

**INFLUENCE OF TEACHERS' TRADE UNIONS ON MANAGEMENT OF  
PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY, KENYA**

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CONFERMENT OF DOCTOR OF PHILOSOPHY IN  
EDUCATION LEADERSHIP AND MANAGEMENT  
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**August 2022**

## DECLARATION

### Students Declaration

This thesis is my original work that has not been presented for a degree or any other award in any other University

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## **DEDICATION**

To my husband Gilbert Mugambi, our children, the late Kelvin Munene, Lynn Kaari and Christine Gathoni for their encouragement as I carried out this research.

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## ABSTRACT

The role of teachers' trade unions is to work closely with schools' management to ensure good performance of their members working institutions. Several interventions including industrial actions have been done by the trade unions to put pressure on the employer to look into teachers welfare, however Embu County has consistently registered poor performance in KCSE examination. The study purpose was to find out the influence of teachers' trade unions on management of public secondary schools in Embu County, Kenya. The study therefore investigated the role of trade unions in addressing teachers' working conditions; examined the effect of negotiations for better terms of service; determined the trade unions influence on resolving disputes among stakeholders and found out the influence of teachers' trade unions on teachers' motivational strategies in public secondary schools of Embu County, Kenya. Two theories guided the study: Herzberg's two-factor –Theory of motivation and job characteristic model. The study used qualitative and quantitative approaches which were relevant to this study. Descriptive survey research designs responded to research questions such as what, where, when and how. The scope of the study was all the 205 public secondary schools targeting 2400, 205 principals, one director of education and 16 KNUT officials, 13 KNUT officials. 10-30% criteria was used to sample 240 teachers, 21 principals and census method on 16 officials of Kenya National Union of teachers (KNUT), 13 Kenya Union of Post Primary Education Teachers officials (KUPPET), and one Director of Education. Schools for the study were randomly selected. Data were collected in a cross-sectional survey using questionnaires and interview schedules as the study instruments. The data were analyzed using SPSS 25 software while quantitative and qualitative data was analyzed using descriptive statistics (percentage, means, standard deviation and standard error) and inferential statistics (simple linear regression). Simple linear regression assessed the relationships between union membership and teachers' responses towards management of working conditions, motivation strategies, dispute resolutions, and negotiations in public secondary schools. Using Cronbach's Alpha correlation coefficient, the reliability of the instruments obtained was above 0.7. The findings revealed teachers trade unions were addressing teachers working conditions with obtained p value less than 0.05. The obtained p value of 0.000 on negotiations for better terms of service for teachers revealed that the trade unions positively influenced management of schools. Objective three a p value of less than 0.05 obtained suggests that trade unions influenced management of schools. The last objective on motivational strategies showed that teachers trade unions influenced management of school as revealed by the obtained p value of 0.000. The study recommended that Teachers' trade unions continue enhancing teachers working conditions, put more effort into negotiating for teachers' general welfare, and champion resolving teachers' disputes with their employer for improved performance in their duties. In conclusion, more campaign be made to encourage teachers' to register with their membership with trade unions to increase on bargaining power and solidarity. Further studies could be conducted to assess the role of trade unions on teachers' performance in Embu County, Kenya.

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## ABBREVIATIONS

CBC	Competency-Based Curriculum
COTU	Central Organization of Trade Unions
DELOCALIZATION	Freeing from ones locality for a change
EU	European Union
ETUCE	European Trade Union Committee on Education
KCSE	Kenya Certificate of Secondary Education
KNUT	Kenya National Union of Teachers
KUNOPET	Kenya Union of Pre-Primary Education Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
KUSNET	Kenya Union of Special Needs Education Teachers
KUTVET	Kenya Union of Technical and Vocational Education Trainers
NUT	National Union of Teachers
PSS	Public Secondary School
SASS	School and Staffing Survey
SADTU	South African Democratic Teachers' Union
SES	Socio-Economic Status
SRC	Salaries and Remuneration Commission
GSTA	Government School Teachers Association
TR3	Teacher Rules, Roles and rights
TANU	Tanganyika African National Union
TFL	Tanganyika Federal Labour
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
TTU	Tanganyika teachers' Union

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

Trade unions dates back in the 18th century after the European industrial revolution expanded rapidly. Engwicht and Grabek (2019) states that regardless the uneasiness that has loomed at the onset struggle between capital and labour within liberal democracies, presently trade unions are perceived as generally; secure and as notable centers of private power. Emergence of workers trade unions resulted to an organized system with a common bargaining power. Proponent of workers' rights in the eighteenth century was Magna Carta who was hailed by Pope Leo XIII (Fox-Hodess, 2022).

Engwicht and Grabeck (2019) states that the trade unions movement began during the industrial unrest in the 18<sup>th</sup> century when Britain was transformed from agrarian and rural society characterized to by factories, mines, and textile mills. The conditions in the three industries did not favor the workers, who received low salaries and spent many hours working. They continued to say that as a result of this, the workers joined together and developed strategies to resolve their problems. However, the government created the Combination Acts of 1800 to prohibit strikes by employees and terming the action illegal. According to Engwicht and Grabeck, a worker who engaged in a strike was subjected to two months of hard labor or three months in jail. Instead, the workers went into a protest to boycott the Combination Acts of 1800, which was oppressing them. In turn, the government developed measures to restrict workers from creating trade unions. This is in line with what was happening in Kenya at the onset of trade the unions, Engwicht et al., (2019).

According to Stuart et al. (2017), the labour union is an organization that protects employees from the employer with aiming to realize organizational common goals by bargaining for teachers on issues related working conditions, covering and protecting for their pertinent interests through engagement in collective action. Similarly Omodan and Bekithemba (2019) points outs that trade unions shoud be treated as workers organisation that bring them together for a common goal in key areas, such as good working conditions in their workplces.

Omodan et al. (2019) growth of a stable working population in developed economies has significantly been influenced by trade union representation in their major role of collective bargaining for employees to gain a more equitable share of the wealth together they create. Trade unions can agitate for improved work conditions and help workers to secure their jobs. It is on this basis that formulation of many other trade unions on the principle of unity is strength. Being united for a common goal suggests that unless workers get united they are likely to be exploited by their employers and hence their grievances are regarded as of less importance. In Kenya, KNUT and KUPPET are two teachers trade unions that have taken this direction to unite their members and remain strong for any bargain requires a concerted effort to go through. Omodan et al., (2019).

Robinette (2018) teachers' trade unions are evidenced in all over the countries across the globe. National Union of Teachers (NUT) was the first to be born in 1870s in America. Majority of the members were women by the end of the 19<sup>th</sup> century who were championed for their rights in employment. Before then women had suffered discrimination and had to make effort to join unions that listened to their plight.



According to a study conducted by Ahammad (2017) established that Trade unions partners with the employers with some element of pragmatism, and recognizing that the new unionisms seem to be corporate and conciliatory to solicit for support from employers and the government in general. Further the unions bargain for the general welfare of employees and to address any raised for the sake of management of institutions

In Europe teachers' trade unions' had a mandate to ensure that they have assisted the instructors to achieve a good functioning system of education. The committee of education that was in place and support education was the European Trade Union Committee on Education (ETUCE, 2018) that stated instructors opportunities to grow are limited do have little impact to change this, therefore instructors require a meaningful and independent say to advocate for them at the level of practice and policy, labor carried out by unions, in order to have a positive change and solve their professional learning needs and their working conditions.

The EUTCE report (2018) established different ways that unions can put into consideration to address the challenges faced by teachers. These include supporting self-organization through identifying and addressing teachers' professional needs, ensuring teachers' voices and their interests by creating a negotiation plan that geared towards social dialogue, ensuring that teachers have access to professional development to meet the need to train educators, Promoting public sensitization and awareness about education with a view of changing their perception about investment in education and bargaining for resources to strengthen alliances that create partnerships. The trade unions main objective was to influence teachers in

professional development, give them a voice, and improve their working conditions, where most people are suspicious about their role and benefits (Hargreaves, 2019).

Jackson et al. (2011) postulates that employees can assume a union as a group that is geared towards improvement of members working conditions that are not satisfactory in a work environment. The aspects of work that workers complain of are such as remuneration, chances of promotion opportunities, behaviour towards them by supervisor, job satisfaction and work regulations. Nzuve (2010) found out that trade unions' have a duty to ensure effective and lasting relationship between workers and employees for the well being of an organisation. He continues to state that employees form and join trade unions because to them it is beneficial in terms of economic benefit if well managed.

A study done in Tanzania by Tanzanian Trade Union(TTU) (2009) indicates that teachers encounter challenges of all manner of complications that requires quick solutions to enable them lender services in aid of school management. Some of the challenges range from poor remuneration, lack of good working conditions, no motivation strategies and limited professional growth among teachers. Generally they develop low self esteem, no work morale an experience if not quickly arrested can lead to a total downfall of an existing system and thus compromising the quality of education. The study further found out that there was need for the various stakeholders, educational organizations to give solutions to the problems faced by teachers and learners when they are working maintaining the status quo in education (TTU, 2009).

In 1911, the first system of education that was formally recommended in Kenya, introduced the department of education that was headed by a director who in turn was assisted by a messenger. In 1932 Kagumo Teachers college was opened as a result of the rapid developments in the country. In Uganda there was emergence of Makerere Teachers training College that specialized in training teachers from African countries of high calibre, T2 and T1 grades who were capable to work at the same level with Europeans, in intermediate and secondary schools, respectively. It was notable that there there appeared mistreatment and discrimination against the blacks African teachers that appeared in the early 1934 and this led to Kenyans to make an attempt to formulate their first teachers union namely; Kenya African Teachers Union (KATU) was totally rejected by the white government with a lot of allegations following them, (KNUT, 2020).

Lagat (2001), the management of secondary institutions is vested in the hands of board of management(BOM). He continues to observe that the BOM are incharge the daily running of institution as well as the general welfare of teaching fraternity and non teaching staff. The Basic Education Act (2013) states that the BOM is mandated to ensure that quality education is provided within the institutions, develop school policies , provide adequate infrastructure such classrooms, laboratory, and library, monitoring curriculum development and participate in decision-making on financial matters.The BOM has further mandate of recruiting and firing workforce in an institution. Lagat (2001) reports that successful principals practices collaborative management that involve BOM. Efficient management and leadership of secondary schools in Kenya requires strong teachers' trade unions to agitate for better terms of service that will keep teachers in schools for better and peaceful management.

According to Itabari (2016), the main objective of a trade union encompasses ways and means of regularising relations between workers of all walks of lives with various descriptions and employers' associations to enable them achieve the mandate of their formation. The comprehensive membership base give power to trade unions system and offer equitable distribution which they all tend to promote in the main quartors and institutions that are made strong by the rank they take in the unions.

Punter and Glennis, (2005) observe that by this they become more powerful to be able to engage in collaborative bargaining in order to derive successful outcomes (Punter & Glennis, 2005). They continued to point out that the commission from the initial stage knowingly rejected the requirement of Vision 2016 of promoting income distribution meant to engage in a distribution of income in more equitable manner that maintains the clarion call for many individuals to participate successfully in a manner meant to improve standards of living.

However, teachers' unions such as KNUT and KUPPET have occupied teachers in trade union activities such as policy analysis, carrying out campaigns globally for education, and promoting improvements in quality of education. Locally, a number of trade unions provide services to their members. Some of the services provided to members are professional development, campaigns on members empowerment, professionalism, giving advances in terms of credit to members and conflict resolution in unfair treatment. By so doing, teachers' trade unions are known to have two roles as support for the teaching fraternity and as well as keeping check and accountability on the education system (Mundy et al., 2007).

According to Mundy et.al (2007) teachers' trade unions major role was collective bargaining for better remunerations. Trade unions are more focused on working

conditions to include working hours, leave's entitlement, promotion guidelines and retirement pension. The employer is expected to meet all the needs and trade unions to foresee that the promised benefits are given to the teachers and in time. For this to succeed, the employer expects a good number of members to have their needs met and addressed. From this point it became mandatory in Kenya for KNUT to have their membership employed anew. Nkomo and Cox (2010) established that this was necessary for the trade union to have the numbers enable collective bargaining as formulated in the Tsc policies.

Kamau (2003) observe that teacher's trade unions has a duty to ensure that favourable working conditions, empowerment of teachers, career growth, sustainable motivation strategies contribute to job satisfaction for better performance in schools. He argues KNUT from its conception has been concentrating on making bargains for teachers who the members at the expense of learners. The union has been protecting teachers plight, going for industrial action when their issues failed to be addressed by the employer, seemingly forgetting learners who have their own expectations in school. KNUT and KUPPET have championed teachers rights at the expense of learners and therefore it become important to understand and have interpretation of the influence of KNUT and KUPPET role in management of public secondary schools and their impact on educations and societal implications in respect to learning (Kamau, 2003).

In Kenya trade unions have a provision in the Kenyan Constitution together Act of Labour Relations that give Freedom to associate with others people and groups to the already formed trade unions. It states that every worker has authority to forward ever engage or take part in carrying out all the activities together with other known

programs of a trade union and can also choose to leave a trade union if they so wishes (Kenya Constitution, 2010).

According to this Act, already formed trade union mainly has a goal of harmonising relations between workers and employers. A trade union is entitled to engage in bargaining for better work environments and remuneration for the unionists. Union stands for strong relationships among employers as well as with workers in promoting and protecting freedom of co-existence, agreements on collective bargaining , ways and means of resolving disputes. Precisely, trade unions go into negotiation to improve work rules on wages paid to the members, rules set to govern hiring and firing of workers, workplace complaint procedures, the kind of criteria used for promotion of workers, workplace measures for safety, benefits accrued to the work they do and policies guiding general institutional management. The negotiated agreements by the union leadership are legally binding both to the members and that of the employer. (Kenya Constitution, 2010).

The constitution continues to prostrate that no one can prevent a prospective worker to become a trade union or cease to be a member of trade union; bar existing or would be employee from doing any legal right allowed to him or her under the Labour Relations Act. Act (2007) of Labour Relations allows an employee who is more than 16 years to register at will and take part wholly in the mandates of a trade union but will not be allowed to take senior management office of the trade union if under the age of 18 years. Most employees of Teachers' Service Commission , the youth, are within 18 and 45 years and thus they qualify to be members of trade unions according to the Kenyan constitution (2010).

According to Article 41 of the Kenyan Constitution, legally recognized trade union and any registered employing organisation jointly with the employer are allowed by the law to engage themselves in collective bargaining for the benefit of their members. According to the Act (2007) of the Labour Relation, explains what a collective agreement is and states that a written agreement concerning terms and work conditions agreed upon for the trade union together with the employer, any formation of groups and employees formation.

According to Labour Relations Act (2007) the Act allows any trade union, organisation of employers and the employer to legally engage in a collective bargaining for the purpose of representing their members' grievancies. Effective collective bargain requires the employer to understand and accept the laid down rules for procedural bargaining and expected to respond accordingly to the proposals made by the union in an understanding and appropriate manner. The employer is responsible for providing the team with reasonable resources and necessary information to the unions to enable them engage rightfully in the bargaining process. Those involved in bargaining to be ethical enough and keep the information provided by the employer as confidential as possible.

A collective bargaining agreement becomes a legal document approved by the senior administration officers of any given employer as a legal requirement. The requirements of the collective agreement becomes legally binding and are included into the employment contract of every single employee who are now covered by the collective bargaining agreement (Constitution of Kenya, 2010).

In Kenya workers are have a legal provision to go on strike if their demands are not met by the employer as long as they are within the law and this is recognized by the constitution of Kenya as a fundamental right for the workers. The constitution states that compulsory recourse to arbitration, extended and complicated conciliation and mediation procedures to be tried out before the strike action is undertaken but it should be noted that strikes are not accepted to the workers who are engaged in essential services' (Constitution of Kenya, 2010). The constitution continues to state that strike means halting of work by employees in the sense of acting in solidarity, or in togetherness agrees to refuse or in common refuse to understand how they can continue to work so as to compel the employer to listen to their claims and respond appropriately and acceptance of any placed demand that has been orchestrated by trade dispute.

Further, peacefully organised strike is treated as legal and is allowed by the constitution if avenues and ways of dispute resolution fail to work. The union Membership to be allowed to go strike have a mandate to inform the employer together with the Labour Ministry at least 7 days earlier before the planned date of strike. Those that are on strike are legally not allowed to coerce others to participate in the strike and if they prefer to go back to their work they are allowed to do so without any action taken to them once the strike is over. In this sense, workers are protected and are allowed to participate in the strike because it is legal and protected that complies with the provisions of the Act. An employer has no right whatsoever to call off or take disciplinary measures whatsoever against any striking worker or undertake a civil proceedings against any person for taking part in a protected strike.



In Kenya, the trade unions presently concerned with the welfare of the teachers is KNUT and KUPPET. The major roles of KNUT involves ensuring teachers remain united, advocating for improved working conditions, dispute resolution, and encouraging programmes meant to improve teachers' welfare and their socio-economic status better standards of living (Makuthu, 2016). Similarly, KUPPET plays a central role in uniting teachers, capacity development of teachers through seminars, and negotiating for the teachers with the employer. Therefore, KNUT and KUPPET play a pivotal role in ensuring good working conditions for teachers. In addition to unionization, the socio-demographic factor could also influence teachers' satisfaction with working conditions.

Mukuthu (2016) states that trade unions have severally failed to address teachers' financial issues which has led to incidences of strikes organized by teachers in the country. The teachers usually leave learners on their own, leading to unforeseen repercussions in the education sector. The time that teachers are out of schools is lost teaching time and it is doubtful whether that time is compensated for or not after their issues are addressed. It was therefore necessary to conduct a study to find out how teachers' trade unions influence management of public secondary schools in Kenya. The trade unions concern mainly focuses on teachers welfare without much attention to what happens to the learners' performance and their future. The study established the influence of trade unions in management of schools and how teachers' strikes affect learning in public secondary schools in Embu County. The research examined the extent to which pupils' performance is affected by such strikes.

Makuthu (2016) state that KNUT and KUPPET have been fulfilling their role as trade unions and professional body for better terms of service in the life of

employee. The role provided complete control of the government in connection with responses to the needs of teachers. The two trade unions hold government accountable in regards to their service delivery regarding issues agreed upon with the employees. KNUT and KUPPET influence the standards of education offered and permanent employment for the teachers and how teachers satisfaction help them to participate in the management of public schools they serve. The two trade unions ensure that members are given opportunity for self growth, have the required skills to go along with the cost of labour (Makuthu, 2016).

Chepkwony and Oloko (2014) observes that the unions have been aggressively championing for the rights of the teachers, through law courts, strikes, work boycotts and demonstrations leaving the other function of rendering quality education unattended to. This is clear due to the monitoring and disciplinary actions on teachers sorely being done by the employer. The unions' inclination towards teacher's welfare is a great shortfall to the other sectors since the other stakeholders in education are left out (Anyango et al., 2019).

Teachers' satisfaction with working conditions is essential for enhanced service delivery. It is noteworthy that teachers satisfaction with their working conditions are more likely to teach well and enable learners to perform better (Nkengne et al., 2021). However, the satisfaction of the teachers with the working conditions could be influenced by different factors, including gender, experience, education, and workload (Kamau et al., 2020; Obungu et al., 2021; Sudibjo & Manihuruk, 2022). Additionally, teachers' satisfaction with working conditions could significantly differ between union members and non-union members. Therefore, there was a need to assess the

influence of teachers' satisfaction with working conditions between union and non-union teachers.

Cowen and Strunk (2015) states that Unions play a pivotal role in ensuring commitment and teachers' welfare safeguarded, thus elevating satisfaction levels. Motivation is the main recipe for school performance. Teachers that are satisfied with their job have a high interest in their job according to (Wenström et al., 2018) thus, high performance. Students' success is bestowed on teachers; therefore, if teachers are less motivated, the chances of low productivity among the teaching staff skyrocket ). Among the factors determining students' success is the motivation among the teaching staff. Generally, job motivation and success are conjoined and are dependent. If job motivation is guaranteed, the chances of success increase. Therefore, the unions help in improving the working conditions of teachers thus, increases the level of satisfaction of teachers and improve on competence in management of schools (Wachuka, 2021)

Kagolo (2014) observes that low teacher satisfaction with dispute resolutions and negotiations is detrimental to the education system. Disputes are diverse and adversely affect education systems globally. However, with the availability of collective bargaining, the dispute has been counteracted successfully in most countries. A classic example is Argentina, where collective bargaining existed in the early 20<sup>th</sup> century (Etchemendy, 2019). It is believed that disputes may arise at different levels, including both individual and group levels. Also, the disputes may be based on personal issues, group status, or reputation (Sternlight et al., 2010).

According to the industrial dispute act, disputes are protests systematically arranged to convey employee dissatisfaction (Hertel-Fernandez et al., 2019). The disputes often manifest in strikes and picketing through unions that serve a common interest of employees. Through the unions, employees decline impunity and lawlessness (Cowen and Strunk, 2015) low wages, and reduced crippling of the mandate of every organization. Therefore, there is need to evaluate the role of trade unions on the teachers satisfaction with working conditions, negotiation for better terms of service, dispute resolutions and motivational strategies in Embu County Kenya.

### **1.2 Statement of the Problem**

Teachers' trade unions engage in the activities that helps in improve their working conditions, negotiations for better terms of service, disputes resolution and establishment of proper motivation strategies to influence management of public secondary schools. The workers trade unions are among the available strategies employed to influence governmental policies with a aim to elevate satisfaction for good performance in their working institutions. The major role of the Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Teachers (KUPPET) is to negotiate for better remunerations for teachers and propelling educational positive changes by including teachers in formulation of schools management policies that results to influencing students' performance.

Several strikes have been called by teachers' trade unions to put pressure on the employer to increase teachers' salaries. Regardless the significance of trade unions, there isscanty information on trade union influence among teachers and principals in Embu County, Kenya. Even though a lot has been achieved in improving teachers' terms of service, Embu County has consistently registered poor performance in KCSE

examinations. This can be explained by absence of learner learning due to teachers strike teachers.’ Teachers trade unions pay no interest to the learners who are left on their own and when the teachers resume, it is not clear whether time taken meant for learners is compensated for or not.

