

**TRADE UNION ACTIVITIES ON IMPROVEMENT OF TEACHERS WELFARE: A  
CASE OF KENYA NATIONAL UNION OF TEACHERS IN LURAMBI DIVISION.  
KAKAMEGA CENTRAL, KAKAMEGA COUNTY**

**By**

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**DECLARATION**

The research project is my original work and has not been presented to award of any degree in any other University.

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## **DEDICATION**

I dedicate this research project to my dear wife Muhonja Floridah, my children Naliaka Selina, Obulelwa Christine, Khayo Julias and Mugamangi David, my father and mother Morris and Josphine Mulima, in memory of my late mother Anne and the last tributes to my beloved daughter's demise. Susan, we loved you.

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## ACRONYMS AND ABBREVIATIONS

<b>CBA</b>	Collective Bargaining Agreement
<b>KNUT</b>	Kenya National Union of Teachers
<b>I&amp;G</b>	Invest and Grow
<b>KATECO</b>	Kakamega Teachers Co- operative Society
<b>SASRA</b>	Sacco Societies Regulatory Authority
<b>FOSA</b>	Front Office Service Activity
<b>BOSA</b>	Back Office Service Activity
<b>AFL</b>	American Federation of Labour
<b>CIO</b>	Congress of Industrial Organization
<b>TSC</b>	Teachers Service Commission
<b>BEC</b>	Branch Executive Committee
<b>SR</b>	School Representative
<b>ADC</b>	Annual Delegates Conference
<b>ECD</b>	Early Childhood Development
<b>TUC</b>	Trade Union Congress
<b>ILO</b>	International Labour Organization
<b>CEO</b>	Chief Executive Officer
<b>ACFTU</b>	All-China Federation of Trade Unions
<b>SASAC</b>	State Asset Supervision and Administration Committee
<b>GSTU</b>	Government School Teachers Union
<b>KTBF</b>	Kakamega Teachers' Benevolent Fund
<b>NEC</b>	National Executive Council
<b>ICT</b>	Information and Communication Technology

## ABSTRACT

Workers unions consist of laborers coming together for a common goal including but not limited to protecting the integrity of its trade, improving safety standards, achieving higher pay and benefits such as healthcare and retirement. This study purposed to determine the influence the Kenya National Union of Teachers on improvement of teachers economic, social welfare and environmental working conditions in Lurambi division, Kakamega Central, Kakamega County, this was achieved by discussing categorical themes and sub-themes indicated as factors within the study, that included:- teachers' economic welfare: - teacher's social welfare and teachers' working and finally environmental conditions had:- teacher promotions, effective representation among unions in Kenya, enhanced revision of financial accessibility regulations and Teamwork. The target population consisted of all teachers affiliated to KNUT in Lurambi division in Kakamega Central sub- County. A total of 850 teachers formed the population, whereby the researcher considering sample size determination according to Krejcie and Morgan sample size determination, 265 respondents were yielded for data collection. Questionnaire's reliability was tested by assessing its internal consistency. This was done using Credibility is one of the most important factors in establishing trustworthiness. The study had 265 informants which were accurate enough to build a good report. The questions from the instruments enabled the researcher to develop an explanation of the research design. Transferability is the extent to which the findings of one study can be applied to the other situations. The researcher prepared a detailed questionnaire to allow comparisons to be made. Dependability was addressed using methodological procedures of the research – report, thus a future researcher can be able to repeat the same work. This was acknowledged and explained by giving reasons that were used and any weaknesses in the techniques to be employed. Thus the trustworthiness of the current data was established through main instruments to be used. Cross-tabulations were conducted during the study where resultant elements showing Pearson chi-square tests which involved the squaring differences amongst experiential and the predictable frequencies with probable likelihood ratio chi-squares based on ratios of the observed to the expected frequencies. Here, every statistical test that sought to compare observed data with what the study expected was conducted aiming at establishing their goodness of fit and how much deviation had occurred before the researcher could conclude on the likelihood of occurrence. Mini tables depended on degrees of freedom in the association to determine the calculated probability values associated with the study, these values depicted the probability which provided measured indication in contradiction of the insignificant premise with subordinate/higher prospects on condition that resilient/weaker evidence against the insignificant premise and alternative hypothesis respectively. The level of significance based on by the study was 95% that worked to determine individual indicators within objectives that were classified in themes and sub-themes during the study and that were very significant in association the study further recommended the findings to major selected stakeholders that include the government, KNUT and workers unions across the board.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Background of the study**

Workers unions, also known as trade or labor unions are formed by people who sell their services in pursuit to achieve benefits through their trade, integrity protection, improved standards of safety at work place, good health care and retirement benefits apart from good pay for their services.

Armstrong, (2003), notes that the fundamental purpose of a trade union is to promote and protect the interests of their members. Unions strive to increase the number of employees an employer assigns to complete the work and better working conditions. Through their leadership workers unions set bargains with the employers on behalf of union members and negotiates labor contracts known as Collective Bargain Agreement (CBA) with employers. They scope to maintain or improve conditions of employment of their members. This includes negotiation of wages, work rules, complaints procedures, rules governing hiring, firing, and promotion of workers, benefits, workplace safety and policies.

Trade unions originated in Britain at around 18<sup>th</sup> Century in Britain with rapid industrialization taking place, drew women, children, immigrants and rural workers were drawn in large numbers and new roles due to industrial society expansion progression. The United Kingdom enacting the ordinance of Labour around mid-14<sup>th</sup> Century outlawed workers unions and collective bargaining. The onset of industrial revolution in 1777 resulted in workers' unions' growth. The formation of a workers organization of divergent occupations was formed in 1810 paving ways for more unionism in the United Kingdom.

Labour unions are legally recognized as workers representatives in many industries. Union activities revolve around wages, benefits and working conditions. Moe (2006) postulated that teachers unions political prowess have no doubt among scholars. Major unions in the United States of America get involved in lobbying and supporting candidates at the state and federal level. Most unions in America are associated with one of two larger umbrella organizations: the American Federation of Labor, Congress of Industrial Organization (AFL-CIO) created in 1955, or the Change to Win Federation which broke away from the AFL-CIO in 2005. They represent their workers in advocacy of policies and legislation on behalf of workers in the United States and Canada, they also participate in politics. The AFL-CIO is especially concerned with global trade issues.

The decline is attributed by unions as caused by employers incited opposition. Teachers, police, other non-managerial or non-executive federal, state, county and municipal workers are the most prominent unions in the United States of America. After controlling of individual, job and Labour market characteristics, private sector pay higher as 10-30% than non-union members in America as opposed to public sector that pay workers same regardless of being unionized or not due to inherent governmental function.

An economist Joseph Stieglitz asserted that, "Strong unions have helped to reduce inequality, whereas weaker unions have made it easier for CEOs, sometimes working with market forces that they have helped shape, to increase it". The decline in unionization since the Second World War in the United States has been associated with a pronounced rise in income and wealth inequality and, since 1967, with loss of middle-class income. Despite the erosion in their power and influence, labor unions are still

proving their importance, as they were instrumental in getting President Obama elected in 2008 and re-elected in 2012. The unions hope that Obama will be able to pass the Employee Free Choice Act, which is a measure of legislation that will greatly streamline and shorten the process currently in place that unions must use to bring in new members. This act will effectively shift the balance of power in the workplace in the unions' favor and allow their memberships to grow rapidly. Although the possible impact that this could have on the economy is somewhat unclear, unions will continue to play a role in the U.S. labor force for decades to come. In United States of America, Teachers Unions influence instruction and other educational practices of interest to those who define themselves as school reformers in four ways as; Electoral politics and lobbying, Collective bargaining, reform initiative focused on their members and dissemination of information about the best practice unlike Kenya which claims to be professional and non-political which leads to intimidation and manipulation by the government.

Labour party formation and growth in the early 20<sup>th</sup> Century brought changes in the United Kingdom where dominance of moderate New model unions were stronger than the political Labour movement. From Mid-19<sup>th</sup> Century, the economic crises was majorly a factor of trade unionism. A significant number of public sector workers were striking owing to their togetherness in unions.

Margaret Thatcher's conservative party's election in 1979 as prime minister necessitated a reduction in strikes owing to substantive reforms brought by trade unions.

Historical laborers unions were part of institutional state system contracted by the ruling party before 1990s in Mexico. This was caused by neo-liberalism through the Washington Consensus spreading worldwide. The unions primarily aimed to carry out



the economic policies of the state given the cozy relationship with the ruling party. In the 1950 and 1960s, the economic policy referred to as the “Mexican Miracle” peaked resulting to rising incomes and standards of living beneficiaries being primarily the wealthy.

Privatization of state industries like telecommunication and rail road was done in the 1980s following the Washington Consensus policies. The unions were not ready to fight back the new owners of industries who had an antagonistic attitude towards them. A more independent model of new unions emerged in place of the institutionalized unions that were violent and corrupt led by gangster with a number of them represented by the National Union of Workers / Unión Nacional de Trabajadores. Some old institutions such as Oil Workers Union and the National Education Workers' Union (Sindicato Nacional de Trabajadores de la Educación, or SNTE) manifests poor use of government benefits from oil and in basic education seen by the lavish style of leaders lives. Teachers unions with a membership of 1.4 million in Latin Americas largest of its employees. All appointments of teachers and school curriculums are controlled by the union.

China had a central planned economy before the 1978. All state-owned enterprises had unions that served as workers clubs. Laborers were guaranteed lifetime employment, their wages being set by the government. It is alluded that conflict of interest between workers and employers wasn't there and therefore no engagement of collective bargain could occur. Union leaders were appointed by the communist party (Warner et al 1998)

China changed to “a socialist” market economy rendering these clubs free from state interference to private with varying degrees in between. As a result of joint ownership by the state and private companies, whoever held more shares controlled the firm.

Organizations and employment relationships become more market-oriented, unions taking new roles like contract bargaining and administration like those in the western market economy countries. These changes have caused union membership expansion since 1978. China had 581,000 grass-roots union organizations and 114 million union members in China nationwide. In 2010, there were nearly 2 million grass-roots unions in 3.7 million companies and organizations across the country and a total of 240 million union members. China's sole union federation, the All-China Federation of Trade Unions (ACFTU), now proclaims itself as the largest union organization in the world (John W Budd and Wei Chw (2014).

In Kenya, trade union emergence was occasioned by economic, social and political strife created by the colonial government. The colonial government attitudes changed and in 1937, Trade Union Ordinance was enacted which stipulated how Africans could organize themselves into trade unions. Following the Ordinance publication, three unions registered in Kenya included EASU, EASSU, and LEA. An amendment that followed later after the II world war's tense political environment resulted in the registration of more unions (Knut, 2010). More political tensions brewed ARTU by the likes of Makhan Singh which was openly associated with pan Africanists of Fred Kubai and Chege Kebachia's caliber with their interests crisscrossing discrimination of all sorts but uniting workers. More trade unions came into being such as the Nairobi Taxmen Union, (NTU) and General Maskini, (Poor People's) Union (GMU). In 1940, the 1937 Ordinance was amended. Consequently, the number of trade unions in Kenya rose from three (3) to six (6). With the rising political tempo immediately after the end of the Second World War, the situation began to change rapidly when Kenya African Study Group (KASG) was formed which was later replaced by Kenya African Union (KAU) which started agitation for the return of African land, better wages and

conditions and terms of service in Industry. Teachers Unions advocate for teacher empowerment, professional development, job satisfaction and better working conditions which many critics say that they raise costs without improving the learning of students (WoBman, 2003), Ibrahim (2007) says that teachers Unions are supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance.

## **1.2. Statement of the problem**

A trade union/labor union is an organization of workers who have come together to accomplish common goals such as protecting the integrity of its trade, improving safety standards, achieving higher pay and benefits like health care and retirement for its members. Armstrong, (2003), notes that the fundamental purpose of trade unions is to promote and protect the interest of its members. Trade union through its leadership bargains with the employer on behalf of union members and negotiates labor contracts (Collective Bargain Agreement) with employers. Elimu News (2008), reports that the ministry of education has raised a concern of the Kenya National Union of Teachers (KNUT) being merely interested in championing teachers welfare in terms of social, economic and environmental working conditions totally disregarding performance of learners.

