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

Tom Ochieng Kuja

Department of Educational Management Policy and Curriculum Studies, Faculty of Education, University of Nairobi, Nairobi-Kenya - tom.kuja70@gmail.com

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Abstract

The purpose of the study was to determine the influence of trade union strategies of discipline management on teachers' welfare in public secondary school in Nairobi City County. The researcher based the study on the following objectives. To assess the Influence of trade union strategy of discipline management on teachers' welfare; To determine the level of influence of trade union in the management of teachers' discipline; To assess the level of satisfaction by trade unions in management of teacher discipline. 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 straightforward random sample approach. Officials from KNUT and KUPPET were purposefully sampled. Purposeful 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. The relationship between teachers' trade unions strategy on discipline management and teachers' welfare was examined using a Pearson correlation matrix and regression analysis. Direct quotations and discussions from interview responses were included in the presentation. The findings established that there was a positive significant relationship between teachers' trade union strategy and the discipline management of teachers) $M=3.31$, $SD=1.265$). The research study also established a positive significant relationship between trade union strategy and teachers discipline management ($r=0.015$, $p=0.000-0.05$). The study concluded that teacher trade unions' strategy of discipline management influenced teachers' welfare.

Key words: Trade union strategy, Discipline Management, Welfare.

Introduction

Background Information

Trade or labor unions have existed since the 1930s to defend workers' interests in the employment relationship and to combat the dominance of employers over employees through equal negotiating power (Williams, 2015). The National Labor Relations Act preserves workers' rights to engage in collective bargaining through representatives from their preferred labor unions. Unions can plan strikes, boycotts, go-slows, and sit-ins to force employers to take their suggestions into consideration (Williams, 2015). Once their suggestions are taken into account, all employees win. This is connected to the arts and humanities research council (2013), which discovered that trade union activities, including getting a wage raise, help all employees in a work environment, not just the union members. All workers in a country benefit from a strong trade union movement.

In England and Wales, where teachers are coming under more pressure as a result of the implementation of performance standards and more stringent cost-efficiency measures (Galg'oczi and Glassner), the conditions for collective bargaining have typically gotten worse (2008). Respondents from Cyprus, where pay freezes as a result of gridlock in negotiations between the government and teachers' unions, reported a difficult bargaining environment. On the other side, Austria, where unions and the government achieved a solution without a strike, has had a generally good climate for collective bargaining (Galg'oczi and Glassner, 2008).

According to Gichaba (2011), a collective bargaining agreement is signed by the employer and the union for the purpose of implementation and acts as a memorandum of understanding between the two parties

with regards to terms and conditions of employment. The joint negotiating committee of the company and the union is responsible for interpreting the entire agreement, with the Industrial Court having the right to arbitrate any disputes.

Concerning the welfare of teachers, teachers' unions are of highest importance in the educational sector. A nation's educational goals cannot be fully met by the state on its own. Therefore, it is preferred that educators and other interested parties help them. When it comes to bargaining for teachers and safeguarding the quality of education by including teachers in developing teaching methods and upholding a high standard, teacher unions, as organized labor or pressure groups in education, are constitutionally structured to play significant roles in education (Mafisa, 2017).

Teachers, trade unions, and well-organized pressure groups in education are legally constituted to play significant and meaningful roles in the educational sector, particularly with regard to bargaining for teachers' welfare and ensuring smooth teacher performance by involving teachers in improving teaching-learning strategies and upholding high standards. (2017) Mafisa Teachers typically operate in systems where they are supervised, monitored, and led in their job, much like any other professions. Trade unions negotiate collective bargaining agreements (CBA) or labor contracts with employers on behalf of employees through their representation.

Education International (EI, 2010) asserts that teacher unions have a crucial role to perform. The trade unions' mandates cover things like supporting teacher professional development, managing teachers, and working with governments on educational reforms. The ability of teacher unions to enable teacher involvement in decision-making on educational

matters, promote a positive professional identity for teachers, and provide high-quality conditions for teaching and learning stems from these mandates.

Educational International (EI) pushed reform concepts that increase teacher capacity, emphasizing the crucial role that teacher unions play in ensuring that teaching and learning environments are of a high standard (EI, 2010). According to the constitution of Educational International (EI), teacher unions are a source of creativity and ideas, and their initiatives to improve teacher capacity are closely related to the circumstances surrounding teaching and learning. According to the International Labor Organization (ILO), teachers' welfare is defined as the services, amenities, and facilities that may be developed in or around businesses to help teachers who work there carry out their duties. The workplace should be a healthy, pleasant place to be, with amenities that will promote excellent health and high morale (Nchimbi 2018).

