957, Hon. Daniel ArapMoi, who was then an elected member of the legislative council successfully moved a freelance motion which called upon the colonial government to help Kenya teachers to unite under one single organization.

The very first attempt to form a teachers' Union can be traced to 1934 when MessrsJames Gichuru and Eliud Mathu formed a teacher's organization known as Kenya African Teachers Union (KATU). This Union was short lived and eventually fizzled away. The formation of Kenya National Union of Teachers (KNUT) was a phenomenon of the late 1950's. This followed the production of high caliber of teachers from Makerere University College and Kagumo College. These teachers started meeting with others from other parts of the country and the rest of East Africa and learnt of the diversity of their terms and conditions of service. In 1957, Hon Daniel T. Moi (former president of Kenya) who had been elected to the legislative council successfully moved a freelance motion in the house that called on the government to help Kenyan teachers to form one national body. The Union was registered on 14th May 1959 (Okumbe, 2001).

KNUT Constitution defines membership as all registered teachers in public and private post primary institutions which shall include primary teachers, high school teachers, teachers in technical training institutes, colleges of technology, special educational school and training centres for early childhood education. This study therefore sought to investigate the influence of KNUT of teachers' job satisfaction in Yatta and Kitui central sub-counties.

2.3 The influence of KNUT on teacher's professionalism

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 (Phillips, 1993).

If done well, the union connection to professional development creates a powerful systemic effect connecting professional development to training and induction, assessment of schools and teachers, the curriculum, and the salary schedule. The Minneapolis and New York City public schools offer particularly good examples of a long-term working relationship that has increasingly focused on student standards and achievement.

The Minneapolis process illustrates effects of gradually building and deepening the relationship between management and labor. Begun in 1984 with a joint Labor/Management Task Force on Teacher Professionalism, the process spawned a mentor teacher program and five years later a new teacher evaluation process. The professional development program, which is administered by a joint sub-counties-union

panel, links professional education to how teachers gain tenure in the sub-counties, their pay, and teacher support and evaluation.

In New York City, the United Federation of Teachers (UFT) and the school system collaborate in creating staff development that is embedded in the schools and in the work days of teachers. More than 220 teacher specialists staff professional development teacher centers in schools. Through the centers, these teachers deliver classroom coaching and mentoring and direct assistance with school-adopted interventions, such as Success for All. A substantial number of the teacher specialists have received intensive workshop training in the New Standards Project, whose work has been adopted by the school sub-counties. They are the means of transmission for turning new standards from rhetoric to reality.

Embedded staff development was spurred by the increased attention being given to standards and accountability. Some 97 New York City schools are on the state chancellor's list of schools on academic probation. Both the union and the sub-counties needed a way to intervene in these schools and in others in danger of placement on the probation list. Providing high quality professional development in schools was one of the responses, one that the UFT endorses and a program it operates. Embedded staff development is particularly well developed in Community School Sub-counties 2, which includes a widely diverse economic swath in central Manhattan. UFT staff members point to a paradigm shift within the union to focus on outcomes and instruction. Interestingly, union staff teachers appear to be treating professional development as an entitlement under the contract rather than a mandated duty.

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. Avers (1992) 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. In most cases, teachers are viewed as professionals, but are always charged with implementing educational laws and school policies without participating in the formulation or evaluation of such policies. In this case, both the process and the outcome of their activities are controlled by external forces so that the teachers are alienated. Teachers' unions therefore arise in order to assist teachers assert their rightful roles in decision making.

Unions strive to engender professionalism in teaching. This is a means of raising the status and rewards of teaching, attracting skilled and able people into the field and allowing teachers great control over the content and conduct of their work. 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. Further, because a profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work.

2.4 The influence of KNUT on teacher's job satisfaction

In a study of Effective Principals, Blase and Kirby (1992) highlight several factors which effective principals use to positively influence teachers' attitudes to their work. These include involvement in decision-making, granting professional autonomy, defending or 'leading by standing behind them,' and praising them for their efforts. Blase and Kirby noted that teachers reported that such strategies had many positive effects on their thinking, attitudes and their behaviour. This, they note, resulted in enhanced self-esteem and confidence, greater sensitivity to student needs, job satisfaction, commitment and loyalty among the teaching staff.

Lewis (1973) sees two types of need which are necessary for teachers to perform and be satisfied. These are what he referred to as maintenance and motivational needs. Maintenance needs are listed as salaries and fringe benefits, job security, status and privileges, social and physical needs. On the other hand, motivational needs encompass factors of growth in terms of competence, achievement, responsibility and recognition. Lewis observes that effective administrators perceive teachers as having such needs and strive to provide them in order to tap the human potentialities of their teachers.

Kim and Loadman (1994) identify factors that are statistically significant in predicting teachers' job satisfaction as: interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salaries and opportunities for advancement. Dinham (1994) separated various sources of teacher satisfaction that are 'human and affective' (for example pupil achievement) from factors that are related to school structure, such as class size, resources, educational policies and procedures. His argument was that separate measures are needed to assess all of the

factors that are largely mutually exclusive. Dinham(1994) also found out that the source of teacher satisfaction varied with gender, experience and position.

The importance of each factor is dependent on the individual teachers' ranking and priorities. Teachers' union builds their objectives around these needs in order to attract teacher membership. Their contribution to the realization of teachers needs may be seen as their effectiveness; so that teachers' perception of a union's effectiveness reflects the extent, they feel that the union has influence to the realization of the salient facets of their job satisfaction needs. These linkages, to a large extent, may be taken as one determining factor in teachers' decision to become members of a union. Union's objectives in most cases revolve around teachers' needs for status, salaries, autonomy, professional growth and involvement in decision-making.

2.5 The influence of KNUT on the empowerment of teachers

Organizations, groups or associations are formed for various purposes. These may range from economic to social and political considerations. On the other hand, a single organization like a union may be used to realize or solve a multitude of needs for its members. What is crucial for a group organization however, is the furtherance of members' interest. Oslon (2001) recognizes the centrality of this role when he observes that organizations often perish if they do nothing to further the interests of their members.

The potency of a group can therefore be enormous and many individuals tend to develop faith in the power and influence of a group. The individual as a social being sees a group a source of power, protection, and more so, as a means of realizing the desired goals. Hardy (1976) observes that groups always take riskier decisions than the individuals

comprising them would have done had they been acting independently. As such, a group gives a sense of shared responsibility or risk taking 'within limits.' On the continental level, Itotoh (1982) observes that the All Africa Teachers' Organization (AATO), which is the embodiment of teachers' union in Africa, has objectives, which reflect the need and aspirations of the teachers. The AATO aims at promoting a closer relationship among teachers' organizations in different countries of Africa. It also aims at improving curricular and teaching methods in addition to engaging in the promoting of academic and professional training of teachers. One may therefore safely assume that the effective execution of stated aims by AATO can go a long way in influencing the realization of teachers' job needs and enhancement of their status as workers and educators.