The Kenya National Union of Teachers has been in existence since 1967 advocating for teachers rights since then. Although the union has been in existence for almost half a century, it seems not much has been achieved from advocating for teachers working conditions, social welfare and economic welfare of teachers least to mention the organization structure of the union which seemingly has not assisted teachers as much. This is the basis upon which this study was based to investigate the activities of the

Kenya National Union of Teachers on the improvement of teacher's welfare, a case of Lurambi division in Kakamega County.

### **1.3. Purpose of the study.**

The study focused to find out activities of the Kenya National Union of Teachers on improvement of teachers economic, social welfare and environmental working conditions; a case in Lurambi division, Kakamega Central, Kakamega County.

### **1.4. Study objectives**

This study was out to investigate the objectives that follow:-

1. To determine how trade union activities influence teachers' economic welfare in Lurambi Division, Kakamega County.
2. To establish how trade union activities improve teachers social welfare in Lurambi Division, Kakamega County.
3. To explore the extent to which trade union activities influence teachers environmental working conditions in Lurambi Division, Kakamega County.
4. To determine how trade union advocacy activities influence teachers welfare in Lurambi Division, Kakamega County.

### **1.5. Research questions**

The study was guided by the following research questions:

1. How has trade union activities influenced teachers economic welfare in Lurambi Division, Kakamega County?
2. To what extent has trade union activities influenced teachers' social welfare in Lurambi Division, Kakamega County?

3. To what extent has trade union activities influenced teachers' environmental working conditions in Lurambi Division, Kakamega County?
4. How has advocacy activities of trade unions influenced teachers' welfare in Lurambi Division, Kakamega County?

### **1.6. Significance of the study**

The information generated by this research project was to reveal the extent of trade union activities on influence on teachers' welfare in Lurambi division, Kakamega central, Kakamega County. It shows how teachers' economic, social welfare and environmental working conditions are influenced by activities of teachers union.

The findings of the study are intended to be useful to teachers and other laborers trade unions, government organs concerned with education and Labour parties as they will have firsthand glimpse of how the services they offer members of their organization improve them. They can use the findings from this study to improve services to their members and tailor the services to fit the needs of their members resulting to a positive improvement on their lives.

These findings are important to policy makers in the ministry of labor and Education in the case of teachers who could use them when drafting policies affecting unions. These policies will go a long way in reinforcing positive improvement as well as reviewing negative elements to workers.

The findings of the study are useful to teachers, non-governmental organization [NGOs] and others organizations interested in teachers welfare. They will have firsthand information on how unions can improve teachers' welfare more so, when

electing representatives, teachers will know what to demand of them. When aiding teachers unions, they will know what to emphasize to have maximum positive impact.

### **1.7. Assumptions of the study**

The study was based on the assumptions that all the respondents that were selected, were to give truthful information pertaining to the teachers union that respondents were union members at the time of the study and they were true representative of all the teachers in the division.

### **1.8. Limitations of the study**

This study was based on the following limitations; that the researcher was limited in terms of time and resources at his disposal. These constraints made the researcher cover teachers who were Kenya National Union of Teachers members in Lurambi division only. The haphazard nature of schools location in the division and some teachers being unwilling to fill the questionnaire hampered data collection. This was countered by applying sampling that was well spread within the research area and hiring of research assistance to assist in data collection. A letter of introduction from the university was used stating that the research was purely for academic purpose and confidential. That research instruments might give varied information depending on individual understanding. This problem was countered by application of both qualitative and quantitative research approaches.

### **1.9. Delimitations of the study**

Delimitation is the process of reducing study population and area to a manageable size. The study was delimited in terms of scope that was covered. Respondents to the study was delimited to teachers who were Kenya National Union of Teachers members and

who were working within Lurambi division, Kakamega Central, Kakamega County during the time of the study.

### **1.10. Definition of significant terms**

<b>Trade union</b>	This is a union that advocates for workers' rights and welfare
<b>Teachers union</b>	It is a union formed by teachers to advocate for their rights and welfare
<b>Collective bargaining agreement</b>	This is an agreement between employer and employee
<b>Employer</b>	Someone who hire and pay others for services rendered
<b>Worker</b>	Someone employed to offer services
<b>Capitalist</b>	A person whose motive is to make profit in his/her activities
<b>Member</b>	One who belongs to a group or an organization
<b>Management</b>	People in an organization who plan, implement, monitor, evaluate and control resources
<b>Welfare</b>	Well-being, comfort and happiness, help with living conditions, social difficulties
<b>Negotiations</b>	These are proposed policy instruments presented by a party and counterproposals of the other party (Employee and Employer) based on give and take principle for mutual agreement

### **1.11 Organization of the study**

The study was organized in five chapters; chapter one covering the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, limitations and delimitations of the study and definition of significant terms that were used in the study. Chapter two looks at related literature on activities of the union on improvement of workers welfare in other countries. The literature dwells on activities of the union on improvement of economic, social and working conditions of workers. It also looks at how the organization structure of union improves services offered by the union to its members. This chapter looks at the theoretical and conceptual frameworks that were used on the study and knowledge that the study aimed to fill. Chapter three focuses on research methodology which entails the introduction, research design, target population, sample selection and size. It shows how data was collected and analyzed, instruments used, pilot testing, reliability and validity of instruments. Chapter four of this study highlights data collection tools, sorted, sampled and analyzed after collection to answer the study's objectives in context, lastly chapter five discusses the findings, conclusions and recommends for further studies as established within the findings of the study with efforts to fill study gaps.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

In this chapter, literature was reviewed on trade union activities from various sources considering their influence on improved welfare of workers. Improvement was scoped on economic welfare, social welfare and working condition welfare. Literature on the organization structure of Kenya National Union of Teachers works to improve teachers' welfare was also reviewed. This chapter presents a conceptual framework predicting the relationship that existed between the independent and dependent variables of the study.

#### **2.1. Concept of workers union**

Trade unions are associations of workers with varying occupations congregated and legally constituted mainly for the purpose of protecting and advancing the members economic interests in connection with their daily work. A trade union is defined in the Trade Union and Labour Relations (Consolidation) Act (TULRCA) 1992 of Britain as any "organization of workers" whose principal purposes include the regulation of relations between workers "of one or more descriptions" and employers or employers' associations. Such a union of workers is an association of employees formed to maintain working conditions of its proponents. It is a service provider's group of people that has come together so as to strengthen their bargaining power with employers (TULRCA, 1992).

The emergence of trade union was necessitated by the need to look after the workers well-being against an employer who was becoming increasingly powerful and was yearning for more profit due to emergence of industrial revolution. The union came in

handy during negotiation for wages and salaries between the workers and the employer. Negotiations were conducted such that the workers are offered by the employer a pay of a certain amount and the employer counter offers this offer till an agreement is reached. The employee's aim is to be paid the maximum whereas the employer's aim is to pay the minimum leading to a need for an agreement to be reached.

Functioning to negotiate for workers safe working conditions, trade unions ensure such issues as safe water for drinking, rest rooms, maximum working hours, benefits including but not limited to leaves, social security and holidays, safety equipment ideal to protect the workers for their particular work, job satisfaction, social security benefits and other welfare measures that make workers work more comfortably. Unions strive to ensure proper implementation of personnel policies in regard to selecting, recruiting, transferring, training and promoting workers among others (Kremp, 2017) .

Workers unions protect members against management when they become victims of unilateral acts of management and policies of discipline like penal transfers as a way of punishment to counter misdemeanor of employees. They bring to attention of the employer difficulties faced by workers such as lack of resource or lack of access to education by their children, health facilities, sanitation, housing, cultural and other social services. They act as a bridge in workers and employers relationships to promote industrial peace. All the above is done through collective bargain agreements.

Trade unions educate their workers about their rights and keep the well-being and progress of society before them by refraining from unnecessary strikes, work stoppage, go-slow and intimidation. They also work to protect consumer interest and discharge their role in success of scheme for planned economic development of the country, maximizing production and distribution in an equitable manner. They adapt to changing

social needs, rise above divisive forces like religion and tribe, help in promoting national, social and economic integration at all levels. They create awareness in members towards industry and community responsibility and encourage capital formation by supporting small saving schemes for their members. Trade unions work for a stable social order by way of establishing industrial democracy and social justice.

## **2.2. Workers working conditions and trade union**

Trade unions safeguard economic interest of its members who are workers. Workers primarily join trade unions to ensure that wages are maintained at a reasonable standard. Trade unions exist due to the need for adequate machinery for settling relations between employers and employees. Workers may become dissatisfied with their working conditions or treatment meted on them by their employers. So the union steps in to ensure that this dissatisfaction is addressed and harmony between the two parties is restored.

Working conditions are some of the concerns of workers unions. Their health, safety at work, such as good lighting, air conditioning, equipment and facilities for working, clean water are paramount in addition to maximum working hours at a time and other fringe benefits like paid leaves and holidays, refreshments, social security, job satisfaction among others. They aim at ensuring that workers enjoy paid holidays which enable them to be rejuvenated by having adequate and stress free rest. Safety equipment ensures that a worker is able to work safely without being injured either immediately or in the long term. Minimum working hours ensures that workers do not suffer from fatigue. Social benefits ensure that workers contribute to a pension fund which will assist them during their retirement from work.

Trade unions fight against improper implementation of personnel policies in recruitment, selection, promotions, transfers and training of workers. They advocate for employment of personnel into work they are qualified for thus, teachers to be employed as teachers, lawyers as lawyers etc. This ensures that once employed, these workers will apply their competencies into the fields they are competent in even when one is transferred from one station to the next, it should be to do the same work or when one is promoted. Through unions, workers are protected from unilateral acts of management and disciplinary policies like suspensions and dismissals. When such disputes arise, trade unions act as advocates for workers against management by ensuring that a worker is not sacked without a just cause. Trade unions ask the management to be lenient and not to take unilateral decisions when they want to sack an employee due to disciplinary case. When trade unions' act in such a way, they ensure peace and harmony exist in the work place.

Workers representatives in the unions promote industrial peace by constant negotiations with management, management unilateral thinking and bureaucracy leads to disharmony that ends in disruption. Continuous negotiations are normally detailed in the Collective Bargaining Agreement (CBA) document which on agreement is signed by trade union and representatives of management. This agreement is a legal document and it governs all issues pertaining to workers and management. It details payment, workers grades, disciplinary procedures, management powers etc. This document is very important and if observed, it ensures a good relationship exist between workers and their employers.

Workers unions through negotiations and signing of CBAs protect workers interests thus fulfilling employees satisfaction in return reducing the rate of absenteeism and

labor turnover Unions therefore contribute to improvements in levels of production, productivity and discipline thereby improving the quality of workers life and the economy at large. Trade unions also support modernization of equipment and rationalization programs. This ensures a stable social order and help in establishing industrial democracy and social justice. They preserve and strengthen internal democracy by improving their internal administration, instilling voluntary discipline and responsible conduct among workers, strive to resolve the problems in the work place for creation of unified trade union movement.

Trade unions fight for increased wages by ensuring labor is paid to the full value of its marginal productivity by improving bargaining power, they can raise wages up to the marginal productivity level. They can also improve marginal productivity itself against wages permanently and can increase wages by restricting supply of workers in the trade. All this goes to show that trade unions play an important role in ensuring that workers working conditions are well taken care of and harmony prevails in the work place.

### **2.3. Workers social welfare and trade union**

Workers union play a role of guiding, consultancy and uniting workers to overcome industrial related problems. It brings to the notice of management through CBA meetings difficulties facing workers in respect to sanitation, hospitals, quarters, schools and colleges for their children and any other cultural and social problems. They give workers opportunity to join others for the achievement of these objectives that workers consider as socially desirable.

Workers need amenities of life in their work place. These include but not limited to better homes, more leisure and better working conditions. Workers join trade unions in order to promote and defend these interests. In times of sickness or death, workers

require help and protection from suffering when they are not on job and, income of some kind when old and unable to work. When a worker's wife/husband or child dies, the employer assist by providing a coffin and transport to the burial site. Employers also contribute some stipend towards the funeral preparation and console the family of the bereaved worker. Trade unions become handy in ensuring that workers get this kind of assistance. Union representatives form part of the funeral committees at the work place and ensure that by-laws governing funeral committees are worker friendly and implementable. Representatives also form part of committees that are formed in the work place to oversee bursary for workers children, schools supported by the employers and even dispensaries. The money the employers' channel to these institutions is managed by workers as unions ensures that it is used for the intended purpose.

