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INFLUENCE OF TRADE UNION STRATEGY OF ADVOCACY ON TEACHERS' WELFARE IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA

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Abstract

*The purpose of the study was to determine the influence of trade unions strategy of advocacy on teachers Kenya's public secondary schools in Nairobi County. The researcher based the study on the following objectives: Influence of trade unions strategy of advocacy on teachers' welfare; To establish the correlation between teachers' trade union advocacy and teachers' welfare in Public Secondary schools in Nairobi City County. The research used a descriptive survey approach. 2236 secondary school instructors, 87 public secondary schools, 11 KNUT, and 7 KUPPET officials made up the study's target group. A sample of 671 instructors and 26 secondary schools was taken from the target population of both teachers and schools, which was 30 percent. To participate in the study, teachers and schools were stratified by sub-County and chosen using a stratified random sample approach. Officials from KNUT and KUPPET were purposively sampled. Purposive samples were taken from a total of three KNUT officials and two KUPPET officials. Interview guides were used to gather information from the KNUT and KUPPET authorities. Tables, bar graphs, and pie charts were used to convey descriptive analyses of quantitative data. For interviews, verbatim transcriptions of the audio-recorded responses were used to provide direct quotations and conversations. A group of professionals in the field of educational administration determined the questionnaires' content validity through pilot testing. A test-retest methodology was used to determine the instruments' reliability, and the teachers' questionnaire's coefficient of stability was shown to be 0.785. The National Council of Science and Technology gave its approval for data collection in Nairobi County. Before collecting data, a letter of introduction was presented in each school that was visited. Direct quotations and discussions from interview responses were included in the presentation. The results established that there was a significant agreement that teachers trade unions advocacy had positive influence on teachers' welfare ($M=3.15$, $SD=1.361$). Secondly, the study established that there existed a positive significant correlation between teachers' trade union strategy of advocacy and teachers' welfare ($r=0.806^{**}$, $p=0.0070.05$). The concluded that teacher trade unions' advocacy influenced teachers' professional performance and had a significance influence on teachers' welfare.*

Key words: Trade union strategy, advocacy, teachers' welfare

Introduction

Background to the study

A trade union is an organization of workers whose main goal is to control relations between employees and employers, including any employers' group, according to the Labor Relations Act of 2007. In essence, a trade union, or labor union as they are also known, is a group of employees whose purpose is to enable them to act jointly to permit collective bargaining. The Trade Unions Act, however, defines a trade union to include both employers' and employees' groups (Odiwuor, 2005). The large membership base that unions controlled and the equal distribution that they encouraged in important industries and businesses strengthened the position of unions, giving them more influence to negotiate or work together and achieve favorable results (Glennis, 2005).

Trade unions are official organizations of employees that use collective action to further the interests of their members. A trade union, according to Flanders (2001), is an organization created to advance the social and economic interests of employees in their place of employment. In matters of pay, working conditions, and certain other social welfare benefits, teacher unions protect and defend the interests of teachers. Vaillant, (2005). (2005). Further extending the term, Bascia (2005) suggested that teacher unions' responsibilities go beyond simply advocating for their members' welfare but also extend to helping to deliver high-quality instruction.

The fundamental goal of the teachers' union is to advance and defend the interests of its members (Addison 2019). Additionally, teachers' organizations are established to safeguard and advance the common interests of educators. Within these groups, there has

been and continues to be considerable discussion about what the collective interests of educators really are how they should be achieved (McCollow 2017). The improvement of teachers' welfare and living standards in order to satisfy their financial well-being is another major goal of teachers' trade unions around the world. The International Labor Organization Convention No. 89, which focuses on the right to organize, has been one of the primary reference papers on worker rights at the workplace on a global scale. Workers organize themselves through trade unions all over the world to ensure the protection of their interests and rights in the workplace. This creates an even stronger foundation for the protection and enhancement of their terms of service (Harris, 2010).

Additionally, the National Labor Relations Act ensures teachers' rights to collectively negotiate through representatives of their chosen labor unions. Unions can plan strikes, boycotts, go-slows, as well as sit-ins to force employers to take their suggestions into consideration. Williams, (2015). (2015). Trade unions are also associations of workers who band together to improve their condition in life. These five primary substantive issues—wages and other financial compensation; working conditions; job security; working hours; and respect and dignity—are often at the center of the employees' effort to unite (Aye, 2010). Moreover, according to Cooper and Surzau (2008), the teachers' union has developed into a significant spokesperson for public education in the USA and one of the system's main supporters at all three levels of government (federal, state, and local). In the end, the union's goal is to support and preserve public education.

