

**EFFECT OF TEACHERS TRADE UNION ACTIVITIES ON  
PERFORMANCE OF TEACHERS IN SELECTED PUBLIC PRIMARY  
SCHOOLS IN NAIROBI COUNTY**

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## **DECLARATION**

This research proposal is my original work and has not been presented for an award in any other university or college.

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## **DEDICATION**

I dedicate my work to God who enabled me get resources to undertake the Masters course, to my family who supported me all through, to my lecturers and supervisor who ensured that I went through this dissertation.

## TABLE OF CONTENTS

DEDICATION .....	ii
TABLE OF CONTENTS.....	iv
DEFINITION OF TERMS .....	vii
ABSTRACT.....	ix
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background to the study .....	1
1.1.1 The role of teacher trade unionism.....	2
1.1.2 The effect of trade unionism in the world.....	4
1.1.3 The effect of trade unionism in Africa.....	4
1.1.4 trade unionism in kenya .....	5
1.1.5 Effect of trade unionism in Nairobi county.....	7
1.2 Statement of problem .....	9
1.3.1 Objectives of the study.....	11
1.4 Assumption of the study .....	12
1.5 Significance of the Study .....	12
CHAPTER TWO .....	13
LITERATURE REVIEW .....	13
2.1 Introduction.....	13
2.2 Theoretical Review .....	13
2.2.1 Theory of planned behavior .....	13
2.2.2 Three-Component Theory of Commitment .....	14
2.2.3 REMM Theory of Human Behavior (Resourceful, Evaluative, Maximizing Model) .....	14

2.2.4 Equity Theory .....	15
2.3 Empirical Review.....	16
2.3.1 Negotiations .....	16
2.3.2 Industrial Action .....	18
2.3.3 Educating Members .....	19
2.3.4 Welfare Activities .....	21
2.4 Performance .....	23
2.5 Summary of the literature reviewed.....	25
2.6 Conceptual Framework.....	27
CHAPTER THREE .....	29
RESEARCH METHODOLOGY.....	29
3.1 Introduction.....	29
3.2 Research design .....	29
3.3 Target population of the study .....	29
Table 3.3 Target population .....	30
3.4 Sample size and sampling techniques.....	30
Table 3.4 Sample size .....	31
3.5 Research instruments .....	31
3.6 Data collection procedure .....	32
3.9 Data Analysis Techniques.....	32
CHAPTER FOUR: RESULTS AND DISCUSSION .....	35
4.1 Introduction.....	35
4.2: Socio-Demographic Information .....	35
4.3: Effects of Negotiation.....	39
4.4 Industrial action .....	41
4.5 Education programs .....	44

4.6 Welfare Activities .....	46
4.7 Inferential statistics .....	48
4.7.1 Pearson Correlation Analysis.....	48
4.7.2 Regression analysis .....	50
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	54
5.1 Introduction.....	54
5.2 Summary of findings.....	54
5.3 Conclusions.....	55
5.4 Recommendations.....	56
5.5 Areas of further research.....	57
References.....	58
Appendix I: Budget.....	63
Appendix II: Time Schedule.....	64

## DEFINITION OF TERMS

**Empowerment** refers to the process of giving the teachers power and status in their working environment (Mukwena, 2000).

**Effect** refers to the results or consequence of an action (The concise oxford dictionary, 1990).

**Influence** refers to the power to make other people agree with your opinion (Anugwom, 2002).

**Job satisfaction** refers to ability to contend with the intricacies of a given job (Konings, 2003).

**Performance** refers to lesson attendance, lessons preparations, record keeping and examination results.

**Professional development** refers to the general empowerment and gaining new capabilities by the teachers in the teaching field (Iyayi (2002).

**Public primary schools** refer to schools that are run by the Ministry of Education and staffed by the Teachers Service Commission.

**School administration** refers to the personnel (head/deputy teacher) who have been mandated to manage the school by the Ministry of Education (Olatunji, 2004)

**School environment** refers to the interrelationship in the school among the members of the school community (Wenger, 2001)

**Teacher** refers to a professionally trained person engaged in the teaching/learning process in the teaching profession (Popoola and Oluwole, 2007).

**Teacher professionalism** refers to the process of raising of the status and rewards of teaching, by attracting skilled and able people into the field and allowing teacher's greater control over the content and conduct of their work (Ashton and Sung, 2002).

**Teacher trade unions** refer to the unions formed by teachers teaching in public schools and recognized by the Teachers Service Commission.

**Teacher trade union activities** refer to negotiations, industrial actions, education programs and welfare activities.

## **LIST OF ABBREVIATIONS**

**AFT** American Federation of Teachers

**CDE** County Director of Education

**EI** Education International

**EYC** Elimu Yetu Coalition

**FPE** Free Primary Education

**HIV/AIDS** Highly Infectious Virus/Acquired Immune Disease Syndrome

**KCPE** Kenya Certificate of Primary Education

**KNUT** Kenya National Union of Teachers

**KUPPET** Kenya Union of Post Primary Education Teachers

**MoEST** Ministry of Education Science and Technology

**NEA** National Education Association

**SPSS** Statistical Package for Social Sciences

**TIVET** Technical, Industrial, and Vocational Education Training

**TSC** Teachers Service Commission

**TTU** Tanzania Teachers' Union

**UNESCO** United Nations Education Science and Culture Organization

**USA** United States of America



## **ABSTRACT**

Performance is a very key aspect for any organization or institution. The government of Kenya has been tirelessly putting up strategies to ensure good performance in the public sector that has been over the past decade seen not to meet the required standards. The Kenya National Union of Teachers is a recognized union by the trade unions in Kenya whose primary function is to protect the interest of the teacher working in public schools. The union expresses their grievances to their employer, the Teacher's Service Commission in a solidarity manner as well providing welfare services to its members. There have been complains from the union that the TSC does not take into account better terms especially for a better pay that has seen the union call for strikes. This study aimed at looking at the effect of the trade union activities on the performance of teachers in public primary school in Nairobi County. The study was driven by four objectives which were how negotiations, education of the members and involvement of welfare activities within the union affected the performance of teachers in Nairobi County. The study was guided by four theories: theory of planned behavior, three-component theory of commitment. REMM Theory of Human Behavior (Resourceful, Evaluative, Maximizing Model) and equity theory. A descriptive research design was used with a targeted population of 230 public primary schools. The sampling frame consisted of school administrators, head teachers and parents and a sample size of 69 participants from each category making a total of 207 respondents. The collected data was analyzed through SPSS and frequencies, figure used alongside their interpretation. The study found out that the involvement of teachers in the trade unions helped them increased their performance since they rest were assured of their welfare matters and also that their voices as one would sent a strong message to their employer who would on the other hand act swiftly However, the use of strikes to force TSC act on the union's demands was seen to be a demotivating aspect to the parents who complained of time wastage and recommended that a better way be used by both the government and the union to reach a consensus before matters went uncontrollable.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Trade unions are agencies, organizations or mediums of power that strive to address the imbalance of power in the work place. (Heystek, Lethoko, 2001) The philosophies and ideas leading to the formation and establishment of teachers' trade unions are deeply rooted in the challenges, successes and lessons learnt by the early labour movement organizations, especially in the western world. (RSHE, 2007) Labour unions were established to aid workers in identifying, airing and solving work related grievances such as low wages & salaries, unsafe or unsanitary working conditions, long hours and other work related issues. These issues set the stage for the formation of labour unions, with the Working Man's party being the world's first labour party, formed in 1828. (RSHE, 2007)

Teachers, being workers were not left behind. In 1857, in America, the National Education Association (NEA) was founded by 43 educators in Philadelphia. The NEA's focus was on raising teacher salaries, child labour laws, educating emancipated slaves as well as looking at how the forced assimilation of Native Americans affected their education. One of the early successes of the union was lobbying congress to establish a federal department of education in 1867. (Mader, 2012)

In South Africa, teacher trade unionism can be traced to the years prior to the 1900s. Initially the unions were stratified along the lines of race, language and provincial boundaries. The Native Education Association was the first black teachers' union established in 1879. The union was tasked with not only dealing with educational issues, but also with social and political issues of the day. Some of the specific issues that the association faced and dealt with were such as effects of pass laws on education provision, and the discriminatory nature of the salaries paid to white teachers as opposed to those of their black counter parts who held the same positions. Such issues made the black teachers feel that a joint effort would go further and be stronger than individual effort. (Heystek, Lethoko, 2001)

Like most other parts of the world, teacher trade unionism in Kenya cropped up, fuelled and motivated by similar issues. Specifically, teachers in Kenya saw the need to have unified terms and conditions of service. This became an issue arising from the fact that for many years, teachers in Kenya were paid different salaries depending on the employer. Teachers in missionary schools for instance, were paid differently compared to those in government employed or those employed by the local authorities, even though they had the same qualifications. As a result, in 1957, an umbrella teachers' grouping, The Kenya National Union of Teachers, KNUT, was allowed by the colonial government and officially registered as a trade union in 1959. One of the remarkable achievements of the organization was the call for a single employer for all teachers in public and mission schools. The union's negotiations with the government led to the formation of the Teachers Service Commission, TSC, in 1967 as the sole employer of teachers in public schools. Resultantly, other teachers unions have come up in the country, notably The Kenya Union of Post Primary Education Teachers, KUPPET, registered in 1998 for teachers in secondary schools, colleges and other post primary institutions. In 2003, Universities Academic Staff Union, UASU, was registered as a trade union for lecturers in public universities. (Soft Kenya, n.d.)