Apart from bare necessities of existence, workers also want better houses and more leisure time. They therefore join trade unions which promote and defend these interests. Trade unions advocate for workers to be paid good house allowances so that they can afford good quarters for themselves and their families. Teachers in Kenya have been advocating for increase in house allowances and their trade unions have been on the fore front in agitating for this. Teachers' trade unions have been at the fore-front in advocating for members to be paid leave allowances at least once a year. Trade unions developed on proper lines lessens violent class conflict. This is beneficial to employers, employees, state and the public. It therefore follows that organization of workers is not only necessary but inevitable.

Unions provide sickness and accident benefits to its members and support them during strikes and lockouts through the union fund they have created through subscriptions by the members. Trade unions ensure that workers are insured by their employers.

Insurance companies take care of employees in case of accident. The employer also pays for medical expenses to ensure that the worker is treated. Trade unions carry out social services activities and discharge social responsibilities like customer education when new products are developed for the market.

In Sweden, unions participate at the level of the planning commission and are responsible for implementation of labor and social security legislation. Before these legislations are passed, the union is consulted and its inputs are considered by the commission. The trade unions educate rank and file workers so that their traditional agitation role is gradually transformed into one of understanding and co-operation. The role of trade union is changing constantly but what stand out is the vital and constructive role it plays in improving quality of life of the workers i.e. welfare programmes for their members like education and literacy, health, family planning and recreational and cultural activities. They also promote personal and environment hygiene.

#### **2.4 Workers economic welfare and trade union.**

Trade unions safeguard economic interests of its members. In the world over, workers worry how to provide sufficient food, clothing's and homes for themselves and their families. This is the first and foremost question of finding a job on reasonable wage. Primarily, workers looking for jobs ask themselves whether they will get jobs of wages that will enable them meet and sustain their above named basic needs.

Basic purpose of trade union is to safeguard the economic interests of its members. Workers strive to provide sufficient foods, clothing and a home for himself and members of his family. This is achieved through acquisition of these items by use of the wages and benefits the worker get from his employer. The union comes in to ensure

that the wage is within the legal stipulated limit and is paid regularly by the employer at the agreed time and place.

The trade union discharges their role in the success of the schemes for the planned economic development of the country by maximizing production and distributing it in an equitable manner. According to Kalusopa et al (2009), traditional role of trade unions has been to protect the economic interest of its constituency such as improved wages and conditions under which they operate. Wood, (2004) and Britwum (2010) asserts that beyond issues at the workplaces, the trade unions have been involved in shaping public policy and through this, they are able to minimize exploitation tendencies of capital.

Kalusopa et al (2009) says that trade unions have also established financial service schemes that seek to provide loans to members who find themselves in financial difficulties. The loans are interest free or at interest below the market interest rate. Ubank in South Africa, Teachers Financial Services and Golden Pride in Ghana are examples of Unions contribution to provision of financial products to their members and nonmembers alike Trywell Kalusopa ,Kwapena Nyarko, Otoo et al (2009).

National Education, Health and Allied Workers Union (NEHAWU) of South Africa established in 2006, operates one of the largest savings and co-operatives-NEHAWU SACCO in South Africa. It offers its members a new credit and savings vehicle as a direct response to counteractive nature of traditional banks and expensive financial products in financial market place.



## **2.5. Workers welfare and trade union organization structure**

Trade unions are led by elected leaders who represent workers in employment matters. Some unions are led by presidents while others are led by Secretary Generals. AFT among others is led by a President whereas KNUT is led by a Secretary General who is the official spokesperson of the Union. The chairperson chairs meetings. Other officials have different roles in Union functions. KNUT organizational structure is made up of different levels from top downwards starting with the National Executive Council, Provincial Council, Branch Executive Committee, Division Representatives and School Representatives.

The Branch Executive Council appoints a branch Auditor and any other officers that may be deemed necessary. One is not allowed to hold office in any Branch if he/she has not paid all the annual subscription (dues) for the preceding year and any other levies in full, apart from showing sufficient interest in the Union. The Branch officials have to be elected every five years. The outgoing officers are eligible for re-election.

Every education institution has a KNUT grass -root leader known as “SCHOOL REPRESENTATIVE” (SR) who is elected from amongst the members of the union in the institution. SR’s roles are: Communication and Liaison, Recruitment and Retention of Members and Representation and Negotiation. As Communication and liaison officer, the SR is expected to open the mail, read and distribute information from local branch and Head Quarters. According to (Teachers, 2015), the SR is expected appropriately inform union members by effectively communicating whenever there’s need by posting relevant information as concerns union members on the websites and notice boards. They are mandated to convene school-based meetings not just when there are problems and attend local association meetings and further enhance communication

functions like trainings on both local and national courses, inform of the Union's Professional Development courses, regularly liaise with the branch Executive secretary and the national office on union issues, and work with representatives from other unions in the school. Functions such as recruitment and retention are left to the SR (Teachers, 2015). Representation, negotiation and informal case handling have been outlined in the SR's mandate with such agreements from national and local negotiation also part of their mandate (Teachers, 2015).

## **2.6. Theoretical Framework**

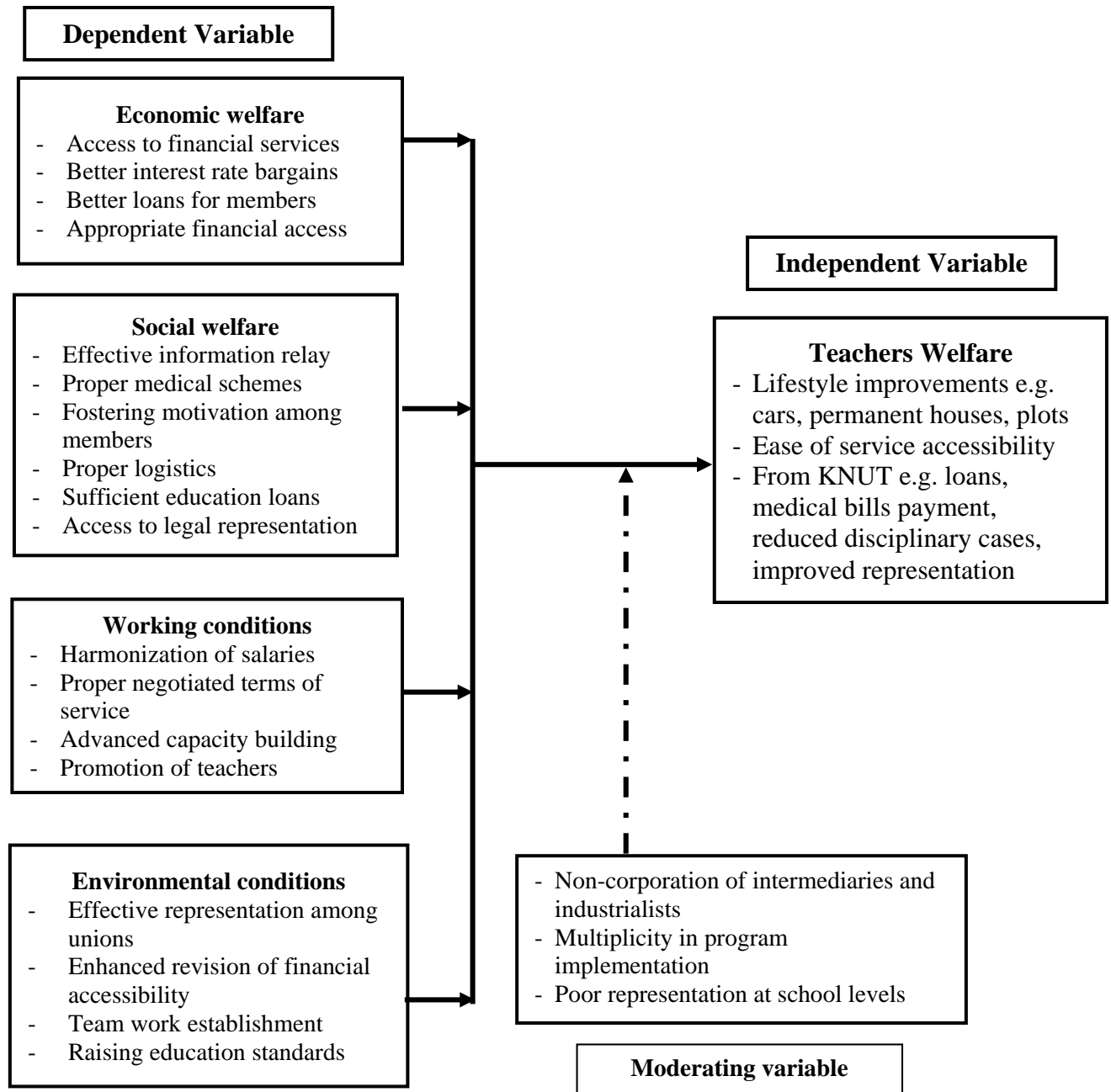
There are several theories applicable to this study. This includes the five types of theories of trade union like Revolutionary Theory, Evolutionary Theory, Theory of Industrial Jurisprudence, Rebellion Theory and The Gandhian Approach. The most applicable in this study are The Revolutionary, Evolutionary and Theory of Industrial Jurisprudence. According to Karl Marx's Revolutionary approach which is also known as "the theory of class war and dialectical materialism", trade unions are organs through which workers control employers' extremism in exploitation of maximum profit making. It is workers revolution that capitalism can be countered to reduce class inequalities. Trade Unions world over were springboards for overthrowing colonialism. They determine social and economic policies. The Evolutionary theory also known as "theory of industrial democracy" by Sydney and Webbs is about freedom to express and demand for rights in the bargaining power of labor and capital. It limits dictatorship in management, advocates for workers social and economic welfare, working conditions among others. Trade Unions have been at the forefront in the struggle for good governance, democracy, equality, fairness, respect for human and workers' rights and social and economic justice. The Industrial Jurisprudence approach by Slitcheris about numbers or masses force where workers have strength in numbers than

individual/lone ranger that cannot stand the opposing force of employers. Individually, workers are too weak and not resourceful to demand for their rights which are inherent in the strength of unity and collectiveness.

This study did not consider Rebellion Theory by Tannenbaum as it talked of a spontaneous outcome in the growth of mechanization where use of machines in place of people in the teaching fraternity is slowly cropping in by way of ICT like the Laptop issue in Kenya. The Gandhian theory which is based on class collaboration rather than class conflict and struggle, thus, workers awareness and reform of due share from employer led to trade union formation as it was not related to material alone but also to moral and intellectual aspects. It emphasizes on internal reform and strength and not anti-capitalistic. International Monetary Fund (IMF) and World Bank sponsored programs like Structural Adjustment Policies (SAP) and Poverty Reduction Strategic Policies (PRSP) in collaboration with the government in the privatization of State Owned Enterprises (SOEs) and retrenchment of public sector workforce has weakened trade unions in terms of numbers and finance to operate effectively, least to say the change in political environment where the ruling political class have switched alliance to capitalistic motive of profit making rather than progressive considerations including changing National Laws to protect capital and profit over the right of workers and communities.

## 2.7. Conceptual framework

The conceptual framework below demonstrates the independent and dependent variables. The independent variables are economic welfare, social welfare, environment (working conditions) and organization structure of KNUT in Lurambi division. The dependent variables are economic, social, working conditions and environmental conditions.



**Figure 2.1 Conceptual framework**

## **2.8. Summary of literature review and gaps**

From the reviewed literature above, it emerges that the teachers' trade union has not satisfactorily addressed teacher's economic welfare in terms of loans advancement, saving in the teachers Sacco and dividends earned by the teachers from these saving Sacco's. Teachers are facing a big challenge in their loan acquisitions' because of the numbers of guarantors required to guarantee one a loan. They are also complaining of over deduction on loan recovery. At times, when a teacher defaults in his/her loan repayment, guarantors are forced to bear the burden of repayment while the teacher who had taken the loan goes scot free. When shares increase, dividends do not increase respectively and tend to have a limit of increment.

Burial assistance is very low compared to shares contributed by teachers thus leading to emergency of other welfare organization. School fees loans are not enough leading teachers to take other types of emergency loans. Teachers' medical scheme has few members because the money they pay to cover medical expenses is inadequate. Teachers are also complaining of large classes which make teaching a nightmare. Their union has done little to address this. Teachers pay is low resulting to low morale. Teacher union advocacy to have these issues addressed by the government has led to long strikes which have not yielded much. The local union structure has not assisted teachers at the grass-root level.

