

**KENYA NATIONAL UNION OF TEACHERS' INITIATIVES INFLUENCING
PROVISION OF QUALITY EDUCATION IN PRIMARY SCHOOLS IN MACHAKOS
COUNTY, KENYA**

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**A Thesis submitted in Partial Fulfillment of the Requirement for the Degree of Doctor of
Education in Educational Administration.**

University of Nairobi

2015

DECLARATION

This Thesis is my original work and has not been presented for a Award of a degree in any other University.

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DEDICATION

I dedicate this work to my dear wife, Rose Mwikali and my children; Vincent Bahati, Jefferson Baraka and Bruce Fadhili. In the memory of my late father Mr. Philip Kasivu and dedicated to my mother Mrs. Grace M. Kasivu for helping me to appreciate the value of education. You indeed gave me the foundation. Without you this work could not have been.

ACKNOWLEDGEMENT

I thank almighty God for blessing me with strength for each day for the entire course, the wisdom, patience and the zeal to write this thesis. I am grateful to my wife and our children; Vincent Bahati, Jefferson Baraka and Bruce Fadhili for being patient with me as I spent long hours studying.

I wish to sincerely thank my supervisors; Dr. Jeremiah M. Kalai and Dr. Andrew Riechi who guided me from the time I identified the research topic up to its completion. Their comments were inspiring and challenging from the beginning to the end. I particularly commend them for being thorough and prompt in correcting the work which enabled me to complete the study in time. It was a great joy being supervised by such a dedicated team. I also thank Dr. Grace Nyagah; Chairman Department of Educational Administration and Planning, University of Nairobi who motivated me to venture into Doctoral studies. I wish to acknowledge with gratitude; Dr. Ursula Okoth, Dr. Ngesu, Dr. Musembi of the University of Nairobi for sparing time to read and make comments on this document. It is their tireless effort that culminated to the production of this document. I thank the KNUT headquarters office for allowing me to use its library and for allowing me to interview their officials who provided very valuable information for this study. Lastly, I thank all the teachers who participated in the research process to provide primary data without which this study would not have succeeded.

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ABBREVIATIONS AND ACRONYMS

ADC	Annual Delegates Conference
AFT	American Federation of Teachers
BBF	Burial Benevolent Fund
BOM	Board of Management
CAP	Chapter
EFA	Education For All
EI	Education International
FPE	Free Primary Education
ILC	International Labour Conference
ILO	International Labour Organization
KATU	Kenya African Teachers Union
KCPE	Kenya certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Teachers

MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission of Science, Technology and Innovation
NEA	National Education Association
PATC	Pan African Teachers Centre
SACCOS	Savings and Credit Cooperatives Societies
SBM	School Board of Management
SMASSE	Strengthening of Mathematics and Science in Secondary Education
TUI	Teachers Union of Ireland
TTU	Tanzania Teachers Union
TSC	Teachers Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organization
UCTU	University and College Teachers' Union
USA	United States of America
UASU	University Academic Staff Union
SPSS	Statistical Package for Social Sciences
ZNUT	Zambia National Union of Teachers

ABSTRACT

The purpose of the study was to investigate Kenya National Union of Teachers' initiatives influencing provision of quality education in primary schools in Machakos County. The study's objectives sought to determine the extent to which KNUT's involvement in improvement of teachers' welfare, management of teachers' discipline, involvement in sensitization programmes on curriculum implementation and development of curriculum support materials influenced the provision of quality education in primary schools in Machakos County. The study was guided by the systems theory. The study used descriptive survey design. The target population of the study was 8320 primary school teachers, eight KNUT branch officials in Machakos County and one national KNUT official. The teachers were stratified per Sub County after which simple random sampling was used to select a sample 832 teachers. Purposive sampling was used to select eight KNUT officials. The study used questionnaire for teachers and interview guide for KNUT officials as the instruments for the study. Content validity of the research instruments was ascertained by a team of experts in Educational Administration and through piloting of the test items while reliability of the questionnaires and the interviews was ascertained by a test-re-test technique where a coefficient of stability of 0.92 for questionnaire and 0,74 for interviews were obtained using the Pearson's product moment formula. The data was analyzed by use of SPSS programme. Descriptive statistics was used to analyze teachers' demographic data and the responses on KNUT's initiatives influencing provision of quality education while chi square was used to analyze the relationship between KNUT's initiatives and performance of pupils in KCPE while Pearson correlation was used to analyze the relationship between KNUT's initiatives and the participation of pupils in co-curricular activities. The results from the questionnaire were presented in frequency tables, bar graphs, pie charts and regression tables. Interview responses were presented as direct quotations and discussions. The findings of the study were that KNUT was highly involved in improving issues concerning the welfare of teachers and in management of teacher discipline. The study also found out that KNUT was lowly involved in conducting sensitization programmes on curriculum implementation for teachers and also in the development of curriculum support materials. The study used pupils' performance in KCPE and pupils' participation in co-curricular activities as the indicators of quality education. The study established that there was a significant relationship between KNUT's initiatives and provision of quality education as measured by pupils' performance in KCPE at significant levels between 0.4% and 0.2%. The study established that there was no significant relationship between KNUT's initiatives and pupils' participation in co-curricular activities in primary schools in Machakos County. The study concluded that KNUT's initiatives influenced the provision of quality education in primary schools in Machakos County. It was also concluded that KNUT's initiatives had no influence on pupil's participation in co-curricular activities in primary schools in Machakos County. The study recommends that KNUT, Ministry of Education and Kenya Institute of Curriculum Development should intensify curriculum based capacity building programmes to train teachers on emerging trends in curriculum implementation. The study suggests that further studies be done on other teacher unions in Kenya like Kenya Union of Post Primary Education Teachers (KUPPET) and University Academic staff Union (UASU) on provision of quality education in institutions of learning in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Trade unions are formal organizations of workers that promote the interests of their members through collective action. Flanders (2001) defines a trade union as an agency developed to protect, promote and improve the social and economic interests of workers in their workplace. Teacher unions represent and defend the interests of teachers in matters of salary, working and other social welfare benefits (Vaillant, 2005). Bascia (2005) further expanded the definition and argued that the roles of teacher unions are not confined to welfare issues only, but also include participation in provision of quality education.

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

Educational International (EI) promotes reform ideas that strengthen teacher capacity, paying attention to the important role teacher unions play in ensuring quality conditions for teaching and learning. (EI, 2010). Education

International (EI) constitution posits that teacher unions are a source of innovation and ideas, and that their efforts to advance teacher capacity are directly relevant to the conditions of teaching and learning. This study anchors on these five mandates and how they influence provision of quality education with specific reference to the Kenya National Union of Teachers. (KNUT) .

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

Studies indicate that quality education guarantees the attainment of high standards of knowledge, skills, values and attitudes required for sustainable growth and development of learners (Reimmers & Reimmers 2006). Quality education must therefore seek to provide all children and young people with comprehensive analytical, creative and critical skills which enable appropriate preparation for working life, life in society and personal life for the individual (Susan, 2000). Quality education aims at developing the Child`s personality, talents and preparing the child for active life as an adult (Benson, 2005).

Weir (2009) observes that quality education is indicated by high achievement of learners in examinations, appropriate application of the acquired knowledge for daily life, high transition rate of learners from one level to another and high enrolment rates and reduced dropout rates. UNESCO (2004) further posits that quality education is indicated by acquisition of life skills competences such as self-confidence, self-reliance skills, critical thinking, and problem solving abilities, effective communication, self-esteem and assertiveness.

Self-reliance skills are developed by learners through engaging in co-curricular activities. Pollard (2006) in a study on the role of complementary curriculum amongst learners in schools in England, observes that co-curricular activities promote enthusiasm, vitality, positive thinking and team spirit among the learners which in turn, contribute effectively to the development of various domains of personality such as intellectual, emotional, moral and aesthetic development of the learners. Pollard proposes that schools should encourage co-curricular activities as they offer an opportunity to the learners to discover and nurture their talents adding that learners who do well in co-curricular activities end up doing well in national examinations.

Among the stake holders of educational issues, teacher unions are quite vocal. They claim that provision and strengthening of quality education is an essential union responsibility (American Federation of Teachers, 2003). Teacher unions all over the world partner with other stakeholders to promote education. In America, the American Federation of Teachers (AFT) and the

National Education Association (NEA) have a department that works in collaboration with the government on matters of education.

Teacher unions in Africa have also conglomerated to form Pan African Teachers Centre (PATC) which is under the umbrella of world's teachers body, the Education International (E I) to promote education in their countries. Teacher unions in this region focus their energies on influencing policy development, form working relationship with government; identify issues that are of interest to teachers and government; by augmenting or extending reforms initiated by the government; or by engaging in parallel play with government in developing education in their respective countries.

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

Teacher unions engage in a number of initiatives aimed at promoting quality education. The initiatives include improvement of teacher's welfare, management of teacher discipline, carrying out sensitization programmes on curriculum implementation and being involved in development of curriculum

support materials (Bascia, 2005). Johnson and Donaldson (2006) aver that teacher unions secure welfare benefits for teachers like better pay, good working conditions and protection of rights of teachers which influence their motivation and commitment to duty. Well-motivated teachers commit their time and efforts to teaching leading to high performance and output (Moe, 2003).

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

Teacher unions also participate in curriculum implementation (Anderson, 2002). Teachers are an essential component of school programmes that result in improved outcomes for learners (Craig, 2008). Teacher unions have put in place sensitization programmes for teachers on curriculum implementation to enable them acquire the necessary content and pedagogical skills to help them bring out the expected outcomes among the learners (Craig, 2008). Murrilo (2002) examined teacher unions in Argentina and found out that they conducted capacity building programmes in form of workshops and seminars

for teachers to keep them abreast with information that improve on their didactic skills. International reviews dealing with effectiveness of teachers indicate that in servicing teachers is an important precursor for improvement in performance and teaching (Anderson, 2002).

The development and use of curriculum support materials is another important initiative undertaken by teacher unions to ensure provision of quality instruction materials in schools. Teacher unions involve teachers in developing curriculum support materials because teachers are the front-line service providers in education (Adams, 2003). In America, the National Education Association (NEA) has established a department within its structure that publishes learning materials in consortium with the state department of education (Valencia, 2006). Excellent teachers do more than teach the curriculum content hence the need for their participation in developing course content and curriculum support materials (Mullens, 2009). Mullens further posits that quality teaching and learning materials influence education quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their ability to use that knowledge to help students learn.

In a study of the effects of teacher unions in provision of quality education in public schools in USA, Johnson and Donaldson (2006) focused on intermediate factors that are related to education quality, such as teachers' welfare, teachers' discipline and teachers' participation on issues of curriculum. They concluded that these factors contributed to provision of quality education in schools; which forms the basis of this study. This study

provides an attempt to explore the depth and scope of teacher unions in order to determine ways through which teachers can facilitate attainment of quality education in schools. This study therefore examined the role played by teacher unions in provision of quality education in schools.

The World Education Forum held in Dakar Senegal, in April 2000, reaffirmed the expanded vision of education first agreed upon at the World Conference on Education for All (EFA) that was held in Jomtein, Thailand, in 1990 and identified KNUT as a strategic stakeholder in promoting Education for All (EFA) goals in Kenya. It mandated the union to spearhead and implement Education for All (EFA) goals in Kenya. The goals were to expand early childhood care and education, provide free and compulsory primary education to all, promote learning and life skills for young people and adults, increase adult literacy by 50 percent, achieve gender parity by 2005, gender equality by 2015 and to improve the quality of education.

The Forum did not only emphasize the need to achieve Education for All (EFA), but also noticed the need to improve the quality of education. The Forum recommended for the improvement of all aspects of quality education and ensure excellence for all so as to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills. (Dakar Framework for Action Article 7, World Education Forum, 2000).

Based on the recommendations in the Dakar Framework for Action, it can be concluded that everyone has the right not only to receive education, but also to

receive education of a high quality hence the active role played by teacher unions in providing quality education in schools. As a key stakeholder in education, KNUT in 2003 fully assumed the role in promoting the EFA goals, advocacy for the Dakar Framework of Action and has also mobilized teachers to promote the EFA National Action Plan (KNUT, 2005). The Kenya National Union of Teachers has taken an active role in the drive towards achieving quality education in Kenya by mobilizing teachers towards EFA goals because KNUT believes that teachers are the key drivers in attainment of quality education in schools.

To achieve this strategic mission mandated by The World Education Forum in Dakar, which formed the basis for this study; KNUT developed some strategic initiatives to provide quality education in schools. According to KNUT Education Policy document (2005), the initiatives include, improving teacher welfare, management of teacher discipline in workplace, initiating teacher sensitization programmes on curriculum implementation and involving teachers in development of curriculum support materials (KNUT 2005). The purpose of this study was therefore to examine the key role KNUT plays in providing quality education in primary schools as mandated by The World Education Forum in Dakar in 2000.

KNUT's effort in providing quality education has been challenged from several fronts. While addressing teachers during the 52nd KNUT Annual Delegates Conference (ADC) on 3rd December, 2009, the Teachers Service Commission secretary Mr. Gabriel Lengoiboni challenged teachers to pay

equal attention to promoting quality education to the Kenyan child as they do to their trade union demands (KNUT, 2009).KNUT has been accused of concentrating on its trade union demands at the expense of quality education.

The Daily Nation Newspaper (10th December, 2013), quoted;

KNUT has primarily concentrated on bread and butter issues. Agitation for members' rights has been done at the expense of critical matters like providing quality education in schools. Hardly has the union pitched for professional issues like teacher development, curriculum review and implementation, revision of text books and policies of financing of education programmes. (Ngure, 10th December, 2013 p. 12).

News analysis carried on The Daily Nation Newspaper (Wednesday, 29th July, 2015), a day after a court ruling gave teachers a salary increment of between 50-60 percent under the caption “*Big win for teachers but do they deserve it*”? Observed that;

Teacher unions have been seeking higher pay for teachers but do not deliver on quality education given the perennial poor performance of public schools in national examinations as compared to private schools. Teachers in public schools do not give as much attention to learners as they should and that leads to poor teacher-learner interaction leading to ineffective learning. Gitura (Wednesday, 29th July, 2015),

The foregoing challenges serve as a pointer to areas in which KNUT has not been able to balance trade unions responsibilities with the professional obligations especially on issues of provision of quality education. This study was conceived out of the desire to investigate the role KNUT plays in provision of quality education in public schools.

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The citizens and the government of Kenya

have invested heavily in improving the quality of education. However performance outcomes in examinations have not been good. A report published by Uwezo (2010) in a study conducted within the Metropolitan region of Kenya on learning outcomes, indicated that despite the governments provision of learning materials and funding primary schools the performance of pupils in national examination continued to be poor in the region. The study recommended that stakeholders in education should partner to promote quality education within the region.

In Machakos County for instance, the performance of pupils in Kenya Certificate of Primary Education (KCPE) in primary schools has not been impressive. Over the years the performance of the County in Kenya Certificate of Primary Education (KCPE) has not been good compared to her neighbouring Counties within the Metropolitan region as shown in table 1.1

Table 1.1: A comparison of KCPE performance within the Metropolitan region of Kenya between 2012–2013

County	KNUT Members	Year	National	Year	National
		2012	Position	2013	Position
		Mean		Mean	
Makueni	5346	268	6	267	3
Nairobi	7438	259	15	265	7
Kajiado	4643	261	13	258	14
Machakos	8320	252	19	251	19

Source: Kenya National Examination Council 2013 County Summary analysis.

The information from the Table shows that Machakos County has a large KNUT membership which has the ability to positively impact on education outcomes in terms of academic performance but unfortunately little has been realized (Machakos County Education report, 2013). It is anticipated that with the high presence of KNUT membership in primary schools in Machakos County, there should be improved KCPE results which has not been the case. Counties with lower KNUT membership within the region have continued to perform better than Machakos County hence the need for an investigation for this declining performance.

Policy makers and stakeholders in the education sector including teacher unions should examine the appropriate interventions so as to develop programmes that enhance better performance in examinations. Uwezo's (2010) recommendations should stimulate all stakeholders in education sector including education leaders, the public, teacher unions, teachers and parents, to pause and think of what could enhance quality education in Kenya. KNUT being a stakeholder on matters of education highly participates in promoting education within Machakos County. This sought therefore wishes to address the initiatives put in place by Kenya National Union of Teachers in provision of quality education in primary schools in Machakos County.

1.2 Statement of the problem

Quality education which is largely measured by the examination results is one of the major goals of an education system in a Country. Craig (2008) argued that schools are established with the aim of imparting knowledge and skills to

those who go through them and behind all this, is the idea of enhancing good academic performance. Stakeholders and education providers including teacher unions are concerned with performance of pupils in national examinations. KNUT being a stakeholder in provision of education has been keen on academic performance of pupils especially in national examinations.

The Ministry of education through Free Primary Education (FPE) has provided teaching and learning resources to schools in Kenya. The schools have also been provided with teachers. Machakos has a high KNUT membership in primary schools. All that notwithstanding, KCPE results have not been impressive for a long period. The cause for the declining performance is empirically unknown for there has not been sufficient studies to explain the trend. While many explanations may be given for this trend, KNUT may have contributed since its members are the key facilitators of education in class.

This research sought to investigate the Kenya National union of Teachers' initiatives influencing the provision of quality education in primary schools in Machakos County. These initiatives that influence the provision of quality education are therefore worth investigating.

1.3 Purpose of the study

The purpose of the study was to investigate the Kenya National Union of Teachers' initiatives influencing provision of quality education in primary schools in Machakos County, Kenya.

1.4 Research objectives

The study was guided by the following objectives;

- i. To determine the influence of Kenya National Union of Teachers' involvement in improvement of teachers' welfare on provision of quality education in primary Schools in Machakos County.
- ii. To determine the influence of Kenya National Union of Teachers' involvement in management of teacher discipline on provision of quality education in primary schools in Machakos County.
- iii. To establish the influence of Kenya National Union of Teachers' sensitization programmes on curriculum implementation on provision of quality education in primary schools in Machakos County.
- iv. To establish the influence of Kenya National Union of Teachers participation in the development of curriculum support materials on provision of quality education in primary schools in Machakos County.

1.5 Research questions

The study sought to answer the following research questions;

- i. How does participation of Kenya National Union of Teachers in improvement of the teacher's welfare influence the provision of quality education in primary schools in Machakos County?
- ii. How does the participation of Kenya National Union of Teachers in management of teacher discipline influence the provision of quality education in primary schools in Machakos County?

- iii. To what extent does the Kenya National Union of Teachers' participation in sensitization programmes on curriculum implementation influence the provision of quality education in primary schools in Machakos County?
- iv. To what extent does the Kenya National Union of Teachers participation in the development of curriculum support materials influence provision of quality education in primary schools in Machakos County?