2.6 The influence of KNUT on teacher's advocacy

Unions, strive to engender professionalism in teaching. This is a means of raising the status and rewards of teaching, attracting skilled and able people into the field and allowing teachers greater control over the content and conduct of their work. Barber's (1992) 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. Sergiovanni et.al (1980) observe that there is always a high public trust and confidence in the profession and in individual practitioners, based upon the professional's demonstrated capacity to provide service markedly beyond that which would otherwise be available.

A 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. Further, because a profession demands collegial censorship in

terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work.

Perry and Willman's (1970) studies on some urban, medium and small rural schools in California which were involved in professional unionism found out that through such organizations' interventions, there was an increase in the absolute and relative size of the total amount of resources allocated to teacher compensation. Khan (1979) also found out that unions have a significant influence on wages both in the short and long term. His conclusion was that unions make a difference in the salary levels of teachers who are represented as opposed to those who are not.

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 a means of improving academic and professional levels of many serving teachers. This role represents an attempt to promote competence and skills that go to make a professional. In a way, the involvement of KNUT with in-service programmes reflects an effort to promote teachers' status thorough competence and skills.

2.7 Summary of the reviewed literature

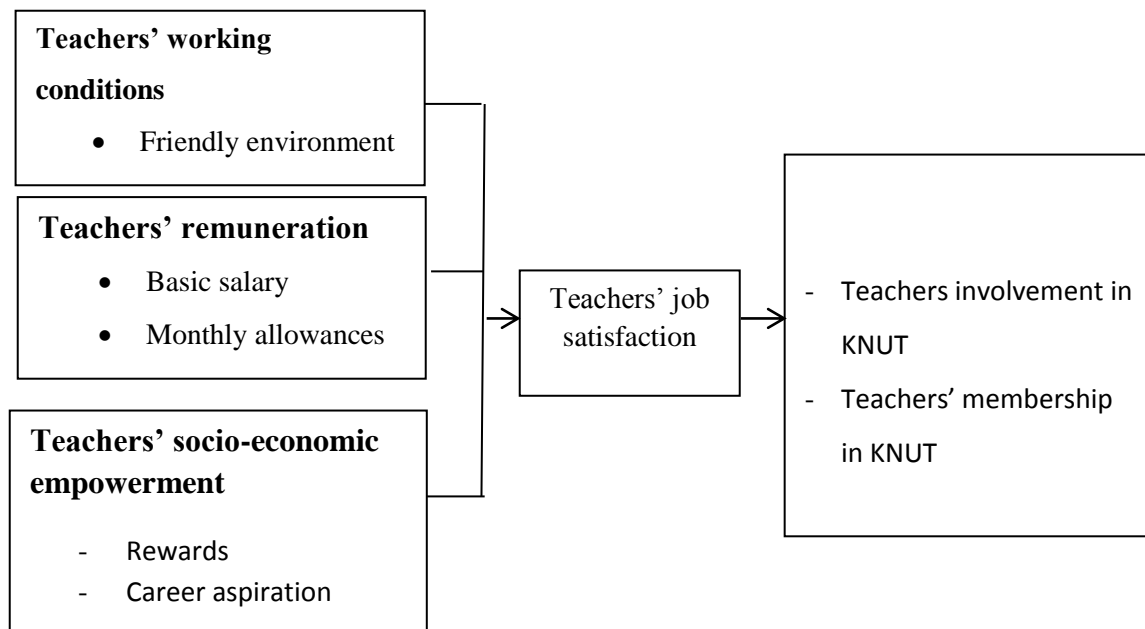
The reviewed literature yielded was that unions emerge to occupy a gap that is necessary in the linkage of the teacher and other interest groups. Unions influence teacher's performance and aims at championing the concerns of the teacher and in the process help in building an attitude of the teacher to his or her work. A positive attitude to the job is expected from the teacher if the union manages to secure most of what the

teacher values in the work place. A union's ability to influence and make the most of what is desired achievable can be seen as its effectiveness. Unions have specific roles and objectives, which they are supposed to respectively play and realize. These roles and objectives are mostly derived from what the teacher's value and desire since unions are meant to serve their interest and that of education in general. From the various roles that the unions play, it is possible for a teacher to assess the effectiveness of a union in specific areas or roles. In the same way, teachers can rank or prioritize the factors that they value most in their job and can rate the influence or contribution of the union in making them realizable. If these valued factors are taken as factors that contribute to teachers' job satisfaction, it was possible to measure the union's influence on teachers' job satisfaction from what the teachers perceive as its contribution to the realization or otherwise of the desired facets of job satisfaction.

2.8 Conceptual framework

The conceptual framework highlights the relationship between the independent variable (influence of KNUT) on the dependent variable (teacher professionalism) in the performance of teachers as reflected by the pupil's performance in KCPE as shown in figure 2.1

Figure 2.1 conceptual framework: Related variables on the influence of KNUT on teacher's performance in public primary schools



Teacher professionalism, teacher's job satisfaction, teacher empowerment and teacher professional development is important for a superior performance of teachers in school. Teachers require regular motivation through the use of incentives such as recognition, rewards, good salaries and promotion in the work places. When teachers are well motivated intrinsically and extrinsically they will achieve the set school targets. The overall results will be good performance by the students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis techniques that were used in this study.

3.2 Research design

This study employed a descriptive survey research design. Mugenda and Mugenda (2003) define descriptive research as a process of collecting data in order to answer questions concerning the current status of the study subject. Descriptive research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret it for the purpose of clarification. Kombo and Tromp (2006) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (2004) noted that descriptive research is intended to produce statistical information about aspects of education that interest policy makers and educators. The steps involved in descriptive research are: formulating the objectives of the study, designing the method of data collection, selecting the sample, data collection and analyzing the results, Mugenda and Mugenda (2003). This study fitted within the provisions of descriptive research design because the researcher employed all the steps of descriptive research in his study on the influence KNUT on teachers' job satisfaction in primary schools. The subjects of this study included head teachers, teachers, education officials and union officials.

3.3 Target population of the study

Mbwesa (2008) defined target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Yatta and Kitui Central sub-counties, targeting the 18 public primary schools. The 18 head teachers and 420 teachers in the sub-counties were targeted as respondents in this study (SCEO's report 2012). The target population involved unionized teachers in public primary schools in the sub-counties.

3.4 Sample size and sampling techniques

A sample size is a subset of the population to which researcher intends to generalize the results. Any statements made about the sample should also be true of the population (Orodho, 2002). The study used stratified sampling to select schools based on their educational zone distribution to participate in the study. To select the schools, a list of the schools was obtained from the SCEO's office from where census method was used to sample all the 18 schools. All the head teachers in the 18 selected schools were automatically selected. In order to obtain a sample for the teachers the researcher used the 20 – 30% as suggested by Mugenda and Mugenda (2003). This implied that the research sampled 210 teachers which are 50%. To sample this number from the schools, this number was divided by the number of schools which yielded 11 teachers per school. To sample the 11 teachers, the researcher used simple random sampling. Therefore the total number of sample population comprised of 20 head teachers, 100 teachers in Kitui central sub-county and 18 head teachers and 90 teachers in Yatta sub-county. Also 4 key informants who comprised of the two education officers and two union officers participated in the study. Therefore the study targeted a total of 232 respondents.

