

**CORPORATE ROLE OF KENYA NATIONAL UNION OF TEACHERS  
ON TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN  
MUMONI, KITUI COUNTY, KENYA**

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**A Project Submitted in Partial Fulfillment of the Requirements for the  
Award of Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

This research project is my original work and has not been presented for a Degree  
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## **DEDICATION**

This project is dedicated to my husband; Charles Kyalo, my dear son and daughter, Mutumwa and Mercy Kasyoka as well as my parents Mwendwa and Kiluti, my father-in-law Mutemi and my mother-in-law Kasyoka and family friends.

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## **TABLE OF CONTENTS**

Declaration .....	ii
Dedication .....	iii
Acknowledgement .....	iv
Table of contents .....	v
List of figures.....	vii
List of tables .....	ix
Abbreviations and acronyms .....	x
Abstract .....	xi

### **CHAPTER ONE**

#### **INTRODUCTION**

1:1 Background to the study .....	1
1.2 Statement of the problem .....	11
1.3 Purpose of the study.....	13
1.4 Objectives of the study .....	14
1.5 Research questions.....	15
1.6 Significance of the study.....	15
1.7 Limitation of the study .....	16
1.8 Delimitation of the study .....	16
1.9 Basic assumptions of the study .....	17
1.10 Definitions of significant terms .....	17
1.11 Organization of the study .....	18

**CHAPTER TWO**  
**REVIEW OF RELATED LITERATURE**

2.1 Introduction.....	20
2.2 Development of trade unionism .....	20
2.3 Trade unions’ agitation for better remuneration terms and its influence on teachers performance.....	22
2.4 Trade unions agitation on employment of teachers and its influence on their performance.....	28
2.5 Trade unions agitation on training programs and its influence on teachers performance.....	31
2.6 Involvement of trade unions on teacher disciplinary cases and its influence on their performance.....	34
2.7 Summary of literature reviewed and gaps .....	36
2.8 Theoretical framework .....	37

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1 Introduction.....	40
3.2 Research design .....	40
3.3 Target population .....	40
3.4 Sample size and sampling procedures .....	41
3.5 Research instrument.....	41
3.6 Validity of the instrument .....	41
3.7 Reliability of the instrument .....	42
3.8. Data collection procedures .....	43
3.9. Data analysis techniques .....	43

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND DISCUSSION**

4.1 Introduction.....	45
4.2 Questionnaire return rate .....	45
4.3 Demographic characteristics of respondents.....	46
4.4 Presentation and analysis of the questions .....	48

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	56
5.2 Summary of the findings .....	56
5.3 Research findings .....	57
5.4 Conclusion .....	59
5.4 Recommendations .....	61
5.5 Suggestions for further studies.....	62

<b>REFERENCES .....</b>	<b>63</b>
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## **APPENDICES**

Appendix 1: Letter of Introduction .....	68
Appendix 11: Questionnaire for teachers .....	69
Appendix III: Interview guide for principals .....	79
Appendix IV: Interview guide for KNUT officials .....	80
Appendix V: Research permit.....	81

## **LIST OF FIGURES**

Figure 2.1: Conceptual framework .....	39
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## LIST OF TABLES

Table 4.1: Response rate .....	45
Table 4.2: Gender of the respondents .....	46
Table 4.3: Age of the respondents .....	47
Table 4.4: Teaching experience of the teachers.....	48
Table 4.5: Relationship between improved salary and performance of the teachers .....	50
Table 4.6: Relationship between KNUT’s agitation for employment of more teachers and teachers’ performance .....	52
Table 4.7: Involvement of KNUT in teacher disciplinary issues.....	53
Table 4.8: Benefits from KNUTs training programs .....	55

## **ABBREVIATIONS AND ACRONYMS**

ATL	Association of Teachers and Lectures
COSATU	Congress of South African Trade Unions
EI	Educational Involvement
EIS	Educational Institute of Scotland
EFA	Education for All
ILO	International Labour Organization
IPA	Innovations for Poverty Action
KNUT	Kenya National for Union Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MDGs	Millenium Development Goals
NASWT	National Association of Schoolmasters Union of Women Teachers
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Assessment
PTR	Pupil Teacher Ratio
SPSS	Statistical Package for Social Studies
TSC	Teachers Service Commission
TTU	Tanzania Trade Union
UFT	United Federation of Teachers
UK	United Kingdom
PRP	Performance Related Pay

## ABSTRACT

The purpose of the study was to investigate the corporate role of KNUT on performance of teachers in public secondary schools in Mumoni Sub-County, Kitui County, Kenya. In this study descriptive survey method was used. In the Mumoni sub-County there are 20 public secondary schools, 20 principals and 700 teachers. In order to get a sample for the teachers the researcher used the 20-30 percent to get a sample of 210 teachers. The research instruments to be used were questionnaires for teachers on remuneration, employment, training programmes and disciplinary cases of teachers and interview guides for principals on performance of teachers and for executive officer of KNUT Kyuso branch on corporate roles of KNUT. An introductory letter from the department of education, University of Nairobi was requested to help in getting a research permit from national commission for Science, Technology and innovation. Upon getting permission through the permit the researcher got permission through DEO's office Mumoni sub-county before the commencement of research. The researcher arranged with the sampled schools' principals and teachers on the dates to present questionnaires. The researcher personally administered the questionnaires. Collected data was cleaned, coded and processed from questionnaires from the respondents. Quantitative data was analyzed using descriptive statistics which entails frequency and tables with the assistance of SPSS. The findings suggest that KNUT's governance strategies affected teachers' performance in public secondary schools in Mumoni Sub-County, Kitui County, Kenya. The researcher found that 93.3 percent of the respondents were of the opinion that integration of technology in teaching and learning process was influenced by improved salary. The researcher established that 88.7 percent of the respondents were of the opinion that KNUT's agitation for employment of more teachers enhanced revision. This research concludes that improved salary affected teachers preparation of the professional records, willingness to take extra duties, setting and achievement of targets, individualized education programs, improvisation of locally available resources for effective teaching and integration of technology in teaching and learning process to a great extent. The study recommends KNUT leaders to try to improve the performance of teachers in order to ensure majority of their students are successful in exams. KNUT needs to be strict on the disciplinary issues of their teachers to ensure improved performance of the teachers. The study recommends the ministry of education to involve KNUT in policy making thus avoiding confrontations and recurring strikes. TSC needs to employ more teachers thus reducing workload and improving teachers' performance.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1:1 Background to the study**

Trade unions are organizations of workers that come together with the aim of bettering their lots. These are generally speaking, five major substantive issues which are at the heart of the workers' quest in coming together, these being; wages and other material remuneration; working conditions; job security; working time; respect and dignity (Aye, 2010). In Wikipedia (2016) a trade union is an organization of workers who have come together to achieve common goals such as protecting the integrity of its trade, improving safety standards, achieving high pay and benefits such as health care and retirement, increasing the number of employees as employer assigns to complete the work and better working conditions.

Aye(2010) states that trade unions are the key components of most modern societies however;natures of trade unions are different. With regard to Wikipedia (2016) unions may organize a particular section of skilled workers (craft) unionism, a cross section of workers from various trades (general unionism) or attempt to organize all workers within a particular industry (industrial unionism). Trade unions traditionally have a constitution which deals with the governance of their bargaining unit and also have governance at various levels of government

depending on the industry that binds them legally to the negotiation and functioning.

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

Most of trade union in the UK are independent of any employer and they undertake the following activities :negotiate agreement with employees pay and conditions, discuss major changes to the work place large scale redundancy, discuss their members concerns with employers, accompany their members in disciplinary and grievance meeting and provide their members with legal and financial advice.

Fair brother (2014)opines that unions are no longer limited by nation state boundaries . Increasingly trade unions concerns have cross- border reference and

implications. Organizationally these developments have given rise to multi-faced form of trade unionism involving the global unions, national unions and locally based forms of trade unionism.

Aflcio (2016) have it that around the world, unions work together to confront issues that affect working people like rights on the job, unemployment, precarious work, poverty and inequality. Citing from Wikipedia (2016) to achieve business results, clear roles and responsibilities are important. ILO (2016) justifies that most unions have a central and an affiliate or branch system and a delegates' conference. The central control take the form of executive committee, council or administration falls to the responsibility of central authority as guided by delegates. The executive of the trade union represents the elected leaders' council, committee who do planning ,staffing, organizing ,directing and controlling the business of the union. Trade unions fight for achievement of better wages for instance on Tuesday 2016, the textile was allegedly told that the textile association was unnecessarily delaying the signing of new pact for knit wear sector workers . The earlier four year wage agreement which was signed between the labour unions like CITU, AITUC, INTUC, ATP, HMS, BMS, MLF and LPF had expired and had invited criticisms from trade unionists and workers.

Millward (2001) researched that two thirds of private sector workplaces continued to operate with 25 or more employees between 1990 and 1998. Employment in England and wales was said to have had declined at a rate of 1.8 per cent per

annum in the average non-union work place. Citing Madheswaranis (2003), declining employment elasticities imply that more output is attained with less employment . This could be the case due to employers investing in more capital intensive technologies andlabourshedding in private and public sector enterprises since mid 1980.

