

**EFFECTIVENESS OF TRADE UNIONS' STRATEGIES IN
ENHANCING TEACHER PROFESSIONAL PERFORMANCE
IN PUBLIC SECONDARY SCHOOLS IN KIENI WEST
DISTRICT, KENYA**

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DECLARATION

This research project is my own work and has not been presented for a degree in any other university

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DEDICATION

I wish to dedicate this project to my husband Andrew and our children Lorna and Preston.

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Sincere acknowledgement goes to the Almighty God for giving me strength, wisdom and finances while undertaking this research work.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATS	Approved teacher
DEO	District Education Officer
EYC	Elimu Yetu Coalition
GDP	Gross Domestic Product
GoK	Government of Kenya
KCSE	Kenya Certificate of Secondary education
KNUT	Kenya National Union of Teachers
KUPPET	Kenya union of post primary teachers
MDGs	Millennium Development Goals
MoE	Ministry of education
OECD	Organization for Economic Co-operation and Development
P1	Primary Teacher One
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization

ABSTRACT

Teachers' trade unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through reaching out to teachers at the local level. The purpose of this study was to establish the effectiveness of trade unions in teachers' professional performance in public secondary schools in Kieni West District. The study aimed to achieve this by assessing the influence of trade unions role in securing benefits; trade unions motivational programmes and advocacy on the professional performance of teachers. The study targeted all the 262 TSC employed teachers as well as the 22 principals serving in public secondary schools in Kieni West District, Nyeri County. The study sampled 26 teachers and 22 head teachers to participate in the study using stratified random technique and census method respectively. Data was collected using questionnaires. Quantitative and qualitative procedures were employed in data analysis. The study found that the teachers' trade unions were instrumental in fighting for teachers' benefits and advocacy in education reform. However motivation programmes for members were nonexistent and the unions preferred pressuring the teachers' employer to provide motivation through better allowances and promotion opportunities. The study concluded that the increment of teachers' salaries and allowances motivated the teachers to some extent. However, the students' achievement in Kieni West District was not improving which shows that other factors affected the performance of the students. The study recommended that the government and the teachers' employer (TSC) should strive to better teachers working conditions by increasing the number of teachers as well as providing adequate teaching material in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Labour Relations Act of 2007 defines a trade union as an association of employees whose principle purpose is to regulate relations between employees and employers, including any employers' organization. A trade union or a labour union as they are also referred to, is essentially an organization of workers whose function is to enable them to act together to enable collective bargaining. However, under the trade unions Act, a trade union includes both employers and workers organizations (Odiwuor, 2005).

According to Guthrie (2002) Unions are needed in modern society for a number of reasons. For instance, executive compensation is usually many, many times that of the rank and file worker; a worker who often is mired in debt. Unions seek to close the gap between labor and management; both in terms of wages and in representation or voice. Unions not only help workers, but also benefit employers by establishing an open channel of communication between labor and management.

Like any other professionals, teachers normally work within systems where they are supervised, monitored, and guided in their work. Well-functioning supervision and support systems play a pivotal role in improving the quality and efficiency of

education systems. In most cases the supervision structure include a school head teacher or equivalent based at the school, some form of external inspection and monitoring of schools, and additional oversight from teachers unions and local communities (Mulkeen, 2010).

Teachers' labour unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach out to teachers at the local level (Mulkeen, 2010). However, unions also engage teachers in other activities, including policy analysis, participation in the global campaigns for education, and advocacy for improvements in quality. At the local level, many provide services to their members, including continuing professional development, access to credit and in the case of unfair treatment. In this way, teachers unions are evolving to function as both a support for teachers and an accountability check on the education system (Mundy et al. 2008).

Kerchener and Koppich (1993) opine that an increasing number of teacher unions are beginning to redefine their role in education reform and restructuring. They argue that these unions have shifted their focus from traditional industrial concerns to a more prominent focus on professional issues and school improvement, an aspect they call professional unionism. According to the authors, professional unionism departs from traditional unionism in three ways: first, it accepts that trade unions and management share a common goal – the improvement of quality in the public sector, secondly, that an adversarial

relationship between management and trade is thus unnecessary and thirdly, that unions accept a greater role in the evaluation and assessment of the work of teachers to ensure high standards in education.

Teacher unions can be found in a majority of the democratic nations of the world. Public school teacher collective bargaining has become a stable fixture in the American education system over the last 40 years. For example, as of 1988, all but seven states had passed a law either allowing for the right of teachers to bargain collectively or explicitly requiring districts to bargain with teachers' unions. Furthermore, only four states had statutes prohibiting collective bargaining between public school districts and teachers (Freeman and Valletta, 1988). By 2004, 45.1% of public school teachers were members of a labor union that exists for the purpose of collective bargaining, and 50.8% were covered by a collective bargaining contract (Lovenheim, 2009).

Unlike its counterparts in the west, traditional teacher unions in Africa are still in their infancy. Teachers unions in South Africa only emerged in the late 1980s but unlike other parts of the world, the unions had a major focus on the political struggle against apartheid. In Kenya a trade unions for post primary teachers emerged as late as the 1990's. The percentage of teachers in primary and secondary schools registered by the teacher unions is about 80%. Table 1.1 shows the membership of teacher unions in selected countries in Africa.

Table 1.1: Unionization of teachers in selected African countries

Country	Significant unions	Members	Unionized teachers
Eritrea	Teachers Association of Eritrea	7,000	64%
Gambia	The Gambia Teachers Union	5,500	71%
Malawi	Teachers union of Malawi	40,000	75%
Uganda	Uganda teachers union	45,000	23%
Zanzibar	Zanzibar teachers union	4,000	48%
Lesotho	Association of teachers	6,141	45%
	Lesotho Teachers trade union	2,000	15%
Liberia	National teachers of Liberia	10,000	76%
Zambia	Zambia National union of teachers	39,000	60%
	Basic education teachers union of Zambia	15,000	28.6%
	Secondary school teachers union of Zambia	5,300	27%

(Source: Mulkeen, 2000)

In pre independence Kenya, the teachers were subjected to different terms and conditions of service by the many employers they belonged to. The employers who included missionaries and local councils never allowed them to meet and exchange views. This kept them totally ignorant as regards to their rights and therefore were seriously exploited by their masters. Despite the fact that they

were kept in the dark, they slowly learned the need to form organizations still based on religious sects organized at provincial level. According to the Kenya National Union of Teachers website, in 1934, Messrs. James Gichuru and Eliud Mathu formed a teacher's organization known as Kenya African Teachers Union (KATU). This Union eventually fizzled away under the pressure of powers of the time. However the push for a teachers trade union never stopped and when In 1955, one of the teacher's leaders from Rift Valley Hon. Daniel T. Moi now the retired President of the Republic of Kenya was elected to the Legislative Council (Leg.co.) he pushed for policy implementation of trade unions and on 14th May 1959 KNUT was officially registered as a Trade Union.

The KNUT is a trade union registered under the trade unions act Cap 233 of the laws of Kenya. Its mandate is both of a trade union and professional organisation that serves all Kenyan teachers who choose to join and as such recognises the need to anchor our operations on certain key principles and values. KNUT was formed on seven policy demands: A single Employer for all teachers, Unified Terms and Conditions of Service, Free Pension for all teachers, Provision for negotiating machinery, Pay rise for all teachers in all grades, responsibility allowance for all posts of responsibility and abolition of the Colonial Code of Discipline (KNUT, 2013). These policy demands still stand to date.

In 1998, another teachers union Kenya Union of Post Primary Education Teachers (KUPPET) was registered to respond to challenges of sectorial representation

among teachers. It was launched at a time when both secondary and college tutors were yearning for a forum to voice their concerns. The birth of KUPPET was a culmination of a long struggle between the post primary teachers and government in regard to a platform which would truly represent their aspirations, hopes and fears (KUPPET, 2013).

Teachers' job performance is a concern of everybody in the society. According to Aacha (2010), teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assemblies and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom.

According to a recent study in the Harvard Education Review, teacher unions boost student achievement. The researchers compared states that are strongly teacher unionized with those that are not and found a clear link between teacher unions and higher state performance on certain standardized tests. This pattern holds even when other factors such as family income, parental education, gender, geographic region and race are considered (Powell, 2000).

It is clear that teachers' trade unions have a significant role in the education sector however many trade unions have concentrated on the business end of teaching by fighting for teachers better pay and allowances. The question as to whether the labor unions efforts translate to greater teacher turnover have been majorly ignored (Mundy et al. 2008). This study intended to study the effectiveness of teachers' trade unions activities: securing teachers benefits, training and professional development and motivation programmes and how they effect on teacher performance in public secondary schools.

According to Bascia (2003) there is a common belief that teacher Unions are more concerned with the salary, compensation and benefits of its members than with their growth in the profession however several National and Local Teachers' Unions are working to change this perspective. Mulkeen (2000) found that in Eritrea teacher unions held Seminars and workshops for teachers on professional ethics, HIV, and AIDS awareness; for school representatives of the association; and for female teachers. These workshops had all been supported financially by the sister associations. In the Gambia, there were Extramural classes of formal intensive summer courses to improve teachers' educational qualifications, there were also five-day training course for acting union representatives (teachers) in their schools, raising awareness of the teaching regulations and ability to act at the school level. Training for women in leadership, promoting girls' education, making teachers aware of education policy, and liaising with other NGOs and education partners. There was also development of training program for school

head masters, to provide basic financial and management skills Mulkeen (2000). In Kenya however, professional development is not carried out by the teachers' trade unions. The Kenya teachers' trade unions (KNUT, KUPPET) demand that the government sponsors teachers to courses on professional development.