3.5 Research instruments

The research instrument used in the study was a questionnaire and an interview guide which is considered the most suitable research instrument for descriptive research design. Orodho and Kombo (2003) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The questionnaires were used in the study as they require less time, are less expensive and permits collection of data from a wide population (Orodho and Kombo, 2003). The head teachers' and the teachers had one questionnaire each. The researcher wrote a letter to the respondents informing them about the study and then sent the same as a reminder. The researcher used drop and pick method to administer the questionnaires to the targeted respondents. The questionnaire for the head teachers consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience. Section two collected data on the influence of KNUT on teachers' performance with open and close ended questions. The questionnaire for the teachers also consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience. Section two collected data on the influence of KNUT of their performance with open and close ended questions.

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According to Orodho and Kombo (2003), once questionnaires have been constructed they should be tried. The researcher studied the answers in the questionnaires to ascertain whether all the objectives were addressed from the responses and answers given. For this study content

validity of the research instruments was established, by having the instruments appraised by the supervisor and experts in comparative issues and during the pilot study where all the vague questions were revised, discarded or reviewed. Two schools from Yatta and Kitui Central Sub-Counties will be used in the pilot study.

3.7 Instruments reliability

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- retest technique was used. This test retest method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument was said to be reliable for data collection. If the pilot study got a score of 0.8 which is considered high enough to judge the reliability of the instrument, it was acceptable.

3.8 Data collection procedure

The researcher sought for a research permit from the National Council for Science Technology and Innovation (NACOSTI). The Sub-County Education Officer Yatta and Kitui Central Sub-Counties and the Sub-County KNUT officials were notified about the research to be carried out. Introductory letters was sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data

that they shall generate. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents personally.

3.9 Data analysis techniques

Upon receiving the questionnaires and interview schedules from the respondents, they were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequency tables and percentages. Frequency distribution tables were used for the data presentation. Qualitative data was edited then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data analysis was assisted by the Statistical Package for Social Sciences (SPSS).

3.10 Ethical considerations

Ethical challenges are conflicts of interest between the researcher and the respondents. Therefore this study observed the following considerations in order to avoid biasness; it was useful to think of risks and responsibilities. The responsibilities for this study lied firmly with the researcher; the risks can be on both sides. For this study no incentives to take part was provided. Individual potential participants were also fully informed, and had the option of not taking part. However, if a participant failed to complete and return a questionnaire, the researcher made a follow-up request for its completion and return. Making data 'anonymous' means removing the contributor's name, thus, in this study the researcher did not need the participant's identity. Confidentiality relates to the protection of the data collected. The respondents were assured that the information provided was treated with confidentiality and only used for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS PRESENTATION,

4.1 Introduction

This chapter presents data analysis and presentations to investigate the influence of KNUT on teacher's performance in public primary schools in Yatta and Kitui Central sub-counties, Kenya. Responses from the head teachers and teachers were presented to show background information. Part one provided background information collected from the respondents from Yatta and Kitui Central sub-counties. Part two presented the analysis of the influence of KNUT on teacher's professionalism, influence of KNUT on teacher's job satisfaction, influence of KNUT on teacher's empowerment and the influence of KNUT on teacher's advocacy as per the study objectives.

4.2 Questionnaire return rate

Two categories of questionnaires were used to collect data: the head teachers, and teachers and table 4.1 shows respondent's questionnaire return rate.

Table 4.1 Respondents questionnaire return rate

Respondents	Expected	Actual	Response rate
	Response	Response	Percentage (%)
Head/teachers	18	18	100.0
Teachers	210	190	90.5
Total	228	208	95.3

The results in table 4.1 show that there was a total of 95.3 percent questionnaire return rate for both the head teachers and the teachers as the researcher personally participated in the distribution of questionnaire to all the respondents.

4.3 Demographic data of the respondents

This section presents background information on the demographic data of the head teachers, and teachers highlighting the major characteristics of the target population in the study. It provides a summary concerning gender of the respondents, their age, academic qualifications professional qualification, teaching experience, the number of years served by the head teachers and marital status.

4.3.1 Distribution of respondents by gender

Gender was considered in order to highlight the distribution of male and female teachers in the sub-counties. Gender in the study indicates the general distribution of the head teachers in the sub-counties. The gender distribution of head teachers in the sub-counties is shown in Table 4.2.

Table 4.2 Respondents' gender

Gender	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	15	83.3	59	50.0	106	64.6
Female	3	16.7	59	50.0	58	35.4
Total	18	100.0	118	100.0	164	100.0

In terms of gender, the results in figure 4.1 showed that 55.5% of the head teachers were males while 45.5% were females. This means that male head teachers were more than females ones in primary schools in the sub-counties.

4.3.2 Distribution of teachers by gender

The teachers were asked to state their gender and the results are presented in the study findings.

The results in study showed that male teachers were 36.8% compared to the female teachers who were 63.2%, this was an indicator that there was female domination in the teaching force in the sub-counties. This is a reflection of the reality of gender distribution of teachers in urban areas where female teacher's domination is prevalent.

4.3.4 Distribution of respondents by age

Age was considered to attest whether the head teachers and the teachers had the necessary maturity and skills to deal with the teaching and learning process.

Distribution of head teachers by age

Normally, head teachers are appointed from a pool of experienced teachers in the schools. Head teachers were asked to state their age and table 4.2 indicates the age distribution of the head teachers in the sub-counties.

Table 4.2 Distribution of head teachers by age

Age (Years)	Frequency	Percentage
25-30	0	0
31-40	2	11.1
41-50	14	77.8
Above 50	2	11.1
Total	18	100

The information in table 4.2 indicated that majority of the head teachers 77.8% in the sub-counties were middle aged (41-50) years. This is an age where the head teachers have gained a lot of skills in instruction supervision and could be able to offer professional induction to the young teachers since teachers in their early years are especially receptive to learning, (Robinson, 2008).

4.3.3 Academic qualifications

Academic qualifications were studied to assess whether the head teachers and the teachers had the right qualifications to carry out the learning process in the schools.

Academic qualification of head teachers

Head teachers were asked to state their academic qualifications which are indicated in figure 4.3.

The results showed that majority of the head teachers 55.6% in the sub-counties were degree holders, which is usually the ideal qualification for one to perform the roles expected in a head teachers in instruction supervision. Another 22.2% of the head teachers had a master’s degree which equipped them with valuable knowledge in accomplishing their specific goals in education. Olembo (1992) argued that the head teachers are expected to be an example that’s professional and academic integrity is admired by the staff, students and the wider community.

