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TRADE UNIONS STRATEGY OF TEACHERS' BENEFITS AND ITS INFLUENCE ON TEACHERS WELFARE IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA

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Abstract

The study established that trade unions strategy on teachers' benefits, influences the welfare of teachers in public secondary schools in Nairobi City County, Kenya. The study was based on the following objectives; To assess the influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools in Nairobi County; To assess the level of influence of secured teacher welfare benefits on teachers' total output; To assess the level of satisfaction by teachers on trade unions strategies in addressing teachers' benefit issues. The study employed a descriptive survey design. The target population was 2236 teachers and 87 public secondary schools, eleven KNUT and seven KUPPET officials. Thirty percent target population sample consisted of 671 of teachers in 26 schools. Schools were stratified per sub-County and teachers selected by simple random sampling method. Both KNUT and KUPPET officials were purposively sampled for they had special information relevant to this research. Data was collected by interview guide for the KNUT and KUPPET officials. Data was analyzed descriptively and presented using tables, graphs and pie chart. For interviews, audio recorded responses were listened to, transcribed into texts, compared with field notes and presented as direct quotations, verbatim and discussions. Content validity of the research instruments was ascertained by a team of experts in the field of Educational administration and through piloting of questionnaires. Reliability of the instruments was ascertained by a test-re test technique and a coefficient of stability for teachers' questionnaire found to be 0.785. Permission to collect data in Nairobi County was granted by the National Council of Science and Technology. The study established that majority of the teachers ($M=3.40$, $SD=1.355$) agreed that trade unions are instrumental in influencing teachers' welfare benefits. The study further established that a majority of teachers (40.38%) agreed that welfare benefits enhanced the total work output. 76.8 percent of teachers were satisfied with the trade unions strategies in addressing teacher welfare benefits. There was a positive significant correlation ($r=0.743^{**}$, $p=0.022<0.05$) between securing teachers' benefits and teachers' welfare benefits.

Key Words: Teachers trade unions, welfare benefits, public secondary schools

Introduction

Background to the study

Labor Relations Act of 2007 defines a trade union as an association of employees whose principle purpose is to regulate relations between employees and employers, including any employers' organization. A labor union, is typically an organization of employees whose responsibility is ensure the working together and to enable collective bargaining. It is important to note that under trade unions Act, a trade union includes both employers and the organization of workers (Odiwuor, 2005). According to Kaitlin (2018), the union of teachers is concerned with salaries and other associated compensation and benefits of its members that their growth in their professional responsibilities. This observation however is being changed by the National and Local Teachers Unions.

Juliet et al (2018) reiterates that teachers trade unions secures teachers benefits which includes better working conditions, better pay and the protections of the rights of teachers which has significance positive influence on their work and commitment to work. Teachers trade unions are intended to promote and to protect the interest of teachers (Addison 2019). Additionally, teachers' unions are mainly formed to protect and continually advance the collective interests of teachers and other related educational organizations. However, what the collective interest of teachers are and how they should be explored remains an active matter for further queries within these organizational settings (McCollow 2017). It is important to note that teachers labour unions are formal organizations that advances and

promotes that interest of their members through the process of collective action and especially for the negotiation of teachers' salaries and allowances as this is the core mandate and the foundation upon which a labour union is founded.

Cella (2014) opines that teachers labor unions are formed to developed to protect, promote and improve the social and economic interest of workers in their workplace. Therefore, teachers' unions represent and defends the interest of teachers on salary and allowances increment besides better working conditions and other social welfare benefits (Vaillant 2005). Additionally, Bascia (2005) further expunged the definition and opined that teachers' unions have a responsibility to confine itself on salary and allowances packages for teachers as these play a pivotal role in enhancing efficiency and effectiveness in the delivery of their job descriptions.

Statement of the problem

The achievement of any educational goal(s) is totally dependent on improved teachers' salaries and other benefits. Additionally, teachers are crucial actors in curriculum implementation within and outside a classroom setting. The execution in this case is embedded entirely on the teacher's wellbeing. Craig (2008) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing all teaching-learning attributes by the teachers.

There is a general consensus by education actors over the need to improve teachers'

benefits' as a key proponent leading to the discourse. The Ministry of Education Science and Technology has provided teaching-learning resources to schools in Kenya. Teachers Service Commission has competitively recruited teachers and paid their salaries and other benefits. KNUT and KUPPET have been in the forefront in fighting for the welfare of teachers in public secondary schools in Nairobi County.