### **1.1.1 The Role of Teachers' Trade Unions**

Over the years, since the establishment of the first teachers' unions, their role and significance has continually and consistently risen and increased despite efforts by various groups to limit their power or even to envisage them. Credible research has shown that countries that are among the top ten in student performance have some of the strongest teachers' unions in the world. (Tucker, 2012)

Prior to the 1960's, America's National Education Association was more of an alliance of educators, not a teachers' union. Their counterpart, the American Federation of Teachers (AFT), founded in 1916, though smaller and barely militant was more of a union. AFT became more appealing when teachers' compensation declined significantly in the 60's relative to other occupations requiring the same level of education. Initially the union negotiated contracts that closely followed the norms in the industry that made a teacher's life easier such as lunches free of student responsibilities and escalating to more crucial provisions such as defining hours of

work, using seniority to determine who would transfer to jobs within the system as they opened up, and the order with which staff would be laid off when staff size was reduced. (Tucker, 2012) Teachers' strikes were highly avoided, and instead unions and management both choose to negotiate. Over years, teachers' unions in the United States have managed to progressively constrain management's ability to select staff, deploy staff, discipline staff, train staff, and let staff go when they were not doing the job. (Tucker, 2012) In the United States, especially with the public sector teacher unions, the union lawyers have made it quite difficult for management to fire teachers even those who were regarded as incompetent. The possibility of student performance being a responsibility for teachers never materialized as was the case of unions in Europe which allowed joint responsibility by the teachers and students for their performance. The responsibility for student performance in the United States, as a result of unions, solely lay on management. To date, teachers in the United States recognize the fact that without unions they could easily lose ground economically and are at the mercy of management which has many times not treated them as professionals. (Tucker, 2012)

Teachers' trade unions in Africa are no exception in the pursuit of such noble objectives illustrated by trade unions in the west. Teachers' trade unions in Africa have continually and persistently struggled for the protection and improvement in real incomes of teachers, security of tenure in the work place (by shielding members against unfair dismissals); as well as safety and healthy working environment for their members. African teachers' trade unions have over the year's increasingly lobbied governments and their agencies for legislations that favour teachers and their families. The unions have thus been able to bring about equality, fairness, respect for human and workers' rights, and social justice not just to the education sector, but equally and importantly to the broader society. (Otoo, n.d.) Respectively, trade unions in Africa have played very crucial roles in the political, social and economic development of the continent. It is incumbent to note that in the 1960's; teachers' trade unions in Africa were instrumental in the struggle for independence across the continent. Post-political independence, trade unions in Africa have been at the fore front of the struggle for good governance, democracy, equality, fairness, respect for humans and workers' rights and social and economic justice. Among the services provided by the unions today are such as collective bargaining, and representation of their members' interests in the work place and the broader society. (Otoo, n.d.)

### **1.1.2 The effect of Teachers' Trade Unions in the World**

In the west, specifically the United States, teachers' trade unions have worked to achieve the following objectives: raising their members' wages, growing their membership, increasing the share of the public school labour force that they represent, precluding pay based performance or aptitude, and minimizing competition from non-union shops. (Han, 2012) Teacher trade unions have been at the forefront in the shaping and implementation of education policies across the globe. It is incumbent to note that public school teachers in the United States make up the single largest group of unionized public sector workers. (Han, 2012) Many have blamed teachers' unions for raising pays far beyond what teachers might have earned in other jobs, and for creating an inflexible and inefficient education system. So what's the impact of teachers' union in the west? Have they been able to have an effect in implementing the objectives they set for themselves? Unions have ultimately succeeded in influencing the wages of teachers in the public sector. The non-union versus union pay gap has been estimated to be in between 12% - 22%. According to various studies, unions have historically reduced inequality in the distribution of wages. In the absence of unions, the variance of wages between male and female teachers in the public sectors would have risen by 30% - 40%. (Han, 2012).

### **1.1.3 Effect of Trade Unionism in Africa**

In Africa, unionism has shown that attending to the needs of the teachers ultimately led to an increase in the effectiveness of and satisfaction of the needs of learners. (Zengele, 2013) In South Africa, teacher absenteeism has been a major issue mainly due to illness or industrial action by the union. In South Africa, adverse impacts of teachers' strikes have rippled throughout the education sector specifically affecting and disrupting teaching programmes, teaching programmes as well as being responsible for numerous school closures. South Africa has also had to deal with violent teachers' strikes and riots with unionized teachers intimidating schools that remain open during such industrial actions. (Willis, 2014)

In the developing world, specifically Africa, it has been argued that teachers' unions contribute to 'quiet corruption' that undermines efficiencies in the production of education as they alter the rules of the game, capturing gains at the expense of the intended gain. (Willis, 2014)

The effect of teacher union membership on student achievement has varied from high to low. Unionization has had a significant influence in the budget of school inputs, industrial action, such as teacher strikes, has in the most part had a negative impact on student achievement, and is mostly associated with lower student achievement. Most unions have lobbied for higher teachers' salaries at the expense of direct benefits towards students' achievements. (Willis, 2014)

Many times teachers' unions are to blame for reduced levels of teachers' efforts and efficiency which has in many cases culminated to low levels of student achievement. Some have argued that teachers, have historically made up for work stoppages so that instructional time is unchanged, and therefore overall student learning is unaffected. (Willis, 2014)

#### **1.1.4 Trade Unionism in Kenya**

In Kenya, employees have formed trade unions to air their grievances. Teachers are not exception. They have their legally formed trade unions i.e. Kenya National Union of Teachers (KNUT) for teachers in primary schools and tertiary institutions while Kenya Union of Post Primary Education Teachers (KUPPET) is for secondary school teachers. They work to ensure that the plights of teachers are looked at by the government. The establishment of KNUT on 4th December, 1957 and KUPPET on 26th November, 1998, was after realizing that teacher's performance and terms of working of teachers were not fully addressed by the employer.

The total number of education institutions increased from 78,098 in 2012 to 80,172 in 2013, an increase of 2.7 per cent. The increase in the number of institutions may partly be attributed to investment by the government and the private sector in the infrastructure development to increase access to education. The number of Technical, Industrial and Vocational Educational Training (TIVET) institutions rose by 6.7 per cent in 2013 while number of public universities increased from 8 to 22. Pre-primary schools enrolment rose by 2.5 per cent from 2,405,504 in 2012 to 2,465,605 in 2013. Enrolment at primary level rose by 1.9 per cent to 10.2 million in 2013 while enrolment at secondary level increased by 9.9 per cent to 2.1 million in 2013. The number of teachers in public primary schools increased by 4.5 per cent to 199,686 in 2013 while teachers in public secondary schools increased by 1.8 per cent. In 2013, enrolment at teacher

training institutions, TIVET institutions and universities increased by 20.6, 15.9 and 34.9 per cent, respectively (KNUT, 2014).

Teacher's union has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. In partnership with Education International and other local and international donor organizations, the trade union has carried out education programmes focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general (Nyambala, 2001).

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

According to Ibrahim (2007) a teacher's trade union is supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers. For many years the Teacher's unions have been accused of concentrating on fighting for teachers' cause with little emphasis on their performance. The Teacher's unions have been overly mentioned as protective to the teachers when conflicts arise and this negatively affects the teacher's work-rate. It is therefore important to understand the effect of Teacher's unions' activities on the performance of teachers, their impact on education sector and their implications on the society as a whole.

### **1.1.5 Effect of Trade Unionism in Nairobi County**

In Kenya, specifically Nairobi county, credible researchers have attempted to assess the influence of teachers' unions on their performance especially in the public sector. These researchers have attempted and to some extent been able to pinpoint the role and impact of Kenya's Teachers' trade unions on education in Kenya. The Ministry of education has many times accused the unions especially the Kenya National Union of Teachers (KNUT), of merely being interested in championing and highlighting teachers' welfare in total disregard of performance in their schools. (Nabibya, 2013) However, KNUT has been at the fore front in improvement of professional standards by running in-service courses as a means of improving academic and professional levels of many serving teachers. (Nabibya, 2013) This a clear attempt by the union at promoting competence and skills that go a long way to earn teaching a professional status in the society. In doing so, KNUT has served two purposes, namely: raising the status of the profession, and enabling the public to get service from the most qualified individuals. (Nabibya, 2013) Enhancing the status of the teaching profession has enhanced and encouraged teachers to feel satisfied and more committed to their work.