Academic qualification of teachers

The question aimed at understanding the teacher’s academic qualification which usually has a direct relationship with their school performance. The teacher’s academic qualifications are presented in table 4.4.

Table 4.3 Academic qualification of teachers

Qualification	Total	Percentage
P1	100	18.4
S1	12	26.3
Graduate (BED)	50	39.5
MED	28	15.8
Total	190	100

The findings in table 4.3 showed that most (39.5%) of the teachers had a degree qualification which is currently vital for management though not a necessary qualification to teach in primary schools in Kenya. Another 15.8% of the teachers had a master's degree which gave them innumerable wealth of knowledge to participate in curriculum and instructional supervision in the schools. The results thus showed that the sub-counties was well staffed with teachers with a wide wealth of knowledge.

4.3.4 The teaching experience of head teachers and teachers

The teaching experience of the head teachers and the teachers were sought to determine whether they were knowledgeable enough to carry out school activities.

Head teachers' teaching experience

Head teachers were asked to state the number of years they had taught in the school and the results are shown on table 4.4.

Table 4. 4 Head teachers teaching experience

Response (years)	Frequency	%
1-5	0	0
6-10	2	11.1
11-15	5	27.8
16-20	6	33.3
21-25	3	16.7
Above 25	2	11.1
Total	18	100

The results in table 4.4 indicated that most of the head teachers in the sub-counties (33.3%) had taught for 16-20 years in their schools.

Teacher's teaching experience

The teachers were asked to state the number of years they have been teaching and the results are shown on table 4.5

Table 4. 5 Teachers teaching experience

Response (years)	Frequency	%
1-5	30	15.8
6-10	58	30.5
11-15	42	22.1
16-20	48	25.3
21-25	2	1.1
Above 25	10	5.3
Total	190	100

The results in table 4.5 shows that most of the teachers (30.5%) had taught for 6-10, a short period that required them to be fully inducted into the school programmes and culture. Also, (25.3%) of the teachers had taught for 16-20 years.

4.3.5 Number of years served as a teacher in current station

The question aimed at establishing if the teachers had enough experience in the teaching profession since experience play an important role in school performance. The head teachers were asked to state the number of years they had been in teaching and the results are shown on table 4.6.

Table 4. 6 Number of years served as a teacher

Response (years)	Frequency	%
1-5	3	16.7
6-10	5	27.8
11-15	8	44.4
16-20	2	11.1
Total	18	100

The results in table 4.6 indicate that half of the teachers (44.4%) had served as teachers for 11-15 years. They have been involved in the teaching learning process for a lengthy time to understand the challenges in the profession that necessitates them to join a union to cater for their interests (Armstrong, 2003).

4.4 Membership to a teacher's union

The question aimed at assessing whether the teachers had ever joined a teacher's trade union and also the membership of teachers to trade unions as shown on table 4.7.

Table 4.7 Teacher's membership to a teacher's union

Response	Yes	%	No	%
Teacher	156	82.1	34	17.9
Total	156	82.1	30	17.9

The results in table 4.9 indicated that majority of the teachers 82.1% had at least been a member of a teacher's trade union in their profession life. This concurs with Wößman (2003) who stated that teachers unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach to teachers at the local level. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers—roles that have been criticized internationally as raising costs without improving the learning of students.

Number of teaching staff who are KNUT members

The question investigated the number of teachers registered as KNUT members in the schools in the sub-counties to assess whether the teachers felt the importance of a teachers union.

Majority of the teachers, 78.9% in the sub-counties were KNUT registered members. This agreed with the assertion by Nyambala (2001) who 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 a means of improving academic and professional levels of many serving teachers. This role represents an attempt to promote competence and skills that go to make a professional. In a way, the involvement of KNUT with in-service programmes reflects an effort to promote teachers' status through competence and skills.

Teachers response on whether they are KNUT members

Teachers were asked to state whether they were KNUT members.

Majority of the teachers (93.7%) stated that they were KNUT members. This conforms to Ballou (2001) argument that strong teachers unions can exert strong influences on teachers' performance. They found out that well paid teachers perform well and are committed than poorly paid teachers. So, it is the work of Teachers' Trade Unions to press the government to ensure that their members are well paid. This at times comes after some great confrontations between the unions and the government. Over the year, teachers' trade unions have successfully fought for the plight of teachers even if it comes after a long standoff with the government.

Reasons for teacher joining KNUT

Teachers have a number of reasons for joining KNUT. The teachers were asked to state the reasons for joining KNUT and they gave the following reasons as shown on table 4.8.

Table 4.8 Reasons for teacher joining KNUT

Response	Frequency	%
Unity of purpose	83	43.7
KNUT fights for teachers rights	178	93.7
For professional development	128	67.4
It was mandatory	42	22.1

Majority of the teachers (93.7% and 67.4%) respectively stated that KNUT's fight for teacher's rights and professional development were the main motivating factors for joining KNUT. As stated earlier, a trade union is an agency and a medium of power seeking to address the imbalance of power in the workplace (Wood, 1997). The trade unions are also referred to as labour unions whose main purpose is to promote, protect and improve the social, economic and political interests of employees through collective action. The workers welfare has been neglected for long hence low performance in their areas of specialization.

4.5 Data analysis

This chapter presents data analysis and presentations on the investigation of the influence of KNUT on teacher's performance in public primary schools in Yatta and

Kitui Central sub-counties, Kenya. It presents the responses of the head teachers and teachers on the influence of teacher professionalism, teacher’s job satisfaction, and teacher empowerment and teacher professional development on teacher’s performance in Yatta and Kitui Central sub-counties.

4.5.1 Teachers response on whether KNUT helps them in school performance

This question finding out the satisfaction of teachers on the assistance KNUT accords them in Yatta and Kitui Central sub-counties. The analysis is shown in table 4.9.

Table 4.9KNUT help to teacher's performance

Response	Yes	%	No	%
Teacher	156	82.1	34	17.9
Total	156	82.1	34	17.9

Majority of the teachers (82.1%) had the view that KNUT helps them in school performance. Only a few (17.9%) had the view that KNUT was of little assistance to them. The teacher’s assertion agreed with Nyambala (2001) who 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 a means of improving academic and professional levels of many serving teachers. This role represents an attempt to promote competence and skills that go to make a professional. In a way, the involvement of KNUT with in-service programmes reflects an effort to promote teachers’ status thorough competence and skills.

4.6 The influence of KNUT on teacher's professionalism

The section aimed at getting the responses of the head teachers and teachers on the influence of KNUT on teacher's professionalism. KNUT'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.

4.6.1 Head teachers response on the influence of KNUT on teacher's professionalism

Head teachers were asked to respond on the rate of satisfaction with KNUT on professionalism as shown on table 4.10.