Nabibya, (2013) study on influence of Kenya National Union of Teachers on teacher's performance in Nairobi County did not cover issues pertaining to Kenya National Union of Teachers advocacy which this research attempt to cover.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter presented the research design that was used in this study, the target population used for the study, the sample size and sampling design. It as well shows the data collection methods, how the instruments were piloted and validated and reliability of the study and data presentation. It as well deals with data analysis and finally operationalization of variables.

#### **3.2. Research design**

A research design is a plan for conducting a research. Kothari (2004) states that, a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedures. The study will apply a case study research design. A case study design involves a careful and complete observation of a social unit. It is an in-depth study rather than breath (Kothari (2004). Descriptive survey is preferred as it attempts to describe, analyze and interpret the circumstances at the time of the study. It involves data collection that attempt to answer questions concerning the current status of the subjects of the study.

#### **3.3. Target population**

The target population consisted of all teachers who are members of Kenya National Union of Teachers (KNUT) in Lurambi division in Kakamega Central sub- County. A total of 850 teachers formed the population .Officials of Kenya National Union of Teachers in Kakamega central were interviewed to give details and physical locations

of the teachers in various schools in the division. This enabled the researcher to drop and pick questionnaires from their schools for ease of carrying out the study.

### **3.4. Sample size and sampling procedure**

#### **3.4.1. Sample size**

The sample was determined according to Krejcie and Morgan table of determining sample size whereby a population of 850 yielded a respondent of 265 which the study used during data collection. Krejcie and Morgan (1970) theory of sample size determination stipulate that a population of 850 would require 265 sample size. With a 95% level of confidence and 5% margin of error, sample size to be read directly from the table and yielded the above figure.

#### **3.4.2. Sampling procedure**

Orodho and Kombo (2002) states that sampling is the procedure which a researcher uses to gather people, or things in his study. It is the procedure applied in selecting a number of individuals or objects from a population so that the selected group contains elements representing characteristics found in the entire group. The sample size is read directly from Krejcie and Morgan table as indicated above.

### **3.5. Data collection instruments**

Mugenda and Mugenda (2003) posit that data collection instruments are tools used for collecting data from the respondents in the field. The study used questionnaires and interviews to collect primary data from the respondents. Documents from previous similar research from archives and internet were reviewed to get secondary data.

### **3.5.1. Pilot Testing of the instruments**

Piloting was conducted in Navakholo sub-county which had a homogeneous characteristic whereby 10% as posited by Mugenda and Mugenda (2009) was applied and a population of 27 teachers was sampled during the study. Questionnaires were administered and return rate computed. The instrument attempted to capture the required information and any correction was done in terms of ambiguity, legibility and clarity.

### **3.5.2. Validity of the instruments**

Validity is the accuracy of the research instrument, research procedure and research findings. Kombo and Tromp (2006,) states that validity is the degree to which the results obtained from the analysis of the data obtained represent the phenomenon under the study. Mugenda and Mugenda (2009) stipulate that there is no specific statistical method to calculate validity of the research instruments because validity is the ability of the research instruments to measure what it is intended to measure. To achieve validity of data collection instruments, the researcher reviewed all the items for legibility, clarity and comprehensiveness and confirmed that the instrument represent formed construct of the study.

### **3.5.3. Reliability of the instruments**

Mugenda and Mugenda (2009) states that data obtained using the instruments should not be biased or factually flawed. Reliability of the instrument is the measure of degree to which a research instrument yields consistent results after repeat trials. Reliability therefore checks the consistency of the instrument's measurement. Re-testing of the questionnaire was done to eliminate errors and ensure that the questionnaire achieve the objective of the research. Cronbach Alpha coefficient was calculated using the



returned questionnaires during piloting. According to Creswell (2008) posit that if the coefficient is 0.7 or above, then the instrument is reliable.

### **3.6. Data collection procedures**

Data was collected using questionnaires and interview schedules. Questionnaires were administered to the selected sample of teachers who were members of Kenya National Union of Teachers in Lurambi division and collected after one week. Division Kenya National Union of Teachers officials were interviewed by the researcher. The whole process was anticipated to take two months.

### **3.7. Data analysis techniques**

Raw data collected from the field was organized for ease of processing. First, it was checked for completeness, clarity and consistency as per the questions on the questionnaire. Then it was coded and processed through Statistical Program for Social Science where frequency tables were generated. The data was further processed by cross tabulating it to analyze relationship between independent and dependent variables indicators. Then Chi-Square test was conducted to reveal the variable with the most significant influence.

### **3.8. Ethical considerations**

Ethical consideration include proper conduct of the researcher when carrying out the research process, observance of confidentiality and privacy of information obtained by the researcher from the respondents and avoidance of physical and psychological harm to the respondents when carrying out the research. It as well includes avoidance of plagiarism and fraud when undertaking the research study. Mugenda and Mugenda posit that these considerations are important for research. The purpose of research was

clearly explained to the respondents and relevant authorities to carry out the study sought from the university, National Council for Science and Technology Institute (NACOSTI) and the institution where the study was conducted.

### **3.9. Operationalization of variables**

Operationalization of variables means finding a measurable, quantifiable, and valid index for the variables. This is done by identifying the concept we hope to measure, determine one or more quantitative measures of the concept and determine the method for obtaining the measure. These are detailed in table 3.10

### 3.10. Operational Definitions of variables.

Objectives	Variables	Indicators	Measurement scale	Tools of analysis
<b>To establish activities of KNUT on improvement of teachers economic welfare</b>	Dependent	<ul style="list-style-type: none"> <li>- Financial services</li> <li>- Better interest rates</li> <li>- Better loans for members</li> <li>- Appropriate financial information access</li> </ul>	Ratio	Percentage, frequency tables, chi-square, likelihood ratios
<b>To establish activities of KNUT on improvement of teachers social welfare</b>	Dependent	<ul style="list-style-type: none"> <li>- Effective information relay</li> <li>- Proper medical schemes</li> <li>- Fostering motivation among members</li> <li>- Proper logistics in times of bereavement</li> <li>- Sufficient and effective education funding programs</li> <li>- Access to legal representation</li> </ul>	Ratio	Percentage, frequency tables, chi-square, likelihood ratios
<b>To establish activities of KNUT on improvement of teachers working environment</b>	Dependent	<ul style="list-style-type: none"> <li>- Harmonization of salaries</li> <li>- Proper negotiated terms of service</li> <li>- Advanced capacity building</li> <li>- Promotion of teachers</li> </ul>	Ratio	Percentage, frequency tables, chi-square, p-value
<b>To establish importance of KNUT organization structure on improvement of teachers welfare</b>	Dependent	<ul style="list-style-type: none"> <li>- Effective representation among unions</li> <li>- Enhanced revision of financial accessibility</li> <li>- Team work establishment</li> <li>- Raising education standards</li> </ul>	Ratio	Percentage, frequency tables, chi-square, p-value
<b>Other factors</b>	Moderating	<ul style="list-style-type: none"> <li>- Non-cooperation of intermediaries &amp; industrialists</li> <li>- Multiplicity in program implementation</li> <li>- Poor representation at school levels</li> </ul>		
<b>Teachers welfare</b>	Independent	<ul style="list-style-type: none"> <li>- Improvement in lifestyles</li> </ul>	Ratio	Percentage, frequency tables, chi-square, p-value

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1. Introduction**

This chapter presents findings of the study which have been discussed under thematic and sub-thematic sections in line with the study objectives. The thematic areas included teachers' economic welfare; teachers' social welfare; improvement of teachers' environmental working conditions and advocacy in Lurambi Sub-county of Kakamega County. Factors within the study were individually studied in relation to their influences on the outcome (improved welfare). Response rate was reported as it formed a core background in relation to acceptability of the finding and the results were as presented and discussed in 4.2 as follows;-

#### **4.2. Response rate**

The study sought to establish various factors that related to improved teachers welfare. Respondents in the study were asked to state elements within demographics that included their age brackets, administrative and other responsibilities in schools, gender, and their respective years as KNUT members, their marital status and their education levels. Frequency column indicated how many observations fell into the given category while the Percent column indicated the percentage of observations in that category out of all observations (both missing and non-missing). The result obtained were as shown in the tables that follow;-

**Table 4.2. Response rate**

**Table 4.3.: Gender of respondents**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Male	171	64.8	64.8	64.8
	Female	93	35.2	35.2	100.0
	<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>	

Results obtained from the study revealed a majority among respondents that participated in the study were male teachers with a 171 (64.8%) representation while females came at 93 (35.2%). More male teachers than females participated in the study. Respondents were further asked to state their roles in school and the responses obtained were as presented in table 4.4 that follow;-

**Table 4.4.: Respondents administrative and other responsibilities in school**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Senior teachers	115	43.6	43.6	43.6
Assistant teacher	127	48.1	48.1	91.7
Deputy head teacher	12	4.5	4.5	96.2
Head teachers	10	3.8	3.8	100.0
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>	

Results obtained from table 4.4 revealed a majority of teachers being assistant teachers, 127 (48.1%), followed by 115 (43.6%) that were senior teachers in their respective schools, 12 (4.5%) were deputy head teachers and a minority, 10 (3.8%) were school heads.

**Table 4.5.: Age bracket of respondents**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
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Valid	41 and above years	122	46.2	46.2	46.2
	36 - 40 years	123	46.6	46.6	92.8
	29 - 35 years	9	3.4	3.4	96.2
	25 - 28 years	10	3.8	3.8	100.0
	<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>	

Results from table 4.5 revealed a majority of teachers falling between the 36 – 40 years of age 123 (46.6%) followed closely with those that were between 41 and 59 years who came at 122 (46.2%), teachers within the 25 – 28 years age bracket that were represented by 10 (3.8%) and lastly a minority that were between 29 – 35 years of age that were represented by 9 (3.4%).

**Table 4.6.: Respondents' years as a KNUT member**

	Frequency	Percent	Valid Percent	Cumulative Percent
11 and above years	120	45.5	45.5	45.5
6 - 10 years	125	47.3	47.3	92.8
2 - 5 years	19	7.2	7.2	100.0
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>	

As presented by table 4.6, majority of members had been KNUT members for a period between 6 – 10 years, with 125 (47.3%), followed by those that had been members for a period between 11 and above years that came at 120 (45.5%) while a minority, new entrants stood at 19 (7.2%).

**Table 4.7.: Marital status of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Divorced/Separated	46	17.4	17.4	17.4
Married	145	54.9	54.9	72.3

Single	73	27.7	27.7	100.0
Total	264	100.0	100.0	

Results from table 4.7 revealed majority of respondents being married with 145 (54.9%), followed by those within the single bracket that were depicted by a 73 (27.7%), with a few that were divorced with a 46 (17.4%) minority.

**Table 4.8.: Distribution of frequencies on respondent’s education level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PTE	134	26.5	26.5	26.5
	Diploma	60	22.7	22.7	49.2
	B.A, B.Ed, BSci	70	50.8	50.8	100.0
	Total	264	100.0	100.0	

From table 4.8, majority of respondents were undergraduates with B.A, B.Ed, B.Sci qualifications as shown with 134 (50.8%) representation, followed by PTE qualified members that were represented by 70 (26.5%), while a minority group were Diploma graduates with a 60 (22.7%) representation.