1.6 Significance of the study

The study can be used by Ministry of Education, Science and Technology to focus and promote education not only for examination purposes but for holistic learning where other attributes other than examinations can describe quality education. The findings may be used by education policy planners to incorporate meaningful involvement of teacher unions in making policy on education development. The findings of the study will create more knowledge and understanding of the effectiveness of the union developed teacher training programmes which can be used as a basis in promoting union based strategies of promoting quality education. Based on the findings the study may act as a baseline reflector for teacher unions like KNUT to evaluate their actual performance in matters of quality education against their role in trade disputes and education policy development. The study may provide data for future studies relating to KNUT and other teacher union studies.

1.7 Limitation of the study

Keith (2009) observed that limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Concealing of important information by the teachers and KNUT officials for fear that they could be investigated was a challenge faced during the study. To overcome this limitation, respondents were assured of confidentiality. The study focused on only one particular stakeholder in provision of education, the teacher unions which may have glossed over the participation of other interest groups in education. Some union officials were hesitant to cooperate for the fear of bureaucracy associated with large corporate bodies like the union. The researcher sought a letter of permission to interview them from KNUT headquarters and presented it to them and assured them that the findings of the study was to be used for purposes of the research only.

1.8 Delimitation of the study

The study was confined to;

- i. 8320 primary school teachers in Machakos County,
- ii. 8 KNUT branch secretaries in eight Sub county branches Machakos County
- iii. One national KNUT official.

1.9 Basic assumptions of the study

The assumptions of the study were that;

- i. All the primary school teachers in Machakos County were members of KNUT and that the teachers were aware of KNUT's initiatives influencing provision of quality of education in primary schools in Machakos County.
- ii. KNUT officials were well informed of KNUT's role as a professional body in provision of quality education in Kenya.

1.10 Definition of significant terms

Curriculum implementation: refer to the process of putting the developed curriculum into actual use in primary schools in Machakos County.

Curriculum support materials: refer to the materials (books, charts and audio visual aids) that support teachers in the implementation of curriculum in classrooms in primary schools in Machakos County.

Discipline management: refer to the maintenance of orderly and conducive conditions by KNUT among teachers that allow for the acquisition of quality education in primary schools in Machakos County.

Provision of education: refer to activities by KNUT that enable the acquisition by learners of knowledge, skills attitudes provided by teaching and learning process among learners in primary schools in Machakos County.

Quality education: refer to education that equips the learners with skills, knowledge, intellectual, social and emotional skills for effective operation outside the school. It also leads to attainment of the objectives of the teaching and learning process exemplified by high performance in examinations in primary schools in Machakos County

Teacher union: refer to a formal organization for teachers for the purpose of increasing their collective bargaining power with their employer (KNUT).

Teacher union initiatives: refer to teacher welfare issues, teacher discipline management, curriculum implementation and development of curriculum support materials strategies put in place (KNUT) to enhance provision of quality education in primary schools in Machakos County

Teacher welfare: It is the satisfaction of teachers' needs listed as better pay, good working conditions, raising the status of the teacher, teachers allowances and protection of rights of teachers that enhance performance of pupils performance in KCPE in primary schools in Machakos County.

Workplace: refer to occupational setting, station and place for employment. Primary Schools in Machakos County are considered as workplaces.

1.11 Organization of the study

The study was organized into five chapters. Chapter one deals with the research problem and its clarifying components including the background to the study, statement of the problem, research objectives, limitations, delimitations, and assumptions of the study. Chapter two introduces review of related literature, concept of trade unionism and service delivery, evolution of trade unions and their workplace productivity, teacher unions and strategic programmes promoting quality education, teacher unions participation in improvement of teachers welfare, teacher discipline management and provision of quality education, participation in curriculum implementation and participation in development of curriculum support material.

A summary of literature review was presented followed by Theoretical and conceptual framework. Chapter three focuses on the methodology used in the study. This section covered the research design, target population, sample size and sampling procedure, research instruments, validity of research instruments and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations of the study. Chapter four, deals with data analysis, presentation and interpretation. Chapter five presents a summary of the study findings, conclusions and recommendations based on study findings and suggested areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review focused on the concept of trade unionism and service delivery, the evolution of teacher unions and their work place productivity, teacher unions strategic programmes promoting quality education, teacher unions' involvement in improvement of teachers' welfare, teacher unions' involvement in management of teacher discipline, teacher unions' involvement in curriculum implementation, and teacher unions' involvement in development of curriculum support material and their influence on the provision of quality education. Summary of the literature review, theoretical framework and conceptual frame work as used in the study were also covered in this section.

2.2 The concept of trade unionism and service delivery

Trade unions in the world exist for ideological reasons of advancing the cause of workers. Trade union organizations seek through collective negotiation and bargaining with employers to: Protect and improve the real incomes of their members, provide or improve job security, protect workers against unfair dismissal and other issues relating to employment and also lobby and advocate for better working conditions (Donado, 2010). Unions seek to improve wages and the conditions under which their members are employed and work.

Galor (2002), argues that trade unions offer a range of other work-related services to their members. Galor defines services as the activities relating to collective bargaining, representation, training and education and defense of workers' interest.

Collective bargaining as a service refers to the process where labour unions and employers negotiate standards to govern the employment relationship (Galor, 2002). Unions seek to use the collective bargaining framework to improve the conditions or terms of employment for their members. According to Okolie (2010), collective bargaining provides a tool for the defense and promotion of workers' rights and is a core trade union function. The primary responsibility of individual unions is to act as a negotiating body on behalf of its members on all matters that have a bearing on the relationship between the employer and employees.

Trade unions represent the interests of workers. According to Schillinger (2002), unions represent the interests of workers on national boards and committees such as the board of the social security fund and mutual health insurance. At the international level, workers are represented by unions in many important forums including the International Labour Conference (ILC) and International Labour Organization (ILO). A study conducted by Kambewa (2009) in South Africa on benefits and services provided by trade unions found that trade unions represent workers in the negotiations for collective agreements. The study also found that trade unions also represent workers on management committees and councils, health and safety committees,

disciplinary committees among others. Trade unions represent the interest of their members not only at the workplace but equally importantly in the broader society. Trade unions also represent their members at disciplinary hearings, conciliation and in arbitration panels.

At the heart of the services provided by unions to their members and workers is the promotion and defense of the interest of workers. Haiven (2005) points out that trade unions pursue the defense of interests of workers through participation in social dialogue processes, making proposals for the revision of legal regimes, organizing protests and demonstrations, picketing, petitions and strikes among others. On the same Jackson (2004) argues that while engaging in these processes, trade unions exert pressure on employers including government to change either policies or actions that are deemed detrimental to workers.

Jackson (2004) posits that trade unions provide education and training to their members with the aim of building their capacities. Education and training programmes often take the form of seminars and workshops either at the national or local level. Courses offered in such workshops include decent work, social security, governance, collective bargaining among others. A study done by Mwasikakata (2007) on the role of trade unions in economic development in South Africa found out that education and training for workers is fundamental to building both capacity and solidarity among members and enables the workers to participate fully and meaningfully in decision-making processes at their respective workplaces. It also entrenches the understanding

of the current dynamism of government, employers and other social partners at national, regional and global levels.

Donado (2010) observes that other than services, trade unions offer benefits to their members. These benefits include all non-statutory and non-wage incentives provided by trade unions outside traditional collective agreements. On the same Okolie (2010), observes that trade unions engage in activities which offer individual benefits to their members. These according to Okolie (2010) include housing, land-lease schemes, transport assistance schemes, insurance programmes and other schemes for the benefit of members. It is in the light of the foregoing that this study examined teacher unions as a trade union and the services and benefits it offers to teachers taking the case of Kenya National Union of Teachers.

2.3 Evolution of teacher unions and workplace productivity

According to Berube (2005), teacher unions are organizations for teachers for the purpose of increasing their collective bargaining with their employer. Teachers like other workers have formed unions for the purpose of increasing their collective bargaining power. Teacher union movement started as early as late 19th century in America. The movement spread to England, Sweden, Finland, in early half on 20th century (Eberts, 2004). In Africa teacher unions began in mid-20th century in South Africa. The unions for teachers grew almost at the same time for the rest of Africa. In Nigeria for instance, teacher unions emerged in 1930 (Okolie, 2010).

In East Africa teacher unions started in early 1950's with formation of Tanzanian Teachers Union (TTU). In Kenya the desire for a teacher union arose out of the need to have unified conditions and terms of service for teachers (Okumbe, 2001). The first teacher union in colonial Kenya to be formed was Kenya National Union Of teachers (KNUT) formed in 1957 to champion for the rights of teachers in the face of imperial colonial employers.

The formation of teacher unions was necessitated by the desire for the improvement of terms and conditions of service for teachers and to protect their interests (Kerchner, 2004). On the professional front teacher unions arose to promote education policy reforms that strengthen teacher capacity and to provide the means by which teacher concerns about the conditions of teaching and learning could be accommodated in education policy planning (Bascia 2008). A study carried by Levin (2010), in USA on participation of teacher unions in education policy development observed that teacher unions are on the front in educational policy debates and public school reforms. Proponents of teacher unionism argue that teacher unions pursue goals consistent with the educational interests of the students, the common good of teachers and improvement of quality education for student.

Moe (2006) asserts that teacher unions' direct, most obvious effects on public education is on teacher related policies, such as teacher pay, teachers' working conditions, teacher assignments, and teachers' discipline, teachers' role in curriculum implementation and in the development of teaching resources. Vailant (2005) paints an evolving picture of teacher unions as organizations

committed to strengthening the teaching profession and improving the quality of education. Empirical works by Mulirro (2006) support the proposition that teacher unions increase teacher participation in matters of education thereby promoting student achievement.

Teacher unions' role in advocating for education quality has been a subject of ridicule from many quarters. The public hold images of teacher organization as militant, unprofessional, simplistic and selfish in their priorities (Lieberman, 2000). Teacher unions are seen as a significant threat to education policy implementation (Haar, 2008). Adelberg (2008) observed that critics argue that collective bargaining, the central piece of teacher unions, is the biggest barrier to improving education in many countries. Disregarding the opposing views of unions' influence on school improvement of both sides on the union-impact argument, Moe (2006) indicates the acknowledgement that teacher unions have a significant impact on public education offered in schools. Teacher unions have a bearing on most aspects of public education, teachers, students, school operation and educational policies (Johnson and Donaldson, 2006).

Despite the importance of and the debate on the influence of teacher unions on promoting quality education, very limited empirical research has examined the effect teacher unions have on provision of quality education (Adelberg, 2008). Levin (2010) is indicative of the dearth of empirical evidence proving that student achievement increase or decrease as a result of the presence or absence of teacher unions. This study utilized County representative data to examine

the impact of teacher unions on provision of quality education in primary schools in Machakos County. The study therefore examined KNUT in the Kenyan context and investigated its role in influencing provision of quality education in primary schools in Machakos County, Kenya. The study extracted comparison between the Kenyan teachers' union and other global teacher unions.

2.4. Teacher unions' strategic programmes promoting quality education

Teacher unions are a sizeable force in the public education sector of the world. Teacher unions' ability to effectively advocate for teachers and for educational quality has been advanced with a lot success by teacher unions in America and Europe. In America the two largest teacher unions, the American Federation of Teachers (AFT) and National Education Association (NEA) have developed partnerships with government on education issues. Teacher unions are engaged in both unionism and professionalism. Barber (2006) observes that the roles of teacher unions are not confined to the traditional functions of improved working and living conditions, but expand to include participation in education policy. Vaillaint (2005) argues that teacher unions do participate and play meaningful roles during educational reforms. Vaillant observes that teacher unions in Britain, which include University and College Teachers Union (UCTU) and Teachers Union of Ireland (TUI) are involved in educational policy making. Bascia (2005) corroborates this view and confirms that teacher organizations in North America also participated in making of reforms which have significantly changed the locus of educational decision-making America.

Murray (1998) in a study on teachers' organizations in Canada and the United States of America found that teacher unions are deeply and broadly involved in education reforms and in improving teacher quality. Barber (2006) in his research on education reform, management approaches and teacher unions observes that teacher unions have developed strategies to promote education. These strategies include developing professional capacity development for teachers, getting involved in instructional material development and coordination of teaching and instruction in schools. Murray avers that teacher unions discuss curriculum and assessment issues with state departments of education in Canada and America.

Vaillant (2005) observes that in the case of Latin American countries, teacher unions are both vehicles of protest and places of deliberations about teaching. According to Vaillant, teacher unions in Latin America include the professional development of teachers, as one of their core activities. Vaillant further argues that teachers and their organizations are not only there to implement education policies, but also generate and influence them.

In the case of Namibia and South Africa according to Kidumo (2011), teacher unions engage successfully in development of curriculum and trains teachers on emerging issues in curriculum implementation. Teachers and their organizations shape educational reforms and policies through their involvement in interest groups, and professional associations, or through government policy forums

In Kenya, teacher unions perform both trade union and professional functions. There are three teacher unions in the Kenyan education sector namely, the Kenya National Union of Teachers (KNUT), Kenya Union of Post Primary Education Teachers (KUPPET) and University Academic Staff Union (UASU) for lecturers in public universities. The Kenya National Union of Teacher (KNUT) is a trade union registered under the trade unions act Cap 233 of the Laws of Kenya. It was founded on December 4th, 1957, had its constitution ratified on December 10th 1958 and registered on May 14th 1959 as a trade union (KNUT, 2015).

During colonial era the teachers in Kenya were under the employment of many organizations that subjected them to diverse terms and conditions of service that included missionaries, local councils and the government who didn't allow them to meet and exchange views. The employers kept the teachers ignorant of their rights (Okumbe 2001). Gradually teachers realized the need to form organizations that would give them the opportunity and forums to air out their issues (KNUT, 2013). Such organizations were initially religiously based and operated at local and at provincial level.

The first attempt to form a teacher union was made in 1934 when Kenya African Teachers Union (KATU) was formed. However the union fizzled for lack of support. Teachers kept on agitating for a national teacher union and in 1955 the Kenya's Legislative Council (Leg.co.) passed a motion allowing for the formation of a teachers' union. This led to the birth of Kenya National Union of Teachers on December 4th, 1957 (Okumbe 2001).

According to KNUT (2015) KNUT is both a trade and a professional organization for teachers. The mandate of KNUT is to secure, protect, and enhance the welfare of their members and to advocate for education professionalism and development in the Country. The KNUT carries out this mandate by conducting research on education policy development issues, training its staff and members throughout the country on emerging issues in the field of education (KNUT, 2015). This mandate forms the basis of this study which aims to explore the influence of KNUT's initiatives outlined in the mandate on provision of quality education in public primary schools in Machakos County.

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

KNUT hinges its functions on the pillars of its vision; mission and core values. Its vision is to become the most effective and self-reliant teacher union in the world, while the mission is to unite teachers of all grades for quality service, socio-improvement, and professional advancement and strengthen their bargaining power while promoting quality education. The core values of the

union are professionalism, collective action, teamwork and responsibility, fairness and equity, mutual respect and solidarity (KNUT,2015).

The Kenya National Union of teachers has put in place strategies and programmes to promote the welfare of its members over and above its trade union activities. It helps teachers to cope with contemporary issues in education that improve on their classroom delivery, implementing economic support schemes in collaboration with other strategic partners through SACCOS, Burial and Benevolent Funds and education fund as well as conducting research on education issues and training teachers to empower them in pedagogical knowledge (KNUT 2005).

Further KNUT has initiated other programmes which include the strengthening of mathematics and science in secondary education (SMASSE), continuous professional development for teachers and creating learners' access and improvement of learning results. KNUT also contributes to the professional development of education through membership in district education boards, county education boards, boards of management (BOM for secondary schools), school board of management (SBM for primary schools), university and college councils as well as K.I.C.D. subject and course panels (KNUT 2009).

These programme strive towards the attainment of Education For All (EFA) goals. KNUT also involves teachers in curriculum review and support teachers' innovation of developing their own instructional materials using local materials within the environment (KNUT 2015). It was on this backdrop

that this study was conceived to explore these strategic initiatives of KNUT and establish their influence in the provision quality education in primary schools in Machakos County.

2.5 Teacher unions' involvement in teacher and provision of quality education

Teachers play a vital role in student's achievements and performance. UNESCO (2009) observes that the teacher is the most important academic input in education. Teachers' performance is normally assessed through student's achievement (Adams, 2003). Mahmood (2013) explains that teachers are the heart and soul of any education system and their motivation is the most crucial element in performance in their work. Ackerman (2006) observes that the greatest determinant of student achievement is the teachers' commitment which is determined by the teachers' morale and the level of motivation. In schools the morale of teachers is an important factor to ensure that teachers' give of their best at all times so that students receive the best possible education (Anderson2002).

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

Murray (2002) indicate that teacher organizations in Canada and the United States of America are involved in securing welfare benefits for teachers from the government which promote interest among teachers and improve their presence in class. Berliner (2001) observes that teachers' welfare benefits include increment in salaries, better working conditions and security of their teaching job. Bascia (2005) posits that teachers' welfare programmes are important ingredients to the morale of the teachers. Improving the morale of teachers enhances commitment of the teacher which plays a pivotal role in raising the academic performance of the learners (Benson, 2005).

In a study done by Johnson and Donaldson (2006) in USA on: Teacher motivation as a factor for classroom effectiveness and school improvement, found out that motivational programmes like promotion of teachers to higher salary scales and grades, promotion to administrative positions like deputyship and headship act as great motivators to the teachers. Kerchner and Koppich (2007) examined the relationship between teacher unions and teacher quality in large urban and suburban school districts in USA and found that attractive prospects for teachers' progress in their career lead to better teaching and performance.

A study conducted by Murillo (2006) and valiant (2006) in Latin America found that teacher unions in Brazil have established social welfare benefit programmes for teachers like credit societies, grants to help teachers pay school fees for their children and a burial revolving fund to help teachers during bereavement. The study noted that these programmes impact directly on the morale of the teachers thus improving their efficiency in duty

performance. Reimmers and Reimmers (2006) argue that the contributions of teacher unions in motivating teachers have a profound effect on teacher's morale and their performance in their duty.

Kerchner and Koppich (2007) argue that teacher unions promote teacher motivation but however laments that little research has been carried on the role of teacher unions in education. This research therefore is conceived out of the desire to establish whether teacher's participation in improving teachers welfare influence the provision quality education in schools.

2.6 Teacher unions' involvement in teacher discipline management and provision of quality education

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

A UNESCO Survey (2009) on modern trends in teacher management reported that teacher unions in America and Europe have definite structures of managing teacher discipline. The unions address issues on teacher absenteeism, dress code, and punctuality to work, teacher pupil relationship and sexual abuse to pupils all which constitute offences liable for disciplinary action (Bennel and Akyeampong, 2007).