All teacher trade unions advocate for enhanced teacher welfare through the protection of their rights and effective collective bargaining for improved teacher welfare and maintained livelihood, which would fulfill the basic criteria set by the international community. Despite the numerous historical victories that teacher trade unions have amassed throughout time, there is still a rising worry among their members that they have not been able to accomplish their goal of enhancing their welfare and ensuring a stable source of income. According to various research (Ratteree, 2004; Patillo, 2012), some splinter unions were established as a result of member unhappiness with the ways in which the previous teacher unions operated. On the other hand, teacher trade unions have persisted in asserting that a great deal is being done for their members with a clear focus on ensuring that their lives are

enhanced. Amongst some of the trade union's most significant accomplishments are its efforts to educate workers, foster greater worker cooperation & wellbeing, secure facilities and benefits for workers, create forums for dialogue between employees and employers, promote career advancement for employees, protect workers' interests, and provide for labor welfare.

Statement of the problem

Any educational objective must be achieved, 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 health 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, the 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 impact of trade union tactics on the welfare of public secondary school teachers in Nairobi County.

Purpose of the study

This study's goal was to discover how trade union tactics affected teachers' welfare at Kenya's public secondary schools in Nairobi County.

Objectives of the study

The study was guided by the following objectives;

- i) To establish the extent to which Trade Unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools in Nairobi County.
- ii) To determine the influence of trade union in the management of teachers' discipline
- iii) To assess the level of satisfaction by trade unions in management of teacher discipline.

Research questions

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

- i) How does the participation of Trade Unions in management of teacher discipline influence teacher welfare

in public secondary schools in Nairobi County?

- ii) How does teachers trade union influence the management of teachers' discipline?
- iii) What is the level of teachers' satisfaction on trade unions teachers discipline management?

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

The concept of trade unionism

While some academics think that trade unions can increase employee productivity, others think that unionization actually reduces it. Using aggregate Canadian data, Khan et al. (2011) came to the conclusion that while the shock effects of unionization initially improve productivity levels, unionism is linked to slower productivity growth. Khan et al., (2011) for variations in productivity growth between unionized and non-unionized enterprises, demonstrating that unions have beneficial benefits during the 1980s but negative effects during the early years of their investigation. Hirsch found that Union compensation increases reduce business profitability unless they are made up either by increases in workplace efficiency or higher prices for the products on the market. There is evidence that

management view unions as a barrier to workplace productivity. As a result, unions have been avoided, suppressed, and replaced (Gill & Meyer, 2013).

Teacher trade unions' involvement in teacher discipline management and teacher welfare

According to Campbell's 2002 study of professional ethics among Brazilian teachers, maintaining a high standard of discipline within the teaching profession is essential to delivering high-quality instruction to the general audience. The constitution of teacher unions must include a provision for managing teacher disciplinary actions.

Effective work performance and the welfare of teachers depend on the professional conduct of instructors. Given the crucial role teachers play in shaping students, providing guidance, and improving students' overall academic performance, the teaching profession demands a high level of professionalism as outlined in the teacher's code of conduct, professional ethics, and generally 'expected' norms for teachers by society. Despite the aforementioned, there have been reports suggesting that teachers' professional behavior has not been in line with their vocation to the profession. Effective management of the difficulty therein requires a proper understanding and awareness of the underlying motivational elements influencing teachers' professional conduct. It has been said that poor professional behavior is a sign of low morale and that it causes subpar work output. Low morale results from a lack of desire and from employers not addressing the needs, drives, and abilities of their employees. Nzulwa, (2014). (2014).

Students need "good teachers," who are considered "excellent" due to their education, experience, and training.

According to Fredriksson (2004), there are three ways that teachers might raise their quality and turn into "excellent" teachers: quality awareness, professional ethics, and professional freedom. A code of ethics or conduct will frequently codify professional ethics, sometimes known as "professional conduct" or "professional behavior." This code encompasses the traits or attributes of a profession and is acceptable for the area in which it is used.