### **4.3. Economic Welfare**

This was the first objective of the study. The study solicited responses from participants in the study within indicators that constructed teachers’ economic welfare as concerns KNUT in Lurambi sub-county. Opinions from respondents were scored against Likert scale labeled as; very dissatisfied - VD; dissatisfied - D; satisfied - S; and very dissatisfied - VD; Data collected on this variable was drawn from sub-thematic factors that include;-

### 4.3.1. Access to proper financial services

Knut's activities within I & G Sacco were tested and responses obtained from participants in the study were as shown in table 4.9 that follow;-

**Table 4.9.: Distribution of frequencies on Knut's activities and proper access to financial services by teachers**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	113	42.8	42.8
Fairly satisfied	123	46.6	46.6
Satisfied	16	6.1	6.1
Extremely satisfied	12	4.5	4.5
Total	264	100.0	100.0

Results obtained from the study's quest in identifying whether as a factor within economic welfare, access to financial services by teachers influenced teachers welfare, it was revealed that majority of the respondents within this category were fairly satisfied with Knut's activities in enhancing teachers accessibility to financial services in I & G with 123 (46.6%), followed by 113 (42.8%) that were not satisfied at all, 16 (6.1%) that were satisfied whereas, a minority 12 (4.5%) indicated their satisfaction with KNUT's efforts in ensuring proper access to financial services by teachers as consequently improving their welfare in Lurambi sub-county in Kakamega County. A further insight into categorical responses, and their immediate causal effect on the dependent Variable was conducted by cross tabulating the variables responses to the dependent variable and the results were as shown in table 4.10 that follow;-

**Table 4.10.: Cross tabulation on financial accessibility and improved teachers' welfare**

<b>Proper access to financial services by teachers</b>	<b>Total</b>
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			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>E.S</b>		
Improved welfare	<b>Yes</b>	Count % within improved welfare	76 46.1%	65 39.4%	14 8.5%	10 6.1%	165 100.0%	
	<b>No</b>	Count % within improved welfare	37 37.4%	58 58.6%	2 2.0%	2 2.0%	99 100.0%	
<b>Total</b>		Count % within improved welfare	113 42.8%	123 46.6%	16 6.1%	12 4.5%	264 100.0%	

Further tests through categorical responses as obtained from the study of access to financial services as a factor within economic welfare revealed 46.1% from within not satisfied at all acknowledged the influence access to financial services by members had on their economic welfare whereas in the same category 37.4% declined, followed by 39.4% within the Fairly satisfied category that agreed on the influence of financial service accessibility on teachers welfare whereas in the same category 58.6% declined, 8.5% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence of financial services accessibility on improved teachers welfare whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	12.471(a)	3	.006
Likelihood Ratio	13.409	3	.004
Linear-by-Linear Association	.356	1	.551
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 12.471 chi-value and a .006 (p-value) followed by 13.409, and a .004 (p-value) as with the outcomes thereby revealing a figure far less than the table alpha. It was therefore established that the variables were significantly associated, i.e. Knut’s championing for proper access to financial services and a consequent improvement in teachers welfare in Lurambi sub-county.

**4.3.2. Better interest rates bargains for member teachers**

*Table 4.11.: Distribution of frequencies on Knut's activities in I & G fostered better interest rates bargain for teachers*

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	114	43.2	43.2
Fairly satisfied	127	48.1	48.1
Satisfied	13	4.9	4.9
Extremely satisfied	10	3.8	3.8
Total	264	100.0	100.0

*Table 4.12.: Cross tabulation on Knut's activities and proved teachers welfare on fostered better interest rates bargain for teachers*

<b>Better interest rates bargain for teachers</b>					<b>Total</b>
	<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>E.S</b>	

Improved welfare	<b>Yes</b>	Count % within improved welfare	70 42.4%	85 51.5%	5 3.0%	5 3.0%	165 100.0%
	<b>No</b>	Count % within improved welfare	44 44.4%	42 42.4%	8 8.1%	5 5.1%	99 100.0%
<b>Total</b>		Count % within improved welfare	114 43.2%	127 48.1%	13 4.9%	10 3.8%	264 100.0%

A test through categorical responses as obtained from the study of Knut's activities in I & G Sacco as for better interest rates as a factor within economic welfare revealed 42.4% from within not satisfied at all acknowledged the influence of Knut's activities in I & G Sacco in fostering better interest rates had on their economic welfare whereas in the same category 44.4% declined, followed by 51.5% within the Fairly satisfied category that agreed on the influence, whereas in the same category 42.4% declined, 3.0% within satisfied category acknowledged while 8.1% declined and lastly 3.0% within extremely satisfied category acknowledged the influence of Knut's activities within I & G Sacco as in bargaining and fostering for better interest rates on improved teachers welfare whereas in the same category 5.1% declined. To establish relationships between variables, results from a mini tab were presented as follows:-

#### **Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	4.993(a)	3	.172
Likelihood Ratio	4.855	3	.183
Linear-by-Linear Association	.572	1	.449
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 4.993 chi-value and a .172 (p-value) followed by 4.855 and a .183 (p-value) as with the results from the mini table thereby revealing a figure a little larger than the table alpha. It

was therefore established that the variables were insignificantly associated, i.e. Knut's activities in I & G Sacco in fostering better interest rates for teachers did not significantly influence their welfare a consequent improvement in teachers welfare.

#### 4.3.3. Improved loans facilities

**Table 4.13.: Distribution of frequencies on Knut's efforts have seen better loans for teachers**

	Frequency	Percent	Valid Percent
Not satisfied at all	111	42.0	42.0
Fairly satisfied	121	45.8	45.8
Satisfied	15	5.7	5.7
Extremely satisfied	17	6.4	6.4
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

**Table 4.14.: Cross tabulation on Knut's activities have seen to improved teachers welfare and Knut's efforts have seen better loans for teachers**

		Better loans for teachers				Total	
		N.S.A	D	S	E.S		
<b>Improved welfare</b>	<b>Yes</b>	Count & % within improved welfare	74 44.8%	63 38.2%	13 7.9%	15 9.1%	165 100.0%
	<b>No</b>	Count & % within improved welfare	37 37.4%	58 58.6%	2 2.0%	2 2.0%	99 100.0%
<b>Total</b>		Count & % within improved welfare	111 42.0%	121 45.8%	15 5.7%	17 6.4%	264 100.0%

A test through categorical responses as obtained from the study of Knut's activities in I & G Sacco as for better loans as a factor within economic welfare revealed 44.8% from within not satisfied at all acknowledged the influence whereas in the same category 37.4% declined, followed by 38.2% within the Fairly satisfied category that agreed on the

influence, whereas in the same category 58.6% declined, 7.9% within satisfied category acknowledged while 2.0% declined and lastly 9.1% within extremely satisfied category acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	14.984(a)	3	.002
Likelihood Ratio	16.369	3	.001
Linear-by-Linear Association	1.423	1	.233
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 14.984 chi-value and a .002 (p-value) followed by 16.369, and a .001 (p-value) as obtained in the tabulation and thereby revealing a figure far less than the table alpha. It was therefore established that the variables as very significantly associated.

**4.3.4. Appropriate financial products**

*Table 4.15.: Distribution of frequencies on showing Knut's activities in I & G Sacco have ensured appropriate financial access, i.e. salary advances, dividends*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	105	39.8	39.8
Fairly satisfied	116	43.9	43.9
Satisfied	23	8.7	8.7
Extremely satisfied	20	7.6	7.6
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

**Table 4.16.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in I & G Sacco have ensured appropriate financial access, i.e. salary advances, dividends**

		<b>Appropriate financial access, i.e. salary advances, dividends</b>					<b>Total</b>
			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>E.S</b>	
<b>Improved welfare</b>	Yes	Count & % within improved welfare	74 44.8%	60 36.4%	16 9.7%	15 9.1%	165 100.0%
	No	Count & % within improved welfare	31 31.3%	56 56.6%	7 7.1%	5 5.1%	99 100.0%
	Total	Count & % within improved welfare	105 39.8%	116 43.9%	23 8.7%	20 7.6%	264 100.0%

A test through categorical responses as obtained from the study of Knut's activities in I & G Sacco as for appropriate financial products as a factor within economic welfare revealed 44.8% from within not satisfied at all acknowledged the influence whereas in the same category 31.3% declined, followed by 36.4% within the Fairly satisfied category that acknowledged the influence, whereas in the same category 56.6% declined, 9.7% within satisfied category acknowledged while 7.1% declined and lastly 9.1% within extremely satisfied category acknowledged the influence whereas in the same category 5.1% declined. To establish relationships between variables, results from a mini tab were presented as follows:-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	10.420(a)	3	.015
Likelihood Ratio	10.450	3	.015
Linear-by-Linear Association	.065	1	.799
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 10.420 chi-value and a .015 (p-value) from the squared difference between the observed and the expected frequencies and likelihood-ratio chi-square value of 10.420, and a .015 (p-value) that was based on the ratios of the observed to the expected frequencies, a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

#### 4.4. Social Welfare

This was the second objective of the study. The study solicited responses from participants in the study within indicators that constructed teachers' social welfare as concerns KNUT in Lurambi sub-county. Opinions from respondents were scored against Likert scale labeled as; not satisfied at all - VD; fairly satisfied - D; satisfied - S; and not satisfied at all - VD;. Data collected on this variable was drawn from sub-thematic factors that include;-

##### 4.4.1. Proper Communication channels

*Table 4.17.: Distribution of frequencies on proper information relay in teacher forums*

	Frequency	Percent	Valid Percent
Not satisfied at all	117	44.3	44.3
Fairly satisfied	121	45.8	45.8
Satisfied	15	5.7	5.7
Extremely satisfied	11	4.2	4.2
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

*Table 4.18.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in I & G have ensured proper information relay in teacher forums*

Proper information relay in teacher forums					Total
N.S.A	D	S	E.S		

<b>Improved welfare</b>	<b>Yes</b>	Count & % within improved welfare	79 47.9%	64 38.8%	13 7.9%	9 5.5%	165 100.0%
	<b>No</b>	Count & % within improved welfare	38 38.4%	57 57.6%	2 2.0%	2 2.0%	99 100.0%
<b>Total</b>		Count & % within improved welfare	117 44.3%	121 45.8%	15 5.7%	11 4.2%	264 100.0%

When a cross tabulation was conducted to establish categorical responses from within proper relay of information as a factor within social welfare, it was established that 47.9% from within not satisfied at all acknowledged the influence whereas in the same category 38.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 7.9% within satisfied category acknowledged while 2.0% declined and lastly 5.5% within extremely satisfied category acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows:-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	11.513(a)	3	.009
Likelihood Ratio	12.238	3	.007
Linear-by-Linear Association	.112	1	.738
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 11.513 chi-value and a .009 (p-value) followed by 12.238, and a .007 (p-value) at 3df with outcomes predicting a figure far less than the table alpha. It was therefore established that the variables were significantly associated.



#### 4.4.2. Proper access to Medical schemes in KTBF

*Table 4.19.: Distribution of frequencies on KTBF effectively ensured members access proper medical schemes*

	Frequency	Percent	Valid Percent
Not satisfied at all	116	43.9	43.9
Fairly satisfied	121	45.8	45.8
Satisfied	16	6.1	6.1
Extremely satisfied	11	4.2	4.2
Total	264	100.0	100.0

*Table 4.20.: Knut's activities have seen to improved teachers welfare and Knut's activities in KTBF have effectively ensured members access proper medical schemes*

		KTBF ensures members access proper medical schemes					Total
			N.S.A	D	S	E.S	
<b>Improve d welfare</b>	<b>Yes</b>	Count & % within improved welfare	78 47.3%	64 38.8%	13 7.9%	10 6.1%	165 100.0%
	<b>No</b>	Count & % within improved welfare	38 38.4%	57 57.6%	3 3.0%	1 1.0%	99 100.0%
<b>Total</b>		Count & % within improved welfare	116 43.9%	121 45.8%	16 6.1%	11 4.2%	264 100.0%

A cross tabulation that followed to establish categorical responses from within access to medical schemes by members as a factor within social welfare, it was established that 47.3% from within not satisfied at all acknowledged the influence whereas in the same category 38.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 7.9% within satisfied category acknowledged while 3.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 1.0%

declined. To establish relationships between variables, results from a mini tab were presented as follows:-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	12.066(a)	3	.007
Likelihood Ratio	13.095	3	.004
Linear-by-Linear Association	.391	1	.532
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 12.066 chi-value and a .007 (p-value) from the squared difference between the observed and the expected frequencies and likelihood-ratio chi-square value of 13.095, and a .004 (p-value) that was based on the ratios of the observed to the expected frequencies, a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

**4.4.3. Motivation of member teachers**

*Table 4.21.: Distribution of frequencies on Knut's activities in Lurambi have fostered motivation for teachers across all cadres in Lurambi*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	114	43.2	43.2
Fairly satisfied	122	46.2	46.2
Satisfied	16	6.1	6.1
Extremely satisfied	12	4.5	4.5
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

**Table 4.22.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in Lurambi have fostered motivation for teachers across all cadres in Lurambi**