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

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

A study by Lieberman (2000) observes that teacher unions play an extremely influential role in developing disciplinary structures at workplace to guide and regulate teacher discipline and performance in duty. Kerchner and Koppich,

(2007) agree with Lieberman that teacher unions have a great role to play in maintaining discipline of teachers but disagree on whether teacher discipline has any significant relationship with teachers' ability to provide quality education to learners, fronting a contention which this research aims to examine by investigating whether teacher unions' maintenance of teacher discipline influence provision of quality education in schools.

2.7 Teacher unions' participation in curriculum implementation and provision of quality education

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

Teacher unions' participation in curriculum sensitization programmes is informed by the fact that skills acquired by the teachers will enhance teacher quality. Without quality teachers, there cannot be quality education; quality education begins with quality teachers (Darling-Hammond, 2000). The teachers therefore play a great role in enhancing quality education. Cook

(2003) argues that teacher developments' capacity building programmes play an essential role in improvement of teacher' knowledge, skills and performance which in turn improve learners' performance. Banks and Meyers (2001) observe that teacher capacity building development programmes lead to acquisition of knowledge, understanding, skills and abilities that enable individual teachers to develop strategies to meet the learning needs of the learners.

Valencia (2009) and Vaillant (2005) observe that teacher unions conduct in service training to overcome shortcomings that arise from curriculum changes and emerging trends in education to keep teachers abreast of new knowledge and practices in the field. The training also keep the teachers in touch with the current educational thinking in order to maintain good practice and raise standards of teaching. Case studies of teacher unions in Chile, Colombia and Argentina have provided evidence that sensitization programmes on issues of curriculum contribute significantly to student learning and achievement (Murillo, 2006). It is recognized that well inserviced teachers are an essential component of school programmes that result in improved outcomes for learners (Bruce, 2007).

Since teachers play such a major role in education of the learners, teachers' capacity building programmes becomes a matter of vital concern. The teacher sensitization programmes enable the acquisition of the necessary content and pedagogical skills to help teachers bring out the expected outcomes among the learners. Programmes used by teacher unions for curriculum sensitization include dialogue and reflections with colleagues, publications in journals,

seminars and workshops. Teacher unions in Eritrea, Gambia and Lesotho conduct extra mural courses for teachers to improve on teacher qualifications, seminars and workshops on classroom management and teaching which all encourage quality instruction in schools (Murray,2002).

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

In Kenya, KNUT through its organs has engaged teachers in sensitization programmes on issues of curriculum implementation. KNUT (2009) notes that the union has organized seminars, conferences and trainings for the purpose of helping teachers improve their academic and professional knowledge. KNUT creates sensitization programmes to teachers on Subject induction, class teaching, content delivery, result improvement, instructional supervision, time management and acquisition of teaching and learning resources (Ibrahim, 2007).

Mahmood (2013) observes that empirical research on relationship between teachers' mastery of both their subject matter and pedagogy and performance of learners is that of cause and effect. However, studies of learning

achievement among primary school pupils have often linked low achievement to weaknesses related to poor subject mastery by teachers and limited teaching skills traced to inadequate in-service training (Hanushek, 1994). This study seeks to confirm or disaffirm these findings and assess the extent to which teachers' union sensitization programmes on curriculum implementation influence provision of quality education in schools

2.8 Teacher unions' participation in development of curriculum support materials and provision of quality education

The development and the use of curriculum support materials is an important strategy of ensuring quality teaching and learning takes place (Ball and Cohen, 2006). Studies by Fuller and Clarke (2004) on educational reforms in developing countries found out that teachers' knowledge of the content of the learning and teaching materials in schools has positive effect in student learning. Like other stakeholders in the education sector, teacher unions' role in developing curriculum support materials has been outstanding.

The American Federation of Teachers (AFT) and National Education Association (NEA) in USA involve their teachers in curriculum development, preparation textbooks, teacher guide and flow charts for use in teaching in American schools (AFT, NEA, 2003). Bishop (2002) insists that teachers play an important role in production of teaching and learning resources. They confirm the quality and worthiness of the teaching resources. Marew (2000) observes that involvement of teachers in the development of teaching and learning resources ensure that the information being taught is accurate and

represents the best knowledge the learner should be learning. Teacher Unions hold that relevance and availability of teaching and learning resources have a positive effect on student learning (NEA, 2003).

Teacher unions in developing countries play a critical role in determining teaching and learning materials to be used in schools. Teacher unions' representatives in South Africa and Namibia sit in national curriculum panels to ensure the development of high quality teaching materials (Kidumo, 2011). Kidumo further avers that materials produced not only concentrate on academic disciplines but also focus on life skills like critical thinking, decision making and life values which enable learners translate knowledge to actual abilities. NEA (2007) asserts that quality teaching and learning resources have a significant bearing on student achievement and in provision of quality education.

In Kenya, KNUT holds that stakeholders are involved in developing curriculum support materials (KNUT, 2005). According to KNUT Education Policy Document (2005) developing teaching materials requires involvement of teachers, educational researchers, authors and Kenya Institute of Curriculum Development (KICD) based content developers. KNUT contributes to curriculum panels at Kenya Institute of Curriculum Development (KICD) by identifying and proposing names of competent teachers for the appointment to KICD panels (KNUT, 2005). The role of teachers in these panels is to participate in developing instructional materials to be used in curriculum implementation (KNUT, 2009). The teachers ensure that instructional materials to be used in curriculum delivery in Kenyan

schools are relevant to the teaching and training needs of the Kenyan education system.

The teachers also ascertain that the course content is in line with the syllabus and that it matches with the country's national goals of education (Nyambala, 2000). According to KICD Act (2012), the institute has put in place academic committees to ensure that appropriate teaching and learning materials are developed. It also coordinates and guides the activities of subject and course panels drawn from stakeholders notably quality assurance, Teachers service commission and teacher unions.

Heystek (2001) notes that there is only a small body of literature that links teachers in publication of teaching and learning materials. He avers that at best teachers participate at the launch and induction workshops of the already published books. Levin (2010) agrees with Hystek (2001) and argues that teachers' union are passive developers of teaching content while their members are active consumers of the developed teaching content. This study examined the contention of these scholarly works and sought to establish whether teachers' union participation in the development of curriculum support materials influenced the provision of quality education in schools.

2.9 Summary of literature review

The trends that emerge from the review of the related literature regarding the role of teacher unions in provision of quality education in schools are quite divergent. Studies by (Bascia 2005 and Vaillant 2005) observe that teacher unions strengthen the teaching profession and are greatly involved in

improving quality of education. Review of empirical studies reveal that teacher unions participate in developing curriculum, teaching and learning materials as well as in implementing curriculum in schools (Bascia 2005).

Teacher union secure benefits and motivational programmes for teachers which motivate them into performance (Johnson& Donaldson 2006; Wairagu 2013). Kerchner, Koppich, (2007) observe that teachers' unions have great role to play in maintaining discipline of teachers but disagree on whether teacher discipline has any significant relationship with teachers' ability to provide quality education to learners .

Empirical studies reveal that despite the fact that teacher unions play an important role in public education; researches on teacher unions' influence on the same education are scarce (Koppich and Kerchner 2007).The desire for this study is thus to fill this gap by investigating teachers' union initiatives influencing provision of education in schools. Most of the researches focus on teacher pay, welfare benefits and working conditions (Johnson and Donaldson 2006). A few studies have investigated teacher unions' influence on student performance but produced mixed findings (Reimmers and Reimmers, 1996). Even fewer studies have examined teacher unions' influence on provision of quality education in schools (Susan, 2000).

Heystek (2001) is indicative of the dearth of empirical evidence proving that student achievement increase or decrease as a result of the presence or absence of teachers unions. The reviewed literature indicated little or virtually no research work especially scholarly works that have purposely examined

teacher unions' initiatives influencing provision of quality education in primary schools hence the desire to fill this gap left by the preceding studies.

2.1.0 Theoretical Framework

The study was guided by the systems theory propounded by Biologist Ludwig Von Bertalanffy in 1956 and adapted for educational institutions by Koontz and Wehrich (1988). According to Koontz and Wehrich (1988), the theory claims that any well-structured institution has an environment in which it is established and functioned. Koontz and Wehrich argue that educational institutions were increasingly described as absorbers and processors .The environment serves as generator which creates the inputs. These inputs from the environment are received by the institution, which then functions as processor to transform the inputs into outputs which then exit the system back to the environment.

As adapted in this study, primary schools absorb pupils and teachers from the society (Inputs).The teachers are unified for a collective goal of providing education by the teacher unions. According to the systems theory it is assumed that teachers' union put in place initiatives that engage teachers in activities that transform the pupils through curriculum instruction and interaction. The pupils exit the system with high performance in examinations, acquisition of skills, knowledge, attitudes and values.

A major strength of the theory is that it provides a model where teachers interact with their pupils and transmit holistic education to learners. A major shortcoming is that the theory requires a shared vision so that all people in the

school have goal directed activities which guarantee quality outputs a task that is not easy to achieve.

The choice of this theory for this study was based on the belief that the influence of teachers' union on the teacher on one side and the interaction between the teacher and the pupil on the other side affected the quality of learning hence pupil's achievement. The theory fitted into this research because primary schools are systems which have pupils, teachers and teacher unions and their initiatives as inputs. Processes include curriculum instruction, teaching and learning process. Outputs include performance in examinations and acquisition of skills and competencies by pupils. It is from this theory that this study examined teachers' union initiatives influencing the provision of quality education in primary schools.

2.1.1 Conceptual Framework

The conceptual framework for the study was based on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy in 1956. The selection of the theory was based on the belief that, the quality of inputs invariably affects quality of outputs. The conceptual framework presented the variables and how they interacted with each other categorized into three parts; inputs, process and outputs. The independent variables (inputs) were the initiatives put in place by KNUT in providing quality education in schools which included participation of KNUT in improvement of teachers' welfare, involvement in teacher discipline management, sensitization programmes on curriculum implementation and participation in development of curriculum

support materials while the provision of quality education is the dependent variable (outputs). The relationship is shown in figure 2.1.

KNUT's involvement in:

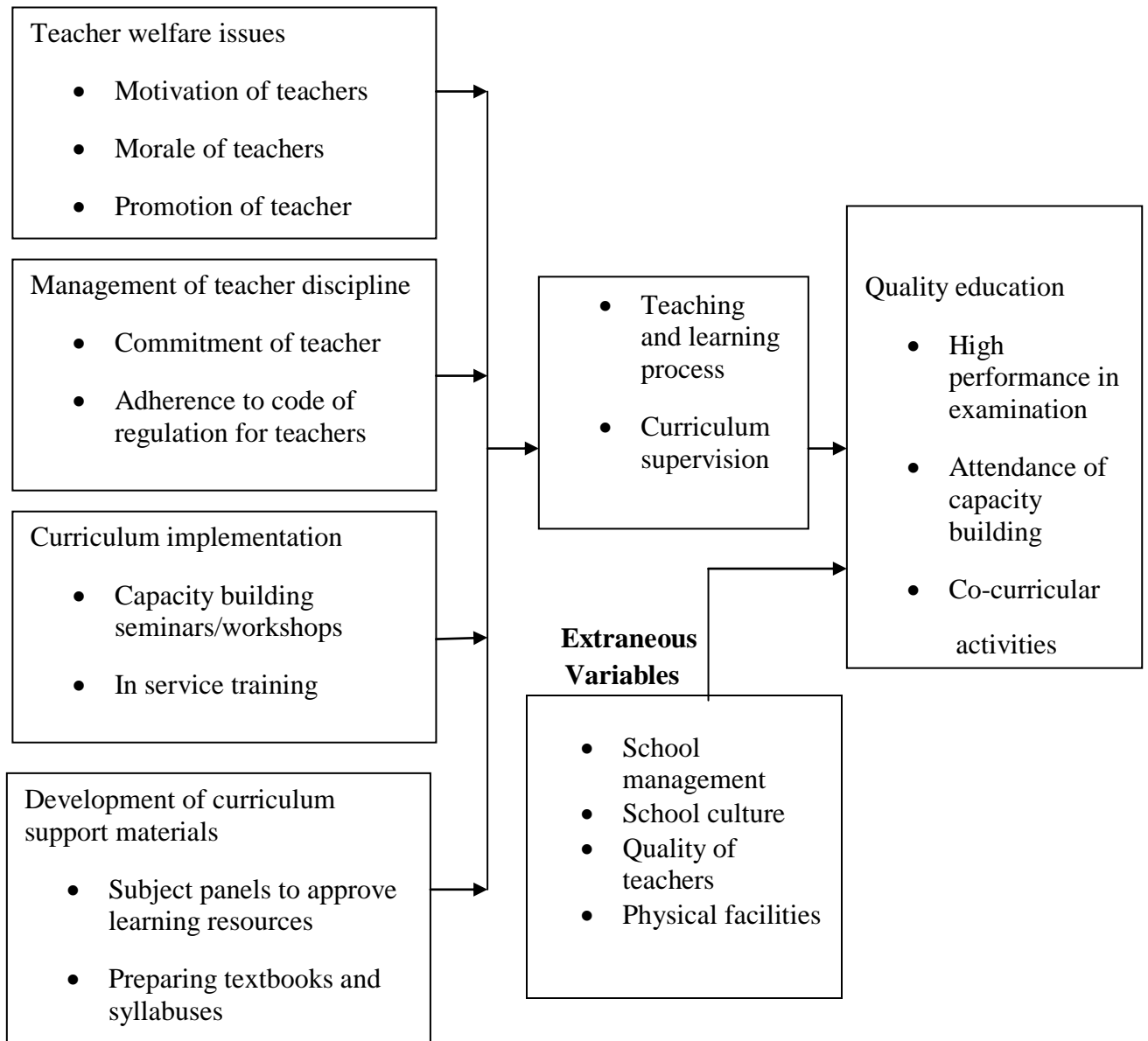


Figure 2.1.KNUT's initiatives influencing the provision of quality education in primary schools in Machakos

According to figure 2.1, participation of KNUT in improvement of teachers' welfare which is an independent variable was conceptualized in terms of teacher motivation, teacher morale and promotion of teachers hence linked to the provision of quality education (Bascia, 2013). Management of teacher discipline was conceptualized in terms of teacher commitment and adherence to code of regulation for teachers ensure attainment of quality education (Ward 2007).

The efforts by KNUT to sensitize the teachers on issues of curriculum implementation were conceptualized as capacity building and in-service workshops and seminars (Ibrahim, 2007). The participation of KNUT in development of curriculum support materials was conceptualized by participation of teachers in subject panels to approve learning materials and preparation of textbooks. These initiatives form the (inputs) and facilitate the provision of quality education (outputs).

Quality education in this model was conceptualized as high performance in examinations and attendance to capacity building trainings. The interplay between the independent variables (inputs) with the teaching and learning (process) resulted in acquisition of quality education (outputs).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

The study employed descriptive survey design. Descriptive survey design was selected for this study because it allowed the researcher to describe characteristics of a particular individual, or group (Kothari, 2004). The research design enabled researcher to understand the beliefs, the attitudes and perception of the teachers on the role of KNUT in promoting initiatives that influence provision of quality education. The study described KNUT's initiatives influencing provision of quality education in public primary schools, Machakos County. It was also used by the researcher to collect both quantitative and qualitative data as was the case for this study. Descriptive survey involves the process of gaining insights into the general picture of a situation, by studying variables in their natural set up. In this study, KNUT's initiatives in provision of quality education were studied and explained

through questionnaires for teachers and interviews for KNUT officials in their natural environment at school and at offices for the case of KNUT officials.

3.3 Target population

According to Machakos County education offices (2015), there were 8320 primary school teachers and 828 primary schools in Machakos County. Records held at Machakos KNUT County office indicated that there were eight KNUT branch officials in the county. All the 8320 primary school teachers, 828 primary schools, eight KNUT branch officials and one national KNUT official formed the target population for this study.

3.4 Sample size and sampling techniques

Due to the large number of both primary schools and teachers in Machakos County, ten percent of both the schools and teachers were sampled as recommended by Gay and Airasian (2003), who suggests that a sample representation of between ten and twenty percent is adequate representation of a sample. Ten percent of 8320 teachers were chosen leading to a sample size of 832 teachers. Likewise ten percent of 828 primary schools were selected leading to a sample size of 83 schools. The schools and teachers were stratified per Sub County to obtain the number of schools and teachers from which the sample to participate in the study from each sub county was drawn from. The summary of the target population and sample size for teachers and primary schools is shown in Table 3.1

Table 3.1 Target Population and Sample Size for primary schools , teachers and KNUT officials

Sub County	Primary schools	10% schools	No. of teachers	10% of teachers	KNUT officials
Mwala	110	11	1560	156	1
Machakos	198	20	1130	113	1
Yatta	86	9	979	98	1
Masinga	94	9	956	96	1
Matungulu	79	8	941	94	1
Kangundo	95	10	930	93	1
Kathiani	90	9	914	91	1
Athi-River	76	7	910	91	1
KNUT national official					1
Total	828	83	8320	832	9

Table 3.1 shows the study population and sample size for schools, teachers and KNUT officials. After selecting ten percent of the schools and teachers in each sub county, simple random sampling was used to select the number schools and teachers from each sub county to participate in the study. At school level consideration was made to balance gender when selecting the respondents. All the eight KNUT officials in Machakos County and one national official were purposively sampled to participate in the study as they were well informed about the activities of the union. Creswell (2007) posits that purposive sampling allows the researcher to select respondents who would

give relevant information concerning the phenomenon under study. A total of 841 respondents participated in the study.

3.5 Research instruments

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

Teachers' Questionnaire was used to collect data for this study. Questionnaires enabled efficient use of time since information was collected from a large number of teachers. The researcher administered closed ended questionnaire items to teachers. Closed-ended questionnaires were advantageous because they enabled eliciting specific responses from the respondents (Kasomo, 2006).

The questionnaire had six sections; Section "A", sourced general demographic information from the teachers, section "B" gathered information on the influence of KNUT's involvement in management of teachers' welfare on provision of quality education. Section "C" sourced information on the influence of KNUT's involvement in maintenance of teachers' discipline on provision of quality education. Section "D" sourced information on the influence of KNUT's sensitization programmes on curriculum implementation on provision of quality education. Section "E" gathered information on influence of KNUT's involvement in developing curriculum support materials on provision of quality education. Finally section "F" gathered information on indicators of quality education in primary schools.