All that notwithstanding, there has been concern on the deteriorating levels of teachers' welfare benefits in Nairobi County besides the fact that the county registers the highest union membership in public secondary schools. The cause for the declining teachers' welfare benefits is empirically unknown for there has not been sufficient studies to explain the trend. While many explanations may be given for this trend, teachers union may have contributed because fighting for teachers' salaries and allowances of its members is one of the core mandates of teachers' union.

Purpose of the study

The study sought to assess trade unions strategy on teachers' benefits and its influence on teachers' welfare in public secondary schools in Nairobi city county, Kenya.

Objectives of the study

The study was guided by the following objectives;

- i. To assess the influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools in Nairobi County.
- ii. To assess the level of influence of secured teacher welfare benefits on teachers' total output.

successful achievement of any educational

- iii. To assess the level of satisfaction by teachers on trade unions strategies in addressing teachers' welfare issues.

Significance of the study

The findings of this study acts as a baseline reflector for teachers' unions in evaluating their actual performance in matters of teacher welfare against their role in trade disputes and education policy development. The study can be used by Ministry of Education, Science and Technology education policy planners to incorporate meaningful involvement of teacher unions in making policy on the welfare of teachers. The Teachers Service Commission could use the findings of this study to better teachers working conditions.

Researchers in the field of education may benefit from the information brought about by this study in their work.

Limitation and delimitation of the study

According Ngechu (2014), limitations have direct interference with the methods of solving the problem, and hence negatively makes a research work difficult. The head teachers in this study may fail to give desired information since there is an existing TSC directive that restricts them from joining teachers' unions. Teachers also may give desired responses on suspicion that their respective union affiliation is being investigated. Besides vastness of the County, insecurity may also pose a hindrance on the movement of the researcher as some schools situated in slums. This study was delimited to teachers employed by Teachers Service

Commission. KNUT and KUPPET officials from Nairobi County and National office, 87 public secondary schools compounding to 2236 secondary school teachers in Nairobi County.

Literature Review

Traditionally, teachers labour movements have been known for fighting to protect jobs as well as improvement of salaries and other allowances, better conditions of life and to fight against any form of exploitation. Decenzo (2010) elaborates that teachers join unions negotiated higher wages and other benefits, for greater job securities, influence over work rules and compulsory membership. Additionally, Graham and Bennet (2008) also asserts that teachers mainly join trade unions to try and improve their working conditions in their school settings, gain control over the working environment, pressure that comes from other teachers' unions with similar orientation. Further studies in Africa have revealed that unionized teachers earn a salary and allowances about 20 percent more than those teachers without unions (Blunch and Verner, 2004). The findings of The Global Wage Report 2010/11 (ILO, 2010) indicated that Teachers in South Africa without unions were at a higher risk of low salary pay. Additionally, the union-wage premium in Ghana has been established and estimated at between 6 and 16 percent. In Cameroon, unionized workers receive a wage premium of 14 percent (Verner, 2006).

Teachers unions around the world are founded on the reason of particularly advancing the cause of workers. Labour unions see through the process of

collective negotiations and bargaining of with employers with the aim of protecting and improving the real incomes of the members they represent, provision or improving the job securities, protect workers against unfair dismissal and other issues relating to employment and also to lobby and to advocate to a suitable working environment for teachers (Donado 2010). Most importantly, teachers labor unions seek to improve wages and salaries of teachers and the terms and conditions under which they are employed.

At the global scene, teachers are represented by labour unions in very many important forums that includes the International Labour Conference (ILC) and the International Labour Organization (ILO). Further a study conducted by Mutuku (2015) in Kenya found out that teachers labour unions represents workers in the negotiations for collective agreements. The study also established that teachers' unions also represents workers' on management committees and councils, health and safety committees as well as disciplinary committees. Further, teachers' labour unions represents the interest of their teachers not only within their working environment but equally importantly in the larger social environment. The additionally represent their members at disciplinary hearings, conciliation as well as panels of arbitration.

Donado (2010) observes that labour unions offer benefits to their members. These benefits range from all non-statutory and non-wage incentives that are provided by trade unions outside the margin of collective agreement.

Further, Okolie (2010) observes that teachers labour unions engage in activities which give personal benefits to its members. These benefits include the land lease schemes, housing, transportation assistant schemes, programmes on insurance and other schemes solely for the benefits of its members.