Teachers' Unions in Nairobi, especially the Kenya Union of Teachers (KNUT), has been at the fore front in ensuring that teachers realize job satisfaction. In the study by Nabibya (2013), in Kamukunji district, Nairobi County, majority of the teachers commented that job security, status of teaching profession, sense of achievement and advancement opportunities were vital components to teacher's performance in the schools. Kenya National Union of Teachers (KNUT) ensures that the motivational and maintainance needs of teachers are met. Maintenance needs that KNUT advocates and continues to fight for are such as salaries & fringe benefits, job security, status & privileges, social and physical needs. On the other hand, motivational needs include; factors of growth in terms of competence, achievement, responsibility and recognition. The study, having interviewed teachers as well as head teachers in Kamukunji district, both parties felt more comfortable with their union, Kenya National Union of Teachers (KNUT), on ensuring job security and the status of the teaching profession. (Nabibya, 2013)

Teachers, being social beings, see their union, KNUT, as an oasis of satisfaction, power, protection and realizing the desired professional goals. The research by Nabibya (2013), in Kamukunji district, revealed that majority of the head teachers agreed that KNUT, fulfilled their



empowerment needs in: teacher authority (88.9%), parent-teacher relationship (88.9%), teacher-administrator relationship (88.9%), and decision making (61.1%). KNUT understands that these components of a profession go a long way in enhancing performance of teachers in their various capacities. (Nabibya, 2013)

Engendering teacher's professional development is another crucial role that the Kenya National Union of Teachers (KNUT), strives to enhance for its members. Doing so is a measure that KNUT hopes that will raise the status and rewards of teachers, will attract skilled and able people into the profession and in so doing allow teachers greater control over the content and conduct of their work. (Nabibya, 2013) The research showed that head teachers in Kamukunji district, felt that KNUT enhanced teachers' professional development in various aspects as shown in these percentages: Career Development (100%), Professional growth (88.9%), in-service training (61.1%). Such efforts by unions across the globe, not just in Kenya, increased the resources allocated to teachers and ultimately improved the quality of the service that teachers delivered. (Nabibya, 2013)

In conclusion, the Nabibya (2013), report outlined that all primary school teachers in Kamukunji District, Nairobi County, felt that their trade union, specifically KNUT, was crucial for fighting for professional code of conduct, teachers' rights, better remuneration, and organizing HIV/AIDS seminars for teachers. The teachers too agreed through the research that, KNUT helps in agitating for promotion of teachers, better working conditions, and defending teachers in the course of their duties. Numerous studies have shown that for there to be good and substantial performance by employees, they must be contented and satisfied with the organization they are working for. Trade Unions, such as KNUT, are created for these reasons, to bridge the gap between the teachers and their employer. KNUT has also been on the forefront in pushing the government to provide quality public education. On the flip side of the argument on the impact of trade unions, in this case, KNUT, teachers in Kamukunji district were less satisfied with KNUT's role in teachers' evaluation procedures, selection of teaching resources and the union's organization of teacher refresher courses. (Nabibya, 2013).

Kenya National Union of Teachers (KNUT), has achieved tremendous goals for its members and consequently in improving performance of teachers in Nairobi County by running programmes that focus on crucial areas such as professionalism and empowerment of teachers, creating job

satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission, and Education Bills which directly or indirectly affect teachers in particular and education in general. (Nabibya, 2013)

## **1.2 Statement of the problem**

Teacher trade unions are professional with clear aims and objectives which support performance in public schools in Kenya. Performance of a teacher can be determined through their attendance to lessons, acquisition of the required skills by the students, retention of students in schools, examination results, and transition rate of learners to the next level. Performance is affected by motivation or de-motivation of teachers. Union activities should be geared towards ensuring that its members are in a stable state of mind to be productive.

Teacher unions have been on the fore front in fighting for teachers rights ever since independence. The Kenya National Union of Teachers (KNUT) has been and still is the biggest trade union in terms of membership. Before the year 2,000 the primary role of this union was to negotiate for better remuneration of teachers but in recent years, the union together with the newly formed Kenya Union of Post Primary teachers (KUPPET) has pushed for educational reforms in the advent of the free primary education (FPE) and the new constitution which makes such reforms a right. Most of the teachers' demands have been met or are in the process of being implemented such as the pay hike, harmonization of job group remuneration, better health insurance schemes and employment of more teachers to reduce workload. Trade unions are key to performance of teachers in the sense that they fight for better terms of service for teachers as well as play part in driving educational reforms by involving teachers in formulation of policies that improve teachers' working condition with the overall goal of enhancing students' performance. However, there exists limited empirical evidence of the impact of trade union

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

### **1.3 Objective of the study**

The purpose of this study is to determine the effect of teacher trade union activities on performance of teachers in selected public primary schools in Nairobi County.

#### **1.3.1 Objectives of the study**

- i. To ascertain the effect of Negotiations for better terms and conditions of service on performance of teachers in the selected public primary schools in Nairobi County
- ii. To find out how Industrial actions affect the performance of teachers in the selected public primary schools in Nairobi County
- iii. To establish how Educating members on union matters affect the performance of teachers in the selected public primary schools in Nairobi County
- iv. To determine how Welfare matters for concerning the members affect performance of teachers in the selected public primary schools in Nairobi County

#### **1.3.2 Research Questions**

- i. To what extent do negotiations for better terms and conditions of service affect the performance of teachers in the selected public primary schools in Nairobi County?
- ii. What is the effect of industrial actions on performance of teachers in the selected public primary schools in Nairobi County?
- iii. Does educating members on union matters affect the performance of teachers in selected public primary schools in Nairobi County?

iv. How do welfare matters concerning members affect the performance of teachers in the selected public primary schools in Nairobi County?

#### **1.4 Assumption of the study**

The following assumptions will be made:

- i. All the schools in the study have teachers who are registered as members of a union.
- ii. All the respondents are truthful, cooperative and will give desired responses.
- iii. The respondents are aware of the role of trade unions in ensuring professionalism.

#### **1.5 Significance of the Study**

The study will contribute valuable information to the Ministry of Education on how they can work closely with the trade unions to encourage performance of teachers in public schools. The study findings will assist the Teachers Service Commission as the teacher's employer to work cordially with the unions to ensure that teachers get conducive work environment for better performance. The findings on the influence of teacher's trade unions on teachers' performance will help the government to provide for the needs of its employees. The study will raise awareness to teacher's trade unions officials on the need to come up with more empowerment programmes for teachers to motivate them to work hard and improve performance. The study will provide useful data to future researchers in the field of teachers' trade unions in Kenya on performance of teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers the literature review that related to the effect of trade unions on teacher performance. It presents a review of the related literature on the concept of the effect of trade unions on teachers' performance and related literature from the world, selected African countries and Kenya.

#### **2.2 Theoretical Review**

##### **2.2.1 Theory of planned behavior**

This theory of planned behavior is a theory about the link between beliefs and behavior. The concept was proposed by Ajzen (1991) to improve on the predictive power of the theory of reasoned action by including perceived behavioral control (Ajzen, 1991). It is one of the most predictive persuasion theories. It has been applied to studies of the relations among beliefs, attitudes, behavioral intentions and behaviors in various fields such as advertising, public relations, advertising campaigns and healthcare. The theory states that attitude toward behavior, subjective norms, and perceived behavioral control, together shape an individual's behavioral intentions and behaviors.

In relation to the study, this theory can be used to explain effectiveness of the union in laying out activities, rules, procedures and processes that will encourage the performance of teachers.

### **2.2.2 Three-Component Theory of Commitment**

This theory was proposed by Allen and Meyer in 1990. This model proposes that organizational commitment is experienced by the employee as three simultaneous mindsets encompassing affective, normative, and continuance organizational commitment. Affective Commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences. Normative Commitment reflects commitment based on perceived obligation towards the organization, for example rooted in the norms of reciprocity. Continuance Commitment reflects commitment based on the perceived costs, both economic and social, of leaving the organization. This theory of commitment has been used by researchers to predict important human outcomes, including turnover and citizenship behaviors, job performance, absenteeism, and tardiness (Meyer et al., 2002).

In this study, the three components may be used to describe the need to be committed to ensuring that the welfare of teachers is well safeguarded. The affective component is defined as citizens' emotional attachment to, identification with, and involvement in ensuring enhanced welfare activities.

### **2.2.3 REMM Theory of Human Behavior (Resourceful, Evaluative, Maximizing Model)**

REMM Theory of Human Behavior proposed by Meckling (1976) addresses the concept of “man” as unit of analysis in economics. “It explains man’s behaviors as a result of interactions with value systems and constraints” (Brunner & Meckling, 1977). REMM individuals are able to make trade-offs to overcome a constraint, and therefore theoretically have “no needs”, they have wants and desires which help them focus on alternatives, substitutes and costs and reduce their exposure to hidden agendas of politicians or media (Brunner & Meckling, 1977). In general

markets are always in equilibrium because REMM individuals adapt to their opportunity set and make demand and supply better off, by balancing cost/benefit (Jensen & Meckling, 2001).

In relation to this study, educating members of teacher's trade unions increases their performance in terms of quality of work and students results in national exams.

#### **2.2.4 Equity Theory**

The basis of the Equity theory, in work context, is that people do comparisons between themselves and others in terms of what they invest in their work (inputs) and what outcomes they receive from it. As in the case of expectancy theory, this theory is also founded on the people's perceptions, in this case of the inputs and outcomes involved. Thus, their sense of equity (i.e. fairness) is applied to their subjective view of conditions and not necessarily to the objective situation. According to Cole, (1999), the theory states that when people perceive an unequal situation, they experience 'equity tension', which they attempt to reduce by appropriate behaviour. This behaviour may be to act positively to improve their performance and/or to seek improved rewards, or may be to act negatively by, for example, working more slowly on the grounds of being under-rated or under-paid. Equity Theory suggests that people are not only interested in rewards as such, which is the central point of expectancy theory, but they are also interested in the comparative nature rewards. Thus, part of the attractiveness of rewards in a work context is the extent to which they are seen to be comparable to those available to the peer-group. Such, thinking however, is best applied to extrinsic rewards, such as pay, promotion, pension arrangements, company car and similar benefits, since they, depend on others for the provision and have an objective truth about them. Equity theory cannot apply in the same way to intrinsic rewards, such as intrinsic job interest, personal achievement and exercise of



responsibility, which by their very nature are personal to the individual, entirely subjective, and therefore less capable of comparison in any credible sense (Cole, 1999).

This theory depicts the importance of negotiation geared towards ensuring that teachers are well remunerated like any other public servant.