Interview guide for KNUT officials was another data collection instrument for the study. According Creswell (2007) interviews guide allow the researcher to engage in conversation with participants through more down-to-earth questions, while the participants are also allowed to express themselves freely on their experiences. Interviews were appropriate for this study, because of their usefulness in generating deep and meaningful insights which revealed new perspectives on the role played by KNUT in provision of quality education. Such interviews also provided space to probe some of the responses that made it possible to obtain detailed and meaningful information.

Interviews also allowed the participants to express themselves freely. The interview guide contained questions on all the research objectives and were administered to KNUT branch officials in all the eight KNUT branches in Machakos County and also for one National KNUT official.

Document analysis guide in addition to questionnaire and the interviews, was another data collection tool for this study. Document analysis guide served two purposes; firstly, it provided additional information to that provided by the participants in the questionnaire and during the interviews. Secondly, in some instances, it corroborated the questionnaire and interview information. Document analysis guide also served the purpose of triangulating the data. Crewswell (2007) suggests that attempts should be made to corroborate the findings from conversations, interviews and questionnaires with other evidence, hence the combination of questionnaire, interviews and document analysis guide was necessary for this study. The combination of

questionnaires, interviews and document analysis helped to understand KNUT's policy framework on provision of quality education vis-a-vis the critical role KNUT plays in implementation of the education policy.

In this study the documents that were analyzed included; teacher union reports and resolutions, proceeding reports of some consultative conferences (Annual Delegates Conference), newspaper articles and books, journals (The Teacher), KNUT Education Policy Document (2005 and 2009) KNUT Constitution (2013), KNUT Strategic Plan (2008-2013), KNUT Strategic Plan (2015-2019), KNUT Work Place Policy (2008), KNUT EFAIDS Curriculum (2006) and KNUT Hand book (2009), resolutions of the Dakar Frame Work of Action on EFA goals(2000).

Further documents included; Machakos County TSC reports (2014) and Machakos Examination analysis (2011-2014). The documents were obtained from the teacher union offices, the Ministry of Education offices, from libraries, from individuals and institutions that possessed the documents and materials on teacher unions and education. During the interviews, the participants assisted with documents relating to the study or referred the researcher to individuals and institutions who might have relevant information. I also relied Internet resources and on the KNUT library at KNUT headquarters were also helpful in the study.

3.6.1 Validity of the research instruments

Keith (2009) describes validity as the degree to which an instrument measures what it purports to measure. The questionnaire was piloted to teachers to elicit explicit responses from participants. One school in each sub county and two teachers from each school were selected using simple random sampling technique for the pilot study. A total of eight schools and 16 teachers participated in the pilot study. Based on the analysis of the pilot study, corrections, adjustments, and additions to the questionnaire were made. For content validity the instruments were subjected to analysis by a team of supervisors who ensured that the instruments were relevant to obtain the desired results from the field. For interviews the interview guide was piloted on two participants, before finalizing the interview questions. The suggestions made during the pilot testing were incorporated in the final interview questions.

3.6.2 Reliability of the research instrument

Reliability according to Gay and Airasian (2003) is a measure of the degree to which a research instrument yields consistent results of data after repeated trials. In order to enhance the reliability of the instruments, test re-test technique for the questionnaire was done. One school from each sub county and two teachers from each school were used for reliability testing. A total of eight schools and 16 teachers participated in the reliability testing. The questionnaire was administered to teachers. The responses were then scored. The same questionnaire was administered to the same teachers after a period of two weeks keeping all initial conditions constant (Kothari, 2004). The

responses were then scored again. For interviews Two KNUT officials also participated in reliability testing. Interviews were administered to officials. The responses were then scored. The same interview was administered to the same officials after a period of two weeks keeping all initial conditions constant. The scores from both testing periods for the teachers and KNUT officials were then correlated to get the co-efficient of stability using the Pearson's Product Moment where a coefficient of 0.92 and 0.74 were obtained. According Cresswell (2007), such stabilities was sufficient to offer reliable results. The Pearson's Product Moment formula used was as follows:-

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

Where;

N=Number of scores

x= First set of scores

y= second set of scores

$\sum xy$ = Sum of the first product of the first and second scores

$\sum x$ = sum of first set of scores

$\sum y$ =Sum of second set of scores

$\sum x^2$ = Sum of square of the first set of scores

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

quality education and by the use of online resources on empirical studies on the role of teacher unions in promoting quality education.

3.7 Data collection procedures

A research permit was obtained from the National Commission for Science Technology and Innovation (NACOSTI). The researcher presented the Authorization letter was presented to the County Commissioner and the County Director of Education Machakos who issued permission to carry out the research within the county. Appointment with the public primary School head teachers were made to visit the schools to administer the research instruments. For interviews the KNUT officials were conducted and requested to participate in the interview. For document review, permission was sought to visit KNUT library, to be availed documents from their files and offices. Ministry of education policy documents were obtained from national, county and sub county offices.

3.8 Data analysis techniques

According to Keith (2009) data analysis is a process of finding meaning from data. Data collected was edited for accuracy, uniformity, and consistency and then arranged to enable coding and analysis. Data was analyzed using descriptive and inferential statistics assisted by the Statistical Package for Social Science (SPSS). Quantitative data was analyzed using descriptive statistics and presented in tables, while some were changed into frequency tables, bar graphs, and pie charts.

Inferential statistics used to analyze data included chi square test and Pearson correlation. Chi squared statistic was obtained by correlating the responses of teachers on KNUT's initiatives influencing provision of quality education from a sample unit of 83 primary schools with performance of pupils in KCPE from calculated mean score for three years (2012, 2013 and 2014). The chi square test (χ^2) of independence was used to provide answers to research questions developed from the objectives. According to Freeman (2006) the chi-square (χ^2) test of independence is used to evaluate group differences when testing categorical data. Chi square test was suitable for the study for it enabled comparison between the KNUT initiatives (expected outcomes) and quality education (observed outcomes).

The acceptable level of significance for the (χ^2) test of was 0.05 at 1 degree of freedom. Levels of significance found to be greater than 0.05 implied that KNUT's initiatives did not influence the provision of quality education. On the contrary, if the level of significance was less than 0.05 then the relationship between KNUT initiatives were found to influence provision of quality education. Coefficient of Correlations was used to determine the relationship between the influences of KNUT initiatives on activities in their individual schools. Coefficient of correlations ranges between 1 and -1. Correlation coefficient value of less than 0.5 would mean a less significant relationship between the 2 variables while values ≥ 0.5 would mean very significant relationship between the 2 variables. A negative correlation coefficient means that the relationship is inverse. Deductions made from the relationship formed answers to research questions. Responses from interviews

were transcribed and organized into themes and reported in narratives, verbatim statements and discussions. The information from the documentary analysis guide was grouped into themes according to the research questions. It assisted to triangulate and corroborate the information got from the questionnaire and the semi-structured interview.

3.9 Ethical considerations in data collection

The study upheld ethical issues on respect to human dignity by maintaining honesty and openness with the respondents. It also sought for informed consent and voluntary participation by requesting the respondents to participate in the study. Rapport with the respondents was created by explaining to them the purpose of the study. Confidentiality and anonymity was also upheld by assuring the respondents that their identity was not to be publicized. Names of the respondents were totally avoided in this study. The researcher at all times acknowledged the source of information in order to avoid plagiarism which provided credibility to the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter comprises of data presentation and interpretation of the findings based on the objectives of the study. The study investigated Kenya National Union of Teachers initiatives influencing provision of quality education in primary schools in Machakos County. Data was collected from primary school teachers, KNUT branch officials and from an official from KNUT headquarters. Descriptive statistics was used to analyze the quantitative data. Frequencies and percentages obtained were presented in tables and figures. Response rate followed by data on the demographic information of the teachers was presented first, followed by analysis and discussion of data on KNUT's initiatives influencing provision of quality education in primary schools.

Information from each of the four objectives was correlated with performance in KCPE as the indicator of quality education using chi square test to determine the direction and the strength of the relationship. The results were analyzed and presented as per study objectives. The chapter concludes by highlighting the main findings obtained from both quantitative and qualitative data. Qualitative data was presented as narrative data through direct quotes, verbatim and explanations.

4.2 Questionnaire return rate

The study sought for information on Teachers' union initiatives influencing provision of quality education in primary schools in Machakos County; a case of Kenya National Union of Teachers. Questionnaires were administered to primary school teachers in the sampled primary schools in Machakos County. A total of 832 questionnaires were administered to teachers in 83 primary schools out of which 757 were satisfactorily responded to. This represented 91 percent total instrument return rate. The researcher found the return rate adequate according to Kothari (2004) who postulates that a return rate of 60 per cent and above is acceptable. The other instrument used was interview guide for eight KNUT branch officials and one national KNUT official whose responses were 100 percent in both cases.

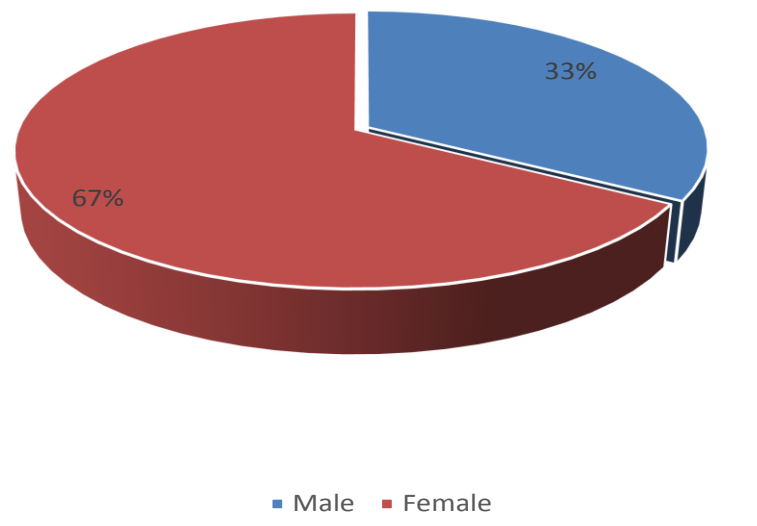
4.3 Teachers' demographic information

The study sought the background information from the teachers on their gender, age, highest professional qualification, their duration of service as teachers and the length of their membership in KNUT. The researcher found it important to understand the demographic characteristics of the teachers in order to help explain the relationship between teacher's biographic parameters and their influence on teachers' perception on the activities of KNUT and how they related with education in general.

4.3.1 Gender of the respondents

A study by Summers (2002) on women empowerment in developing countries explains that gender influences people's attitudes, social roles and responses to situations. He points out that females are dedicated in their roles and are firm in their resolve to accomplish assignments while males are often aggressive, decisive and have the zeal to accomplish assignments. Guided by this argument the study sought the distribution of teachers by gender to help determine their perception and role in implementing KNUT's initiatives. The results were presented in the Figure 4.1

Figure 4.1 Gender of the teachers



The results in Figure 4.1 showed that 67percent of the teachers were females while 33 percent were males. Machakos County being a cosmopolitan County with many sub-urban centers attracted many people to work in the towns most of whom migrate with their spouses. Men whose spouses are teachers find jobs

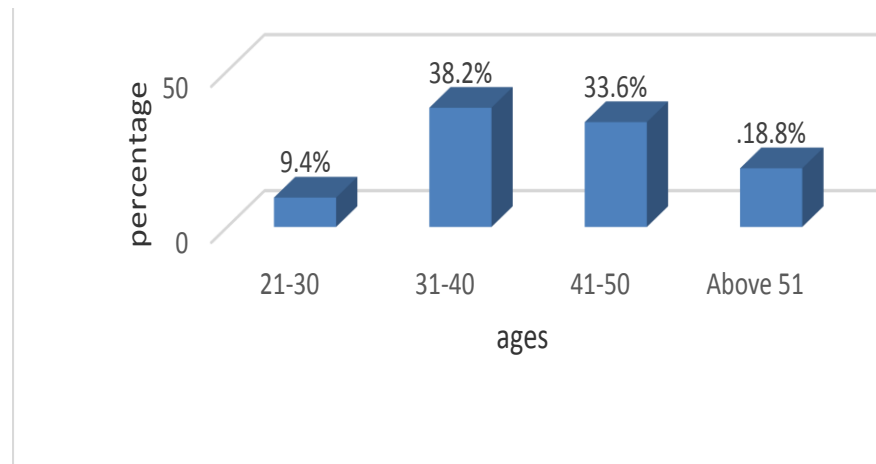
in the schools accounting for the high number of female teachers. Machakos is also near Nairobi and men prefer to work in Nairobi and have their wives work in the suburban areas near Nairobi which may explain the high ratio of female teachers.

A Research by Akinwumi (2000) showed that high female - low male ratio composition of teachers is common. Akinwumi adds that majority of teachers in the world are females especially for lower aged learners which is considered as an extension of child rearing thus attracts mostly female teachers. Summers (2002) observes that in rural settlements, a higher workforce comprises of females who live with their families as males travel to urban centres to seek for job opportunities leaving women to care for families. The study was conducted in rural areas of Machakos County which could explain the gender parity.

4.3.2 Distribution of teachers by age

An individual's age determines the precision and vigour with which a person performs tasks (Boxall, 2006). In line with the study, the age of teachers acted as an indicator that the researcher felt could influence the teachers' performance of duty hence the study sought to know the age of the teachers. The results were presented in figure 4.2

Figure 4.2 Distribution of teachers by age



As illustrated in figure 4.2, a bigger proportion of the teachers (38.2 %) were aged between 31 and 40 years while a small proportion of 9.4 percent were aged between 21 and 30 years. The small proportion of (9.4 %) represents the poor staffing levels currently in public schools. The high proportion (38.2 %) indicates the last phase in time when the government employed teachers before freezing employment of teachers. This explains the progressive decline in the number of teachers as they grow old without replacement. The responses show that all the teachers in the study were distributed across all age groups and therefore could provide desired responses to the study questions.

4.3.3 Distribution of teachers by their highest professional qualifications

A study conducted by Craig (2011) in USA on the impact of teacher unionization in enhancing the performance of the teacher stated that education enhances the proficiency and conceptualization of skills for individuals. For

this reason, teachers were asked to indicate their highest professional qualifications to determine whether such could have influenced the provision of quality education in Primary schools in Machakos County. The results were as presented in Table 4.1

Table 4.1: Distribution of teachers by their highest professional qualifications

Qualification	Frequency	Percentage
M.Ed.	49	6.5
B.Ed.	87	11.5
Dip.Ed.	107	14.1
P1	502	66.3
Any other	12	1.6
Total	757	100

The results in Table 4.1 showed that majority of the teachers (66.3 %) had P1 qualification which is considered as the basic requirement for primary school teachers while M.Ed qualification had the least number of teachers represented by 6.5 percent. Though M.Ed. is not regarded as basic qualification requirement for primary school teaching, it shows that teachers are trying to improve on their status. However attaining Masters degree involves high investment not affordable by many teachers.

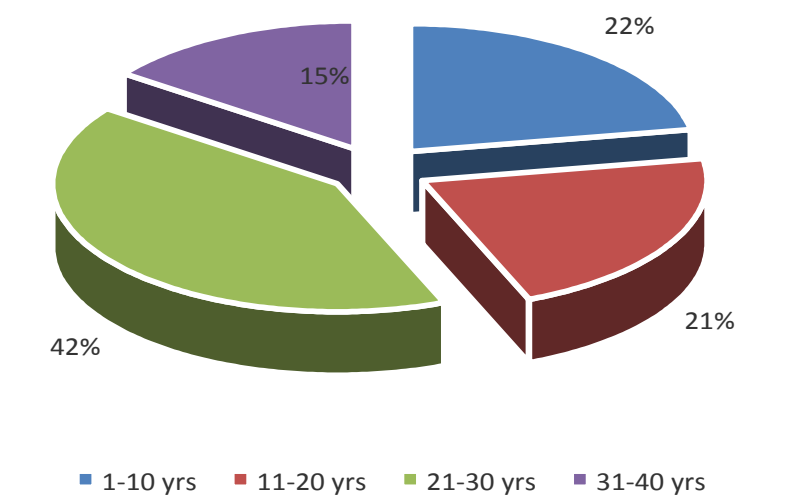
The data presented in table 4.1 implied that majority of teachers had the right qualifications to teach in primary schools as required by policy. The rest 1.6

percent represented other categories of qualifications which could mean untrained school leavers without professional qualifications employed by the School Management Boards (SMB). These findings showed that majority of the teachers (98.6%) in primary schools in Machakos County were professional teachers with the required knowledge and skills for teaching hence with the capacity to provide quality education.

4.3.4. Distribution of teachers by teaching experience

Cook (2007) in a study on evaluation of professional development for teachers in Columbia observes that, the teachers' years of service enhance the experience and understanding of teaching as a profession. Guided by this observation, the teachers were therefore asked to indicate how long they had served as teachers. The researcher believed that the experience of a teacher made one understand well the school environment, the characteristics of their teaching job, interacted well with KNUT and had experienced the unions' initiatives on matters of education hence could effectively respond to the research questions from an informed point of view. The results were presented in figure 4.3.

Figure 4.3 Distribution of teachers by their teaching experience



From the analysis in Figure 4.3 majority of the teachers forming 41 percent had been in the service for much longer period between 21 and 30 years. Only 22 percent had been in service for between one and 10 years and between 11 to 20 years respectively. This period was considered long enough for teachers to develop competence in teaching and appreciate the role KNUT may have played in provision of quality education in the schools hence the teachers in the sampled schools were found to be fit to respond to questions on KNUT's initiatives influencing provision of quality education in primary schools.

4.3.5 Teachers experience as a member of KNUT

The lived experience of an individual according to Charles (2001) is the touchstone of all knowledge that gives the individual a reflective understanding of the innate characteristics of a phenomenon. To understand the teachers' experiential knowledge about the activities of KNUT the study sought to establish the experience of the teachers as members of KNUT which

hoped to give direction on teachers' knowledge about KNUT's activities in providing education in primary schools. The researcher believed that the teachers' length as a member of KNUT gave the teacher sufficient time to interact with the union's initiatives influencing provision of quality education, learnt KNUT policies, constitution, had acquired sufficient knowledge on activities of the union and may have enjoyed benefits from the union. The teachers were asked to indicate how long they had been members of KNUT. The results were presented in Table 4.2

Table 4.2 Teachers' experience as a members of KNUT

Length of membership in years	Frequency	Percentage
1-10	166	21.9
11-20	182	24
21-30	310	41
Above 31	99	13.1
Total	757	100

From the analysis in Table 4.2, majority of the teachers (41 percent) had been members of KNUT for period between 21 and 30 years while only 13.1 percent had been a member for above 31 years. The trend shows that teachers had long experience as KNUT members considered sufficient for the teachers to acquire exposure on relevant union's policy documents which made the teacher gain and comprehend KNUT's constitution, mandate and the role of the union in provision of quality education in primary schools. The teachers in

the sampled schools were therefore found suitable to respond to questions on KNUT's role and mandate in provision of quality education in primary schools.