Trade unions face various challenges in executing their mandate; teachers unions are not exempt to this. Kisaka (2010) investigated the challenges facing trade unions in Kenya. The results showed that there are many challenges affecting trade unions in Kenya which include financial constraints emanating from loss of membership, splitting of unions and mismanagement, government and employer intervention in trade union activities and controlling of their affairs, the differentiated and changing composition of workers that has had a general effect on weakening trade unions and advancements in technology have made it possible for the new units of production to be geographically dispersed hence it is no longer necessary for staff to be physically located in the same place, thereby reducing the workforce and in turn union membership. The study looked at all available trade unions and was not specific to teachers' trade unions.

Ayega (2012) aimed to establish factors affecting settlement of industrial disputes at Kenya National Union of Teachers (KNUT) . The study found that study training among union officials affects settlement of industrial disputes among union officials at KNUT to a great extent. The study also found that effective communication skills, basic skills necessary for mediation and alternative dispute

resolution were influencing settlement of industrial disputes to a great extent. The study also revealed that leadership styles among the top management affects settlement of industrial dispute at KNUT to a very great extent. Workers participation and communication affect settlement of industrial dispute at KNUT to a very great extent.

Kieni west district is located in Nyeri County. The district has 22 public secondary schools which had students seating for KCSE as at 2012. Table 1.2 shows the performance of the district in the 3 academic years preceding the study.

Table 1.2 Performance of schools in Nyeri County by Districts

Academic Year	KCSE Performance By Districts		
	Kieni West	Nyeri	Mukurweini
2010	3.667	4.935	4.734
2011	3.529	4.845	4.695
2012	3.889	4.956	4.758

Source: D.E.O, Kieni west (2013)

Table 1.2 above reveals that compared to the neighboring districts, the performance of Kieni West public secondary schools is dismal.

1.2 Statement of the problem

The government has been engaged in various efforts geared towards improving quality of teachers with the aim of bettering students' performance through various initiatives. Such initiatives include such programmes as Strengthening of Mathematics and Science in Secondary Education (SMASSE) which aims at improving teachers' capacity for teaching mathematics and sciences in secondary schools and also cultivating positive attitudes towards mathematics and sciences among students. Entry grades to teacher colleges have been raised to ensure that the institutions produce qualified teachers.

Teacher unions have been on the fore front in fighting for teachers rights ever since independence. The Kenya National Union of Teachers (KNUT) has been and still is the biggest trade union in terms of membership. Before the year 2,000 the primary role of this union was to negotiate for better remuneration of teachers but in recent years, the union together with the newly formed Kenya Union of Post Primary teachers (KUPPET) has pushed for educational reforms in the advent of the free primary education (FPE) and the new constitution which makes such reforms a right.

Most of the teachers' demands have been met or are in the process of being implemented such as the pay hike, harmonization of job group remuneration, better health insurance schemes and employment of more teachers to reduce workload. Trade unions are key to performance of teachers in the sense that they

fight for better terms of service for teachers as well as play part in driving educational reforms by involving teachers in formulation of policies that improve teachers' working condition with the overall goal of enhancing students' performance.

However, there exists limited empirical evidence of the impact of trade union initiatives beyond securing of teachers benefits. Little research had gone into assessing whether teachers trade unions have an impact on teachers' output. Much of the research has concentrated on the efficiency of unions in carrying out their duties [Kainda, 2011, Bascia, 2009] role of teachers' trade unions in education policy and reform [Kerchener & Koppic, 1993: Bascia, 2003], teachers' trade unions in national politics and political insurgencies [Bauer, 1993; Babeiya, 2011, Webster, 2007]. It follows that there exists a knowledge gap about the influence of teachers trade unions on teachers performance; a gap which this study sought to fill by investigating effectiveness of trade unions' strategies in teacher professional performance in public secondary schools in Kieni West District

1.3 Purpose of the study

The purpose of this study was to investigate the effectiveness of trade unions in teacher professional performance in public secondary schools in Kieni West District.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To investigate the influence of securing of teachers' benefits by trade unions on teachers' professional performance in public secondary schools in Kieni West District.
- ii. To establish how motivational programmes by trade unions influence teachers' professional performance in public secondary schools in Kieni West District.
- iii. To determine the influence of trade unions advocacy on teachers' professional performance in public secondary schools in Kieni West District.

1.5 Research questions

To achieve the above objectives, the following research questions were formulated

- i. How does securing of teachers' benefits by trade unions influence their professional performance in public secondary schools in Kieni West District?

- ii. How do motivational programmes provided by trade unions influence teachers' professional performance in public secondary schools in Kieni West District?
- iii. What is the influence of trade unions advocacy on teachers' professional performance in public secondary schools in Kieni West District?

1.6 Significance of the study

The study findings may be used to shed light on the effectiveness of trade unions in teacher performance in Kieni west district. Trade unions like Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Teachers (KUPPET) may utilize the findings when negotiating for the needs of teachers. The government through the ministry of education and Teachers Service Commission (TSC) could use the findings generated by this study to better teachers working conditions. Researchers and scholars in the field of education will benefit from the information brought about by this study in their work.

1.7 Limitation of the study

Kieni west district was quite vast and the targeted schools are located remote areas which are not easily accessible. The schools were also distanced from one another. This forced the researcher to hire the services of a number of enumerators to enable the data collection take place within the stipulated time. In the study, some of the respondents who were the teachers were unwilling to take

part in the study due to negative attitude towards the study or lack of adequate time relative to the researcher's schedule. This could affect their return rate of the questionnaires however the researcher convinced the respondents on the importance of the study and sought consent before interviewing the participants to ensure a high response rate.

1.8 Delimitations of the study

Delimitations refer to those aspects of the study that made the study a success (Orodho, 2005). The study targeted all the teachers from all the public schools in Kieni west district and as such ensuring that the findings of the study can be generalized to the whole district.

1.9 Basic assumptions of the study

In undertaking this study, the researcher assumed that:

- i. All the targeted teachers were unionized
- ii. The trade unions had teacher performance as one of their goals and objectives.

1.10 Definition of significant terms

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

Benefits refers to Allowances, perks and pension

Educational programmes refers to Seminars and courses offered to teachers by their unions

Motivational Programmes refers to Trade union' initiatives geared towards encouraging teachers in their work.

School refers to a government funded institution offering secondary school education in Kieni west district

Student achievement refers to performance in KCSE exams

Teacher refers to a registered educator serving in a public secondary school in Kieni West District

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

Teacher performance refers to output of a teacher indicated by adequate preparation for lessons and student achievement.

1.11 Organization of the study

The study is organized in five chapters. Chapter one includes background information, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and

organization of the study. Chapter two includes the introduction of the literature review, analysis of trade unions and teacher performance, summary of literature review, theoretical and conceptual framework. Chapter three consists of research methodology which included research design, target population, sample size and sampling procedures, validity and reliability of instruments, data collection procedures as well as data analysis techniques. Chapter four includes data analysis and the discussion of findings. Chapter five provides the summary of research findings conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores relevant policy instrument, programmes, reports and studies conducted in the past. Literature review provided a framework with which the findings were contextualized. The literature review was presented in terms of related literature, theoretical review as well as empirical review. A conceptual framework was presented to show how the various variables interacted, this was followed by a summary of the literature review within which gaps in the literature were identified.

2.2 The Industrial Relations Act, 2007

The Industrial Relations Act, 2007 is the principal law regulating Trade Unions conduct in Kenya, It defines a Trade Union in Section 2 as an association of employees whose principal purpose is to regulate relations between employees and employers including an employers' organization. The Kenya National Union of Teachers is a trade union registered under the trade unions act Cap 233 of the laws of Kenya.

The objectives of the Labour Relations Act, 2007 Act which regulates Trade Union Activities in Kenya are as follows: to consolidate the law relating to the trade unions and trade disputes, to provide for the registration, management and

democratization of trade unions and employers organizations or federations, to promote sound labour relations through the protection and promotion of freedom of association and the encouragement of effective collective bargaining and promotion of orderly and expeditious dispute settlement. This is all aimed at achieving social justice and economic development

According to the Labor Relations Act, 2007 every employee has the right to: Participate in forming a trade union or federation of trade unions, join a trade union as well as leave a trade union. The act also empowers the employee in the trade unions in that every member of federation of trade unions has a right to participate in its activities, participate in the election of any of its office bearers of officials, stand for election or seek for appointment as an official and to hold office if elected. be appointed as a trade union representative and to carry out the functions of a trade union representative.

The labour relations Act, 2007 protects all employees in that any employee or any person seeking employment shall not be discriminated against for exercising the rights given in the Act. The Act dictates that no person shall do or threaten to do any of the following: require any employee or a person seeking employment not to be or become a member of a trade union, prevent an employee or person seeking employment from exercising any rights conferred by this Act, dismiss or in any other way prejudice an employee or a person seeking employment, because of past, present or anticipated trade union membership, for participating in

formation or lawful activities of a trade union, for exercising any right conferred by the Act for failing or refusing to do something that an employee may not lawfully permit or require an employee to do so and no person shall give an advantage or to an employee or person seeking employment in exchange for the person not exercising any right conferred by this Act.

The labour relations Act, 2007 provides for recognition of Trade Unions and Collective Agreement An employer, including an employer in the public sector, shall recognise a trade union for purposes of collective bargaining if that trade union represents the simple majority of unionisable employees and shall record the terms upon which it shall recognise a trade union. The Minister may, after consultation with the Board, publish a model recognition agreement. If there is a dispute as to the right of a trade union to be recognised for the purposes of collective bargaining in accordance with this section or the cancellation of recognition agreement, the trade union may refer the dispute for conciliation and if the dispute is not settled during conciliation, the trade union may refer the matter to the Industrial Court under a certificate of urgency. Without limiting the matters that may be dealt with in a recognition agreement, a recognition agreement shall provide for trade union members in a workplace to elect from among themselves trade union representatives in accordance with the constitution of the trade union.