In characterizing ethics as broadly defined ideas of "truth, justice, honesty, right, and fairness," Moss Curtis (2006) quotes DeSensi and Rosenberg (2003). More specifically, ethics is defined as a "principle of right and wrong conduct and judgments." A code of ethics is typically a written document created by a professional association, occupational regulatory body, or other professional body, according to Banks (2003), with the stated purpose of guiding the practitioners who are members, protecting service users, and preserving the reputation of the profession. Professional ethics are best summed up (and condensed) as a set of principles that a teacher embraces regarding interactions with stakeholders in their life, including pupils, coworkers, employers, and parents (or guardians and caretakers of children). These guiding principles help teachers interact with their stakeholders on a daily basis.

The 2009 monitoring report, *Overcoming Inequality: Why Governance Matters*, especially mentions the need for "better governance in teacher management" (UNESCO, 2008: 171). In this context, governance is defined as "salaries and living conditions, hiring and contracting of teachers, patterns of deployment, motivation, and performance-related remuneration" (UNESCO, 2008: 171). These factors have a direct bearing on how teachers behave. For instance, poorly

compensated teachers augment their income by doing a second job because they frequently miss their teaching responsibilities and do not receive a sufficient base salary (Vadher, 2005). Student-centered learning practices and curriculum revisions necessitate more preparation and marking time, for which teachers are not paid. Discharging a teacher from a teaching post is also quite challenging due to the fact that many instructors around the world are tenured civil servants (and as a result have higher immunity from dismissal) (UNESCO, 2008: 172).

The effectiveness of internal and external supervision has a significant impact on the significance of instructors' job as well as their ability to carry it out (Bennell and Akyeampong, 2007: 43). The authors go on to name two additional important variables that "far-reaching adverse impacts on the behavior and overall performance of primary school teachers and thus learning outcomes": "... (a) the impact of the equitable and efficient deployment of teachers across the country, and (b) the professional behavior of teacher[s] inside and outside the classroom." They specifically name absenteeism, misconduct, industrial action, and secondary employment as problems with teacher (mis)behavior. The work of Castro et al. supports the conclusions of Bennell and Akyeampong. (2007) They point to teacher absence (sometimes without "a clear cause"), a lack of personal discipline on the part of the teacher, and poor classroom management as problems that have a significant negative effect on student learning. Other students' disruptions of the teaching process frequently annoy pupils, and students in absent professors' courses either don't get the training they need or are watched over by inexperienced teachers. According to a

number of studies mentioned by Castro, Duthilleul, and Caillods, teacher absences have a negative impact on students' attendance, tardiness, and performance. While some teacher absenteeism is attributed to illness, other factors, such as a shortage of teachers, teachers' inability to manage large classes or combined classes, and classes that go unattended even when teachers are in the building all contribute to poor learning environments for students (Castro et al., 2007: 35–40). Teacher motivation is mentioned as a factor in several research (such as Vadher, 2005; Shrestha, 2005; and Fry, 2002) that link it to teacher (mis)behavior.

Although they are not the only obstacles to universal primary education, teacher management, teacher misbehavior, teacher misconduct, teacher abuse of pupils, or a lack of governance are significant contributors. According to the findings mentioned above, teachers' outside-of-class behaviors need to change in order for universal primary education to be successful. These studies also highlight the obligation of institutional stakeholders, including Ministries of Education, teacher education institutions, teachers' unions, and schools, to support teachers who exhibit undesirable behaviors. Shirley, (2009) (2009)

The majority of governments that control teacher behavior create a code of conduct or code of ethics. Both codes were created by the Victorian Institute of Teaching (VIT). "A short aspirational document, based on three values defined by teachers as underpinning their profession: integrity (personal and professional), respect, and accountability," according to the VIT Code of Ethics from 2005.

According to a 2009 UNESCO survey on contemporary trends in teacher management,

teacher unions in America and Europe have distinct frameworks for handling teacher disciplinary actions. The unions cover matters such as student sexual abuse, teacher-student relationships, dress codes, and punctuality to work, all of which are offenses subject to disciplinary action (Bennell and Akyeampong, 2007). According to *Disciplinary Procedures and Action Against You at Work* (May, 2016), an employee has the right to bring a friend or family member with him to a disciplinary hearing after notifying the company. The companion may be a representative or official from the union, and after hearing this, the employer must immediately write to the employee outlining the next course of action. The outcome could be a written warning, a final warning, a promotion, or termination.