The establishment of ILO body in 1919 has been the body advocating the need to ensuring that teachers enjoy certain minimum rights. The members' countries of ILO in which Kenya is a signatory to the convention and its recommendations are expected to take a cue and to eventually domicile the convention within its countries legislation structures. Indeed, it is important to emphasize that teachers struggle, based on the need to secure certain aspects of dignity of teachers. The need for these rights was also reinforced by Articles 23 and 24 of the United Nations Universal Declaration of Human Rights of 1948. Article 23 says:

“Everybody has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. Everyone, without discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented if necessary by other means of social protection. Everyone has the right to form and join trade unions for the protection of rights (cited in Committee for Defense of Human Rights

(CDHR) 1996, Annual Report, 113)”. On its part, Article 24 reads:

“Everyone has the right to rest and leisure, including, reasonable limitation of working hours and periodic holidays with pay.”

Murray (2002) opines that teachers labour organizations in Canada and the United States of America are actively involved in securing better pay for government teachers which subsequently promotes morale and improvement of their presence in class.

Berliner (2001) indicates that the welfare benefits will include salary increment, better working conditions as well as contractual security of their job. Bascia (2005) observes that teachers' benefits programmes are important components to the actualization of the morale of teachers. This means that any attempt of improving teachers' morale will automatically enhance their work commitment subsequently raising academic performance of learners (Benson, 2005). Additionally, in Sub-Saharan Africa the level of teacher motivation is on the decline and has had detrimental effect on the welfare of teachers and on education. In most of these African countries, 10 including Tanzania experience low salary wages for teachers (Fry,2003)

A study by Johnson and Donaldson (2006) in USA on: Teacher motivation as a factor for classroom effectiveness and school improvement, reported that the available motivational programmes including promotion of teacher to higher job groups and salary scales and grades as well as promotion to administrative positions like deputyship

and headship act as great motivators to teachers. Kerchner and Koppich (2007) examined the relationship between teacher unions and teacher quality in large urban and suburban school districts in USA and indicated that very attractive packages for teachers' progress in their respective careers lead to better teaching and performance.

According to Okumbe (2001) one of the major achievements of KNUT is bargaining for teachers pay rise of all grades. Bloom and Donnell (2013) indicates that there exists the very connection between how much pay Ohio teachers make and the level of knowledge they impart to students over the course of a single year. This analysis is according to a state impact Ohio or Plan dealer analysis. The data analysis shows that within many school district, teachers who received key aspect the lowest grade in the very key aspect of performance generally known as value added are paid more on average basis that those teachers who earned the highest grade. This state dealer analysis qualifies the relationship between the value added and the Ohio teachers' salaries and subsequently shows that the older teachers in Ohio are paid significantly more that their young counterparts but did not outperform them in the 2011-2012 institution year on value addition. This research finding on the relationship between value addition and teachers salary corresponds to what researchers have found in other states including Florida, New York, North Carolina and Washington (Bloom and Donnell, 2013).

KNUT has persistently put pressure on the government for teachers pay rise.

Kibet (2015) opines that in October 1997, there was a strike of teachers who demanded a 300 percent pay rise. This was led by the then KNUT secretary General-Ambrose Adongo. This strike alone disrupted studies for over 500,000 students who were preparing for their national examination. Due the strike, the government struck a deal with teachers in the legal notice number 534 of 1997.

This agreement was put to paper and signed by then head of public service Phares Kuindwa, Simeon Lesirma and the justice Aaron Ringera (then solicitor general). On this deal, teachers were promised a 150-200 percent pay rise and house, responsibility, medical, hardship, special and commuter allowance. This agreement therefore was to be implemented over a period of 5 years with immediate effect from 1st of July, 1997. However, this deal was not honored and led to other more strikes which were demotivating on teachers.

Research Methodology

Research design

The study employed descriptive survey design. Descriptive survey design was majorly used for this study because of the fact that it allowed the researcher to describe the characteristics of a particular individual or group (Kothari, 2004). This research design further enabled that researcher to understand the beliefs, the attitudes and perception of teachers on the influence of their grade unions initiatives on their welfare. The researcher also used this design to collect both quantitative and qualitative data as is the case for this study. Descriptive survey designed encompassed the process of gaining deep insights into the general

picture of a situation by getting to study variables in their natural setup.

Target population

This research targeted a total of 87 public secondary schools and 2236 teachers in Nairobi County. All the 2236 secondary school teachers, 11 KNUT and 7 KUPPET officials in Nairobi branch as well as one national KNUT and KUPPET official formed the target population for this study.