<b>Motivation for teachers across all cadres in Lurambi</b>							<b>Total</b>
			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>E.S</b>	
<b>Improved welfare</b>	<b>Yes</b>	Count & % within improved welfare	77 46.7%	64 38.8%	14 8.5%	10 6.1%	165 100.0%
	<b>No</b>	Count & % within improved welfare	37 37.4%	58 58.6%	2 2.0%	2 2.0%	99 100.0%
<b>Total</b>		Count & % within improved welfare	114 43.2%	122 46.2%	16 6.1%	12 4.5%	264 100.0%

When a cross tabulation was conducted to establish categorical responses from teacher motivation as a factor within social welfare, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 37.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 58.6% declined, 8.5% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	12.974(a)	3	.005
Likelihood Ratio	13.903	3	.003
Linear-by-Linear Association	.285	1	.593
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 12.974 chi-value and a .005 (p-value) followed by 13.903, and a .003 (p-value) revealing

a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

#### 4.4.4. Proper logistics for teachers

**Table 4.23.: Distribution of frequencies on KTBF activities in Lurambi have ensured proper logistics for teachers in cases of demise**

	Frequency	Percent	Valid Percent
Not satisfied at all	116	43.9	43.9
Fairly satisfied	121	45.8	45.8
Satisfied	16	6.1	6.1
Extremely satisfied	11	4.2	4.2
Total	264	100.0	100.0

**Table 4.24.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and KTBF activities in Lurambi have ensured proper logistics for teachers in cases of demise**

			Logistics for teachers in cases of demise				Total
			N.S.A	D	S	E.S	
<b>Improved welfare</b>	<b>Yes</b>	Count & % within improved welfare	77 46.7%	64 38.8%	14 8.5%	10 6.1%	165 100.0%
	<b>No</b>	Count & % within improved welfare	39 39.4%	57 57.6%	2 2.0%	1 1.0%	99 100.0%
		Total	116 43.9%	121 45.8%	16 6.1%	11 4.2%	264 100.0%

When a cross tabulation was conducted to establish categorical responses from within proper logistics for members in cases of emergency involving deaths et. Al., as a factor within social welfare, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 39.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 8.5% within satisfied category acknowledged while 2.0%

declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 1.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	13.565(a)	3	.004
Likelihood Ratio	15.081	3	.002
Linear-by-Linear Association	.919	1	.338
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 13.565 chi-value and a .004 (p-value) followed by 15.081, and a .002 (p-value) depicting a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

**4.4.5. Appropriate access to Education Schemes in KTBF**

*Table 4.25.: Distribution of frequencies on KTBF have enabling quick access to sufficient education loans by members*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	116	43.9	43.9
Fairly satisfied	121	45.8	45.8
Satisfied	14	5.3	5.3
Extremely satisfied	13	4.9	4.9
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

**Table 4.26.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in I & G and KTBF have enabled quick access to sufficient education loans by members**

<b>I &amp; G and KTBF have enabled access to sufficient education loans by members</b>							<b>Total</b>
			<b>N.S.A</b>	<b>D</b>	<b>D</b>	<b>E.S</b>	
<b>Improved welfare</b>	Yes	Count & % within improved welfare	78 47.3%	64 38.8%	12 7.3%	11 6.7%	165 100.0%
	No	Count & % within improved welfare	38 38.4%	57 57.6%	2 2.0%	2 2.0%	99 100.0%
Total		Count & % within improved welfare	116 43.9%	121 45.8%	14 5.3%	13 4.9%	264 100.0%

When a cross tabulation was conducted to establish categorical responses from within appropriate access to education schemes in KTBF as a factor within social welfare, it was established that 47.3% from within not satisfied at all acknowledged the influence whereas in the same category 38.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 7.3% within satisfied category acknowledged while 2.0% declined and lastly 6.7% within extremely satisfied category acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	11.810(a)	3	.008
Likelihood Ratio	12.594	3	.006
Linear-by-Linear Association	.325	1	.569
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 11.810 chi-value and a .008 (p-value) from the squared difference between the observed and the expected frequencies and likelihood-ratio chi-square value of 12.594, and a .006 (p-value) that was based on the ratios of the observed to the expected frequencies, a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

#### 4.5. Working Conditions

This was the third objective of the study. The study solicited responses from participants in the study within indicators that constructed teachers' working conditions as concerns KNUT in Lurambi sub-county. Opinions from respondents were scored against Likert scale labeled as; not satisfied at all - VD; fairly satisfied - D; satisfied - S; and not satisfied at all - VD;. Data collected on this variable was drawn from sub-thematic factors that include;-

##### 4.5.1. Access to legal representation

*Table 4.27.: Distribution of frequencies on Knut's activities in Lurambi enabling access to legal representation by members*

	Frequency	Percent	Valid Percent
Not satisfied at all	116	43.9	43.9
Fairly satisfied	122	46.2	46.2
Satisfied	14	5.3	5.3
Extremely satisfied	12	4.5	4.5
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

*Table 4.28.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in I & G have enabled access to legal representation by members*

Access to legal representation by members	Total
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			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>N.S.A</b>	
<b>Improved welfare</b>	Yes	Count% within improved welfare	77 46.7%	66 40.0%	12 7.3%	10 6.1%	165 100.0%
	No	Count% within improved welfare	39 39.4%	56 56.6%	2 2.0%	2 2.0%	99 100.0%
Total		Count% within improved welfare	116 43.9%	122 46.2%	14 5.3%	12 4.5%	264 100.0%

A further test for categorical responses was conducted using a cross tabulation and the responses from within legal representation by Knut in Lurambi as a factor within working conditions, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 39.4% declined, followed by 40.0% within the Fairly satisfied category that agreed on the influence, whereas in the same category 56.6% declined, 7.3% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	9.860(a)	3	.020
Likelihood Ratio	10.572	3	.014
Linear-by-Linear Association	.386	1	.535
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 9.860 chi-value and a .020 (p-value) followed by 10.572, and a .014 (p-value) showing a figure far less than the table alpha. It was therefore established that the variables were significantly associated.



#### 4.5.2. Harmonization of member salaries

*Table 4.29.: Distribution of frequencies on Knut's activities in Lurambi have seen a well advocated harmonization of members' salaries*

	Frequency	Percent	Valid Percent
Not satisfied at all	115	43.6	43.6
Fairly satisfied	123	46.6	46.6
Satisfied	15	5.7	5.7
Extremely satisfied	11	4.2	4.2
Total	264	100.0	100.0

*Table 4.30.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in Lurambi have seen a well advocated harmonization of members' salaries*

		Harmonization of members' salaries					Total
		N.S.A	D	S	E.S		
<b>Improved welfare</b>	Yes	Count% within improved welfare	76 46.1%	67 40.6%	13 7.9%	9 5.5%	165 100.0%
	No	Count% within improved welfare	39 39.4%	56 56.6%	2 2.0%	2 2.0%	99 100.0%
Total		Count % improved welfare	115 43.6%	123 46.6%	15 5.7%	11 4.2%	264 100.0%

To establish categorical responses within and their opinions on individual influences on the dependent variable, a cross tabulation was conducted and it was established that as a factor within working conditions Knut's advocacy for members; salary harmonization improved the overall welfare with majority among respondents 46.1% from within not satisfied at all acknowledging the same whereas in the same category 39.4% declined, followed by 40.6% within the Fairly satisfied category that agreed on the influence, whereas in the same category 56.6% declined, 7.9% within satisfied category acknowledged while 2.0% declined and lastly 5.5% within extremely satisfied category

acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	9.503(a)	3	.023
Likelihood Ratio	10.260	3	.016
Linear-by-Linear Association	.396	1	.529
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 9.503 chi-value and a .023 (p-value) followed by 10.260, and a .016 (p-value) revealing a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

**4.5.3. Negotiated terms of performance contracting**

*Table 4.31.: Distribution of frequencies on Knut's activities in proper negotiated terms for performance contracting*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	114	43.2	43.2
Fairly satisfied	122	46.2	46.2
Satisfied	15	5.7	5.7
Extremely satisfied	13	4.9	4.9
Total	264	100.0	100.0

*Table 4.32.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in Lurambi have seen proper negotiated terms for performance contracting*

	<b>Proper negotiated terms for performance contracting</b>				<b>Total</b>
	<b>N.S.A</b>	<b>F.D</b>	<b>S</b>	<b>E.S</b>	

<b>Improved welfare</b>	Yes	Count% within improved welfare	77 46.7%	65 39.4%	13 7.9%	10 6.1%	165 100.0%
	No	Count% within improved welfare	37 37.4%	57 57.6%	2 2.0%	3 3.0%	99 100.0%
Total		Count % within improved welfare	114 43.2%	122 46.2%	15 5.7%	13 4.9%	264 100.0%

A test through categorical responses as obtained from the study of Knut's activities in Lurambi as for proper negotiated terms for performance contracting as a factor within working conditions revealed 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 37.4% declined, followed by 39.4% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 7.9% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 3.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

#### **Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	10.555(a)	3	.014
Likelihood Ratio	11.178	3	.011
Linear-by-Linear Association	.070	1	.792
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 10.555 chi-value and a .015 (p-value) followed by 11.178, and a .011 (p-value) that was based on the ratios of the observed to the expected frequencies, a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

#### 4.5.4. Advanced Capacity building

**Table 4.33.: Distribution of frequencies on Knut's activities in Lurambi have fostered advanced capacity building for teacher development**

	Frequency	Percent	Valid Percent
Not satisfied at all	117	44.3	44.3
Fairly satisfied	121	45.8	45.8
Satisfied	15	5.7	5.7
Extremely satisfied	11	4.2	4.2
Total	264	100.0	100.0

**Table 4.34.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in Lurambi have fostered advanced capacity building for teacher development**

		Advanced capacity building for teacher development					Total
		N.S.A	D	S	E.S		
Improved welfare	<b>Yes</b>	Count% within improved welfare	79 47.9%	64 38.8%	13 7.9%	9 5.5%	165 100.0%
	<b>No</b>	Count% within improved welfare	38 38.4%	57 57.6%	2 2.0%	2 2.0%	99 100.0%
<b>Total</b>		Count% within improved welfare	117 44.3%	121 45.8%	15 5.7%	11 4.2%	264 100.0%

To establish categorical responses within and their opinions on individual influences on the dependent variable, a cross tabulation was conducted and it was established that as a factor within working conditions Knut's advocacy for members; advanced capacity building improved the overall welfare with majority among respondents 47.9% from within not satisfied at all acknowledging the same whereas in the same category 38.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 7.9% within satisfied category acknowledged while 2.0% declined and lastly 5.5% within extremely satisfied category

acknowledged the influence whereas in the same category 4.2% declined. To establish relationships between variables, results from a mini tab were presented as follows:-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	11.513(a)	3	.009
Likelihood Ratio	12.238	3	.007
Linear-by-Linear Association	.112	1	.738
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 11.513 chi-value and a .009 (p-value) followed by 12.238, and a .007 (p-value) revealing a figure far less than the table alpha. It was therefore established that the variables were significantly associated, i.e. Knut’s activities in I & G Sacco ensuring proper relay of information in teacher forums and a consequent improvement in teachers welfare.