## **2.3 Empirical Review**

### **2.3.1 Negotiations**

Traditionally, teachers' trade unions are known for fighting to protect jobs and real earnings, secure better conditions of work and life and fight against exploitation. Despite teachers' unions venturing into other areas such educational reforms and offering credit to their members, the fight for better pay, more allowances and harmonization of remuneration with other civil servants has always been alive. In a review of teachers' remuneration across Africa, In general, Mulkeen (2000) found that the average wage paid to teachers, as a multiple of country per capita income, tends to decline as countries develop economically. Nigeria studies by Akinwunmi (2000) and Ejiogu (1990) found that what the typical low-income earning teacher yearns for is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their performance.

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

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

In a study of the roles of Mauritius' teachers unions' Hollup (2004) found that the teachers' organizations have limited power and scope for collective bargaining. The unions could make suggestions, submit memorandums and protest against decisions that reduce or worsen their terms of service and by that hope that their 'voice' is taken into account but they continue to fight to defend the interests of their members to maintain the rights and privileges they are entitled to: vacation leave, influence on transfer exercise, workload, greater sharing between different categories of teachers, promotions and teachers' post-education training. The study however did not explore the aspect of teachers' performance or the impact of the teachers' unions on teacher output. The working condition of teachers in Kenya has never been promising for years now.

The issue of teacher remuneration has persisted and in some instances led to strikes to petition the government for better salary.

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

### **2.3.2 Industrial Action**

Teachers unions are responsible for securing better pay and working conditions, which in turn attract better teachers. Unions also often press for smaller classes and lighter teaching loads, allowing teachers to teach more effectively. Unions also tend to raise the standards for teacher licensing, which ensures that only qualified candidates enter the profession. 26 Teacher unions have not only the mandate from their members but also the responsibility to take an active role in education reform (Adelberg, 2008). If an initiative conflicts with what they know about how children learn, it will fail. If it does not respect their professional knowledge and experience, they will reject it. Teachers ensure that reform goes beyond rhetoric, that good ideas are translated into practice (Urbanski, 2001). While some scholars consider teacher unions to be bad for education because of union resistance to popular school reform ideas and programmes, my opinion is that, the teachers' unions could also be a positive force in education for the very same reason.

Adelberg (2008) carried out a study to determine how teachers viewed the role for their union leadership in the discussions of education reform on their collective behalf. The study found that teachers viewed themselves as advocates for the best interests of their students. However, they did not see the union as sharing this role, believing such a role in conflict with the union's more traditional functions. The implication of this, according to the author, is the great challenge ahead for the union in convincing both its own membership and the public at large of its ability to assume a serious role at the public policy table. Although Kenyan teacher unions are largely known for championing for teachers' remuneration, they have also played their part in education reform albeit in 27 collision with the central government.

Strike actions in industries are labour activities involving stoppage of work caused by mass refusal of employees to work. Strikes are usually a response to employees' grievances which are not being addressed. Strikes are also used by government employees to pressurize the government to change certain infamous policies.

Among the key functions of a trade union is to ensure that there is industrial peace and stability for performance and quality. This is done through negotiations and signing of collective bargaining agreements. It is only when this avenue fails that the unions should resort to taking industrial actions, strikes being the very last option.

Kenyan teacher trade unions have always been vocal in issues that affect them, their members or the students, such as understaffing and form 1 selection of students. Little empirical evidence exists however on the impact of teacher unions on teachers' professional performance. Chisholm and Ngobe (2003) found that although policy formulation was broadly participatory in most countries, involving government, the private sector, university researchers, NGOs and donors, overall teachers were less involved than other sectors. Significantly, it was found that when policy frameworks are translated into financing frameworks, participation is confined to government ministries, donors and their technical assistants. The study however did not relate its findings to teacher output or student performance or the trade unions' role in enhancing teacher professional performance.

### **2.3.3 Educating Members**

In their professional role, trade unions have put a lot of effort into influencing the improvement of professional standards. Teacher trade unions have always been involved in the running of in-service courses as a means of improving academic and professional levels of many serving

teachers. This role represents an attempt to promote competence and skills that go a long way in making professionals. In a way, the involvement of teacher's trade unions with in-service programmes reflects an effort to promote teachers' status through competence and skills.

teacher's trade unions has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. In partnership with Education International and other local and international donor organizations, the trade union has carried out education programmes focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general (Nyambala, 2001).

Unions strive to engender professionalism in teaching. This is a means of raising the status and rewards of teaching, attracting skilled and able people into the field and allowing teachers greater control over the content and conduct of their work and optimum utilization of the time allocated for each topic in the syllabus. Barber's (1992) functionalist argument suggests that professionals hold rare skills and knowledge that are esoteric and powerful. The skills and knowledge earn the professional status in the society and the benefits that go with it. Sergiovanni et.al (1980) observe that there is always a high public trust and confidence in the profession and in individual practitioners, based upon the professional's demonstrated capacity to provide service timely beyond that which would otherwise be available.

A union's ability to press for professionalism in teaching serves two purposes: raising the status of the profession and enabling the public to get service from the most qualified individuals.

Further, because a profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work in order to avoid as much as possible being absent from school.

#### **2.3.4 Welfare Activities**

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

One of the core functions of the Kenya National Union of Teachers (KNUT) is promoting programmes aimed at improving teachers' welfare and socio-economic status. The teacher's trade unions have a number of socio-economic welfare programmes including: Enterprises and Building Proposals; Savings and Credit Societies; Burial and Benevolent Funds, and Children's Education Schemes. These programmes are geared toward improving the wellbeing of KNUT

members. Researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media, the lack of fringe benefits, heavy workload, and deplorable working conditions have created a lot of de-motivation and despair amongst teachers.

According to Ibrahim (2007) a teacher's trade union is supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers. For many years the teacher's trade unions has been accused on concentrating on fighting for teachers cause with little emphasis on their performance. The teacher's trade unions have been mentioned as overly overprotecting the teachers when conflicts arise and this negatively affects the teacher's work-rate. It is therefore important to understand the influence of teacher's trade unions on the performance of teachers, their effects on educations sector and their implications on the society as a whole.

## **2.4 Performance**

In the United States of America, almost all unions involve themselves in some kind of teacher professional development: some modest, some substantial and highly integrated. Interestingly, it is often the union rather than the school leaders that provides the continuity to keep a professional development project alive. For example, during the late 1980s and early 1990s, Miami-Dade County (Florida) Public Schools witnessed five changes of superintendents, along with rapid demographic changes in its student body, a recession, and a devastating hurricane. The set of staff development programs negotiated with the United Teachers of Dade survived these tough times (some with substantial modifications) and continue today because they have both an anchor in negotiated agreements and continuing union leadership (Phillips, 1993).<sup>17</sup> If done well, the union connection to professional development creates a powerful systemic effect connecting professional development to training and induction, assessment of schools and teachers, the curriculum, and the salary schedule. The Minneapolis and New York City public schools offer particularly good examples of a long-term working relationship that has increasingly focused on student standards and achievement. The Minneapolis process illustrates effects of gradually building and deepening the relationship between management and labor. Begun in 1984 with a joint Labor/Management Task Force on Teacher Professionalism, the process spawned a mentor teacher program and five years later a new teacher evaluation process. The professional development program, which is administered by a joint district-union panel, links professional education to how teachers gain tenure in the district, their pay, and teacher support and evaluation. In New York City, the United Federation of Teachers (UFT) and the school system collaborate in creating staff development that is embedded in the schools and in the work days of teachers. More than 220 teacher specialists staff professional development



teacher centers in schools. Through the centers, these teachers deliver classroom coaching and mentoring and direct assistance with school-adopted interventions, such as Success for All. A substantial number of the teacher specialists have received intensive workshop training in the New Standards Project, whose work has been 18 adopted by the school district. They are the means of transmission for turning new standards from rhetoric to reality. Embedded staff development was spurred by the increased attention being given to standards and accountability. Some 97 New York City schools are on the state chancellor's list of schools on academic probation. Both the union and the district needed a way to intervene in these schools and in others in danger of placement on the probation list. Providing high quality professional development in schools was one of the responses, one that the UFT endorses and a program it operates. Embedded staff development is particularly well developed in Community School District 2, which includes a widely diverse economic swath in central Manhattan. UFT staff members point to a paradigm shift within the union to focus on outcomes and instruction. Interestingly, union staff teachers appear to be treating professional development as an entitlement under the contract rather than a mandated duty. The emergence of a teachers' union in Kenya, like in most developing countries of the world, can be attributed to the professional and welfare needs of the teachers. Avers (1992) sees a need for the competitive role of a teachers' union rather fighting for egalitarianism when he observes that teachers often experience themselves as powerless, abused, underpaid and generally unappreciated. In most cases, teachers are viewed as professionals, but are always charged with implementing educational laws and school policies without participating in the formulation or evaluation of such policies. In this case, both the process and the outcome of their activities are controlled 19 by external forces so that the teachers are alienated. Teachers' unions therefore arise in order to assist teachers assert their rightful roles in decision making. Unions strive to engender professionalism in teaching.

This is a means of raising the status and rewards of teaching, attracting skilled and able people into the field and allowing teachers great control over the content and conduct of their work. Barber (2000) in his functionalist argument suggests that professionals hold rare skills and knowledge that are esoteric and powerful. The skills and knowledge earn the professional status in the society and the benefits that go with it. Union's ability to press for professionalism in teaching serves two purposes: raising the status of the profession and enabling the public to get service from the most qualified individuals. Further, because a profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work.