Sample size and sampling techniques

Mugenda and Mugenda, (2003) recommends a presentative sample of

between ten to thirty percent for descriptive survey research. Thirty percent of 87 secondary schools was selected leading to a sample size of 26 schools. Thirty percent of 2236 teachers was chosen leading to a sample size of 671 teachers. A sample size of 3 KNUT and 1 KUPPET official was selected. The schools were stratified in all the Sub County to obtain the number of schools. Teachers were obtained through random sampling to participate in this research from each sub county drawn. This is illustrated in the sampling table 1

Table 1 Sampling frame

Sub County	Number of Schools	School Sample	Number of Teachers	Teacher Sample	KNUT official
Langa'ta	3	1	78	23	1
Kibra	7	2	152	46	1
Wetlands	6	2	150	45	1
Dagoreti	6	2	159	48	1
Makadara	10	3	231	69	1
Starehe	9	3	250	75	1
Kamukunji	11	3	298	89	1
Embakasi	14	4	408	122	1
Mathare	7	2	169	51	1
Njiru	7	2	176	53	1
Kasarani	6	2	165	50	1
Total	87	26	2236	671	11

Table 1.1 shows the study population and sample size for schools and teachers. After selecting thirty percent of the schools and teachers in each sub county, simple random sampling was

used to select the number schools and to participate in the study. At school level consideration was to be made to balance gender when selecting the respondents. All the 11 KNUT and 7

KUPPET officials in Nairobi County and one national official were purposively sampled to participate in the study as they are well informed about the activities of the union. Creswell (2007) posits that purposive sampling allows the researcher to select respondents who would give relevant information concerning the phenomenon under study. A total of 671 respondents participated in the study.

Data collection procedure

A research permit was obtained from the National Commission for Science Technology and Innovation (NACOSTI). The researcher presented the authorization letter to the County Commissioner and the County Director of Education Nairobi who issued permission to carry out the research within the county. Appointment with the public secondary school principals was made to visit the schools to administer the research instruments. For interviews the KNUT and KUPPET officials were contacted and requested to participate in the interview. For document review, permission was sought to visit both KNUT and KUPPET libraries, to avail documents from their files and offices.

Data analysis technique

According to Keith (2009) data analysis is a process of finding meaning from data. Data collected was edited for accuracy, uniformity, and consistency and then arranged to enable coding and analysis. Data was analyzed using descriptive and inferential statistics assisted by the Statistical Package for Social Science (SPSS). Quantitative data was analyzed using descriptive

statistics and presented in tables, while some were changed into frequency tables, bar graphs, and pie charts.

Inferential statistics used was Pearson Product Moment correlation matrix to determine the relationship between teachers' trade unions strategy and teachers' welfare in their individual schools. Correlation coefficient value of less than 0.5 would mean a less significant relationship between the two variables while ≥ 0.5 would mean very significant relationship between the two variables. A negative correlation coefficient means that the relationship is inverse. Deductions made from the relationship formed answers to research questions. Responses from the interviews were transcribed and organized into themes and reported in narratives, verbatim statements and discussions. The information from the documentary analysis guide was grouped into themes according to the research questions. It assisted to triangulate and corroborate the information got from the questionnaire and the semi-structured interview.

Data Analysis And Discussions

Securing of teachers' benefits by trade Unions and teachers' welfare

The study was to assess the influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools in Nairobi County. The study therefore formulated statements on securing of teachers' benefits and the respondents were required to respond to them using a Likert scale. The finding was then presented using means as indicated in table 2

Table 2 Participants opinion on the influence of securing of teachers' benefits by teachers' trade unions on teachers' welfare

Statement		SD	D	N	A	SA	Mean	Std. Dev.
		N (%)	N (%)	N (%)	N (%)	N (%)		
i	My trade union is instrumental in fighting for my better pay and allowances	187 (35.5)	51 (9.6)	43 (8.1)	106 (20.0)	143 (27.0)	3.54	1.670
ii	Better pay and allowances improves my professional performance as a teacher.	37 (7.0)	143 (27.0)	87 (16.4)	96 (18.1)	169 (31.5)	3.40	1.354
iii	My trade union fights for better working conditions	43 (8.1)	110 (20.8)	140 (26.4)	138 (26.0)	99 (18.7)	3.26	1.214
iv	Teacher trade union activities have led to efficiency is disbursement of benevolent funds and logistics during member teacher kin demise	46 (8.7)	65 (12.3)	105 (19.8)	146 (27.5)	168 (31.7)	3.61	1.281
v	Trade unions activities have enabled quick access to sufficient education loans by members appropriately on request	44 (8.3)	74 (14.0)	115 (21.7)	113 (21.3)	184 (34.7)	3.60	1.309
vi	My trade union protects its members and ensure job security	38 (7.2)	87 (16.4)	105 (19.8)	117 (22.1)	183 (34.5)	3.60	1.301
Aggregate score							3.40	1.355