The respondents' analyzed bio data characteristics were found sufficient to give an insight on the influence of KNUT in provision of quality education in primary schools. The teachers' response to KNUT's initiatives influencing provision of quality education were discussed in the following subsections.

4.4. KNUT's involvement in improvement of teachers' welfare and provision of quality education

KNUT being an organization was involved in meeting the needs of their members thus the study sought to determine the influence of Kenya National Union of Teachers involvement in improvement of teachers' welfare on provision of quality education in primary schools in Machakos County.

In this section, the study explored the welfare benefits that KNUT had secured for teachers and further explored whether the welfare benefits had any relationship with provision of quality education in primary schools in Machakos County. The results were discussed in the following sub sections.

4.4.1 The extent of involvement of KNUT in promoting issues concerning teachers' welfare

The Teachers were asked to rate the extent of involvement of KNUT in promoting issues concerning the welfare of teachers. The study used a Likert scale to get the views of the teachers on the extent to which they agreed that

KNUT was securing teacher welfare benefits. In this section a 4 point Likert scale was used to seek an insight into the extent of agreement of teachers on provided statements regarding teachers' welfare. The teachers were asked to indicate their responses as; (SA) Strongly Agree, (A) Agree, (D) Disagree, and (SD) Strongly Disagree. The findings were presented in table 4.3.

Table 4.3 Teachers' perception on the involvement of KNUT in promoting teachers' welfare

Welfare programme	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Increased pay	680	89.8	77	10.2	0	0	0	0	757	100
Motivational programmes	600	79.3	157	20.7	0	0	0	0	757	100
Promotion of teachers	650	85.9	107	14.1	0	0	0	0	757	100
Increase allowances	635	83.9	122	16.1	0	0	0	0	757	100
Recognition of teaching as a profession	578	76.4	179	23.6	0	0	0	0	757	100

The data contained in table 4.3 shows that teachers felt that KNUT was overwhelmingly involved in securing welfare benefits for teachers in primary schools. The results indicate that 89.8 percent of teachers strongly agreed that KNUT fights for increased pay for teachers while 23.6 percent of teachers agreed that KNUT fights for the recognition of teaching as a profession. These results reflect the core functions of KNUT as spelt in Article II of its

constitution section (viii) which aims at raising the status and standards of the teaching profession and section (ix) which aims to secure and maintain unified and better terms and conditions of employment and services for all teachers (KNUT, 2015). The findings concur with Johnson and Donaldson (2006) that teacher unions secure welfare benefits for teachers like better pay, good working conditions and protection of rights of teachers which influence their motivation and commitment to duty.

When interviewed, KNUT officials concurred with the finding of the study that the union is concerned with teacher welfare issues. They expressed satisfaction with the way the union had succeeded in securing benefits for teachers. One of branch executive secretary remarked;

KNUT fights for increased pay for teachers, better working conditions for teachers, runs motivational programmes for teachers, secures promotion for teachers, fights for teachers' allowances and fights for recognition of teaching as a profession.

Probed to explain the motivational programmes run by KNUT the official said;

KNUT has established savings and credit cooperative societies (SACCOs), where teachers can save and secure loan, teacher invested companies and enterprises for wealth accumulation, Burial Benevolent Funds (BBFs) to help bereaved families with urgent money, and Children's Education schemes which help members settle school fees for their children or relatives.

4.4.2 Influence of teachers' secured welfare benefits in enhancing performance of duty.

The teachers were further asked how the welfare benefits enhanced their performance of duty. The results were presented in Table 4.4

Table 4.4 Influence of teachers secured welfare benefits in enhancing performance of teachers in their work

Response	Frequency	Percentage
Not influential	85	11.2
Less influential	85	11.2
Influential	374	49.4
Very influential	213	28.2
Total	757	100

The information presented in Table 4.4 indicated that 49.4 percent of teachers said that the welfare benefits were influential in enhancing their performance of duty. Likewise a higher number of teachers forming 28.2 percent said that the welfare benefits were very influential. A small number (11.2) percent said that the benefits were not influential at all in enhancing the performance of their duties. The positions of the teachers indicated that the provision of the welfare needs of the teachers enhanced effective teaching and learning. Satisfied welfare benefits lead to teacher motivation in their duty hence the high degree of agreement that welfare benefits influence teachers' duty performance. The findings concur with the position held by Reimmers and Reimmers (2006) who argue that the contributions of teacher unions in

securing welfare benefits for teachers has a profound effect on teacher's morale which boost their performance in their duty.

All the interviewed officials unanimously agreed that the secured welfare benefits were quite influential in enhancing the performance of teachers in their work. One official remarked

Welfare benefits for teachers like better pay, good working conditions influence teacher's motivation and commitment to duty. Well-motivated teachers commit their time and efforts to teaching leading to high performance. The teachers' welfare programmes are important ingredients to the morale of the teachers. Improving the morale of teachers enhances commitment of the teacher which plays a pivotal role in raising the academic performance of the learners.

4.4.3. The level of teachers' satisfaction by KNUT's involvement in teachers' welfare

The teachers in their particular schools were requested to express their level of satisfaction with KNUT's involvement in their welfare benefits. The results according to schools were presented in Table 4.5.

Table 4.5. The level of teachers' satisfaction by KNUT's involvement in teachers' welfare

Response	Frequency	Percentage
Highly satisfied	62	74.8
Satisfied	10	12
Fairly satisfied	9	10.8
Not satisfied	2	2.4
Total	83	100

The responses in table 4.5 shows that majority of teachers in 62 schools represented by 74.8 percent were highly satisfied with the involvement of KNUT in securing welfare benefits for the teachers, while teachers in two schools represented by 2.4 percent were not satisfied with KNUT's involvement in securing welfare benefits for the teachers. The responses presented in the table indicated that teachers were in agreement that KNUT had succeeded in securing improved terms and conditions of service for teachers that led teachers in majority of the schools to affirm their satisfaction with KNUT's involvement in improving the welfare of teachers. The results concur with the position advanced by Moe (2006) that the fundamental role of teacher unions is to secure welfare benefits for teachers which gives them the desire and commitment to perform their duties.

4.4.4 Teachers satisfaction with KNUT’s welfare and performance in KCPE

The level of teacher’s satisfaction with KNUT involvement was cross tabulated with the performance of pupils in KCPE in their respective schools. The teachers were asked to indicate the schools’ KCPE mean score between 2012 and 2014. The averages were done and classified into class intervals. The mean scores were classified as follows, 1-249 (below average) 250-349 (average) and above 350 (above average) (KNEC 2014). The results are shown in Table 4.6

Table 4.6 Teachers satisfaction with KNUT’s welfare and performance in KCPE

Statement	Schools KCPE mean score						Number of Schools
	1-249		250-349		350 and above		
	F	%	F	%	F	%	
Highly satisfied	0	0	44	71	18	29	62
Satisfied	3	30	3	30	4	40	10
Fairly satisfied	4	44.4	4	44.4	1	11.2	9
Not satisfied	2	100	0		0		2
Total	9		51		23		83

The data shown in Table 4.6 revealed that in schools where teachers were highly satisfied with KNUT’s involvement in teachers welfare there was a higher number of schools (44) represented by 71 percent getting average mean score, while in schools where teachers were satisfied there was a high number of schools with above average mean represented by 40 percent. These results

indicated that the more the teachers' welfare needs were satisfied, the higher the performance of the schools was in KCPE. The results also implied that the performance of teachers was highly influenced by the satisfaction of their welfare needs. Satisfied teacher welfare needs increased the feeling of motivation that leads to the commitment of the teacher.

Provision of teachers' needs promote teacher effectiveness and in turn promote learners achievement especially in examinations. These findings concur with the observation that, when the teachers' welfare issues are satisfied, their morale improves enhancing the commitment of the teachers to their duty which plays a pivotal role in raising the academic performance of the learners (Benson, 2005).

Examinations are the backbone of the learning process and good performance illustrates acquisition of knowledge which is a clear indicator of quality education. Provision of teachers' needs promote teacher effectiveness and in turn promote learners achievement especially in examinations.

A study done by Cook (2003) on effective teaching and learning in Columbia, observed that high performance in examinations is a clear indicator that effective learning is taking place. The findings indicated that quality education was taking place in primary schools in Machakos County.

Research question 1: How does the participation of Kenya National Union of Teachers in improvement of the teacher's welfare influence the provision of quality education in primary schools in Machakos County?

To establish the influence of KNUT initiatives on provision of quality education, chi square test (χ^2) of independence was used to determine the influence. The acceptable level of significance for the (χ^2) test was 0.05 at 1 degree of freedom. Levels of significance found to be greater than 0.05 implied that KNUT's initiatives did not influence the provision of quality education. On the contrary, if the level of significance was less than 0.05 then the relationship between KNUT initiatives were found to influence provision of quality education. Calculated χ^2 was based on mean scores in KCPE for three years from 2012 to 2014. The chi test was used to establish if there was any relationship. The correlation also assisted in determining the strength of the influence.

The study sought to find out the answer to the influence of Kenya National Union of Teachers' involvement in improvement in teachers' welfare on provision of quality education in Primary Schools in Machakos County. Calculated mean scores for performance in KCPE between 2012 and 2014 were correlated with responses of teachers on their agreement with KNUT's involvement in teachers' welfare issues. The results are shown in table 4.7.

Table 4.7 KNUT’s involvement in Teachers Welfare and performance in KCPE

		KCPE mean score
KNUT involvement in	Chi test	6.550
Teachers’ welfare	Pearson chi square	.353
	Sig. (2-tailed)	0.004
N		83

Calculated (χ^2) significant at the 0.05 level (2-tailed). df= 1

The output in Table 4.7 illustrated that the calculated χ^2 for the KCPE mean score was 6.558 with the level of significance at 0.4% a value lower than alpha 0.05 implying that there was a significant relationship between KNUT involvement in teachers’ welfare and learners’ performance in KCPE. The relationship indicated that when teacher’s welfare needs were satisfied there was a resultant increase in pupil’s performance in KCPE.

The findings echo the results of a study by Murillo (2006) who examined the relationship between welfare benefits among unionized teachers in Chile with students’ scores in examinations. The regression models, suggested that there was some correlation link between teacher welfare benefits and student achievement in examinations. The study concluded that teacher welfare benefits played an important role in teacher morale which contributed in the promotion of teaching and learning excellence in schools. Although KNUT has succeeded in securing welfare benefits for teachers, the impact on

academic performance of learners in KCPE in Machakos County was not proportional to its success in teacher welfare issues. This situation poses a challenge to KNUT to redefine its role in promoting quality education in primary schools.

Teachers whose welfare needs are addressed are likely to be committed in their work and focus on excellence especially in examinations hence the strong statistical significance between KNUT involvement in teachers' welfare and performance in KCPE. The findings concur with the assertion by Organ (2011), that teachers' welfare improves teachers' job satisfaction and morale which is an important factor ensuring that teachers' give of their best at all times so that students receive the best possible education. KNUT as a union has succeeded in improving the welfare of teachers but the impact of the improved welfare on provision of quality education is not reciprocal with academic performance in primary schools in Machakos County which may explain the poor performance in KCPE in Machakos County.

4.4.5 KNUT's involvement in teachers' welfare and pupils' participation in co- curricular activities

The study also sought to establish the level of relationship between KNUT involvements in teachers' welfare on learners' involvement in co-curricular activities. The teachers were requested to indicate whether some listed co-curricular were offered in their schools. To establish the influence KNUT's initiatives on provision of quality education and pupil's participation in co-curricular activities the level of teachers' satisfaction with KNUT's initiatives

were correlated with the participation of pupils in co-curricular activities using Pearson correlation.

The value of the coefficient of the correlation ranges from $-1 \leq r \leq 1$. A value less than Zero indicate a negative influence while above zero indicate positive influence. A correlation of zero indicates no relationship at all while values close to zero would mean weak relationship between the two variables. A negative value of a correlation means that the relationship is inverse, that is to say; when the value of one variable increases then the other decreases. A p value ($p < 0.05$) indicates that the results are statistically significant. According to Freeman (2006), values of correlation between 0.7 -1.0 indicate a very strong relationship, 0.5- 0.7 (strong relationship) 0.3- 0.5 (moderate relationship) 0.2-0.3 (weak relationship) 0.1- 0.2 (Very weak relationship) and below 0.1 indicate extremely weak relationship.

In line with the first objective, the level of teachers' satisfaction in KNUT's involvement in welfare issues was correlated with pupils' participation in co-curricular activities. The results are presented in Table 4.8

Table 4.8 KNUT's involvement in teacher's welfare and pupils' participation in co-curricular activities

		KNUT involvement in Teachers Welfare.
Co-curricular activities		
Pupils' participation in sports	Pearson Correlation	.126*
	Sig. (2-tailed)	.471
	N	83
Pupils' participation in drama.	Pearson Correlation	-.101*
	Sig. (2-tailed)	.341
	N	83
Pupils' participation in music.	Pearson Correlation	.153*
	Sig. (2-tailed)	.274
	N	83

*. Correlation is significant at the 0.05 level (2-tailed).

The analysis presented in Table 4.8 indicates that the significance values for all the co-curricular activities (0.471, 0.341 and 0.274) were greater than that of alpha 0.05 therefore implying that there was statistically no significant relationship at all between the involvements of KNUT in improvement of teachers' welfare and the participation of pupils in co-curricular activities. This implied that the involvement of KNUT in improvement of teachers' welfare did not influence pupils' participation in co-curricular activities. All schools under study engaged their pupils in co-curricular activities notwithstanding the teachers' satisfaction with KNUT's involvement in teachers' welfare. Co-curricular activities form part of leisure and provide physical exercise for the bodies for both teachers and pupils hence very

popular. The activities also involve other benefits for both teachers and pupils like outings and allowances which were attractive to teachers.

The findings are related to a study by Mulliro (2006) in a study of the impact of teacher unionization in Brazil who found out that teacher unionism through securing better pay and working conditions, promotion of teacher professionalism attracts not only professionally qualified teachers but also talented teachers who help the learners in development of skills, values and attitudes required for sustainable growth and development of learners. These skills are attained through co-curricular activities like music and sports.

4.5 KNUT's involvement in maintenance of teacher discipline and provision of quality education

According to Stalwart (2004), dealing with children requires a higher degree of care than is normally the case when professionals deal with adults, so the conduct of teachers as professional persons is very important. It was in this regard that the study sought to determine the influence of KNUT involvement in management of teacher discipline. In this section, the study explored teacher discipline issues addressed by KNUT and further explored whether maintenance of teacher discipline had any relationship with provision of quality education in primary schools in Machakos County. The teachers were asked to indicate the extent to which they felt that KNUT was involved in addressing discipline issues among teachers in primary schools. A four point Likert scale was used to get the feeling of the teachers on the extent of agreement to some provided statements regarding teachers' discipline. The

teachers were asked to indicate their responses as; (SA) Strongly Agree, (A) Agree, (D) Disagree, and (SD) Strongly Disagree. The results are shown in Table 4.9

Table 4.9 KNUT’s involvement in addressing teachers’ discipline issues

Type of discipline	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Carnal knowledge	480	63.4	177	23.4	100	13.2	0	0	757	100
Punctuality to duty	500	266	150	19.8	107	14.2	0	0	757	100
Absenteeism	550	72.6	117	15.5	90	11.9	0	0	757	100
Negligence of duty	535	70.7	142	18.8	80	10.5	0	0	757	100
Drunkedness	508	67.2	179	23.6	70	9.2	0	0	757	100

The data contained in table 4.9 shows that teachers felt that that KNUT was overwhelmingly involved in management of teacher discipline. The results indicate that 72.6 percent of teachers strongly agreed that KNUT is concerned in addressing teacher absenteeism from duty while 23.4 percent of teachers agreed that KNUT is involved in fight against carnal knowledge between teachers and pupils in schools. 9.2 percent of teachers disagreed that KNUT is concerned with issues of drunkenness while on duty.

Discipline involves commitment, motivation and joint efforts by different stakeholders who have a vested interest in education. KNUT being one of the major stakeholders in education has responsibility to restore respect and discipline among teachers in schools which play a big role in achievement of quality education. Learning takes place in a climate which upholds order, peace and harmonious coordination of the learning and teaching process. The maintenance of teachers discipline was found to facilitate order in primary schools as indicated by the teachers.

The results indicated that KNUT has lived to its mandate as outlined in its constitution Article (II) section (ix) which mandates the union to watch the administration and working of various educational codes, ordinances and regulations with implication to teachers code of regulations (2012) and Public officers Ethics Act (2003) which KNUT takes cognizance of (KNUT, 2005, KNUT 2013). The findings also agree with a study done by Zambia National Union of Teachers (ZNUT) (2009) on evaluation of its activities in policy development and programme implementation. The study recommended that teacher unions should prevail upon their members not to get involved in activities that amount to public nuisance, conducts such as noncompliance with established procedures, negligence of duty, absenteeism from school, drunkenness in work place, lateness for duty and sexual abuse to learners.

KNUT officials shared the same opinion and indicated that the union was really involved in maintaining teacher discipline. When asked to name some

of the teacher discipline issues that negatively affected provision of quality education, one official said;

We have what we can call unacceptable discipline for teachers. For example, absenteeism from duty, coming to work while drunk negligence of duty, lateness to duty and carnal knowledge with pupils.

4.5.1 Influence of teacher discipline management on their duty performance.

Respondents were requested to indicate how influential teacher discipline was in enhancing their performance in their duty. The results are presented in Table 4.1.0

Table 4.1.0 Teacher discipline and performance in their duty

Response	Frequency	Percentage
Not influential	85	11.2
Less influential	85	11.2
Influential	354	48.1
Very influential	223	29.5
Total	757	100

The results in Table 4.1.0 indicated that a larger number of teachers (48.1 percent) felt that teachers' discipline was influential in enhancing the performance in their duty. A small number (11.2) percent said that teacher discipline was both less influential and not influential at all in teachers' performances in their duty. Teacher discipline creates enabling conditions for

learning and discharge of duty which influences performance of duties by teachers.

The findings concur with the position of policy makers who agree that teacher discipline is a pivotal issue in education. Kallaway (2007) points out that disciplined teachers are hardworking, responsible and committed to their duties which improve their performance in class. The KNUT officials all agreed that discipline of teachers was a prerequisite to the success of the teacher in performance of duty.