However, the research previously done mainly concentrated on unions effectiveness in executing their mandates according to (Bascia & Osmond, 2012), education policy and reform (Kerchner et al., 1998; Bascia, 2009), teachers’ trade unions are known to take part in national politics and political intrigues (Webster, 2007; Babeiya 2011). Therefore, evidently there exists little empirical information about the influence of trade unions’ efforts other than fighting for teachers gains and limited study has been done on assessing to what extent teachers’ trade unions influence management of public secondary schools. A lot of the studies done have concentrated on the role of teachers’ trade unions in schools and member recruitment. This kind of situation has shown conceptual and contextual research gaps that the present study sought to address.

### **1.3 The Study Purpose**

The study purposed to find out the influence of teachers’ trade unions in management of public secondary schools of Embu County, Kenya.

### **1.4 Objectives of the Study**

Research objectives were;

- i. Investigate teachers’ trade unions role in addressing teachers’ working conditions in public secondary schools in Kenya.
- ii. Examine the effect of negotiations for better terms of service for teachers in Kenya

- iii. Determine the influence of teachers' trade unions in resolving disputes among stakeholders in management of public secondary in Kenya
- iv. Find out the influence of teachers' trade unions' on teachers motivational Strategies in public secondary schools in Kenya.

### **1.5 Research Questions**

The following questions guided the study:

- i. What is the influence of teachers' trade unions in addressing teachers' working conditions in public secondary schools in Kenya?
- ii. How do Teachers' trade unions negotiations for better terms of service for teachers' affect management in public secondary schools in Kenya?
- iii. What is the influence of teachers' trade unions in resolving disputes among stakeholders in management of public secondary schools in Kenya?
- iv. How do teachers' trade unions influence teachers' motivation in public secondary schools in Kenya?

### **1.6 Limitations of the Study**

In the present study the term limitations refers to anything that interferes with the manner in which problems are solved and hence making study to be difficult thus reducing credibility of the findings (Ngechu, 2006). In this study, the schools in Embu County were widely distributed and made data collection within anticipated time not to be possible. To mitigate on this the researcher extended the time to ensure that all the schools were reached. The cost of data collection was inflated especially in transport and in other extreme cases some of the respondents were asking for money and the researcher had to give. Some respondents were not available and the researcher had to make another visit. Others were not willing to take part in the study

for various personal reasons but the researchers allowed time to convince them and finally the study was done.

### **1.7 Delimitations of the Study**

Most participants of the study were available since most of the participants were found at station of work and classrooms. Respondents were willing to provide accurate responses that were in line with questions asked to the best of their knowledge. Furthermore, all the respondents were conversant with English language and thus easily understood the researcher and also the test items that were presented in the questionnaires and the interview schedules.

### **1.8 Assumptions of The Study**

The study assumptions were superseded because the respondents gave honest information out of their own accord and their honest information made the study to be conducted smoothly. The respondents sampled shared homogeneous characteristics since they came from the same County. The respondents understood the language used within the data collection instruments and were able to complete answering the questions within the allocated time period. The study also found out that Teachers' Trade Unions influenced students' academic performance through addressing teachers' working conditions, negotiating for better terms of service, by resolving teachers' disputes amongst stakeholders in learning institutions and enhanced motivation for better performance. The study respondents the were truthful, cooperative and gave useful responses to the questionnaires.

### **1.9 Significance of the Study**

The Teachers service commission may realize the influence of teachers trade unions in management of public secondary school and support their bids without much pressure. The teachers who have not registered to be trade unions may realize the

influence of trade unions in public secondary schools and join without being coerced to. The trade unions may realise the need to improve on their skills in bargaining for the members and put more effort in continuing to agitating for better working conditions, develop new strategies of dispute resolution, and enhance motivation strategies among teachers for better performance. The trade unions may draw an elaborate framework for compensating the time lost during the strike to enhance students' performance. Given that teachers' trade unions advocate for their members, education stakeholders to engage in public campaigns to encourage all teachers to register with trade unions to increase solidarity. The government may work alongside teachers' trade unions to solve teachers' grievances before they go on industrial action to ensure students get quality grades.

### **1.10 Scope of the Study**

The scope of the study was all the public secondary school teachers from Embu County. The study also targeted KNUT and KUPPET officials and one county director of Education. The study assessed the influence of teachers trade unions management of Public secondary schools.



### 1.11 Operational Definitions of Terms

<b>Empowerment:</b>	In the present study the term refers to powers or authority given to a person to undertake something for personal and community benefits
<b>Influence:</b>	The term has been used to refer to ability of a person to affect character, personality, and development of someone or something. The change may be direct or indirect.
<b>Job Satisfaction:</b>	This was the teachers' ability to contend with the intricacies of their jobs and assignment
<b>Motivation:</b>	The term was used to refer to gradual internal process that enables a person to focus on the abilities to achieve goals. Motivation involves the behavior of a person.
<b>Performance</b>	This was the mean score in Kenya Certificate of Secondary Education examinations
<b>Professional Development:</b>	Refers to the supportive efforts by teachers' trade unions towards empowering teachers professionally for self growth. in the teaching field.
<b>School Administrator:</b>	The term has been used to mean the personnel who are charged with the role of running of the schools by the Ministry of Education.
<b>School Environment:</b>	In the present study, it is the inter –relationship between the member within the school

community among the members of the school .c

**School Management:**

In the present study it is the handling, directing, guiding both staff and student issues towards good academic performance.

**Professional Development:**

In the present study it is the giving trainings geared to improving teachers skills of work and thus making to grow professionally.

**Trade Union:**

It was an association of workers in a given sector of the economy, which helps to create better working conditions and secure improved wages as well as benefits to employee.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presents the concepts of trade unions, influence of teachers' trade unions in addressing teachers' working conditions, the effect of negotiations for better terms of service on the performance of teachers, the influence of trade unions in resolving disputes among stakeholders and motivational strategies to ensure good management of secondary schools in Embu County, Kenya. The chapter also covers theoretical framework, the study's conceptual framework, summary of the literature review and the identified research gaps.

#### **2.2 Concept of Trade Unions**

Mccollow (2017) perceived that in USA trade unions were organisation formed to serve and cater for the teachers interests and their welfare together other education stakeholders in their working places. In US trade unions have addressed different questions regarding the extent to how an industrial and professional orientation have to be adopted. A variety of special type models of teachers unions are already sorted out and singled out as well as several strategic alternatives that trade unions apply. Like in other countries, trade union have been characterised by confrontation and hostility by the states.

Various studies done on trade union in Europe are directed to the influence of trade unions in management of public schools. Research work conducted by Robert (2020) on teacher unionism and educational sciences has showed that there exist a close relationship between teachers' unions and democratization. In any democratic society, active teachers trade' unions negotiate for their members professional demands and

democratization in schools . In this context,“ democratization” refers to offering opportunities for students secondary, who were disadvantaged because of classes that existed before the Second World War that denied them opportunities to achieve these levels of education. However, in Europe teachers ‘trade unions have participated different ways in line with policies of democratization since the 1960s.

Robert (2020) during colonization, several European countries for a long dictatorial periods, teachers trade ’ unions had no role to play but after democratization emerged as real actors in educational policies. In countries such as Portugal, teachers ’trade unions and have actively participated in agitating for welfare of teachers since the late nineteenth century. During the period 1969 to 1974, teachers trade unions created “study groups” in secondary education. Teachers trade unions started by getting involved in the participation of Carnation Revolution and structuring of a genuine teacher unionism, as a means of improving training of teachers in the late twentieth and early twenty-first centuries.

Robert (2020) continues to state that, in Spain, the organisations of teachers’ trade union previously worked closely and within the authoritative machinery and finally transformed into institutions of democracy and later the neoliberal economy was addressed. Teaching profession was politically placed under investigation because the unionists were treated as liber. Robert (2020) continued to observe that in Italy, teacher unionism came into emergence in the 1960s in particular to stand opposed to the fascism of the 1920–1945 period and they had to subsequently to accept the neoliberal pressure that was heavily placed on the teaching profession. These changes limited the ability that is provided by the teachers unions for democracy and resistance that is confirmed by the example of new “illiberal” in Italy.

Robert (2020), teachers' trade unions resulted as stakeholders and recognised in educational policies as well as the commonly acceptable tool of management in teaching. In England, NUT and NAS are two teachers unions that have tried to evade the perception that they embrace political parties the same way trade unions are and assume instead to be considered to be guided by motivation in the profession. The professionals are known for their formulation of educational policies that are actually being sincere and genuine and outstanding. Furthermore, the earlier policies are in line with educational democratization and have been certified by English democratically designed policies (characterised by the initiation of comprehensive schools), it is notable that the latter is more acceptable than the others and focuses towards the grammar school model.

Robert (2020) observed that since 1997 notable that teachers' unions that are firmly grounded such as NUT have to be at peace and bear with the present educational governance and leadership. The trade unions had to conform with the New Labour governments as well as their differences in governance between them in terms of new modernization that requires performance evaluated for appraisal. This is to ensure promotions are availed as well as equitable and adaptability in terms of modernization. There is clear difference between these elements of modernization that need the evaluation of performance and those that promote equitable and adaptability while thinking about democratization and its importance.

Robert (2020) study in France, Berthoin decree put forward in 1959 at the onset of democratization made it compulsory for schooling up to 16 years, the main concern was on the level of second degree and clarified to the surrounding the imagination of what came to emerge as the unified secondary school that was being referred to as

college through the loi Haby in 1975. The evidence of this debate have stayed on since the 1990s. The main question in this idea it should allow schools to be use to the profile of sociology of most of their pupils. By so doing the risk becomes of lower standards or should they continue maintaining high-level requirements in line with traditional disciplinary divisions. The aim of avoiding disdaining the learners and also to offer them an opportunity to access important areas of study institutes and the same cannot be taken to be professional cultures, which remain strongly distinct, Robert (2020).

According to results of a research done by Bryson (2011), in the area of the influence of trade Unions in Asia pacific, he pointed out that trade unions faced bottle necks including lack of authority promoting the right and to plan collective bargaining, no protection of migrants employees rights, no free movement and child enslavement, gender imbalance, increasing labour mobility a lack of social security together with persistent poverty.

Mutuku (2015) observed that teachers trade unions in African countries have joined together to form Pan Africa teachers Centre (PATC) which works as a common body known as worlds Teachers body that promotes the welfare of teachers in their countries. The organization examine the issue interest of teaching and the government. They do negotiate for reforms by extending reforms to develop education in their mother countries. Teachers trade Unions are mandated to promote quality education in the countries they serve. Their initiatives are together with sensitizing teachers to take part in good school practices of carrying out sensitization programmes to enhance curriculum implementation and taking a leading role in developing materials to support the curriculum.

According to Babeiya (2011), a trade union is a membership-based organization whereby members are mainly workers, and the main aim is to protect and improve the interest of the employees in the workplace environment. Employees join a trade union to gain pay raises, protection of their rights, and better working conditions of teachers in Tanzania. Organizations at different levels have acknowledged trade unions because they assist in developing a collective bargaining agreement, that plays a crucial role in overall performance and success.

Babeiya (2011) observes that trade unions have multiple roles, which include negotiating the agreement with the employer, discussing changes in the organization, addressing members' issues and concerns, participating in disciplinary meetings, and providing legal advice. The leadership of the trade unions, which acts on behalf of the union members, who are the employees, primarily conducts these responsibilities.

According to Terzyan (2020), a trade union is a significant institution that checks beyond the employees in an organization as it helps to develop lasting solutions to various issues affecting the world. Trade unions have received much attention because of their relevance in protecting the interests of the employees, employers, and the nation's economic status. Since ancient time, employees have been represented in a collective persuasive agreement by the trade union, which focus on creating a lasting relationship with the management of an organization. However, today, emerging trends have changed the duties of trade unions in a company despite retaining the ancient responsibilities. Leaders of trade unions engage in partnership with the employer and, as a result, develop an in-depth understanding of the objectives of the business and relate them with the employees' concerns, Terzyan (2020).

Mukandala (1999) observed that Tanzania Africa National Union (TANU) led the struggle for the nationalist of Tanzania in attaining self-government that gave a leeway for a little freedom and finally independence for Tanzania Citizens. The formation of trade unions formation was encouraged by 1956 with an approximate number of twenty three unions with a population of 13,000 members.

The greatest achievement of Tanzania was in the successful formation of trade unions in Tanzania was Tanganyika Federation of Labour (TFL) (Mukandala, 1999) the trade union that was formed in 1955 to serve the two territories. This was perceived as a very significant achievement because it came about during the struggle for Independence with the peoples national movement led by TANU and on the other hand the formed unions movement led by TFL. The two trade unions combined effort to dislodge and fight the white administrators who were the common enemy for the people of Tanzania who dominated their country as colonialists. TANU and other trade unions went hostile with each other after peoples' liberation because each formation was struggling for themselves to gain numbers and fame, Mukandala (1999).

Babeiya (2016) in his study on trade unions established that workers trade unions were not allowed to enjoy any freedom of carrying activities because they were being controlled by the state which was their main employer. Since its inception in Britain, trade unionists have been perceived to be the strongest persons who engage in different actions, which lead to increased salaries and their working environments. According to Chase (2017), trade unions experienced difficulties with a poor relationship with employers who treated them as strangers. For instance, trade unions



engaged in threats and violence in England, which characterized strikes to improve workplace conditions.

Chase (2017) continued to say that during the strike, the trade unionists forced the employers to offer adequate and effective pay concerning the amount of labour and time provided. In the business environment, trade unionists made decisions that had a high level of intimidation to the government-granted monopolies and cartels. Through the collective bargaining agreement, trade unions established a strong foundation to partner with employers and employees.

According to Chase (2017), trade union movement began during the industrial revolution in the 18<sup>th</sup> century when Britain was transformed from an agrarian and rural society. Rural society was characterized by factories, mines, and textile mills. The conditions in the three industries did not favor the workers, who received low salaries and worked many hours. As a result, the workers joined together and developed strategies to resolve their problems. However, the government created the Combination Acts of 1800 to prohibit striking of employees and term the action illegal. A worker who engaged in a strike was subjected to two months of hard labor or three months in jail. Instead, the workers went into a protest to boycott the Combination Acts of 1800, which was oppressing them. In turn, the government developed measures to restrict workers from creating trade unions which was a total setback.

Bryson and Freeman (2013), the 21<sup>st</sup> century, trade unions have become part of the business that cannot be ignored because of their contribution to increased productivity and performance of the business. For instance, Finland's trade unions are characterized by political interests, company fragments, and labor relations conflicts.

These elements contributed to the upsurge of strikes, which led to development of the first collective agreement in 1990. Over the year, Finland engaged in different issues with the workers and set up the Finnish Employer's Confederation in 1907. According to Bryson and Freeman (2013), the development and rise of the Great Depression and the Fascist movement negatively affected trade unions. As a result, most trade unionists had to quit because they could not stand the pressure from the two movements.

Bryson and Freeman (2013) continue to say that in 1911 formal education system was introduced for the first time in Kenya and this led to the start of Kagumo Teachers Training College in 1932. Thereafter Kagumo in Kenya and Makerere in Uganda specialised in training teachers of African teachers' of high calibre, Teacher2 and Teacher1 to work alongside Europeans in intermediate secondary schools. The problem of mistreatment and sidelining African teachers, showed very early in 1934, and Kenyan teachers tried to form Kenya African Teachers Union (KATU): this was brought down by the colonial authorities.

Mwathé, J. W., (2018) KNUT and KUPPET are the famous trade unions for teachers and workers representing learning institutions Employees in general. The employees who joined Kenya Union of Post Primary Education (KUPPET), put emphasize to have the union registered as a trade union in the year 1998 to be responsible for challenges originating from sectoral representation among teachers and other workers in the learning institutions. KUPPET'S has majorily conducted their mandate guided by the Motto: to service in justice and integrity. The unions came at time when teachers in secondary and college needed a union that would give them a forum to voice their issues that were affecting service delivery in the workplace. The formation

of KUPPET was a big relief for post primary workers and government in the sense that they now have a platform suitable to represent their long standing issues to the immediate employer.

Mwathie, J. W. ,(2018) states that Kenya National Union of Teachers (KNUT) became strong in 1957 because the strong will-power drove its formation, at the time when education sector critically needed a union to serve the the growing population of its employees and the noble leadership it has shown since its formation. The union had over 70 branch offices all over the country and that the union has the widest network in Kenya. KNUT has drawn a huge size membership of approximately over 200,000 countrywide. Each member make a contribution of 2% of the earnings to the union, empowering it financially that gave it a good foundation as an added advantage to its actual physical presence.

Okumbe (2001) cited by KNUT (2010), KNUT was formed when African employees in learning institutions needed a national body to represent them in the matters of exploitation exhibited by their various employers, such as: Governments employees in primary and secondary schools who were Europeans; those that were of African nature served African secondary schools. These were were African serving in African secondary schools; Missionaries served employees in primary schools; the government served both primary and secondary school employees who were mainly of European origin; and African employees service for African secondary school teachers.

This structure made workers to be under different conditions of work and different terms of service. A teacher trainer known as Mr Kioni a trainer in Kilimambogo

Teachers Training College gave up his teaching profession in 1960 in order to give his full time service to the union. From this point, the union was built to be a powerful national institution. KNUT was registered legally on 14th May 1959 (Okumbe, 2001 cited by KNUT, 2010).

KNUT (2010) state that Constitution regarding membership is defined as all those registered as employees or workers working in post primary schools, public and private and including all primary schools employees, all teachers in high school, all the employees working in technical training institutes, all trainers in colleges of technology, all training centres including special educational school for teachers in early childhood education. KNUT is known to be the most active union in Kenya and has a wide membership across the country. KNUT create a national topic whenever it call its members for action and causes jitters to the government because by nature it is a national concern. For instance KNUT called for the most intense strike in 1997, to bargain for a 300 per cent salary rise for its employees (KNUT, 2010).

Bryson and Freeman (2013) states that several reasons made it necessary for Kenyan teachers to form a union such as teachers being harassed by the then school supervisors without any particular point of reference in terms of ground rules. Another reason was that teachers and workers were denied certain basic rights like medical allowances, pension leaves and other more essentials. There was known brutal racism and discrimination against African teachers on housing and allocation of duties. The white were openly favoured in all gainful circumstances like in cases of boarding schools. The other reason was to look into the matters concerning salaries paid to African teachers and workers vis-à-vis what European teachers who were on the same cader and teaching at the same level (Bryson & Freeman 2013).

Bryson and Freeman (2013) continued to observe that from 1934 to 1957 was a long wait for teachers, almost a quarter of a century before they boldly succeeded in being allowed to form a teachers trade union. On 4th December, 1957 Kenyan teachers united with one accord to form the Kenya National Union of Teachers (KNUT) and was founded at a conference held at DEB School of Pumwani in Nairobi. The union was launched in 1957 and later it was discovered that there were many grievances that were already outlined and could not be addressed because the various employers were not willing to negotiate for anything that could benefit the teachers. With the incoming of (KNUT) the colonial government was forced and pressurized to establish by legislation to come up with a single employer for teachers with whom they could hold negotiations for the benefit of teachers Bryson and Freeman (2013).

Otenyo (2016) stated that this idea was not welcome by the colonial government because they foresaw additional pressure along with a series of strikes from 1962 to 1966 for the young independent government that had not established itself for such a move of a single employer. The one employer was to be the Teachers Service Commission (TSC) that was established legally with an Act of Parliament of (Cap 212) towards the end of 1966 and immediately became operational to serve Kenyan teachers from 1st July 1967.

According to Otenyo (2016), the trade union movement began during the colonial era in the 1950s. Fights characterized the era as the colonized wanted to get independence for the nation. The actions of the Trade Union were minimal because of the rise of the concepts of nationalism and the ability to realize an independent nation using the majority rule. Kenya became independent in 1963, and during this period, trade unions laid a strong foundation by creating the Kenya Federations of Labor (KFL).

KFL facilitated the creation of the Central Organization of Trade Unions (COTU) as a restricted independent institution (Otenyo, 2016). Despite restrictions from the government, COTU managed to find its Role in the newly established republic. Consequently, through gradual development, COTU was involved in establishing the Kenya National Union of Teachers (KNUT).

Otenyo (2016) state Kenya Union of Post Primary Education Teachers (KUPPET) idea was hatched in 1985 because of the pressure from the undergraduate education students at Kenyatta University needed better terms and conditions of service for young graduate teachers entering the teaching profession. Interm of employment status teachers were discriminated against on first appointment and yet other professions were favoured and recruited on higher job groups by the same government. The first move to register the new Union was in 1993 a move that was thwarted when a rival union (KNUT) obtained court orders to stop its registration for fear of loosing their members to the new union.

Otenyo (2016) states that over and above, in 1998 on 26th November, under TU/136 registration number KUPPET was registered as a union. The newly formed teachers union was to give solutions to pertinent problems of representation of employees in post primary institutions in the employment of Teachers Service Commission (TSC). Members wanted a Union that would advocate for the establishment of reasonable ethical and workable policies that would ensures job security and promoting fairness and giving justifiable resolutions to their members' grievances related to work environment. The union was also to negotiate with the government of Kenya and its related agencies for offering better terms of service and good conditions of

employment and thereto formulate negotiation procedures and clear representation including promotion and other packages, Otenyo (2016).

Otenyo (2016) observes that Kenya Union of Post Primary Education Teachers (KUPPET) was formed with the following aims: To advocate for the establishment of Sound Ethical and Professional policies that guarantees job security and fair solution to the members' grievances; to make every endeavour to organise all the teachers in the post primary institutions and to ensure absolute unity of the members for effective and efficient representation; to promote, improve and develop ethical principles to inculcate responsibility among the teachers to guarantee their health, professional, social and economic well-being; To develop knowledge capacity of members by sponsoring them for seminars, regular symposiums and workshops locally and internationally; to organise lawful processions or demonstrations to promote the members' freedom of expression and collective rights; to participate in all matters aimed at providing quality education and formulation of sound policies towards common system of education; to make every endeavour to promote effective representation locally, nationally and internationally in collaboration with such other related organizations and/or agencies to protect the teachers' interest and education generally; to negotiate with the government of Kenya / its agencies, any public or private institutions offering education or related services better terms and conditions of employment and thereby formulate clear representation and negotiating procedures Otenyo (2016)

The inception of Kenya new Constitution 2010 on chapter four sub article 36 and 37 gives powers to any person in Kenya to peacefully assemble, to demonstrate to picket

and to present petitions to public authorities. Every person has a right of association which includes right to form, join or participate in the activities of an association of any kind. At the same time, members shall not be coerced to join an association of any kind. It is on this basis that teachers trade unions membership are voluntarily and do agitate for the welfare of their members.