Collective bargaining is defined by Tubey, Kipkemboi, and Bundotich (2015) as "voluntary negotiation between employers or employers' organizations and workers' organizations, with a view to the regulation of terms and conditions of employment by collective agreements." This definition is taken from ILO Convention No. 98 of 1949. Collective bargaining can occur at the national, industrial, or enterprise level, according to Tubey et al. (2015). Using collective bargaining, one can resolve disagreements about the terms and circumstances of employment. It reflects labor-management relations policies including wage standards and dismissal procedures. For instance –, agreements as well as arrangements resulting from collective bargaining offer ways in which remuneration could be revised to reflect rises in the cost of living, and in that case they will constitute an agreed policy on this issue. This is a way of developing policy formulation at the industry level.

The teachers' collective bargaining agreement, which is signed by the teachers' employer and the unions opposing them for the purpose of implementation, acts as a memorandum of understanding between the two parties regarding the terms and conditions of employment. The joint negotiating committee of the employer and the union is responsible for interpreting the contract, subject to the Industrial Court of Kenya's power to arbitrate disputes (Gichaba, 2013). The right to negotiate terms and conditions through collective bargaining, along with jointly agreed-upon procedures for handling major workplace issues like grievances, disciplinary actions, job evaluation, redundancy, work changes, safety and health, provide a solid foundation for unions to carry out regulatory duties (Griswold, 2010).

With 294,000 teachers, the South Africa Democratic Teachers union has the largest union membership in all of Africa (SADTU, 2020). 180,000 people were members of Kenya's Kenya National Union of Teachers (KNUT) as of June 2020. However, the membership decreased by 130,000 as a result of the teacher validation procedure that the Teachers Service Commission (TSC) started in 2019. This issue was discussed in parliament before the body made a decision ordering the commission to bring the teachers back into the union. On the other hand, as of right now, 52,000 teachers are registered as union members with the Kenya Union for Post Primary Education Teachers (KUPPET 2020).

According to Nyambala (2011), KNUT has made significant progress for its members by ensuring that the government is dedicated to delivering high-quality public education as well as championing concerns impacting teachers' welfare. The trade union has carried out education programs focusing on crucial areas like professionalism as well as empowerment of teachers, creating job satisfaction awareness campaigns, child labor, awareness-raising activities towards the Teachers' Service Commission, as well as Education Bills, which directly or indirectly affect teachers in particular and education in general. These programs were carried out in partnership with Education International and other local and international donor organizations. In 2016, KUPPET successfully entered into a CBA with the Teachers Service Commission (TSC), and in 2017, the CBA was formally registered in the labor court.

Advocacy for teachers, the input provided by trade unions is crucial in subjects relating to education. These include taking part in the policy-making process, implementing changes, and evaluating results (Mundy, 2008). Any key union duty is to support and

improve high-quality education (American Federation of Teachers, 2003). Worldwide, teacher unions collaborate with other stakeholders to advance education.

Teachers' labor unions have been at the forefront of advocacy for educational changes in Kenya. KNUT recently expressed its disapproval of Kenya's newly implemented competency-based curriculum. Due to the difficulties of completely implementing the new CBC, they have argued for thorough training of Early Childhood Education (ECD) instructors (KNUT, 2019)

Statement of the problem

There is general consensus among the educational actors to achieve educational objectives and enhanced teacher welfare is essential to this. Teachers have a key role in putting the curriculum into practice both inside and outside of the classroom. The teacher's welfare is the only factor that will influence how this case is carried out. According to Craig (2008), the purpose of schools is to provide students with the knowledge and skills they need to succeed in life. However, teachers are also expected to improve all aspects of teaching and learning.

There is broad agreement among those involved in education that improving teachers' welfare is essential to the accomplishment of any educational agenda. Resources for teaching and learning have been made available to Kenyan schools by the Ministry of Education Science and Technology. Teachers have been hired through a competitive recruitment process, and their wages and other perks have been paid. For the wellbeing of teachers in Nairobi County's public secondary schools, KNUT and KUPPET have been at the forefront of the battle.

Despite this, teachers' trade unions have not made much progress in implementing the

precise plans they set in place to solve the problems with teacher welfare in Nairobi City County. Along with the fact that the county has the largest union membership in public secondary schools, there has also been worry over the declining levels of teachers' welfare. Since there hasn't been enough research to fully explain the pattern, it is empirically uncertain what is causing the declining teachers' welfare. While there are numerous possible explanations for this tendency, one of the main goals of teachers' union is to defend the welfare of its members, therefore this may have had a role. The purpose of this study was to ascertain the influence of trade union strategy on teachers' welfare in public secondary schools in Nairobi City County.

Purpose of the study

The purpose of this study goal was to establish how trade union strategy of advocacy influenced the welfare of teachers in public secondary schools in Nairobi City County.