Table 4.1 0 Satisfaction of head teacher with KNUT on professionalism

Head teacher professionalism	Frequency	%
Salary and allowances paid to teachers	15	83.3
Profession autonomy	17	94.4
Workload	14	77.8
Teachers rights and obligations	18	100
Role of union on teachers professionalism	16	88.9

All the head teachers said that KNUT helped in fighting for teacher's rights. Majority of the head teachers supported the role of KNUT in ensuring profession autonomy (94.4%), teacher's professionalism (88.9%), salary and allowances (83.3%), and workload (77.8 %). The teachers view conformed to Barber (2000) who argued that 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. Further, because a profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work.

4.6.2 Teacher's response on the performance of KNUT on teacher professionalism

This question aimed at establishing the satisfaction of teachers with KNUT on teacher's professionalism in the sub-counties. The analysis is shown in table 4.11.

Table 4. 11 Teachers satisfaction with KNUT on professionalism

Teacher professionalism	Frequency	%
Salary and allowances paid to teachers	145	76.3
Profession autonomy	160	84.2
Workload	123	64.7
Teachers rights and obligations	147	77.4
Role of union on teachers professionalism	178	93.7

Majority of the teachers stated that (teacher's professionalism (93.7%, profession autonomy (84.2%), teacher's rights and obligations (77.4%), salary and allowances- (76.3%), and workload (64.7%) were key elements on teacher's performance in the schools. The teacher's views conformed to Barber (2000) who argued that 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. Further, because a profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work. The head teachers were satisfied with KNUT on ensuring teachers rights and obligations and ensuring profession autonomy of the teaching profession. The teachers

were more comfortable with KNUT on its role of on teacher’s professionalism and the profession autonomy.

4.7 Influence of KNUT on job satisfaction

Teachers’ union like KNUT builds their objectives around their member’s job satisfaction in order to attract teacher membership. Their contribution to the realization of teachers job satisfaction needs may be seen as their effectiveness; so that teachers’ perception of a union's effectiveness reflects the extent, they feel that the union has influence to the realization of the salient facets of their job satisfaction needs. This question aimed at assessing the satisfaction of head teachers and teachers with performance of KNUT on job satisfaction in the sub-counties. The analysis is shown in table 4.12.

Table 4.12 Response of head teacher on KNUT in job satisfaction

Job satisfaction	Frequency	%
Status of teaching profession	15	83.3
Sense of achievement	13	72.2
Opportunities for advancement	13	72.2
Job security	18	100

Majority of the head teachers argued that (job security (100%), status of teaching profession (83.3%), sense of achievement (72.2%) and advancement opportunities (72.2%) were vital components to teacher’s performance in the school. This agreed with

Lewis (1973) who sees two types of need which are necessary for teachers to perform and be satisfied. These are what he referred to as maintenance and motivational needs. Maintenance needs are listed as salaries and fringe benefits, job security, status and privileges, social and physical needs. On the other hand, motivational needs encompass factors of growth in terms of competence, achievement, responsibility and recognition.

4.7.1 Teacher’s response on KNUT performance on job satisfaction

This question aimed at establishing the satisfaction of teachers with KNUT on job satisfaction in the sub-counties. The analysis is shown in table 4.13.

Table 4. 13 Teachers satisfaction with KNUT on job satisfaction

Job satisfaction	Frequency	%
Status of teaching profession	167	87.9
Sense of achievement	134	70.5
Opportunities for advancement	156	82.1
Job security	178	93.7

Majority of the teachers commented that (job security (93.7%, status of teaching profession (87.9%, sense of achievement (70.5% and advancement opportunities- (82.1%) were vital components to teacher’s performance in the school. This agreed with Lewis (1973) who sees two types of need which are necessary for teachers to perform and be satisfied. These are what he referred to as maintenance and motivational needs. Maintenance needs are listed as salaries and fringe benefits, job

security, status and privileges, social and physical needs. On the other hand, motivational needs encompass factors of growth in terms of competence, achievement, responsibility and recognition. Both the head teachers and the teachers felt more comfortable with KNUT on ensuring job security and the status of teaching profession.

4.8 Influence of KNUT on teacher’s empowerment

The potency of a teacher’s union like KNUT can be enormous and many teachers tend to develop faith in the power and influence of a union. The teacher as a social being sees a KNUT as a source of satisfaction, power, protection, and more so, as a means of realizing the desired professional goals. This question aimed at establishing the satisfaction of head teachers and teachers with KNUT on its role of teacher’s empowerment in the sub-counties. The analysis is shown in table 4.14.

Table 4. 14Satisfaction of head teachers with KNUT on teacher empowerment

Teachers empowerment	Frequency	%
Decision making	11	61.1
Teacher authority over students	16	88.9
Teacher-administrator relationship	15	83.3
Parent-teacher relationship	16	88.9

Majority of the head teachers said that KNUT fulfilled their empowerment needs in (teacher authority (88.9%, parent-teacher relationship (88.9% teacher-administrator relationship (88.3% and decision making (61.1%). What is crucial for a group

organization however, is the furtherance of members' interest. The results agreed with Oslon (2001) who recognizes the centrality of this role when he observes that organizations often perish if they do nothing to further the interests of their members.

4.7.2 Teacher's response on the performance of KNUT on teacher's empowerment

This question aimed at determining the satisfaction of teachers with KNUT on its role of teacher empowerment in the sub-counties. The analysis is shown in table 4.15.

Table 4.15 Teachers satisfaction with KNUT on teacher empowerment

Teachers empowerment	Frequency	%
Decision making	145	76.3
Teacher authority over students	124	65.3
Teacher-administrator relationship	133	70
Parent-teacher relationship	111	58.4

Majority of the teachers stated that KNUT fulfilled their empowerment in (teacher authority (65.3%, teacher-administrator relationship (70%) and decision making (76.3%). This is since an organization like KNUT may be used to realize or solve a multitude of needs for its members. What is crucial for a group organization however, is the furtherance of members' interest. The results agreed with Oslon (2001) who recognizes the centrality of this role when he observes that organizations often perish if they do nothing to further the interests of their members. In comparison, more head teachers inclination was that KNUT was more successful in ensuring teacher authority

over students and enhancing parent-teacher relationship. More teachers on the other hand felt that KNUT empowered them in decision making and in enhancing teacher-administrator relationship.

4.9 Influence of KNUT on teacher’s advocacy

KNUT strives to engender professional development of the members by enhancing their teaching capacity and advocacy. This is a means of raising the status and rewards of teaching, attracting skilled and able people into the field and allowing teachers greater control over the content and conduct of their work. The skills and knowledge earn the professional status in the society and the benefits that go with it. This question aimed at establishing the satisfaction of head teachers and teachers with KNUT teacher’s professional development in the sub-counties. The analysis is shown in table 4.16.