Bryson et al. (2013) in Kenya, trade unions have been acknowledged and okayed to practice by the law and by legislating the law that guide and regulates trade unions activities and trade collective bargaining disputes. The Parliament, do provide for registration, regulation, management and democratisation of trade unions and employers organization or federations, to promote sound labour relations through the protection and promoting freedom of association, the encouragement of effective collective bargaining and promotion of orderly, conducive to social justice and economic development and for connected purposes. Labour Relation Act (2007) gives employees right to freedom of association. Every employees is entitled to right to participate in forming a trade union or federation of trade unions, join a trade union or leave a trade union. A member has rights to fully be involved in its legal activities of their union without discrimination placed on employees or any person seeking employment for exercising their right. The Influence of Teachers Trade Unions in Addressing Teachers' Working Conditions on management of Public Secondary School

Simuyaba (2020) observed that the teacher's trade unions in Kenya advocates for better working conditions for teachers. This includes campaigning for higher salaries, more resources, good working conditions, addressing improvements for teachers, and working to ensure that the government hears their voices. The trade unions have



successfully secured some improvements for teachers but is still campaigning for more to be done. Some of the better conditions teachers have been campaigning for include higher salaries, more resources, and improved overall working conditions. Teachers believe that if given better salaries and more resources, they would be able to provide a better education for their students. The KNUT has successfully secured some improvements for teachers but is still campaigning for more to be done. In recent months, the Union has been calling for the government to provide teachers with more resources and improve their salaries as well as working conditions, Simuyaba (2020).

Simuyaba (2020) continues to say that in Tanzania, TTU (Tanzania Teachers' Trade Union) directly influences school and student performance. Teachers' morale and motivation improve due to the European Union (EU) ability to negotiate better compensation and working conditions. The TTU also offers teachers assistance and materials to help them be more productive in the classroom. The TTU's lobbying activity also ensures that the government funds education adequately and that schools are adequately resourced.

In their study, Lester et al. (2021) argue that the TTU indirectly impacts school and student performance through its effect on government policy. The TTU can petition the government to promote reforms that would benefit education. In Trinidad and Tobago, for example, the TTU was essential in fighting to establish the free school uniform policy. This policy has improved school attendance and student achievement. This legislative adjustment has improved many instructors' quality of life while benefiting kids' learning.

Okebukola and Jegede, (1989) observes that teachers are faced with numerous challenges, both professional and personal, globally. Though teaching was considered one of the least stressful occupations in the 1970s, it is currently a stressful profession. Teachers are forced to confront numerous challenges, including poor working conditions (Chireshe & Shumba, 2011). Poor working conditions lead to reduced productivity, poor performance, reduced morale, and reduced delivery. Therefore, effectively considering teachers' working conditions is essential for enhanced satisfaction and delivery.

Teachers' working environments depict important role in enhancing high-quality education among learners (Liston et al., 2008). To enhance high-quality education, schools keep highly qualified, experienced, and talented teachers qualified and productive teachers are subjected to poor working conditions, it reduces productivity. Therefore, school administrations should factor in the teacher working conditions for enhanced performance. School administrations that offer good working environments retain the best teachers, thus improving performance. Despite the need for school administration to offer effective working conditions, this is not mostly the case. Therefore, trade unions are formed to champion the rights of teachers on this area (Tehseen & Hadi, 2015)

According to Wilkinson et al. (2014) today, education has become an international competitive resource, whereby every person wants to acquire the best and highest quality. Consequently, the demand for teachers has increased at an alarming rate, trade unions depicts a significant role in the collective bargaining agreement as it helps ensure the effective delivery of education services. However, the actions of trade unions tend to affect student academic achievement and the cost of

providing an education that is helpful to learners and that supports educational strategies' efforts.

Wilkinson et al., (2014) through the various contracts in collective bargaining, trade unions have managed to raise teachers' issues such as improved compensation, enhanced labour relations, and security of employees while at the same time raising the cost of providing public education upwards by 15 percent. As a result, the education system has continued to experience reduced complexities leading to an improved learning process and quality educational results.

Amaoko (2014) the Kenyan public are concerned with whether teachers' unions do influence academic achievement of students in our learning institution or not. For instructors, the main concern pertains to establish whether teachers' trade unions work for students academic achievements or failure but how they influence the effectiveness of teachers and schools towards learners' achievement remains in the hands of the management. Therefore, it was on this basis that the present study was designed in Embu County to determine the influence of trade unions on students' academic performance.

Amoako, (2014) says that the development of teacher unionism in Ghana dates back to 1926, when the colonial government formed the Government School Teachers Association (GSTA). The GSTA was primarily a professional organization concerned with Gold Coast teachers' professional development rather than championing the demands for improved salaries and work conditions (Amoako, 2014). The GSTA, which started in Cape Coast, soon expanded to other areas and, by 1927, had about 62 branches across the country.

According to Amoako (2014) trade unions in Ghana benefited both teachers and students. The success of teachers in climbing the promotion ladder depends on the learner's academic results. Trade unions played a significant role in facilitating the promotion of teachers by advocating for the success of collective bargaining agreements in terms of teacher working conditions. Despite this impressive beginning, very little is known about the development of the GSTA in later years. By 1950, various associations affiliated to various churches, various levels of education system, subjects, and qualification had been formed.

Amaoko (2014), observes that the Methodist, Presbyterian, African Graduate School Teachers Associations (GSTA), Catholic schools teachers unions, The Mathematics Teachers Association and the Teachers Training College Teachers Association joined together to form a very strong organization. GSTA was renewed later and re-branded with a new name as the National Union of Teachers (NUT) during this same period. However, the cooperative relations of trade unions have been conditioned by the ability of the state to improve teachers' conditions of service, salaries, and education delivery generally, Amoako (2014).

Shivji (2019) observes that the trade unions movement history in Tanzania came into existent during colonial time when permanent labour was introduced. According to the past available records, the first initiatives by various organizations were in 1927. Another African Labour union was formed in August 1937 by the dock employees while in wharfage firm for the purpose of coming together to have a common voice. It is worthwhile to note that Independent Tanganyika Federal Labour(TFL) continued with its mandate to serve the members by defending the workers interests through organized strikes, go-slows boycotts and collective bargaining after independence.

Shivji (2017) observes that the Government leaders who were colonialists by nature took these union activities as the very wrong approaches to air out their grievances after independence. The leaders of Tanganyika African Union (TANU) the ruling party expected the other unions practices to come to an end after independence but that was not to come soon the struggles continued. According to Shivji (2017), the problems experienced during colonial period by trade unionists seriously affected their autonomy as independent institutions whose main mandate was to serve the interests and concerns of workers without government influence. Politically the trade unions that had strong foundation and autonomous attempted to destabilise the new government that had just taken power. The Trade unions at the time were the only centres with structures that were planned.

Ingresoll et al. (2019) states that in Kenya, teachers' trade unions have emphasized on the improvement of professional standards. Teachers' trade unions have always been focused on the management of teachers in-service courses to improve many serving teachers' in academic and professional levels. The role of trade unions is mainly to represent teachers and to promote competence in skills so as to make competence professionals. It is notable that with the involvement of teachers' trade unions with in-service programs portrays efforts of concern that promotes teachers' professional status through their skills and competence. The trade unions influences teachers' career development because most head teachers view KNUT and KUPPET as mandated to enhance professional growth among teachers. KNUT and KUPPET has a professional role of participating in all matters leading to improving education and promoting the national goals and objectives of education system.

In their study, Ingersoll et al. (2019) observed that several conditions might be attached to a teacher's salary. These can include the length of service, educational qualifications, and teaching experience. Some allowances may also be paid for housing, transportation, and professional development. Overall, salaries and allowances for teachers are generally considered to be fair. However, there is always room for improvement, and some teachers feel they are not paid enough for their work. In addition, there can be significant differences in salaries between different countries and schools within the same country.

Fay and Ghadimi (2020) outlined several challenges that can be faced when negotiating a fair salary for teachers. One of the biggest challenges is that governments or other organizations often set salaries rather than teachers. This can make it difficult to negotiate a higher salary, as there may be little room for negotiation. Another challenge is that salaries vary significantly between different countries and schools within the same country. This can make it difficult to compare salaries and determine whether you are paid a fair wage. Finally, it is paramount to recognize that salaries are not the only consideration when it comes to working conditions for teachers. Other factors, such as workload, class size, and support from administration, can also greatly impact how satisfied teachers are with their jobs.

In their study, Symeonidis and Stromquist (2020) observed that teachers' unions could be a valuable resource for teachers when negotiating salaries and benefits. The Union can help to ensure that teachers are being paid a fair wage and can also help to negotiate better working conditions. In addition, the Union can provide support and advice to individual teachers with problems with their salaries or working conditions.

In their study, Salokangas et al. (2020) discovered that professional autonomy is the ability of teachers to make decisions about their practice without interference from others. This includes choosing what one has to teach, how to teach the content and how to assess what student has learnt. Professional autonomy is an important working condition for teachers, allowing them to be creative and innovative in their teaching. It also allows teachers to focus their teaching to the needs of their students. However, it is important to note that professional autonomy does not mean teachers can do whatever they want. They must still adhere to curriculum standards and other guidelines set by their school or district.

In their study, Worth and Van den Brande (2020) there are several measures teachers' unions can take to support professional autonomy. One of the most important things the Union can do is negotiate contracts that give teachers more control over their practice. The Union can also provide resources and support to teachers who want to be more autonomous in their teaching. Finally, the Union can advocate for changes in education policy that will allow for more autonomy for teachers.

According to Nordin et al. (2019), there are several things that teachers can do to manage on their own. One of the most important things is to be organized and plan. This includes creating lesson plans, grading papers, and preparing for classes. Another important thing for teachers is building positive relationships with their students. This includes establishing clear rules and expectations, being fair and consistent, and showing interest in their student's lives. Finally, teachers need to take care of themselves both physically and emotionally. This includes eating healthy, working out, and getting adequate sleep.

According to Iglesias-Pradas et al. (2021), the total number of class lessons that a teacher has to teach learners per week have variations depending on several factors, such as the grade level they are teaching, the number of learners in their class, and the type of school they are working in. Elementary school teachers generally have fewer weekly lessons than secondary school teachers. While the number of lessons per week can be a challenging working condition, it is important to remember that other factors can impact a teacher's job satisfaction. For example, teachers with a supportive administration and having a good working relationship with their students are more satisfied with their job than a teacher who teaches many weekly lessons.

According to Almendingen et al. (2021), there are a few different ways that teachers can allocate their weekly lessons to fit the whole week. One way is to have four days of lessons and one day of review. This ensures that students have a chance to go over what they learned in the previous lessons and also gives the teacher a chance to assess how well the students understand the material. Another way is to have three lessons and two review days. This allows for a more in-depth review of the material and gives the students a chance to catch up on anything they may have missed.

According to Wahyudi (2022), teachers have several rights and obligations regarding their job. One of the teachers' rights that is fundamental is the right to a fair and just working environment. This includes the right to a safe workplace, the right to be paid a fair wage, and the right to be treated with respect by their colleagues and students. They are obligated to uphold the profession's standards, be fair and consistent in their treatment of students, and maintain a professional demeanor at all times. In addition, teachers are obligated to follow the rules and regulations set by their school or district.



According to Mwelwa et al. (2020), teachers can recognize their rights and obligations by familiarizing themselves with the standards of the profession and the rules and regulations set by their school or district. In addition, teachers can ask their colleagues and students for feedback on their performance. Finally, teachers can consult with their Union or professional association if they have any questions or concerns about their rights and obligations.

According to Jabbar et al. (2020), the Union's Role is to protect teachers' rights and advocate for fair and just working conditions. The Union can help to ensure that teachers are being paid a fair wage and can also help to negotiate better working conditions. In addition, the Union can provide support and advice to individual teachers with problems with their salaries or working conditions. The Union can also promote professionalism among teachers. The Union can provide resources and support to teachers who want to improve their professional practice. In addition, the Union can advocate for changes in education policy that will support the professional development of teachers.

According to Naidoo (2019), there are several things that the Union can do to improve the professionalism of teachers. One of the most important things the Union can do is negotiate contracts that give teachers more control over their practice. The Union can also provide resources and support to teachers who want to be more autonomous in their teaching. Finally, the Union can advocate for changes in education policy that will allow for more autonomy for teachers. Despite the importance of unionization in teachers' satisfaction with working conditions, there is the dearth of information on the determinants and influence of teachers' unionization on working conditions perceptions in Embu County, Kenya.

## **2.4 Effect of Teachers' Trade Unions Negotiations for Better Terms of Service on Teachers' Management of Public Secondary Schools**

Mulkeen (2008) observes that traditionally teachers' trade unions put a lot of effort to ensure that teachers jobs are protected and earnings, are provided with better working environments, bargains against teacher being overworked or exploitation. Besides teachers' unions participating in curriculum management such in improving quality of education as well as advancing credit to their members. Trade unions ensures that they bargain for better remuneration and harmonization of salaries as it is the case with other employees in civil service.

According to Mulkeen (2008), teachers working across Africa earn an average salary that is calculated along the country's per capita income. This may lead to an increase in future as countries tend to improve and develop economically. The study's findings are in agreement with others like (Oredipe & Akinwunmi 2000) and Ejiogu (1990) who conducted a study in Nigeria and established that teachers earning low salaries long to earn reasonable salary to cater for standards of living. Their study concluded that with payment of a living salary would give them morale to improve on performance.

According to the results of another study conducted by Bruns and Rakotomalala (2003), it was established that a number of factors believed to significantly explain the above trend. One of the factors identified was an increasing development in regards to the increasing proportion of educated people in the country as well as the proportion of jobs demanding specific standards or achievement level of education as it compared to the teaching profession. Development in a country necessitates an increasing demands in social amenities facilities such more secondary schools classes

with reasonable class sizes. Increasing demands in teacher salaries results to budget deficits in other sectors of the economy since huge budget allocation in education sector can make universal education un-affordable, reducing access to education or increasing class size.

Hollup (2004) conducted a study on the roles of teachers trade unions in Mauritius and established that organizations for teachers have a small area for play in terms of power and scope for collective conviction. Hollup established that trade unions could only make suggestions, submit memos. The members had only an option of protesting against decisions that are made. This scenario given a close scrutiny could either reduce or destroy their terms of service or imagine that they have a say in their struggle to as they continue to fight in defence of their members interests.

Hollup (2004) state that Members of trade unions are entitled to rights and privileges such as vacation leave, ease of transfer, ease on their workload, sharing among themselves available chances for promotions and regular teachers' refresher training to rejuvenates their service delivery. This study failed to explore the aspect of teachers' service delivery in terms of performance or the influence of teachers' unions that was sought to be realized in the present study. Teachers' working conditions in Kenya have never been promising for years. The problem of teachers terms of service has been ongoing and sometimes led to industrial action to take to task the government for better salaries.

Hollup (2004) observed that teachers issues take long to be resolved making them hate the profession rather than embracing it. Teachers' trade unions put a lot of effort in bargaining for good working conditions but there are times when employer go

slow in it making teachers look down on the teaching profession and end up going slow in service delivery in their institutions.

Perry (1977) studies based on some small and medium schools in both urban and rural areas in California concentrated more on unions for professionals and in their study found out that such organizations needed interventions for them to develop. They also discovered that there was an increase in size of the teachers rewards set aside from the overall sum of the countries resources .The treatment increased teachers morale because the unions catered for their interests. Khan (1980) also found out that trade unions impact on teachers in California in the manner they bargain for their wages and to have significant influence on teachers salaries both in short term in the long term.

A similar study was designed by West and Mykerezi (2011) on the effect of collective bargaining agreements on teacher's compensation based on wages timelines and performance pay schemes. The researcher adopted a secondary datasets from School Staffing Survey (SASS) and Teacher Rules, Roles, and Rights (TR3). The results showed that collective bargaining agreement significantly affects teachers' compensation. Besides, the study found that trade unions encourage teachers to receive bonuses concerning their job requirements and academic qualities, not students' academic performance. Teaching as a profession provides an essential service to the community. Without teachers, there would be no education, and society would not function effectively in modern times. Besides, there would be no other professionals, so their remuneration should be commensurate to the services rendered, West and Mykerezi (2011).

In their study, Merkle and Phillips (2018) analyzed the impact of wages on teachers' unions. The researchers analyzed different studies conducted in the past using a meta-analysis model. The study's results depicted that salaries significantly affect teachers' unions and that unions strive to engender professionalism in teaching in terms of salaries drawn. They continued to say that better remuneration is one of the ways of raising a teacher status and rewards of teaching, attracting specialization resulting to experts into the teaching profession and making teachers to concentrated more on the teaching content development and the actual service delivery in relation to good school management.

Merkle et al. (2018) observes that special skills and knowledge possessed enable teachers to qualify for the managerial status in local set up of the society. The positions of managers have special allowances that go along with and this finally lead to professional growth. The trade union's capability in promoting proper management leads to professional status and enables stakeholders to get services from well managed institutions . Further, teaching profession requires collegial mentorships in terms of work performance and conduct. Therefore teachers' trade unions from this background KNUT and KUPPET have strove to ensure that they put a bargain that motivate teachers to join and raise membership to improve their status quo.

In their study, Lovenheim and Willén (2019) analyzed the effects of teachers' collective bargaining agreement on learners' academic outcomes. The researchers found out that there is a statistically significant relationship between the collective bargaining agreement of teachers and the educational results of students. Teachers play various roles both formally and informally in school, outside, and in the community. As leaders, they are recognized as skillful since they spend most of their

time in the classroom assuming leadership roles by offering themselves to assist in the management of the school programs and administration.

Lovenheim et al. (2019) teachers do offer managerial processes in a school system. Traditionally, teachers are associated with formal titles that identify them as teacher leaders. Some of their roles were involvement in the activist movement, participating in union activities, being members of an advisory committee or as a mentor in the society. From this study it can be deduced that teachers trade unions are inevitable in influencing performance in learning institutions. KNUT and KUPPET in Kenya are two giant trade unions that have championed success of schools by supporting teachers through the bargains they make to the employer to improve teachers livelihood.

In their study, Carrillo and Flores (2020) observed that teachers are employed under the specific terms and conditions of service as stipulated in the Employment and the labour Act. These terms and conditions of service established in the Act include the following: Employment on permanent and on a full-time basis, a competitive salary and a good benefits package, working for a minimum of 40 hours per week, annual leave and sick leave as set, maternity leave and paternity leave, maintain teachers professional code of conduct and ethics and to participate in professional development activities as required by the Teachers Service Commission. Teachers are also expected to contribute to the development of the school curriculum, maintain high standards of teaching and learning in their classrooms, and finally participate in extracurricular activities as required by the school.

Carrillo and Flores (2020) study is in line with Kenyan teachers situation because teachers trade unions KNUT and KUPPET involve themselves in bargaining for the

teachers they represent to enjoy salary pay rise, house allowance , leave allowances and other allowances accrued to teaching profession. Teachers support school management in the hope that their demands (CBA) will be heeded for by the employer and thus their needs catered for.

In their study, Rytivaara et al. (2021) concluded that there is no single answer to the question of what effect negotiations for better terms and conditions of service have. It depends on the specific situation in which the negotiations take place. However, in general, negotiations for better terms and conditions of service can have a positive effect on employees and employers alike. For employees, better terms and conditions of service can mean improved job security, higher wages, and better working conditions. This can lead to increased motivation and productivity, which can also benefit the employer. Rytivaara et. al.,(2021) continues that bargaining for better terms of service have shown to have effect on school performance. Teachers whose salaries and other allowances that goes with their profession are improve their performance improves as well.

In their study, Doellgast and Benassi (2020) found that negotiating for better terms and conditions of service can help build good employee relations, which can further improve productivity and motivation. Of course, there are also potential drawbacks to negotiating better terms and conditions of service. For example, if the employer cannot meet the employees' demands, this can lead to industrial action, which can be disruptive and costly. In addition, if the negotiations are not handled well, they can lead to bad feelings and resentment among employees. Overall, the effect of negotiations for better terms and conditions of service will depend on the specific

circumstances in which they occur. However, in general, they can positively affect both employees and employers.

In their study, Vermunt et al. (2019) found that negotiations for better terms and conditions of service for teachers have positively affected the teaching profession. The improved salaries and benefits package has made teaching more attractive, increasing the number of qualified teachers applying for jobs. The increased workload has also been a motivating factor for teachers, as they can now see their work's direct impact on the student's learning.

In their study, Bau and Das (2020) also found that the current situation would continue if there were no negotiations on the terms of service delivered and conditions of service in terms of salary increments for teachers. Teachers would continue to be paid low salaries and they would have to work long hours with little time for professional development or extracurricular activities. This would lead to a decline in the quality of teaching, as teachers become increasingly disillusioned with their jobs. In the long term, this will harm the education system in Kenya, as fewer students can access quality education.

Teachers' Service Commission (TSC, 2021) agreed to entered into a Collective Bargaining Agreement with Kenya Nation Union of Teachers (KNUT) , Kenya Union of Post Primary Education Teachers (KUPPET) and Kenya Union of Special Needs Education Teachers (KusNET) on 13<sup>th</sup> July 2021 for the benefit of Kenyan teachers. The process had to follow the legal process of being registered by the employment and Labour relations Court on 27<sup>th</sup> August, 2021 as a requirement of Section 60 of the Labour Relations Act. The CBA was to be implemented from 1<sup>st</sup> July, 2021 to 30<sup>th</sup> June 2025.



## **2.5 Influence of Teachers' Trade Union in Resolving Disputes among Stakeholders**

In their study, Lei et al. (2018) examined the relationship between teacher support and students' academic feelings. The findings showed a significant relationship between teacher support and students' emotions. With the Union assisting in conflict resolution, school management becomes easier because of the following benefits. First, conflict resolution helps in building relationships. When emotions by members of learning community are ignored rather than being handled constructively, they can lead to detrimental effects.