Disciplinary procedures and action against you at work (May, 2016) has it that an employee has a right to take someone with him or has to have disciplinary hearing after informing the employer about it. The companion can be a trade union representative or official and after hearing the employer should immediately write to employee saying the action to be taken. The decision might be no action or written warning or final warning , demotion or dismissal.

Eur WORK European observatory of working life (October 2000) notes that the employment relations ACT 1999 gives UK workers the statutory right to be accompanied by a trade union official or fellow work at workplace disciplinary and grievance hearing. From 4<sup>th</sup> September 2000, workers in UK have the right to be accompanied by a trade union official.ILO Bureau for workers activities (2007) states that unions conduct a broad range of educational programs. A number of organizations around the world blend union education activities with labour research. For instance we have labour education and Research network (LEARN) in the Philippines, which works with labour federations, union and other groups such as non-governmental organizations (NGOS) and cooperatives

provides basic union education, conducts training courses for labour educators and organizes workshops on labour-related issues .

The International Labour Organization (2011) have it that ILO provides assistance to member states which take the form of labour rights and industrial relations, counselling, employment, promotion and training in small business development, project management among others in education. With reference to international studies (2015), Kenyan teachers are the most overworked in sub Saharan Africa. As a result of the introduction of free primary education, many more children have come into schools; however there have been no extra funds from the government.

According to the department of education(2015) every teacher is accountable for his or her own behaviour and work performance. Every effort will be made by the principal to address alleged or perceived shortcomings in work and conduct through informal means without involving the formal disciplinary procedure. Where circumstances warrant, a teacher may be placed on administration leave with full pay pending an investigation or pending the outcome of an investigation, a disciplinary hearing or meeting. Teacher's trade unions are involved in such cases in support to their members.

According to Bascia and Osmond (2012) apart from portrayal of self-serving unions and advocating for teachers benefit at the expense of student learning some research have it that unions are organizations committed to strengthening the



teaching profession and improving the quality of education. One of the most common example is the provision of professional learning opportunities for teachers and even launching media campaigns in support of public education which has become a common practice of teacher organization.

On the other hand performance of teachers is wanting because of poor performance in some schools like in Mumoni sub-county, Kitui County. According to the analysis of KCSE results, performance index of all schools in MumoniSub County has always been below average for over 10 years (DEO's office Mumoni 2015).With regard to Kitui KCSE online posts, no school in Mumoni sub county that appeared in the top 5 secondary schools in KCSE since the year 2011 up to the year 2015. In MumoniSub County there are extra county boarding schools like Nguuku Secondary School and Gankanga Secondary School which were defeated in performance by Nzauni Mixed Day Secondary School in the year 2013 where by Nguuku and Gankangahad a mean score average of (5.00 C-) and Nzauni had a mean score of (7.8.B-)

In Mumoni sub county, secondary schools, less than 5 students joined Public Universities in the same year 2013 and none of their students had a mean score average of an "A" or "A-". According to advance Africa (2014) Maranda High School had 120 candidates with grade A, 145 with grade A-, 65 with grade B and a mean score of 11.401. Generally such performancein Mumoni Sub County is

poor and attracts the attention of scholar's education officers, teachers, head teachers and teacher trade unions.

The AFT was one of the first trade unions to allow African–American and minorities to become full members of their trade union in 1918.

The AFT called for equal pay for African American Teachers, the election of African Americans to local school boards and compulsory school attendance for African American children in 1919. The AFT demanded equal educational opportunities for African–American children in 1928 and called for the social ,political ,economic and cultural contributions of African Americans to be taught in the public schools.

Negotiations between the employer and employee on remuneration have been taking place historically. According to American Federation of Teachers (2015),The AFT relied heavily on making a statistical case for its wage and benefit proposals and then consulting with the school board rather than utilizing the power of collective action .By the late 1940, AFT was slowly moving towards collective bargaining as an official policy . The St.Paul Federation of Teachers struck on 25<sup>th</sup> November , 1946.It was the first AFT local to ever strike . In 1967 ,the New York state legislature passed the Taylor law ,which provided collective bargaining rights to public employees.

Nadeem,M. and et al. (2011) in reference to trade unions in Pakistan opines that in all education system , the performance of teachers is one of the handful of factors determining school effectiveness and learning outcomes.

Sarital and Tomer (2004), find teaching as one of the most influential profession in society. Teachers are the lifeblood of any education system. School place, books and classrooms are useless without teachers. In Pakistan ,a female teacher has the lowest representation in schools and hence the absence of female role models in educational institutions, is included to be one of the contributing factors to the lowest participation of girls and gendered based discrimination in education.

Conditions of collective bargaining have generally worsened in England and Wales where teachers are increasingly under pressure due to the setting of performance criteria ,and from stricter cost efficiency measure (Galgoczi and Glassner, 2008) .A tense bargaining climate has been reported by respondents from Cyprus where deadlock in negotiations between government and teachers unions resulted in a pay freeze .On the other hand the collective bargaining climate has been generally positive in Austria where unions and the government reached a compromise without strike action (Galg'oczi and Glassner, 2008). Gichaba (2011) opines that a collective bargaining Agreement is signed between the union and the employer for the purpose of implementation between the two parties and serves as memorandum of agreement between the employer and the union in matters of terms and condition of employment . Interpretation of the agreement or any part is rested in the jointly negotiating committee of the employer and the union subject to the right of arbitration by the industrial court.

According to Cooper and Surzau (2008) teachers union has become a major spokes group for public schools and the key defenders of the system at all three levels of government; federal state and local. Union is ultimately at work to supported defending public education.

Jacoby (2011) found that many of the problems associated with public education, such as so called “achievement gaps” derived from factors largely outside teachers control and that no genuine conversation can begin with the presumption that unions are responsible for all schooling’s short fall.

According to Governance Strategies Ltd (2016) Governance strategies provide governance professional employment and training; governance support services and policy development for Board. Governance strategies can provide relevant researched at contemporary board policies, board development and board training services to no profit and Community sector Board. Governance strategies does not offer a one-size all approach to governance but recognize every organization has its own culture and unique set of circumstances. Successful boards are those that can enhance the way they operate in response to their particular informed organizational needs and external influences and challenges. KNUT therefore should focus on corporate governance strategies and reform some of their strategies since striking strategies.

According to Fry (2003) sub-Sahara Africa teacher’s motivation is low and it has been detrimental to the quality of education. In most of the developing

countries including Tanzania, teacher's wages were considerably below the level necessary (Fry, 2003).

According to DFID, quality education involves the following areas or factors; gender awareness, curriculum, realistic learning targets, and motivated, committed and adequately rewarded teachers of both sexes and involvement in their own professional development (Davidson, 2005).

The TTU is concerned of decision of the government to neglect the teaching profession and assume that anybody can teach a child while to know subjects and to teach the subjects are two different philosophies. According to TTU professional or career development in terms of in – service training is very much neglected with very minimum budget allocation (Oluoch, 2006).Congress of South African Trade Union is concerned about the economic and social welfare of all its members. The most important principles according to which Cosatu functions may be summarized as follows:Independent democratic control of the workers, non – racial working class unity, one trade union, one industrial structure and national cooperation under the motto “An injury to one is an injury to all” (Beardwell and Holden, 2001)

KNUT was formed on 4<sup>th</sup>December 1957 and KUPPET on 26<sup>th</sup> November 1998and registered with the registrar of trade unions under the Trade Unions Act Cap 233 of the laws of Kenya and are really fighting for benefits of its members.

(Okumbe, 2001)'KNUT advocates for teacher induction programs and training of qualified teachers (Okuta, 2012).

Okumbe (2001) defines development as the process of providing senior teachers and managerial staff with conceptual skills for performing general duties. On the other hand training provides teachers and other employees with specific skills for specific duties; development provides conceptual skills for general duties. During the 55<sup>th</sup> Annual Delegates Conferences of the KNUT at Kisumu city (December, 2012), a message from the national chairman and secretary (KNUT) states that for Kenya to achieve the millennium development goals (MDGS), realize vision 2030 and contribute greatly to the education for all (EFA) by 2015 and boast of qualified human resource meeting the international standards, the teacher factor becomes a key determinant. Consequently pay special attention to issues pertaining to the teachers well being, their social – economic comfort and continued professional development.

## **1.2 Statement of the problem**

Muindi, (2015) opines that there is a new plan to pay teachers based on performance. The same issue of performance contracting arose in the year 2013 and KNUT opposed it. The new system according to Muindi , (2015). will provide specific yard sticks which each teacher will be required to attain. According to TSC, British council's plan ,the new code of regulations for teachers (2014) mandates TSC to develop an appraisal system. Then how will KNUT help teachers in such a situation, apart from striking.

KNUT has always fought for better remuneration for the teachers as well as good working condition. In Kitui County performance has been low and in Mumoni County extremely low. Salaries over the years have been increased but no corresponding improvement of students in KCSE. My opinion is that teachers are not well paid in relation to GDP. The key role of KNUT is to ensure that teachers are well paid as well as having access to good working conditions (Lawteacher, 2015).