## **2.5 Summary of the literature reviewed**

What the reviewed literature yielded was that unions emerge to occupy a gap that is necessary in the linkage of the teacher and other interest groups. Unions influence teacher's performance and aims at championing the concerns of the teacher and in the process help in building an attitude of the teacher to his or her work. A positive attitude to the job is expected from the teacher if the union manages to secure most of what the teacher values in the work place. A union's ability to influence and make the most of what is desired achievable can be seen as its effectiveness. Unions have specific roles and objectives, which they are supposed to respectively play and realize. These roles and objectives are mostly derived from what the teacher's value and desire since unions are meant to serve their interest and that of education in general. From the various roles that the unions play, it is possible for a teacher to assess the effectiveness of a union in

specific areas or roles. In the same way, teachers can rank or prioritize the factors that they value most in their job and can rate the influence or contribution of the union in making them realizable. If these valued factors are taken as factors that contribute to teachers' performance, it will be possible to measure the union's influence on teachers' performance from what the teachers perceive as its contribution to the realization or otherwise of the desired facets of performance.

However, literature has determined that securing of teachers benefits and especially basic salary and allowances has been the major role of such unions (Guthrie, 2002). The literature suggests that in recent times the trade unions have ventured into other areas such as education reform, national politics as well as providing credit to their members (Mundy et al. 2008). Whether teachers' trade union activities result in increased and quality output by the teachers is still debatable. Bascia (2003) states that labor unions have always been opposed to the question as to whether their activities improve teacher output to translate in greater student achievement. The empirical review is testament to the shortage of empirical evidence on the issue of impact of teachers' trade unions on the output of educators. The few studies reviewed such as Jones-White (2004), Fuller, Mitchell & Hartmann (2000) and Terry (2010) have been carried out in the United States and Europe commonly referred to as the developed world. The findings of such studies cannot be replicated or taken to be the truth in the Kenyan Situation. In addition Hoxby (1996) and Figlio et. al. (2007) had two major shortcomings: first, both studies looked into securing of benefits as the only labor union activity secondly these studies looked at teacher performance in terms of student achievement. While student achievement in examinations is a reflection of teachers output it suffers the effect of various intervening factors such household income, parental education and availability of secondary school positions; 29 problems which

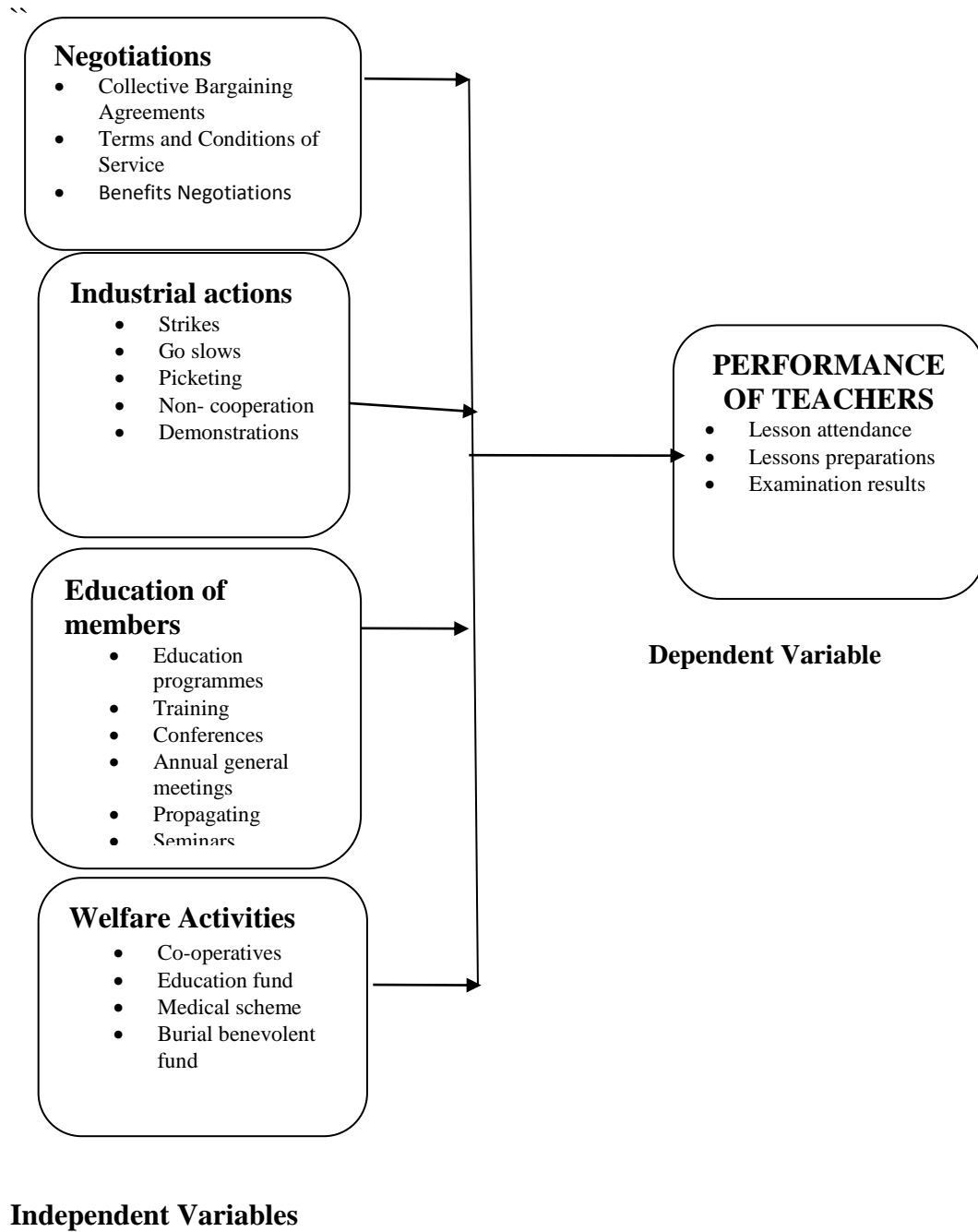
are prevalent in Kenya but minimal in the Americas and Europe. This study intends to fill this gap by looking into the effect of teachers' unions' activities on the performance of teachers' performance using specific indicators as shown in the conceptual framework.

## **2.6 Conceptual Framework**

According to Bogdan and Biklen (2003) conceptual Framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical/synthetical aspects of a process or system being conceived. It is a set of broad ideas and principles taken from pertinent fields of investigation and used to create a subsequent presentation. The interconnection of these blocks completes the framework for certain expected outcomes. A variable is a measurable characteristic that assumes different values among subjects (Bogdan and Biklen, 2003).

An independent variable is variable which is supposed to establish a dependent variable. It can be changed as required, and its values do not represent a problem requiring explanation in an analysis, but are taken simply as given (Dodge, 2003). A dependent variable is variable dependent on another variable. A dependent variable is a variable used for measurement in the experiment and is affected during the experiment. The dependent variable, usually responds to the independent variable.

**Figure2.1: Conceptual Framework**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research design**

A research design is a plan showing how the problem of investigation will be solved (Orodho and Kombo, 2003). Descriptive research design will be used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2003). This design will be appropriate for this study as it attempts to describe what is in the social aspect such as school, and it allows use of standardized instruments like questionnaires and interviews which can be used in the survey and examination of the existing records.

#### **3.3 Target population of the study**

Mbwesa (2008) defined target population as the entire group of people, events or things that the researcher wishes to investigate. According to the Ministry of Education there are 230 public primary schools in Nairobi and 9 education offices in the nine sub-counties in Nairobi County. This study will be carried out in Nairobi County, targeting views from selected parents and teachers from the identified public primary schools, and education officials from the 9 sub counties.

**Table 3.3 Target population**

<b>SCHOOLS</b>	<b>POPULATION</b>	<b>PERCENTAGE</b>	<b>TOTAL SAMPLE</b>
Public Primary schools	230	0.3	69
TOTAL	230	0.3	69

### **3.4 Sample size and sampling techniques**

Ngechu (2004) underscores the importance of selecting a representative sample through making a sampling frame. A sampling frame is a systematic list of subjects, elements, traits, firms or objects to be studied. From the population frame the required number of subjects, respondents, elements, firms will be selected in order to make a sample.

Sampling ensures that some elements of a population are selected as riding representative of the population this is according to Mugenda and Mugenda, (1999). Stratified random sampling technique will be used to select the sample. Stratification aims to reduce standard error by providing some control over variance.

To select the schools, a list of the schools will be obtained from the County Director of Education's (CDE) office from where cluster and then simple random sampling methods will be used to sample all the 230 institutions .A sample size of more than 10% is appropriate for any research study (Mugenda, 2004), hence the researcher will select a sample of 30% of 230 public primary schools which is 69, where a parent, teacher and an administrator per institution will be picked. The sample size will be 207 respondents.

**Table 3.4 Sample size**

<b>SCHOOLS</b>	<b>POPULATION</b>	<b>PERCENTAGE</b>	<b>Total</b>
Teachers	230	0.3	69
Parents	230	0.3	69
School Administrator	230	0.3	69
<b>TOTAL</b>	<b>690</b>	<b>0.3</b>	<b>207</b>

### **3.5 Research instruments**

The research instrument used in the study will be a questionnaire which is considered the most suitable research instrument for descriptive research design. Orodho and Kombo (2003) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The questionnaires will be used in the study as they require less time, are less expensive and permits collection of data from a wide population (Orodho and Kombo, 2003). The heads of institutions and the teachers will have one questionnaire each. The researcher will write a letter to the respondents informing them about the study. The researcher will use drop and pick method to administer the questionnaires to the targeted respondents.