Leiet.al (2018) observed that ones individuals are guided on deliberating on their differences and work through them collectively they can result to optimistic changes to happen within the workplace. At times it is worthwhile to leave things as they are in the short term, this struggle aids everyone involved in the conflict resolution to work through the problem in the process of developing stronger relationships.

In their study, Moeti-Lysson and Ongori (2011) conducted a cross-sectional survey to assess on how effective trade unions are in facilitating employee relations in an organization. With a sample of 125 respondents, the researchers gathered data using a questionnaire. The results showed that economic factors such as government restrictions adversely affect employee relations. Through conflict resolution, teachers' trade unions have significantly addressed the relationships between teachers-parents, teachers-students, and teachers-management.

Congress (2006) observes that trade unions are important because they play role in solving the disputes between teachers and other parties, as mentioned above. In its submission, the Trade Union Congress argues that unions can assist in reducing the causes of conflict and assist the working environment in returning to normalcy. Further, schools should engage with unions, especially education unions, in post-conflict reconstruction work. Finally, the experience of unions in resolving conflict at the workplace and bridging divided parties should be part of union policies on conflict resolution, Moeti-Lysson and Ongori (2011).

In their presentation, Mahlangu and Pitsoe (2011) argued that the problems affecting the negotiation process between teachers' trade unions and the government arise from diverse intentions. Each party wants its intentions served the best and forgets the backlog lies with the disruption of education, which has a significant effect on society's economy and social status. Besides, the lack of effective negotiation has occasioned an increased number of teachers participating in protests, thus compromising their morale.

Mahlangu and Pitsoe (2011). After employment, teaching workforce are expected to teach in classrooms that are always increasing and which are multicultural classrooms by nature. In the paradigm shift, there is emphasize that learners with special learning needs be included in the same classrooms to make learning inclusive and more effective by making use of information and communication technologies for teaching. Teachers use all methods of traininf to give learners a more comprehensive training but this cannot be depended on to prepare them to solve the challengs they faced in their life careers. Therefore, education mandate is to provide all the available opportunities for training geared towards developing professionals to help build a

high quality of teaching for qualified and dependable teacher workforce Mahlangu and Pitsoe (2011).

In their study, Namara and Kasaija (2016) analyzed the effects of teachers' collective action on their welfare. The research was qualitative and used interview schedules and focus group discussions on collecting data from the respondents. The study's results showed that the view of teachers' welfare relies on education results and professionalism. The nature of professionalism was initially jointly arranged by sociologists in the 1950s. The main concerns were what characteristics should a profession have. They focused on the features of an occupation for it to be termed as a profession.

Namara and Kasaija (2016) observes that among the distinguishing characteristics is application of professional capability based on both practical and theoretical knowledge, educational pedagogical and training give skills that can be proven and certified by examination. In education students are rigorously trained to practice and be guided by a code of professional conduct that orient them towards the 'public good and give them a powerful professional organization. Unions strive to implant teaching professionalism by raising the status of service delivery and rewards and upraisals of teaching together with enhancing skilled professionals into the field. By allowing learning institutions to exercise professionalism over the content and code of conduct of their work give them the spirit of authority in the service they lender (Namara & Kasaija 2016).

The Role of teachers' unions in serving as a mediator between disputing parties has been a topic of continuous dispute. Labor union proponents say they are crucial in ensuring teachers are protected from unjust management practices. On the other side,

those who are against labor unions contend that they are ineffectual at resolving disputes and usually serve to protect the interests of instructors. We will research the literature on how teachers' unions resolve stakeholder disputes in this area (Ngware & Ochieng, 2021).

According to Boyd (2019), proponents of labor unions play important role in making sure that teachers are safeguarded from unfair management practices. Trade unions assist teachers in bargaining for improved working conditions and pay. They also assist instructors in expressing their problems and frustrations. Trade unions also assist teachers in gaining community support. Opponents of labor unions believe they are ineffective at settling conflicts and frequently represent the interests of just teachers. Opponents claim that political parties frequently influence political trade unions. They also claim that trade unions are ineffective.

The literature on how teachers' unions help settle disputes among stakeholders is split into two groups: those who support trade unions and those who oppose them. Trade union supporters assert that unions provide a significant protective function for teachers against unjust management practices. They claim that labor unions support teachers in negotiating better salaries and working conditions. Additionally, they help teachers voice their issues and disappointments. The community's support for teachers is also helped by trade unions (Boyd, 2019).

Labor union detractors assert that they typically serve the interests of teachers only and are poor at resolving disputes (Okolie, 2010). They claim that political parties typically exert influence over labor unions since they are political. They further claim that trade unions regularly engage in dishonest behavior and lack transparency. Waters examines the importance of teachers' unions in resolving stakeholder

concerns. Labor unions, according to Waters, are ineffectual at settling disputes and may serve to protect teachers' interests. According to his recent studies, trade unions are political and often influenced by political parties. Furthermore, he says that trade unions are not transparent and often engage in corrupt practices.

Trade unions have improved the working conditions of teachers. Since the inception of teachers' unions, teachers have achieved tremendous results from the government (Cowen & Strunk, 2015). Also, resources have been devoted to teachers, and the union membership has increased tremendously from time to time due to collective bargaining. The teachers' unions represent teachers on their plights without regard to their status of membership (Jochim & Lavery, 2021). However, the inception of the teachers' unions has been controversial because they focus on the teachers' plights and not the multifaceted views on their policies versus the country's economic status. It is imperative to note the fundamental roles of the teachers union, with the main agenda as collective bargaining (Han, 2020). Therefore, unionization aids in the negotiation of teachers' welfare and interests.

Unions occupy a middle stage in policy making concerning education, which is crippled sometimes by the state. In the U.S, tremendous court cases have been presented to deny the teachers' unions their dues and reduce the enrolment of more teachers in the same unions (Cowen & Strunk, 2015). Through the Teachers Service Commissions (TSC), the Kenyan government restricts union dues, thus limiting union mandates (Ngotho et al., 2019). In doing so, the teachers' welfare is retracted, thus reducing service delivery.

However, the signing of a collective agreement aids in service delivery. For example, the collective bargaining agreement signed in 2015 by the Kenya National Union of

Teachers in conjunction with the Kenya Union of Post Primary Education Teachers (KUPPET) (Wanjiku, 2018) despite not reducing the number of the strike, led to an improvement of wages on an annual basis. Unionization has immensely improved the teachers' performance, attributed to the teachers' satisfaction (Njue & Mbataru, 2019) and the ability of unions to sort disputes in place (Malika, 2020). The unions' ability to safeguard teachers' welfare is facing huge hindrances such as; government policies instigated by the states and the political landscape (Anyango et al., 2019). Nonetheless, unionization has been at the forefront of fighting for teachers' welfare in the country.

The impact of the trade unions is unmatched; the employment bodies perceive it poses a threat to their progress and thwarts the employer's progress, which runs based on its interest or the government in place (Anyango et al., 2019). Despite fights between TSC and teacher's unions, their contributions to standards of education in the country by advocacy for the welfare of teachers. Generally, the standards of education systems in Kenya require various stakeholders to achieve its goals, i.e., the TSC, the union of teachers, and publishers, to highlight a few. The union of teachers, KNUT and KUPPET, has made enormous contributions. Through unionization, teachers' satisfaction and the general welfare are envisaged. The dispute between TSC and teachers is bestowed to the teachers' unions (Kibe, 2014). Therefore, unionization has a multidimensional impact in the education sector, notwithstanding the impact on the employer.

Unions' roles are multidimensional, complicating the employers' accountability to the union members. Negotiation is a major role envisaged in the teachers' union.

Teachers' unions use different platforms such as negotiations, confrontations, and arbitrations to air grievances to TSC (Kibe, 2014). The unions, therefore, form a basis for resolving disputes by linking teachers and the TSC. Teachers negotiate for wages through the unions through collective bargaining agreements (Munialo, 2009). Negotiation and dispute resolution forms the central core of the KNUT and KUPPET.

He continued to observe that even though teachers' union plays a fundamental role in layoffs, teacher grievances, and legal representation of teachers in presenting their plights, research on their role in negotiations and dispute resolution is low. Low knowledge coupled with myriad questions on the effects of unionization on various demographics is verge. The understanding of unionization and its impact on dispute resolutions is novel. A solid union of teachers is argued to negatively impact the employer and, thus, the government in place (Anyango et al., 2019). However, its advantages on teachers' plights in dispute resolutions need to be researched.

## **2.6 The Influence of Trade Unions in Enhancing Teachers' Motivational Strategies**

Kawara (2014) prostrate that most organisations believe that staffs performance can be maximized by improving motivational strategies as well as initiating a positive organizational culture that is sustained and owned by all the stakeholders. For instance an organization to have and uphold reasonable and sufficient motivational incentives for the staffs. Sufficient motivational incentives are the best way to manage and give oneself wholly to achieve organisational goals even when the organization is limited in supplying both human and material resources (Forson, 2012).

Forson (2012) teacher motivation is a fundamental tool to the teaching and learning process but most teachers services are not recognized for movation which is a

disadvantage to the teaching profession and the learning institutions. Further, without motivational strategies that are sustainable in any learning institution performance level is lowered. This observation is negative to the achievements of educational goals but it is the reality that has been observed in various institutions. Any organization to succeed it has to depend on the extent to which the stakeholders meet staffs expectations and aspirations in terms of remuneration and their working conditions. For their comfort there is need need for useful supervision, job security and opportunities to participate in organisational decision making. Brady, (2016).

A study by Nyam and William-West's (2014) sought to establish the psychological and societal factors influencing motivation of instructors in Nigeria. The study used a questionnaire and an interview schedule as instruments of data collection. The results confirmed that level of motivation among the instructors was generally low due to lack of adequate instructional backing by the school administrators by way of teaching-learning materials, poor relationship with school managers and insufficient parental support. Therefore, study concluded that these working conditions were largely contributing to the teachers' tendency to seek for alternative jobs. From the above findings, it is right to say that there was need for trade unions to fight for the general welfare of teachers hence improving their motivation.

In their study, Odey et al. (2011) determined the influence of trade unions on the productivity of teachers in public and private schools in Cross River State. The researchers adopted a survey design with cluster sampling to choose six respondents. The study's findings depicted that teachers in private schools are more productive than public school teachers. The differences result from lack of motivation and irregular audit reports of teachers. With the drastic changes brought by technology, the roles



and responsibilities of teachers have transformed drastically. In the classroom environment, the learning process is determined and realized in a classroom characterized by teachers who are capable of planning the teaching process and practice that they have, a situation that has largely ignored the input of teachers' motivation towards its actualization.

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In the study by Nabibya (2013) in Kamukunji district, Nairobi County most teachers gave their views on unstable job security, the work state and the status of teaching staff, the general understanding of achievement and career growth opportunities as vital components of teacher's performance in the schools. The above comments by the teachers is a reflection of what should be given priority to ensure collective management in the schools. The then Teachers (KNUT) work round the clock to ensures that teachers' get motivational packages and their personal job sustainability needs met at the right time. KNUT and KUPPET are two teachers trade unions known

that bargains for the members to have good working conditions, better terms of service, resolve disputes among the stakeholders and offer sustainable motivational strategies. Generally they advocate and continue fighting on behalf of teachers to achieve personal maintenance needs such as fringe benefits, salaries, status, privileges, job security, social and psychological needs.

Nabibya (2013) observes that motivational needs that include factors that lead to the teachers growth in competence, achievement of their their goals of responsibility and recognition in terms of appraisals by the employer. The study interviewed teachers and head teachers in the Kamukunji district and found out that both parties felt more comfortable being in and with their Unions, the Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers(KUPPET) because the two unions are known in the effort of ensuring teachers jobs are secured and their status upheld as the teaching professionals (Nabibya, 2013).

Otieno et al. (2016) state that KNUT has been at the forefront of improving professional standards by running in-service courses to ensure improvement in professional and academic levels of the most serving teachers. In Nabibya (2013) study revealed that the two unions were making attempts to support and encourage competent and skilled teachers who go a long way to earn teaching a professional status in society. In doing so, KNUT has served two purposes: raising the professional growth and enabling the members of the public receive professional service from the individual who are most qualified to serve. Nabibya (2013) proves that enhancing the status of the teaching profession has contributed to teachers satisfaction that encourage commitment to deliver quality sevicees to schools they serve.

In their study, Mwathe et al. (2017) investigated the influence of trade union participation on teachers productivity in Technical and Vocational Education Training institutions in Kenya. Using a cross-sectional survey, the researchers engaged a sample of 361 respondents. The findings of the study indicated a strong positive relationship between participation in trade unions and employee productivity. Trade unions play a crucial role in seeking the success of collective bargaining agreement, which is mostly structured to address the financial crisis and the motivation of employees.

In their study, Vermote et al. (2020) the purpose of the study was to explore the Role of trade unions in enhancing teachers' motivation. The analysis on discussion of the concept of motivation, followed by an evaluation of the current works on the Role of trade unions in enhancing teachers' motivation. This was followed by a discussion of the implications of the findings for future research and practice. Motivation was described in various ways, but the common thread is that motivation was seen a driving force that leads individuals to act. Various factors do influence motivation, including individual characteristics, environmental, and social influences. The focus of this research review was on social issues, especially the impact of labor unions on increasing teacher motivation.

Organizations that support workers' rights, including teachers, include trade unions (Moss, 2021). Teachers may benefit from union support by negotiating pay and benefits, advocating for better working conditions, and providing opportunities for professional growth. Additionally, Moss (2021) argues that unions can contribute to raising teacher motivation. For example, unions can provide support and camaraderie, leading to job satisfaction and pride in one's work. In addition, unions can offer

opportunities for professional development, increasing competence, and a sense of self-efficacy (Paulus et al., 2020).

Although there is little research on how labor unions affect teachers' motivation, there is some evidence that unions can be beneficial. For instance, Moss (2021) found that unionized teachers displayed higher levels of job satisfaction than non-unionized teachers. Lee (2018) also found that unionized teachers in South Korea were likelier to indicate higher levels of organizational commitment and job satisfaction than non-unionized instructors. These findings suggest that trade unions can indeed play a role in enhancing teachers' motivation. The findings have two implications for future study and practice. To begin, future studies should continue investigating labor unions' - influence on increasing teacher motivation. Future studies should focus on how unions can boost motivation, such as giving support and companionship or providing possibilities for professional advancement. Second, the data imply that teachers' unions may be a helpful resource. As a result, teachers should consider joining unions, and school administrators should encourage unionization.

In Kenya, the function of labor unions in increasing teacher motivation has been hotly debated. Some say that trade unions benefit teacher motivation, while others argue they are detrimental. According to Owuor (2019), both sides of the discussion have data to back them up. On the one hand, labor unions can offer financial help, legal guidance, and representation in talks with school administration to teachers. Trade unions can also provide professional development opportunities and a place for networking and information exchange. All of these things can be beneficial to teachers and can help to increase their motivation.

Owuor (2019) observed that trade unions can be bureaucratic, inflexible, and resistant to change. They can also be adversarial in their dealings with school administrators. Some teachers may feel they are not well-represented by their Union, which can lead to frustration and disillusionment. On the other hand, trade unions can be bureaucratic and inflexible, and they can resist change (Thuo, 2019). They can also be adversarial in their dealings with school administrators. Some teachers may feel they are not well-represented by their Union, which can lead to frustration and disillusionment.

The largest organization of teachers in Kenya is the trade union of (KNUT) that attracted teachers in large numbers to join. KNUT was created in 1957 and now has over 100,000 members. KNUT is a member of the Kenya Confederation of Trade Unions (KCTU). The primary goals of KNUT are to "protect and promote the position, dignity, welfare, and professional interests of teachers," as well as to "foster unity, solidarity, and coherence among teachers. According to Simuyaba (2020), KNUT offers its members a variety of services, including financial help, legal guidance, and representation in talks with school officials." KNUT also provides professional development opportunities and a place for networking and information exchange (Mwihaki et al., 2019). KNUT has been chastised for its resistance to change and excessive competition with school officials. Some instructors believe that KNUT does not effectively represent their interests. Others, on the other hand, think that KNUT is a vital voice for teachers and provides useful services to its members. Simuyaba (2020)

Mafisa (2017) observe that workers join unions to further their interests not gathered for by the employers. The vital role of unions is to limit dissatisfaction among the workers. It is thought that the main objective of every union in the world is to deal

with the plights of staff. The neoclassical models by the economist revealed that workers prefer high job security, which is gathered for in unions. Membership comes with dues and deductions. However, the function of unions outweighs the economic limitations because there are no alternatives on ways to air their interest. Teachers at larger choose the unions to convey their grievances to the government and improve their wages, thus proper compensation (Mafisa, 2017)

Hargreaves (2019) unions carry social and economic burdens to serve the interest of teachers at large. The union advisories play a fundamental role in reducing the social cost by limiting rigidity in terms of negotiations. Therefore, the availability of unions plays a role in motivating teachers and improving their satisfaction. The main ways of improving teachers' satisfaction are; raising the teachers' welfare, representing teachers in public, battling legal matters on behalf of teachers, and promoting pro-teacher affairs programs (Silman et al., 2021).

Gaspard et al. (2021) the success of any education system is also a mandate of unions, which is to ensure that there are common education systems, which is dependent on the enthusiasm of teaching staff. Therefore, the need for satisfaction of teachers to enhance competence and success. Two factors that influence satisfaction can be classified in two ways that are those that are pro-satisfaction and the anti-satisfaction. The two factors are vital in predicting teacher satisfaction. The best way to attract the best brains in the education sector is by improving the status and working conditions of the teaching profession. Ordinarily, teaching work satisfaction is linked to management factors, school organization, supervision, sound learning, and teaching and sound personal relations as per the commonwealth secretariat (Gaspard et al., 2021). Motivation among teachers is, therefore, key in unions.

Duong and Silova, (2021)The limitations of challenges, such as the low availability of proper infrastructure, Educational and cultural facilities, have an immense effect on teachers' motivation. A typical example is the satisfaction difference between teachers in urban areas and big schools versus the rural and low infrastructure schools. There is a high possibility of teachers in urban areas with proper infrastructure, where the epitome of success is linked. More often, the feeling of satisfaction and enthusiasm among teachers enhances success. Unions' role in ensuring the working environment is enhanced may include infrastructure. The limitations of challenges in the education sector in Kenya by the formation of the Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET), whose main objective is to improve education systems and improve the working conditions to enhancing competence and satisfaction among the teachers (Rwigema, 2022).

Rwigema (2022) says that in Kenya, teachers trade Unions have some importance role in furthering the interest of teachers. The union of teachers has been at the forefront in signing the Collective Bargaining Agreements (CBA), which ensures that teachers receive their deserved dues. The mandate of teachers' unions includes advocating for better working conditions, common education systems, and teachers' welfare. Teacher unions thus, motivate teachers by acting as a rewarding channel. Hussain et al. (2019) argued that rewarding employees enhance productivity and effectiveness. The availability of low information union membership and employees' satisfaction with motivational strategies among teachers in Embu induced an enormous data gap that the present study sought to address.

## **2.7 Theoretical Framework**

The present study was anchored on Herzberg's Two-Factor Theory of Motivation and Job Characteristics Model. The two-factor theory suggests that there are specific aspects in the working environment leading to job gratification while a distinct set of aspects lead to frustration, all of which are autonomous of each other. Additionally, Job Characteristics Model is an effort to illustrate the rudimentary bounds of a job as they influence the mental state of the servant, particularly with respect to inspiration. Therefore, the two were suitable in guiding the study to address teachers' working conditions, terms of service for teachers, resolving disputes among the stakeholders and teachers' motivation.

### **2.7.1 Herzberg's Two-Factor Theory of Motivation**

The theory was developed by Frederick Irving Herzberg in 1968 (Maksum, 2021). This theory is implemented through evaluation of the workplace, evaluating self-esteem in the operational setting to classify inspiring and hygiene aspects. Additionally, this theory generates a strategy to address hygiene factors that influence the work environment and further strengthen instigators.

Robbins et al. (2014)The theory illustrates the importance of two different sets of factors, which examine the level of satisfaction and dissatisfaction in the workplace environment. Job satisfaction elements are defined as motivation factors, whereas job dissatisfaction is known as hygienic factors. Based on his arguments, Herzberg believed that hygienic factors involve access to basic needs, including jobs, wages, status, security, and fringe benefits.



Robbins et al. (2014) observes that factors are more tangible and play a vital role in determining the level of satisfaction in a person. On the other hand, the motivation factors range from relationships, personal growth and development, and word recognition. With the aspect of being extrinsic, the needs are based on growth and relatedness. The above factors work to motivate the employees who put extra effort hence delivering good service that leads to superior performance. School teachers perform their jobs well and the continuity of positive appraisals derive intrinsic motivation which is a recipe for good performance that is rewarded, Robbins et al. (2014)

Just like the Herzberg's Two-Factor Theory of Motivation, the theory states that teachers' trade unions have to continuously advocate for teachers to be motivated for better performance by agitating for better remunerations. The working conditions in the school need to be conducive for working by education stakeholders ensuring that the environment is clean, safe and hygienic in order to satisfy the teacher, work equipment updated and well-maintained. Teachers' trade unions have tried to help teachers to be given ideal conditions in the workplace for inner satisfaction that leads to satisfactory service delivery.

Phillips et al. (2017) observes that the government should be ready to secure teachers' jobs to create a sense of permanence in service for reliable school management. The head teachers to be given special treatment that would encourage them to render quality services to the schools. They continued to say that they must not be threatened or intimidated because this would lower their self-esteem not good for performance. Teachers in school to be given motivator factors that are essential because they help to facilitate responsibility and achievement. On the other hand,

hygiene factors tend to create dissatisfaction because of the inability to create a non-existing workplace environment. Phillips et al. (2017).

### **2.7.2 Job Characteristics Model**

The theory was developed by Richard Hackman and Greg Oldham in 1976 and updated in 1980 (Bogler & Somech, 2004). The concept focuses on key job dimensions that facilitate an employee's psychological state and need for growth. The five attributes of the job characteristics model include skills variety, task significance, feedback, autonomy, and task variety (Rudolph et al., 2017). Most employees do not become motivated in a boring and monotonous job. Workers need tasks that will challenge them, and consequently, they become motivated. The Model is significant in the study because it explains the motivation of teachers, which results from the collective bargaining agreement advocated by trade unions. Trade unions reinforce the creation of better working conditions that enable their employees to thrive in their roles. The job characteristics model gives guidelines for enriching tasks based on organization setup and culture.