From table 4.2 majority of teachers, representing 47 percent agreed that their trade union is instrumental in fighting for my better pay and allowances. These findings agree with Decenzo (2010) who opined that employees join unions for higher wages and benefits, for greater job security, influence over work rules and compulsory membership. Further, Graham and Bennett (2008) also shared in the view that teachers joined trade unions to try to improve their working conditions, gain some control overworking environment, pressure from the current union members. A total of 45.1 percent of teachers disagreed while 8.1 percent remained neutral. This also represented a mean of 3.53 and a standard deviation of 1.670. (M=3.54, SD=1.670). Decenzo (2010) states that teachers join unions for higher

wages and benefits, for greater job security, influence over work rules and compulsory membership. The Global Wage Report 2010/11 (ILO, 2010) found that in South Africa workers without unions are at higher risk of low pay. The union-wage premium in Ghana is estimated at between 6 and 16 percent. According to Okumbe (2001) one of the KNUT's achievements is pay rise for teachers of all grades.

The findings also established that of 49.1 percent of teachers asserted that better pay and allowances were key ingredients which improved teachers' professional performance. However, 34 percent of teachers disagreed while 16.4 percent were neutral. Additionally, with a mean of 3.40 and a standard deviation of 1.354, teachers agreed that better pay and allowances

improves their professional performance as a teacher. According to Gichaba (2013), trade unions play critical role in championing for continued improvement of job security and terms and conditions of employment for employees. Mc Donell (2014) states that there is little connection between how much money Ohio teachers make and how much knowledge they impart to students over the course of a single year. That analysis Kenyan data shows that within many public secondary schools, teachers who received a key aspect the lowest grade in a key aspect of performance known as value added are paid more on average than teachers who earned the highest grade.

A total of 44.7 percent of teachers agreed that their trade unions fights for better pay and better working conditions. However, a total of 28.9 percent of teachers disagreed while 26.4 percent remained neutral. The responses represented a mean of 3.26 and a standard deviation of 1.214 ($M=3.26$, $SD=1.214$). Graham and Bennett (2008) also shared in the view that teachers joined trade unions to try to improve their pay and working conditions, gain some control overworking environment, pressure from the current union members.

According to Simuyaba and Banda et.al (2015) further reveals that, there is low teacher morale among teachers in Sub-Saharan Africa and attributed this to low salaries and poor conditions of employment which in the long run reduced their status in the community. The study also revealed that, the inadequate representation of teachers' conditions of service by teacher unions poses a threat to the quality provision of education. This too was noted by Simuyaba and Chibwe (2015) in their

study on teacher professionalism in Zambia. Teacher unions therefore must adequately fight for better conditions of service for their members so that teachers are motivated and are able to perform according to expectation in the provision of quality education.

Teacher trade union activities have led to efficiency is disbursement of benevolent funds and logistics during member teacher kin demise. This was represented by 59.2 percent of teachers. However, 21 percent of teachers disagreed while 19.8 percent remained neutral. The responses represented a mean of 3.61 and a standard deviation of 1.28 ($M=3.61$, $SD=1.281$). A study conducted by Murillo (2006) and Valiant (2006) in Latin America found that teacher unions in Brazil have established social welfare benefit programs for teachers like credit societies, grants to help teachers pay school fees for their children and a burial revolving fund to help teachers during bereavement. The study noted that these programs impact directly on the morale of the teachers thus improving their efficiency in duty performance.

A total of 56 percent of teachers asserted that trade unions activities have enabled quick access to sufficient education loans by members appropriately on request. However, 22.3 percent disagreed while 21.7 percent remained neutral. This also represented and overall mean of the 3.60, and the standard deviation was 1.309 ($M=3.60$, $SD=1.309$). Donado (2010) observes that other than services, trade unions offer benefits to their members. These benefits include all non-statutory and non-wage incentives provided by trade unions outside

traditional collective agreements. On the same Okolie (2010), observes that trade unions engage in activities which offer individual benefits to their members. These according to Okolie (2010) include housing, land-lease schemes, transport assistance schemes, insurance programs and other schemes for the benefit of members.

Teachers agreed that their trade union protects its members and ensures that job security is guaranteed. This was represented by 56.6 percent of teachers. However, 23.6 percent disagreed while 9.8 percent remained neutral. The responses represented a mean of 3.60 and a standard deviation of 1.301 ($M=3.60$, $SD=1.301$). Tumin (2013), for example, suggested that employees join unions in order to obtain job security. Masud et al., (2013) who found job security and possibility of alternative employment to be linked with joining a union. Trade union can protect their members and ensure job security. Trade union plays an important role to protect their members from unethical retrenchment and unfair dismissal Masud et al., (2013). During economy slowdown, employers took drastic approaches to maintain their profit and to reduce business operating cost.