When asked to explain how KNUT addresses teacher discipline issues to ensure maintenance of quality education one official explained;

We do educate our members on the disciplinary code so that as they behave accordingly. We are trying to make sure that our members are not involved in activities that amount to public disgrace; they should not involve themselves in conducts such as negligence to established procedures, lateness, absenteeism carelessness in school, inefficiency and violence. We consider teacher discipline a priority in the union because it helps our members to deliver quality education so that the pupils can benefit in the end.

4.5.2. The level of teachers' satisfaction by KNUT's management of teachers' discipline

The teachers in their particular schools were asked to express their level of satisfaction on the level of KNUT's involvement in management of teachers' discipline. The results were presented in Table 4.1.1

Table 4.1.1 Level of teachers' satisfaction by KNUT's management of teachers' discipline

Response	Frequency	Percentage
Highly satisfied	48	57.9
Satisfied	20	24.1
Fairly satisfied	10	12
Not satisfied	5	6
Total	83	100

The responses in table 4.1.1 shows that majority of teachers in 48 schools represented by 57.9 percent were highly satisfied with the involvement of KNUT in management of teacher disciplines, while teachers in five schools represented by six percent were not satisfied with KNUT's involvement in management of teacher discipline. The result indicated that KNUT has succeeded in managing teacher discipline as outlined in KNUT (2005) where KNUT works in collaboration with Teachers service commission to enforce teachers' code of regulation.

4.5.3 Teachers satisfaction with KNUT's involvement in teacher discipline and KCPE performance

The level of teacher's satisfaction with KNUT involvement in management of teacher discipline was cross tabulated with the performance of pupils in KCPE in their respective schools. The teachers were asked to indicate the schools' KCPE mean score between 2012 and 2014. The averages were done and

classified into class intervals. The mean scores were classified as follows, 1-249 (below average) 250-349 (average) and above 350 (above average) (KNEC 2014).The results are shown in Table 4.1.2

Table 4.1.2 Teacher’s satisfaction with KNUT’s involvement in management of teacher discipline and the school mean score in KCPE

Statement	Schools KCPE mean score						Number of Schools
	1-249		250-349		350 and above		
	F	%	F	%	F	%	
Highly satisfied	0	0	30	62.5	18	37.5	48
Satisfied	3	15	13	65	4	20	20
Fairly satisfied	4	40	4	40	2	20	10
Not satisfied	3	60	2	40	0	0	5
Total	10		49		24		83

The data shown in Table 4.1.2 revealed that where teachers were highly satisfied with KNUT’s involvement in management of teacher discipline, there was a higher number of schools (30 and 18) represented by 62.5 and 37.5 percent getting average and above average mean scores respectively while in schools where teachers were not satisfied had a high percentage of schools (60percent) with below average mean score.

The results show that the performance of pupils in examinations was influenced by the degree of teachers’ satisfaction with KNUT’s involvement in management of teacher discipline. Employees’ discipline is a vital

ingredient in learning and the involvement of KNUT in enforcing discipline is a necessary ingredient for good performance in examinations. The results of this study is shared by Liebermann (2000) who observes that healthy teachers' discipline in a school is a prerequisite for the success of the school's academic curricular. Lieberman further indicates that discipline is an important element of school and that discipline ensures good academic results. Discipline maintenance is always a very crucial and vital component of orderliness for the school to run smoothly.

With KNUT working towards the discipline of teachers in a school, effective teaching and learning was recorded to have taken place as evidenced by the good performance in KCPE. Discipline pushes even the sluggard teachers into performance hence the recorded average performance in many primary schools in Machakos County. However the performance in KCPE was not good which pose a challenge to KNUT and other stakeholders to chart way out on how best they can do to improve on the results.

Research question 2. How does the participation of Kenya National Union of Teachers in management of teacher discipline influence the provision of quality education in primary schools in Machakos County?

The second research question was to provide the answer to the relationship between KNUT involvement in maintaining teacher discipline in primary school and the provision of quality of education in primary schools. The level of teachers' agreement with KNUT's involvement in the management of teachers' discipline was correlated with the performance of pupils in KCPE using chi test. The results were presented in table 4.1.3

Table 4.1.3 KNUT’s management of Teachers’ discipline and performance in KCPE

		KCPE mean score
KNUT involvement in	Chi test	6.334
Teachers’ discipline	Pearson chi square	.352
	Sig. (2-tailed)	0.002
N		83

Calculated (χ^2) significant at the 0.05 level (2-tailed). df= 1

The analysis presented in Table 4.1.3 shows that there was a positive relationship between the KNUT involvement in teachers discipline and pupils performance in KCPE. The χ^2 significance level at 0.2% indicated that KNUT involvement of in teachers’ discipline was significantly related to pupils’ performance in KCPE examination. Maintenance of teachers’ discipline created a conducive work place environment for learning and teaching for both teachers and learners leading to good performance in KCPE.

The findings implied that KNUT had succeeded in translating teacher discipline into actual performance in examinations as envisaged in KNUT Strategic Plan 2008-2013 Strategic objective three on training teachers through seminars and workshops on code of regulation and code of ethics for teachers. The position is also supported by Campbell, (2002) who avers that discipline at workplace is a core ingredient that enhances the attainment of positive learning outcomes.

The professional characteristics, conduct and discipline of the teacher determine the patterns of behaviour of teachers that combine to enforce teachers' performance in their duty. The results concur with assertion by Kallaway (2007) who pointed out that disciplined teachers are hardworking, responsible and committed to their duties which improve their performance in class.

4.5.4 KNUT's involvement in teacher discipline and Pupils participation in co- curricular activities

The study also sought to establish the level of relationship between KNUT involvements in teacher's welfare on learners' involvement in co-curricular activities. The teachers were given some co-curricular activities and requested to indicate whether they were offered in their schools. The results were correlated with teachers' responses on KNUT's involvement in management of teachers' discipline. The results were presented in Table 4.1.4

Table 4.1.4 KNUT's involvement in management of teachers' discipline and pupils' participation in co-curricular activities

Co-curricular activities		KNUT involvement in management of teachers discipline.
Pupils' participation in sports	Pearson Correlation	.166*
	Sig. (2-tailed)	.494
	N	83
Pupils' participation in drama.	Pearson Correlation	.121*
	Sig. (2-tailed)	.541
	N	83
Pupils' participation in music.	Pearson Correlation	.173*
	Sig. (2-tailed)	.374
	N	83

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.1.4 showed that the significance alpha values for the co-curricular activities (.494, .541 and .374) were all greater than the alpha 0.05 showing that there was no relationship between KNUT's involvement in management teachers' discipline and pupils' participation in co-curricular activities. The results implied that KNUT's involvement in management teachers' discipline did not influence pupils' participation in co-curricular activities in primary schools in Machakos County. In all the schools studied it was found out that all pupils participated in co-curricular activities irrespective of whether teachers were satisfied or not satisfied with KNUT's involvement in management of teacher's discipline. Co-curricular activities offer out of work station, out of normal station assignments all which are attractive to teachers hence very popular to both pupils and teachers.

Co-curricular activities assist the academic curriculum by providing release of mental build up accumulated through learning (Pollard, 2006). The findings also indicated that teachers were involved in inculcating holistic skills among the learners as held by UNESCO paper (2004) which posits that quality education is also indicated by acquisition of life skills competence such as talent and self-reliance skills.

4.6 KNUT's curriculum sensitization programmes on curriculum implementation and provision of quality education in primary schools

Bishop (2002) observes that curriculum is enriched by the creativity of the teachers and adds that re-engineering teachers' knowledge through capacity building is the surest way of creating innovations in classroom. To this end the

study sought to assess the influence of Kenya National Union of Teachers' sensitization programmes on curriculum implementation on provision of quality education in primary schools in Machakos County.

In this section, the study explored the sensitization programmes put in place by KNUT on curriculum implementation and further explored whether the programmes had any relationship with provision of quality education in primary schools in Machakos County. The results were discussed in the following subsections.

4.6.1 Extent of involvement of KNUT in curriculum implementation in primary schools

Firstly the teachers were asked to rate the extent of KNUT's involvement in issues of curriculum implementation in primary schools. The results were presented in Table 4.1.5

Table 4.1.5 Extent of involvement of KNUT in curriculum implementation in primary schools

Extent	Frequency	Percent
Very low	173	22.9
Low	301	39.8
Moderate	184	24.3
High	67	8.8
Very high	32	4.2
Total	757	100

The information presented in Table 4.1.5 shows that 39.8 percent of the teachers indicated that the involvement of KNUT in conducting sensitization

programmes on curriculum implementation in primary schools was low. Only 4.2 percent indicated that the involvement of KNUT in issues of curriculum implementation was very high. The results indicated that KNUT poorly participated in these issues of curriculum implementation in primary schools. Although KNUT in its strategic plan 2008-2013 strategic objective (11) aims at fostering excellence in teaching and learning, it has not fully succeeded in this objective.

The desire to start curriculum sensitization programmes on curriculum implementation by KNUT concurs with a study conducted by Craig (2008) among teacher unions in USA who found that the American Federation of Teachers (AFT) and National Education Association (NEA) have put in place sensitization programmes for teachers on curriculum implementation to enable them acquire the necessary content and pedagogical skills to help the teachers bring out the expected outcomes among the learners.

4.6.2 Teachers attendance to KNUT's capacity building programmes

Teachers were asked to indicate their attendance to some curriculum capacity building programmes conducted by KNUT. The results were presented in Table 4.1.6

Table 4.1.6 Capacity building programmes attended by teachers

Type of seminar	N	Yes	%	No	%
Subject induction	757	175	23.1	582	76.9
Class teaching	757	168	22.2	589	77.8
Content delivery	757	159	21.1	598	78.9
Result improvement	757	153	20.2	604	79.8

The data presented in Table 4.1.6 shows that all the teachers had at least attended some capacity building programmes on curriculum implementation. The results indicated poor attendance to the capacity building programmes with non-attendance levels ranging between 76.9 and 79.9 percent. Subject induction was attended by a higher number of teachers (23.1 percent) while results improvement was attended by the least number of teachers (20.2 percent). Class teaching seminar was second best attended while content delivery seminar was the third best attended programme. The findings reflect low success of KNUT in conducting capacity building programmes for teachers. The low attendance of teachers could be because these programmes were carried during the school term and most of the teachers were busy teaching. The programmes also involve overhead costs which many teachers could not afford hence the low attendance.

4.6.3 Frequency of attendance to the capacity building programmes

The teachers were asked to indicate their frequency of attendance to some curriculum capacity building programmes conducted by KNUT. The results were presented in Table 4.1.7.

4.1.7 Frequency of attendance to the capacity building programmes meeting

Capacity building programme	Termly		Twice in a year		Yearly		Missing		Total	
	F	%	F	%	F	%	F	%	F	%
Subject induction	123	16.3	243	32.1	347	45.8	44	5.8	757	100
Class teaching	129	17.1	208	27.4	360	47.6	60	7.9	757	100
Content delivery	144	19	227	30.1	336	44.3	50	6.6	757	100
Result Improvement	136	18	218	28.8	348	46.8	58	7.7	757	100

The findings in Table 4.1.7 showed that majority of teachers did not respond to the questions on frequency of attendance to programmes on curriculum development with response failure ranging between 5.8 percent to 7.9 percent. This could be as result of the teachers being unaware of the existence of the programmes. This poses a challenge to KNUT to create awareness of the existence of such programmes and involve teachers in the exercise.

A higher number of teachers attended the yearly programmes while twice per year programme was the second most popular programme followed by termly programmes in that order. This could be because teachers were busy teaching and many could not be permitted to be out of school frequently. Class teaching programme was attended most in a year while subject induction was attended

most in twice per year programme. Content delivery was attended by a higher number of teachers in termly programmes than other programmes.

Although KNUT has managed to conduct capacity building programmes in line with its aims and objectives (Objective iv) of its functions which aims at contributing directly through teachers to professional work in teaching and development of education services in Kenya (KNUT 2005), never the less it should intensify the training to reach many of the teachers. The low attendance of teachers to these important capacity building programme may indicate ill preparedness of teachers in pedagogical skills which may have translated to poor performance of pupils in examinations in Machakos County.

4.6.4. Teachers' level of satisfaction with KNUT'S sensitization programmes on curriculum implementation

The study sought to find out the level of teachers' satisfaction with KNUT's sensitization programmes on curriculum implementation. They were requested to indicate their level of satisfaction. The results were presented in Table 4.1.8

Table 4.1.8 Teachers' level of satisfaction with KNUT'S sensitization programmes on curriculum implementation

Response	Frequency	Percentage
Highly satisfied	10	12
Satisfied	19	22.9
Fairly satisfied	24	28.9
Not satisfied	30	36.2
Total	83	100

The findings in Table 4.1.8 shows that teachers in many of the schools (30) represented by 36.2 percent said that they were not satisfied with KNUT'S sensitization programmes on curriculum implementation. A smaller number of teachers in 10 schools represented by 12 percent were highly satisfied. The high dissatisfaction levels of the teachers indicated that most teachers were not aware and poorly attended such programmes. It could also have indicated the low level of KNUT in conducting such programmes. The programmes are conducted during the school term and most teachers are normally busy teaching or not permitted by headteachers. The capacity building programmes are also expensive and not affordable to majority of teachers hence the low attendance. KNUT in its Education policy document (KNUT, 2005) advocates for conducting capacity building programmes to improve on teachers' knowledge.

KNUT's position concurs with the study done by Murray (2002) among teacher unions in Namibia who observed that teacher unions conduct extra mural courses for teachers to improve on their qualifications. Seminars and workshops conducted were on classroom management and teaching which all encourage quality instruction in classroom and curriculum implementation.

Officials interviewed on what KNUT was doing to ensure effective curriculum was being implemented said that KNUT organizes seminars, conferences and trainings for the purpose of helping teachers improve their academic and professional knowledge for effective performance in class. During the interviews the researcher sought to know from the officials on the outcomes

of quality education that have been realized by the unions' involvement in curriculum implementation upon which one said;

The programmess empower teachers to become professionals, increase expertise and improve standards of teaching, getting more knowledge and skills, gaining confidence and competences. Teachers are kept updated, increase expertise and enable teachers to meet the challenges in schools and the profession. The programmes have improved performance of pupils in examinations.

4.6.5 Teacher's satisfaction with KNUT's involvement in sensitization programmes on curriculum implementation and performance in KCPE

The teachers were asked to indicate the schools KCPE score between 2012 and 2014. The averages were done and classified into class intervals. The mean scores were classified as follows, 1-249 (below average) 250-349 (average) and above 350 (above average) .The results were presented in Table 4.1.9

Table 4.1.9 Teacher’s satisfaction with KNUT’s involvement in sensitization programmes on curriculum implementation and performance in KCPE

Statement	Schools KCPE mean score						Number of schools
	1-249		250-349		350 and above		
	F	%	F	%	F	%	
Highly satisfied	0	0	4	40	6	60	10
Satisfied	0	0	10	52.6	9	47.4	19
Fairly satisfied	16	66.7	8	33.3	0	0	24
Not satisfied	19	63.3	11	36.7	0	0	30
Total	35		33		15		83

The findings in Table 4.1.9 shows that a higher percentage of schools (60) where the teachers were highly satisfied with KNUT’s involvement in sensitization programmes on curriculum implementation had above average mean score. A higher percentage of schools where teachers were fairly satisfied had below average mean score. The results indicated that capacity building programmes had a lot of influence on the patterns of performance of pupils in KCPE. Capacity building programmes equip teachers with necessary tools to enhance their professional knowledge and skills so that they in turn improve learning and performance of learners especially in national examinations.

The desire for KNUT to initiate capacity building programmes to provide in-service training for teachers is aimed at developing relevant skills among the teachers to improve their efficiency in provision of education. This reflects the

position held by (Anderson, 2002) that in servicing teachers is an important precursor for improvement in performance and teaching. However from these findings the union has not succeeded fully in embracing it amongst primary school teachers in Machakos County.

Research question 3. To what extent does the Kenya National Union of Teachers’ participation in sensitization programmes on curriculum implementation influence the provision of quality education in primary schools in Machakos County?

The third research question sought to provide answer to whether Kenya National Union of Teachers’ participation in sensitization programmes on curriculum implementation influenced the provision of quality education in primary schools in Machakos County. The teachers were asked to indicate their schools performance in KCPE performance of KCPE by mean score in their respective schools. The results were shown in Table 4.2.0

Table 4.2.0 KNUT’s involvement in curriculum implementation and performance in KCPE.

		KCPE mean score
KNUT involvement in curriculum implementation	Chi test	6.235
sensitization programmes	Pearson chi square	.110
	Sig. (2-tailed)	0.003
N		83

Calculated (χ^2) significant at the 0.05 level (2-tailed). df= 1

The results presented in Table 4.2.0 showed that chi test value for KCPE mean score was 6.235 and the calculated χ^2 was significant at 0.3% a level lower than alpha 0.05 implying that there was a significant relationship between KNUT implementation of curriculum and pupils performance in KCPE. The implication was that although KNUT participates lowly on matters of curriculum as indicated by low attendance of teachers to capacity building programmes, (Table 4.23) the programmes contributed significantly to performance of pupils in examinations implying attainment of quality education. The findings concur with assertion by Weir (2009) who observes that quality education is indicated by high achievement of learners in examinations. The findings also indicated success by KNUT as outlined in its constitution Article II section three which mandates the union to participate in all matters that lead to improvement of education (KNUT, 2013).

KNUT has established curriculum sensitization programmes like workshops and seminars on subject induction, class teaching and examinations which according to the findings have succeeded in improving quality of education in schools (KNUT, 2005). Capacity building programmes improve teacher mastery of content and thus make teachers to be productive and effective. KNUT has also lived to its obligation of stressing for the need to incorporate assessment of pupils as part of education process (KNUT, 2005). However the teachers' exposure to these programmes was minimal implying that had the teachers been extensively exposed to capacity building programmes, the performance in examinations would have been better than it was.

4.6.6 KNUT's curriculum sensitization implementation and pupils' participation in co-curricular activities

School curriculum also involve other activities which are not directly associated with academic but contribute to pupils wellbeing and wholeness of life. These are referred to as co-curricular activities. This study sought to establish the level of relationship between KNUT involvement in implementation of curriculum and students' involvement in co-curricular activities. The teachers were given some co-curricular activities and asked to indicate whether they were offered in their schools. The results were correlated with their responses on KNUT's involvement in sensitization programmes on curriculum implementation. The results were presented in Table 4.2.1.