### **3.6 Data collection procedure**

The researcher will seek for a research permit from the National Council for Science and Technology. The County Education Office will be notified about the research to be carried out. Introductory letters will be sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that they shall generate. Questionnaires will be given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher will use research assistants to visit the selected institutions and administer the instrument to the respondents.

### **3.9 Data Analysis Techniques**

Upon receiving the questionnaires from the respondents, the researcher will check, code and process them. Quantitative data will be arranged and recorded according to research questions after which frequency tables will be made and percentages worked out. Bar graphs and pie charts will be used for the presentation. Qualitative data will be edited then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data analysis will be assisted by the Statistical Package for Social Sciences (SPSS)

The specific regression coefficients will be examined so as to establish whether the independent variables (Negotiation, Industrial actions, Educating members, and Welfare matters) affected the performance significantly. To check the significance of the variables a critical **p** value of 0.05 will be used.

The multivariate model that was used is as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where; Y = Performance of teachers

$X_1 =$  Negotiations

$X_2 =$  Industrial actions

$X_3 =$  Educating members

$X_4 =$  Welfare matters



## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.1 Introduction

This chapter exploits the research findings and presents in form of tables, frequencies and figures with their corresponding interpretations. It is in line with the research objectives. The study targeted a sample size of 69 parents and 138 teachers and administrators. Data collected and fully filled from the parents questionnaires were 69 representing a 100% response rate. The teachers who participated in the study were 110 representing 80% response rate. The failure to have a 100% response rate for the teachers was attributed to the fact that during the study some of the teachers were engaged in their classes.

### 4.2: Socio-Demographic Information

#### Gender:

Gender	Frequency	Percent
Male	41	55.6
Female	21	44.4
Total	69	100.0

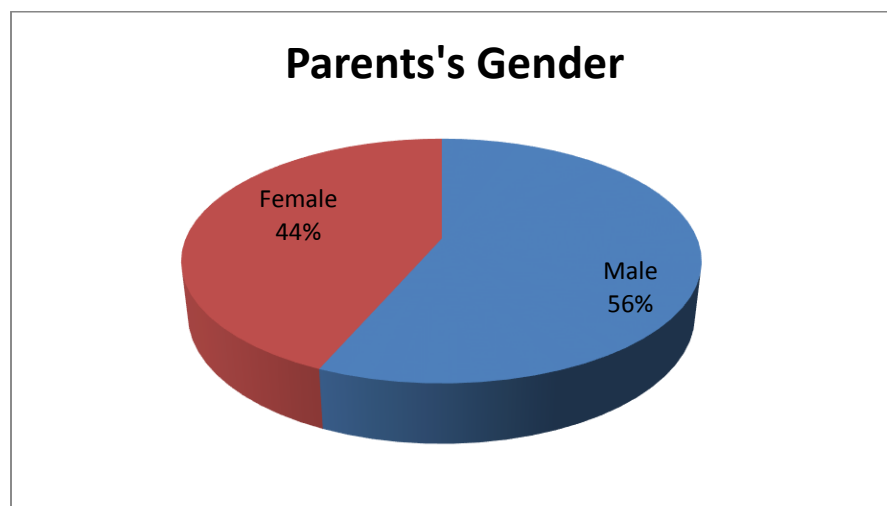


Figure 4.1: Parents' gender

The male were the majority in the gender of the parents at 56% while the female were 44%.

Gender	Frequency	Percent
Male	68	62
Female	42	38
Total	110	100.0

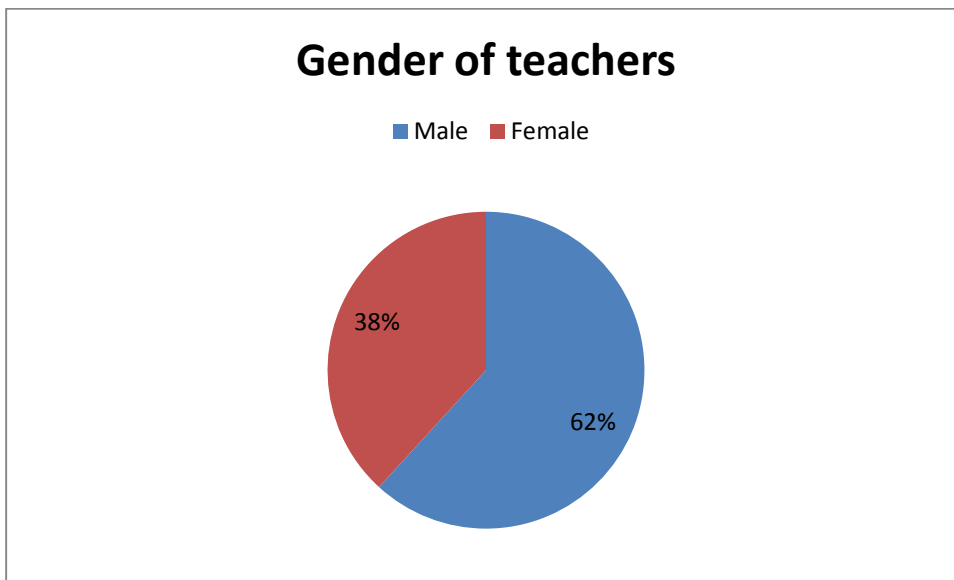
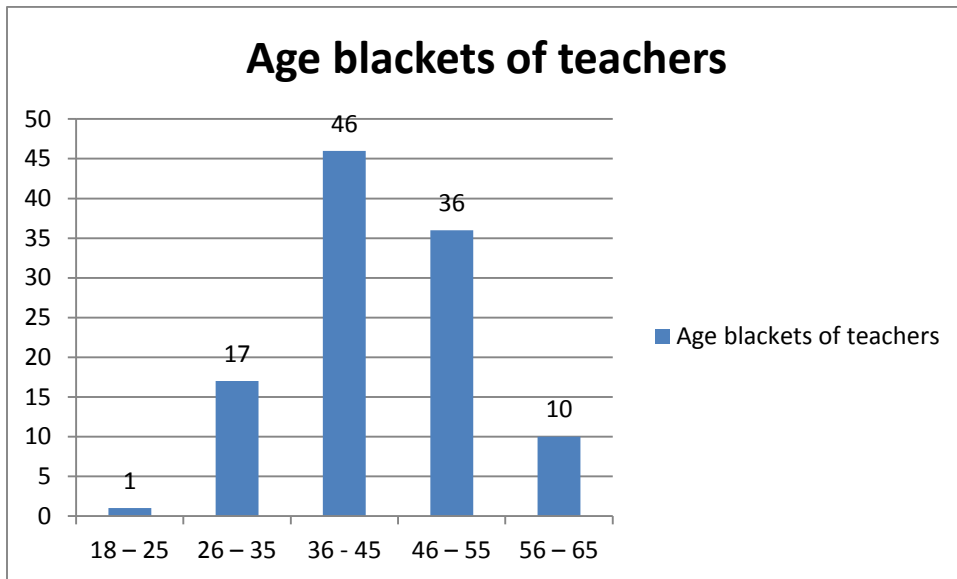


Figure 4.2: Teacher's gender

Male teachers who participated in the study were 62% while the female teachers were 38%. This showed that there were more male teachers than the female ones.

**Age:** The middle age teachers were the majority since those who were in the age bracket of 36-45 years were the leading at 46(41.8%) followed by 46-55 years at 36(32.7%) then 26-35 years

at 17(15.5%). The aged teachers were fourth at position and their age bracket was 56-65 years at 10(9.1%) and the least were those fresh from college at 1(0.9%).



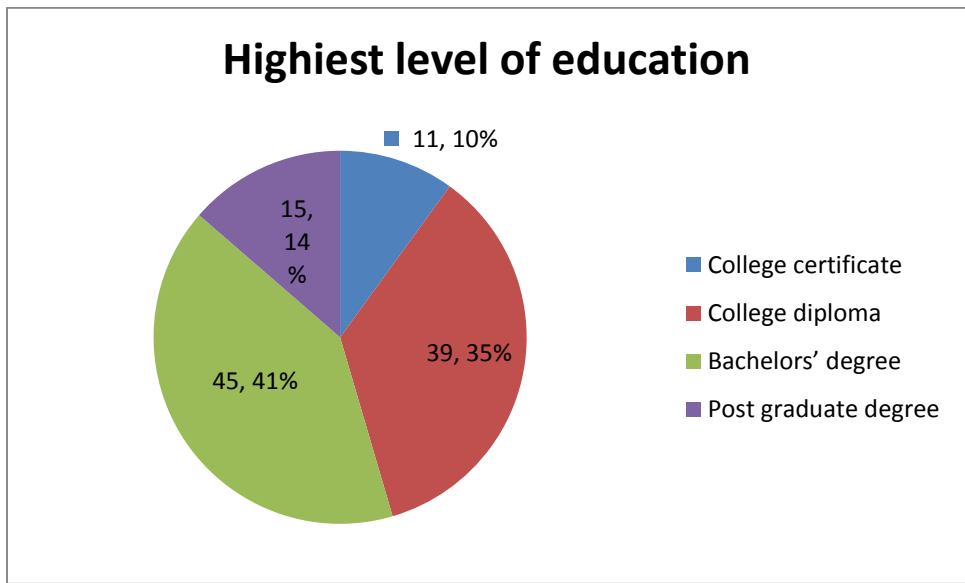
**Figure 4.3: Teachers' age bracket**

**Table 4.1: parents' age**

	Frequency	Percent	Valid Percent	Cumulative Percent
18 - 25	3	4.3	4.3	4.3
26 - 35	16	23.2	23.2	27.5
36 - 45	21	30.4	30.4	58.0
46 - 55	19	27.5	27.5	85.5
56 - 65	10	14.5	14.5	100.0
Total	69	100.0	100.0	

Young parents were the least in the representation at 3(4.3%) followed by the aged with 56-65 years of age at 10(14.5%). The leading number of parents in their age brackets were those aged 36-45 at 21(30.4%) followed by 46-55 years at 19(27.5%).