2.3 Securing of teachers' benefits by teachers' trade unions and its influence on teachers' professional performance

Traditionally, teachers' trade unions are known for fighting to protect jobs and real earnings, secure better conditions of work and life and fight against exploitation. Despite teachers' unions venturing into other areas such educational reforms and offering credit to their members, the fight for better pay, more allowances and harmonization of remuneration with other civil servants has always been alive.

In a review of teachers' remuneration across Africa, In general, Mulkeen (2000) found that the average wage paid to teachers, as a multiple of country per capita income, tends to decline as countries develop economically. Nigeria studies by Akinwunmi (2000) and Ejiogu (1990) found that what the typical low-income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their performance.

According Bruns, Mingat and Rakotomalala (2003) various factors may contribute to the above trend. With increasing development, the proportion of educated people in the country tends to increase, along with the proportion of jobs requiring levels of education comparable to teaching. Second, as countries develop, there is an increasing requirement for universal primary education and reasonable class sizes. Teacher salaries that account for a huge budget allocation

tend to make universal education unaffordable and therefore tend to either reduce access to education or increase class sizes.

In a study of the roles of Mauritius' teachers unions' Hollup (2004) found that the teachers' organisations have limited power and scope for collective bargaining. The unions could make suggestions, submit memorandums and protest against decisions that reduce or worsen their terms of service and by that hope that their 'voice' is taken into account but they continue to fight to defend the interests of their members to maintain the rights and privileges they are entitled to: vacation leave, influence on transfer exercise, workload, greater sharing between different categories of teachers, promotions and teachers' post-education training. The study however did not explore the aspect of teachers' performance or the impact of the teachers' unions on teacher output.

The working condition of teachers in Kenya has never been promising for years now. According to EYC (2010). the issue of teacher remuneration has persisted and in some instances even led strikes to petition the government for better salary. The teachers' unions and especially KNUT have been vocal in fighting for better terms for teachers. Table 2.1 shows the current pay of teachers as at 2012 as well as KNUT's demands.

Table 2.1 Comparisons of Salaries offered by the TSC with what the KNUT

Demands

		Offers by TSC 40%		Demands by KNUT 60%	
Grade	Job Group	Minimum	Maximum	Minimum	Maximum
P2	F	13,037	13,795	13,750	14,157
P1	G	14,310	17,108	15,093	17,527
ATS4	H	16,260	19,747	17,208	20,289
ATS3	J	21,165	24,863	22,322	25,895
ATS2	K	24,691	30,490	26,323	31,996
ATS1	L	28,457	33,719	30,472	35,275
SGT/SL	M	33,150	40,904	35,275	42,877
PL/I	N	37,970	46,740	40,835	49,636
PL/II	P	57,207	72,866	63,782	81,404
SP	Q	68,824	87,490	77,527	98,947
CP	R	82,746	105,214	94,235	120,270

Source: KNUT, 20113

In addition to the salary demands shown in Table 2.1, KNUT demanded that the teachers' employer, to put all teachers employed on contract on a permanent and pensionable status. The teachers' union also demanded that the teachers' salaries and allowances be harmonized with civil servants' salaries and allowances in the various job groups.

One of the core functions of the Kenya National Union of Teachers (KNUT) is promoting programmes aimed at improving teachers' welfare and socio-economic status. The KNUT has a number of socio-economic welfare programmes including: Enterprises and Building Projects; Savings and Credit Societies; Burial and Benevolent Funds, and Children's Education Schemes. These programmes are geared toward improving the wellbeing of KNUT members. Researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media, the lack of fringe benefits, heavy workload, and deplorable working conditions have created a lot of despair amongst teachers.

Musyoka (2012) sought to establish the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers in Mwingi District, Kenya. The study established that the Mwingi branch of KNUT operates welfare and socioeconomic programmes that are beneficial to teachers. The most popular programmes are savings and credit societies followed by burial and benevolent fund. The least popular programmes were children education schemes enterprise and building projects. As a result of membership to the projects, teachers felt that their daily lives as teachers had improved. The researcher therefore concluded that teachers unions like the KNUT play a key role in promoting the welfare of teachers, not only by fighting for salary increments but also by running income generating activities and other welfare programmes including savings and credit societies, burial and benevolent fund, children education schemes, and enterprise

and building projects. However this study did not look at the impact of such benefits on the professional performance of teachers.

2.4 Teachers' trade unions' motivation programmes and their influence on teachers' professional performance

Ndawi (1997) opines that learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned but teachers' motivation is a critically ignored factor in all levels of policy choices.

Fry (2003) adds that motivation of teachers helps to retain teachers at their work places and it includes "materials and psychological needs" as pay on its own does not increase motivation among teachers; however, the author observes that pecuniary motives are likely to be dominant among teachers in less developed countries. In Sub-Sahara Africa, teachers' motivation is low and it has been detrimental to the quality of education (Fry, 2003).

In all of the case-study countries reviewed by Mulkeen (2000) there were some opportunities for teachers to gain promotion to a higher salary scale. These opportunities for promotion could be classified into three types. First, in some cases there were opportunities for discretionary, merit-based promotions to posts such as senior teacher, which provided increased pay but retained the expertise in

the classroom. Second, and more commonly, teachers had the opportunity for movement to different salary scales, based on improved academic qualifications. Finally, there were opportunities for promotion to nonteaching positions, usually in school management or inspection.

Mabonga (1998) sought to investigate teachers perceptions and expectations of the role of a teachers union in Kenya. The study found that there exists disparity between the present role of Kenya National Union of Teachers (KNUT) and teachers expectations of a teacher's union. Differences were also found between primary and secondary school teachers and between female and male teachers perception towards the present role of KNUT. However the study did not outline the various roles played by KNUT such as advocacy, securing of teachers benefits and motivation and did not also relate its findings to either teacher professional performance or student performance.

2.5 Advocacy in teachers' trade unions' and its influence on teachers' professional performance

Unions are responsible for securing better pay and working conditions, which in turn attract better teachers. Unions also often press for smaller classes and lighter teaching loads, allowing teachers to teach more effectively. Unions also tend to raise the standards for teacher licensing, which ensures that only qualified candidates enter the profession.

Teacher unions have not only the mandate from their members but also the responsibility to take an active role in education reform (Adelberg, 2008). Teachers ultimately implement any initiative. If an initiative conflicts with what they know about how children learn, it will fail. If it does not respect their professional knowledge and experience, they will reject it. Teachers ensure that reform goes beyond rhetoric, that good ideas are translated into practice (Urbanski, 2001).

While some scholars consider teacher unions to be bad for education because of union resistance to popular school reform ideas and programmes, my opinion is that, the teachers' unions could also be a positive force in education for the very same reason.

Adelberg (2008) carried out a study to determine how teachers viewed the role for their union leadership in the discussions of education reform on their collective behalf. The study found that teachers viewed themselves as advocates for the best interests of their students. However, they did not see the union as sharing this role, believing such a role in conflict with the union's more traditional functions. The implication of this, according to the author, is the great challenge ahead for the union in convincing both its own membership and the public at large of its ability to assume a serious role at the public policy table.

Although Kenyan teacher unions are largely known for championing for teachers' remuneration, they have also played their part in education reform albeit in

collision with the central government. In a speech delivered in the 55th Annual KNUT Delegates Conference, Chairman Wilson Sossion said comprehensive consultations among stakeholders before proposals are implemented have to be held. To quote the Chairman, “The advent of the new constitutional dispensation has seen a new constitution, new bills and policies. The reforms in the education sector must be undertaken with full consultations of KNUT.” (Sossion, 2012.) Kenyan teacher trade unions have always been vocal in issues that affect them, their members or the students such as understaffing and form 1 selection of students. Little empirical evidence exists however on the impact of teacher unions on teachers’ professional performance.

Chisholm and Ngobe (2003) found that although policy formulation was broadly participatory in most countries, involving government, the private sector, university researchers, NGOs and donors, overall teachers were less involved than other sectors. Significantly, it was found that when policy frameworks are translated into financing frameworks, participation is confined to government ministries, donors and their technical assistants. The study however did not relate its findings to teacher output or student performance or the trade unions’ role in enhancing teacher professional performance.

2.6 Summary of literature and gaps

The reviewed literature established that indeed teachers’ trade unions have become part and parcel of the education systems all over the world (Bascia,

2003). The literature has determined that securing of teachers benefits and especially basic salary and allowances has been the major role of such unions (Guthrie, 2002). The literature suggests that in recent times the trade unions have ventured into other areas such as education reform, national politics as well as providing credit to their members (Mundy et al. 2008).

Whether teachers' trade union activities result in increased and quality output by the teachers is still debatable. Bascia (2003) states that labor unions have always been opposed to the question as to whether their activities improve teacher output to translate in greater student achievement.

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

In addition Hoxby (1996) and Figlio et. al. (2007) had two major shortcomings: first, both studies looked into securing of benefits as the only labor union activity secondly these studies looked at teacher performance in terms of student achievement. While student achievement in examinations is a reflection of teachers output it suffers the effect of various intervening factors such household income, parental education and availability of secondary school positions;

problems which are prevalent in Kenya but minimal in the Americas and Europe. This study intends to fill this gap by looking into some teachers' unions' strategies and at teachers' performance using more specific indicators as shown in the conceptual framework.

2.7 Theoretical framework

Webbs' theory of trade unions also referred to as the socialist pattern of society can be used to explain the effectiveness of trade unions in teacher performance in public secondary schools in Kiari West District.

Sidney & Webb (1920) described trade unions as "a continuous association of wage earners for the purpose of maintaining and improving the conditions of their working lives", which they may achieve either through collective bargaining with employers or through the provision of benefits to their members.