Objectives of the study

The study was guided by the following objectives;

- i) To determine the influence of advocacy by teachers' trade union on teachers' welfare in public secondary schools in Nairobi County, Kenya.
- ii) To establish the correlation between teachers' trade union advocacy and teachers' welfare.

Research questions

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

- i) What is the influence of trade unions advocacy on teachers' welfare in public secondary schools in Nairobi County, Kenya?

- ii) That is the correlation between teachers' trade unions' advocacy and teachers' welfare.

Significance of the study

The results of this study will serve as a benchmark against which teachers' unions' real success in promoting the welfare of teachers can be compared to their involvement in labor disputes and the formulation of educational policy. Planners of education policies at the Ministry of Education, Science, and Technology might use the study to include meaningful participation of teacher unions in formulating policies pertaining to the welfare of teachers. The results of this study could be used by the Teachers Service Commission to enhance working conditions for teachers.

The knowledge generated by this study may be useful to researchers in the field of education.

Limitation of the study

According to Keith (2009), constraints are those circumstances outside of the researcher's control that could limit the study's conclusions and their applicability in other contexts. Limitations are things that could get in the way of how you solve the issue, making research challenging. When teachers believe their union membership is being looked into, they might not respond as expected. Teachers were reassured, though, that the research was not intended to cast the union in a negative light but rather to close any existing gaps for more efficient and effective union representation. In addition to the County's size, the researcher may find it difficult to move around because several schools are located in slums. While moving through slum-like areas that were security hotspots, the researcher stayed vigilant and cautious.

Delimitations of the study

Teachers hired by the Teachers Service Commission were the only participants in this study. 2236 secondary school teachers work at Nairobi County's 87 public secondary schools, according to KNUT and KUPPET officials from the county and national offices.

Basic assumptions of the study

In conducting this study, the researcher made the assumption that all of the instructors who were the subject of it were members of a union and that the welfare of teachers was one of their objectives. Officials from KUPPET and KNUT were also well-informed about their responsibility as a professional organization to meet teachers' welfare concerns.

Literature Review

Advocacy of teachers' trade unions and its influence on teachers' welfare

Employee Involvement by permitting employee involvement and participation, firms may hear the voice of their employees. Employee involvement (EI) and employee participation (EP) have long been important topics of study in employee relations, sparking discussions about who should be responsible for developing such strategies and what internal and external changes to the environment of an organization could lead to their implementation (Ramsey, 1977, cited by (Bennett, 2010). Most recently, conversations have centered on how the concepts of employee voice may be used to frame EI and EP (Marchington, 2006). The capacity of employees to influence decisions made in businesses is a clear definition of employee voice that tries to include much of its EI and EP role (Mathieson & Pendleton, 2007, p. 229 quoted by (Bennett, 2010). Employee voice has drawn a lot of attention from researchers as one of the "high

performance management strategies" (e.g., Arthur, 1992; Beer et al., 1984) mentioned by Bos (2014) that can result in organizational effectiveness. By offering employees a "voice" in the business of the company, employee voice is utilized as a tool to strengthen employee influence (Bos, 2014). Bos (2014) claims that additional study will help clarify the function of employee voice.

It is obvious that given the evolving nature of domestic and international employee relations, the topic of employee voice in the public sector requires more research (Bennett, 2010). Giving employees more say in how they carry out their work and promoting their contribution in decision-making is advantageous for both employees and employers, claim Kim, McDuffie, and Pil (2010). Employee discretion in performing job tasks and making decisions at work has been highlighted in studies on employee involvement through a variety of work organization innovations, such as teams and quality circles. Kim and other (2010).

Employee participation, as examined by Kim et al. (2010), is frequently limited to workers' direct involvement in daily operations, through the identification, diagnosis, and resolution of concerns pertaining to workplace challenges. According to the sources given by Kim et al. (2010), Doucouliagos and Laroche, 2003; Dundon et al., 2004; and Pyman et al., 2006, additional researchers have only recently addressed direct and indirect voice as feasible options to permitting more comprehensive worker participation. Employee involvement in decision-making has been acknowledged as a managerial strategy for enhancing organizational performance by aiming for the objectives that both employees and managers share, according to Ojokuku and Sajuyigbe (2014).

By incorporating employee feedback into the mission statement, policies and processes, compensation decision, promotion, and perk determination, this is made possible (Ojokuku & Sajuyigbe, 2014). Employee voice, which many management scholars have observed to be a growing management concept, has become a significant topic in human resource management (HRM), and employee participation in decision making is regarded as one of the key components of employee voice (UK Essays, 2013), cited by Ojokuku et al (2014).