**Highest Education level:**



*Figure 4.4: Teacher Highest education level*

Teachers with a bachelor's degree were the majority at 41% followed by the diploma holders at 35% then post graduate diplomas were 14%. The certificate holders were the least at 10%. This was a show that the teachers were advancing their education and the certificate holders were to be faced in the near future.

**Experience:** Teachers had taught for various length of time in the primary schools.

	Frequency	Percent
5 Years and below	4	3.6
6 -10 years	30	27.3
11-20 years	46	41.8
Over 20 years	30	27.3
Total	110	100.0

Those who had taught for 11-20 years were the majority at 46(41.8%) followed at an equal measure by those with an experience of over 20 years and 6-10 years at 30(27.3%). This meant that the teachers were knowledgeable enough since their experience was of over 5 years. There were those who had taught for 5 and below years and they were 4(3.6%) making the least percentage.

#### **4.3: Effects of Negotiation**

The effects of negotiation were determined using a five scale likert and the percentages calculated as in the table 4.3 below whereby, **1= Strongly Disagree 2= Disagree 3=Uncertain 4= Agree 5=Strongly Agree.**



**Table 4.3: Negotiation effects on teacher performance**

Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
teacher's trade unions is instrumental in fighting for better pay and allowances	1	.9%	0	0%	8	7.3%	70	63.6%	31	28.2%
Better pay and allowances improve the professional performance of a teacher.				7.2%	9	8.2%	43	39.1%	58	52.7%
teacher's trade unions fights for better working conditions					7	6.4%	62	56.4	41	37.3%
Better working conditions improve professional output of a teacher.			1	.9%	4	3.6%	76	69.1%	29	26.4%
Teachers' trade unions champions for other benefits like medical and pension schemes for a			1	.9%	9	8.2%	88	80.0%	12	10.9%

teacher.										
These benefits encourage the performance of a teacher.			1	.9%	1	.9%	79	71.8%	29	26.4%

It was clear from the response that the teacher’s trade unions were very instrumental in fighting for a better pay for the teachers as 70(63.6%) agreed while 31(28.2% )strongly agreed. As well, it was agreed that a better pay for the teachers was to improve the professional performance of the teachers since 43(39.1%) and 58(52.7%) agreed and strongly agreed respectively. A small percentage of 7.2% disagreed while the rest were uncertain on what opinion to hold to. The study agreed with the key objectives of teacher’s trade unions that it fought for better pay of the teachers which was in turn seen to improve the professional output as indicated by 68.1% who agreed and 17.4% strongly agreed. In addition to the teacher’s trade unions renowned function of pushing and fighting for a better pay it was known for championing for other benefits like the medical and pension schemes for teachers. As well, the benefits were seen to encourage the teachers in their duty and henceforth improve the performance. This was supported by 84.1% of the total respondents.

**4.4 Industrial action**

The effects of industrial action were determined using a five scale likert and the percentages calculated as in the table 4.3 below

**Table 4.4: industrial actions**

Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Trade union leaders are in favor of strikes as a way of settling trade disputes.	1	.9%	12	10.9%	31	28.2%	58	52.7%	8	7.3%
Teachers' strikes lead to lost learning time which results in poor performance by teachers.	1	.9%			13	11.8%	78	70.9%	18	16.4%
Trade unions use of strikes has assisted in securing better terms and conditions of service for teachers, which has encouraged performance.			6	5.5%	25	31.8%	61	55.4%	7	6.4%
Teachers always support trade unions call for			1	.9%	4	3.6%	76	69.1%	29	26.4%

strikes to settle trade disputes to improve their performance.										
Strike by the trade unions is the best way of forcing the employer to honor collective bargaining agreements with them.			1	.9%	9	8.2%	88	80.0%	12	10.9%

Trade union officials were seen to employ the strategy of strikes as one of their ways of settling trade disputes. As a result of strike, a lot of time is lost which results to poor performance by the teachers as it was indicated by the majority 56.5% and 31.9% agreeing and strongly agreeing respectively. The impact of the strike on the achievement of the reason for the strike attracted a diverse take of the view by the respondents with 21.7% disagreeing, 20.3% being neutral and 50.7% agreeing. Those who strongly disagreed were 4.3% while those who strongly disagreed were 1.4%. as much as the teachers were seen to support their move by their trade union in calling for strikes to express their grievance, it was not the best way of expressing their grievances to the employers as indicated by the 56.5% who supported the fact that strike was not the best way of forcing TSC to listen to the teachers demands.

#### 4.5 Education programs

On job trainings and seminars are one of the key aspects an employer should enhance in improving the performance of the employees. The teachers were asked questions concerning any education programs available in their job. The education programs were determined using a five scale likert and the percentages calculated as in the table 4.3 below

**Table 4.5: Educational programs**

Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Trade unions have put a lot of effort into influencing the improvement of professional standards			2	1.8%	10	9.1%	85	77.3%	13	11.8%
Trade unions have always been involved in running of in-service courses to improve the performance of teacher.					32	29.1%	74%	67.3%	4	3.6%
Trade unions organize			5	4.5%	38	34.5%	54	58.2%	3	2.7%

training programs to improve teachers' skills for better performance.										
Trade unions organize annual general meetings and delegate conferences to give reports on professional matters.			4	3.6%	47	42.7%	50	45.5%	9	8.2%
The general meetings and delegate conferences have helped improve the performance of teachers.			12	10.9%	43	39.1%	51	46.4%	4	3.6%
Teacher's trade unions use propaganda to influence the opinion of its members.	33	30.0%	61	55.5%	14	12.7%	2	1.8%		
This propaganda helps to improve the performance of teachers.	48	41.8%	53	48.2%	6	5.5%	5	4.5%		

The teacher’s trade unions were involved in programs that saw the union improve the teachers’ skills for better performance as the majority of 58% supported the fact. The teacher’s trade unions were not seen to use propaganda a way of influencing the opinion of the members but cited the facts that they had to air their grievances to their employer. Propaganda was not seen to improve the performance of the teachers as the majority supported at 41.8% and 48.2% strongly agreeing and agreeing, respectively.

#### 4.6 Welfare Activities

Welfare activities help improve and promote the social being of employees and trust with their employers. In addition, in some cases, this would lead to in increased performance in case where the employee rests knowing that their matters of worry are catered for. The welfare activities were determined using a five scale likert and the percentages calculated as in the table 4.3 below

**Table 4.6: welfare activities**

Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Trade unions are involved in activities aimed at promoting the socioeconomic welfare of			4	3.6%	4	3.6%	75	68.2%	27	24%

its members.										
Savings and credit societies, burial and benevolent funds, medical schemes and education funds are some of trade unions welfare programs.					9	8.2%	66	60.0%	35	31.8%
Trade unions have effectively supervised the operations of these welfare activities for the benefit of its members.			1	.9%	7	6.4%	67	60.9%	35	31.8%
These welfare activities have assisted to improve the performance of teachers.										
Lack of these welfare activities would lead to demotivation of teachers, thus poor performance.					2	1.8%	80	72.7%	28	25.4%



The study revealed that the Trade unions were involved in activities that aimed at improving their socioeconomic welfare of its members as cited by the majority who agreed at 70%. This was affirmed by the members who said that lack of welfare activities within the welfare would lead to de-motivation of the teachers hence affecting their performance. This was strongly supported by 23.6% and 74.55 accepting. In addition, the participants said that the involvement of the welfare activities in the union was going to increase their performance.

## **4.7 Inferential statistics**

### **4.7.1 Pearson Correlation Analysis**

As presented in table Table 4.13 below, the study performed Pearson correlations for the relationships between the various union activities and performance of teachers. From the findings, a positive correlation is seen between the each union activity and performance of teachers. The strongest correlation was obtained between Negotiations and performance of teachers ( $r = 0.7723$ ), and the weaker relationship found between Education of members and performance of teachers ( $r = 0.6933$ ). Industrial actions and Welfare Activities are also strongly and positively correlated with performance of teachers at correlation coefficient of 0.7318 and 0.7134 respectively. All the independent variables were found to have a statistically significant association with the dependent variable at 0.05 level of confidence.

Stigler (2002) offers that the Pearson product-moment correlation coefficient measure linear correlation (dependence) between two variables  $X$  and  $Y$ , giving a value between +1 and -1 inclusive, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative

correlation. He further demonstrates that P values less than 0.05 level of confidence can be considered statistically significant.

**Table 4.12 Pearson correlation matrix**

	Performance of teachers	Negotiations	Industrial actions	Education of members	Welfare Activities
Performance of teachers	1				
Negotiations	0.7723 (0.013)	1			
Industrial actions	0.7318 (0.027)	0.547 (.000)	1		
Education of members	0.6933 (0.002)	0.684 (.076)	0.539 (.032)	1	
Welfare Activities	0.7134 (0.011)	0.682 (0.003)	0.629 (0.061)	0.572 (0.214)	1

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

*Source: Survey data, 2016*

#### 4.7.2 Regression analysis

**Table 4.1: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.954 <sup>a</sup>	.910	.906	1.65308

a. Predictors: (Constant), Negotiations, Industrial actions, Education of members , Welfare Activities

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Teachers performance) that is explained by all the four independent variables (Negotiations, Industrial actions, Education of members , Welfare Activities).