The Webb's theory of trade unionism can be applied to the case of teachers' trade unions. In Kenya, the law does not require that a teacher must join a trade union, if anything contract teachers are not allowed to be unionized. The teachers willingly join such unions because the union has a greater voice than the individual in airing grievances which is known as collective bargaining and that is what the Webbs' trade union theory in my opinion appreciates, as a significant motivation for unionization of workers.

2.8 Conceptual framework

A conceptual framework was proposed for the study. Figure 2.1 shows the variables in the study and how they interact. The framework presents the variables categorized into three parts; input, process and output. The input represents the trade union strategies to enhance teachers' professional performance while the process involves the methods in which the strategies are implemented. The output shows the indicators of professional performance of teachers.

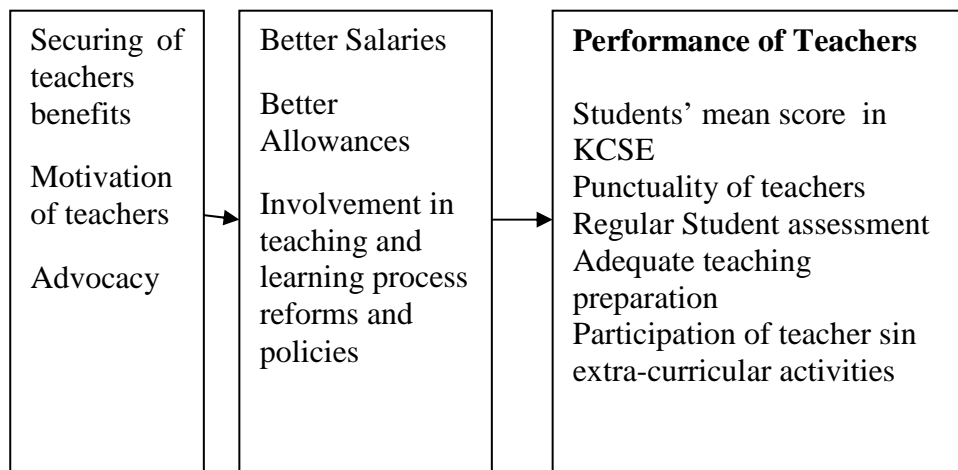


Figure 2.1: Conceptual framework

The teachers' trade union activities are the independent variables in this study: advocacy, securing benefits as well as motivation. The performance of teachers is the dependent variable since the study aims at to establish whether teachers' trade unions impact on teachers' performance. Securing of benefits refers to teachers union activities that aim to fight for teachers' better pay and better allowances. Motivation of teachers refers to those activities that aim to raise the morale of

teachers. Advocacy refers to unions' involvement in policy formulation and educational reforms. The study investigated whether these activities lead to teachers' performance in terms of punctuality, regular and quality assessments of students, adequate teaching preparation as well as student performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with methods that would be used to carry out this study. It was sub-divided into eight subsections namely: research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

The research design that was adopted in this research study was the descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2005). It can be used to collect information on people's attitudes and opinions, on a variety of education or social issues. This study sought opinions of head teachers and teachers on the roles of teachers' unions and their influence on teacher performance.

3.3 Target population

Target population refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate results from the study. This study targeted all the 262 TSC employed teachers serving in public secondary schools in Kieni West District, Nyeri County. The study also targeted

the 22 head teachers of secondary schools in Kieni West district. Table 3.1 shows the distribution of the target population. A list of the public secondary schools in Kieni West District is available in appendix IV.

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003) a sample is a small group of accessible population. Sampling refers to that process of selecting a sample from a defined population with the intention that the sample accurately represents that population (Borg and Gall, 1983). Stratified random sampling technique was used to select the teachers since it would provide great precision. The method also ensured that the study obtained sufficient data to support separate analysis of each of the four zones of Kieni West District. According to Orodho (2005) a share of 10% in random sampling technique is a sufficient sample. There researcher arrived at the sample as shown in in table 3.1

Table 3.1: Target Population and Sampling frame

Education Zone	Number of public secondary Schools	Population of Regular Teachers	Sample = 10%*Population of teachers
Mugunda	5	55	6
Gataragwa	6	62	6
Endarasha	6	92	9
Mweiga	5	53	5
Total	22	262	26

The researcher employed a computerized table of random numbers to select the 26 teachers to participate in the study. A census technique was employed to select the head teachers since their total number is less than 30 as recommended by Mugenda and Mugenda (2003)

3.5 Research instruments

The researcher employed questionnaires and school examination records to collect data. The questionnaires were preferred as they would provide a relatively simple and straight forward approach to the study. The questionnaires were administered to head teachers and teachers. The researcher developed two sets of questionnaires one for the teachers and the other for the head teachers. Questionnaires were preferred because they can collect information from respondent within a short time and they also dispel the respondents fear for they can be filled without the respondent being watched (Mugenda & Mugenda, 2003). School records on KCSE performance of the sampled schools were necessary in collecting information on students' achievement as this was one of the indicators of teachers' performance in the study.

3.6 Validity of the instruments

Validity is the degree to which a test measures what it ought to measure. For this study content validity was employed; content validity is the degree to which a text measures what it is supposed to measure. The researcher ensured content validity

by submitting the instruments to the university appointed supervisor for review before data collection.

3.7 Reliability of the instrument

Reliability is the ability of a research instrument to consistently measure the characteristic of interest over time. Reliability is influenced by random error, thus, as error increases, reliability decreases. The error may arise at the time of data collection and may be due to inaccuracy by the investigation or inaccuracy of the instrument (Best & Khan 2004). A pilot study was conducted to find the instruments reliability and the procedures of administration. The researcher used test-retest to ascertain the coefficient of internal consistency or reliability. The instrument was administered twice to the same group of subjects at an interval of two weeks. The pilot data was entered into SPSS; reliability co-efficient was obtained by correlating the scores of odd numbered statement with the score of even numbered statement in the questionnaire. The scores of the first and the second were correlated using Pearson product moment correlation coefficient formula

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}}$$

Where $\sum xy$ = sum of the gross product of the value of each variable

$\sum x \left(\sum y \right)$ = Products of the sum of x and the sum of y

N = total number of items

The responses obtained were analyzed and compared. Analysis of the pilot data gave a Pearson product moment correlation coefficient 0.63 which is above the required 0.5 hence the instruments were reliable (Best & Khan 2004).

3.8 Data collection procedures

The researcher sought an introductory letter from the department of education, University of Nairobi. This introductory letter was important in getting a research permit from the National Council for Science and Technology. The researcher then got permission from the District Commissioner Kieni West District and further sought clearance from the District Education officer Kieni West District.

The researcher contacted the heads of the sampled schools and informed them of the impending study. The researcher then drew a visit schedule and visited the schools personally in order to get consent from the head teachers to administer the instruments. This enabled the researcher to familiarize herself with the teachers and establish rapport. The researcher administered the questionnaires to the head teachers and teachers. The researcher assured the respondents of strict confidentiality in dealing with the responses. The researcher collected the questionnaires later depending on both parties understanding on the timeframe.

3.9 Data analysis

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through

correction of detected errors and omissions. The data was then coded and entered in the computer for analysis. Data analysis procedures that were employed involved both quantitative and qualitative procedures. Quantitative data was analyzed using descriptive statistics such as frequency counts, means and percentages with the help of Statistical Package for Social Sciences (SPSS). SPSS was able to handle large amount of data, given its wide spectrum of statistical procedures purposefully designed for social sciences and was also quite efficient.

Qualitative data generated from interview schedules was organized into themes, categories and patterns pertinent to the study. In addition, the qualitative data in this study was analyzed thematically through discussion, comparing of possible relationships or significant differences between various variables as well as substantiating the possible causes of some research findings.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and the results of data analysis in relation to the effectiveness of trade unions in teacher performance in public secondary schools in Kieni West District. Descriptive analysis was performed on the data collected and the findings presented in the form of tables and figures. The findings aimed at answering the following questions: how securing of teachers' benefits by trade unions influence teachers' professional performance, how motivational programmes provided by trade unions influence teachers' professional performance and the effect of trade unions advocacy on teachers' professional performance in public secondary schools in Kieni West District.

4.2 Response rate

The study sampled 26 teachers and 22 head teachers to participate in the study. However 2 head teachers were not accessible and 4 teachers failed to return their questionnaires leaving 22 for analysis. This represents an 84% response rate which is a sufficient response rate according to Mugenda and Mugenda (2003).

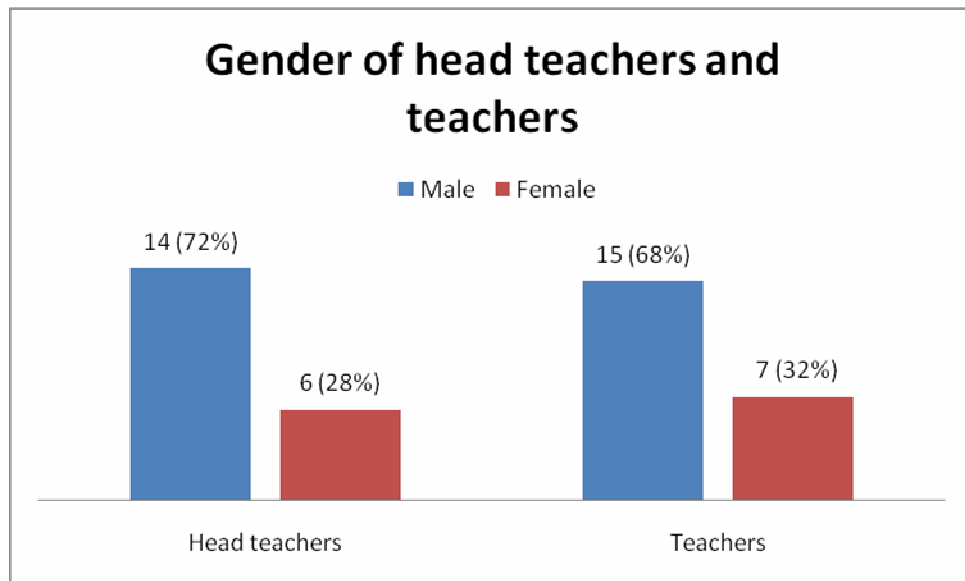
4.3 Demographic profile of respondents

The study collected demographic information of the respondents namely gender, age, education level and job experience.