Job Characteristics Model suggests that enriched jobs lead to increased productivity and satisfaction. According to Burke and Noumair (2015), the five attributes of the Model are significant because they enable an employee to perform better and give their best to achieve quality results, and consequently, they become motivated. Teaching is a monotonous job that requires constant motivation to achieve better educational results for the learners and increased productivity on the part of the teachers. When workers (teachers) are not motivated, they tend to divert their attention to non-productive activities such as strikes that affect performance. The implementation of various skills and identification of unique tasks significantly affect

the psychological status of experienced work. Applying the Model to the study is essential as it explains the influence of teachers' trade unions in the management of public secondary schools.

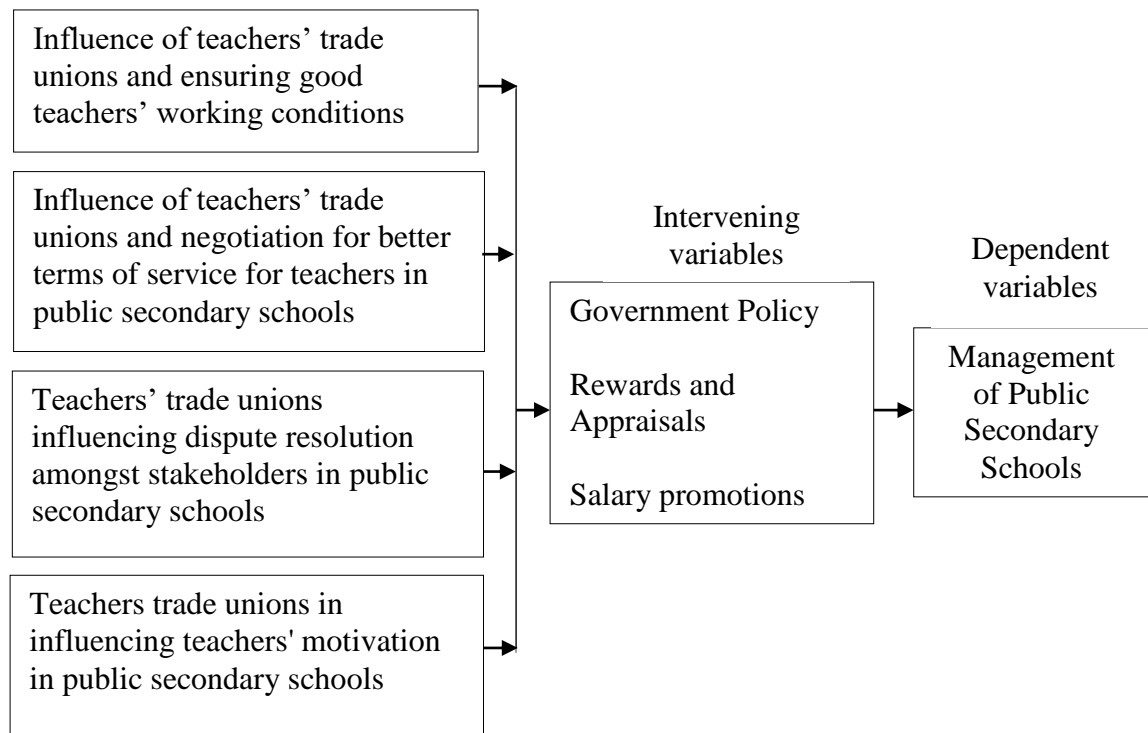
## **2.8 Conceptual Framework**

A conceptual framework shows the representation of relationship expected between the variables of study. This study is conceptualized in this framework and highlighted how the independent variable (influence of the trade unions Kenya National Union of Teachers(KNUT) and Kenya Union of Post Primary Education of Teachers(KUPPET) relates with dependent variables, teachers working conditions, dispute resolution, motivational strategies and salary negotiations for better management of schools. The actions of KNUT and KUPPET affect education policies, which are enforced and have major implications on the performance of teachers and their profession countrywide.

There are other issues to be considered that affect teachers' performance hence affecting the quality of education. These are intervening factors include nationwide government influences through education policies, systems, and teacher incentives, such as rewards, good salaries, attractive allowances, and promotions.

**Figure 2.1**

*Conceptual Framework*



The conceptual framework displays the interplay between the independent variable (influence of (KNUT/KUPPET) and the dependent variable teacher working condition, dispute resolution, motivation, and salary negotiation for better management of public secondary schools in Kenya. The arrows in the conceptual frame shows the hypothesized cause effect relationship between the independent and dependent variables. The variables such as government policy on legal notice can interfere with the teachers interests in teaching and calling for an industrial action but can be mitigated by trade unions giving notice of their intention for the strike and any other dissatisfying interest. Rewards and appraisals in schools can influence management of schools. This can be controlled by ensuring proper motivational programs and teachers performance positively appraised.

The actions of KNUT and KUPPET affect education policies, which are enforced and have major implications on the performance of teachers and their profession countrywide. The two teachers trade unions give hope to the teachers through their activities of bargaining for better terms of service like ensuring good working conditions, better terms of service, disputes resolution and sustainable motivation strategies. Teachers remain focused and are sure that their issues are in safe hands of their unions and that way they support the management of their institutions by giving administration ample time to deliver in the schools they serve.

There are other issues to be considered that affect teachers' performance hence affecting the quality of education. The influence of the trade unions was evaluated against the backdrop of existing and changing government policies on the teaching profession, teacher remuneration as stipulated by the Salaries and Remuneration Commission (SRC), the approaches and methods of teachers' appraisal such as TPAD rewards for excellence as well as teachers schemes of service that determine teachers awards and promotions. The interaction of all these variables determined to a great extent, the success of the management of public secondary schools.

To measure the variable of dispute resolution, the researcher considered how satisfied the teachers were with the status of their profession, their sense of achievement in their current job, the opportunity of advancement presented and the sense of job security they feel in the career. The researcher determined how much influence the trade unions have on these aspects, thus defining the level of job satisfaction the teachers have while working. Terms of service, disputes resolution, motivational strategies offered, professional growth, and the influence KNUT and KUPPET trade unions towards students' education as important components for teachers satisfactory

performance in schools. All that the teachers need is performance recognition and sustainable motivation through incentives to raise the morale like rewards, good remuneration and good working conditions that raise their self esteem. Well motivated teachers achieve the institutional goals easily and work towards improving their best. The cumulative results in the teaching/learning process that are focused on leads to good performance by the students and, ultimately, teacher professionalism, job satisfaction, empowerment, professional development, performance, and finally, improved pupil performance in KCSE.

## **2.9 Summary of the Reviewed Literature**

The literature reviewed has shown that teachers' unions have contributed toward management of schools and are part of the education system globally, regionally, and locally (Eberts, 2007; Davies et al., 2008). The theoretical and empirical literature reviewed has revealed that teachers' trade unions are majorly involved in teachers' grievances and are key to securing their benefits such as salaries and sorting their welfare issues.

Mundy et al., 2007) observes that the unions have been engaged into other facets such as national educational politics, educational reform agenda, and credit provision services to members. This research established the influence of teachers' trade unions on the management of public secondary schools in Embu County, Kenya. More so, the study revealed that trade unions influence management of schools through the work satisfaction in bargaining for sustainable motivational strategies, good working conditions, negotiations for better terms of service and dispute resolutions amongs stakeholders in Embu County.

## **2.10 Research Gap**

The extent of trade union influence on areas focused on teachers' professional performance is not exhaustively researched. As such, trade unions have been opposed to the notion that their activities should be geared towards ensuring greater students' grades instead of advocating for their members' rights (Bascia, 2009). There is empirical literature deficiency on the role and effectiveness of teachers trade unions on the overall professional performance of teachers in schools. Though global and regional research undertaking the same has been done by scholars such as Fuller et al. (2000) and Gosling et al. (2004) their findings cannot hold to the Kenyan situation since there are variables that may not conform to the Kenyan scenario. Such findings only looked at teachers' professional performance with a limited scope of teachers' performance on the student's academic performance (Byrne et al., 2009).

This research filled the research inefficiency by evaluating into how teachers' trade unions' operate and carry out their activities. The study also identified roles that influence and determine the teachers' professional performance by studying some specific variables as shown in the framework that conceptualized the study. There was a research gap on the influence of trade unions on management of public secondary schools in regards to teachers working conditions in schools, how negotiations for better terms of service contribute to management, school management and dispute resolutions and school management by use of sustainable motivational strategies. The study found out that trade unions influences management of public secondary schools based on the teachers satisfaction with working conditions, motivational strategies, dispute resolution and negotiations for better terms of service.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter represents detailed of the methods that the study used to conduct the research. The concept methodology showed the approach used to obtain data for the study. The methodology gave the guidance that was followed by the researcher that was effective for this research. The chapter explains where the study was located, the research design used for the study, the targeted population, sample and sampling procedure, the procedure for data collection, list and discussions on instruments used for data collection, how data analyzed, and ethical considerations applied.

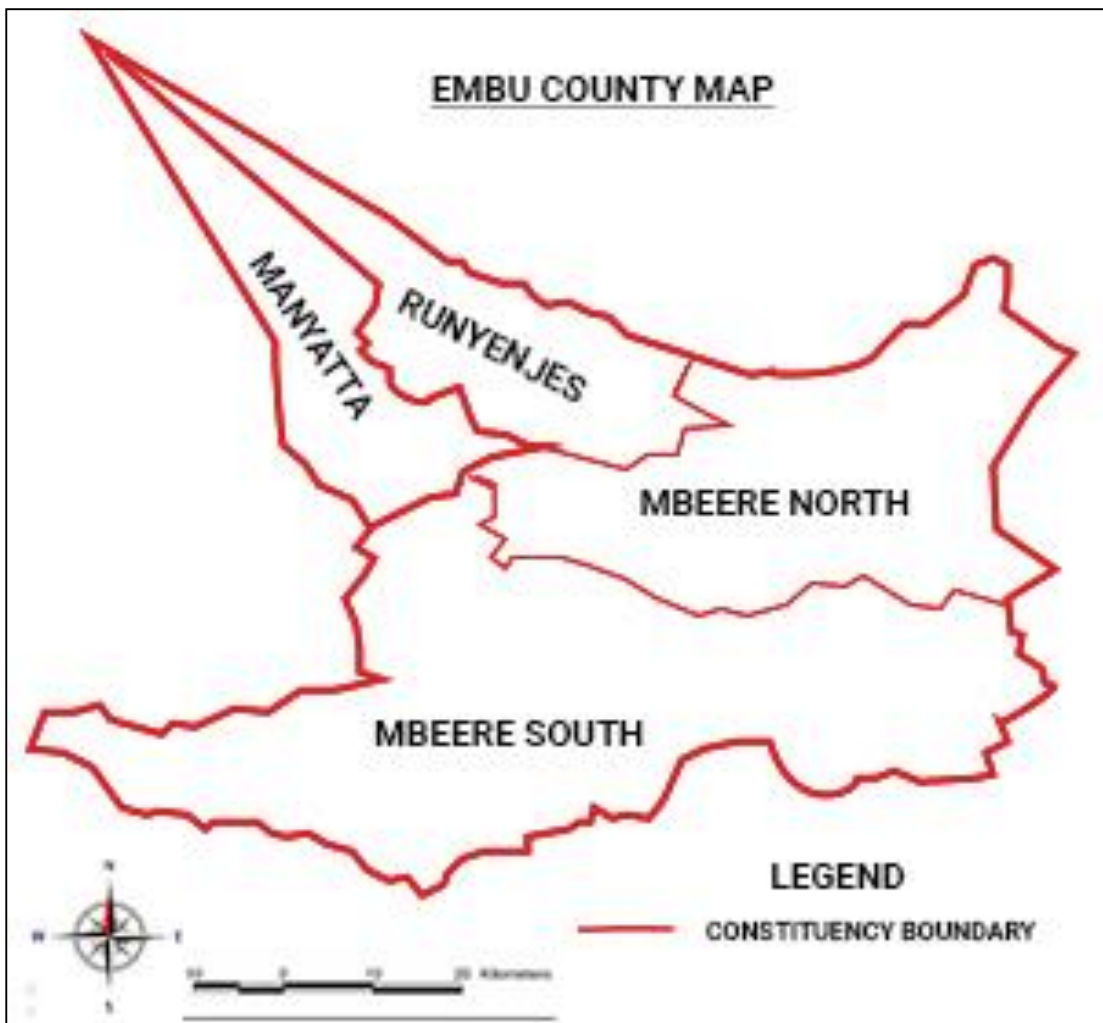
#### **3.2 The Study Location**

The study was conducted in Embu North, Mbeere North, Embu East, Embu West, and Mbeere South sub-counties in Embu County, Eastern Kenya (Figure 2). It borders the following counties: To the North Tharaka Nithi County, to the East Kitui County, to the South Machakos County, to the south West Murang'a County and to the North west Meru County. There are about 205 public secondary schools in the entire Embu County. The County has 2400 teachers and 205 principals. The study concentrated on public secondary schools' teachers, principals, KNUT and KUPPET Officials, and Quality assurance office in Embu County.



**Figure 3.1**

*Map of Embu County*



### **3.3 Research Design**

A research design entails a plan that shows how the investigation was carried out (Tromp & Kombo, 2006). The study used an approach of mixed method of both quantitative and qualitative. The study used descriptive survey research designs because they were the most appropriate. One-on-one interviews were conducted to facilitate the gathering of information. This design is appropriate because it allowed collection of information through interviewing and administering questionnaires to a sample of individuals. The study design revealed a realistic range of social behavior as characterised by education and training respondents, their occupation or location,

and also found out how the characteristics were similar and related to a given particular behavior pattern and attitudes. The design also allowed instruments that are all ready standardised like questionnaires and schedules for interview to be used in the aid of survey and to examine the existing records. These instruments were also used when people's formation like attitudes, their views, the way they behave was collected, and also collecting anything related to education or socialization of people (Tromp & Kombo, 2006).

The design described the social aspect such as the social environment of the school and so it was appropriate for this study. It is noteworthy that the smallholder of the study implemented a cross-section survey in study implementation. The cross-section survey was essential as it gave the actual status during the study period without manipulation. Additionally, a cross-sectional survey was economical. A cross-sectional survey only collects data to select respondents using a pre-determined sampling methodology.

### **3.4 Target Population**

The target population comprises of all the people of the study location, phenomenon or an events that the researcher proposes to study. (Mbwesa, 2006). The total population for the study lists all the individuals/ persons interested or of interest in the study area. It is from the target population where a sampling frame is delineated. In this study, the target population were all 2400 teachers, all 205 principals in public secondary schools, 1 County Director of Education, 13 KUPPET, and 16 KNUT officials in Embu County, Kenya.

### **3.5 Sample Size and Sampling Techniques**

A sample is a section of a target population representing the entire population's characteristics (Ozdemir & Mecikoglu, 2016). It is a subset of the population where representative data can be collected. A 10% of the population is a representative sample (Kothari, 2004). Using the central limit theorem of sample size determination, the sample size was set a 10%. Kothari (2004) observed that an ideal sample size is between 10-30% of the target population. That is, out of the total population of 2400 teachers ( KNUT 1000, KUPPET 1400) a sample size of 240 teachers. Out of 205 schools, 21 principals obtained using 10%. The census method was used to draw a sample 16 KNUT and 13 KUPPET officials and a Director of Education.

To get the schools for study, the researcher obtained a list of the schools from the Director of Education's office, and the census method was used to sample all 205 schools. All 205 public secondary schools were included in the survey. A proportionate to size sampling 10% procedure of Kothari (2004) was employed to decide the number of teachers sampled in each school. The list of teachers to be in the study were selected from each school and the County Director of Education provided the list from each school that enabled the selection. A total of 21 principals in the 205 secondary schools were also sampled. Random numbers were generated in selecting the schools whose principals were to be included in the survey from all corners of Embu County.

### **3.6 Research Instruments**

The research instrument administered for the study were questionnaires for teachers that is considered suitable research instrument for descriptive research design. Tromp and Kombo (2006) stated that respondents fill in answers in written form in

questionnaires, and the researchers collect the forms with the completed information. The study employed a semi-structured questionnaire. That is the research tool and both closed and open-ended questions. This type of research tool design is essential to capture the opinion that was not perceived during the study design.

The questionnaires were used in the study as they require less time, were less expensive, and permit data collection from a broad population (Tromp & Kombo, 2006). The questionnaires were divided into two sections. Section 1 asked for demographic information of the respondents, while section 2 contained items that sought information on the influence of trade unions on education performance in the area.

Interview schedules were used for the other four groups, principals, KNUT and KUPPET officials, and the Education director. Therefore, four interview schedules were prepared to collect data from the key informants. The interview schedules are annexed on APPENDIX C-E. The interview schedule is a necessary data collection procedure, and the enumerator obtains data face to face with the respondent. In this case, the enumerator sought oral consent, elaborated on the study's objective to the respondent, and this led to a high response rate. Additionally, the interview schedules used a face-to-face data collection approach that eliminated biasness.

### **3.7 Piloting of the Research Instrument**

Piloting was done to test the reliability of the instrument items. Cohen et al. (2000) observed that a pilot study is a trial run of a significant study whose purpose is to check the time taken to complete the questionnaire items and helps eliminate ambiguities or difficulties in wording. The research instruments were piloted in two secondary schools, and the two were not used in the main study. The pilot study was

done in the neighboring Maara sub-county with similar characteristics. Purposive sampling was used to identify the two schools. It involved 2 principals and twenty-four 24 teachers. The pilot study is essential for ensuring the study instrument can consistently and accurately measure the intended variables.

### **3.8 Instruments Validity**

The research instruments validity refers to what level a test or instrument measures what the researcher wanted to be measured. (Mbwesa, 2006). (Tromp & Kombo 2006) observed that the questionnaires to be tried in advance once they have been constructed to get rid of ambiguity during the actual study. The research tools as rule for every researcher, they should be evaluated to ascertain whether all the objectives were addressed during study in the responses and answers given by the respondents. For this study, the content validity of the research instruments was ascertained by University supervisors and experts in education leadership and management Department and their views and recommendations were taken into consideration. During the pilot study, all the unclear test items were reviewed and rectified. The concerns arising from the pre-test were implemented in the research tools for improvement. The final research tools had adjustments arising from the pilot study conducted previously.

### **3.9 Reliability of Instruments**

Kombo and Tromp (2006) prostrate that reliability is a measure that shows how consistent results are from a measure of a test -retest. Research tools are considered reliable when they can measure a variable of study without any error and the results obtained are consistent and give the same results if the conditions subjected to are the

same over a time. The researcher used a test-retest technique to test the extent of reliability of the research instruments. The test-retest method involved administering the same instrument twice to the same group of respondents who were teachers, school principals, KNUT and KUPPET official, one director of quality assurance of education. Post testing was done to the same groups after a period of one week after pretesting.

The pretesting scores and post testing periods the correlation was calculated using reliability Pearson's Product Moment Correlations Coefficient. A coefficient realibility of 0.7 and above is regareded as suitable for the descriptive studies. If the pre study gets a score of 0.8, then the instruments scores are considered high enough to judge the instrument's reliability and thus they are acceptable. The two sets of questionnaires that is for pretest and the actual study had a correlation coefficient of 0.92 for the head teacher and 0.94 for the teacher; hence they were considered reliable for the study.

Reliability measures the degree to which a research instrument yields consistent results or data after repeated trials (Kothari et al., 2005). Test-retest technique was applied to test for reliability. In this case, the researcher will administer test items twice to a group of respondents. This will ensure the research instruments have appropriateness of items through the above methods of identification of any ambiguous and/or unclear items. Such items were restated to ensure that the respondents clearly understood them. A minimum coefficient of  $r = 0.7$  must be achieved using Pearson's product-moment correlation method for the instrument to be termed reliable. This indicated high internal reliability since, according to Kothari et al. (2005), such an index is considered ideal for the study.

Before analyzing the data it crucial to test ithe instruments used were reliable or not to ensure data credibility. The reliability test is important because it shows how consistent the research items are in measuring the respondent's perceptions (Amirrudin et al., 2020). The Cronbach's Alpha coefficient must exceed 0.7 for the constructs to define the perceptions (Panayides, 2013) effectively. In this study, four variables were evaluated to measure the satisfaction of teachers and principals. The variables were satisfaction with teachers working conditions, negotiation for teachers, dispute resolution, and motivation strategies.

**Table 3.1**

*Reliability Statistics for Teachers*

Satisfaction	Cronbach's Alpha	Number of items
Working condition	0.823	4
Negotiations	0.732	4
Dispute resolutions	0.876	4
Teachers' motivation	0.826	5

The study revealed a Cronbach's Alpha coefficient ranging from 0.732 to 0.876 for teachers and 0.762 to 0.954 for principals (Table 3.1 & table 3.2). Initially, teachers working conditions revealed a low Cronbach's Alpha coefficient of 0.632 among principals. From the above table 3.1 the findings revealed that the instrument used for the working condition, negotiations for better terms of service, disputes resolutions and teachers motivation strategies by KNUT and KUPPET were reliable.

**Table 3.2**

*Reliability Statistics for Principals*

Satisfaction	Cronbach's Alpha	Number of items
Working condition	0.770	4
Negotiations	0.954	4
Dispute resolutions	0.762	4
Teachers' motivation	0.836	5

Table 3.2 above shows the findings of the four constructs tested for reliability and one of the constructs measured was removed to improve the coefficient. Similarly, the construct was removed among teachers to have the same constructs for principals and teachers. The finding indicates that the constructs used were reliable and effectively measured principals' working conditions at Chronbach alpha 0.770 after testing 4 constructs for reliability. Negotiations for better terms of sevice for principals was at Chronbach alpha 0.954 after testing 4 constructs for reliability. Disputes resolutions for principals was at 0.762 after subjecting 4 constructs for reliability and finally motivational strategies for schools principals was at 0.836 after subjecting 5 constructs. From the finding the constructs were valid and reliable hence they tested what was meant to be tested.