According to numerous studies, involving employees in decision-making boosts their motivation, productivity, and organizational development (Kim, MacDuffie, & Pil, 2010). On whether or whether an increase in employee participation directly impacts organizational performance, numerous research has produced inconsistent results. Some critics, like Sashkin (1976), who was quoted by Ojokuku et al. (2014), believe that management must use participation since it is not only effective but also necessary. However, Deery (2005) argues that when trade unions mobilize their members to go on strike following unsuccessful peaceful negotiations, they can also have a detrimental impact on organizational efficiency by forcing workers to cease working or to engage in sabotage.

According to Locke and Schweiger (2001), who were referenced by Ojokuku et al. in 2014, worker engagement is merely a managerial tactic that can be employed successfully in specific circumstances. According to Bolton et al. (2007), cited in Gamage & Hewagama, "union participation" refers to the collective involvement of members in union-related activities that are directly relevant to the effective operation of the union (2012).

Heyes (2000) contends that trade unions help all employees in a nation, whether or not they are employed or have lost their jobs, by enhancing their economic and social circumstances. They may perhaps be seen as a democratic extension from politics to industry (Devinatz, 2011). Activities for union engagement are separated into two categories: formal and informal activities. Participating in meetings, voting, registering grievances, and holding office are all examples of formal actions. Informal activities include reading union materials, discussing the union with others, and assisting other members with their problems (Fullagar et al., 1995 cited in Gamage et al., 2012). According to Cohen (1994), referenced in Gamage et al. (2012), there are several ways to measure union participation. He used empirical research to identify the six types of union involvement: commitment to the union, decision-making involvement, participation in union activities, attitudinal militancy, holding elected office, and strike likelihood.

According to Hills (1985), who was referenced by Zulkiflee and Shahrom (2013), employees might use trade unions to express their opinions. With the help of the employers' collective platform, the unions can influence change. This provides trade unions with a strong platform to advocate for and demand employee rights (Kabeer, 2004 cited in Olufun, milayo & Kola, 2014). According to Nyaencha (2014), trade unions in Kenya are involved in management of organizations since they take part in decision-making. KNUT, for instance, makes sure that teachers are involved in the creation and implementation of educational policy. According to Opara (2014), trade unions agitate for new demands including social change in the workplace on behalf of the employees. On the other hand, the state's industrial relations are regulated by the

government, which also makes policies and laws.

By enacting laws or regulations and using the different organizations set up to oversee industrial and labor relations, it interacts directly or indirectly with trade unions, employers, employees, management, and the general public. The goal of trade unions is to restore the balance of power between employers and employees by giving workers a "common voice" and allowing them to voice their complaints.

Kidumo (2011) asserts that teacher unions successfully participate in curriculum creation and provide teachers with training on new issues in curriculum implementation. Through their participation in interest groups, professional associations, and government policy forums, teachers and their organizations influence educational reforms and policies.

Several teacher unions, including those in Eritrea, Lesotho, Liberia, Uganda, and Zambia, also provide HIV/AIDS awareness training or research, job satisfaction, as well as empowerment. The Lesotho Association of Teachers worked on programs that addressed teacher professionalism, voluntary testing, awareness, prevention, and prevention of victimization of teachers. In collaboration with the Ministry of Education and Training, it published a book on life skills education. The Ugandan teachers' union is conducting continuing research on HIV, job satisfaction, and drafting a workplace HIV/AIDS policy (Bennell & Akyeampong, 2012)

Additionally, unions frequently advocate for class sizes and workload reductions, which help teachers deliver lessons more successfully. In order to guarantee that only qualified applicants enter the field, unions often frequently raise the requirements for teacher licensure. In addition to receiving a mandate from their members, teacher unions

also have a responsibility to actively participate in educational reform (Adelberg, 2008). Teachers make sure that reform extends beyond rhetoric and that sound principles are put into action (Urbanski, 2001).

Similar to this, Rosco (2006) did a study on the Namibia Teachers' Unions (NANTU) participation in the establishment of Namibia's staffing norms policy with an emphasis on the role of stakeholders in the policy process played by the NANTU in the formulation of Namibia's staffing standards policy. The results showed that NANTU was engaged in policymaking, a task generally regarded as falling under the purview of management, and that it carried out its duties with professionalism. The importance of stakeholder participation in policy processes was also emphasized by the findings, which also helped to clarify the complexity of policy. The study also showed that NANTU supported teachers by influencing policy, resulting in the establishment of staff rooms in schools.

Chisholm and Ngobe (2003) discovered that although policy formulation includes government, the commercial sector, academic researchers, NGOs, and donors in most countries, teachers were generally less active than other sectors. Although Kenyan teacher unions are most known for fighting for teacher pay, they have also contributed to educational change, albeit at odds with the constitution, new laws, and policies of the central government. The improvements in the educational field must be carried out after thorough talks with (KNUT, 2012.)