4.3.1 Gender of head teachers and teachers

The study sought to establish the gender of the respondents in the study. This enable the study establish whether there were differences in unionization of the teachers by gender. The findings are presented in Figure 4.1

Figure 4.1: Gender of head teachers and teachers



Findings in Figure 4.1 reveal that the male respondents were the majority in among the head teachers 72% (n=14) as well as among the teachers 68% (n=15). The findings show a great gender disparity among the teaching staff in Kieni

West District. The findings show that the distribution of head teachers and teachers in public secondary schools in Kieni West were in contradiction of the two-thirds rule which requires the composition of staff in public institutions to have not more than 66% of the staff from one gender.

4.3.2 Age of head teachers and teachers

The study collected information on the head teachers and teachers' age. The findings would assist the researcher to establish whether the unionization patterns of teachers in Kieni West by age. The findings are presented in Table 4.1

Table 4.1: Distribution of respondents by age

	Age (Years)	Frequency	Percentage
Head teachers	36-45	13	65%
	46-55	7	25%
		20	100%
Teachers	18-25	3	14%
	26-35	10	46%
	36-45	8	35%
	56-65	1	5%
		22	100%

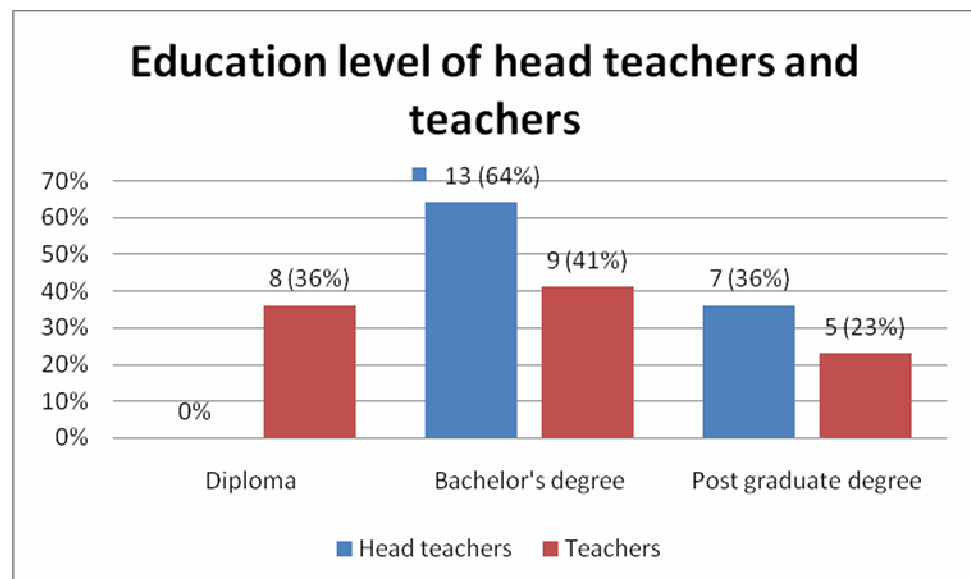
Findings in Table 4.1 show that majority (65%) of head teachers were aged between 36 -45 years while most (46%) of the teachers were aged between 26 and

35 years. The findings show that there was no representation of the youth (18 -35 years) among the head teachers of public secondary schools in Kieni west. This can be attributed to the large number of years required for one to be appointed to the position of a head teacher which means that most head teachers are elderly (over 40 years).

4.3.3 Head teachers and teachers level of education

The study sought to establish the highest academic qualification achieved by the participants in the study. This would enable the study to establish whether the level of education determined teachers' unionization. The findings are presented in Figure 4.2

Figure 4.2: Head teachers and teachers level of education



Majority 64% (n=13) of the head teachers as well as majority 41% (n=9) of the teachers had a bachelor's degree as their highest academic qualification. Findings in Figure 3 show that the participants in the study were highly qualified. This means that the respondents had the sufficient academic knowledge to comprehend the information sought by the study. The high academic qualifications can be attributed to the nature of the job market in Kenya which has forced people to acquire higher education in order to secure well-paying jobs.

4.3.4 Job experience of head teachers and teachers

The study sought to find out how long the head teachers and teachers had served in their respective positions of teacher and head teacher. This would enable the study determine whether the participants in the study had the relevant working experience to be able to contribute to the study. The findings are presented in Table 4.2

Table 4.2 :Job experience of head teachers and teachers

	Years	Frequency	Percentage
Head teachers	1 -5	2	10%
	6-10	5	25%
	11 -20	11	55%
	Over 20	2	10%
		20	100%
Teachers	1 -5	1	5%
	6-10	4	18%
	11 -20	8	36%
	Over 20	9	41%
		22	100%

Findings in Table 4.2 show that majority (55%) of the head teachers had served in their current position for between 11 and 20 years. Majority (41%) of the teachers had served for over 20 years. The findings mean that both the head teachers and teachers who participated in the study had acquired enough experience to be able to contribute relevant information sought by the study on effectiveness of trade unions in teacher performance in public secondary schools in Kieni West District.

4.4 Unionization of teachers

The study sought to establish the unionization of teachers by asking the respondents what teachers' union they belonged to. The findings would enable the study establish the number of teachers and head teachers who belonged to a registered trade union. The findings are presented in Figure 4.3

Figure 4.3 : Unionization of teachers

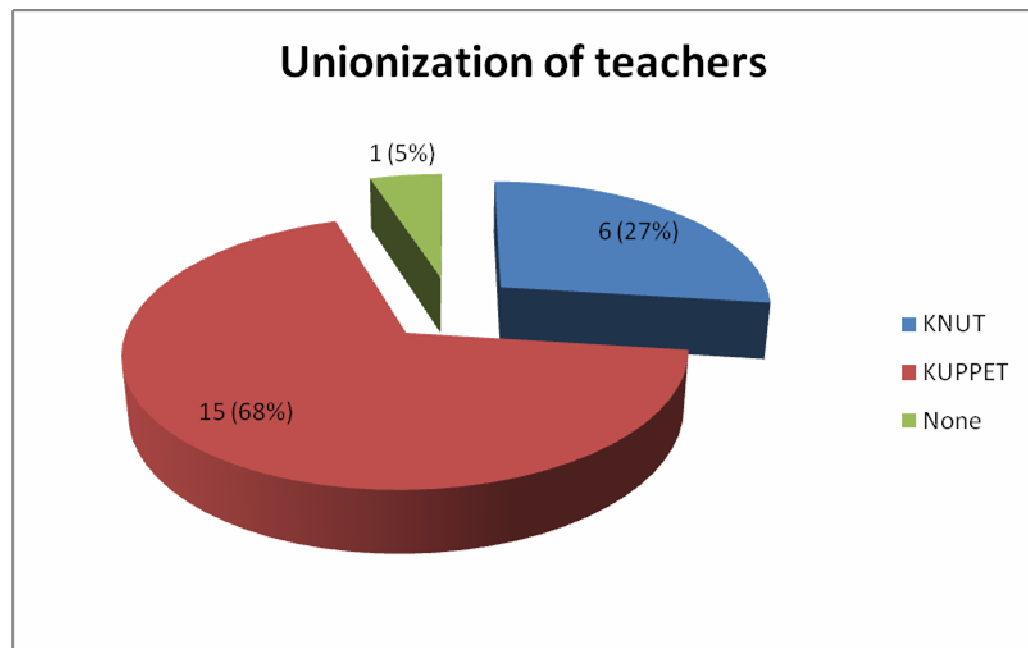


Figure 4.3 shows that majority 95% (n=21) of the teachers were unionized. The findings also show that majority of the teachers were members of the Kenya Union of Post Primary Education Teachers (KUPPET). This can be attributed to the fact that majority of KUPPET members are teachers serving in public secondary schools. KUPPET was formed in 1998 as a breakaway from KNUT.

According to the founders, the union was registered to respond to challenges of sectorial representation among teachers. This is because secondary school teachers deemed themselves to be having different challenges compared to the primary school teachers.

4.5 Professional performance of teachers

The purpose of this study was to establish the effectiveness of trade unions in teacher professional performance in public secondary schools in Kieni West District. The study sought to establish the performance of teachers; this was achieved by assessing their performance in routine duties and roles as well as academic achievement of the pupils in KCSE.

4.5.1 Professional performance of teachers in roles and duties

The study sought to establish how the teachers in the public secondary schools in Kieni West district carried out their assigned roles and duties. The findings would enable the study determine the professional performance of teachers.

The head teachers in the study were asked to rate the professional performance of the teachers in executing their roles and duties in their respective schools. This is because head teachers as their name suggests are the administrative heads of public secondary schools and have a supervisory role over the teachers. The findings are presented in Table 4.3.