Table 4.2.1 KNUT's sensitization programmes on curriculum implementation and pupils' participation in co-curricular activity

Co-curricular activities		KNUT involvement in sensitization programmes on curriculum implementation.
Pupils' participation in sports	Pearson Correlation	.326*
	Sig. (2-tailed)	.478
	N	83
Pupils' participation in drama.	Pearson Correlation	-.187*
	Sig. (2-tailed)	.441
	N	83
Pupils' participation in music.	Pearson Correlation	.253*
	Sig. (2-tailed)	.174
	N	83

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.2.1 showed that (p) values for all co-curricular activities (.478, .441 and .174) were greater than alpha 0.05 indicating no significance at all between KNUT's involvement in sensitization programmes on curriculum implementation and pupils' participation in co-curricular activities in all schools studied. All the schools under study participated in co-curricular activities irrespective of their level of satisfaction with KNUT's involvement in sensitization programmes on curriculum implementation. Involvement of KNUT in sensitization programmes had no influence on the participation of schools in co-curricular activities.

Co-curricular activities are attractive to both teachers and pupils for they provide leisure opportunities and financial benefits to teachers and pupils hence very attractive and popular. The activities also equip the individuals with self-reliance skills necessary for wholeness of life Pollard (2006).The findings concur with the argument held by (Benson, 2005) who observes that quality education must seek to provide all children and young people with comprehensive creative and critical skills which enable appropriate preparation for working life, life in society and personal life for the individual. Reflecting on the same, Susan (2000) posits that quality education aims at developing the Child's personality and talent. There is need therefore for KNUT to intensify sensitization in co- curricular activities in order to develop holistic individuals who not only have academic competence but who are also adequately prepared for active life as an adult.

4.7 Influence of KNUT's participation in the development of curriculum support materials on the provision of quality education

Finch (2003) observed as follows.

“The curriculum teaching and learning materials are the back bone of education process. Educators and curriculum specialists must take the responsibility of developing curriculum support materials to meet the need of the evolving trends in education and ensure that the information being taught is accurate and represents the best knowledge students should be learning”
Finch (2003) pg 235.

Teachers being better placed to per take issues of development of teaching and learning materials, were asked to assess the influence of Kenya National Union of Teachers participation in the development of curriculum support materials on the provision of quality education in primary schools in Machakos County. The study explored the extent to which KNUT involved teachers in development of curriculum support materials and further explored whether the involvement had any relationship with provision of quality education in primary schools in Machakos County. The results are discussed in the following subsections

4.7.1 KNUT's involvement in developing curriculum support materials

In this sub section the study sought to get the responses of the teachers on the extent to which KNUT was involved in developing curriculum support materials. Development of curriculum support involves the participation of teachers in developing syllabus, preparing textbooks, participation in subject panels and preparing audio learning resources. To this, they were asked to rate the involvement of KNUT. The results were presented in Table 4.2.2

Table 4.2.2 KNUT’s involvement in developing curriculum support materials

Extent	Frequency	Percent
Very low	272	35.9
Low	305	40.3
Moderate	167	22.1
High	13	1.7
Very high	0	0
Total	757	100

The information presented in Table 4.2.2 shows that all the teachers acknowledged that at least KNUT was involved in developing curriculum support materials but at varying extent. Majority of teachers forming 40.3 percent rated KNUT’s involvement as low while a negligible number 1.7 percent indicated that KNUT the involvement of KNUT in developing curriculum support materials was high. The results indicated that the involvement of KNUT in development of curriculum support materials was low. The low involvement could be because it takes a long time for teaching and learning materials to be revised.

Although KNUT’s strategic plan 2008-2013 strategic objective nine endeavours to effectively participate in the development of curriculum support materials the union had not succeeded in involving its members in this exercise fully. These findings concur with the observation by Heystek (2001) who observes that there is only a small body of literature that links teachers in publication of teaching and learning materials.

Since KNUT is represented in curriculum development panels at Kenya Institute of Curriculum Development, it should seize the opportunity to widely engage teachers in development of curriculum support material for they are the drivers of education in schools. This failure to involve teachers denies teachers the opportunity to critique the teaching and learning materials. They teach content that they do not participate in development. This state definitely makes teachers be spectators in their own process and definitely translates into poor performance of teachers in their duty leading to poor results in examinations for pupils.

4.7.2 Teachers' participation in developing curriculum support materials

Teachers were asked to indicate if KNUT had involved them in developing curriculum support materials. The results are presented in Table 4.2.3

Table 4.2.3 KNUT's participation in developing curriculum support materials

Type of programme	N	Yes	%	No	%
Developing syllabus	757	161	21.3	596	78.7
Preparing textbooks	757	148	19.6	609	80.4
Participation in subject panels	757	365	48.2	392	51.8
Preparation of audio learning resources	757	137	18.1	620	81.9

The findings in Table 4.2.3 shows that at least all the teachers had been involved in the development of curriculum support materials in varying extent. Generally the results indicate poor participation of teachers in development of curriculum support materials with non-attendance percentage ranging between

(51.8 to 81.9). The least attended programme was preparing audio visual learning materials while the highest attended programme was subject panel.

Although KNUT in line with its Education Policy Document chapter five section 5.3 (b & c) KNUT (2005), indicates that curriculum should be backed by collaborative research involving teachers and that teachers involved in curriculum content should be trained, success has not been realized by KNUT on this issue. Teachers have not been involved in this matter wholesomely which may have contributed to low performance of pupils in KCPE in Machakos County.

The poor participation of teachers on issues of development of curriculum support materials is shared by Levin (2010), who argues that teachers' union are passive developers of teaching content while their members are active consumers of the developed teaching content.

4.7.3 Frequency of attendance to programmes for development of curriculum support materials

The teachers were asked to indicate if KNUT had involved them in developing curriculum support materials. The results were presented in Table 4.2.4

Table 4.2.4 Frequency of attendance to programmes for development of curriculum support materials

Programme	Termly		Twice in a year		Yearly		Non response		Total	
	F	%	F	%	F	%	F	%	f	%
Developing syllabus	50	6.6	62	8.2	225	29.7	420	55.5	757	100
Preparing text books	40	5.3	44	5.8	69	9.1	604	79.8	757	100
Participation in subject panels	20	2.6	60	7.9	42	5.5	635	83.9	757	100
Preparing audio visual learning resources	16	2.1	36	4.8	64	8.5	641	84.6	757	100

The findings in Table 4.2.4 shows that majority of teachers did not respond to the questions on the frequency of attendance to programmes on developing curriculum support materials by a range between 55.5 and 84.6 percent. This could be as result of the teachers being unaware of the existence of such programmes. This poses a challenge to KNUT to create awareness of the existence of such programmes and involve teachers in the exercise.

A higher number of teachers attended the yearly programmes. Twice per year programme was the second best attended while termly programmes were the least attended programme. This could be because teachers were busy teaching and many could not be permitted to be out of school. Attending also involves finances overheads other than facilitation fee that majority of the teachers could not afford. Subject panel programme was most common programme

attended mostly by teachers yearly. Preparation of audio visual learning resources was the least attended programme by the teachers.

In line with KNUT Strategic Plan 2008-2013 strategic objective nine section (i), (ii) and (iii) the union strategizes to identify and propose names of competent teachers for appointment at KICD panels to participate in developing teaching and learning content and sensitize representatives to attend curriculum panel meetings. From the findings the union has not succeeded in involving teachers in these programmes.

Participation of teachers in developing curriculum support materials is the back bone for learning. Mullens (2009) posits that quality teaching and learning materials influence education quality since student achievement largely depend on teachers' command of subject matter and their ability to use that knowledge to help students learn. The development and the use of curriculum support materials is an important strategy of ensuring that quality teaching and learning takes place (Ball & Cohen, 2006). Failure to involve teachers in this exercise may render the teachers ignorant of the teaching content leading to poor performance of learners which may explain the poor results in performance in KCPE in Machakos County.

4.7.4 Teachers' level of satisfaction with KNUT's participation in the development of curriculum support materials

The study sought to find out the level of teachers' satisfaction with KNUT's participation in the development of curriculum support materials. They were

requested to indicate their level of satisfaction. The results were presented in Table 4.2.5

Table 4.2.5 Teachers’ level of satisfaction with KNUT’s participation in the development of curriculum support materials

Response	Frequency	Percentage
Highly satisfied	17	20.5
Satisfied	20	24.1
Fairly satisfied	25	30.1
Not satisfied	21	25.3
Total	83	100

The findings in Table 4.2.5 shows that teachers in 30.1 percent of the schools were fairly satisfied with KNUT’s participation in development of curriculum support materials while teachers in 20.5percent of the schools were highly satisfied. The results in the Table could be due to the fact that many teachers had not been involved in developing curriculum support materials. Teaching and learning resources are developed periodically after a long time that could explain the low participation levels by teachers.

According to Education international (EI) the umbrella teachers’ body, teacher unions have the mandate to actively participate in developing instructional materials for use in curriculum delivery. Teacher unions involve teachers in developing curriculum support materials because teachers are the front-line service providers in education (Adams, 2003).

Participation by KNUT in development of instructional materials is one of the mandates of the union as outlined in section II of its constitution section (iv) where the union aims at contributing directly through teachers to the professional work in teaching and development of education services in Kenya (KNUT,2013). KNUT is required by mandate to involve teachers overwhelmingly in development of curriculum support materials. The union had not succeeded in this mandate which could be the reasons why performance in KCPE in Machakos County was poor.

The opinion of KNUT officials was sought on how the developed materials facilitated delivery of quality education to which one of them remarked;

In education, the teachers are the main movers of things like learning resources development. The teachers play an important role; in developing teaching and learning materials. The union believes quality learning resources have a significant bearing on student achievement and in provision of quality education.

The unionists were also asked what the union does to guarantee development of quality learning and teaching to which one replied;

KNUT participates in learning material development at KICD panels. It also ensures KNUT representatives (teachers) attend KICD panels and also sensitizes teachers to attend the panel meetings.

4.7.5 Teacher's satisfaction with KNUT's participation in development of curriculum support material and performance in KCPE

The teachers were asked to indicate the schools KCPE mean score between 2012 and 2014. The averages were done and classified into class intervals. The mean scores were classified as follows, Less than 1-249 (below average) 250-349 (average) and above 350 (above average). The results were presented in Table 4.2.6.

Table 4.2.6 Teacher's satisfaction with KNUT's participation in development of curriculum support material and performance in KCPE.

Statement	Schools KCPE mean score						Number of schools
	1-249		250-349		350 and above		
	F	%	F	%	F	%	
Highly satisfied	0	0	14	82.4	3	17.6	17
Satisfied	4	20	10	50	6	30	20
Fairly satisfied	5	20	15	60	5	20	25
Not satisfied	14	66.7	4	19	3	14.3	21
Total	23		43		17		83

The data in Table 4.2.6 shows that in schools where the teachers were highly satisfied with KNUT's participation in development of curriculum support materials, 82.4 percent of the schools scored above average mean score in KCPE while where the teachers were not satisfied 4 percent of the schools scored average mean in KCPE. The results indicate that teachers' involvement

in developing teaching and learning materials influenced the patterns of performance of pupils in KCPE in primary schools in Machakos County.

Participation of teachers in developing teaching and learning content makes the teachers to internalize the contents and help in improving the quality of teaching leading to learners' achievement especially in examinations. Examination being the main way through which curriculum can be evaluated, KNUT should therefore extensively involve teachers in developing teaching and learning resources for curriculum implementation. The desire of KNUT to involve teachers in development of teaching and learning materials echoes the position held by Bishop (2002) that teachers are subject specialists knowledgeable about the learning environment and their pupils. Their involvement in developing teaching and learning materials brings to the fold expert people with practical experience of what works and what does not work in the teaching process.

Research question 4. To what extent does the Kenya National Union of Teachers participation in the development of curriculum support materials influence provision of quality education in primary schools in Machakos County?

The fourth research question aimed at responding to the question whether Kenya National Union of Teachers participation in the development of curriculum support materials influenced provision of quality education in primary schools in Machakos County. The level of teachers' agreement with KNUT's involvement in the development of curriculum support material was

correlated with the performance of pupils in KCPE. The results are presented in Table 4.2.7

Table 4.2.7 KNUT’s involvement in development of curriculum support materials and performance in KCPE

		KCPE mean score
KNUT involvement in	Chi test	6.345
development curriculum	Pearson chi square	.169
support materials	Sig. (2-tailed)	0.003
N		83

Calculated (χ^2) significant at the 0.05 level (2-tailed). df= 1

The analysis presented in Table 4.2.7 indicates that the calculated χ^2 level were significant at 0.3% a level lower than the predetermined alpha 0.05. The results indicated that there was a significant relationship between teachers’ participation in development of curriculum support materials and students’ performance in KCPE. Teachers’ participation in developing teaching content improves their examining skills which translate to pupils’ performance in examinations. Since examination performance is an indicator of quality education, then this initiative by KNUT should be intensified. However, the results shows that teachers rated KNUT involvement in development of curriculum materials as low implying that KNUT had not extensively involved the teachers in this programme.

Participation of teachers in development of teaching and learning materials contributed to attainment of quality education as outlined in KNUT Strategic Plan 2008-2013 Strategic objective eight which advocates for provision of quality education to the public. The findings mirror the assertion advanced by Ball & Cohen (2006) that development and the use of curriculum support materials is an important strategy of ensuring quality teaching and learning takes place.

4.7.6 Teachers participation in development of curriculum support materials and Pupils participation in co- curricular activities

The study also sought to establish the level of relationship between teachers' participation in development of curriculum support materials and learners' involvement in co-curricular activities. The teachers were given some co-curricular activities and were requested to indicate whether they were offered in their schools. The results were correlated with the teachers' responses on the participation of KNUT in development of curriculum support materials. The results were presented in Table 4.2.8

Table 4.2.8 KNUT involvement in development of curriculum support materials and pupils' involvement in co-curricular activities

Co-curricular activities		KNUT involvement in Teachers Welfare.
Pupils' participation in sports	Pearson Correlation	.316**
	Sig. (2-tailed)	.278
	N	83
Pupils' participation in drama.	Pearson Correlation	.233*
	Sig. (2-tailed)	.141
	N	83
Pupils' participation in music.	Pearson Correlation	.433**
	Sig. (2-tailed)	.374
N		83

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.2.8 showed that the significant (p) values of (.278, .141 and .374) were greater than the alpha 0.05 indicating there was no relationship between teachers' participation in development of curriculum support materials and pupils participation in co-curricular activities in all schools studied. Pupils in all the schools under study participated in co-curricular activities irrespective of whether teachers were satisfied or not satisfied with their participation in development of curriculum support materials.

The teachers and the pupils were all attracted to co-curricular activities mainly because they provide out class social interactions with their physical environment, were source of recreation and provided aesthetic attractions to both teachers and pupils hence appealing. Pollard (2006) argues that co-

curricular activities are avenues of socialization, self-identification and self-assessment. Pollard proposes that schools should encourage co-curricular activities as they offer an opportunity to the learners to discover and nurture their talents. He observes that there is a strong link between co-curricular activities and academic performance hence most schools engage in co-curricular activities. There is need therefore for KNUT to intensify teacher participation in co-curricular activities to enable them develop the diversity of talent among the learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, conclusions derived from the study findings, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate Kenya National Union of Teachers initiatives influencing provision of quality education in primary schools in Machakos County, Kenya. Four research objectives guided the study namely:-

- i. To determine the influence of Kenya National Union of Teachers' involvement in improvement of teachers' welfare on provision of quality education in primary Schools in Machakos County.
- ii. To determine the influence of Kenya National Union of Teachers' involvement in management of teacher discipline on provision of quality education in primary schools in Machakos County.
- iii. To establish the influence of Kenya National Union of Teachers' sensitization programmes on curriculum implementation on provision of quality education in primary schools in Machakos County.
- iv. To establish the influence of Kenya National Union of Teachers participation in the development of curriculum support materials on the provision of quality education in primary schools in Machakos County

The study employed descriptive survey design. The target population of the study was 8320 primary school teachers and 828 primary schools in Machakos County, eight KNUT branch officials in Machakos County and one national KNUT official. Ten percent of target population for both teachers and schools were sampled giving a sample size of 832 teachers in 83 primary schools. The teachers and the schools were stratified per Sub County and selected by simple random sampling method to participate in the study. The KNUT officials were selected using purposive sampling for they had special information relevant to the study. A total sample of eight branch officials and one national official were purposively sampled. The sample consisted of 841 respondents.

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

Chi square was used to determine the relationship between KNUT initiatives and performance of pupils in KCPE while Pearson correlation was used to determine the relationship between KNUT's initiatives and pupils' participation in co-curricular activities. Content validity of the research instruments was ascertained by a team of experts in the field of Educational Administration and through piloting of the questionnaire. Reliability of the instruments was ascertained by a test-re-test technique and a coefficient of

stability for the teachers' questionnaire found to be 0.92 and for the interviews found to be 0.74. Permission to collect data in Machakos County was granted by the National Council of Science and Technology. A letter of introduction was given in every school visited before data was collected.

5.3 Summary of the findings

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

5.3.1 Influence of Kenya National Union of Teachers' involvement in improvement of teachers' welfare on provision of quality education in primary schools

The findings of the study were that KNUT was highly involved in improving issues concerning the welfare of teachers. A large proportion of the teachers agreed that KNUT had largely succeeded in securing welfare benefits for teachers such as increased pay, better working conditions, increased allowances, promotions, running motivational programmes for teachers and the recognition of teaching as a profession for teachers which were largely achieved through collective bargaining.

The study established that there was a significant relationship between KNUT involvement in teachers' welfare and the pupils' performance in KCPE significant at level 0.4% which was statistically significant. The findings were that when KNUT was involved in teachers' welfare quality education was achieved as measured by the performance of pupils in KCPE. Further the

findings showed that pupils in all schools participated in co-curricular activities irrespective of teachers' level of satisfaction with KNUT's involvement in improvement of teachers' welfare.

5.3.2 Influence of Kenya National Union of Teachers' involvement in management of teacher discipline on provision of quality education in primary schools

The findings of the study revealed that teachers agreed that KNUT had greatly succeeded in addressing teacher discipline issues in primary schools such discipline issues indicated were absenteeism, drunkenness while on duty, negligence of duty, punctuality to duty and carnal knowledge.

The study also established that there was a significant relationship between KNUT's involvement in management of teachers' discipline and pupils' performance in KCPE significant at level 0.2% which implied a very strong relationship. The findings were that when KNUT was involved in addressing teachers' discipline issues, there was attainment of quality education as measured by pupils' performance in KCPE. Further the findings showed that all schools studied participated in co-curricular activities irrespective of teachers' level of satisfaction with KNUT's involvement in management of teachers' discipline.

5.3.3 Influence of Kenya National Union of Teachers' sensitization on curriculum implementation and provision of quality education in primary schools

The findings of the study indicated that all teachers acknowledged having attended sensitization programmes initiated by KNUT on curriculum implementation though at low frequencies and levels. The teachers indicated that they had attended seminars on subject induction, class teaching, content delivery and results improvement.