KNUT is a trade as well as professional organization for teachers, according to KNUT (2015). KNUT's mandate is to defend the professionalism and advancement of education in the nation while also securing, enhancing, and

protecting the welfare of its members. In order to fulfill its goal, the KNUT conducts research on issues related to the formulation of educational policies and trains its employees and members around the nation on new concerns in the field of education (KNUT, 2015).

The goals and objectives of the Union are outlined in Article II of its Constitution, per KNUT's strategic Plan (2015-2019). They can be summed up into five functional areas, namely: bringing together teachers of all grade levels; securing better terms and conditions for teachers; and defending their rights as employees. Promoting initiatives aimed at enhancing teachers' welfare and socioeconomic well-being is one of their other duties. This helps them in their professional work as teachers and in the growth of Kenya's educational services.

KNUT bases its operations on its mission, core values, and vision as its guiding principles. Its objective is to unite teachers of all grades for quality service, socio-improvement, and professional growth and to strengthen their bargaining power while promoting excellent education. Its aim is to become the most effective and self-reliant teacher union in the world. In addition to its trade union operations, the Kenya National Union of Teachers has implemented policies and initiatives to advance the welfare of its members in accordance with its basic beliefs.

KUPPET, on the other hand by implementing financial support programs in partnership with other strategic partners through SACCOS, Burial and Benevolent Funds, and Education Fund, as well as by conducting research on educational issues and training teachers to equip them with pedagogical knowledge, it assists teachers in addressing modern educational issues that improve their classroom delivery (KUPPET 2019). KNUT has also started other

initiatives, such as SMASSE (Strengthening Mathematics and Science in Secondary Education), which focuses on improving learning outcomes and providing teachers with ongoing professional development (Kasivu, 2016).

Through participation in district education boards, county education boards, boards of management (BOM for secondary schools), school boards of management (SBM for primary schools), university and college councils, as well as K.I.C.D. subject and course panels, KNUT also contributes to the professional development of educators (KNUT 2009). The goals of Education For All (EFA) are the focus of these programs. Additionally, KNUT involves teachers in curriculum evaluation and encourages their inventiveness in creating their own educational materials using regional resources (KNUT 2015).

Research Methodology

Introduction

The study's methodology is presented in this chapter. It included the study's ethical considerations as well as the research design, target population, sample size and sampling method, research instruments, validity and reliability of the research instruments, data collection methods, and data analysis methodologies.

Research design

The study's descriptive survey design was used. This study used a descriptive survey

methodology because it allowed the researcher to explain the features of a specific person or group (Kothari, 2004). The research approach allowed the researcher to comprehend the teachers' attitudes, beliefs, and perceptions of how their trade union strategies affected their wellbeing. In the instance of this study, the researcher also employed it to gather both quantitative and qualitative data. By examining variables in their natural settings, descriptive surveys involved the process of getting insights into the overall picture of a situation.

Target population

In Nairobi County, 87 public secondary schools and 2236 teachers were the focus of this study. The target population for this study consisted of all 2236 secondary school teachers, 11 KNUT and 7 KUPPET officials in the Nairobi branch, as well as one national KNUT and KUPPET official (MoE, 2022).

Sample size and sampling techniques

For descriptive survey research, Mugenda & Mugenda, 2003 suggest using a presentative sample of ten to thirty percent. A sample size of 26 schools was created by choosing 30 percent of the 87 secondary schools. The sample size was 671 teachers, or 30 percent of the 2236 teachers that were eligible. Three KNUT and one KUPPET official were purposefully chosen as the sample size. To determine the number of schools and teachers, the teachers and schools were stratified over the entire Sub County. As a result, the sample population of schools and teachers was chosen at random to participate in the study. The sampling table 1 provides an illustration of this.

Table 1 Sampling frame

Sub County	Number of Schools	School Sampl	Number of Teachers	Teacher Sample	KNUT offici
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 shows the study population and sample size for schools and teachers.

Simple random sampling was employed to identify the number of schools and teachers that would take part in the study after choosing thirty percent of the schools and instructors in each sub county. When choosing the responders at the school level, gender balance needed to be taken into account. All 11 KNUT and 7 KUPPET officials in Nairobi County as well as one national official were purposefully chosen for the study since they are knowledgeable with the union's activities. Purposive sampling, according to Creswell (2007), enables the researcher to choose respondents who would provide pertinent information about the topic under study. The study included 671 respondents in all.

Data collection procedure

The National Commission for Science, Technology, and Innovation issued a research permit (NACOSTI). The County Commissioner and the County Director of Education Nairobi approved the researcher's request to conduct the research within the county after seeing the authorisation letter. The appointment with the principals of the public secondary schools was set in order to visit the schools and administer the research tools. In order to conduct interviews, representatives from KNUT and KUPPET were called and asked to take part. Permission to visit the KNUT and KUPPET libraries and obtain papers from their files and offices was requested in order to conduct the document evaluation.