**4.6. Environmental Conditions**

As a fourth objective of the study opinions were from participants in the study within indicators that constructed Knut members’ environmental conditions as concerns KNUT in Lurambi sub-county. Opinions from respondents were scored against Likert scale labeled as; not satisfied at all - VD; fairly satisfied - D; satisfied - S; and not satisfied at all - VD;. Data collected on this variable was drawn from sub-thematic factors that include;-

**4.6.1. Teacher promotions**

*Table 4.35.: Distribution of frequencies on Knut's activities in Lurambi have championed for promotion of teachers in Lurambi sub-county*

<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
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Not satisfied at all	116	43.9	43.9
Fairly satisfied	122	46.2	46.2
Satisfied	15	5.7	5.7
Extremely satisfied	11	4.2	4.2
Total	264	100.0	100.0

**Table 4.36.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities in Lurambi have championed for promotion of teachers in Lurambi sub-county**

			<b>Championed for promotion of teachers in Lurambi sub-county</b>				<b>Total</b>
			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>N.S.A</b>	
<b>Improved welfare</b>	Yes	Count % within improved welfare	77 46.7%	66 40.0%	13 7.9%	9 5.5%	165 100.0%
	No	Count % within improved welfare	39 39.4%	56 56.6%	2 2.0%	2 2.0%	99 100.0%
<b>Total</b>		Count % within improved welfare	116 43.9%	122 46.2%	15 5.7%	11 4.2%	264 100.0%

When a cross tabulation was conducted to establish categorical responses from within teacher promotions, as a factor within environmental conditions, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 39.4% declined, followed by 40.0% within the Fairly satisfied category that agreed on the influence, whereas in the same category 56.6% declined, 7.9% within satisfied category acknowledged while 2.0% declined and lastly 5.5% within extremely satisfied category acknowledged the influence whereas in the same category 2.0% declined. To establish relationships between variables, results from a mini tab were presented as follows:-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	9.908(a)	3	.019

Likelihood Ratio	10.658	3	.014
Linear-by-Linear Association	.320	1	.572
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 9.908 chi-value and a .019 (p-value) followed by 10.658, and a .014 (p-value) thereby giving a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

#### 4.6.2. Effective representation among unions in Kenya

*Table 4.37.: Distribution of frequencies on Knut' has secured effective representation in unions within Kenya*

	Frequency	Percent	Valid Percent
Not satisfied at all	115	43.6	43.6
Fairly satisfied	122	46.2	46.2
Satisfied	17	6.4	6.4
Extremely satisfied	10	3.8	3.8
Total	264	100.0	100.0

**Table 4.38.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut' has secured effective representation in unions within Kenya**

			<b>Effective representation in unions within Kenya</b>				<b>Total</b>
			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>E.S</b>	
Improved welfare	<b>Yes</b>	Count % within improved welfare	78 47.3%	63 38.2%	15 9.1%	9 5.5%	165 100.0%
	<b>No</b>	Count % within improved welfare	37 37.4%	59 59.6%	2 2.0%	1 1.0%	99 100.0%
<b>Total</b>		Count % within improved welfare	115 43.6%	122 46.2%	17 6.4%	10 3.8%	264 100.0%

When a cross tabulation was conducted to establish categorical responses from within proper logistics for members in cases of emergency involving deaths and other illnesses., as a factor within social welfare, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 39.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 57.6% declined, 8.5% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 1.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	15.562(a)	3	.001
Likelihood Ratio	17.012	3	.001
Linear-by-Linear Association	.401	1	.526
N of Valid Cases	264		



Results from contingency tables revealed a mini table showing Pearson chi-square test with a 15.562 chi-value and a .001 (p-value) followed by 17.012, and a .001 (p-value) and thereby showing a figure far less than the table alpha. It was therefore established that the variables were significantly associated, i.e. Knut's activities in I & G Sacco ensuring proper relay of information in teacher forums and a consequent improvement in teachers welfare.

#### **4.6.3. Enhanced revision of financial accessibility regulations**

*Table 4.39.: Distribution of frequencies on Knut's activities in I & G Sacco have enabled enhanced revision of financial accessibility regulations for members*

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>
Not satisfied at all	115	43.6	43.6
Fairly satisfied	122	46.2	46.2
Satisfied	16	6.1	6.1
Extremely satisfied	11	4.2	4.2
<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>

**Table 4.40.: Knut's activities have seen to improved teachers welfare and Knut's activities in I & G Sacco have enabled enhanced revision of financial accessibility regulations for members**

			<b>Enhanced revision of financial accessibility regulations for members</b>				<b>Total</b>
			<b>N.S.A</b>	<b>D</b>	<b>S</b>	<b>E.S</b>	
<b>Improved welfare</b>	<b>Yes</b>	Count % within improved welfare	77 46.7%	64 38.8%	14 8.5%	10 6.1%	165 100.0%
	<b>No</b>	Count % within improved welfare	38 38.4%	58 58.6%	2 2.0%	1 1.0%	99 100.0%
<b>Total</b>		Count % within improved welfare	115 43.6%	122 46.2%	16 6.1%	11 4.2%	264 100.0%

A contingency table presented the results of the entire frequency group and its sub-categories where the respondents acknowledged the influence of the indicator on the dependent variable and further examined relationship within. Therefore, to establish categorical responses from within enhanced revision, as a factor within Environmental Conditions, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 38.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 58.6% declined, 8.5% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 1.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	14.277(a)	3	.003
Likelihood Ratio	15.782	3	.001
Linear-by-Linear Association	.732	1	.392

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 14.277 chi-value and a .003 (p-value) followed by 15.782, and a .001 (p-value) thus revealing a figure far less than the table alpha. It was therefore established that the variables were significantly associated, i.e. Knut's activities in I & G Sacco ensuring proper relay of information in teacher forums and a consequent improvement in teachers welfare.

#### 4.6.4. Team work

It involves hands-on working together, as well as processes of organizational planning, decision-making and development. In the case of teachers, the core activity of teaching is largely done in isolation from other teachers; however, teacher teamwork has received increasing attention by researchers and policy-makers as a way of school improvement.

**Table 4.41.: Distribution of frequencies on Knut's activities have seen established team work in implementation and revision of learner outcomes in school**

	Frequency	Percent	Valid Percent
Not satisfied at all	114	43.2	43.2
Fairly satisfied	122	46.2	46.2
Satisfied	17	6.4	6.4
Extremely satisfied	11	4.2	4.2
Total	264	100.0	100.0

**Table 4.42.: Cross tabulation showing Knut's activities have seen to improved teachers welfare and Knut's activities have seen established team work in implementation and revision of learner outcomes in school**

	Established team work in implementation and revision of learner outcomes in school				Total
	N.S.A	D	S	E.S	

<b>Improved welfare</b>	Yes	Count % within Knut's activities and improved welfare	77 46.7%	64 38.8%	15 9.1%	9 5.5%	165 100.0%
	No	Count % within Knut's activities and improved welfare	37 37.4%	58 58.6%	2 2.0%	2 2.0%	99 100.0%
	Total	Count % within Knut's activities and improved welfare	114 43.2%	122 46.2%	17 6.4%	11 4.2%	264 100.0%

A contingency table presented the results of the entire frequency group and its sub-categories where the respondents acknowledged the influence of the indicator on the dependent variable and further examined relationship within. Therefore, to establish categorical responses from within team work, as a factor within Environmental conditions, it was established that 46.7% from within not satisfied at all acknowledged the influence whereas in the same category 38.4% declined, followed by 38.8% within the Fairly satisfied category that agreed on the influence, whereas in the same category 58.6% declined, 8.5% within satisfied category acknowledged while 2.0% declined and lastly 6.1% within extremely satisfied category acknowledged the influence whereas in the same category 1.0% declined. To establish relationships between variables, results from a mini tab were presented as follows;-

**Mini-tabs showing Chi-Square Test results following cross tabulations**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	13.041(a)	3	.005
Likelihood Ratio	14.027	3	.003
Linear-by-Linear Association	.229	1	.633
N of Valid Cases	264		

Results from contingency tables revealed a mini table showing Pearson chi-square test with a 13.041 chi-value and a .005 (p-value) followed by 14.027, and a .003 (p-value) and thus revealing a figure far less than the table alpha. It was therefore established that the variables were significantly associated.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusion and recommendations of the study. The first section of the chapter gives summary of the study while conclusion is discussed in second section. Section three contains recommendations of the study. The last section of the chapter gives areas for further studies.

#### **5.2 Summary**

The study investigates trade unions activities on improvement of teachers' welfare. The study was conducted on Kenya National Union of Teachers in Lurambi Division, Kakamega Central. The objectives of the study were; to determine the importance of KNUT's activities on improvement of teachers' economic welfare, social welfare, environmental conditions and working conditions of teachers. A case study design was used, a sample of 265 respondents was used. Data collection methods were interview and documentary analysis whereas data collection instruments were questionnaire, interview guide and documentary analysis schedule. Data collected was analyzed based on research objective and their indicators respectively.

The study concluded that trade unions member facing different challenges. These involves, inadequate pay, poor working condition, delayed salary and wages, bureaucratic procedures in getting rights, lack of sponsorship for further studies and lack of knowledge about trade union. Also, the study concluded that, there are several barriers impede trade unions when attending members' claims. Moreover, the study concluded that members are

satisfied with the performance of the trade unions, in terms of negotiations and operations of the unions. Furthermore, the study concluded that, there are various strategies that can be used to improve trade unions participation in attending member claims. These strategies involves negotiations with employers, ensure employer comply with labor laws, ensure employers adhere to approved rights, establish credit schemes to members and create awareness to members. The study recommended that trade unions should use innovative ideas for increasing membership may be tried such as offering services such as loans, mortgages and the like to members. Also, the study recommended that employers including the government should recognize the role of trade unions and workers' rights and responsibilities by ensuring the full and effective participation of workers and trade unions in the design and implementations of the actions performed by members of the unions.

### **5.3 Conclusion**

The study concluded that trade unions member facing different challenges. These involves, inadequate pay, poor working condition, delayed salary and wages, bureaucratic procedures in getting rights, lack of sponsorship for further studies and lack of knowledge about trade union. Also, the study concluded that, there are several barriers impede trade unions when attending members' claims. These involve lack of supporting documents, limited fund, and mismanagement of member claims. Moreover, the study concluded that members are satisfied with the performance of the trade unions, in terms of negotiations and operations of the unions. Furthermore, the study concluded that, there are various strategies that can be used to improve trade unions participation in attending member claims. These strategies involves negotiations with employers, ensure employer comply with labor laws,

ensure employers adhere to approved rights, establish credit schemes to members and create awareness to members

#### **5.4 Recommendations**

Trade unions should use innovative ideas for increasing membership may be tried such as offering services such as loans, mortgages and the like to members. These will increase member satisfaction. All, trade unions should provide financial services to members, for example personal loans, insurance. Concessionary rates in order to protect its members from financial/income insecurity. The government should allocate a reasonable amount of its budget in matters concerning workers in order to solve the problem on socio and economic utilities such as houses, funds, salaries, training in order to motivate workers. Trade unions should put extra effort to develop professional competencies of their members in general but also more importantly of their leadership. This may in part, enhance leaders capacity to bargain and negotiate genuinely at par with managements as opposed to the current situation. Employers in Kenya including the government should stop changes in employment patterns resulting to workers losing their jobs due to economic restructuring. There is need for new employers to recognize trade unions and as a result there will be freedom of association in workplaces.

Trade union should be responsible for the unsound functioning of trade unions to its members in Kenya is by eliminating illiteracy. Workers in Kenya should be given training and education in understanding the implications of modern trade unionism. Their illiteracy coupled with ignorance and indifference account for the predominance of outside leadership. Marketing of trade unions should be a priority function for Trade Unions in



order to sustain increased membership that is critical for improved fund raising. Merging unions to make them bigger and stronger may be one way in adding to membership

The trade unions should have strong trade union education programmes which create awareness to the employees about their rights and benefits they get from being union members. The trade unions also need to do away with weak leadership which fails to grow the movement using current potential and seek to find qualified staff for specialized areas such as research, education and organizing. Trade union must be able to build trust among members. Membership rate will increase if employees trust the union. Trade union must be willing to open more office bearer position to the employees in the company to build confidence and opportunity for the employees to show their talent leadership is not just a follower. So many ways for the trade union to build trust such as reliable to the union members by keeping their promises, be fair to all union members, avoiding dishonest and bias, be consistent, share information with union members, help members and admit mistakes. It is advisable to have less number of trade unions and more number of members, presence of trade union leaders in the working areas, ensuring the implementation of more welfare activities to boost the confidence of the members of unions, developing an attitude of consensus to all issues among all concerned, are some other measures that are suggested for the mutual benefit of all stakeholders related to union activities. Naturally, this situation demands co-operation among political parties, building mutual trust among the members and leaders of trade unions, and ensuring cordial relations of both the above groups with the management. Employers including the government should recognize the role of trade unions and workers' rights and responsibilities by ensuring the full and effective

participation of workers and trade unions in the design and implementations of the actions performed by members of the unions.

### **5.5 Area for the Future Research studies**

The purpose of this study was to investigate trade unions participation on improving employee condition in Kenya. Therefore researcher recommends a similar study to be done in other trade unions so as to investigate the same phenomena. This will enable researchers to have comparative analysis, which will lead to formulate a global policy for best practice on trade unions participation on improving employee condition.