The above issues are expected to enhance good academic performance of teachers; Mohanty (2000) explains teacher performance as the most crucial input in the field of education. Teachers are the most critical component of any system of education. How well the teachers teach depend on motivation, qualification, experience and training among other factors.

Poor pay, low status and morale are key causes of poor performance in public sectors. Across the world millions of teachers are working tirelessly for poverty wages educating the next generation. KNUT has concerned itself with issues that should enhance academic performance in teachers like salary increment, employment of more teachers to reduce workload, initiation of training programmes and promotion of teachers as well involving itself in teachers disciplinary cases.

Research conducted on the impact of teachers trade union on academic performance of teachers is minimal implying not enough empirical evidence of the impact of trade unions on academic performance of teachers. Study by

Wagaki (2013) implies that much of the research has concentrated on the efficiency of union in carrying out their duties (Kainda, 2011; Bascia, 2009) role of teachers' trade unions in education policy and reform (Kerchener&Koppic 1993;Bascia 2003).Teachers' trade unions in national politics and political insurgencies (Bauer,1993;Babeiya,2011;Webster,2007).

Other researches done on performance concerns influence of motivation ,job satisfaction, preparedness of headteachers and team work effectiveness in enhancing performance , that shows a research gap in regard to the corporate role of KNUT on teachers performance in public secondary schools in MumoniSub-County,Kitui County ,Kenya.

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

The purpose of the study was to investigate the corporate role of KNUTon performance of teachers in public secondary schools in Mumoni Sub-County, Kitui County, Kenya.



#### **1.4 Objectives of the study**

The proposed study was guided by the following objectives.

- i. To determine the corporate role of Kenya National Union of Teachers on agitation for better remuneration for teachers and its influence on teachers' performance in public secondary schools in Mumoni, Kitui County, Kenya.
- ii. To examine how the corporate role of Kenya National Union of Teachers on agitation for the employment of teachers influence their performance in public secondary schools in Mumoni, Kitui County, Kenya.
- iii. To evaluate the extent to which the corporate role of Kenya National Union of Teachers' on training programmes for teachers influence in their performance in public secondary schools in Mumoni Sub-County, Kitui, Kenya.
- iv. To establish the extent to which the corporate role of Kenya National Union of Teachers' on its involvement in teachers' disciplinary cases influence their performance in public Secondary schools in Mumoni Sub-County, Kitui County, Kenya.

## **1.5 Research questions**

The study was guided by the following questions:

- i. How does the corporate role of Kenya National Union of teachers on agitation for better remuneration influence their performance in public Secondary Schools in Mumoni Sub-County, Kitui County, Kenya.
- ii. How does the corporate role of Kenya National Union of Teachers for the employment of teachers influence their performance in public Secondary Schools in Mumoni Sub-County, Kitui County, Kenya.
- iii. To what extent does the corporate role of Kenya National Union of Teachers on agitation for training programmes of teachers influence their performance in public secondary schools in Mumoni, sub-county, Kitui County, Kenya.
- iv. To what extent, does the corporate role of Kenya National Union of Teachers on involvement in teachers' disciplinary cases influence teachers performance in public Secondary Schools in Mumoni sub-county, Kitui County, Kenya.

## **1.6 Significance of the study**

This study would help the KNUT leaders to improve the performance of teachers in order to ensure majority of their students are successful in exams. This would be done by continuing to fight for the rights of teachers hence motivating teachers

to perform. At the same time teachers who have not joined trade unions would be able to tell the importance of joining either KNUT or KUPPET. Furthermore, newly begun trade unions like KUPPET would be able to focus on their areas of weaknesses in order to support teachers accordingly so as to improve performance in secondary schools.

The study would also be used to focus on other trade unions governor's strategies like application of collaborative approach to issues instead of confrontations and recurring strikes and enhancement of professionalism in the teaching profession by involving them in policy making.

### **1.7 Limitation of the study**

Some of the leaders of trade unions may not fully disclose some information that may be affecting them negatively fearing that they may lose some of their members if they seem ineffective. The researcher alerted them on confidentiality to the given information.

Some schools in Mumoni Sub-County are far from roads where vehicle ply hence it was expensive to access them.

### **1.8 Delimitation of the study**

The study was only conducted among the secondary school teachers in Mumoni Sub-County. As a result the researcher did not focus on primary school teachers for comparison. In addition the study focused on Kyuso branch chief executive officer of the KNUT and head teachers.

## **1.9 Basic assumptions of the study**

The assumptions of the study were as follows:

- I. The respondents were honest and willing to give the right information without distortion.
- II. Salary increase influenced the performance of teachers positively through motivation.
- III. Most of secondary school teachers were members of KNUT.

## **1.10 Definitions of significant terms**

**Agitation** refers to stirring of things to occur.

**A trade union** refers to an organization with members who are usually workers or employees as well as union leaders united to protect and promote their common interest.

**Benefits** refers to compensation provided to employees in addition to normal wages as salaries.

**Collective bargaining** refers to a process of negotiations between the employer and a group of employees aimed at reaching agreements to regulate working conditions.

**Disciplinary cases** refers to issues connected with the punishment of people who break rules.

**Job satisfaction** refers to an employee's attitudinal response to his or her organization. As an attitude, job satisfaction is summarized in the evaluative component and is composed of cognitive, affective and behavioral components.

**Performance** refers to the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed there is a relationship between satisfaction and job performance.

**Remuneration** refers to reward or pay, salary or wages that one receives after working.

**Roles** refers to the prescribed or expected behaviour associated with a particular position or status in a group.

**Strike** refers to a work stoppage caused by mass refusal of employees to work in response to employee grievances.

**Trade disputes** as defined by Tulra 1974 refers to a dispute between workers and employees which is connected with terms and conditions of employment and discipline among others as in the employment act 1982.

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

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

This study was organized and presented in five chapters. Chapter one included introduction containing background to the study, statement of the problem, purpose of the study, objective of the study, research questions, and significance

of the study, limitation of the study, delimitation of the study, basic assumptions and definition of significant terms.

Chapter two was literature review related to the study, its introduction, theoretical and conceptual frame work as well as the summary of the chapter.

Chapter three, addressed research methodology and its introduction, research design, target population, variables, location of the study, instrument validity, sample size and sample procedures, research instrument ,data collection procedures and data analysis techniques.

Chapter four consisted of analysis and interpretation of the data and discussions while chapter five comprised of the summary, conclusion, recommendation and suggestions for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This entails literature review that is related to the research topic. It comprises of corporate role of Kenya National Union of Teachers on agitation for better remuneration, employment of more teachers, KNUT's agitation on training programs of teachers and its involvement in teacher disciplinary cases and its influence on their performance.

#### **2.2 Development of trade unionism**

The American Labour Movement of the 19<sup>th</sup> century was developed as a result of the city wide organizations that unhappy workers were establishing. The workers refused to be treated like slaves, and working under unbearable conditions any longer. Workers joined together and realized that a group is much more powerful than an individual when protesting against intimidating companies Beardwell and Holden (2001). The beginning of the American Labour Movement started with the industrial revolution. Textile mills were the first factories built in the United States. Once factory system began to grow the demand for workers increased. They hired many young women and children who were expected to do the same work as men for less wages and worked for eighty hours or more in a week.

The National trades' Union was formed in 1834 to improve the current working conditions, but failed due to the financial panic three years later. This is according to Beardwell and Holden (2001). In south Africa, congress of south African trade Unions (Cosatu) was formed on 30<sup>th</sup> November 1985 after more than four years of negotiations between, among others the council of unions of the south Africa (cusa) the federation of south Africa trade Union (Fosatu), the Azanian congress of the trade Unions (Azactu) and the SA.

Okumbe(2001) explains that during the early 1930's in Kenya there were occasional incidents of labour protests but there was no movements until the labour trade union of East Africa (LTUEA). It was registered in 1937 under the first, trade unions ordinance passed by the colonial government. Other trade unions like African workers Federation (AWF) led by Kibachi was formed in 1948 and the East Africa union congress (EATUC) in 1949.

According to Okumbe (2001), the first to form a teachers' union was made by James Gichuru and Eliud Mathu in 1934 where they formed a teacher's organization called Kenya African Teachers Union (KATU). The development of trade unionism in teaching profession in Kenya is synonymous with the development of the Kenya National Union of teachers (KNUT).

Before the formation of KNUT teachers were employed by diverse missionary agencies. They recruited and trained teachers to help them in spreading the word of God. Teachers were allowed to know what others of the other sects were



doing .After the religion rivalry in Europe that extended to colonies, each missionary sect had its teachers .This marked the beginning of teachers understanding of their rights (Okumbe 2001).According to Okumbe (2001), by 1950's MakerereUniversity College and Kagumo College began to provide a high caliber of teachers hence the urge for teachers to come together began. KNUT was registered as a teachers Union on 14<sup>th</sup> may 1959 .A constitution had been compiled and submitted to the registrar general who accepted the formation of KNUT.