Table 4.16 Satisfaction of head teachers with KNUT on teacher professional development

Teachers professional development	Frequency	%
Career development	18	100
In-service training	12	66.7
Opportunities for further study	6	33.3
Teachers involvement in decision making	11	61.1
Professional growth	16	88.9

The results indicated that majority of the head teachers viewed KNUT as enhancing profession development among teachers (career development-100%, profession growth-88.9% and in-service training-61.1%). The results agreed with Perry and Willman's (1970) who study on some urban, medium and small rural schools in California which were involved in professional unionism found out that through such teachers unions' interventions, there was an increase in the absolute and relative size of the total amount of resources allocated to teacher compensation. It also agrees with Khan (1979) who also found out that unions have a significant influence on wages both in the short and long term. His conclusion was that unions make a difference in the salary levels of teachers who are represented as opposed to those who are not.

4.9.1 Teacher's response on performance of KNUT on teacher's professional development

This question aimed at assessing the satisfaction of teachers with KNUT on teacher's profession development in the sub-counties. The analysis is shown in table 4.17.

Table 4. 17 Teachers satisfaction with KNUT on teacher's professional development

Teachers professional development	Frequency	%
Career development	134	70.5
In-service training	156	82.1
Opportunities for further study	167	87.9
Teachers involvement in decision making	156	82.1
Professional growth	167	87.9

The results indicated that majority of the head teachers viewed KNUT as enhancing profession development among teachers (career development-70.5%, profession growth-87.9%, opportunities for further study-87.9%, teacher and decision making 82.1% and in-service training-82.1%). The results agreed with Perry and Willman's (1970) whose study on some urban, medium and small rural schools in California which were involved in professional unionism found out that through such teachers unions' interventions, there was an increase in the absolute and relative size of the total amount of resources allocated to teacher compensation. It also agrees with Khan (1979) who also found out that unions have a significant influence on wages both in the short and long term. His conclusion was that unions make a difference in the salary levels of teachers who are represented as opposed to those who are not. In conclusion, majority of the head teachers said that career development and teacher professional growth were

two areas that KNUT promoted more in teacher's professional development in the sub-counties. Opportunities for further study and teacher's professional growth as the areas KNUT had done better according to the teachers.

4.10 Satisfaction of the head teachers on KNUT performance

This question aimed at establishing the general satisfaction of head teachers with KNUT performance in the sub-counties. The analysis is shown in table 4.18.

Table 4. 18 Head teacher's satisfaction with performance of KNUT

Performance of KNUT	Frequency	%
KNUT helps in teachers professional code of conduct	190	100
KNUT determines school inspection	140	73.7
KNUT fights for teachers rights	190	100
KNUT defends teachers in the course of their duties	180	94.7
KNUT fights for better remuneration of teachers	190	100
KNUT strives for quest for better working conditions	178	93.7
KNUT helps in determination of teachers workload	135	71.1
KNUT helps in selection of teaching resources	99	52.1
KNUT organizes teacher refresher courses	143	75.3
KNUT helps in development of teachers sacco	167	87.9
KNUT organizes HIV/AIDS seminars for teachers	190	100
KNUT plays a role in teachers evaluation procedure	127	66.8
KNUT agitates for promotion of teachers	187	98.4

The results outlined that all the primary schools head teachers in the sub-counties felt that KNUT was important for fighting for professional code of conduct, teacher's rights, better remuneration and organizing HIV/AIDS seminars for teachers. Majority of the teachers seem to agree that KNUT helps in agitating for promotion of teachers, better working conditions and it defends teachers in course of their duties. The assertion conformed to Beech (2000) for good performance who asserted that employees must be contented and satisfied with the organization they are working for. The employee's lack of satisfaction ranges from low salary, bad terms and conditions of service, stagnation in the same job group and intimidation by their seniors, which make them perform poorly in their duties. This has led to the formation of trade unions on the grounds that unity is strength; that unless workers unite there will always be the dominance of employers and hence their grievances may not be catered for.

4.11 Satisfaction of the teachers on KNUT performance

This question aimed at establishing the overall satisfaction of teachers with KNUT performance in the sub-counties. The analysis is shown in table 4.19.

Table 4. 19 Teacher's satisfaction with performance of KNUT

Performance of KNUT	Frequency	%
KNUT helps in teachers professional code of conduct	185	97.4
KNUT determines school inspection	143	75.3
KNUT fights for teachers rights	190	100
KNUT defends teachers in the course of their duties	170	89.5
KNUT fights for better remuneration of teachers	190	100
KNUT strives for quest for better working conditions	187	98.4
KNUT helps in determination of teachers workload	123	64.7
KNUT helps in selection of teaching resources	78	41.1
KNUT organizes teacher refresher courses	67	35.3
KNUT helps in development of teachers sacco	78	41.1
KNUT organizes HIV/AIDS seminars for teachers	156	82.1
KNUT plays a role in teachers evaluation procedure	34	17.9
KNUT agitates for promotion of teachers	190	100

The analysis of the results indicated that all the primary schools teachers in the sub-counties felt that KNUT was important for fighting for teacher's rights, better remuneration and agitating for teacher's promotion. Majority of the teachers seem to agree that KNUT helps in teacher's professional code of conduct, quest for better working conditions, defense of teachers and fight against HIV/AIDS have merited as some of the areas where KNUT has exceptionally achieved success. The observation agrees with Nyambala (2001) who attested 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 programmes focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general (Nyambala, 2001).

The comparison of the head teachers and the teachers on their satisfaction with the performance of KNUT indicates that more teachers have satisfaction with KNUT fights for teacher's rights, KNUT fights for better remuneration of teachers and KNUT agitates for promotion of teachers. The teachers were less satisfied with the role KNUT plays in teacher's evaluation procedure, KNUT helps in selection of teaching resources and KNUT organization of teacher refresher courses. The head teachers on the other hand were more satisfied with KNUT help in teacher's professional code of conduct, KNUT fights for teacher's rights and KNUT organization of HIV/AIDS seminars for teachers. The head teachers were less satisfied with KNUT help in selection of teaching resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the entire study. The main findings of the study are summarized and conclusions drawn. The recommendations on those findings are discussed and areas of further research suggested.

5.2 Summary of the study

The purpose of this research study was to investigate the influence of KNUT on teacher's performance in public primary schools in Yatta and Kitui Central sub-counties, Kenya. The objectives of the study were to investigate the influence of teacher professionalism, teacher's job satisfaction, and teacher empowerment and teacher professional development on teacher's performance. Responses from the objectives guiding the study were presented to show background information. Descriptive survey design was used to conduct the study.

The target population was the 18 public primary schools, 18 head teachers, and 420 primary school teachers in Yatta and Kitui Central sub-counties. Census sampling method was used to get the sample size of the respondents with all the 18 head teachers and 210 teachers making a total of 238 respondents as the sample size of the total population. Questionnaires for head teachers and teachers were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique with a reliability coefficient of 0.92 for head teacher's questionnaire and 0.94 for the teachers' questionnaire. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for

Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs.

5.3 Findings of the study

The influence of teacher professionalism, teacher's job satisfaction, teacher's empowerment and teacher professional development contributes a lot in the overall performance of the teacher's performance of duty in public primary schools in Yatta and Kitui Central sub-counties, Kenya.