**3.10 Data Collection Procedures**

Before entering the field, a letter to the researcher introduction was sought from Kenya Methodist University, an issue of research permit from the National Council for Science and Technology (NACOSTI) and the Ministry of Education was obtained. After that, the County Commissioner and the Sub-county education officers,



Embu County, issued a letter to authorize the study was implemented. A rapport with the administration of respective schools was created before distributing the questionnaires. After establishing the rapport, questionnaires and interview schedules were distributed to the study subjects using a technique of stratified random sampling. Upon receiving the authorization letters of authorization, the researcher proceeded to book an appointment with the study subjects to administer questionnaires.

The team to administer research tools was selected and rigorously trained to avoid errors in data collection process and reduce bias. The respondents that were identified by the researcher were required to freely consent by appending their signature to the consent form as a requirement at the beginning of the whole exercise of data collection. The questionnaires were administered by a trained research team through drop and pick method, with respondents given two days to respond and return the questionnaire to a designated place (Bloem & Gorter, 2001). The research subjects were given guidance along the study and requested out of their own accord to provide as much data as they could. Any clarifications that came up as the study continued, were addressed without delay that gave a smooth run of the study.

Respondents were protected to ensure the researcher doesn't burden, invade privacy, harm or offend them in any way. This helped to achieve validity, reliability, and trustworthiness (Polit & Beck, 2012). Accordingly, the researcher sought approvals from the University and the firms to conduct the study. The researcher also sought consent by emphasizing that the exercise was voluntary (Rossetto, 2014) and that they could abstain or withdraw if they wished. To ensure confidentiality, participants were required not to indicate their names on the questionnaires and that any information given would not be reported elsewhere. Additionally, the respondents were notified

the study would only present the information as analytical statistics without inferring their identity. Therefore, the study assured a high level of confidentiality to the provided findings.

Electronic data with its passwords was protected while the hard copies had to be kept in store under key and lock file in the current study's residence for approximately 5 years to protect participants' confidentiality. To protect data leaks, the current study had exclusive access to all collected data (Beskow et al., 2008). The tools were introduced and purpose verification of the study given, displayed how confidentiality was maintained and clear instructions on how the respondents had to respond to the questionnaire items.

### **3.11 Data Analysis**

The study analyzed its data using SPSS 23 software. The completed questionnaires and interview schedules were edited for completeness and consistency and to locate any omissions. Out of the 240 teachers' questionnaires, only 203 were complete. This leads to a response rate of 84.5%. Simple linear regression was performed according to Descriptive statistics, including frequencies, percentages, means, standard error, and inferential statistics. The study subjected the respondent's perceptions of working conditions to Cronbach Alpha, as indicated by (Heo et al., 2015). The Cronbach Alpha test evaluates whether the data collection constructs consistently measure the anticipated outcome. The study calculated the weighted average index (WAI) to rank perceptions of teachers and principals towards the working conditions as described in equation 1.

$$WAI = \frac{\sum sd+d+u+A+sa}{N} \quad \text{Equation 3.1}$$

Where *WAI* is the weighted average index, strongly disagree (sd), disagree (d), undecided (u), agree (a), and strongly agree (sa), and *N* is the sampled respondents.

A simple linear regression was run to establish the relationship between working conditions, negotiations for better terms of service, dispute resolution among stakeholders, teachers motivational strategies and management of public secondary schools in Embu County. The model is considered essential as it displays the strength of the relationship between dependent and independent variables.

The linear regression was based on Equation 2.

$$Y = \beta_0 + \beta_1 X + \dots + e \quad \text{Equation 3.2}$$

*Y* is the dependent variable (management),  $B_0$  is the intercept,  $B_1$  is the regression coefficient, *x* is the independent variable (working conditions), *e* is the error of the estimate.

### **3.12 Ethical Consideration**

#### **3.12.1 Introduction**

The section presents the ethical consideration and guidelines that govern the study. They include permits, introduction letters from relevant authorities, and authorization various offices in Embu county. According to (Gewirtz et al., 2009), ethics are referred to as simple considerations to fair treatment, being reliable, the open to intent of disclosure of any thought of methods, giving clear explanation to reason why the research is being conducted, practice to give respect and integrity of the individual, the mandate of the researcher to guarantee and promise total individual privacy and to ensure that the respondent are freely willing to take part to in the study activity.

Research ethics refers to the agreement the researcher enters into with their research participants.

### **3.12.2 Permits**

The researcher was required to obtain a permit before proceeding with the study from the National Council for Science and Technology (NACOSTI) and the Ministry of Education.

### **3.12.3 Letters of Introduction**

The introduction letter was obtained from the graduate School, Kenya Methodist University that made other authorities to give an okay to the researcher to proceed with the study

### **3.12.4 Authorization**

The County commissioner and the County Director of Embu County where the research was carried out were informed of the intent by the researcher and issued letters of authorization for the study which was conducted. Upon receiving the letters of authorization, the researcher booked appointment with research trained team who in turn administered the questionnaires to the respondents.

### **3.12.5 Respondents' Consent and Confidentiality**

The researcher ensured that respondents participated based on informed consent. The consent of those interviewed, questioned, observed, or taken materials were sought. In this regard, the researcher focused on objectivity to maintain a high level of integrity in the study.

The study allowed for voluntary consent, which is about each individual's ability to practice the free will and power of choice without being forced by the researcher to do so, without fraud, deceit, duress, or other forms of constraints. This gives rights to exercise own choice was adhered to throughout the entire study process. This interpretation intends to point out that no such "constraint or force" must be practised and displayed on the researcher's part.

The researcher informed the subjects that the views raised were purely meant for the academic purposes and that they were held with confidentiality. Sufficient information was provided by the researcher and participants assured of privacy during the study. Individuals were made to understand what it means to participate and to be fully informed that is considered to decide freely and make a decision on whether or not to take part without any pressure. The use of offensive language and discriminatory or other indecent language towards the participants was totally avoided during the questionnaires and interview schedules formulation. The researcher treated the respondents with privacy which was very important for the success of the study.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the study findings. The study's general objective was to establish teachers' trade unions' influence on managing public secondary schools in Embu County, demographic characteristics of teachers and principals, teachers working conditions, negotiation for better terms of service for teachers, disputes resolution amongst stakeholders, teachers motivational strategies, model summary for teachers and for principals, analysis of variance (ANOVA) for teachers and for principals, coefficient results for teachers and for principals. The data were analyzed using descriptive statistics and simple linear regression. The results were presented in tables, bar graph, and pie chart.

#### **4.1 Demographic Characteristics of the Teachers and Principals**

The study assessed the descriptive characteristics of the teachers and principals. Descriptive characteristics are essential in assessing the relationship between dependent and independent variables. The demographic profile shows the characteristic of the respondents. Union membership was determined to capture the number of respondents who belonged to the teacher unions. Given that only a proportion of the teachers and principals belonged to unions, the survey captured both views of unionized and non-unionized teachers and principals. The results are presented in Table 4.1 and 4.2

**Table 4.1***Demographic Characteristic of the Teachers*

Variable	Description	Teachers	
		Frequency	Percent
Union member	No	44	21.7
	Yes	159	78.3
Gender	Female	100	49.3
	Male	103	50.7
Age	21-30	92	45.3
	31-40	54	26.6
	41-50	34	16.7
	Above 50	23	11.3
Education	Diploma	17	8.4
	Degree	146	71.9
	Masters	40	19.7
Lessons per week	10-15	8	3.9
	16-20	52	25.6
	21-30	119	58.6
	Above 30	24	11.8
Continuous	Description	Continuous	Standard deviation
Experience*	Year	9.56	8.246

\*Experience teacher's experience and number of years a serving principal

The results findings show that most of the teachers are registered members of trade unions at 159(78.3%). The findings indicate that teachers have trust and confidence with the unions the reason why they chose to join in large numbers. Most of their

issues are satisfactorily handled and resolved through legal negotiations with the employer.

Gender is fairly distributed meaning there is biasness in registering to be a trade union member. The entries are open to all gender as long as one is a teacher by profession. The female gender stands at 100(49.3) while males are at 103(50.7). The Teachers Service Commission (TSC) set the minimum education requirement for a person to be employed as a teacher. Majority of the teachers have degree education achievement at 146(71.9%) which meet the requirement of the employer (TSC). The majority of the teachers are in the bracket of youth at 92(45.3%) ages of 21-30 years against 23(11.3%) of those that are above 50 years. Workload distribution meet the requirement with teachers lessons per week ranging from 21 to above 30 lessons.



**Table 4.2***Demographic Characteristics of the Principals*

Variable	Principal	
	Frequency	Per cent
Union member	3	14.3
	18	85.7
Gender	10	47.6
	11	52.4
Age	2	9.5
	7	33.3
	2	9.5
	10	47.7
Education	6	28.6
	7	33.3
	8	38.1
Lessons pe r week		
Continuous	Continuous	Standard deviation
Experience*	6.91	6.619
Male members of staff	10.13	6.656
Female members of staff	12.00	6.656
Male staff member of union	8.70	6.752
Female staff members of union	10.43	7.890

\*Experience teacher's experience and number of years a serving principal

The research findings indicate that most of the respondents (Principals) were union members, (78.3%) and (85.7%) of the sampled teachers and principals respectively.

The results of the study are in agreement with (Skaalvik, E & Skaalvik S.(2017) who established that teachers are motivated to join their trade unions. Teachers and principals joins trade unions because they experience satisfaction brought about by good working conditions, negotiations for better terms of service, reliable disputes resolutions and sustainable motivation strategies. Skaalvik, E and Skaalvik, S. (2017)

The study findings discovered that, 100(49.3%) and 10(47.6% of the respondents were female teachers and principals respectively, while 103(50.7%) and 52.4% were male teachers and principals respectively. This means that there was gender inequality in favour of the males. The study participants, both males and females are product of the gender build-up of any culture (Moletsane & Siphon Shongwe, 2020). However, the study findings contradicted those of a study conducted in Kenya secondary schools by Githaiga (2018) by which recognized that female involvement in social sciences was prevailing. Nevertheless, gender exemplification was stable throughout the research; therefore, the findings were founded on both genders' opinions.

The research findings on age revealed that majority of teachers 9(45.3%) were aged between 21-30 and only 23(11.3%) were aged above 50. From the findings, it is clear that all ages were represented, and the proportion of teachers decreased with age. The majority of the principals 10(47.7%) aged above 50 years, while 2 (9.5%) aged between 21-30. The findings suggested the principals were well represented across ages in the study. Therefore age is a significant variable, as it could affect teachers understanding and performance (Gore et al., 2017).

The results revealed that 146(71.9%) teachers had a first degree,40 (19.7%) had a master's degree, and 17(8.4%) had a diploma. Further, 8(38.1%) of the principals had a degree, 7(33.3%) had a master's degree, and 6(28.6%) had a diploma. The findings indicated that the teachers were highly educated, thus improving the credibility of the information. This was a sign that the level of education of all the teachers who were the participants in this meets the necessities outlined by the Ministry of Education. The study findings were in harmony with Githaiga et al. (2018) who established that all teachers were qualified based on the Teachers Service Commission's requirements.

The results finding revealed that 119(58.6%) of the teachers had 21-30 lessons, 52(25.6%) had 16-20 lessons,23 (11.8%) had more than 30 lessons, and only 8(3.9%) had 15 lessons and below. Most teachers had more than 20 lessons as the Teachers' service commissions require a secondary school teacher to have a minimum of 27 lessons per week (Makovec, 2018).

On average, teachers have served in the teaching profession for 9.56 years. On average, the principals served 6.91 years as heads of the school. This implied that most of the teachers and principals were experienced. The results additionally support the findings of Ombati et al. (2019) who outlined that many teachers had more than 6 years of teaching experience. Therefore, the information presented was based on the careful perception of the satisfaction of the teachers and principals for a more extended period.

The results revealed that the average number of male teachers was 10.13(6.656) while females was 12.00(6.656). Among the teachers, the average number of unionized was 8.70(6.752) for males and 10.43(7.890) for females. The findings suggested that the

schools were well represented in the number of teachers and union membership among female and male teachers.

It was necessary to establish the reasons for union membership and non-membership among teachers in Embu County. Teachers' Union Membership and Non-membership findings are presented in Table 4.3 and 4.4

**Table 4.3**

*Reasons for Union Membership and non-Membership among Teachers*

Variables	Teachers	
	Frequency	Percentage
Membership		
Forced	40	19.6
By default	44	21.6
Beneficial	15	7.4
Welfare of teachers	39	19.1
Compulsory	11	5.4
Requested	10	4.8
<b>Non-membership</b>		
Not a TSC employee	19	9.4
No membership chances	13	6.4
No benefits	10	4.8
Personal	5	2.5

The study findings revealed that most of the teachers joined trade union by default at 44(21.6%) because of the great euphoria that pulled them to the trade unions while others were forced by the employer at 40(19.6%). From this information the findings indicated that the TSC had a role to play in attaching employment with trade unions.

From the study there was general feeling that there was good welfare with trade unions and joined at 39(19.1%) and some teachers did not go by the wish of the employer they joined because the unions were catering for both principals and teachers needs.

From findings , teachers and principals joined the trade unions because generally they are beneficial and so they registered at 15(7.4%). The findings further revealed that teachers and principals were convinced that trade unions cater for the members welfare and such joined on their own accord at 39(19.1%). The findings further revealed that after getting employment with Teachers Service commission felt that it was compulsory to be a union member and joined automatically without being convinced by any one at 11(5.4%).

The findings further revealed that there are those that were talked to and convinced to join unions at 10(4.8%). This shows that there were various reasons that made both teachers and principals to join the trade unions. The findings further showed that there are those others who are teachers and principals who not members of any trade union reason being that they are not employees of TSC at 19(9.4%) and others having not been given a chance at 13(6.4%) and still another group said that there not convinced that there are benefits in joining the either of the unions.

The findings further revealed that there was another group that said that could not join the unions because of personal reasons at 5(2.5%). The results showed that majority, 44 (21.6%) were members by default, 40(19.6%) were forced, 39(19.1%) welfare of the teachers, 15(7.4%) benefits associated with union membership, 11(5.4%) membership was compulsory, and 10(4.8%) were requested to do so. Majority of the

principals, 10(43.5%) joined unions due to benefits associated with it, 6(26.1%) were forced to do so, and 2(8.7%) welfare of the teacher by default.

The findings showed that teachers did not join trade unions due to being TSC employees 19 (9.4%), no membership chances 13 (6.4%), lack of benefits 10(4.8%) and personal reasons 5(2.5%). Among principals, the main reason for not joining a union was lack of benefits 2(8.7%) and not TSC employees 2(4.3%). The study results were in harmony with Rivai et al. (2019) who established that benefits attached to an action is a motivational factor. Table 4.4 shows the findings of principals reasons for both joining or not joining the trade unions.

**Table 4.4***Reasons for Joining or not joining Union among Principals*

Variables	Principal	
	Frequency	Percentage
Membership		
Forced	6	26.1
	2	8.7
By default		
Beneficial	10	43.5
Welfare of teachers	2	8.7
Compulsory	-	
Requested		
Non-membership		
Not a TSC employee	1	4.3
No membership chances	-	
No benefits	2	8.7
Personal	-	

Teachers join trade unions due to numerous problems with the employer Teachers Service Commission (TSC). Membership to KUPPET and Knut is voluntary and the two trade unions have laid down elaborate procedures on the membership including having a service commission (TSC), a payslip and online registration (Kibe, 2014). Given that trade union membership is voluntary, some teachers could decide not to. It is noteworthy that a teacher may decide not to join the trade union if they do not perceive any importance of unionization.

The study findings shows that there were varying reasons that were given concerning joining trade union. The reasons given by the teachers are the same reasons given by the principals but in principals responses the frequencies are less than the teachers responses.

From the findings can be concluded that not every other teacher who is the trade union member although majority are trade unions members.

#### **4.2 Influence of Teachers' Trade Unions in addressing teachers' Working Condition**

Objective one sought to investigate the role of teachers' trade unions in addressing teachers' working conditions in public secondary schools in Kenya. The KNUT and KUPPET respondents were requested to state the importance of the trade union in motivating teachers, improving teachers working conditions, bargaining for teachers and improving teachers' morale The results of the study are presented in Table 4.5



**Table 4.5**

*Influence of Teachers' Trade Unions (KNUT) in addressing Teachers' Working Conditions in Embu County, Kenya*

Variable	Description	KNUT (N=22)	
		Frequency	%
Teachers'	Availability for teachers	1	4.5
Work	Bargaining for better working conditions	3	13.6
Conditions	Bargaining for improved teachers' salaries	5	22.7
	Better representation of teachers	1	4.5
	Dispute resolution	1	4.5
	Encouraging teachers	5	22.7
	Organizing education for a	3	13.6
	Promote collaborations	1	4.5
	Promoting teachers to advance career	1	4.5
	Updating teachers on union achievement	1	4.5
	Total	%	
Average			45.2%

The findings showed that unions play a central role in addressing teachers' working conditions. This is in agreement with (Anyango et al., 2019) who observed that teachers' trade unions have been championing teachers welfare countrywide. The findings revealed that the unions have been available to teachers, listening to their needs and forwarding them to the employer for the purposes of improving their working conditions with a aim of supporting the school management to run day today school programmes..

The finding rated teachers trade unions availability at 1(4.5%). The findings further revealed that the unions bargained for better working conditions for teachers at 3 (13.6%). The study further revealed that to improve on working conditions, the trade unions bargained for better members salaries at 5(22.7%) an indication that members are confident in their trade unions. The findings agree with Mafisa (2017) whos observed that teachers at larger choose the unions to convey their grievances to the government and improve their wages thus proper compensation for the services they lender for the management of public secondary schools. (Mafisa, 2017).

The study findings the evident that teachers' trade unions represent their members well whenever there is need at 1(4.5%). The trade union are a necessary tool for the teachers to air their grievancies to the employer. In realtion to dispute resolution 1(4.5%), promoting teachers to advance careers 1(4.5%), updating teachers on union achievements 1(4.5%). The study has revealed that generally teachers trade unions play a major role to influence public secondary schools by addressing teachers working conditions in public secondary school.

The information given by the respondents from the study indicates that like KNUT, KUPPET work to address teachers' working conditions. From table 4.6 KUPPET influence management in public secondary schools by being available to their member and champion bargaining for ther members to have improved working conditions. From the study the findings reveals that the trade union put a lot of effort to make a bargain for their members to have improved salaries that lead to teachers intrinsic motivation to assist in the public secondary schools they serve. Trade unions play a major role of bargaining for teachers salaries and encouraging them in their workplaces 5(22.7%) (table 4.6).

**Table 4.6**

*Influence of Teachers' Trade Unions (KUPPET) in addressing Teachers' Working Conditions*

Variable	Description	KUPPET (N=10)	
		Frequency	%
Working Conditions	Availability for teachers	4	40.0
	Bargaining for better working conditions	2	20.0
	Bargaining for improved teachers' salaries	3	30.0
	Better representation of teachers	-	-
	Dispute resolution	-	-
	Encouraging teachers	-	-
	Organizing education	1	10.0
	Promote collaborations	-	-
	Promoting teachers to advance career	-	-
	Updating teachers on union achievements	-	-
<b>Totals % Average</b>			<b>100.0%</b>

KUPPET responses revealed that bargaining for improved teachers' salaries was at (30%) and organizing education 1(10%). The KUPPET respondents revealed that trade unions played an essential role in motivating teachers, including collaboration with stakeholders 1(10%), ensuring teaching materials are available 1(10%), negotiating for teachers' benefits 2(20%), organizing education for 2(20%). The

finding implied that effectively working trade unions could enhance teachers satisfaction and performance. The study finding corroborated with Nkengne et al. (2021) who found that trade union are key in enhancing teachers working conditions and performance through improving their motivation as a way of improving teachers working conditions

Regarding teachers working conditions, most of the teachers were satisfied with services given concerning working conditions mean at (3.94). The study revealed that teachers (principals) were satisfied with the salary and allowances paid to them (3.93), professional autonomy (3.96), the number of lessons per week (3.92), and teachers' rights and obligations (3.98).

**Table 4.7**

*Satisfaction with the Working Conditions among Principals*

Variable	Principals	
	Mean	Standard deviation
wage and allowances	3.17	1.267
Professional authority	3.57	1.308
lessons per week	3.61	1.340
Teachers autonomy	3.57	1.273
Mean working condition	3.48	0.879

The study findings show that the principals were satisfied with professional autonomy 3.57(1.308) the number of lessons per week 3.61(1.340), teachers' rights and obligations 3.57(1.273). However, the principals were moderately satisfied with the teachers' salaries and allowances 3.17(1.267). Principals showed moderate satisfaction

with teacher working conditions 3.48(0.879). The findings indicated that teachers in Embu County were satisfied with teachers working conditions while principals were moderately satisfied.

Teachers and principals were requested to rate their level of satisfaction with the influence of unions in four key areas: teachers working conditions, negotiations for teachers, disputes resolutions, and motivation strategies. The study employed a 5 Likert scale to determine satisfaction among teachers and principals. The 5 Likert scale was A 1 strongly dissatisfied, 2 dissatisfied, 3 undecided, 4 satisfied while 5 strongly satisfied. For interpretation purposes, dissatisfied and dissatisfied was indicated by a score of 1 to 2.5 as  $1 \leq \text{dissatisfied} \leq 2.5$ , undecided indicated by a score of 2.6 to 3.5 as  $2.6 \leq \text{undecided} \leq 3.5$  while satisfied and strongly satisfied by a score of 3.6 to 5.0 as  $3.6 \leq \text{strongly satisfied} \leq 5$  (Nyabuti, 2014).

**Table 4.8**

*Satisfaction with the Working Conditions among Teachers*

Variable	Teacher	
	Mean	Standard deviation
Salary and allowances paid to teachers	3.93	1.299
Professional autonomy	3.96	1.82
Number of lessons per week	3.92	1.204
Teachers rights and obligations	3.98	1.169
Mean working condition	3.94	0.983

The findings disagreed with (Muguongo et al., 2015) who found that teachers were disastified with all forms of compensation they received from government. The findings were in line with (Bryson & Freeman, 2013) who found that working conditions perceptions play a central role in influecning the need for union representation. Similar to the study findings Chirdan et al. (2009) found high job satisfaction among workers in Nigeria. Satisfaction in working conditions is essential in determining teachers' service delivery. Therefore, perceptions of working conditions could be vital in defining membership in unions. The study findings agreed with Fidan and Öztürk (2015) who reported that teachers join the union to enhance the protection of human rights, including improvement in working conditions.