Table 4.3: Performance of teachers in roles and duties

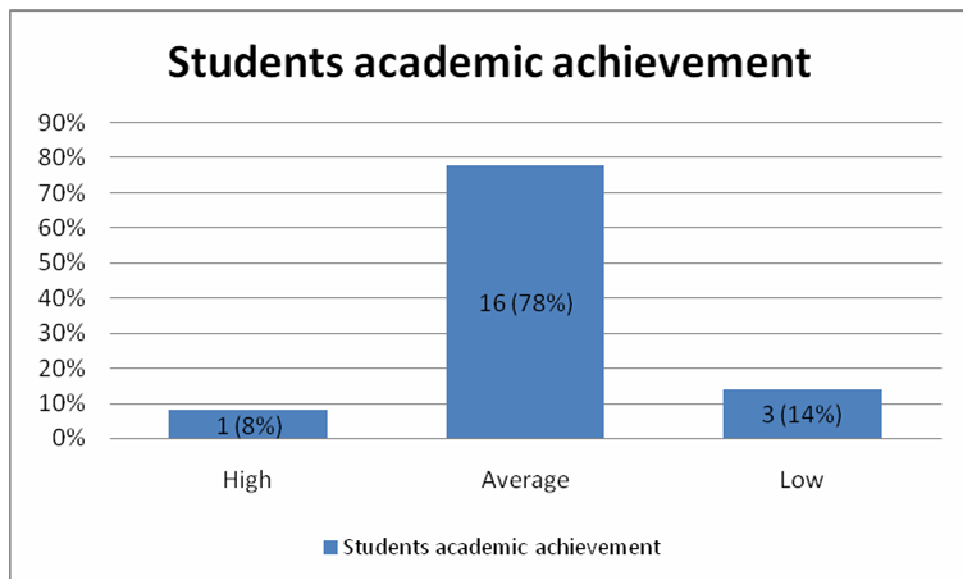
Performance of teachers			
	Low	Average	High
Punctuality	14%	68%	18%
Lesson preparation	27%	56%	17%
Students' assessment	13%	17%	70%

Teachers professional performance in assessing students' assessments and homework was rated highly by majority (70%) of the head teachers. However, punctuality and lesson preparation was rated average by most of the head teachers. The poor punctuality can be attributed to the hardship nature of Kieni West District. Poor punctuality could also explain the poor lesson preparation by the teachers. These findings are in contrast to finding of Marete (2012) who in assessing the influence of teachers' practices on pupils' performance in Kenya in Makadara district, Nairobi county, Kenya found that teachers had high punctuality in arriving to school and attending lessons. She also found that teachers' punctuality to school every day, attendance to their lessons and co-curricular activities highly affects the pupils' performance

4.5.2 Students academic achievement

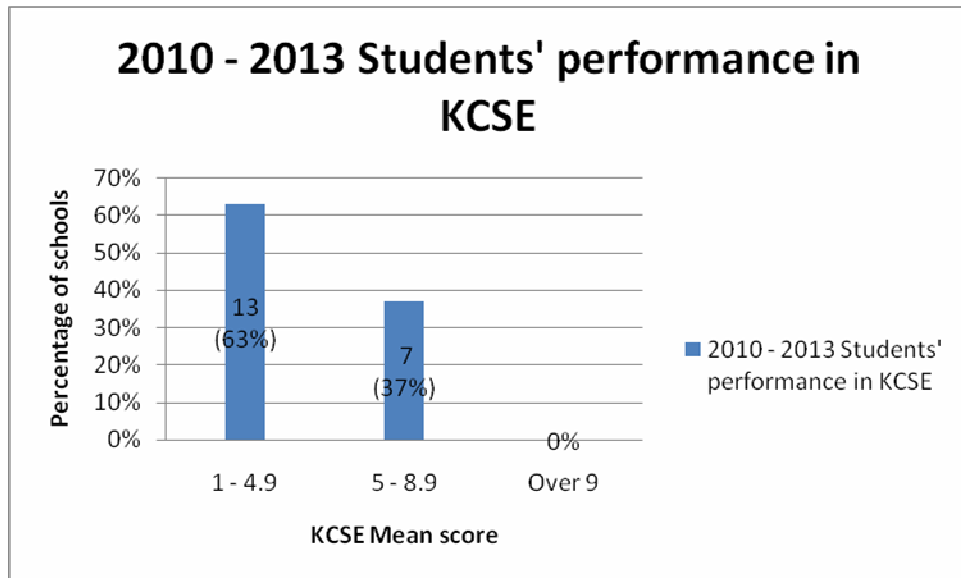
The head teachers were asked to rate the students' achievement in exams. The findings would enable the study to establish the professional performance of teachers as measured by students' academic achievement. The findings are presented in Figure 4.4.

Figure 4.4: Students academic achievement



According to majority 78% (n=16) of the head teachers, the performance of students in exams was average. The study probed further to find out the mean score of the schools in KCSE exams. This would assist the study attain empirical findings on the performance of students in exams. The findings are presented in Figure 4.5

Figure 4.5: Students performance in KCSE



Findings in Figure 4.5 show that majority 63% (n=13) of the schools where the teachers were drawn from were performing below average in the national exam (KCSE). These findings are consistent with the D.E.O's district analysis for the same period of time which showed majority of the schools scored a below average mean score in the KCSE exams.

4.6 Trade union's role in securing teachers' benefits

Question one of the study sought to establish how securing of teachers' benefits by trade unions influence teachers' professional performance in Kieni West District. A number of statements relating to securing of teachers' benefits by trade unions and teachers' professional performance were put to the teachers to which

they were asked to register their agreement to or lack thereof. The findings are presented in Table 4.4.

Table 4.4: Teachers’ responses on the securing of teachers’ benefits by trade unions

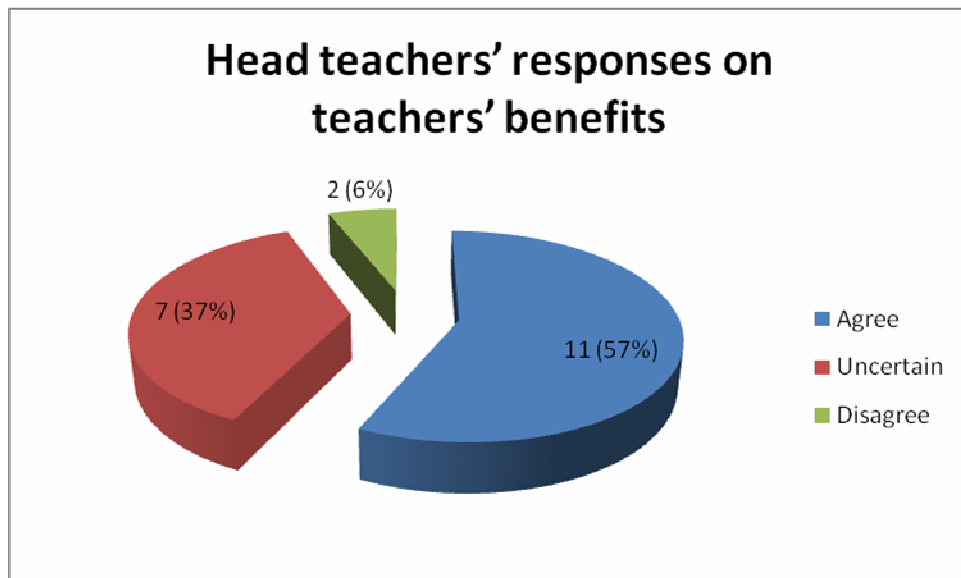
	Agree	Uncertain	Disagree
My trade union is instrumental in fighting for my better pay and allowances	77%	14%	9%
Better pay and allowances improve my professional performance as a teacher.	86%	5%	9%
My trade union fights for better working conditions	68%	18%	14%
Better working conditions improve my professional output as a teacher.	82%	9%	9%
Benefits accrued from union activities improve my job satisfaction which is important for my professional performance	59%	27%	17%

Findings in table 4.4 reveal that majority of the teachers agreed that their respective trade union was involved in fighting for their benefits namely better pay and working conditions. In addition, the findings show that majority (59%) opined that benefits accrued from union activities improved their job satisfaction which was important for their professional performance. The findings are in

agreement with Musyoka (2012) who found teachers unions like the KNUT play a key role in promoting the welfare of teachers, not only by fighting for salary increments but also by running income generating activities and other welfare programmes including savings and credit societies, burial and benevolent fund, children education schemes, and enterprise and building projects.

To establish how securing of teachers' benefits by trade unions influence teachers' professional performance in Kieni West District, the study sought the opinion of the head teachers on the issue of teachers' benefits and teachers professional performance.

Figure 4.6: Head teachers' responses on teachers' benefits



Majority 57% (n=11) of the head teachers agreed that trade unions' role in securing teachers' benefits was effective in improving teachers' output. These

findings are in tandem with the findings from two Nigerian studies by Akinwunmi (2000) and Ejiogu (1983) who found that what the typical low-income earning teacher yearns is a sizeable salary increase; the authors concluded that the payment of a living wage would significantly enhance their performance.

4.7 Trade unions motivation programmes

Question two of the study sought to establish how motivational programmes provided by trade unions influence teachers' professional performance. A number of statements relating to teachers' trade unions motivation programmes and teachers' professional performance were put to the teachers to which they were asked to register their agreement to or lack thereof. The findings are presented in Table 4.5.