The aggregate mean of 3.40 with a standard deviation of 1.355 showed that majority of teachers agreed with the statements. This means that teachers acknowledge the importance of securing of teachers' benefits as a trade union strategy. From these results, the study noted that trade unions were instrumental in fighting for better pay and allowances, better working conditions, efficiency in roll out of benevolent benefits, facilitation of quick

access to educational credit facilities and improved medical and health covers, all which led motivation on teachers' professional performance. The findings are consistent with the findings of Berliner (2001) who observed that teachers' welfare benefits include increment in salaries, better working conditions and security of their teaching job. These findings compound the thought by Reimmers and Reimmers (2006) who opined that the input of teachers' trade unions in securing the welfare package(s) for teachers has a profound consequence on their welfare hence boost their performance in their duty.

The entire trade union official unanimously consented that indeed securing the welfare packages were very influential in enhancing the general well-being of the teachers. Key informants in the study concurred with the sentiments shared by the teachers.

One of the teacher trade union officials noted;

One of our key jobs is to fight for the best interests of our members. Talk about salary, allowances, working environment, insurance and many more. It is our belief and as it has been proven in the past, when a teacher is comfortable in terms of his or her welfare, delivery at work is maximum.

Another official interviewed noted:

We have seen trade unions fighting for better pay, better medical insurance, better working environment among others. In addition, our trade union have strived to achieve harmonizing basic salaries as well as commuter allowances. We have also operationalized the 2017-2021 collective bargaining Agreement with have been

realized. So in my view, trade unions do a lot on behalf of all teachers.

Additionally, another official from one of the teacher trade unions reiterated;

It is always in our interest to agitate for better remuneration, good and safe working conditions, promotions and so on. We have never shied from that. For example, we successfully followed up on house allowance for Grade C5 (TSC SCALE 10). As a result, from 2019, teachers in this grade earned Ksh. 35,000 instead of 28,000. In simple terms, improving the morale of teachers through better pay, enhances work commitment of the teachers which is a key ingredient raising the productivity of the teacher.

The findings of this study are in line with the findings of Donado (2010) who asserts that teacher unions' direct, most obvious effects on public education is on teacher

related policies, such as teacher pay, teachers' working conditions, teacher assignments, and teachers' discipline, teachers' role in curriculum implementation and in the development of teaching resources. The results further conform to the findings of Donado (2010) who observed that other than services, trade unions offer benefits to their members. These benefits include all non-statutory and non-wage incentives provided by trade unions outside traditional collective agreements.

Correlation between teachers' benefits and teachers' welfare

The correlation analysis was used to determine the strength of the relationship between the influence of securing of teachers' benefits by trade Unions on teachers' welfare in public secondary schools in Nairobi County and direction is shown in table 3

Table 3 Pearson Correlation Matrix

		Securing of teachers' benefits
	Pearson Correlation	.743**
Teachers' welfare	Sig. (2-tailed)	.022
	N	530

Table 3 shows correlation statistics for the dependent and the independent variables. The results in the table shows a positive significant correlation ($r=0.743^{**}$, $p=0.022<0.05$) between securing of teachers benefits and teachers welfare. The findings are similar with the findings of Bascia (2005) who posits that teachers' welfare programs are important ingredients to the morale of the teachers. Improving the morale of teachers enhances commitment of the

teacher which plays a pivotal role in raising the academic performance of the learners. Additionally, in sub-Sahara Africa teacher's motivation is low and it has been detrimental to their welfare and subsequently on education. In most of the developing 10 countries including Tanzania, teacher's wages were considerably below the level necessary (Soares et al, 2020).

Influence of secured teacher welfare benefits on teacher output in their work

In furtherance, the study sought to assess the level of influence of secured teacher

welfare benefits on total teacher output. The results were presented in figure 4.1

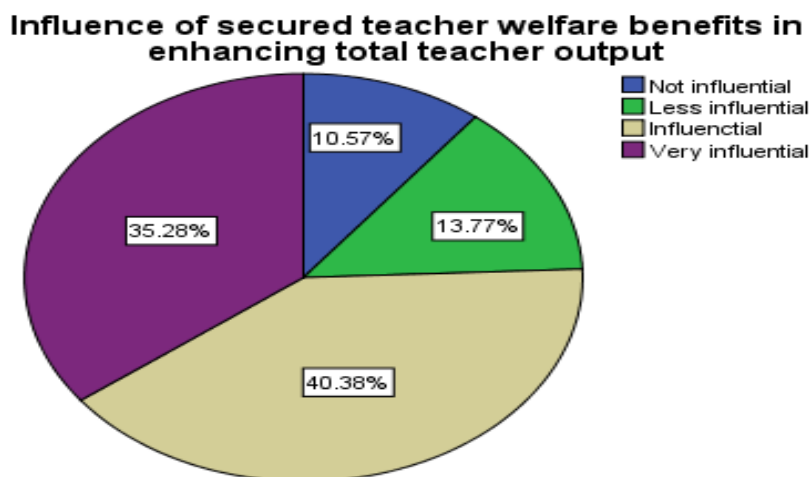


Figure 4.1 Secured teacher welfare benefits in enhancing total teacher output in their work