### **2.3 Trade unions' agitation for better remuneration terms and its influence on teachers performance**

Study by Madheswaran in India on wage differentials between union and non-union workers. An econometric Analysis notes that studies on labour movement in india to show that there was no organized labour force in the early stages of industrialization in India where workers faced unbearably long hours of work and low wages which made them to use 'strike' as a weapon. Initially stikeswereunsuccessful but they became effective between 1900 and 1914 leading to obtaining of higher wages and emprovement of working conditions. The available data on disputes ever since 1921 show that monetary benefit (Wages and bonus) have been the single major issue of various disputes and strikes.

Madheswaran (2003) notes that in India salaries and benefits for central government employees in public administration, academic institutions, posts and telegraph e. t. c are determined in detail by the pay commissions which are periodically set up by the government where it is acquired that the disparity between the average salary of government employees and per capita income is far higher in India than in most other countries but all India federation of college Teachers organizations for instance take a lead in self- monitoring of their constituency to impose work and discipline. There are already many rules to deal with employees who do not work and who are late for work. Generally then if the same is applied in academic institutions performance is likely to be achieved .

ITUC global rights index; The world's worst countries for workers(2014) found that the guarantee of the free exercise of workers' rights is also a guarantee of a more equal and a more prosperous society. When workers enjoy the freedom of a collective voice can bargain for safe workplaces and fair wages and conditions and are free from discrimination then productivity and economic growth can flourish. Workers are struggling everywhere for their right of collective representation and too many countries take no responsibility for protecting workers rights in a national context or through corporate supply chains.

Teacher's organization here not only fit easily in the educational landscape. State governments which pose's formal constitutional authority over educational policy, control their involvement in educational decision making. In many states,

their preview is restricted to an advisory role with respect to substantive policy issues; the concerns in which they could claim some legitimate involvement through collective bargaining have been salary benefits and working conditions, but their ability to negotiate even in these areas can be and is restricted to a shrinking range of issues both because of reduced funding and by legislation.

According to Okumbe (2001) one of the KNUT's achievements is pay rise for teachers of all grades. (Bloom and Donnell, 2013) states that there is little connection between how much money Ohio teachers make and how much knowledge they impart to students over the course of a single year. This is according to a state impact OhioorPlain dealer analysis of a new measure of teachers performance. That analysis of state data shows that within many school districts, teachers who received a key aspect the lowest grade in a key aspect of performance known as value added are paid more on average than teachers who earned the highest grade.

The state impact or plain dealer analysis qualifies the relationship between value added and Ohio teachers' pay and it shows that older teachers in Ohio are paid significantly more than their young colleagues but did not out perform them in the 2011 -2012 school year on values added. The findings on the relationship between value added and teacher pay echo what researchers have found in other states including, Florida, New York, North Carolina and Washington (Bloom and Donnell, 2013).

Ballou and Podgursky (1997) states that while the quality of a new teacher recruits improved somewhat during the 1980's, this improvement had little or nothing to do with increase in teachers' pay. These findings are disappointing since one would expect higher salaries to affect career choices (Podgursky 1997). Okumbe (2001), states that in 1962 KNUT staged a strike because of the government's reluctance to solve teachers' problems and this demonstrated to the government that the teachers were united. KNUT fights for teachers' unity by ensuring pay rise for teachers of all grades.

Podgursky (2007) found that performance based pay rewards something other than credentials and years of experience both of which have been shown to be poor indicators of teachers' effectiveness. Those who argue in favour of performance based pay say that it is fairer to reward teachers who perform well rather than paying all teachers equally. PISA offers other perspectives on this by looking at how the relationship between students' performance and the existence of performance related pay plays out across countries. Currently about half of OECD countries reward teachers' performance in different ways. For example, in the Czech Republic, England, Mexico etc. outstanding teaching performance is a criterion for decisions on a teacher's position on the base of salary scale (Podgursky, 2007).

According to Galg'oczi and Glassner (2008). in their research paper on teacher pay in Europe states that the remuneration of working teachers varies greatly

between the countries of the broader European region, and also within each country. Wages are largely determined by institutional status of schools, type of labour, contract agreed upon and the stage a teacher has reached in his or her career in the case of secondary schools. When taking purchasing power differences into account start-of-career teachers earn the least in Russia (€480) and the most in Germany (€2,663). For end of career school teachers wages in Russia remain the lowest (€824), while in Austria they are the highest (€4,518).

A study conducted by innovation for poverty Action (IPA) in Kenya has it that Kenyan primary schools validated that contract teachers are key to improvement in performance in schools. KNUT would strike by mere mention of the term contract. My opinion is that contract teachers may not be enjoying the job but they may be busy looking for other jobs. In the long run it may water down the teaching profession. At the same time it may not be motivating since teachers are lowly paid. Generally teachers do not enjoy performance contracting. According to Gravatt (2002) an individual is said to be satisfied with his or her job and what one perceives it is offering. Study by Wangai (2012) cites republic of Kenya (1994) where it opines that the quality of teacher has been a matter of concern by the government.

The progress towards achievement in education has not been measured, entirely in quantitative terms but also expressed in terms of the quality of the education

founded. Waihenya (Daily Nation ,September 1997) explains that since independence the Kenyan teachers have felt that they are not fairly remunerated. The KNUT has been continuously putting pressure on the government for salary increase for teachers.

Kibet (2015) opines that in October 1997, teachers went on strike demanding a 300 per cent pay rise, led by the then KNUT secretary general Ambrose Odongo. The strike happened to disrupt studies for over 500,000 students who were preparing for their national examination. The government struck a deal with the teachers –the legal notice 534 of 1997. The agreement was signed by then head of public service Phares Kuindwa, Simeon Lesirma (then treasury PS) and justice Aaron Ringera (then solicitor general). Teachers were promised a 150 per cent to 200 per cent pay rise and house, medical, responsibility, special, hardship and commuter allowances. This was to be implemented over a period of 5 year period with effect from July 1st 1997. The controversial deal led to several other strikes after the state failed to honour the agreement. Generally this is demotivating. The teachers KNUT's current Secretary General Wilson Sossion is well known for his demands, negotiations and threats. This has in the past landed him in jail as he fought to ensure teachers got better salaries. Recently, teachers won a court case where they were awarded a pay rise of between 50 and 60 per cent, backdated July 2013, which will run to July 2017.

## **2.4 Trade unions agitation on employment of teachers and its influence on their performance.**

Madheswaran (2003) shows the level of employment in the private and public sectors over the “four phases of unionism ” in India. In the first phase ,public sector employment increased sharply and the private sector sector employment increased marginally .During the second phase ,public sector employment increased rapidly ,whereas private sector employment remained sluggish ;during the third phase ,employment growth in both sectors sharply tapered off; and during the first few years of the fourth phase ,growth in both sectors remained nearly static. ITUC global rights index :The world’s worst countries for workers (2014) observes that the increase of precarious employment relationships has further deepened the vulnerability of workers to discrimination at work place. In almost all countries temporary work ,agency work ,subcontracting and other types of informal work are expanding rapidly. Given their unstable employment situation and the high risk of dismissal ,precarious workers are discouraged from joining unions and being covered by collective bargaining.This means that workers in precarious forms of employment do not have the necessary support to improve their work situation .With regard to Kalusopa ,Otoo and Shindondola-Mote(2009) in terms of employment ,Africa faces daunting challenges.Open employment remains low in most countries because unemployment is unaffordable for the vast majority of the continents labour force .Measured

unemployment rate in Sub-saharan Africa consistently exceeds the world average (ILO,2009).

International Studies (2015) has it that as a result of introduction of free primary education, classes can be as big as 70-1000. These are some schools for example with as many as eight classes and only one trained and qualified teacher. Note that most Unions, usually in Africa reported teachers' shortages while over quarters of respondents said that teachers were in oversupply.

According to Kaloki (2009)states that PTR in most developing countries is a worrying state. UNESCO (2006) estimated that over 84 per cent of classroom had over 40 pupils per teacher. Majority of the countries that have PTR exceeding 40:1 are in sub-Saharan Africa and Asia. According to statistics (2008) PTR in Congo is 54:1 Rwanda 65:1, Ethiopia 70:1 while in South African countries like Afghanistan is 83:1 and Cambodia 50:1.This kind of PTR marks shortage of teachers .This calls for employment of more teachers. Kaloki (2009), opines that the high PTR in many developing countries is as a result of large enrolments following EFA goals.

With reference to Ron. (2003) the classroom conditions are particularly acute in a number of developing countries where large class sizes go beyond 100 pupils. The high PTR affect quality education which implies poor performance of students and consequently teachers. Too and Katan(2015). Opines that teachers are promoted to different grades and positions, demoted and transferred and rarely



do the education authorities link this phenomenon to academic performance. Generally such cases lead to shortage of teachers and call for employment of more teachers.

Tooand Katan (2015) explains that in Kitui District teachers were up in arms over massive transfers of their colleagues to other districts. There is an acute shortage of teachers in Kenya. This has been occasioned by the government ban on employment of additional teachers coupled with staffing as a result of irregular transfer of teachers by TSC (Mulongo, 2001). Sossion (2015) states that KNUT will not accept a budget that does not factor in hiring of new teachers. He says that they will organize a strike to make the government understand the need to employ more teachers.