#### **4.3 Effect of Trade Unions Negotiations for Better Terms of Service for teachers**

Objective sought to examine the effect of negotiations for better terms of service for teachers in Embu County, Kenya. The study hypothesized that membership in KUPPET and KNUT influences teachers' satisfaction in different aspects, including negotiations for better terms of service. Teachers were asked the reasons for union membership and non-membership among teachers in Embu County.

**Table 4.9***Reasons for Union Membership and non-Membership among Teachers*

Variables	Teachers	
	Frequency	Percentage
Membership		
Forced	40	19.6
By default	44	21.6
Beneficial	15	7.4
Welfare of teachers	39	19.1
Compulsory	11	5.4
Requested	10	4.8
<b><i>Non-membership</i></b>		
Not a TSC employee	19	9.4
No membership chances	13	6.4
No benefits	10	4.8
Personal	5	2.5

The finding showed that teachers trade unions negotiate for better terms of service for their members. Table 4.9 shows the reasons why teachers join trade unions. From the findings teachers' trade unions negotiate for teachers' because from the respondents most members joined because trade unions are beneficial and advocates for the teachers welfare. The findings revealed that majority, 44 (21.6%) were members by default, 40(19.6%) were forced, 39(19.1%) welfare of the teachers, 15(7.4%) benefits associated with union membership, 11(5.4%) membership was compulsory, and 10(4.8%) were requested to do so. Majority of the principals, 10(43.5%) joined unions due to benefits associated with it, 6(26.1%) were forced to do so, and 2(8.7%) welfare

of the teacher by default. From these findings most respondents did not join the union because of the Negotiation for better terms of services a view that is supported by (Okolie, 2010), who observed that trade unions are driven by their political ambitions rather than Negotiating for better service of teachers.

**Table 4.10**

*Reasons for Joining or not joining Union among Principals*

Variables	Principal	
	Frequency	Percentage
Membership		
Forced	6	26.1
By default	2	8.7
Beneficial	10	43.5
Welfare of teachers	2	8.7
Compulsory	-	
Requested		
Non-membership		
Not a TSC employee	1	4.3
No membership chances	-	
No benefits	2	8.7
Personal	-	

The findings showed that principals have their own reasons as to why they did join or did not join trade unions. There are those who joined because to they have found trade unions to be beneficial at frequency of 10 and 43.5% .The findings further shows that there those that were forced or coerced from varous forces at 6(26.1). Those who did not join because they are not TSC employees 1(4.3%). This revealed that Teachers' Service Commission (TSC) had a hand in teachers' trade unions recruitment of the members.The study found out that those who did not join the trade union felt that the union had no benefit to them. 2(8.7%). Among principals, the main



reason for not joining a union was lack of benefits 2(8.7%) and not TSC employees 2(4.3%). The study results were in harmony with Rivai et al. (2019) who established that benefits attached to an action is a motivational factor to make teachers and principals be attracted to join the unions.

Teachers join trade unions due to numerous problems with the employer Teachers Service Commission (TSC). Membership to KUPPET and Knut is voluntary and the two trade unions have laid down elaborate procedures on the membership including having a service commission (TSC), a payslip and online registration (Kibe, 2014). Given that trade union membership is voluntary, some teachers could decide not to. It is noteworthy that a teacher may decide not to join the trade union if they do not perceive any importance of unionization.

The findings indicated that KNUT has considerable importance in bargaining for teachers, including mediating between the employee and the employer (4.5%), improving tripupate at lower levels (9.1%), promoting fairness (9.1%), reduction of workload (9.1%), giving job security to teachers (13.6%), representing teachers voice (18.2%), and negotiating for better working conditions (36.4%). Additionally, the KUPPET respondents revealed the importance of trade unions were improving tripupate at lower levels (20%), representing teachers' voices (20%), negotiating for better working conditions (30%) and giving job security to teachers (30%). The findings underscored the importance of the two trade unions in bargaining for teachers to get better terms. The findings were in agreement with Kibe (2014) that highlighted that bargaining for teachers welfare was a major role of the trade union.

Okolie, (2010) tend to differ with the above findings because in his study he viewed trade unions as out to popularize thir political ambitions rather than negotiating for

their for better terms services. According to Okole (2010) trade unionists are driven by their personal and political ambitions.

**Table 4.11**

*Influence of Teachers' Trade Unions (KUPPET) in Addressing Negotiations for Better Terms of Service of Teachers Union*

Variable	Description	KUPPET (N=10)	
		Frequency	%
Terms of service	Collaboration with stakeholders	1	10.0
	Dispute resolutions	4	40.0
	Ensuring teaching materials are available	1	10.0
	Negotiating for teachers benefits	2	20.0
	Organizing education for education	2	20.0
Total	Fora		<b>100%</b>

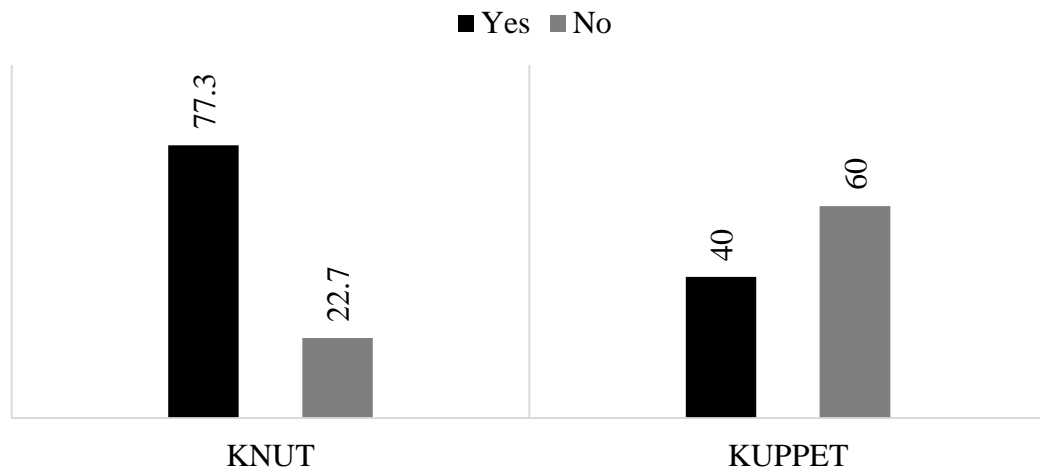
The study results shows that KUPPET respondents revealed that trade unions played an essential role in including collaboration with stakeholders 1(10%). The respondents revealed that Trade unions work closely with the public secondary school stakeholders for the benefit of enhancing school management. The findings further revealed that teachers trade unions work to ensuring teaching materials are availed for the smooth running of the institutions at 1(10%).

The study further revealed that trade unions engage in negotiating for better terms of service for teachers' 2(20%). The respondents held the view that trade unions ensure

that they resolve disputes that arise from the teachers and stakeholders are adequately handled for proper management of public secondary schools. Teachers trade unions are known for organizing education fora 2(20%). This help in professional growth of the teachers. The finding implied that effectively working trade unions could enhance teachers satisfaction and performance. The study findings were in line with Nkengne et al. (2021) who found that trade unions are key in enhancing teachers working conditions and performance through improving their motivation.

**Figure 4.1**

*The Compensation for the Time wasted during Strikes among KNUT and KUPPET*



The research findings show that responses from the respondents who were asked whether their trade unions have mechanisms for compensating for time wasted during strikes. The findings showed that 77.3% of the KNUT respondents compensated for the time wasted during strikes, while 22.7% did not. Only 40% of the KUPPET respondents revealed that they compensated for time wasted during strikes, while 60% did not. The findings indicated that despite consuming time during strikes, KNUT had a better framework for compensation than KUPPET. According to Ng'aruni (2019), strikes resulted in considerable time loss and delayed syllabus coverage. However,

trade unions are highly interested in ensuring the government meets teachers' interests. From the above figure.

#### **4.4 Influence of teachers' trade unions in Resolving disputes among Stakeholders in Management of Public Secondary in Kenya**

Trade unions play a crucial role in resolving disputes among stake holders that have significant influence in the management of schools. The results of KNUT trade unions involvement in dispute as represented in Table 4.12

**Table 4.12**

*Influence of Teachers' Trade Unions (KNUT) in Resolving Dispute among Teachers.*

Variable	Description	KNUT (N=22)	
		Frequency	%
Dispute	Improving tripupate at lower levels	2	9.1
Resolutions	Giving job security to teachers	3	13.6
	Mediating between the employee and the employer	1	4.5
	Negotiating for better working conditions	8	36.4
	Promoting fairness	2	9.1
	Reduction of workload	2	9.1

The findings indicates that unions play a central role in addressing teachers' Improving tripupate at lower levels 2(9.1%), Mediating between the employee and the employer 3(13.6). The study findings shows that teachers trade unions promote fairness at all levels to ensure that all the parties are given fair hearing in case of disputes. From the study Teachers trade unions promote fairness at 2(9.1%) Teachers

trade unions negotiate for better working conditions 8(36.4%) Teachers perform better in a conducive atmosphere where there is peace, understanding and fair human judgement. Secondary schools management succeed when there is understanding of all the parties involved in an institution productivity.

Findings further revealed that respondents said that teaching load was reduced at 2(9.1). The findings implied that trade unions play a central role in ensuring resolving teachers disputes as raised in terms of teaching load where teachers feel overwhelmed to handle any other duty. The findings indicated that KNUT is considerably important in bargaining for teachers, including mediating between the employee and the employer (4.5%), improving tripupate at lower levels at 2(9.1%), promoting fairness 2(9.1%) for both sides the employee and the employer.

Findings also revealed that trade unions are also known for giving job security to teachers at 3(13.6%) because if permanently employed they cannot be sacked easily and at will without intervention from the union. The study further showed that trade unions play part in representing teachers voice at (18.2%) because individual teachers cannot voice their grievances to the employer without the unions. The findings also revealed that trade unions negotiate for better working conditions at (36.4%). Teachers have to be in a good environment in order to work well and that the unions' duty is to fight for them and support their bid to ensure good working condition. The findings are in line with Okole (2014) who prostrated that teachers trade unions have a main role of influencing management in public secondary schools through making profitable bargains on behalf the teachers and principals to ensure good working conditions and better pay.

The study finding on KUPPET respondents revealed the importance of trade unions were improving tripupate at lower levels (20%) and like KNUT, KUPPET play a role of representing teachers' voices and was rated at (20%). The findings on negotiating for better terms of service revealed that the unions also negotiate for better working conditions at (30%) . The study also revealed that unions give job security to teachers at (30%) and that teachers feel their job secured by the unions presentation. The findings underscored the importance of the two trade unions in bargaining for teachers to get better terms of service. The findings were in agreement with Kibe (2014) that highlighted that bargaining for teachers welfare was a major role of the trade union. He also said that teachers trade unions play a major role in ensuring that teachers enjoy working in a good conditions that enable them to take part in institution management.

Okole, (2010) tend to differ with the above findings because in his study he viewed trade unions as out to popularize thir political ambitions rather than negotiating for their members for better terms services. According to Okole (2010) he observed that trade unionists are driven by their personal interest. Table 4.13 shows the findings on the role of teachers trade unions(KUPPET) in resolving teachers issues.

**Table 4.13***Role of Teachers' Trade Unions (KUPPET) in Resolving teachers Disputes*

Variable	Description	KUPPET (N=10)	
		Frequency	%
Disputes among stakeholders	Improving tripupate at lower levels	2	20.0
	Giving job security to teachers	3	30.0
	Meditating between the employee and the employer	-	-
	Negotiating for better working conditions	3	30.0
	Promoting fairness	-	-
	Reduction of workload	-	-
	Representing teachers voice	2	20.0
<b>Total</b>			<b>100%</b>

KUPPET respondents revealed that trade unions plays an essential role in motivating teachers and the study conducted on influence of trade unions on secondary school management showed that teaches are motivated at 2(20%). KUPPET trade union motivate their members for smooth management of public secondary schools. KUPPET also give job security to teachers by ensuring that issues that arise are resolved 3(30%), negotiating for better working conditions3(30%) and representing teachers voice.

KUPPET respondents findings revealed the importance of trade unions were improving tripupate at lower levels 2(20%), representing teachers' voices 2(20%), negotiating for better working conditions 3(30%) and giving job security to teachers

3(30%). The findings underscored the importance of the two trade unions in bargaining for teachers to get better terms. The findings were in agreement with Kibe (2014) that highlighted that bargaining for teachers welfare was a major role of the trade union.

Okolie, (2010) tend to differ with the above findings because in his study he viewed trade unions as out to popularize thir political ambitions rather than negotiating for their memebers for better terms services. According to Okole (2010) he observed that trade unionists are driven by their personal interest. Results of satisfaction with dispute resolutions among teachers are indicated in Table 4.14.

**Table 4.14**

*Satisfactions with the Dispute Resolutions among Teachers*

Items	Teacher	
	Mean	Std. Deviation
Teachers relationship	3.67	1.366
School relationship	4.19	1.132
Teacher and administration	3.73	1.071
Teacher and parent relationship	3.43	1.226
Mean dispute resolution	3.75	0.857

The findings show that if disputes are well resolved can lead to good school management . The study conducted in Embu County showed that teachers are privileged to have authority over students stood at 4.19(1.1366) while teacher administrator relationship was at 3.73(1.071). There existed good reallion with parents at 3.43(1.226) meaning that there was harmony in schools. The mean disputes



resolution stood at 3.75(0.857) . This is in agreement with Forson (2012) that when disputes are well resolved in a school atmosphere results are always positive. From the above 5 constructs on disputes resolutions amongst teachers, revealed that teachers were satisfied with the good work of trade unions. This is an indicator that trade unions well supported public schools management would run smoothly for better performance.

Principals satisfaction with teachers trade unions on the service they lender in giving both teachers and principals satisfaction in the manner they handle issues.

**Table 4.15**

*Satisfactions with the Dispute Resolutions among Principals*

Items	Principals	
	Mean	Std. Deviation
Staff relationship	3.61	1.158
Teacher and students	3.61	1.076
Teacher and administrator	3.87	1.058
Relationship with guardians	3.87	1.140
Mean dispute resolution	3.74	0.729

Principals were satisfied with teachers' relationship with other stakeholders at the mean of 3.61(1.158) and from the study it is evident that teachers relationship in workplace is of importance for participation in management of public schools. The sudy conducted in Embu county revealed that teachers relationship with one another created good rapport in the workplace. The findings of the study further revealed that teachers have authority over students standing at the mean of 3.61(1.076). From the

study teachers have authority over students making them feel accepted and in ownership of the institution a reason to raise self esteem good enough for school management. Teachers ability to manage students has a sign of displaying school discipline being well controlled for better public secondary school management school management.

The findings of the study done in Embu County further revealed that there was healthy teacher- administrator relationship at 3.87(1.058). Relating well at school level took public secondary schools in Embu at a highe the schools and parent-teacher relationship 3.87(1.040) (Table 19). Both teachers and principals were satisfied with the influence of KUPPET and KNUT in dispute resolutions towards management of public secondary schools. The findings indicated that KUPPET and KNUT played a central role in influencing dispute resolutions in Secondary schools.

Saundry et al. (2011) is in line with the findings of the present study because he established that trade unions play an essential role in influencing the workplace conflicts resolutions. He further found that trade unions play a central role in influencing worker interests protection and facilitating the informal resolution of disciplinary disputes. The study findings were also in agreement with Ngotho et al. (2019) who found that salaries and poor working conditions were the leading causes of conflicts among teachers and that trade unions resolve these issues for proper management of public learning institutions. The results of the study suggests that KUPPET and KNUT continue to play the central role in influencing disputes resolution through strikes, confrontations on teacher's rights, picketing, and go-slows for improved management.

#### 4.5 Teachers Trade unions influence on Teachers Influence on Teachers Motivational Strategies in Public Secondary Schools in Kenya

A study conducted in Embu County showed that teachers perform well when their concerns are addressed; hence motivated to support the school management in well being of the institutions they serve. The trade unions support management of public secondary schools by ensuring that teachers motivational strategies are sustained by the employers and by offering healthy teaching/learning environments to the teachers. The study findings revealed that teachers are motivated to work through various strategies as shown in table 4.16.

**Table 4.16**

*Influence of Teachers' Trade Unions (KNUT) in Influencing Teachers Motivational Strategies.*

Variable	Description	KNUT (N=22)	
		Frequency	%
Teacher'Motivation	Ensuring teaching materials are available	6	27.3
	Negotiating for teachers benefits	7	31.8
	Organizing education for a	6	27.3
	Giving Job Security	3	13.6
<b>Total</b>			<b>100%</b>

The findings indicated that the importance of KNUT of ensuring teaching materials are available 6 (27.3%). Enough teaching materials makes work easier for the teachers. Enough teaching materials motivate teachers to go on and on with the work. Teachers trade unions encourage teachers to participate in secondary schools

management when they make a follow up to ensure teaching materials are availed when needed. The study findings further revealed that teachers trade unions enter into a bargain with employer to negotiate for teachers benefits 7(31.8%) as a strategy for motivation.

Gaspard et al., (2021) is in line with the findings with the study done in Embu county on teachers trade unions influencing secondary schools management through offering motivational strategies to sustain teachers service delivery in public secondary school. Gaspard et al., observed that Motivation among teachers is key in teachers trade unions.

The negotiation for better salaries motivate teachers because hope is built that one time or another they are to get their pay. The study conducted at Embu county revealed that teachers are in support that trade unions negotiate for better remunerations for their members and in organizing educational fora 6(27.3%).The finding revealed that the organized education for a refreshes teachers and keep them and giving job security 3(13.6%). Table 4.17 presents responses of KUPPET in motivating Teachers.

**Table 4.17***Influence of Teachers' Trade Unions (KUPPET) in Motivating Teachers*

Variable	Description	KUPPET (N=10)	
		Frequency	%
Teachers motivation	Ensuring teaching materials are available	-	-
	Negotiating for teachers benefits	5	50.0
	Organizing education for a	1	10.0
	Quick dispute resolution	4	40.0
<b>Total</b>			<b>100.0%</b>

Table 4.17 shows that KUPPET respondents revealed that trade unions plays an essential role in Ensuring teaching materials are available, negotiating for teachers benefits 5(50%), organizing education for a 1(10%) and quick dispute resolution 4(40%). The finding implied that effectively working trade unions could enhance teachers satisfaction and performance. The study finding corroborated with Nkengne et al. (2021) who found that trade union are key in enhancing teachers working conditions and performance through improving their motivation. Teachers' Motivation Strategies among Teachers.

**Table 4.18***Teachers Satisfaction with Motivation Strategies in Public Secondary Schools*

Items	Teacher	
	Mean	Std. Deviation
Career development	3.78	1.158
In-service training	3.77	1.397
Opportunities for Study	3.56	1.324
Teachers involvement in decision making	3.78	1.253
Professional growth	3.54	1.302
Mean teachers' motivation	3.69	0.990

Table 4.18 shows that motivation strategies given to the teachers were good and these include career development 3.78(1.158). From the study respondents said that they were being offered trainings with awards for their professional and career development. The study further revealed that teachers were given in-service training at the mean of 3.77(1.397). The in-service training refreshes teaching service providers and are better equipped to do the work.

The findings further revealed that teachers get opportunity for further studies 3.56(1.324). Teachers given an opportunity to study further are likely to improve on standard of living and are better placed in the profession, are confident and their self esteem is raised to take part school management because they have the information required to do so.

Further studies for teachers give them professional developmentm teachers involvement in decision making 3.78(1.253). When teachers are involved in decision

making feel motivated to take part in day today schools activities because they are recognized and their. The study further revealed that there was , Professional growth rated at the mean of 3.54(1.302). Teachers grow from one level to another professionally. Professional growth places them better in the schools where they become heads of departments and sections and other appointments that goes with their job groups and othe awards in a school set up From the findings teachers trade unions offer acceptable motivation strategies to their members that keep them working and positively taking part in decision making of public secondary school and hence good management of the schools. The findings revealed that teachers motivation mean of 3.69(0.990) make teachers satisfied with the motivational strategies used by the trade unions.

**Table 4.19**

*Principal Satisfaction with the Motivational Strategies in Public Secondary Schools*

Items	Principals	
	Mean	Std. Deviation
Career development	3.87	1.344
In-service training	3.22	1.380
Opportunities for Study	3.26	0.864
Teachers and decision making	3.65	1.071
Teacher and Professional growth	3.65	1.229
Mean principals' motivation	3.53	0.730

Principals were satisfied with teachers career development at 3.87(1.344) in-service training at 3.22(1.380) opportunities for further studies 3.26(0.864)' involvement in

decision making 3.65(1.071), professional growth 3.65(1.229). Teachers and principals were satisfied with the teachers' motivation strategies with an average level of 3.69(0.0990) and 3.53(0.730), respectively. The findings indicated that KUPPET and KNUT play a significant role in influencing teachers' management through offering sustainable motivational strategies. Teachers' motivation is an essential component in improving their performance learning institutions (Heystek & Lethoko, 2001).

Employment practices take away their self-concepts (Alexande & Andrey, 2020) When in employment one loses personal concept because in every area one has to consult since it is a system. Failure to consult leads to consequences. The study findings were consistent with Agola (2016) who reported that trade Unions play a central role in influencing teachers' motivation for the purposes of institutional management. Teachers trade unions agitate for teachers motivation through various strategies like promotions, employer recognition, and good working conditions. Teachers unions encourage employers to motivate teachers by allowances and genuine promotion opportunities (Simuyaba, 2020).

The study hypothesized that membership in KUPPET and KNUT influences teachers' satisfaction in different aspects, including working conditions, negotiations, dispute resolution, and motivation strategies in Embu County. The hypothesis tested is union membership significantly influences employees' satisfaction. The hypothesis could be tested using different modeling approaches. The nature of the dependent influences decision to select the appropriate model. This study employed a simple linear regression to show the association between union membership and employees satisfaction. The model credibility was tested using Pearson correction, coefficient of



determination, and Analysis of Variance (ANOVA). This study performed four separate linear regression analyses to show the relationship between dependent variables (working conditions, negotiation, dispute resolution, and motivation strategies) and union membership.