The study established that most of the teachers felt that secured benefits were influential in enhancing teacher output at work representing 40.4 percent. Those who felt that the secured benefits were very influential were 35.3 percent, 13.7 percent felt that the benefits were less influential while 10.6 percent were of the opinion that the secured benefits were not influential. These findings indicate that 40.38 percent and 35.28 percent of teachers agreed that secured teacher welfare benefits were influential on teacher output in their work.

Teachers' viewpoint in this example shows that meeting the welfare requirements of teachers improves successful classroom teaching due to the teachers' motivation. Further, the results concur with Reimmers and Reimmers (2006)'s findings that teacher union efforts in obtaining welfare benefits for teachers have a significant impact on teachers' morale, which in turn affects good

production on their job. The key informants in the study further supported these findings. One of the union officials noted;

We all appreciate what our various union leaders do and some of them do it with so much passion. It is important to note that our Nairobi welfare committee manages contributory burial and benevolent fund (BBF) in collaboration with the Branch Governing Council. We have been able to support bereaved teachers at discounted rates. 32 teachers have benefited since 2019. When our union fights for the welfare of teachers, and the welfare is secured, it therefore goes without saying that teachers usually perform all their functions with some level of comfort.

Another official from one of the trade unions quipped:

The welfare of our members is a priority and that is why we fight for it day and night. And we know, when our members' welfare is safe

and secured, their performance is beyond imagination because they usually work under a lot of comfort.

It was further noted from another official that;

From our own research and observation, I can say there has been an experience where when teachers are comfortable, salaries paid, allowances paid, promotions happening, their performance has been good in terms of attendance of school and lessons and even in the subsequent performance of our students.

The findings of this study are consistent with the findings of Murray (2002), who found that teacher organizations in Canada and the United States of America are involved in securing government welfare benefits for teachers, which promotes interest among teachers and improves their presence in class. Teachers' welfare initiatives, according to Bascia (2005), are essential components of teacher morale. Additionally, according to Ocham & Okoth (2015), Improving teacher morale increases dedication, which plays a critical role in improving students' academic success.

Level of satisfaction by teachers on trade unions strategies in addressing teachers' welfare issues

In view of the finding that the researcher, the researcher sought to establish the level of satisfaction with the involvement of teacher trade unions in addressing their welfare issues. The results were presented in table 4

Table 4 Level of satisfaction by teachers on trade unions strategies in addressing teachers' welfare issues

	N (%)
Not satisfied	73 (13.8)
Fairly satisfied	50 (9.4)
Satisfied	207 (39.1)
Highly satisfied	200 (37.7)
Total	530 (100.0)

The responses in table 4 shows that majority of teachers representing 76.8 percent were satisfied with the involvement of teachers' trade unions in addressing their welfare issues. Those who were not satisfied represented 13.8 percent, those who were fairly satisfied represented 9.4 percent while 37.7 percent were highly satisfied with the involvement of teacher trade unions in addressing teacher welfare issues.

The answers support Moe's (2009) view that one of the most important and basic tasks of trade unions is to guarantee the welfare benefits of teachers, which provides them the motivation and commitment to fulfill their responsibilities. Furthermore, these findings support the contention and the level of satisfaction that unions do through representation teachers in negotiations over salary and allowances. Teachers, for their part,

were pleased with the participation of teachers' trade unions in resolving their welfare problems, according to key informants in the research. One of the teachers' union leaders made the following observation;

From our internal assessments and evaluations as well as feedback from our members, its evident that most of them are satisfied with all the services we render to them, especially our fight towards improving their welfare within this county.

Similarly, an official from teachers' trade union affirmed;

We usually receive positive feedback about the work we do and especially during this time in office, where we have seen teachers having their welfare and working environment improved greatly because of our collective actions. Actually, we are convinced they are satisfied.

Therefore, the study established that teachers' trade unions worked to secure different benefits and welfare of teachers and this had a positive influence of the performance of teachers, which was evident in their output at work.