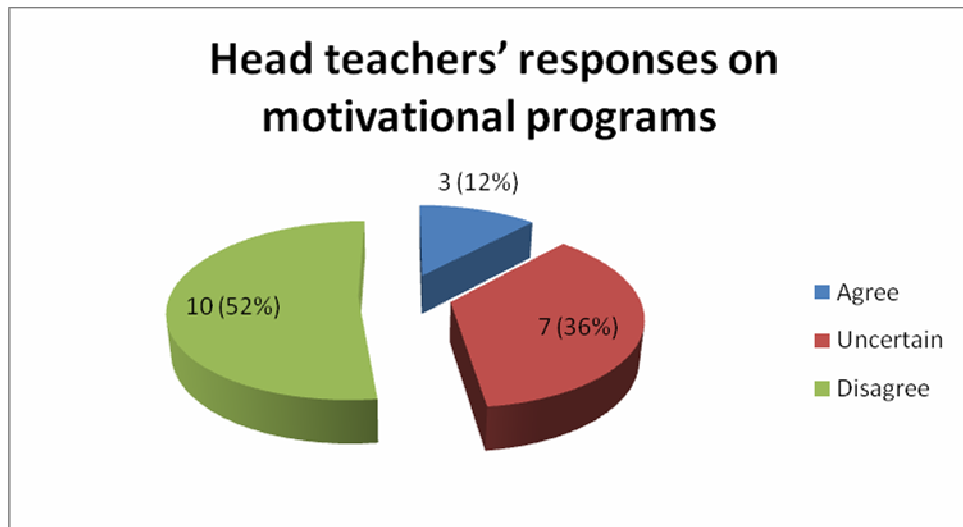
Table 4.5: Teachers' trade unions motivation programmes

	Agree	Uncertain	Disagree
My trade union recognizes my professional achievements	32%	31%	36%
My trade union has programmes to encourage me to enhance my professional output as a teacher?	17%	27%	56%
My trade union fights for recognition of my professional performance by my employer	59%	18%	23%
My trade union fights for fairness in promotion schemes for teachers.	45%	32%	23%
My trade unions' motivational programmes encourage me to improve on my professional performance.	50%	14%	36%

Findings in Table 4.5 show that trade unions did not have programmes to motivate their members. However the findings show that the trade unions were involved in fighting for teachers motivation programmes from their employer; this included fighting for professional recognition for teachers as well as fairness in promotion. These findings are in agreement with finds of Mulkeen (2000) who found that unions sought to have the employer provide motivation to their members as opposed to conducting their own programmes .

The study sought to find out from the head teachers on the issue of teachers' trade unions' motivational programmes and teachers' professional performance. The findings would enable the study establish how motivational programmes provided by trade unions influence teachers' professional performance. The findings are presented in table 4.7

Figure 4.7: Head teachers' responses on motivational programmes



Majority 52% (n=10) disagreed that trade unions' motivational programmes were effective in improving teachers' output. When asked to expound on their answer, majority of the principals said that unions concentrated on monetary issues and disregarded professional performance. These findings are in agreement with a Harvard University commissioned study which found that teacher unions boost student achievement. This pattern holds even when other factors such as family income, parental education, gender, geographic region and race are considered (Powell, 2000).

4.8 Trade unions' advocacy

Question three of the study sought to establish the effect of trade unions advocacy on teachers' professional performance in public secondary schools in Kieni West District. A number of statements relating to teachers' trade unions advocacy and teachers' professional performance were put to the teachers to which they were

asked to register their agreement to or lack thereof. The findings would enable the study answer question three of the study. The findings are presented in Table 4.6

Table 4.6: Teachers' responses on trade unions advocacy

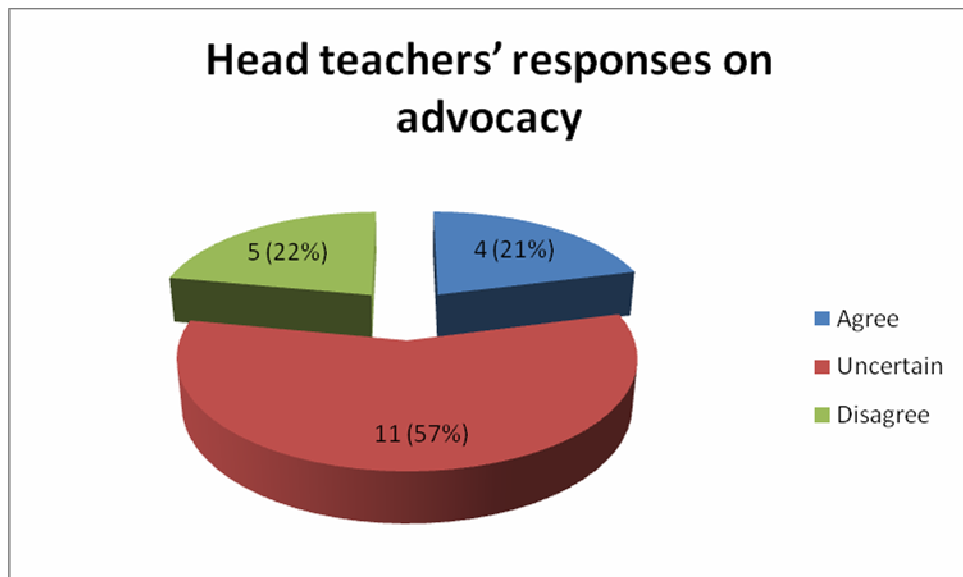
	Agree	Uncertain	Disagree
Advocacy of a teachers' union in education reform is very important in improving teachers' professional performance.	72%	9%	9%
My trade union is involved in formulation of education policies that are aimed at improving teachers' professional output.	55%	23%	22%
My trade union fights for reforms that will improve my competence as a teacher.	54%	23%	27%
My trade union requests for my input in education reform matters that affect me.	41%	27%	32%

Majority (72%) of the teachers agreed that advocacy was an important role for a teachers' union. Majority of teachers also confirmed that their respective unions were involved in advocacy activities that were aimed at improving their professional performance. The findings are in agreement with Kerchener and Koppich (1993) who found that that an increasing number of teacher unions are beginning to redefine their role in education reform and restructuring. They found that these unions have shifted their focus from traditional industrial concerns to a

more prominent focus on professional issues and school improvement, an aspect they call professional unionism. These findings are however in conflict with Adelberg (2008) who found that teachers viewed themselves as advocates for the best interests of their students. However, the teachers in that study did not see the union as sharing this role, believing such a role was in conflict with the union's more traditional functions.

The study sought the opinion of the head teachers on trade unions' advocacy. The findings would enable the study establish the effect of trade unions advocacy on teachers' professional performance in public secondary schools in Kieni West District. The findings in Figure 4.8

Figure 4.8: Head teachers' responses on advocacy



Majority 57% (n=11) of the head teachers were uncertain as to whether teachers' trade unions' advocacy was effective in improving teachers' professional output. Most of the head teachers opined that teachers' unions' prime goal was securing benefits for their members. Being a new area to teachers' trade unions, empirical evidence of the effect of the teachers' trade union on the professional performance of teachers is scarce.

4.9 Challenges to effective teachers' professional performance

The teachers were asked to list factors that hindered their professional performance. The findings would enable the study to establish what other factors outside the realm of the activities of trade unions affected the teachers' professional performance. The findings are presented in Table 4.7.

Table 4.7: Challenges to effective teachers' professional performance

Challenge	Frequency	Percentage
Poor remuneration and allowances	18	81%
Difficult working conditions	16	72%
Inadequate teaching facilities	14	64%
Low entry grades	12	54%

Poor remuneration and allowances emerged as the most pressing challenge to teachers professional performance according to majority (81%) of the respondents. This shows that despite teachers' unions fighting for members' benefits, the teachers still found their salaries and allowances to be low. Working conditions was another challenge according to the teachers. These findings are in agreement with a 2010 study by Elimu Yetu Coalition which found that the teacher' remuneration and working condition of teachers in Kenya has never been promising for years now.

4.10 Challenges in accessing services from the trade union

The teachers in the study were asked what challenges they faced in accessing services from their union. The findings would enable the study establish the disconnect between union activities and the professional performance of teachers.

The findings are presented in Table 4.8

Table 4.8: Challenges in accessing services from the trade union

Challenge	Frequency	Percentage
Inaccessible union officials	18	90%
Lack of physical office	11	55%
Lack of information from the union	9	45%

The major challenge facing the teachers in accessing services from their trade union was the inaccessible nature of their trade union national and local representatives (90%). Some teachers revealed that they did not know the names of their union officials while others claimed that they did not know the physical address of their local union branch. These challenges were mostly revealed by KUPPET members. This can be attributed to the young age of the KUPPET union which means that the union has not adequately covered the entire nation.

4.11 Possible trade unions' strategies to improve teachers' professional output

Participants in the study were asked to propose measures that the unions could take to improve teachers' professional output. The findings would enable the study make recommendations on possible strategies that could be employed by the teachers trade unions to ensure that their activities translate to professional performance.

The head teachers in the study were asked to propose measures that the unions could take to improve teachers' professional performance. The head teachers opined that the unions should be engaged in professional development of teachers to improve their capacity. The head teachers suggested that this could be achieved through workshops and scholarships for teachers.

The head teachers in the study were asked to propose measures that the unions could take to improve teachers' professional performance. The findings would

enable the study make recommendations on possible strategies that could be employed by the teachers' trade unions to ensure that their activities translate to professional performance. The findings are presented in Table 4.9.

Table 4.9: Teachers responses on possible union strategies

Recommendation	Frequency	Percentage
Increase officials and local branches	13	59%
Organize forums to air grievances	11	50%
Organize capacity building workshops and scholarships	14	64%
Visit teachers' at their working stations	12	55%

Capacity building and professional development was the main strategy proposed by majority (64%) of the teachers on how the union can improve their professional output. This shows that lack of union activities related to professional development was concern for most of the union members.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings from the results of the study and the conclusions made from them. It also presents the recommendations made by the researcher. This is done in respect to the stipulated objectives in a bid to answer the research questions.