Data analysis technique

After all the data was gathered, data cleaning was carried out to identify erroneous, missing, or inappropriate data. The quality of the data was then improved by fixing any errors and omissions that were found. After that, the information was coded and put into the computer for analysis. After data collection, the completed and returned surveys were checked for completeness, coded, and added to the Statistical Package for Social Sciences (SPSS version 24) to aid in the study. This made that the data was accurate, compatible with other data, input, finished, and organized consistently to make coding and tabulation easier. The data was then quantitatively examined using both descriptive and inferential statistics. In descriptive statistics, frequencies, means, and the standard deviation were used.

Multiple regression analysis and the Pearson Product Moment Correlation were inferential statistics as well. Regression analysis was used to demonstrate the existence and strength of correlations between the independent and dependent variables in order to draw conclusions about the data gathered in more hypothetical situations.

Data Analysis, Presentation And Interpretation

The influence of trade unions advocacy on teachers' welfare

The study's third goal was to ascertain how teachers' union lobbying affected their wellbeing at public secondary schools in Nairobi County, Kenya. Participants' opinions on various claims regarding the impact of teaching union activism on their wellbeing were solicited as part of the study. The outcomes were displayed in table 2

Table 2 Participants opinion on the influence of advocacy by teachers' trade union on teachers' welfare

Statement	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean	Std. Dev.
i Advocacy of a teachers' union in education reform is very important in improving teachers professional Performance.	124 (23.4)	81 (15.3)	62 (11.7)	164 (30.9)	99 (18.7)	3.24	1.524
ii Involvement in formulation of education policies that are aimed at improving teachers' professional Output.	86 (16.2)	135 (25.5)	95 (17.9)	99 (18.7)	115 (21.7)	3.04	1.400
iii Fights for reforms that will improve my Competence as a teacher.	70 (13.2)	86 (16.2)	141 (26.6)	142 (26.8)	91 (17.2)	3.18	1.270
iv My trade union requests for my input in education reform	50 (9.4)	95 (17.9)	88 (16.6)	165 (31.1)	132 (24.9)	3.44	1.293
v My trade union sensitizes campaigns on HIV/AIDs	94 (17.7)	88 (16.6)	99 (18.7)	136 (25.7)	113 (21.3)	3.26	1.401
vi Advocacy for inclusion in educational policy decision making e.g. Competency Based Curriculum (CBC)	72 (13.6)	95 (17.9)	124 (23.4)	154 (29.1)	85 (16.00)	3.16	1.278
Aggregate score						3.15	1.361

According to survey findings in Table 2, 30.9 percent of teachers believed that supporting a teachers' union's campaign for educational reform is crucial for enhancing their

professional performance (M=3.24, SD=1.524). 11.7 percent remained neutral, while 23.4 percent strongly disagreed. Chisholm and Ngobe (2003) discovered that although policy formulation includes government, the commercial sector, academic researchers, NGOs, and donors in most countries, teachers were generally less active than other sectors. Although Kenyan teacher unions are most known for fighting for teacher pay, they have also contributed to educational change, albeit at odds with the constitution, new laws, and policies of the central government. The improvements in the educational field must be carried out after thorough talks with (KNUT, 2012.)

A total of 221 (41.7%) instructors disagreed, while 17.9 percent remained neutral. Of the teachers surveyed, 40.4 percent agreed that trade unions participate in the development of educational policies aimed at enhancing teachers' professional output (M=3.04, SD=1.400). Heyes (2000) contends that trade unions help all employees in a nation, whether or not they are employed or have lost their jobs, by enhancing their economic and social circumstances. They may perhaps be seen as a democratic extension from politics to industry (Devinatz, 2011). Activities for union engagement are separated into two categories: formal and informal activities. Participating in meetings, voting, registering grievances, and holding office are all examples of formal actions. Informal activities include reading union materials, discussing the union with others, and assisting other members with their problems (Fullagar et al., 1995 cited in Gamage et al., 2012). According to Cohen

(1994), referenced in Gamage et al. (2012), there are several ways to measure union participation. He used empirical research to identify the six types of union involvement: commitment to the union, decision-making involvement, participation in union activities, attitudinal militancy, holding elected office, and strike likelihood.

The majority of the instructors, or 44.0 percent, felt that fighting for reforms will boost their own teaching abilities (M=3.18, SD=1.270). While 26.6 percent stayed indifferent, 29.4 percent disagreed. According to numerous studies, involving employees in decision-making boosts their motivation, productivity, and organizational development (Kim, MacDuffie, & Pil, 2010). On whether or whether an increase in employee participation directly impacts organizational performance, numerous research has produced inconsistent results. Some critics, like Sashkin (1976), who was quoted by Ojokuku et al. (2014), believe that management must use participation since it is not only effective but also necessary. However, Deery (2005) argues that when trade unions mobilize their members to go on strike following unsuccessful peaceful negotiations, they can also have a detrimental impact on organizational efficiency by forcing workers to cease working or to engage in sabotage.