Conclusion And Recommendations

The study's findings revealed that trade unions were instrumental in fighting for teachers' benefits and welfare, which included, among other things, better pay and allowances, better working conditions, efficiency in the roll out of benevolent benefits, facilitation of quick access to educational credit facilities, and improved medical and health coverage. Access to these advantages, as well as the assurance of teachers' welfare, led in an increase in teachers' professional performance and welfare. The findings of the study observed that the core teacher welfare benefits

advocated for by teacher trade unions included salary increases, better working conditions, job security, housing, land-lease schemes, transportation assistance schemes, insurance programs, and other schemes for the benefit of members.

The results of this research also revealed that, as previously stated, secured teacher welfare benefits were significant in improving teachers' welfare and subsequently productivity on their job. The results add to previous findings and show that teacher trade unions were important in campaigning for and obtaining improved welfare for teachers, and that the obtained benefits were effective in enhancing the welfare of the teachers and, as a result, their productivity in the workplace. Teachers' well-being is a critical component in boosting teacher morale. Improving teacher morale increases dedication, which plays a critical role in improving students' academic success with the formal school setting.

The study found that teacher trade unions played a pivotal role of representing the teachers in collective bargaining which resulted in salary increments and other monetary packages which subsequently improved the welfare of teachers. improvement in other conditions of service for teachers. However, salary increments through collect bargaining process was the only role played by teachers' trade union that every teacher knows and seem to be beneficial to teachers although the bargaining process outcomes do not meet teachers' expectation. This is because they come out with very low increment.

According to the study salary increments were very critical in promoting teachers improved welfare and sustained livelihood despite the teacher unions not being very

effective in bargaining for salary increments which are relative to economic situation at the time. It was also noted that expectation from the teachers is that the collective bargaining should yield salary increment that should promote teacher welfare and sustained livelihood if the teachers were to appreciate the effectiveness of teacher unions' role in collective bargaining. The arguments by a number of teachers were that mostly the outcome of the bargaining process does not meet the minimum bread basket for the country.

Bereavements are a natural calamity that affects teacher welfare because it affects the emotion, physical and psychological wellbeing of the bereaved person. Teacher trade unions did not play their role of support to bereaved members. The study found that teacher expected teacher unions to come to their aid in times of difficulties such as funerals. The study further reviewed that union leaders show full commitment to some funerals especially those for members close to the unions' leaders, union leadership members or relation to union leaders; and to some more members. Sometimes teacher unions show less commitment, concern and support and yet the member contributes monthly to the union through subscriptions.

The study revealed that teachers trade unions provided loan facility empowerment to their members. The loan scheme was a good programme to improve their welfare and livelihood. The loan facilities included land empowerment loan and building materials loan.

Study also revealed that the schemes were expensive as most of the teachers were failing to access the loan as their salaries were below the threshold for qualifying for the loan. The loan facilities ended up not benefiting all the

members because they were not affordable to majority of them who already owed other lending institutions.

Conclusions

The study concluded that securing of teachers' benefits by trade unions had positive influence on teachers' welfare in public secondary schools.

Secondly the study also established that teachers' trade unions influence secured teacher welfare benefits on teachers' total output at their places of work in public secondary schools in Nairobi County.

The study concluded that teachers were satisfied with their respective trade unions strategy of addressing the welfare issues of teachers in public secondary schools in Nairobi City County.

Recommendations

Based on the findings, the study made the following recommendations;

Teachers unions should adequately play their role by entering Collective Bargaining Agreements with Teachers Service Commission with a view of negotiating for teachers' better terms of service especially salary and allowances packs increments for teachers whose salaries and other benefits can hardly put up with the City's economic demands. Teachers unions in this case should escalate negotiations and subsequently entering labour contract with TSC with an aim of improving both transport and house allowances to further improve the welfare of its members.

Teachers trade unions should consider addressing the issues regarding the plight of teachers' welfare and as a priority. In this regard, teachers trade unions should come up with programs that will have a direct benefit

on the livelihood of teachers. Further, teachers trade unions should frequently hold mutual consultative meetings with their members in order to understand plights especially on salaries and allowances. This will ensure the inclusion of such plights in future Collective Bargaining Agreements hence better and effective representation. It is also important to note that, in order for teacher trade unions to share with education actors on the wellbeing aspirations of teachers and particularly Ministry of Education.

- iii) TSC should revise tutors' salary through properly negotiated CBA with teachers' union and ensure all teachers unions remain strong to help them get tutors' needs. Failure to address this may compromise teachers job commitment. Board of Management (BOM) and school principals should be aware of good administrative practices such as provision of incentives so as to improve on tutors' level of job commitment.

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