5.3.1 The influence of KNUT on teacher professionalism

Majority of the head teachers (teacher's rights-100%, profession autonomy-94.4%, teacher's professionalism-88.9%, salary and allowances-83.3%, and workload-77.8%,) stated that teacher professionalism was a key element on teacher's performance in the schools. Majority of the teachers (teacher's professionalism-93.7%, profession autonomy-84.2%, teacher's rights and obligations-77.4%, salary and allowances-76.3%, and workload-64.7%,) stated that teacher professionalism was a key element on teacher's performance in the schools.

5.3.2 The influence of KNUT on teacher's job satisfaction

Majority of the head teachers (job security-100%, status of teaching profession-83.3%, sense of achievement-72.2% and advancement opportunities-72.2%) asserted that job satisfaction was a vital component to teacher's performance in the school. Majority of the teachers (job security-93.7%, status of teaching profession-87.9%, sense of achievement-70.5% and advancement opportunities-82.1%) asserted that job satisfaction was a vital component to teacher's performance in the school.

5.3.3 The influence of KNUT on teacher's empowerment

Majority of the head teachers (teacher authority-88.9%, parent-teacher relationship-88.9% teacher-administrator relationship-88.3% and decision making-61.1%) as shown on table asserted that KNUT fulfilled their empowerment needs since an organization like a KNUT may be used to realize or solve a multitude of needs for its members. Majority of the teachers (teacher authority-65.3%, teacher-administrator relationship-70% and decision making-76.3%) as shown on table asserted that KNUT fulfilled their empowerment needs.

5.3.4 The influence of KNUT on teacher's advocacy

The results indicated that majority of the head teachers viewed KNUT as enhancing advocacy among teachers (career development-70.5%, profession growth-87.9%, opportunities for further study-87.9%, teacher and decision making 82.1% and in-service training-82.1%). Through KNUT's interventions, there is an increase in the absolute and relative size of the total amount of resources allocated to teacher remuneration in Kenya. This usually goes well in enhancing the status of teacher's welfare and performance in school. Teachers unions have a significant influence on wages both in the short and long term. Unions make a difference in the salary levels of teachers who are represented as opposed to those who are not.

5.3.5 The satisfaction of the head teachers and teachers on KNUT performance

The results outlined that all the primary schools head teachers in the sub-counties felt that KNUT was important for fighting for professional code of conduct, teacher's rights, better remuneration and organizing HIV/AIDS seminars for teachers. Majority of the teachers seem to agree that KNUT helps in agitating for promotion of teachers, better working conditions and it defends teachers in course of their duties. The analysis of the results indicated that all

the primary schools teachers in the sub-counties felt that KNUT was important for fighting for teacher's rights, better remuneration and agitating for teacher's promotion.

5.4 Conclusions

The head teachers were satisfied with KNUT on ensuring teachers professionalism by guaranteeing the teachers their rights and obligations and ensuring profession autonomy of the teaching profession. The teachers were satisfied with KNUT on its role of teacher's professionalism and the profession autonomy. On the role of KNUT in teacher's job satisfaction, both the head teachers and the teachers felt more comfortable with KNUT on ensuring job security and the status of teaching profession. On teacher's empowerment, more head teachers inclination was that KNUT was more successful in ensuring teacher authority over students and enhancing parent-teacher relationship. More teachers on the other hand felt that KNUT empowered them in decision making and in enhancing teacher-administrator relationship. Majority of the head teachers said that career development and teacher professional growth were two areas that KNUT promoted more in teacher's professional development in the sub-counties. Opportunities for further study and teacher's professional growth as the areas KNUT had done better according to the teachers. The comparison of the head teachers and the teachers on their satisfaction with the performance of KNUT indicates that more teachers have satisfaction with KNUT's fights for teacher's rights, better remuneration of teachers and agitation for promotion of teachers. The teachers were less satisfied with the role KNUT plays in teacher's evaluation procedure and organization of teacher refresher courses. The head teachers on the other hand were more satisfied with KNUT help in teacher's professional code of conduct, fighting for teacher's rights and organization of HIV/AIDS seminars for teachers. The head teachers were less satisfied with KNUT help in selection of teaching resources.

5.5 Recommendations of the study

The following are recommendations of the study based on the findings.

- i. The government through the Ministry of Education should address the never ending wrangles between KNUT on behalf of the teachers and the government on teachers' salaries to avoid conflicts in the education sector.
- ii. KNUT should ensure that it honors the trust given to it by the teachers by diligently representing them without any barriers.
- iii. The head teachers should realize the democratic rights of Kenyan teachers of being union members by allowing the teachers in the schools to freely exercise this right.
- iv. The teachers should realize the important role played by KNUT by fully supporting the union but at the same time performing their duties diligently.

5.6 Suggestions for further research

The following suggestions are made for further research:

- i. A comparative study on the influence of KNUT on teacher's performance in public primary schools in other sub-counties in Kenya should be undertaken.
- ii. An investigation on the influence of KUPPET on teacher's performance in public secondary schools in Kenya should be done.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Joseph M. Makuthu

University of Nairobi

Department of Educational

Foundations

P.O. Box 30197, Nairobi.

The Head teachers

.....primary school

Dear sir/madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a post graduate student pursuing a master's degree in Comparative and Contemporary Issues in Education at the University of Nairobi. I am conducting a research on **“The influence of KNUT on teacher's performance in public primary schools in Yatta and Kitui Central Sub-Counties”** Kindly allow me to conduct this research in your school.

Thank you for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours Faithfully

Joseph M. Makuthu.

APPENDIX II

HEAD TEACHERS QUESTIONNAIRE

Dear respondent,

This questionnaire aims at getting your opinion on the influences of KNUT on teacher's performance in your school. You do not have to write your name as your identity will remain confidential.

Answer all the questions by indicating your choice by a tick (√) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

Section A: Demographic Information

1. Kindly indicate your gender

Male []

Female []

2. Kindly indicate your age bracket

21-30 years []

31-40 years []

41-50 years []

above 50 years []

3. Kindly indicate your highest academic qualification

Masters []

B/Ed Degree []

Diploma []

P1 []

Others (specify).....

4. Kindly indicate how long have you been in this school as a head teacher?

Less than 5 years []

5 – 10 years []

Over 10 years []

5. Kindly indicate the total number of teaching staff in your school by gender

Males:..... Females:.....

6. Kindly indicate whether all teachers in your teaching staff are members of Kenya National Union of Teachers trade unions? .

Yes [] No []

7. If you are not a member, given a chance, would you join Teachers’ Trade union?

.....