With reference to UasinGishu County News (August, 2015), the KNUT wants the Government, through TSC to employ at least 30,000 more teachers said KNUT Eldoret west Branch chair Francis Soi. Soi added that there was a high shortage of teachers in the county leading to less impact on students and in response to the acute shortage of teachers, they demanded immediate employment of at least 30,000 new teachers by the commission.

Business Daily (September, 2015) has it that the KNUT is demanding for employment of more teachers to alleviate the shortage in public primary schools. KNUT's acting Secretary general Mudzo Nzili said, "we need more teachers for

all public schools to help transform the education standards as well as make our institutions children friendly.”

The star (April 25, 2015) has it that KNUT has written to the government to budget for hiring of 40,000 teachers in the next financial year. Secretary General Wilson Sossion said they were concerned since the hiring of new teachers had not been factored in the ongoing budget making process for the year 2015 -2016. He said that the County had a shortage of more than 100,000 teachers had the shortfall had negative effect on the quality of education.

## **2.5 Trade unions agitation on training programs and its influence on teachers performance.**

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

Bascia and Osmond (2012) found that apart from one portrayal of self-serving union advocating for teacher benefits at the expense of student learning some researchers have it that some unions are organization committed to strengthening the teaching profession and improving the quality of education, one of the most common examples is the provision of professional learning opportunities for teachers.

According to Education Next (2012) Finland is a famously world leader in student performance. It also has some of the strongest unions in the world and that includes its teachers union. More than any other advanced industrial nation, Finland's education strategy is to give teaching the highest status and make it more desirable job in the country. The winning combination is top-quality recruits, first-rate training and teachers with the kind of anatomy-read trust-typically accorded to other professionals but really to teachers.

Business Daily (September 3,2015) KNUT's acting secretary general MudzoNzili asked for continued promotion of teachers and better pay for graduate teachers. He continued and said that the TSC was talking of plans to suspend promotion of teachers and they were opposed to such a move. KNUT's Mandera branch Secretary Mohammed Kulospoke at the close of a government sponsored week long ICT training programme at Moi Girls Mandera. Mandera residents were urged to warmly welcome teachers in order to improve the county's academic performance. Speaking at the close of government sponsored

ICT training programme Mr. Kulo said teachers had failed to return to Mandera due to hostility they faced.

Korir( 2011) states that in Kenya the issue of quality of teachers as important Human attention and addressed through various in service training programmes by the Ministry of Education, science and Technology and other stakeholders. According to a study by Nabibya 2013 who cites Nyambala (2001) noted that in its professional role KNUT has put a lot of effort into influencing the improvement of professional standards. He points out that KNUT has always been involved in the running of in service courses as means of improving academic and professional levels of many serving teachers .

Nabibya(2013) opines that KNUT helps in agitating for promotion of teachers as well as other duties like fighting for better working conditions and defending teachers. In course of their duties with reference Eisner (1984) beginning teachers who enrolled in teacher induction programs also improved in self- confidence and classroom management, lesson planning and managing classroom discipline.

## **2.6 Involvement of trade unions in teacher disciplinary cases and its influence on their performance**

Kalusopa, Otoo and shindondola- Mute(2009) notes that worker representation could take several forms. Workers required to be represented in wage negotiation as well as negotiation for broads conditions of work. Workers require legal

representation as they increasingly face the wrath of adversarial employers they require representation at disciplinary hearings. For most countries in Africa, trade unions have fought for workers to be represented either by their union representative and chosen representative of the worker or group of workers in disciplinary hearings representation may take the form of an individual member of the union who has a grievance or disciplinary problem is accorded the services of the union. Trade unions in Africa have had excellent record of representing workers interest currently during the days of structural adjustment policies where workers in the public service are hit many redundancies. Today workers increasingly need the traditional court system to protect their rights because of the emerging class of private employers who are fiercely resisting the rights of workers. In some countries (Ghana, Nigeria and South Africa) unions have pushed for separate labour tribunals or court to be established.

## **2.6 Involvement of trade unions on teacher disciplinary cases and its influence on their performance.**

Disciplinary cases may lead to stress chan (1998) states that too much stress can contribute to health problem. Stress can also reduce the ability to perform at the highest levels. One of the effects of stress according to Guglielmi and Tatrow (1998) is that it causes the brain to be more reactive or less thoughtful. With reference to this I feel that in situations where teachers are charged with disciplinary cases their academic performance may be negatively affected.

According to TSC, most of cases reported for disciplinary actions are either absenteeism or negligence which is highly related to the level of stress among the teachers. According to the report on discipline cases between 2003 and 2008 there were 6434 cases at which over 50 percent are direct effect of stress among the teachers.

Sossion (2015) protested that the summoning of three teachers from the Garissa teachers College accused of inciting students not to report to the institution due to insecurity. Sossion stressed that the disciplinary hearing to be postponed until proper investigations are conducted and the allegations proven.

At this particular moment more than 95 public schools were closed because of insecurity in Garissa, Mandera and Wajir while more than 1000 non indigenous teachers had refused to return to work since January for fear of terrorist attacks. Generally KNUT critically assesses the allegations which may lead to victimization and disciplinary action.

Generally industrial action by teachers is allowed but according to Wanambisi(2015) during the strike of teachers in January 2015 .TSC warned that the striking teachers will face disciplinary action individually.KNUT insisted the strike to be on that the tutors will not be intimidated by TSC. Sossion said that the strike of legal and Nzili added that if their demands will be met it will lead to improvement the quality of education.

## **2.7 Summary of literature reviewed and gaps**

Literature reviewed show that teacher trade unions governance strategies in academically very successful countries has a friendly and partnership relation between the trade unions and the employer. According to research by Gindin and Finger (2013) public sector teachers unions are major actors in education politics in Latin America. There has been little comparative study of their impact on education in the region. There have been case studies but existing knowledge is uneven, even among the cases that are most well-known like (Argentina, Brazil, Chile, Mexico). On the other hand researchers have tended to focus on the history of teachers union, describing union mobilization and political interactions rather than educational gap. This scholarly neglect may partially result from methodological challenge. For example, there has been conflict over how to identify, quantity and analyze indicators related to education quality and teacher professionalism.

Teacher's trade union has fought for benefits of teachers but has failed to consider performance of teachers at a great deal (Elimu News, 2008). At the same time in the past KNUT striking strategy bore fruits but currently KNUT should urgently reform their governance strategies towards achievement of their goals. The strikestrategy failed in the last strike of (2016) and should urgently think of a different approach.

There are some considerations that teachers require in order to feel at par with other professions like better pay. This again should come with professionalism in the teaching profession and enhancement of their performance (Nabibya 2013). In some states like Ontario and Canada of the great PISA employed collaborative relationship with teachers to get better performance. Likewise KNUT governance strategies should change to focus on performance of teachers (education next 2012). In addition to this discipline in teachers, employment of more teachers to avoid shortage KNUT training programs and better renovation are anticipated as some of the factors that motivate teachers and enhance their performance but the extent is not known.

## **2.8 Theoretical framework**

Agency theory is the branch of financial economics that looks at conflicts of interest between people with different interests in the same assets. This most importantly means the conflicts between shareholders and managers of companies. The theory explains the relationship between principals such as shareholders and agents such as company's manager. In this relationship the principal delegates (or hires) an agent to perform work. The theory attempts to deal with two specific problems: How to align the goals of the principal so that they are not in conflict (agency problem) and that the principal and agent reconcile different tolerance for risk.



There are conflict between managers (TSC) and shareholders (teachers) relating to remuneration in this line TSC has introduced the concept of performance contracting to fight the recurring strikes on increment of teachers' salaries (Wikipedia 2016). In addition to this Blogger (2015) notes that teachers salary increment alone would mean that close to a third of the national budget will be allocated to education docket since there is a large number of teachers.