56 % overall agreed that trade unions should ask for teachers' opinion on educational reforms; 27.3 percent opposed; and 16.6 percent did not respond (M=3.44, SD=1.293). According to Hills (1985), who was referenced by Zulkiflee and Shahrom (2013), employees might use trade unions to express their opinions. With the help of the employers' collective platform, the unions can influence change. This provides a strong platform for labor unions to advocate for and demand workers' rights (Kabeer, 2004 cited in Olufun, milayo & Kola, 2014). According to Nyaencha (2014), trade unions in Kenya are

involved in management of organizations since they take part in decision-making. KNUT, for instance, makes sure that teachers are involved in the creation and implementation of educational policy. According to Opara (2014), trade unions agitate for new demands and social change in the workplace on behalf of the employees. On the other hand, the state's industrial relations are regulated by the government, which also makes policies and laws.

The majority of teachers, or 47 percent, believed that trade unions should support HIV/AIDS awareness initiatives. Only 24.3% of respondents disagreed, while 99 (18.7%) respondents remained indifferent ($M=3.26$ $SD=1.401$). Kidumo (2011) asserts that teacher unions successfully participate in curriculum creation and provide teachers with training on new issues in curriculum implementation. Through their participation in interest groups, professional associations, and government policy forums, teachers and their organizations influence educational reforms and policies.

Several teacher unions, including those in Eritrea, Lesotho, Liberia, Uganda, and Zambia, also provide HIV/AIDS awareness training or research, job satisfaction, as well as empowerment. The Lesotho Association of Teachers worked on programs that addressed teacher professionalism, voluntary testing, awareness, prevention, and prevention of victimization of teachers. In collaboration with the Ministry of Education and Training, it published a book on life skills education. The Ugandan teachers' union is conducting continuing research on HIV, job satisfaction, and drafting a workplace HIV/AIDS policy (Bennell & Akyeampong, 2012)

The majority of teachers, who represent 45.1% of the population, also agreed that trade unions actively advocate for inclusion in the formulation of educational policies, such as

competency-based curricula ($M=3.16$, $SD=1.278$). The goals and objectives of the Union are outlined in Article II of its Constitution, per KNUT's strategic Plan (2015-2019). They can be summed up into five functional areas, namely: bringing together teachers of all grade levels; securing better terms and conditions for teachers; and defending their rights as employees. Promoting initiatives aimed at enhancing teachers' welfare and socioeconomic well-being is one of their other duties. This helps them in their professional work as teachers and in the growth of Kenya's educational services.

The aggregate mean of 3.15 as well as a standard deviation of 1.361 indicate that there was general agreement that teacher trade union advocacy in education reform is crucial for improving teachers' professional output. This advocacy also had a positive impact on the formulation of educational policies that are meant to enhance teachers' professional output, as well as reforms that increase teachers' competency and raise awareness of HIV/AIDS among its members. This is in line with continuing study on HIV and job satisfaction conducted by Uganda's union, which is also creating a workplace HIV/AIDS policy for teachers (Bennell & Akyeampong, 2012).

These results are consistent with KNUT's constitution Article (II) sections (2), (3), and (8), which support teacher cooperation and the expression of their group's thoughts, views, and decisions on issues impacting Kenya's educational and teaching interests. Additionally, it emphasizes involvement in all initiatives aimed at advancing education and encourages the creation of a uniform educational framework. Section (8) further requires KNUT to improve and uphold the standing of the teaching profession and work to make higher positions in the nation's

educational system accessible to union members.

The results concur with Mafisa's (2017) assertion that teachers' unions are legally constituted to promote educational discourses, particularly with regard to negotiating for beneficial educational policies suitable for teachers' welfare, which engage teachers and enhance their instructional approaches and subsequently maintain teaching standards. Nchimbi (2018), who established that the work environment should be healthful, friendly surroundings and to give instructors with amenities conducive to excellent health and higher morale, furthers the findings.

Additionally, according to Kidumo (2011), teachers' unions successfully advocate for curriculum improvement and as a result, educate teachers on new issues in the development, implementation, and assessment of curricula. In this situation, teachers' unions influence educational changes and policies by their participation in interest groups, professional associations, or public policy forums. Chisholm and Ngobe (2003) found that although policy formulation includes government, the commercial sector, academic researchers, NGOs, and donors in most countries, teachers were generally less active than other sectors.