The four independent variables that were studied, explain 91.0% of variance in performance of teachers as represented by the  $R^2$ . This therefore means that other factors not studied in this research contribute 9.0 % of variance in the dependent variable. Therefore, further research should be conducted on to evaluate the union activities towards the performance of teachers in public primary schools in Nairobi County.

**Table 4.2 ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2421.223	4	605.306	221.506	.000 <sup>b</sup>
	Residual	240.476	88	2.733		
	Total	2661.699	92			

a. Dependent Variable: Teachers performance

b. Predictors: (Constant), Negotiations, Industrial actions, Education of members , Welfare Activities

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The F critical at 5% level of significance was 8.84. Since F calculated is greater than the F critical (value = 221.506), this shows that the overall model was significant. The significance is less than 0.05, thus indicating that the predictor variables), explain the variation in the dependent variable which is Teachers performance

**Table 4.3:Coefficients**

Model		Unstandardized Coefficients	Std. Error	Standardize d Coefficient s	T	Sig.
		B		Beta		
1	(Constant)	3.246	3.367		.964	.338
	Negotiations	.238	.095	.192	2.508	.014
	Industrial actions	.236	.053	.375	4.459	.000
	Education of members	.123	.054	.254	2.258	.026
	Welfare Activities	.586	.054	1.346	10.842	.000

a. Dependent Variable: Teachers performance

From the regression findings, the substitution of the equation ( $Y = a_0 + a_1X_1 + a_2X_2 + a_3X_3 + a_4X_4 + e$ ) becomes:

$$Y = 3.246 + .238 X_1 + .236 X_2 + .123 X_3 + .586 X_4$$

Where Y is the dependent variable (Teachers performance),  $X_1$  Negotiations,  $X_2$  is Industrial actions,  $X_3$  is Education of members and  $X_4$  is Welfare Activities. According to the equation, taking all factors (Welfare Activities, Negotiations, Industrial actions, Education of members)

constant at zero, teachers' performance will be 3.246. The data findings also show that a unit increase in Negotiations variable will lead to a 0.238 increase in teachers performance; a unit increase in Industrial actions will lead to a 0.236 increase in teachers performance; a unit increase in Education of members will lead to a 0.123 increase in Performance of teachers while a unit increase in Welfare Activities will lead to a 0.586 increase in teachers performance.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

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

### **5.2 Summary of findings**

The male participation was high in the two categories of teachers and the parents at 62% by the teachers and 56% by the parents. The teachers and the parents who participated in the study had varying age groups with those aged 36-45 years leading for both the teachers and the parents' 41.8% for the teachers and 30.4% for the parents. Teachers with a bachelor's degree followed by those with diploma certificate were the majority. The parents' highest education level was not recorded in the study.

The study showed that the teacher's trade unions were very instrumental in fighting for a better pay for the teachers as 59.4% agreed while 26.1% strongly agreed. This fight for a better pay for the teachers was seen by the residents to improve the professional performance of the teachers since 46.4% and 40.6% agreed and strongly agreed respectively. The study also showed that the key objectives of teacher's trade unions were to fight for better pay of the teachers which was in turn was seen to improve the professional output as indicated by 68.1% who agreed and 17.4% strongly agreed hence excellent performance. This was in accordance to Ibrahim (2007) who cited that teacher trade unions are supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers.

There was a divided take on the support of the teachers for a strike since the teachers were said to abide by the rule but not by their own opinion of participating in the strike. The respondents who said that they always support the strikes were very uncertain at 42% leading followed by those who had agreed at 30.4%. It was seen by the majority 50.7% that the teacher's trade unions involvement in strikes had seen them attain better terms and conditions with their employer. Chisholm and Ngobe (2003) found that when policy frameworks are translated into financing frameworks, participation is confined to government ministries, donors and their technical assistants. Relating the finding to the teacher trade union, the findings will hold in the support of finding that student performance or the trade unions' role in enhancing teacher professional performance will greatly be positively affected.

The teacher's trade unions activities in improving the social and economic activities were seen to include Savings and credit societies, burial and benevolent funds, medical schemes and education funds.

### **5.3 Conclusions**

The teacher's trade unions were seen to use strikes in assisting them in securing better terms and conditions of service for teachers. However, the use of strikes was not seen to be the best way of communicating to the employer for better pay. Furthermore, the strikes were seen to demote the pupils and the students hence negatively affecting the performance of the students as the parents complained of a lot of time wastage during the strikes.

Participation in strikes was seen to be another way of creating sense and increasing force to make the employer offer or agree to terms of bettering the working conditions of the employee. There



is a lot of unnecessary time loss by the students which in turn affect their performance during the time of teacher strike.

The teacher's trade unions activities in improving the social and economic activities were seen to include Savings and credit societies, burial and benevolent funds, medical schemes and education funds. The inclusion of these activities in the teachers' welfare was seen to positively impact on the teachers' performance.

#### **5.4 Recommendations**

Since strikes are not the best ways of communicating teacher grievances, there is need for the government and the teacher's trade union to come up with a more viable solution that will see the two parties benefit and eventually positively improving the performance of the students.

Teachers' trade unions should keep up the fight for better salaries as better remuneration has been shown to improve job satisfaction which translates to improved output from teachers. Teachers' trade unions should come up with motivation programmes for their members to reward professional performance. Teachers' trade unions should put more emphasis on advocacy and improve involvement of members. The government through and the teachers' employer (TSC) should strive to better teachers working conditions by increasing the number of teachers as well as providing adequate teaching material in public secondary schools

The government should not always be waiting for the time the teacher's trade unions calls for a strike in order to address the teacher problem but rather should employ a good strategy that sees problems in teachers before they erupt to strikes. This will in addition help them achieve their goal of ensuring that the students get quality education without distractions.

## **5.5 Areas of further research**

The current study focused on trade union activities and whether they improve teachers' professional performance. Future studies should focus on challenges facing teachers' trade unions in fighting for their members alongside that of their unions especially when rival group splint and break the bargaining unity.

The study further recommends a further study on the teacher strike and its effects on the learning of the students and if the teachers are in a position to recover the lost time and if the recovery has any side effects on the performance of the students or not.

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## Appendix I: Budget

<b>ITEM</b>	<b>COST (KSH)</b>
Travelling	17,000
Typing and Printing	15,000
Binding	6,000
Data collection & Analysis	47,700
Miscellaneous	5,000
<b>Total</b>	<b>90,700</b>



## Appendix II: Time Schedule

Description	April	May	June	July	August	September
Statement of the problem						
Proposal writing						
Proposal defense						
Data collection						
Data analysis						
Report writing						
Proposal defense						

## Research questionnaire

### *Instructions*

*Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.*

### **A: Demographic information**

1. What is your Gender?

Male

Female

2. What is your age in years?

18 – 25

26 – 35

36 - 45

46 – 55

56 – 65

3. For how long have you been as a teacher in a public institution?

5 years and below

6 -10 years

10-20 years

Over 20 years

4. What is your highest level of education?

- College certificate
- 
- College diploma
- Bachelors' degree
- Post graduate degree

5. In which sector of the public education institution do you represent?

Teaching staff

Parents

Education officers

6. Are you aware of the Kenya National Union of Teachers (KNUT)?

Yes

No

**Section B: teacher's trade unions activities**

**Negotiation**

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

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

Statement	1	2	3	4	5

Trade union is instrumental in fighting for better pay and allowances					
Better pay and allowances improve the professional performance of a teacher.					
Trade union fights for better working conditions					
Better working conditions improve professional output of a teacher.					
Trade union champions for other benefits like medical and pension schemes for a teacher.					
These benefits encourage the performance of a teacher.					

### Industrial action

Please indicate with (√) the extent to which you agree or disagree with the statements below on Industrial action.

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

Statement	1	2	3	4	5
Trade unions leaders are in favor of strikes as a way of settling trade disputes.					
Teachers' strikes lead to lost learning time which results in poor performance by teachers.					
Trade unions use of strikes has assisted in securing better terms and conditions of service for teachers, which has encouraged performance.					

Teachers always support the Trade unions' call for strikes to settle trade disputes to improve their performance.					
Strike by the Trade unions is the best way of forcing the employer to honor collective bargaining agreements with them.					

**Education programs**

Please indicate with (√) the extent to which you agree or disagree with the statements below on Education programs.

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

Statement	1	2	3	4	5
Trade unions have put a lot of effort into influencing the improvement of professional standards					
Trade unions have always been involved in running of in-service courses to improve the performance of teachers.					
Trade unions organize training programs to improve teachers' skills for better performance.					
Trade unions organize annual general meetings and delegate conferences to give reports on professional matters.					
The general meetings and delegate conferences have helped improve the					

performance of teachers.					
Trade unions use propaganda to influence the opinion of their members.					
This propaganda helps to improve the performance of teachers.					

**Welfare Activities**

Please indicate with (√) the extent to which you agree or disagree with the statements below on Welfare Activities.

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

Statement	1	2	3	4	5
Trade unions are involved in activities aimed at promoting the socioeconomic welfare of their members.					
Savings and credit societies, burial and benevolent funds, medical schemes and education funds are some of Trade unions’ welfare programs.					
Trade unions have effectively supervised the operations of these welfare activities for the benefit of its members.					
These welfare activities have assisted to improve the performance of teachers.					
Lack of these welfare activities would lead to de-motivation of teachers, thus poor performance.					

**THANK YOU FOR YOUR PARTICIPATION**