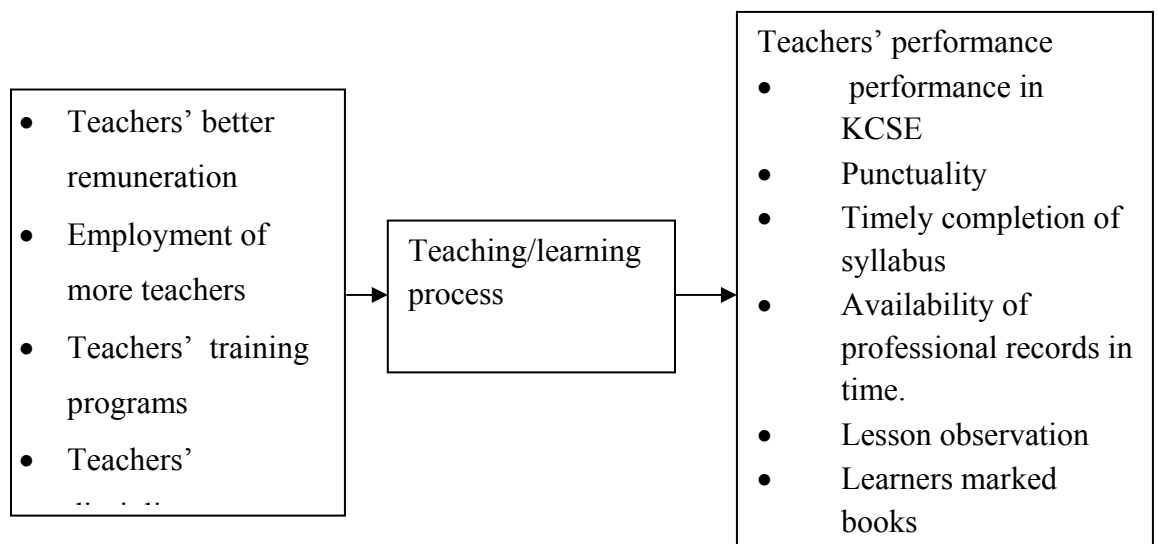
Self-interested behaviour agency theory suggests that, in imperfect labour the capital markets managers will see to maximize their own utility at the expense of corporate shareholders. This will apply in this study since TSC introduced performance contracting to stop strikes and make teachers work even harder. According to Wikipedia (2015) the scheme of Performance Related Pay (PRP) is pushed by the World Bank in order to help the government to “get more for less”. At the same time the overall problem in the country is not the standard of teaching but the shortage of teachers. The government must employ more teachers. The government (TSC) and (KNUT) have to reconcile as per education next (2012) where Finland's teachers and their unions have not engaged in confrontational politics, the unions have been at the reform table for years as essential social partners in order to get performance unlike in Kenya where teachers unions recurrently organize strikes for better pay.

## 2.9 Conceptual framework

### Corporate role of Kenya National Union of Teachers on the performance of teachers in KCSE.

The conceptual framework highlights the relationship between the independent variable (KNUT's corporate role) on the dependent variables (teacher's performance) as depicted by performance of students in KCSE as per below the figure below.

**Fig 2.1 Conceptual framework**



Teachers' better remuneration, employment of teachers, teachers' training programs and teachers' discipline enhances their performance of duties in their stations or schools in form of completion of syllabus in time, punctuality, readiness in taking responsibilities, lesson observation, marking of learners' books, increased contact hours among others.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter entails methods that would be used in carrying out this study these are: research design, target population, sample size, sampling procedures, research instruments, instrument validity, instrument reliability, and data collection procedures and data analysis techniques appropriate for the study.

#### **3.2 Research design**

Research design refers to a plan showing how the problem of investigation was solved. (Orodho and Kombo, 2003). In this study descriptive survey method was used this is because it can be used to collect data about peoples' attitudes, opinions and habits through use of questionnaires. According to Orodho, (2003) descriptive survey design is a process of collecting information by interviewing or administering questionnaires to a sample of individuals. According to a study by Nyange (2003) most social science researchers prefer this design because of its ability to observe and document aspects of a situation as it naturally occurs.

#### **3.3 Target population**

According to Borg and Gall (1998) target population refers to all members of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study. In the Mumoni sub-County there are

20 public secondary schools, 20 principals and 700 teachers (DEO's office Mumoni 2014) This population will form the target population of my study.

### **3.4 Sample size and sampling procedures**

To select the schools, a list of the schools was obtained from the DEO'S office from where census method was used to sample all the schools in the 20 selected schools. All the headteachers in the 20 schools was automatically selected. In order to get a sample for the teachers the researcher used the 20-30 percent suggested by Mugenda and Mugenda (2003). This implies that the research sampled 210 teachers. To sample this number from schools, this number was divided by number of schools ( $210/20$ ) giving 11 teachers where random sampling was used.

### **3.5 Research instrument**

The research instruments to be used were questionnaires for teachers on remuneration, employment, training programmes and disciplinary cases of teachers and interview guides for principals on performance of teachers and for executive officer of KNUT Kyuso branch on corporate roles of KNUT.

### **3.6 Validity of the instrument**

Validity refers to the degree to which a test measures what it is supposed to measure. In this study, the research used content validity. Content validity entails the degree to which a text measures what it is intended to measure. Content

validity was ensured by submission of the instruments to the University experts in charge for reviewing prior to data collection.

### **3.7 Reliability of the instrument**

Frankel and Wallon (2006) states that reliability is the consistence of scores or answers from one administration of an instrument to another or from a set of items to another. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To check the reliability of the instrument consistency of the responses should be checked on the pilot questionnaires.

Reliability is said to be influenced by random error in that as random error increases reliability decreases. With reference to Best and Khan (2004) a pilot study was done to ensure instrument reliability and the procedures of administration. Test retest technique was used to test reliability of the instrument. It involves administration of the same instrument twice to the same group of people. The second questionnaires were administered after one week. The pilot data was entered into SPSS. The scores from testing periods was correlated to determine their reliability using person's product moment correlations coefficient. The reliability coefficient formular used was:

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

The instrument was said to be reliable if it was above 0.7. The instrument was said to be reliable because the coefficient was 0.9.

### **3.8. Data collection procedures**

An introductory letter from the department of education, University of Nairobi was requested to help in getting a research permit from national commission for Science, Technology and innovation. Upon getting permission through the permit the researcher got permission through DEO's office Mumoni sub-county before the commencement of research.

The researcher made arrangements with the sampled schools' principals and teachers on the dates to present questionnaires.

The questionnaires were collected from the schools after a day. The researcher personally administered the questionnaires and ensured confidentiality with the given information.

### **3.9. Data analysis techniques**

Collected data was cleaned, coded and processed from questionnaires from the respondents. Data was then arranged and recorded as per research questions. Quantitative data was analyzed using descriptive statistics which entails frequency and tables with the assistance of SPSS. SPSS is a wide spectrum of statistical procedures that are well designed for social sciences.

Qualitative data from questionnaires was corrected and arranged into themes, categories and patterns in relation to the study. The data was also analyzed thematically by comparisons discussions and checking possible solutions.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents data analysis and conclusions. It consists of questionnaire return rate, demographic characteristics of respondents, presentation and analysis of the questions.

#### 4.2 Questionnaire return rate

The questionnaire return rate results are shown in Table 4.1.

**Table 4.1**

#### Response rate

	<b>Expected</b>	<b>Actual</b>	
<b>Respondents</b>	<b>Response</b>	<b>Response</b>	<b>Percentage ( percent)</b>
Principals	18	18	100
Teachers	210	150	71.4
KNUT official	1	1	100
<b>Total</b>	<b>229</b>	<b>169</b>	<b>73.80</b>

From the table 4.1, it can be observed that, the principals' response rate was 100 percent, teachers' response rate was 71.4 percent, and KNUT official response rate



was 100 percent. This is average to 73.8 percent which is a reasonable response rate. The high response rate was achieved after the researcher made physical visits to remind the respondent to fill-in and return the questionnaires.

### **4.3 Demographic characteristics of respondents**

This section presents background information on the demographic data of the teachers highlighting basic characteristics of the target population in the study. It provides a summary concerning gender of the respondents, their age and academic qualification of the teachers.

#### **4.3.2 Gender of the respondents**

Gender refers to the basic and general distribution of the secondary school teachers at Mumoni sub-County. The respondents were requested to state their gender and they gave the results as presented in Table 4.2.

**Table 4.2**

#### **Gender of the respondents**

	<b>Frequency</b>	<b>Percentage</b>
Male	70	46.6
Female	80	53.3
<b>Total</b>	<b>150</b>	<b>100</b>

The findings in Table 4.2 indicate that 53.3 percent of the teachers were female. This reflects that the majority of the teachers are female and are acting as role models to the girl child.

#### 4.3.1 Age of respondents

Teachers at Mumoni sub-County were requested to state their age and Table 4.3 indicates the age distribution of the teachers. This was presented in Table 4.3.

**Table 4.3**

#### **Age of the respondents**

	<b>Frequency</b>	<b>Percentage</b>
26-35	8	5.3
36-45	16	10.6
46-55	83	55.3
56-65	43	28.6
<b>Total</b>	<b>150</b>	<b>100</b>

The data in Table 4.3 indicated that 55.3 percent of the teachers were aged 46-55 years. This shows that majority of the teachers were advanced in age and likely to have gained experience in teaching. Most teachers gain experience with age in the teaching profession. Due to their advanced age, they were likely to understand the operation of Knut and have information on its operation and gain.

### 4.3.3 Academic qualification of the teachers

Teachers were asked to state their academic qualification and the results are shown on Table 4.4.

**Table 4.4**

#### **Teaching experience of the teachers**

	<b>Frequency</b>	<b>Percentage</b>
Postgraduate	13	8.7
Diploma	39	26.0
B/ED&Masters	98	65.3
<b>Total</b>	<b>150</b>	<b>100</b>

The results in Table 4.4 indicates that 47.3 percent of the teachers had attained B/ED and Masters. This means the teachers were well qualified to be teaching at the schools. B/ED is the lowest qualification for secondary school teachers and many are qualified so KNUT had the bargaining for teachers since the teachers are qualified.