Article (4.0), section (a), (f) of the KUPPET constitution and rules on aims and objectives calls for sound, moral, and professional policies that ensure job security and fairly resolve teachers' grievances. Additionally, the union takes part in all discussions that pertain to establishing sound policies for a shared educational system and delivering high-quality education. Section (s) adds to the unions' obligation to educate its members about HIV/AIDS and drug use at work, while Sections (t) and (v) support advocacy efforts against child labor, abuse, and trafficking. The unions are also strong proponents of

mainstreaming and achieving gender parity at work.

The study's key informants agreed with these results. One of the representatives from a teachers' union noted;

Advocacy is our thing. Its forms the core of how we operate as a union. And I can tell you, it's through advocacy that we have achieved a lot of success as a union particularly matters on educational policies this county. We have different ways and means through which we do this. The advent of the new constitutional dispensation has seen a new constitution, new bills and policies. The reforms in the education sector must be undertaken with full consultations. However, the 2-6-3-3 system of education which was unveiled in 2017 to replace the 8-4-4 one did not follow all the required procedures before being adopted. The government needs to undertake a review to change what needs to be changed and improve what needs to be improved. There was no publication when the programs were at policy formulation. Public participation was not well done when it came to Competency Based Curriculum(CBC). On the other hand, 8-4-4 was discussed and tabled in parliament for adoption but CBC has never been discussed.

One other official noted that;

Through our advocacy, we have achieved a lot for our members. Both in the streets, boardrooms, workshop and negotiating tables, we have advocated for the welfare of our teachers and ensured they get the best working conditions. Unions are about advocacy and that is why we usually hear about teachers' strikes being called by unions, things like CBAs and the likes. It's all about advocacy. And it is through such that we have seen long lasting reforms in the education sector.

The results are consistent with Kidumo's (2010) writings, which indicated that teachers and their organizations influence educational changes and policies through participation in interest groups, professional associations, and government policy forums. Adelber (2008) observed that in addition to receiving a mandate from their members, teachers' unions also have a responsibility to actively participate in educational reform (Adelberg, 2008). Teachers make sure that reform goes beyond platitudes and that sound principles

are put into action. Therefore, this study's conclusions are that teachers' wellbeing is impacted by the lobbying of teachers' unions.

Correlation between teacher trade union advocacy and teachers' welfare.

The strength of the association between teachers' union advocacy and welfare in public secondary schools in Nairobi County, Kenya, was assessed using a correlation analysis. Table 3 presents the findings.

Table 3 Pearson Correlation Matrix

		Advocacy by teachers' trade union
Teachers' welfare	Pearson Correlation	.806**
	Sig. (2-tailed)	.007
	N	530

Additionally, there was a substantial positive association between teacher welfare and union advocacy ($r=0.806^{**}$, $p=0.0070.05$). KNUT is a trade as well as professional organization for teachers, according to KNUT (2015). KNUT's mandate is to defend the professionalism and advancement of education in the nation while also securing, enhancing, and protecting the welfare of its members. In order to fulfill its goal, the KNUT conducts research on issues related to the formulation of educational policies and trains its employees and members around the nation on new concerns in the field of education (KNUT, 2015).

The goals and objectives of the Union are outlined in Article II of its Constitution, per KNUT's strategic Plan (2015-2019). They can be summed up into five functional areas, namely: bringing together teachers of all grade levels; securing better terms and conditions for teachers; and defending their rights as employees. Promoting initiatives aimed at enhancing teachers' welfare and socioeconomic well-being

is one of their other duties. This helps them in their professional work as teachers and in the growth of Kenya's educational services.

Conclusion And Recommendation

Summary of the findings

The study found that teacher trade union advocacy improved teachers' welfare by, among other things, formulating educational policies that aimed to improve teachers' professional output, reforms that improved teachers' competency, and sensitizing its members to HIV/AIDS. The study's findings revealed that most people agreed that raising teachers' professional performance through union advocacy for educational reform is crucial. The study's findings concur in the idea that teachers' unions have a mandate from their

members as well as a duty to participate actively in educational reform. Teachers make sure that reform goes beyond platitudes and that sound principles are put into action.

Conclusion

The study came to the conclusion that teacher trade union advocacy improved teachers' professional performance and had a favorable impact on their welfare.

Recommendations

Trade unions for teachers should focus their advocacy on negotiating, discussing, and helping to inform reforms that will benefit teachers, students, and the broader education sector rather than using it as a publicity gimmick and public relations tool.

Suggestions for further research

The impact of University Staff Academic Union (UASU) tactics on the wellbeing of academic staff in Kenyan public universities has to be further investigated.

More research should be done on the ways that the KNUT and KUPPET initiatives on teachers' health insurance programs have improved the social welfare of teachers in Kenya's public secondary schools.

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