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## APPENDIX 1: - QUESTIONNAIRE

Dear respondent,

I am a post graduate student at the University of Nairobi examining the topic {**TRADE UNION ACTIVITIES ON IMPROVEMENT OF TEACHERS WELFARE: A CASE OF KNUT IN LURAMBI DIVISION, KAKAMEGA CENTRAL, KAKAMEGA COUNTY**} for my final thesis.

I am therefore inviting you to participate in this research study by completing the attached questionnaire. Please answer all questions as honestly as possible and return the completed questionnaire promptly. This information will be for academic purpose only and shall remain confidential.

*Thank you for taking the time to assist me in my educational endeavors.*

### **SECTION A: BIO-DATA**

1. Indicate your gender
  - A. Male {    }
  - B. Female {    }
2. Indicate your station  
.....  
.....  
.....and your position in the station
  - A) Senior teacher {    }
  - B) Deputy head teacher {    }
  - C) Head teacher {    }
  - D) assistant teacher {    }
3. indicate your age bracket
  - a. 26 – 30 years {    }
  - b. 31 – 35 years {    }
  - C. 36 – 40 years {    }
  - D. 41 and above {    }
4. Indicate the years you've been a member in KNUT
  - A. 2 – 5 years {    }
  - B. 6 – 9 years {    }
  - C. 10 and above {    }
5. Indicate the years you have taught since appointment by TSC
  - A. 1 – 5 years {    }
  - B. 6 – 15 years {    }
  - C. 16 and above {    }
6. indicate your academic qualifications
  - A. PTE {    }
  - B. Diploma {    }

- C. Higher Nat. Diploma {    }
- D. Bachelor's Degree    {    }
- E. Masters                    {    }
- F. Ph.D.                        {    }

7. Are you a KNUT School representative in your respective area

- A. Yes    {    }
- B. NO    {    }

I. If yes, indicate which position you hold

- 1. Ordinary member                    {    }
- 2. School representative            {    }
- 3. Knut official                        {    }

**SECTION B: SUB-THEMATIC REACTIONS**

In the following statements, indicate the extent to which you agree with the statements.

**KEY**

<b>SA</b>	Strongly Agree
<b>A</b>	Agree
<b>D</b>	Disagree
<b>SD</b>	Strongly Disagree

**1. ECONOMIC WELFARE**

<b>Indicate your level of agreement with KNUT's activity on improvement of teachers economic welfare</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
(i)	Knut has championed for proper access to financial services by teachers in their Societies such as I & G				
(ii)	Knut's activities in I & G Sacco have has championed for better loans for member teacher across all cadres				
(iii)	Knut's activities in I & G Sacco have fostered proper interest bargains between member teachers and Sacco representatives in effort to improve teachers' economic welfare				
(iv)	Knut's activities in I & G Sacco's representatives have properly represented teachers during A.G.Ms with efforts geared towards bettering their economic wellbeing with regard to property ownership e.g. land, vehicles				
(v)	Knut's activities in I & G Sacco have succeeded in ensuring financial assistance like salary advances, dividends of teachers are availed in time across the board				

## 2. SOCIAL WELFARE

<b>Indicate your level of agreement with KNUT's activity on improvement of teachers social welfare</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
(i)	Knut's activities in I & G Sacco have ensured proper relay of information and thus uniting teachers by providing forums for teacher cooperation in Lurambi				
(ii)	Knut's activities in I & G Sacco have effectively ensured individual members immediate access to Medical schemes when faced with sicknesses				
(iii)	Knut's activities in I & G Sacco have fostered motivation and morale among teachers of all cadres, an essential input in outcomes of their duties in schools				
(iv)	Knut's activities in I & G Sacco have led to efficiency is disbursement of benevolent funds and logistics during member teacher's kin demise				
(v)	Knut's activities in I & G Sacco have enabled quick access to sufficient education loans by members appropriately on request				
(vi)	Knut's activities in I & G Sacco have promoted and ensured member teacher's health, loans and tagged assets are properly insured by deserved insurance partners				
(vii)	Knut's activities in I & G Sacco have created enabling environment for member teachers to access legal representation when need arise and a further amicable resolution of disputes between members				

## 3. WORKING CONDITIONS

<b>Indicate your level of agreement with KNUT's activity on improvement of teachers' working conditions</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
(i)	Knut's activities in I & G Sacco in Lurambi have seen a well advocated harmonization of member salaries across board				
(ii)	Knut's activities in I & G Sacco in Lurambi have seen to it that there's been proper negotiated terms for performance contracting for teachers				
(iii)	Knut's activities in I & G Sacco in Lurambi have fostered and advanced for capacity building and proficiency course for development of teachers Lurambi				
(iv)	Knut's activities in I & G Sacco in Lurambi have championed for promotion of teachers in Lurambi sub-county				



#### 4. ENVIRONMENTAL CONDITIONS

<b>Indicate your level of agreement with KNUT's activity on improvement of environmental conditions</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
(i)	Knut has secured effective representation in unions within Kenya				
(ii)	Knut's activities in I & G Sacco in Lurambi have enabled enhanced revision of financial accessibility regulations for member teachers				
(iii)	Knut's activities in I & G Sacco have properly seen to it that there is established team work in implementation and revision of learner outcomes in schools in Lurambi				
(iv)	Knut has succeeded in raising the standards of education in Lurambi				
(v)	Knut has succeeded in advocating for proper implementation of educational acts/codes				

#### 5. MODERATING VARIABLES

<b>Indicate your level of agreement with KNUT's activity has been weighed on during its course in advocating for improved teachers welfare</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
(i)	Knut's activities in I & G Sacco and consequent efforts have in a way been interfered with by poor labor laws				
(ii)	Knut's activities provided for in I & G Sacco like benevolent schemes to improve teachers welfare have somehow been hampered with emergence of other teachers zonal sub-unions like SHITEWE, BUTEWE				
(iii)	Knut's effort in improving have hindered with miscommunication between the trade union and labor courts				
(iv)	Knut's duties as an advocacy media have been interfered with misinterpretation of legal statutes between the employer and courts				
(v)	Knut's duties of advocacy have been restricted by poor representation at school levels				

**6. KNUT activities have seen the improvement in:-**

- a. Teacher Promotions { }
- b. Teacher lifestyles and social wellbeing { }
- c. Working conditions in schools { }
- d. Teacher commitments in schools and duties { }
- e. School performances and education standards { }

## APPENDIX 2: WORK PLAN

<b>DATE</b>	<b>ACTIVITY</b>
July 2014	Commencement of course work
July 2015	End of course work
August 2016	Proposal writing
November 2016	Proposal defence
January-April 2017	Thesis Writing
July - November 2017	Thesis Defence

### APPENDIX 3: BUDGET

ACTIVITY	BUDGET
<b>Preliminary survey</b>	
Return fare for two @300	Ksh. 600
Subsistence for two @200	Ksh. 400
Miscellaneous (pens, writing materials etc.)	Ksh. 1,000
<b>Research instruments development</b>	
Pretesting 27 instruments @ 4 pages	Ksh 1,000
Actual research (265 instruments@4 pages)	Ksh 4,000
<b>Cost of data collection</b>	
Use of two research assistances for ten days @ Ksh 600 per day(inclusive of food and transport)	Ksh 12,000
Data analysis	Ksh 20,000
Typing of final report and binding a@1,000 per copy	Ksh 5,000
Contingencies	Ksh 6,000
<b>Total cost of the project</b>	<b>Ksh 50,000</b>

### **CONDITIONS**

- 1. The License is valid for the proposed research, research site specified period.**
- 2. Both the Licence and any rights thereunder are non-transferable.**
- 3. Upon request of the Commission, the Licensee shall submit a progress report.**
- 4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.**
- 5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.**
- 6. This Licence does not give authority to transfer research materials.**
- 7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.**
- 8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.**



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation  
RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 14809**

**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**  
**MR. KENNEDY MULIMA KHAYO**  
**of UNIVERSITY OF NAIROBI, 125-50105**  
**Bukura, has been permitted to conduct**  
**research in Kakamega County**


**on the topic: INFLUENCE OF TRADE**  
**UNIONS ON TEACHERS WELFARE: A**  
**CASE OF KENYA NATIONAL UNION OF**  
**TEACHERS IN LURAMBI DIVISION,**  
**KAKAMEGA CENTRAL, KAKAMEGA**  
**COUNTY**

**for the period ending:**  
**7th July, 2018**

  
.....  
**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/17/75599/17534**  
**Date Of Issue : 7th July, 2017**  
**Fee Received :Ksh 1000**



  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



**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

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

Ref. No. **NACOSTI/P/17/75599/17534**

Date: **7<sup>th</sup> July, 2017**

Kennedy Mulima Khayo  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of trade unions on teachers welfare: A case of Kenya National Union of Teachers in Lurambi Division, Kakamega Central, Kakamega County,”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **7<sup>th</sup> July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega 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.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kakamega County.

The County Director of Education  
Kakamega County.

# REPUBLIC OF KENYA



## THE PRESIDENCY INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams "DISTRICTER" Kakamega  
Telephone 056 -31131  
Fax 056 - 31133  
Email: cckakamega12@yahoo.com  
When replying please quote

COUNTY COMMISSIONER  
KAKAMEGA  
P O BOX 43 - 50100  
KAKAMEGA.

**Ref: ED/12/1/VOLIII/34**

**Date: 1/08/2017**

Kennedy Mulima Khayo  
University of Nairobi  
P O Box 30197-00100  
**NAIROBI**

### **RE: RESEARCH AUTHORIZATION**

Following your authorization vide letter Ref: NACOSTI/P/75599/17534 dated 7<sup>th</sup> July, 2017 by NACOSTI to undertake research on "*Influence of trade unions on teachers welfare: A case of Kenya National Union of Teachers in Lurambi Division, Kakamega Central, Kakamega County.*"

I am pleased to inform you that you have been authorized to carry out the research on the same.

  
D. K. BOEN  
FOR: COUNTY COMMISSIONER  
**KAKAMEGA COUNTY**

COUNTY COMMISSIONER  
KAKAMEGA COUNTY



## MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Telephone: 056 - 30411  
FAX : 056 - 31307  
E-mail : wespropde@yahoo.com  
When replying please quote.



COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY  
P. O. BOX 137 - 50100  
KAKAMEGA

### STATE DEPARTMENT OF EDUCATION

REF:WP/GA/29/17/VOL.III/ 2011

1<sup>st</sup> August, 2017

Kennedy Mulima Khayo  
University of Nairobi  
P. O. Box 30197 – 00100  
**NAIROBI**

#### RE: RESEARCH AUTHORIZATION

The above has been granted permission By National Commission for Science, Technology and Innovation vide their letter REF: NACOSTI/P/17/75599/17534 dated 7<sup>th</sup> July, 2017 to carry out research on "**Influence of trade unions on teachers welfare: A case of Kenya National Union of Teachers in Lurambi Division, Kakamega Central, Kakamega County, Kenya**", for a period ending 7<sup>th</sup> July, 2018.

Please accord him any necessary assistance he may require.

A handwritten signature in blue ink, appearing to read 'FMK' with a stylized flourish.

FOR: **FREDRICK M. KIIRU**  
CDE/CEB – SECRETARY  
KAKAMEGA COUNTY



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF CONTINUING AND DISTANCE EDUCATION  
DEPARTMENT OF EXTRA-MURAL STUDIES  
KAKAMEGA & WESTERN KENYA AREA

Your Ref:

Our Ref: Uon/Cees/Kak/1/47/(165)

Telephone: Kakamega 056-31038/0204917206

7<sup>TH</sup> April 2017

P.O. Box 422  
KAKAMEGA  
KENYA



**TO WHOM IT MAY CONCERN**

**REF: MULIMA J.K.N. KENNEDY L50/74162/2014**

This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies, Kakamega Extra-Mural Centre taking a Course in Master of Arts (Project Planning Management). He has completed his course work for Semester 1, 2 and 3.

He is undertaking a Research Project entitled TRADE UNION ACTIVITIES ON IMPROVEMENT OF TEACHERS WELFARE A CASE STUDY OF KENYA NATIONAL UNION OF TEACHERS (KNUT) IN LURAMBI DIVISION, KAKAMEGA CENTRAL, KAKAMEGA COUNTY

Any assistance accorded to him will be highly appreciated.

  
  
**Dr. Stephen Okelo, (PhD)**  
**Resident Lecturer,**  
**Kakamega & Western Kenya Area.**