### 4.4 Presentation and analysis of the questions

The data analysis on the investigation of KNUT's corporate role on teachers' performance in public secondary schools in Mumoni Sub-County, Kitui County, Kenya is presented in this section. It presents the responses of the principals, teachers, and KNUT official on the influence of corporate role of Kenya National Union of Teachers on agitation for better remuneration for teachers, employment of teachers, training programmes for teachers and its involvement in teachers'

disciplinary cases influence their performance in public Secondary schools in Mumoni Sub-County, Kitui County, Kenya.

#### **4.4.1 Kenya National Union of teachers' agitation for better remuneration and its influence on teachers' performance**

This section answers the question on the corporate role of Kenya National Union of Teachers on agitation for better remuneration for teachers and its influence on teachers' performance in public secondary schools in Mumoni, Kitui County, Kenya.

##### **4.4.1.1 Relationship between improved salary and performance of the teachers**

The question asked the opinions from the teachers the evidence of relationship between improved salary and performance of the teachers. The opinions are shown on Table 4.5.

**Table 4.5**

**Relationship between improved salary and performance of the teachers**

	<b>Agree</b>		<b>Does not agree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Preparation of the professional records	119	79.3	31	20.7
Punctuality	122	81.3	28	18.7
Willingness to take extra duties	129	86.0	21	14.0
Willingness to motivate and guide students	118	78.7	32	21.3
Setting and achievement of targets	122	81.3	28	18.7
Individualized education programs	134	89.3	16	10.7
Improvisation of locally available resources for effective teaching	129	86.0	21	14.0
Integration of technology in teaching and learning process	140	93.3	10	6.7

The findings in Table 4.5 shows that 93.3 percent of the respondents were of the opinion that integration of technology in teaching and learning process was influenced by improved salary. In addition, 21.3 percent of the respondents were of the opinion that willingness to motivate and guide students was not influenced by improved salary. This is in agreement with the findings of Ballou and Podgursky (1997) who stated that while the quality of a new teacher recruits improved somewhat during the 1980's, this improvement had little or nothing to do with increase in teachers' pay.

#### **4.4.2 Relationship between Kenya National Union of teachers' agitation for employment of more teachers and teachers' performance**

This section answers the question on the corporate role of Kenya National Union of Teachers on agitation for the employment of teachers influence their performance in public secondary schools in Mumoni, Kitui County, Kenya.

##### **4.4.2.1 Relationship between KNUT's agitation for employment of more teachers and performance of teachers**

The question asked the opinions from the teachers the evidence of relationship between KNUT's agitation for employment of more teachers and performance of teachers.

**Table 4.6****Relationship between KNUT's agitation for employment of more teachers and teachers' performance**

	Agree		Does not agree	
	F	%	F	%
Workload	122	81.3	28	18.7
Syllabus coverage	116	77.3	34	22.7
Revision	133	88.7	17	11.3
Motivation	110	73.3	40	26.7
Punctuality	124	81.4	26	18.6
ICT integration	62	41.3	88	58.7
Preparation of professional records	97	64.7	53	35.3
Achievement of set targets	77	51.3	73	48.7
Individualized education programmes	77	51.3	73	48.7

The findings in Table 4.6 shows that 88.7 percent of the respondents were of the opinion that KNUT's agitation for employment of more teachers enhanced revision. In addition, 81.4 percent of the respondents were of the opinion that KNUT's agitation for employment of more teachers enhanced punctuality. This is in agreement with the findings of Too and Katan (2015) who opines that teachers are promoted to different grades and positions, demoted and transferred and rarely do the education authorities link this phenomenon to academic performance.

#### **4.4.3 Relationship between Kenya National Union of teachers involvement in teacher disciplinary issues and performance of teachers**

This section answers the question on the corporate role of Kenya National Union of Teachers' on training programmes for teachers influence in their performance in public secondary schools in Mumoni Sub-County, Kitui, Kenya.

##### **4.4.3.1 Relationship between involvement of KNUT in teacher disciplinary issues and teachers' performance**

The question asked the opinions from the teachers the evidence of involvement of KNUT in their disciplinary issues affected their performance.

**Table 4.7**

#### **Involvement of KNUT in teacher disciplinary issues**

	<b>Agree</b>		<b>Does not agree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Timely coverage of syllabus	91	60.7	59	39.3
Preparation of professional records	96	64.0	54	36.0
Punctuality	106	70.7	44	29.3
Avoiding absenteeism	68	45.3	82	54.7
Motivation of students	100	66.7	50	33.3
Willingness to take extra duties	76	50.7	74	49.3
Achievement of set targets	59	39.3	91	60.7
And provision of conducive environment for learning	48	32.0	102	68.0
Timely coverage of syllabus	72	48.0	78	52.0

The findings in Table 4.7 shows that 66.7 percent of the respondents were of the opinion that involvement of KNUT in their disciplinary issues affected the



motivation of students. In addition, 70.7 percent of the respondents were of the opinion that involvement of KNUT in their disciplinary issues affected their punctuality. This is in agreement with Nyambala (2001) who noted that the professional role of KNUT is to put a lot of effort into influencing the improvement of professional standards. KNUT has always been involved in the running of in service courses as means of improving academic and professional levels of many serving teacher .

#### **4.4.4 Relationship between Kenya National Union of teachers' agitation on training programs for teachers and teachers' performance**

This section answers the question on the corporate role of Kenya National Union of Teachers' on its involvement in teachers' disciplinary cases influence their performance in public Secondary schools in Mumoni Sub-County, Kitui County, Kenya.

#### 4.4.4.1 Benefits of teachers attendance to KNUTs training programs

The question asked the opinions from the teachers the evidence of their attendance to KNUTs training programs benefited them.

**Table 4.8**

#### **Benefits from KNUTs training programs**

	<b>Agree</b>		<b>Does not agree</b>	
	<b>F</b>	<b>percent</b>	<b>F</b>	<b>percent</b>
Syllabus coverage	116	77.3	34	22.7
Teaching strategies	111	74.0	39	26.0
Setting of targets	103	68.7	47	31.3
ICT integration	106	70.7	44	29.3
Teaching competency	120	80.0	30	20.0
Improving grades in your field	118	78.7	32	21.3
Preparation of professional records	122	81.3	28	18.7

The findings on Table 4.8 shows that 81.3 percent of the respondents were of the opinion that their attendance to KNUTs training programs benefited them in preparation of professional records. In addition, 68.7 percent of the respondents were of the opinion that their attendance to KNUTs training programs benefited them in setting of targets. This is in agreement with Chan (1998) who stated that too much stress can contribute to health problem. Stress can also reduce the ability to perform at the highest levels.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains the summary of the entire study. It consists of summary of the findings, research findings, conclusion, recommendations and suggestions for further studies.

#### **5.2 Summary of the findings**

The purpose of this research study was to investigate KNUT's corporate role on teachers' performance in public secondary schools in Mumoni Sub-County, Kitui County, Kenya. The objectives of the study were: to determine the corporate role of Kenya National Union of Teachers on agitation for better remuneration for teachers and its influence on teachers' performance; to examine how the corporate role of Kenya National Union of Teachers on agitation for the employment of teachers influence their performance; to evaluate the extent to which the corporate role of Kenya National Union of Teachers' on training programmes for teachers influence in their performance; to establish the extent to which the corporate role of Kenya National Union of Teachers' on its involvement in teachers' disciplinary cases influence their performance in public Secondary schools in Mumoni Sub-County, Kitui County, Kenya.

The study targeted all the 20 public secondary schools with 20 principals and 700 teachers. Census method was used to sample all the schools in the 20 schools. All the headteachers in the 20 schools were automatically selected. In order to get a sample for the teachers the researcher used the 20-30 percent to get 210 teachers. To sample this number from schools, this number was divided by number of schools(210/20)giving 11 teachers where random sampling was used. The research instruments used was questionnaires for teachers and interview guides for principals and executive officer of KNUT Kyuso branch. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables and percentages .

### **5.3 Research findings**

The findings suggest that KNUT's corporate roles affected teachers' performance in public secondary schools in Mumoni Sub-County, Kitui County, Kenya. The focus of the influence of the corporate role of Kenya National Union of Teachers on agitation for better remuneration, employment of teachers, training programmes for teachers and involvement in teachers' disciplinary cases and how they influenced teachers' performance in public secondary schools.

### **Kenya National Union of teachers' agitation for better remuneration and its influence on teachers' performance**

The researcher found that 93.3 percent of the respondents were of the opinion that integration of technology in teaching and learning process was influenced by improved salary while, 21.3 percent of the respondents were of the opinion that willingness to motivate and guide students was not influenced by improved salary.

### **Kenya National Union of teachers' agitation for employment of more teachers and its influence on teachers' performance**

The researcher established that 88.7 percent of the respondents were of the opinion that KNUT's agitation for employment of more teachers enhanced revision while, 67.3 percent of the respondents were of the opinion that KNUT's agitation for employment of more teachers did not enhance punctuality.

### **Kenya National Union of teachers involvement in teacher disciplinary issues and its influence on their performance**

The researcher found that 66.7 percent of the respondents were of the opinion that involvement of KNUT in their disciplinary issues affected the motivation of students while, 70.7 percent of the respondents were of the opinion that involvement of KNUT in their disciplinary issues did not affect their punctuality.