Section B: Information on trade union on teachers working conditions

8. Rate your satisfaction on the roles of KNUT using the scale below.

Strongly satisfied = 1

Satisfied = 2

Dissatisfied = 3

Strongly dissatisfied = 4

Particular **1** **2** **3** **4**

Teachers are competent on their professionalism

Salary and allowances paid to teachers are motivational

Teachers gain profession autonomy through KNUT membership

Teachers are satisfied with the number of lessons per week

Teachers rights and obligations are meet

Role of union on teachers professionalism

Job satisfaction

Status of teaching profession

Section C: Teachers salary remuneration

9. Rate your satisfaction on the performance of KNUT by filling the rating number on the slots shown using the scale below.

Strongly satisfied = 1

Satisfied = 2

Dissatisfied = 3

Strongly dissatisfied = 4

Particular	1	2	3	4
-------------------	----------	----------	----------	----------

Sense of achievement due to amount of salary paid

Decision making in salary and allowances increment

Teachers professional development for salary increment

Satisfied with the housing allowances given

Monthly allowances are fairly awarded to teachers

Section D: Teachers' socio-economic empowerment

10. Rate your satisfaction on the performance of KNUT based on teachers' socio-economic empowerment by filling the rating number on the slots shown using the scale below.

Strongly satisfied = 1

Satisfied = 2

Dissatisfied = 3

Strongly dissatisfied = 4

Particular	1	2	3	4
Opportunities for advancement				
Job security				
Teachers empowerment				
Teacher authority over students				
Teacher-administrator relationship				
Parent-teacher relationship				
Teachers professional development				
Career development				
In-service training				

Opportunities for further study

Teachers involvement in decision making

Professional growth

Section E: Teachers' advocacy

11) Teachers perceptions of KNUT roles in their advocacy. Please indicate the extent to which you agree or disagree on the following statement by placing a tick in the appropriate place using the following scale

- SA - Strongly agree
- MA - Moderately agree
- A - Agree
- D - Disagree
- SD - Strongly disagree

Particulars

SA A D SD

KNUT helps in teachers professional code of conduct

KNUT determines school inspection

KNUT fights for teachers rights

KNUT defends teachers in the course of their duties

KNUT fights for better remuneration of teachers

KNUT strives for quest for better working conditions

KNUT helps in determination of teachers workload

KNUT helps in selection of teaching resources

KNUT organizes teacher refresher courses

KNUT helps in development of teachers sacco

KNUT organizes HIV/AIDS seminars for teachers

KNUT plays a role in teachers evaluation procedure

KNUT agitates for promotion of teachers

Thank you very much for your cooperation.

APPENDIX III

TEACHERS' QUESTIONNAIRE

Dear respondent,

This questionnaire aims at getting your opinion on the influences of KNUT on teacher's performance in your school. You do not have to write your name as your identity will remain confidential. Answer all the questions by indicating your choice by a tick (√) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

Section A: Demographic Information

1. Kindly indicate your gender

Male []

Female []

2. Kindly indicate your age bracket

21-30 years []

31-40 years []

41-50 years []

above 50 years []

3. Kindly indicate your highest academic qualification

Masters []

B/Ed Degree []

Diploma []

P1 []

Others (specify).....

4. Kindly indicate how long have you been a teacher in this school?

Less than 5 years []

5 – 10 years []

Over 10 years []

5. Kindly indicate your average teaching load per week

10 - 15 lessons []

16 – 20 lessons []

21 – 25 lessons []

Over 26 lessons []

Section B: Information on trade union on teachers working conditions

6. Rate your satisfaction on the roles of KNUT using the scale below.

Strongly satisfied = 1

Satisfied = 2

Dissatisfied = 3

Strongly dissatisfied = 4

Particular	1	2	3	4
Teachers are competent on their professionalism				
Salary and allowances paid to teachers are motivational				
Teachers gain profession autonomy through KNUT membership				
Teachers are satisfied with the number of lessons per week				

Teachers rights and obligations are meet

Role of union on teachers professionalism

Job satisfaction

Status of teaching profession

Section C: Teachers salary remuneration

7. Rate your satisfaction on the performance of KNUT by filling the rating number on the slots shown using the scale below.

Strongly satisfied = 1

Satisfied = 2

Dissatisfied = 3

Strongly dissatisfied = 4

Particular	1	2	3	4
-------------------	----------	----------	----------	----------

Sense of achievement due to amount of salary paid

Decision making in salary and allowances increment

Teachers professional development for salary increment

Satisfied with the housing allowances given

Monthly allowances are fairly awarded to teachers

Section D: Teachers' socio-economic empowerment

8. Rate your satisfaction on the performance of KNUT based on teachers' socio-economic empowerment by filling the rating number on the slots shown using the scale below.

Strongly satisfied = 1

Satisfied = 2

Dissatisfied = 3

Strongly dissatisfied = 4

Particular	1	2	3	4
Opportunities for advancement				
Job security				
Teachers empowerment				
Teacher authority over students				
Teacher-administrator relationship				
Parent-teacher relationship				
Teachers professional development				
Career development				
In-service training				
Opportunities for further study				
Teachers involvement in decision making				
Professional growth				

Section E: Teachers' advocacy

12) Teachers perceptions of KNUT roles in their advocacy. Please indicate the extent to which you agree or disagree on the following statement by placing a tick in the appropriate place using the following scale

- SA - Strongly agree
- MA - Moderately agree
- A - Agree
- D - Disagree
- SD - Strongly disagree

Particulars	SA	A	D	SD
KNUT helps in teachers professional code of conduct				
KNUT determines school inspection				
KNUT fights for teachers rights				
KNUT defends teachers in the course of their duties				
KNUT fights for better remuneration of teachers				
KNUT strives for quest for better working conditions				
KNUT helps in determination of teachers workload				
KNUT helps in selection of teaching resources				
KNUT organizes teacher refresher courses				
KNUT helps in development of teachers sacco				
KNUT organizes HIV/AIDS seminars for teachers				
KNUT plays a role in teachers evaluation procedure				
KNUT agitates for promotion of teachers				

Thank you very much for your cooperation.

Appendix V

Authorization letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/01996/12181

24th August, 2016

Joseph Mwanzia Makuthu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Kenya National Union of Teachers on teachers’ job satisfaction in public primary schools in Yatta and Kitui Central Sub-Counties, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in Kitui County for the period ending 24th August, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Kitui County before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

Appendix VI


Research permit

THIS IS TO CERTIFY THAT:
MR. JOSEPH MWANZIA MAKUTHU
of UNIVERSITY OF NAIROBI, 1234-200
nairobi, has been permitted to conduct
research in Kitui County

on the topic: INFLUENCE OF KENYA
NATIONAL UNION OF TEACHERS ON
TEACHERS' JOB SATISFACTION IN
PUBLIC PRIMARY SCHOOLS IN YATTA
AND KITUI CENTRAL SUB-COUNTIES,
KENYA

for the period ending:
24th August, 2017

Permit No : NACOSTI/P/16/01996/12181
Date Of Issue : 24th August, 2016
Fee Received :ksh 1000



Joseph Makuthu
Applicant's Signature

Emmanuel B...
Director General
National Commission for Science,
Technology & Innovation