The study also established that there was a significant relationship between KNUT's involvement in sensitization programmes on curriculum implementation and pupils' performance in KCPE significant at level 0.3%. The findings were that when KNUT was involved in sensitization programmes on curriculum implementation there was attainment of quality education as indicated by pupils' performance in KCPE. Further the findings showed that co-curricular activities were offered in all the schools studied notwithstanding teachers' level of satisfaction with KNUT's involvement in sensitization programmes on curriculum implementation.

5.3.4 Influence of Kenya National Union of Teachers participation in the development of curriculum support materials on the provision of quality education

The study revealed that at least all the teachers had attended curriculum support materials programmes initiated by KNUT though at very low levels and frequency. The respondents acknowledged that they had attended panels

for developing syllabuses, preparing textbooks, subject panels and preparation of audio visual learning resources. The teachers rated their attendance to programmes on development of curriculum support materials lowly.

The study also established that there was a strong significant relationship between KNUT's participation in the development of curriculum support materials and pupils' performance in KCPE significant at level 0.3%. The findings were that when KNUT participated in development of curriculum support, quality education was achieved as measured by performance of pupils in KCPE. The study established that in all the schools studied co-curricular activities were offered irrespective of teachers' satisfaction levels with KNUT's participation in the development of curriculum support materials.

This study fills the gap in understanding the relationship between KNUT's activities and provision of quality education in primary schools. This study has provided empirical evidence with respect to the relationship between teacher unions and provision of quality education in public primary schools.

5.4 Conclusions

The study concluded that the involvement of KNUT in teachers' welfare influenced the provision of quality education as measured by pupils' performance in KCPE. It was also concluded that KNUT's involvement in teachers' welfare had no influence on pupil's participation in co-curricular activities in primary schools.

The study concluded that KNUT's involvement in management of teachers' discipline influenced the provision of quality education in primary schools as

measured by pupils' performance in KCPE. It was also concluded that KNUT's involvement in management of teachers' discipline did not have any influence on pupil's participation in co-curricular activities in primary schools.

The study has established that KNUT's involvement in sensitization programmes on curriculum implementation influenced provision of quality education in primary schools as indicated by pupils' performance in KCPE. The study further concluded that the involvement of teachers in curriculum implementation programmes had no influence on pupils' participation in co-curricular activities in primary schools.

The study also established that KNUT's involvement in development of curriculum support materials influenced provision of quality education in primary schools. The study concluded that KNUT's involvement in development of curriculum support materials had no influence on the participation of pupils in co-curriculum activities in primary schools.

5.5 Recommendations

Based on the findings the study makes the following recommendations;

- (i) The Kenya National Union of Teachers, Ministry of Education, Kenya Education management institute (KEMI) and Kenya institute of Curriculum Development (KICD) should intensify curriculum based capacity building programmes to train the teachers on emerging trends in curriculum implementation. This is based on the finding that majority of the teachers were not satisfied with KNUT's involvement in this initiative.

- (ii) KICD should increase the participation of teachers in developing curriculum content; curriculum support materials and participation in curriculum forums to enable the teachers own the teaching and learning process.
- (iii) KNUT should diversify its training programme to include co-curricular activities for they complement the academic curriculum and assist in nurturing talent amongst the learners.
- (iv) KNUT should plan to offer training on capacity building and curriculum support training programmes during school holidays when teachers are not engaged in teaching so that many teachers attend.
- (v) KNUT should fund the training programmes so that teachers may attend for majority fail to attend owing to financial constraints.
- (vi) KNUT's training programmes should be made accessible and flexible at branch levels so that many teachers can attend.

5.6 Suggestions for further research

- (i) Further studies should be done on the influence of other teacher unions in Kenya like Kenya Union of Post Primary Education Teachers (KUPPET) and University Academic staff Union (UASU) on provision of quality education in institutions of learning in Kenya.
- (ii) Further studies on other initiatives undertaken by KNUT that emerged during the study like participation in SMASSE, KNUT's contribution towards vision 2030 and teachers' training on ICT should be explored to highlight their influence on provision of quality education in schools

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APPENDIX I
LETTER OF INTRODUCTION

**UNIVERSITY OF NAIROBI,
P.O BOX 30197,
NAIROBI.**

The Head teacher.

_____ **Primary School**

Dear Sir/Madam

RE: FILLING OF QUESTIONNAIRE

I am a post graduate student at the University of Nairobi, Department of Educational Administration and Planning. I wish to carry out a research on *Teachers' union initiatives influencing provision of quality education in primary schools in Machakos County, a case of Kenya National Union of Teachers*. I request you to kindly allow me collect data from your school. Please be assured that your identity will be kept confidential. The data collected will only be used for the purpose of this research.

Thank you.

Yours faithfully

GIDEON M. KASIVU

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information on *Teachers' Union initiatives influencing provision of Quality Education in Primary Schools in Machakos County, Kenya; A Case of Kenya National Union of Teachers.*

Your identity will be accorded great confidentiality; hence **do not write your name or the name of the institution** on the questionnaire. Please indicate the correct option as correctly and honestly as possible by putting a tick [$\sqrt{\quad}$] on the options. For the questions that require your own opinion, use the space provided.

Section A: Demographic information

1. Kindly indicate your gender

Male ()

Female ()

2. Kindly indicate your age

21 – 30 years ()

31 – 40 years ()

41 –50 years ()

Above 51 years ()

3. Kindly indicate your highest professional qualification

P1 ()

Diploma in Education ()

Bachelors degree ()

Masters Degree ()

PhD ()

Any other please specify _____

4 For how long have you been a teacher?

Below 1 year ()

1 – 10 years ()

11 – 20 years ()

21 – 30 years ()

31 – 40 years ()

Above 41 years ()

4. For how long have you been a member of KNUT? _____years

Section C: Influence of KNUT’s involvement in management of teachers’ welfare on provision of quality education

6. (i) By use of a tick (√) kindly indicate the extent of your agreement on the involvement of KNUT in addressing the below outlined teacher welfare issues in schools. Key. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Welfare issues	SA	A	SD	D
KNUT fights for increased pay				
KNUT secures better working conditions for teachers				
KNUT runs motivational programmes teachers (BBF, Sacco, Education schemes)				
KNUT secures promotion for teachers				
KNUT fights allowances for teachers				
KNUT fights for recognition of the status of the teaching profession				

7. In your opinion how influential are the secured teacher welfare benefits in enhancing performance of teachers in their work?

Very influential ()

Influential ()

Less influential ()

Not influential ()

8. In your own opinion, how satisfied do you feel by the involvement of

KNUT in Addressing teachers' welfare issues?

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

Section B. Influence of KNUT's involvement in maintenance of teacher discipline on provision of quality education

9. By use of a tick (√) kindly indicate the extent of your agreement on the involvement of KNUT in addressing the below outlined teacher discipline issues in schools. Key. Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

		SA	A	D	SD
	Absenteeism				
	Drunkenness				
	Punctuality to duty				

KNUT addresses the following teacher discipline issues at workplace	Negligence of duty				
	Carnal knowledge				
	Insubordination				

10. In your opinion how influential is teacher discipline in enhancing performance of teachers in their work?

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

11. In your own opinion, how satisfied do you feel by the involvement of KNUT in management of teacher discipline issues?

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

Section D: Influence KNUT’s sensitization programmes on curriculum implementation provision on quality education

12. How would you rate the extent of involvement of KNUT in curriculum implementation in primary schools?

- Very high ()
- High ()
- Moderate ()
- Low ()
- Very Low ()

13. Below are some capacity building programmes that KNUT has put in place in sensitizing teachers on issues of curriculum implementation. Kindly indicate by a tick (✓) the ones you have attended and the frequency of attendance.

Theme of Workshop/seminar	Indicate if attended				
	Yes	No	Termly	Twice in a year	Yearly
Subject Induction					
Class teaching					
Content delivery					
Results improvement					

14. In your own opinion, how satisfied do you feel by the involvement of

KNUT in sensitization programmes on curriculum implementation

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

Section E: Influence of KNUT's involvement in developing curriculum support materials on provision of quality education

15. How would you rate the extent of involvement of KNUT in developing curriculum support materials for use in primary schools?

Very high () High () Moderate () Low ()

Very Low ()

16. The following are ways in which KNUT participates in developing curriculum support materials for use in schools .Kindly by use of (√) indicate ways KNUT has involved you as a teacher in the development of curriculum support materials and the frequency of involvement

Programme	Indicate if attended				
	Yes	No	Termly	Twice in a year	Yearly
Developing syllabuses					
Preparing textbooks					
Participation in subject panels.					
Preparation of charts					
Prepare audio visual learning resources					

17. In your own opinion, how satisfied do you feel by the involvement of KNUT in involving teachers in development of curriculum support materials.

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

Section F: Indicators of quality education in Primary schools

19. By use of a tick (√) fill the performance of your school by **mean** between 2012 and 2014

Years	1 -200	250-349	350 and above
2012			
2013			
2014			

20. Indicate if your school participates in the following co-curricular activities

Programme	Yes	NO
Drama		
Music		
Sports		

Thank you for your cooperation

APPENDIX III

INTERVIEW QUESTIONS GUIDE

Name of interviewee: KNUT official and Position: _____

1. (a) Describe what welfare benefits and motivational programmes KNUT has secured for teachers

(b) What role do these welfare benefits for teachers play in promoting quality education in schools?
- 2 (a) What are some of teacher discipline issues in schools that can negatively impact on provision of quality education?

(b) How does KNUT address such teacher discipline issues to ensure maintenance of quality education?
- 3.(a) What is the union doing to ensure effective curriculum is being implemented in schools?

(b) What are some of the outcomes of quality education that have been realized by the unions' involvement in curriculum implementation?

(c) How does effective curriculum implementation promote quality education?
4. (a) To what extent does KNUT involve teachers in developing teaching and learning materials?

(b) How do the developed materials facilitate delivery of quality education?

- (c) What does the Union do to guarantee development of quality learning and teaching materials?
5. What activities does KNUT engage in toward provision of quality education in primary schools?
6. What are some of the indicators of quality education that KNUT has achieved so far in primary Schools?

Thank you for your cooperation

APPENDIX IV

DOCUMENTARY ANALYSIS GUIDE LIST

Teacher Union Reports and Resolutions

Consultative Conferences (Annual Delegates Conference) Proceedings

Newspaper articles

Journals (The Teacher)

KNUT Education Policy Document (2005)

KNUT Constitution (2013)

KNUT Strategic Plan (2008-2013)

KNUT Strategic Plan (2015-2019)

KNUT EFAIDS Curriculum (2006)

KNUT- The Union of Choice-2015

KNUT School Representatives Organization Manual (The Power in Numbers

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

Code of Regulation for Teachers (2013)

Public Officers Ethics Act (2003)

Machakos County TSC reports (2014)

Machakos Examination analysis (2011-2014).

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

Kenya Institute of Curriculum Development Act 2012

Kenya National Examinations Council Act.2013

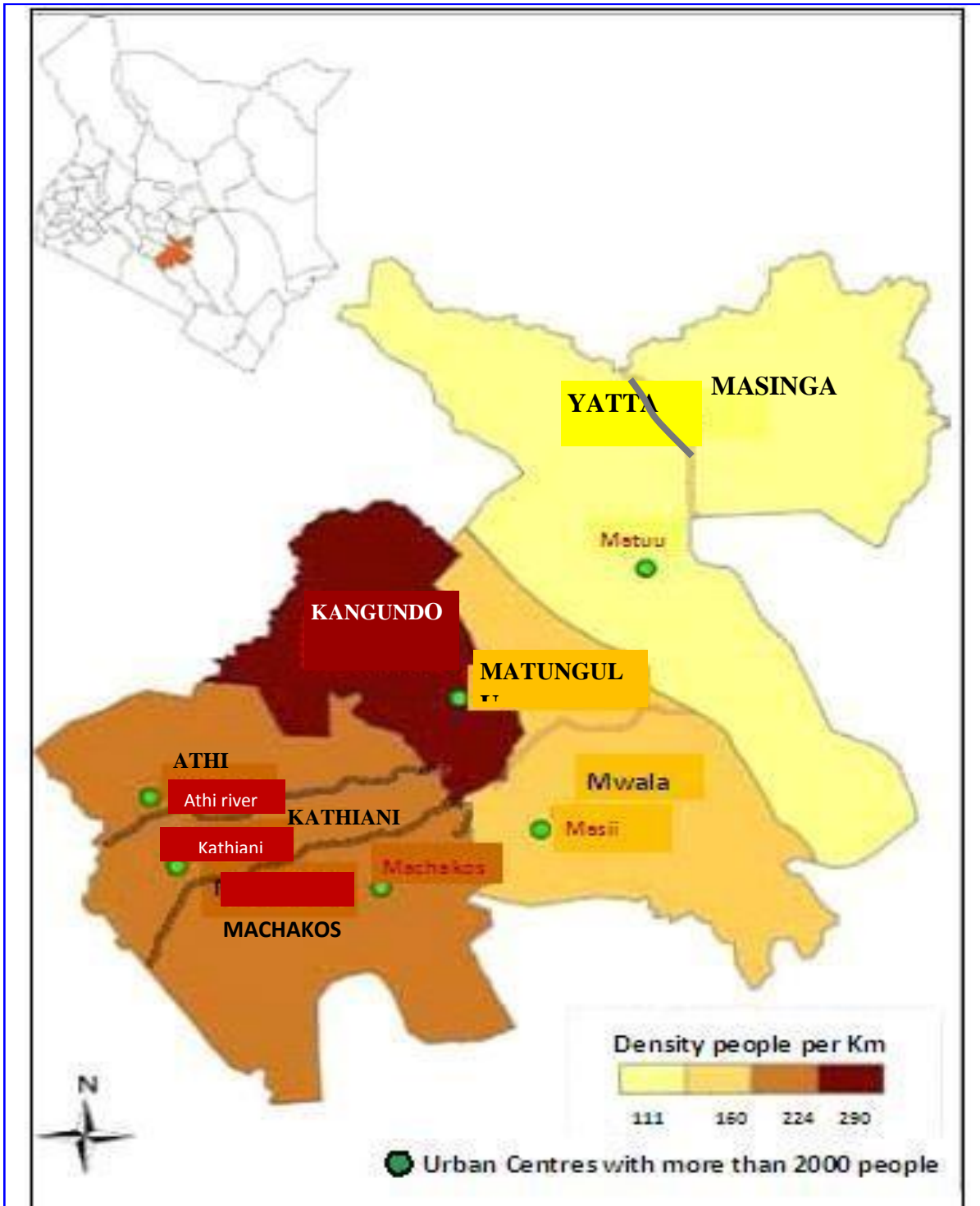
Quality assurance Manual for Educational Institutions

APPENDIX V

A LIST OF PUBLIC PRIMARY SCHOOLS IN MACHAKOS COUNTY

Sub County	Number of schools
Mwala	110
Machakos	198
Yatta	86
Masinga	94
Matungulu	79
Kangundo	95
Kathiani	90
Athi-River	76
Total	828

APPENDIX VI
MAP OF MACHAKOS COUNTY



APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. GIDEON MUTUKU KASIVU
of **UNIVERSITY OF NAIROBI, 29-90101**
mASII, has been permitted to conduct
research in Machakos County

Permit No : NACOSTI/P/15/9446/5480
Date Of Issue : 22nd April,2015
Fee Received :Ksh 2,000

on the topic: TEACHERS'
UNIONINITIATIVES INFLUENCING
PROVISION OF QUALITY EDUCATION IN
PRIMARY SCHOOLS IN MACHAKOS
COUNTY: A CASE OF KENYA NATIONAL
UNION OF TEACHERS.



for the period ending:
2nd December,2015

.....
Applicant's
Signature


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

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

Attested



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**


**RESEARCH CLEARANCE
PERMIT**

Serial No. A **5001**

CONDITIONS: see back page

APPENDIX VIII

RESEARCH AUTHORIZATION



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

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. _____ Date: _____

NACOSTI/P/15/9446/5480 **22nd April, 2015**

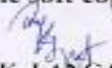
Gideon Mutuku Kasivu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teachers’ Union initiatives influencing provision of quality education in primary schools in Machakos County: A case of Kenya National Union of Teachers”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **2nd December, 2016.**

You are advised to report to **the Secretary General, Kenya National Union of Teachers, the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.


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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Secretary General
Kenya National Union of Teachers.

The County Commissioner
Machakos County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX IX

KENYA NATIONAL UNION OF TEACHERS CONSTITUTION

ARTICLE II



Kenya National Union of Teachers
Service & Justice

KENYA NATIONAL UNION OF TEACHERS CONSTITUTION

ARTICLE II

Revised on 9th December 2013

RULES AND REGULATIONS

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

ARTICLE II – FUNCTIONS OF THE UNION

The aims and objectives of the union shall be:-

1. To bring together and to unite Teachers of all grades and qualifications in Kenya.
2. To provide means for co-operation among the Teachers and the expression of their collective opinions, views and decisions upon matters affecting the interest of education and the Teaching profession in Kenya.
3. To participate in all matters calculated to lead to the improvement of

Education and to promote the establishment of a common system of Education.

4. To secure effective representation of the Teaching Profession on the Government, public and private bodies or organizations, where such representation may be required.
5. To place at the disposal of the Kenya Government, the Ministries of Education, the Teachers Service Commission, and any Council, board, or organization, public or private, who are concerned with or have relation to Educational Affairs, the advice, experience, and general co-operation of the union.
6. To secure solidarity and to extend the influence of the Teaching Profession in Kenya.
7. To Co-operate with other societies, bodies, associations, unions or organizations within or outside Kenya having Objectives together or in part similar to the objectives or some of the objectives of the Union.
8. To raise and maintain the standard and status of the Teaching Profession and to endeavour to make available to members of the Union higher posts in the Education Service of the Country.
9. To watch the administration and the working of the various educational codes, ordinances, regulations, minutes, and circulars and to procure the amendments of their terms and their removal where educationally desirable.

10. To offer advice and general assistance to individual members in Education and Professional matters, and in legal cases in which a member may be involved.
11. To secure and maintain unified and better terms and conditions of employment and service for all teachers.
12. To settle disputes between members of the Union or between its members and their employers and to regulate their relations between them by collective and constitutional means.

APPENDIX X

THE MANDATE OF KNUT



Kenya National Union of Teachers
Service & Justice

The Mandate of KNUT.

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

APPENDIX XI

AIMS AND OBJECTIVES OF KNUT



Kenya National Union of Teachers
Service & Justice

The Aims and Objectives of KNUT

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

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

APPENDIX XII

VISION, MISSION AND CORE VALUES OF KNUT



Kenya National Union of Teachers
Service & Justice

VISION

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

MISSION

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

CORE VALUES

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