5.2 Summary of the study

The purpose of this study was to establish the effectiveness of trade unions in teacher performance in public secondary schools in Kieni West District. The study aimed to achieve this by assessing the influence of trade unions role in securing benefits; trade unions motivational programmes and advocacy on the professional performance of teachers. The study targeted all the 262 TSC employed teachers as well as the 26 principals serving in public secondary schools in Kieni West District, Nyeri County. The study sampled 26 teachers and 22 head teachers to participate in the study using stratified random technique and census method respectively. Data was collected using questionnaires. Quantitative and qualitative procedures were employed in data analysis. The following are the findings of the study presented in the order of study objectives.

On the influence of securing of teachers' benefits by trade unions on teachers' professional performance, the study found that majority of the teachers agreed that their respective trade union was involved in fighting for their benefits namely better pay and working conditions. In addition, the findings show that majority (59%) opined that benefits accrued from union activities improved their job satisfaction which was important for their professional performance. Majority (57%) of the head teachers agreed that trade unions' role in securing teachers' benefits was effective in improving teachers' output.

On the influence of trade union motivation programmes on teachers' professional performance in public secondary schools, the study found that trade unions did not have programmes to motivate their members. However the findings showed that the trade unions were involved in fighting for teachers motivation programmes from their employer; this included fighting for professional recognition for teachers as well as fairness in promotion. Majority (52%) disagreed that trade unions' motivation programmes were effective in improving teachers' output.

On the effect of trade unions advocacy on teachers' professional performance in public secondary schools, the study found that majority (72%) of the teachers agreed that advocacy was an important role for a teachers' union. Majority of teachers also confirmed that their respective unions were involved in advocacy activities that were aimed at improving their professional performance. Majority

(57%) of the head teachers were uncertain as to whether teachers' trade unions' advocacy was effective in improving teachers' professional output.

5.3 Conclusions

The study has established that the trade union's role of securing teachers benefits was effective in ensuring teachers performance. This is because the increment of teachers' salaries and allowances motivated the teachers to some extent. However, the students' achievement in Kieni West District was not improving which shows that other factors affected the performance of the students. In addition the study found that the teachers were not yet satisfied with their salaries and were asking for more.

The study has established that the trade unions' did not have motivation programmes for their members to recognize their professional achievements. The unions considered the securing of benefits as an enough motivation for the teachers. The unions sought to have motivational programmes come from the teachers' employers but the study found that professional recognition by the teachers' employer was non-existent.

The study has established that trade unions were involved in advocacy and especially in relation to education reform. The unions were involved in reforms that aimed at improving teachers' professional output as well as student achievement in exams. However, the study found that advocacy was not given much emphasis by the union and members were not provided with information.

5.4 Recommendations

Teachers' trade unions should keep up the fight for better salaries as better remuneration has been shown to improve job satisfaction which translates to improved output from teachers.

Teachers' trade unions should come up with motivation programmes for their members to reward professional performance.

Teachers' trade unions should put more emphasis on advocacy and improve involvement of members.

The government through and the teachers' employer (TSC) should strive to better teachers working conditions by increasing the number of teachers as well as providing adequate teaching material in public secondary schools

5.5 Suggestions for further studies

The current study focused on trade union strategies to improve teachers' professional performance. Future studies should focus on challenges facing teachers' trade unions.

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi
Department of Educational
Administration and Planning
P.O.BOX 30196,
NAIROBI.

To the Principal,

_____ Secondary School

Dear Sir/Madam,

I am a post graduate student at the School of Education, University of Nairobi. I am currently working on a research project on the effect of trade unions on the performance of teachers in Kieni West District. I humbly request that you allow me to gather data in your school. The identity of all the teachers participating in this study will be kept confidential. Your assistance will be of great value in conducting the study.

Thank you in advance.

Yours sincerely,

Wairagu Grace Wagaki

Appendix II: Questionnaire for teachers

The purpose of this questionnaire is to gather information on influence of trade unions on teachers' performance in Kieni West District. This questionnaire is divided into parts A,B,C and D. Please respond to all items in the questionnaire as correctly as possible by putting a tick (√) next to the correct option. The information you will give will be used for research only. Therefore do not write your name or that of your school.

A: Demographic information

1. What is your Gender?

Male

Female

2. What is your age in years?

18 – 25

26 – 35

36 - 45

46 – 55

56 – 65

3. How long have you been teaching in a secondary school?

5 years

6 -10 years

10-20 years

Over 20 years

4. What is your highest level of education?

College diploma

Bachelors' degree

Post graduate degree

5. What trade union do you belong to?

KNUT

KUPPET

I do not belong to any union

Section B: Trade Unions' Strategies In Enhancing Teacher Professional Performance

Kindly indicate with (√) the extent to which you agree or disagree with the statements below.

KEY: 1= Strongly Disagree 2= Disagree 3=Uncertain 4= Agree 5= Strongly Agree

	5. Securing of benefits	1	2	3	4	5
i.	My trade union is instrumental in fighting for my better pay and allowances					
ii.	Better pay and allowances improve my professional performance as a teacher.					
iii.	My trade union fights for better working conditions					
iv.	Better working conditions improve my professional output as a teacher.					
v.	Benefits accrued from union activities improve my job satisfaction which is important for my professional performance					

	6. Motivational programmes	1	2	3	4	5
i.	My trade union recognizes my professional achievements					
ii.	My trade union has programmes to encourage me to enhance my professional output as a teacher?					
iii.	My trade union fights for recognition of my professional performance by my employer					
iv	My trade union fights for fairness in promotion schemes for teachers.					
v.	My trade unions' motivational programmes encourage me to improve on my professional performance.					

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

- Cash Awards
- Performance certificates
- Others

	8. Advocacy	1	2	3	4	5
i.	Advocacy of a teachers' union in education reform is very important in improving teachers' professional performance.					
ii.	My trade union is involved in formulation of education policies that are aimed at improving teachers' professional output.					
iii.	My trade union fights for reforms that will improve my competence as a teacher.					
iv	My trade union requests for my input in education reform matters that affect me.					

Section C

Please answer the following questions by writing your response in the spaces provided.

8. List three factors in order of importance that hinder your professional performance as a teacher.

.....
.....
.....

9. What challenges do you face in accessing service from your trade union?

.....
.....
.....

10. List two strategies that your trade union can undertake to improve your output as a teacher?

.....
.....
.....

Appendix III: Questionnaire for Head teachers

The purpose of this questionnaire is to gather information on influence of trade unions on teachers' performance in Kieni West District. This questionnaire is divided into parts A and B. Please respond to all items in the questionnaire as correctly as possible by putting a tick (✓) next to the correct option. The information you will give will be used for research only. Therefore do not write your name or that of your school.

A: Demographic information

1. What is your Gender?

Male []

Female []

2. What is your age in years?

18 – 25 []

26 – 35 []

36 - 45 []

46 – 55 []

56 – 65 []

3. What is your highest level of education?

College diploma []

Bachelors' degree []

Post graduate degree []

4. How long have you been a principal?

5 years []

6 -10 years []

10-20 years []

Over 20 years []

Section C: Performance of teachers

Kindly indicate the performance of the teachers in your skills with (√) in the various areas listed in the table below using the following scale.

KEY: 1= Very Low 2= Low 3=Average 4= High 5= Very high

	Statement	1	2	3	4	5
i.	Academic achievement of students					
ii.	Punctuality					
iii.	Level of lesson preparation of teachers					
iv.	Level of teachers' student assessment					

7. Please indicate the KCSE mean score for your school in the following years.

2010.....

2011.....

2012.....

Section B: Trade Unions' Strategies In Enhancing Teacher Professional Performance

Kindly indicate with (√) the extent to which you agree or disagree with the statements below.

KEY: 1= Strongly Disagree 2= Disagree 3=Uncertain 4= Agree 5= Strongly Agree

	Statement	1	2	3	4	5
i.	Trade unions role in securing teachers benefits is effective in improving teachers' output.					
ii.	Trade unions motivation programmes are effective in improving teachers' output					
iii.	Trade unions' advocacy is effective in improving teachers' output					
iv	Teachers' strikes lead to lost learning time which results in poor academic achievement of students.					
v.	Teachers' unions' leaders fail to attend class in favor of union activities which affects the performance of students.					

9. What is your opinion on the influence of trade unions on the performance of teachers?

.....
.....
.....
.....

10. What strategies would you recommend to trade unions in order to improve teachers' professional performance?

.....
.....
.....
.....

Appendix IV: Public secondary schools in Kiini West District

1. Endarasha Boys High School
2. Endarasha Day Secondary School
3. Gataragwa Girls' Secondary School
4. Mweiga High School
5. St. Joseph Simbara Secondary School
6. Watuka Secondary School
7. Mahiga Hope High School
8. St. Georges Gatarakwa
9. St. Regina Secondary School
10. Mugunda Secondary School
11. Amboni High School
12. Charity Secondary School
13. Laburra Secondary School
14. Njeng'u Secondary School
15. Bellevue Secondary School
16. Observation Hill Secondary School
17. Kimuri Secondary School
18. St. Jude Secondary School
19. Deb Solio Secondary School
20. Lamuria Secondary School
21. Mwiwogo Secondary School
22. Gakanga Secondary School

Appendix IV: Research Authorization Letter

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/842**

Date: **24th May 2013**

Grace Wagaki Wairagu
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **20th May, 2013** for authority to carry out research on "*Effectiveness of Trade Unions' strategies in enhancing teacher performance in public secondary schools in Kieni West District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kieni West District** for a period ending **30th June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kieni West District** 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.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kieni West District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

Appendix VI: Research permit

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Grace Wagaki Wairuga
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location
Kieni West District
Central Province

on the topic: Effectiveness of Trade Unions
strategies in enhancing teacher performance
in public secondary schools in Kieni West
District, Kenya.

for a period ending: 30th June, 2013.

Research Permit No. NCST/RCD/14/013/842
Date of issue 24th May, 2013
Fee received KSH. 1000



Applicant's Signature


Secretary
National Council for Science & Technology