Managing workplace discipline concerns is recognized as a major difficulty for all firms (Costantino, 1996; ACAS, 2006; Ridley-Duff and Bennett, 2011 cited by Bennett, 2014). Less is known about the potential effectiveness of learning in minimizing conflict at work (Bennet, 2014). The major outcome of Bennett's (2014) research indicates the importance of addressing employee "wellbeing" through learning and way of life. The unions had expanded their support during that time by encouraging workers to think about bigger lifestyle concerns that may enhance their wellbeing and eventually lessen the pressure and stress in the job that can be related to individual conflict (Bennett, 2014).

In order to maximize learning and organizational success, conflict management, according to Rahim (2002), referenced by Longe (2015), entails developing efficient techniques to reduce the dysfunctions of conflict and boost the constructive functions. Conflict management is the process by which organizations and

their employees address disagreements in order to increase resolution, promote peace, and demonstrate true commitment to decision-making.

Since conflict is inevitable in organizations, as noted by Uchendu, Anijaobi, and Odigwe (2013) and quoted by Longe (2015), how it is managed will decide whether it has a positive or bad impact on organizational performance and, by extension, productivity. Effective management of conflict in the workplace depends on the prompt identification and elucidation of the underlying tension before the issues become out of control.

According to Longe (2015), conflict management orientation is a well-known technique that may be applied in companies in a variety of ways. In order to achieve successful and impartial conflict resolution in the workplace, Ford (2007), who was quoted by Longe (2015), developed a four-step approach that comprises assessment and inquiry, design, implementation, and evaluation. Utilizing an integrative approach, management is encouraged to resolve conflicts in a way that satisfies the needs of all parties involved. According to Vigil and King (2000), who were quoted by Longe (2015), teams employing integrative conflict management produce better outcomes and have higher employee commitment levels than those using non-integrative conflict management. The integrative method enhances resolution and broadens awareness of the conflict situation.

It has been suggested that the collective bargaining strategy be used to resolve disputes between labor unions and management in businesses. According to Fajana and Shadare (2012), who highlighted the strategy as the standard legal method by which staff members and management resolve disputes resulting from employment

contracts (Longe, 2015). According to Longe (2015), the Trade Union Amendment Act of 2000 and the effective use of this strategy for conflict resolution by some multinational companies operating there have stimulated faster adoption rates of collective bargaining tactics in Nigeria.

In order to obtain a collective bargaining agreement, this collaborative strategy in practice entails negotiation between the union and management through a process of meeting requests, talking about them, proposing counter demands, and even threatening to do so (Longe, 2015). According to Tubey et al. (2015), collective bargaining mimics the procedures that a democracy should always use to resolve conflict. It brings democratic values into the workplace, protects social forces' autonomy from the state's all-pervasive influence, is faithful to the traditional market mechanisms of economic ordering in a capitalist economy while making them more tolerable, ensures participation and, consequently, the moral commitment of those most directly affected by outcomes, and represents a significant improvement over the status quo.

Longe (2015) also proposed conflict-management techniques. The Thomas-Kilmann Conflict Mode Instrument (TKI) paradigm classifies interpersonal conflict-handling strategies into five categories: avoidance, accommodation, competitiveness, compromise, and collaboration. It is employed by consultants in human resources and organizational development as a way to start conversations about contentious topics and to make it easier to understand how different conflict handling strategies affect interpersonal, group, as well as organizational dynamics. Numerous studies have validated the effectiveness of the TKI (Ben-Yoav & Banai, 1992 cited by Longe, 2015).

Conflict avoidance is the name given to the avoidance tactic. Any company utilizing this strategy is sitting on a ticking time bomb. According to the accommodation strategy, no amount of sacrifice is too great to enable peace to reign. It is a consoling strategy that calls for concession and compromise. The win-lose method and survival of the fittest are components of the competition strategy. It disregards the viewpoint of the opposing party. The sides to the disagreement are prepared to give up something in the compromise approach to resolution. When parties to a conflict are ready and willing to fully satisfy each other's requests, it is called a collaboration strategy.

According to a study by Lieberman (2000), teacher unions have a significant impact on the creation of workplace disciplinary mechanisms that direct and control teacher behavior and job performance. Lieberman and Kerchner (2007) concur that teacher unions play a substantial role in preserving teacher discipline, but they dispute as to whether this discipline has any real bearing on a teacher's capacity to perform. While in Kenya, TSC collaborates with teachers' trade unions to enforce the code of conduct for educators to ensure management of teacher discipline (TSC Act 2012).