## **Kenya National Union of teachers' agitation on training programs for teachers and its influence on teachers performance**

The researcher established that 81.3 percent of the respondents were of the opinion that their attendance to KNUTs training programs benefited them in preparation of professional records while, 31.3 percent of the respondents were of the opinion that their attendance to KNUTs training programs benefited them in setting of targets.

### **5.4 Conclusion**

On the question, the influence of KNUT's agitation for better remuneration for teachers on teachers' performance in public secondary schools in Mumoni, Kitui County, Kenya, this research concludes that improved salary affected teachers preparation of the professional records, willingness to take extra duties, setting and achievement of targets, individualized education programs, improvisation of locally available resources for effective teaching and integration of technology in teaching and learning process. Improved salary also affected teachers punctuality, willingness to motivate and guide students.

On the question, the influence of KNUT's agitation for the employment of more teachers on teachers' performance in public secondary schools in Mumoni, Kitui County, Kenya, this research concludes that KNUT's agitation for employment of more teachers enhanced teachers' reduced workload, syllabus coverage,

revision, motivation, preparation of professional records and achievement of set targets. KNUT's agitation for employment of more teachers enhanced teachers' punctuality, ICT integration and individualized education programmes.

On the question, the influence of KNUT's training programmes for teachers on teachers' performance in public secondary schools in Mumoni, Kitui County, Kenya, this research concludes that involvement of KNUT in teachers' disciplinary issues affected teachers' timely coverage of syllabus, preparation of professional records, motivation of students and willingness to take extra duties. Involvement of KNUT in teachers' disciplinary issues affected teachers' punctuality, avoiding absenteeism, achievement of set targets, provision of conducive environment for learning and timely coverage of syllabus.

On the question, the influence of KNUT's involvement in teachers' disciplinary cases on teachers' performance in public secondary schools in Mumoni, Kitui County, Kenya, this research concludes that KNUT's training programs benefited teachers' syllabus coverage, teaching strategies, setting of targets, teaching competency and preparation of professional records. KNUT's training programs benefited teachers' ICT integration and improving grades in the field.

#### **5.4 Recommendations**

1. Based on the findings, the study recommends KNUT leaders to try to improve the performance of teachers in order to ensure majority of their students are successful in exams. KNUT needs to be strict on the disciplinary issues of their teachers to ensure improved performance of the teachers.

2. Based on the findings, the study recommends teachers to join KNUT or KUPPET so that they can fight for them when need be. KNUT should ensure they continue to fight for the rights of teachers hence motivating them to perform. Teachers should take a point of attending the KNUT training programmes so that they can improve their performance.

3. Based on the findings, the study recommends the ministry of education to involve KNUT in policy making thus avoiding confrontations and recurring strikes. TSC needs to employ more teachers thus reducing workload and improving teachers' performance.



### **5.5 Suggestions for further studies**

1. Based on the study, further research needs to be done on the influence of KUPPET on teachers performance in public secondary schools in KituiCounty,Kenya.
2. Based on the study, further studies should be done on influence of KNUT's corporate role on performance of teachers in public secondary schools in other counties in Kenya.
3. Based on the study, a study should be done on other factors that influence teachers performance in public secondary schools in Kenya.

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## APPENDICES

### Appendix 1: Letter of Introduction

Grace NdanuMwendwa

Department Of Education Administration and Planning7

University Of Nairobi

P.O Box 30197

Nairobi

Dear Respondent,

RE: Request to Conduct Research

I am a student of masters in the department of education administration and planning (corporate governance) University of Nairobi.

I intend to carry a research on the corporate role of KNUTon the performance of teachers in Mumoni Sub-county,KituiCounty,Kenya.

You are kindly requested to allow me to conduct research in your school.

Confidentiality of the information will be highly observed.

Thanks in advance.

Yours faithfully,

.....

Grace Ndanu

## Appendix 11: Questionnaire for teachers

The use of this questionnaire is to collect information on the role of KNUT on teachers' academic performance in Mumoni Sub-County, Kitui County, Kenya .The questionnaire is divided into sections A, B and C .The respondents will respond to all sections by indicating tick (√) at the correct choice or writing to explain issues; The respondents name will not be required because the information is only required for research.

### Section A: demographic information

1. What is your gender?

Male       Female

2. What is your age bracket?

20-25       36-45

46-55       56-65

3. Indicate your highest academic qualification

Postgraduate       Diploma

B/ED       Any other

Specify.....



4. For how long have you taught in a secondary school?

.....  
.....

5. Specify the trade Union that you belong to

.....  
.....

6. State why you chose to join it

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

**Section B**

Kenya National Union of teachers agitation for better remuneration and its influence on teachers performance .

Kindly respond to the following questions

How did the improved salary affect your performance in the following;

a) Preparation of the professional records

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

b) Punctuality.....

.....

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

c) Willingness to take extra duties

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

d) Willingness to motivate and guide students

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

e) Setting and achievement of targets

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

f) Individualized education programs

.....  
.....

.....  
.....

g) Improvisation of locally available resources for effective teaching

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

h) Integration of technology in teaching and learning process

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

ii) How are strikes effective in getting salary increment

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

i) Are there other ways of making the government to increase salaries for teachers apart from strikes?

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

j) How do strikes of teachers affect the performance of students

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

**SECTION C**

Kenya National Union of teachers agitation for employment of more teachers and its influence on teachers performance.

Kindly respond to the following questions :

a)How did KNUT’s agitation for employment of more teachers enhance your performance in the school in relation to:

i)Workload

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

ii) Syllabus coverage.

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

iii)Revision

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

iv) Motivation

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

v) Punctuality

.....  
.....

vi) ICT integration

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

vii) Preparation of professional records

.....  
.....

ix) Achievement of set targets

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

x) Individualized education programmes

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

**SECTION D**

Kenya National Union of teachers involvement in teacher disciplinary issues and its influence on their performance.

Kindly respond to the following questions:

a)How does the involvement of KNUT in teacher disciplinary issues affect them in the performance of the following:

i) Timely coverage of syllabus

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

ii) Preparation of professional records

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

iii) Punctuality

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

iv) Avoiding absenteeism

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

v) Motivation of students.

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

vi) Willingnessto take extra duties

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

vii) Achievement of set targets

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

viii)And provision of conducive environment for learning.

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

**SECTION E**

Kenya National Union of teachers agitation on training programs for teachers and its influence on teachers performance

Kindly respond to the following questions

a) identify some of the KNUTs training programs that you have ever attended.

b) How did you benefit from attendance to such a program in the following:

i) Syllabus coverage

.....  
.....

ii) Teaching strategies

.....  
.....

iii) Setting of targets

.....  
.....

.....

iv) ICT integration

.....  
.....



v) Teaching competency

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

vi) Improving grades in your field.

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

vii) Preparation of professional records

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

### Appendix III: Interview guide for principals

QUESTION	RESPONSE	TIME
1.How did the increment of salaries for teachers enhance their performance in: -Syllabus coverage  -Preparation of professional records  -ICT integration  -punctuality		
2.What are some of KNUT’S training programmes?		
3.What is the importance of KNUT’S training programmes?		
4.How do you manage school during the strike of teachers?		
5.How does employment of teachers affect: -syllabus coverage -Revision for exams		
6.What are some of the disciplinary cases of teachers that are dealt with by KNUT?		
7.During strikes for teachers how do you ensure coverage of the syllabus?		

**Appendix IV: Interview guide for KNUT officials**

<b>QUESTION</b>	<b>RESPONSE</b>	<b>TIME</b>
-What is the importance of solidarity in agitation for better remuneration?		
-How does the structure of KNUT help in its management?		
-Outline the structure of KNUT and explain its corporate role.		

## Appendix V: Research permit

Permit No : **NACOSTI/P/16/74069/12847**  
 Date Of Issue : **17th August, 2016**  
 Fee Received : **ksh 1000**


**THIS IS TO CERTIFY THAT:**  
**MISS. GRACE NDANU MWENDWA**  
**of UNIVERSITY OF NAIROBI, 160-90400**  
**MWINGI, has been permitted to conduct**  
**research in Kitui County**

**on the topic: CORPORATE ROLE OF**  
**KENYA NATIONAL UNION OF TEACHERS**  
**ON TEACHERS PERFORMANCE IN**  
**SECONDARY SCHOOLS IN MUMONI,**  
**KITUI COUNTY, KENYA**

**for the period ending:**  
**2nd August, 2017**

*GNK*  
 Applicant's Signature

*Smmmmbt*  
 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 Officer 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



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEACH CLEARANCE  
PERMIT

Serial No. **10644**

CONDITIONS: see back page



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

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Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/74069/12847**

Date:  
**17<sup>th</sup> August, 2016**

Grace Ndanu Mwendwa  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Corporate role of Kenya National Union of Teachers on teachers performance in secondary schools in Mumoni, Kitui County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **2<sup>nd</sup> August, 2017**.

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kitui County.

The County Director of Education  
Kitui County.