In Kenya, the KUPPET, KNUT, and TSC collaborate to enforce the code of conduct for teachers in order to maintain teacher discipline. The discipline code addresses concern of teacher behavior, professional performance of tasks, infamous conduct, forgery, mismanagement, and misappropriation of public funds, as well as other acts or conduct that is incompatible with the teaching profession (TSC Act 2012). Through seminars, workshops, the publication of issues in the Kenyan Teacher magazine, and regular updates on the union website, KNUT educates teachers on the code of regulations. Improved professional

competence and delivery of high-quality instruction to children are a result of teacher discipline and dedication to duty.

Fourteen teacher disciplinary complaints were handled by KUPPET in collaboration with the Nairobi TSC County Director and many public secondary schools. The union points out that some cases included the court system, and the associated legal costs were high. However, it is advised to use a combination of professionalism, good faith, and respect for one another to create a win-win situation and protect the jobs of the affected teachers. Despite this, every teacher must protect his or her position, uphold professionalism, and avoid having extramarital affairs with pupils. Employment is a legally binding contract (KUPPET, 2019).

Research Methodology

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% of the 87 secondary schools. The sample size was 671 teachers, or 30% 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 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 shows the study population and sample size for schools and teachers.

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 authorization 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.

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.

Data analysis technique

After all the data was gathered, data cleaning was carried out to identify erroneous,

Data Analysis, Presentation And Interpretation

Teachers opinion on the influence on management of teachers' discipline by teachers' trade union on teachers' welfare

In order to control teacher discipline and its impact on teachers' welfare, the study first solicited the participants' perspectives on statements made addressing these topics. The outcomes were displayed in table 2

Table 2: Participants opinion on the influence management of teachers' discipline by teachers' trade union on teachers' welfare

Statement	SD	D	N	A	SA	Mean	Std. Dev.
	N (%)	N (%)	N (%)	N (%)	N (%)		
i There is serious representation of teachers by the union disciplinary cases	149 (28.1)	67 (12.6)	71 (13.4)	162 (30.6)	81 (15.3)	3.26	1.433
ii There is a kitty at the unions accounts to represent teachers in legal cases	37 (7.0)	110 (20.8)	126 (23.8)	107 (20.2)	150 (28.3)	3.42	1.283
iii Discipline related cases against teachers are efficiently investigated by teachers trade unions and assistant rendered to them	52 (9.8)	74 (14.0)	149 (28.1)	187 (35.3)	68 (12.8)	3.27	1.151
iv Teachers unions emphasize the need to observe and respect institutional rules and regulations	45 (8.5)	78 (14.7)	98 (18.5)	161 (30.4)	148 (27.9)	3.55	1.270
v All cases against teachers are handled fairly courtesy of their trade union	48 (9.1)	77 (14.5)	129 (24.3)	165 (31.1)	111 (20.9)	3.40	1.223
vi Trade unions sensitize teachers on TSC code of regulations	50 (9.4)	80 (15.1)	134 (25.3)	157 (29.6)	109 (20.6)	3.37	1.231
Aggregate score						3.31	1.265

According to the study, the majority of teachers who represent 45.9 percent believed that union disciplinary cases seriously represent instructors 23.8 percent disagreed. This had a 3.27 overall mean and a 1.151 standard deviation. Managing disagreed in a percentage of 40.7%, while 13.4% workplace discipline concerns is recognized as a were neutral. The techniques used by teacher major difficulty for all firms (Costantino, 1996; unions to discipline errant teachers in Zambia, ACAS, 2006; Ridley-Duff and Bennett, 2011 cited Zimbabwe, and Namibia include suspension from by Bennett, 2014). Less is known about the duty, interdiction, verbal and written warnings, and potential effectiveness of learning in minimizing termination from the job (Kidumo, 2011). conflict at work (Bennet, 2014). The major According to Bennell and Akyeampong (2007), outcome of Bennett's (2014) research indicates the maintaining teacher discipline controls conduct, importance of addressing employee "wellbeing" improves the teacher's professional standing, through learning and way of life. The unions had maintains standards for service delivery, and expanded their support during that time by guarantees that students receive high-quality encouraging workers to think about bigger lifestyle instruction. According to Ward (2007), the concerns that may enhance their wellbeing and teachers' code of conduct is a crucial tool for eventually lessen the pressure and stress in the job regulating instructors' professionalism and that can be related to individual conflict (Bennett, ensuring that students receive a high-quality 2014). education.

There is money in the unions' funds to represent agreed that teachers' unions place a strong teachers in court, according to the majority of the emphasis on the importance of adhering to and teachers, who agreed with this statement in 48.5 respecting institutional rules and regulations. A percent of instances, disagreed in 27.8 percent of total of 98 (18.5) respondents stayed neutral, cases, and were undecided in 23.8 percent of cases. whereas a total of 23.2 percent of respondents This was all broken down into a mean of 3.42 and disagreed (M=3.55, SD=1.270). According to a a standard deviation of 1.283. The unions cover study by Lieberman (2000), teacher unions have a matters such as student sexual abuse, teacher- significant impact on the creation of workplace student relationships, dress codes, and punctuality disciplinary mechanisms that direct and control to work, all of which are offenses subject to teacher behavior and job performance. Lieberman disciplinary action (Bennell and Akyeampong, and Kerchner (2007) concur that teacher unions 2007). According to the policies and actions taken play a substantial role in preserving teacher against instructors at work in May 2016, an discipline, but they dispute as to whether this employee has the right to bring a companion or discipline has any real bearing on a teacher's must attend a disciplinary hearing after telling the capacity to perform. While in Kenya, TSC company. The companion may be a representative collaborates with teachers' trade unions to enforce or official from the union, and after hearing this, the code of conduct for educators to ensure the employer must immediately write to the management of teacher discipline (TSC Act 2012). The outcome could be a written warning, a final Additionally, 52% of respondents concurred that warning, a promotion, or termination. their trade union, in all matters involving teachers, handles them equitably. 24.3 percent of

The majority of teachers, or 48.1 percent of them, respondents (M=3.40, SD=1.223) were neutral, agreed that the teachers' trade unions effectively whereas 23.6 percent of respondents disagreed. In examine discipline-related complaints against Kenya, the KUPPET, KNUT, and TSC collaborate teachers and provide assistance to them. While to enforce the code of conduct for teachers in order 28.1 percent of the teachers were neutral, a total of to maintain teacher discipline. The discipline code

addresses concern of teacher behavior, professional performance of tasks, infamous conduct, forgery, mismanagement, and misappropriation of public funds, as well as other acts or conduct that is incompatible with the teaching profession (TSC Act 2012). Through seminars, workshops, the publication of issues in the Kenyan Teacher magazine, and regular updates on the union website, KNUT educates teachers on the code of regulations. Improved professional competence and delivery of high-quality instruction to children are a result of teacher discipline and dedication to duty.

Finally, a total of 50.2 percent of those surveyed believed that labor unions should educate teachers about the TSC code of regulations. Total respondents disagreed by 24.5 percent, while 25.3 percent were neutral ($M=3.37$, $SD=1.231$). Through seminars, workshops, the publication of issues in the Kenyan Teacher magazine, and regular updates on the union website, KNUT educates teachers on the code of regulations. Improved professional competence and delivery of high-quality instruction to children are a result of teacher discipline and dedication to duty.

The majority of respondents agreed with the assertions about trade union involvement in management of teacher discipline on teachers' welfare, according to the aggregate mean of 3.31 with a standard deviation of 1.265. The research's findings are consistent with those of Campbell's study from 2002, which found that maintaining a high level of discipline in the teaching force is essential to accomplishing educational goals. An essential part of the teacher union constitution is the management of teacher discipline. To enforce teacher discipline and maintain a high level of professionalism among the teachers, several teachers' unions have either created their own disciplinary codes or partnered with other stakeholders in the education system.

The results are in accordance with a 2009 UNESCO study on contemporary trends in teacher management, which found that teacher unions in North America and Europe have clear systems for

handling teacher disciplinary issues. Infractions that are subject to disciplinary measures include teacher absenteeism, dress code violations, tardiness, the teacher-pupil interaction, and sexual assault of students. These concerns are addressed by the unions. 2007 (Bennell and Akyeampong).

To maintain management of teacher discipline, KNUT, KUPPET, and TSC work together to enforce the code of regulations for teachers (CORT). The discipline code in this situation deals with concerns of teacher conduct, professional performance of duty, infamous conduct, forgery, mismanagement, and misappropriation of public funds, as well as other behaviors that are incompatible with the teaching profession (TSC Act 2012). Article (4.0) sections (k), (l), and (o) of the KUPPET constitution and rules require the union to advance and defend the rights of teachers employed in the education sector. Additionally, it expresses members' interests in the formation of educational laws and policies and informs members of these for efficient administration and delivery of education.

Additionally, this is in accordance with KNUT's constitution, specifically Article (II) sections (9), (10) and (11) which require the commission to monitor the implementation and operation of various educational codes, ordinances, regulations, minutes, and circulars and to secure their amendment or removal when educationally necessary. Additionally, section (12) aims to resolve disagreements between its members and their employers and to govern their interactions through collective and legal means.

The study concluded that teacher trade unions played a significant role in the disciplinary issues of teachers through representation in disciplinary cases, legal assistance through the legal kitty, monitoring for the fair handling of teacher disciplinary cases, and educating teachers about the TSC code of regulations. The promotion of teacher adherence to policies, procedures, frameworks, and regulations was identified as part

of trade union strategies to support strong teacher discipline.

Influence of trade unions in the management of teachers' discipline

Teachers were asked to rate the impact of disciplinary action on their well-being. Table 3 presents the findings.

Table 3: Influence of teachers' trade union on management of teachers' discipline

	N (%)
Not influential	65 (12.3)
Less influential	98 (18.5)
Influential	250 (47.2)
Very influential	117 (22.1)
Total	530 (100.0)

The results in table 4.16 showed that the majority of teachers, or 47.2 percent, felt that teachers' unions had a say in how discipline for teachers was handled. Additionally, according to 22.1 percent of teachers, trade unions have a significant impact on how discipline is handled. Discipline by teachers fosters an environment that is conducive to learning and the general performance of duties and responsibilities. 18.8 percent of respondents disagreed, nonetheless, that teacher unions have no influence.

These exact findings support the view of education policy makers that the discipline of teachers has a significant role in the conversation about education. According to Kallaway (2012), disciplined teachers put forth a lot of effort and are devoted to their jobs. Officials from the unions confirmed that teachers' general wellbeing depended on maintaining their discipline. One official responded when asked how trade unions deal with teacher discipline issues:

We have done a lot to sensitize and educate our members on all codes of conduct so that

their behaviors within their working environment is guided. We are doing this to ensure that our members not only protect their jobs, but also give this noble career some dignity that comes with it. It is important to note that we sensitize our members on TSC code of conduct, Basic Education Act 2013 and other related laws and regulation. However, it must be noted and emphasized that every teacher must guard his or her job, maintain professionalism and keep away from illicit relationships with students. Employment is a contract governed by law.

Teachers level of satisfaction by trade unions in management of teacher discipline.

Teachers in each school were asked to rate their level of satisfaction with the teachers' trade unions' role in disciplining their students. Table 4 provided the findings broken down by schools.

Table 4 Teachers level of satisfaction by trade unions in management of teacher discipline

Level of Satisfaction	N (%)
Not satisfied	48 (9.1)
Fairly satisfied	59 (11.1)
Satisfied	199 (37.5)
Highly satisfied	224 (42.3)
Total	530 (100.0)

Table replies showed that the majority of respondents, or 42.3 percent of the teachers, were extremely satisfied with the role that teachers' unions played in overseeing classroom behavior, while 9.1 percent of the instructors were dissatisfied with this role.

The results showed that teachers' unions had been successful in enforcing teacher discipline in accordance with KNUT's Article (II) section (9) and KUPPET's Article (4) sections (k), (l), and (o). This was made possible by the strong collaboration with the Teachers Service

Commission to uphold the teachers' code of conduct.

Disciplinary issues addressed by teachers' trade unions

Teachers were also asked to indicate how strongly they agreed or disagreed with certain claims made about the role of their trade unions in disciplinary matters. The outcomes were displayed in table 5

Table 5 Disciplinary issues addressed by teachers' trade unions

Teachers Discipline issues	SA f (%)	A f (%)	D f (%)	SD f (%)
Absenteeism	174.9 (33)	143 (27)	111 (21)	101 (1)
Drunkenness	84.8 (16)	137.8 (26)	127.2 (24)	180.2 (34)
Punctuality to Duty	249.1 (47)	79.5 (15)	153.7 (29)	47.7 (9)
Negligence to Duty	180.2 (34)	137.8 (26)	113.3 (21)	100.7 (19)
Carnal Knowledge	249.1 (47)	153.7 (29)	79.5 (15)	47.7 (9)
Insubordination	27.6 (52)	68.9 (13)	180.2 (34)	5.3 (1)

According to table 5, the majority of teachers agreed that teachers trade unions addressed issues like absenteeism, with a cumulative agreement of 60%, drunkenness, with a cumulative agreement of 42%, punctuality on

duty, with a cumulative agreement of 62 percent, negligence of duty, with a cumulative agreement of 60%, carnal knowledge, with a cumulative agreement of 76 percent, and insubordination, with a cumulative agreement

of 65%. The study found that unlike other disciplinary matters, issues relating to intoxication were mostly ignored by teachers when it came to teacher trade unions. One of the union officials made the following observation:

We have been engaged in promoting good discipline among our teachers. At times, we have been involved in some cases of indiscipline for instance deserting duty, insubordination and involvement in criminal acts. We ensure that justice is served where it is supposed to.

Another official quipped;

We engage our member on disciplinary issues. But first, we usually make them clearly aware of all regulations governing their conduct so that they do not go against them. But when something goes wrong, we usually come in to support them including legal support, of which most of the time is expensive at our end. They are our members and as a union, we have an obligation to support them and ensure they get justice. In 2019 we handled up to 14 cases involving our members.

Notwithstanding, every teacher must guard his or her job, maintain professionalism and keep away from illicit relationships with students. Employment is a contract governed by law.

The results of this study are consistent with those of Lieberman (2000), who noted that teacher unions have a significant impact on the creation of workplace disciplinary mechanisms that direct and control teacher behavior and job performance. In a similar spirit, the results support those of Kerchner and Koppich (2007), who highlighted that teacher unions play a key role in preserving teacher discipline but disagreed as to whether teacher discipline has any meaningful association with teachers' performance.

Correlation between trade unions involvement in Management of Teacher discipline and teachers Welfare.

The strength of the association between trade union involvement in management of teacher discipline and teachers' wellbeing in public secondary schools in Nairobi County was assessed using the correlation analysis. Table 6 presents the findings.

Table 6: Pearson Correlation Matrix

		Trade Unions involvement in management of teacher discipline
	Pearson Correlation	.740*
Teachers' welfare	Sig. (2-tailed)	.015
	N	530

The welfare of teachers and trade union involvement in managing teacher discipline are positively correlated ($r=0.015$, $p=0.000-0.05$). Similar findings were noted by Bennell and Akyeampong (2007), who noted that maintaining teacher discipline controls teacher behavior, improves the teacher's professional status, creates

guidelines for service delivery, and guarantees that students receive high-quality education.

According to Ward (2007), the teachers' code of conduct is a crucial tool for regulating instructors' professionalism and ensuring that their students receive high-quality instruction.

Kerchner and Koppich (2007) concurred that teacher unions play a crucial role in preserving teacher discipline, but they differed on the question of whether discipline among teachers is significantly correlated with performance. While in Kenya, TSC collaborates with teachers' trade unions to enforce the code of conduct for educators to ensure management of teacher discipline (TSC Act 2012).

Summary, Conclusions And Recommendations

Summary of the findings

The main summary of the study's key findings based on the research objective was presented in this part.

The extent to which Trade Unions involvement in management of teacher discipline influences teachers' welfare in public secondary schools

According to the survey, teacher trade unions were involved in disciplining teachers. This was accomplished, among other things, by advocating for teachers in disciplinary proceedings, providing legal assistance through the legal kitty, monitoring the fair handling of teacher disciplinary proceedings, and educating teachers on the TSC code of regulations and relevant laws. The results of this study further confirmed that such sensitization was a tool used by trade unions to encourage teacher adherence to rules, frameworks, and regulations and, as a result, to encourage excellent teacher behavior. The teacher trade unions dealt with disciplinary issues such as tardiness, neglect, carnal knowledge, and insubordination.

Conclusions

The study came to the further conclusion that teacher trade unions played a significant role in the disciplinary matters of teachers by, among other things, advocating for teachers in disciplinary cases and providing legal assistance through the unions' legal fund.

Recommendations

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

To ensure that justice is done and the lessons learned are applied by the concerned teachers, TSC, BOMs, and school principals should fully take the initiative in addressing discipline issues by sensitizing their members to all regulations governing them and being involved in all disciplinary proceedings involving their members.

Suggestions for further research

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