**Table 4.20**

*Model Summary for Teachers*

Satisfaction	R	Adjusted	R Std. Error	of the
	R	Square	Square	Estimate
Working condition	0.508 <sup>a</sup>	0.258	0.255	0.84894
Negotiations	0.738 <sup>a</sup>	0.545	0.553	0.48803
Dispute resolutions	0.821 <sup>a</sup>	0.674	0.673	0.49036
Teachers' motivation	0.728 <sup>a</sup>	0.530	0.528	0.6803

a. Predictors: (Constant), Member of Union

The R-squared is the coefficient of determination that describes how the independent variables clarify the effect (Yudiawan et al., 2021). Adjusted R Square is employed as the coefficient of determination for regression analysis of many independent variables. A High Pearson correlation coefficient indicates a degree of correlation between dependent and independent variables. The results in Table 22 show that R squares' values for working condition was .258 (25.80%), Negotiations .553 (55.30%), dispute resolution .674 (67.40%) and teachers motivation .530 (53.0%). This implied that the union membership explained 25.0% of working conditions, 52.8% of teachers' motivation, 54.3% of teachers' motivation, and 67.4% of dispute resolutions. The remaining 75%, 47.2%, 55.7 and 32.6% were explained by other

variables not included in the specific variables of the study. The results of R squared suggests the independent variables have statistical significant influence on the management of public schools. Ranged between 0.250 and 0.674 among teachers. The model summary for Principals.

**Table 4.21**

*Model Summary for Principals*

Satisfaction	R	Adjusted	R Std. Error	of the
	R	Square	Square	Estimate
Working condition	0.704 <sup>a</sup>	0.495	0.471	0.63905
Negotiations	0.747 <sup>a</sup>	0.521	0.679	0.420138
Dispute resolutions	0.764 <sup>a</sup>	0.584	0.564	0.48140
Teachers' motivation	0.559 <sup>a</sup>	0.312	0.279	0.7134

a. Predictors: (Constant), Member of Union

Among principals, the R squared ranged from 0.312 to 0.584 (Table 4.21). The findings implied that union membership explained 31.2% of teachers' motivation, 49.5 working conditions, 52.1 negotiations, and 58.4% of dispute resolutions. The remaining 68.8%, 50.5%, 57.9%, and 51.6% were explained by other variables not included in the specific variables of the study. To show whether they are significantly different One Way ANOVA was conducted.

Analysis of variance in linear regression modeling indicates whether there are significantly different variables. The ANOVA was significantly different at  $p < 0.001$  among teachers for all the individual linear models: working conditions, negotiations, dispute resolution, and motivation. The results are shown in Table 4.22.

**Table 4.22***Analysis of Variance (ANOVA) Results for Teachers*

Satisfaction		Sum	of	Mean		
		Squares	Df	Square	F	Sig.
Working condition	Regression	50.471	1	50.471	70.032	.000 <sup>b</sup>
	Residual	144.859	201	.721		
	Total	195.330	202			
Negotiation	Regression	57.308	1	57.308	240.612	0.000 <sup>b</sup>
	Residual	47.873	201	0.238		
	Total	105.180	202			
Dispute Resolution	Regression	100.039	1	100.039	416.046	0.000 <sup>b</sup>
	Residual	48.331	201	0.240		
	Total	148.370	202			
Teachers' motivation	Regression	105.057	1	105.057	227.033	.000 <sup>b</sup>
	Residual	93.011	201	0.463		
	Total	198.069	202			

a. Dependent Variable: Working conditions, negotiation, dispute resolutions, and motivation strategies

b. Predictors: (Constant), Member of Union

The findings of the ANOVA were statistically significant to predict the outcome in a good fit of the individual linear regression models as indicated by (Fagerland & Hosmer, 2016). Results of One way ANOVA for Principals is presented in Table 4.23

**Table 4.23***Analysis of Variance (ANOVA) Results for Principals*

Satisfaction		Sum	of Df	Mean	F	Sig.
		Squares		Square		
	Total	198.069	202			
Working condition	Regression	8.413	1	8.413	20.601	.000 <sup>b</sup>
	Residual	8.576	21	.408		
	Total	16.989	22			
Negotiation	Regression	4.158	1	4.858	10.881	0.004 <sup>b</sup>
	Residual	20.309	21	0.443		
	Total	24.467	22			
Dispute Resolution	Regression	6.818	1	6.818	29.421	0.000 <sup>b</sup>
	Residual	4.867	21	0.232		
	Total	11.685	22			
Teachers' motivation	Regression	4.849	1	4.849	9.526	.006 <sup>b</sup>
	Residual	10.689	21	0.509		
	Total	15.537	22			

c. Dependent Variable: Working conditions, negotiation, dispute resolutions, and motivation strategies

d. Predictors: (Constant), Member of Union

For principals, the ANOVA findings were significantly different working conditions ( $P < 0.001$ ) The ANOVA findings on working conditions indicated that the significance level is relevant in that trade unions play a role in ensuring teachers are comfortable., negotiations for better terms of service ( $P = 0.004$ ) The ANOVA findings

on better terms of service indicated relevance on teachers trade unions negotiating with the employer to settle teachers prevailing issues. , dispute resolution ( $P < 0.001$ ).

The ANOVA findings on disputes resolutions indicated that teachers trade unions champions negotiations on behalf of the teachers to resolve existing disputes with the employer and also within the management. Teacher motivational strategies ( $P < 0.006$ )

The ANOVA findings on motivational strategies indicated a significance level enough to conclude that teachers trade unions assists the schools management by ensuring that the employer support strategies that motivated the teaching fraternity to participate in secondary schools they work for. The study revealed that there was a positive association between union membership and teachers' job satisfaction as working conditions ( $B = 1.210$ ,  $p < 0.001$ ), negotiation ( $B = 1.290$ ,  $p < 0.001$ ), dispute resolution ( $B = 1.704$ ,  $p < 0.001$ ), and teachers' motivation ( $B = 1.746$ ,  $p < 0.001$ ) among teachers Further Analysis was done and the results are presented in Table 4.24

**Table 4.24***Coefficients Results for Teachers*

Satisfaction	Model	Unstandardized		Standardized	t	Sig
		Coefficients		Coefficients		
		B	Std. Error	Beta		
Working condition	(Constant)	3.000	0.128		23.441	0.000
	Member of Union	1.210	0.145	0.508	8.369	0.000
Negotiation	(Constant)	2.693	0.074		36.605	0.000
	Member of Union	1.290	0.083	0.738	15.512	0.000
Dispute Resolution	(Constant)	2.420	0.074		32.742	0.000
	Member of Union	1.704	0.084	0.821	20.397	0.000
Teachers' motivation	(Constant)	2.318	0.103		22.605	0.000
	Member of Union	1.746	0.116	0.728	15.068	0.000

a. Dependent variable: (working condition, negotiation, dispute resolution, and teachers' motivation).

The findings indicates that union membership would lead to an increase in job satisfaction in the units shown in working conditions (1.210), negotiation (1.290),

dispute resolution (1.704), and teachers' motivation (1.746), respectively. Table 4.25 shows coefficient results for principals.

**Table 4.25**

*Coefficients Results for Principals*

Satisfaction	Model	Unstandardized		Standardized	t	Sig
		Coefficients		Coefficients		
		B	Std. Error	Beta		
Working conditions	(Constant)	1.917	0.369		5.195	0.000
	Member of Union	1.796	0.396	0.704	4.539	0.000
Negotiation	(Constant)	2.250	0.294		8.244	0.000
	Member of Union	1.262	0.244	0.747	5.697	0.000
Dispute Resolution	(Constant)	2.333	0.278		8.395	0.000
	Member of Union	1.617	0.298	0.764	5.424	0.000
Teachers' motivation	(Constant)	2.267	0.412		5.503	0.000
	Member of Union	1.363	0.442	0.559	3.086	0.006

b. Dependent variable: (working condition, negotiation, dispute resolution, and teachers' motivation).

The results shows that the study revealed a positive association between teachers trade unions and teachers' job satisfaction with working conditions ( $B=1.796$ ,  $p<0.001$ ) The findings revealed that teachers trade unions play apart in improving teachers working conditions with a aim of influencing secondary schools management in public secondary schools. negotiation ( $B=1.262$ ,  $p<0.001$ ), dispute resolution ( $B=1.617$ ,  $p<0.001$ ), and teachers' motivation ( $B=1.363$ ,  $p<0.001$ ) among principals. The findings implied that union membership would lead to an increase in job satisfaction in the units shown in working conditions (1.617), negotiation (1.262), dispute resolution (1.617), and teachers' motivation (1.363), respectively. The findings wer in harmony with Nyabuti (2014) who found a positive relationship between union membership and employees' satisfaction with rewards, working conditions, career advancement, supervision, management style and work tasks. The study findings on coefficiency of the principals indicates the teachers trade unions assist in secondary schools management thus influencing the general management.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, the conclusions, and the recommendations of the study based on the study's objectives. The general objective of this study was to assess the influence of teachers trade unions (KNUT and KUPPET) on management of public secondary schools in Embu County. Therefore, the section synthesizes crucial issues of the study objectives; Teachers trade unions addressing teachers working conditions; teachers trade unions negotiations for better terms of service; teachers trade unions participating in disputes resolutions amongst the schools management stakeholders and ensuring that motivational strategies as derived from the study in Embu County, Kenya

#### **5.2 Summary of Findings**

This section presents the summary of the study findings based on the purpose of the study and the specific objectives of the study. The purpose of the study was to find out the influence of teachers trade unions on management of public secondary schools in Embu County, Kenya. The study was based on the following objectives: influence of teachers' trade union in addressing teachers working conditions, effects of negotiations for better terms of service for teachers, influence of trade unions in resolving disputes among stakeholders in public secondary schools and influence of trade unions on teachers motivational strategies for good management of public secondary schools in Embu County, Kenya.

### **5.2.1 Influence of Teachers' Trade Unions in Addressing Teachers' Working Conditions**

The study findings on teachers trade unions addressing teachers working conditions revealed that unions represent their members well whenever there is need at 4.5%. The trade unions are a necessary tool for the teachers to air their grievancies to the employer for the well running of the learning institutions. In reaction to dispute resolution (4.5%), promoting teachers to advance careers (4.5%), updating teachers on union achievements (4.5%). Make teachers motivated to participate in the management of public secondary schools in Embu County Kenya.

The study has revealed that generally teachers trade unions play a major role to influence public secondary schools by addressing teachers working conditions in public secondary school. The ANOVA findings were significant in working conditions ( $P < 0.001$ ) This indicated that the significance level is relevant in that trade unions play a role in ensuring teachers are comfortable., negotiations for better terms of service ( $P = 0.004$ ) The ANOVA findings on better terms of service indicated relevance on teachers trade unions negotiating with the employer to settle teachers prevailing issues. , dispute resolution ( $P < 0.001$ ). The ANOVA findings on disputes resolutions indicated that teachers trade unions champions negotiations on behalf of the teachers to resolve existing disputes with the employer and also within the management. Teacher motivational strategies ( $P < 0.006$ ) The ANOVA findings on motivational strategies indicated a significance level enough to conclude that teachers trade unions assists the schools management by ensuring that the employer support strategies that motivated the teaching fraternity to participate in secondary schools they work for. The study revealed that there was a positive association between union

membership and teachers' job satisfaction as working conditions ( $B=1.210$ ,  $p<0.001$ ), negotiation ( $B=1.290$ ,  $p<0.001$ ), dispute resolution ( $B=1.704$ ,  $p<0.001$ ), and teachers' motivation ( $B=1.746$ ,  $p<0.001$ ) . From the study findings teachers trade unions addressed teachers working conditions and therefore influencing management of public secondary schools in Embu county, Kenya.

### **5.2.2 Negotiations for Better Terms of Service for Teachers**

The study showed that teachers were satisfied with the role of unions in influencing the status of the teaching profession, reward for achievement, and opportunities for advancement while moderately satisfied with the job security. The principals were satisfied with the role of the trade unions on influencing Job security but moderately satisfied with the status of the teaching profession, opportunities for advancement, and reward for achievement.

The KNUT and KUPPET respondents were requested to state the importance of the trade union in motivating teachers, improving teachers working conditions, bargaining for teachers, and improving teachers' morale. The findings indicated that the KNUT and KUPPET primarily motivated teachers, improved working conditions, bargained for teachers, and improved teachers' morale through encouraging teachers, negotiating for teachers' benefits, negotiating for better working conditions, and negotiating for teachers' benefits, respectively. Lastly, the director of quality assurance asserted that trade union encourage teachers to participate in professional development activities.

### **5.2.3 Resolving Disputes Among Stakeholders in Public Secondary Schools**

On dispute resolution, teachers were satisfied with the teachers' relationship, teacher administrator relationship, and teacher authority over students while moderately satisfied with the parent-teacher relationship. The Principals were satisfied with teachers' relationship, teacher authority over students, teacher administrator relationship, and parent-teacher relationship.

Teachers and principal respondents were asked to rate their level of satisfaction with the role of unions in influencing four key management sectors: teachers working conditions, negotiations for teachers, dispute resolutions, and motivation strategies. The Cronbach's Alpha coefficient revealed that the coefficients were above 0.7 for the constructs, and therefore they effectively define the perceptions. Regarding working conditions, most of the teachers were satisfied with the salary and allowances, professional autonomy, the number of lessons per week, and teachers' rights and obligations. Additionally, principals were satisfied with professional autonomy, the number of lessons per week, teachers' rights and obligations, and moderately satisfied with the salary and allowances paid to teachers.

### **5.2.4 Teachers' Satisfaction and Motivational Strategies**

On teachers' motivation strategies, teachers were satisfied with professional growth, career development, opportunities for study, in-service training, career development, and teachers' involvement in decision making. Principals were satisfied with teachers' involvement in decision-making, professional growth, and career development.

Lastly, the study showed a positive relationship between union membership and teachers' job satisfaction as working conditions, negotiation, dispute resolution, and motivation among teachers and principals. The findings implied that union membership would lead to an increase in employees' satisfaction. The more members the union has the higher bargaining power for the members. Unionized teachers and principals were more satisfied with working conditions, negotiation, dispute resolution, and teachers' motivation than their non-unionized counterparts. The more the union bargains for better terms of service the more influence they have in the management of public secondary schools.

### **5.3 Conclusions**

The study concludes that teachers and principals associated trade unions with various benefits mainly advocated for improved working conditions, conflict resolution among teachers, negotiating on behalf of teachers, and teachers motivation. The main influence of trade unions were defending members' rights, dispute resolutions, and improving working conditions.

The study concludes that KUPPET and KNUT play a central role in influencing the management of public secondary schools by addressing teachers working conditions, bargaining for better terms of service for teachers, resolving disputes amongst the stakeholders and motivating teachers as deduced from both KNUT and KUPPET respondents. The trade unions are key in public schools management because they are basis of teaching fraternity morale. The government to continue working closely with teachers trade unions for better schools management and good performance in school. The study concludes that both teachers and principals were satisfied with the role of trade unions influence management in the schools through addressing working

conditons, bargaining for better terms of service, resolving disputes aamongst stakeholders and offering sustainable motivation strategies. Therefore, the teachers and principals felt that trade unions play a pivotal role in enhancing job satisfaction. The study also concludes a positive and significant association between trade union membership and employees' leads to job satisfaction. The findings implied that union membership among teachers and principals would significantly improve the school management.

#### **5.4 Recommendations**

Based on the results of the study, the following recommendations are made.

- i. The trade unions should keep up their good work of agitating for better working condition.
- ii. The trade unions need to draw an elaborate framework with teacher service commission on best approach to handle negotiation for better term of service for teachers.
- iii. Given the elaborate advantages of trade unions membership, public campaigns need to be done by education stakeholders to encourage all teachers to join trade unions to increase solidarity for powerful future collective bargains.
- iv. The government should solve the teachers' grievances before strikes to ensure students get quality grades.
- v. The government to come up with sustainable teachers scheme work to prevent future industrial actions. Robbins et al. (2014) Robbins et al. (2014)

#### **5.5 Areas of Further Research**

This study recommends the following areas of further research.

- i. Assess the influence of trade unions on the teachers' performance among secondary teachers.

- ii. Assess the effects of strikes on student performance and the teachers' framework for recovering time lost during loss in Kenya.

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## APPENDICES

### Appendix 1: A Research Self Introduction Letter

MARY MUKWAIRO MUGAMBI  
KENYA METHODIST UNIVERSITY  
P.O BOX 267-60200  
MERU, KENYA.

Dear Sir/Madam

RE: DATA COLLECTION

I am Mary Mukwairu Mugambi, Registration. No: Edu-4-0127-1/2014, a Ph.D. student at Kenya Methodist University. I am researching 'Influence of Teachers' Trade unions in Management of Public Secondary Schools in Embu County, Kenya'. The information given will be for research purposes only. Confidentiality will be maintained.

Kindly assist me with the above information.

Yours sincerely,

Mary Mukwairu Mugambi

**Appendix 2: KNUT/KUPPET Officials Interview Schedule**

1. Briefly describe your role as a trade unionist...  
.....  
.....
2. How does one become a member of trade union? What are the requirements?  
.....  
.....
3. How many members does the union have?  
.....  
.....
4. How much money do members pay to the union per month?.....
5. What benefits do teachers gain by joining the union?  
.....  
.....
6. What would you further do for your members to improve the level of their motivation?  
.....  
.....
7. In what ways, can you, as a union improve teachers working conditions?.....
8. What areas need to be addressed in order to improve on your bargaining power?  
.....
9. What measures should be taken to improve the morale of teachers in public secondary schools in Embu County, Kenya?  
.....

10. As a union do you ensure that your members compensate for the time lost during strikes? YES ( ) NO ( )

If no, why?.

.....

### Appendix 3: Head Teachers Questionnaire

This questionnaire aims at getting your opinion on the influences of teachers' trade unions in management of secondary schools. Do not write your name anywhere or that of your institution as your identity will remain confidential. Attempt all the questions to the best of your ability by indicating your choice by a tick (✓) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

#### Section A: Demographic Information

1. What is your gender? Male ( ) Female ( )
2. Select what phrase represent your age bracket? 21-30 years ( ) 31-40 years ( ) 41-50 years ( ) above 50 years ( )
3. Indicate your highest academic qualification? Masters ( ) B/Ed Degree ( ) Diploma ( ) P1 ( )
4. State your length stay in this school as a head teacher? --- yrs.
5. What is the total number of teaching staff in your school?  
Males: ..... Females: .....
6. How many members of your teaching staff are members of Teachers Trade Unions?  
.....  
Males: ..... Females: .....
7. Do you belong to any any Teachers' Trade Union? .....  
If YES explain why you chose to join one  
.....  
.....
8. If NO explain why you have not joined one

.....  
 .....

9. If you are not a member, given a chance, would you join Teachers' Trade union?

.....

10. In your opinion do you think trade unions activities do affect teachers performance of duty?

Yes ( ) No ( )

If yes, how?

.....  
 .....

11. Section B: The influence of teacher's trade union on management of public secondary schools

12. Rate your satisfaction on your trade union performance using the scale below.

- Strongly satisfied                      SS      5
- Satisfied                                      S        4
- Undecided                                    UD      3
- Dissatisfied                                 D        2
- Strongly dissatisfied                    SD      1

	1	2	3	4	5
<b>Teachers working conditions</b>					
Salary and allowances paid to teachers					
Professional autonomy					
No. of lessons per week					

Teachers rights and obligations					
Role of union on teachers professionalism					
<b>Negotiations for Better Terms of Service for Teachers</b>					
Status of teaching profession					
Sense of achievement					
Opportunities for advancement					
Job security					
<b>Dispute Resolutions</b>					
Teachers Relationship					
Teacher authority over students					
Teacher-administrator relationship					
Parent-teacher relationship					
<b>Motivation Strategies</b>					
Career development					
In-service training					
Opportunities for further study					
Teachers involvement in decision making					
Professional growth					

#### **Appendix 4: Teachers' Questionnaire**

This questionnaire aims at getting your opinion on the influences of KNUT/KUPPET on teacher's performance in your school. Do not write your name. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (✓) where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

#### **Section A: Demographic Information**

1. What is your gender? Male ( ) Female ( )
2. What is your age bracket? 21-30 years ( ) 31-40 years ( ) 41-50 years ( ) above 50 years ( )
3. What is your highest academic qualification? Masters ( ) B/Ed Degree ( ) Diploma ( ) P1 ( )
4. For how long have you been teacher? -----
5. What is your average teaching load per week? 10-15 lessons ( ) 16-20 lessons ( ) 21-30 lessons ( ) over 31 lessons ( )

#### **Section B: The influence of teacher's trade union on management of public secondary schools**

6. Are you a member of any teachers' union? Yes ( ) No ( )
7. If Yes, give the reason (s) why you chose to join the union?  
.....
8. If No explain why you have not joined one?  
.....  
.....

9. Does your union have any influence on your performance in school? Yes ( ) No ( )

10. If Yes explain

.....

11. Rate your satisfaction on the influence of KNUT/KUPPET in schools according to the scale below.

- Strongly satisfied                      SS     5
- Satisfied                                      S       4
- Undecided                                    UD     3
- Dissatisfied                                 D       2
- Strongly dissatisfied                   SD     1

	1	2	3	4	5
<b>Teachers working conditions</b>					
Salary and allowances paid to teachers					
Professional autonomy					
No. of lessons per week					
Teachers rights and obligations					
Role of union on teachers professionalism					
<b>Negotiations for teachers</b>					
Status of teaching profession					
Reward for achievement					
Opportunities for advancement					
Job security					
<b>Disputes resolutions</b>					
Teachers relationships					



Teacher authority over students					
Teacher-administrator relationship					
Parent-teacher relationship					
<b>Motivation strategies</b>					
Career development					
In-service training					
Opportunities for further study					
Teachers involvement in decision making					
Professional growth					

**Appendix 5: Interview Schedule for Directors Of Quality Assurance**

1. Please tick as appropriate

Gender: Male ( ) Female ( )

2. Level of education: Postgraduate ( ) Graduate ( ) Diploma ( ) Certificate ( )

3. How long have you worked as a Director of Quality Assurance/KUPPET/ KNUT  
Official in this county? 1- 3 yrs ( ) 4-6yrs ( ) 7-10 yrs.

4. How would you describe the KCSE performance in this county?  
.....  
.....

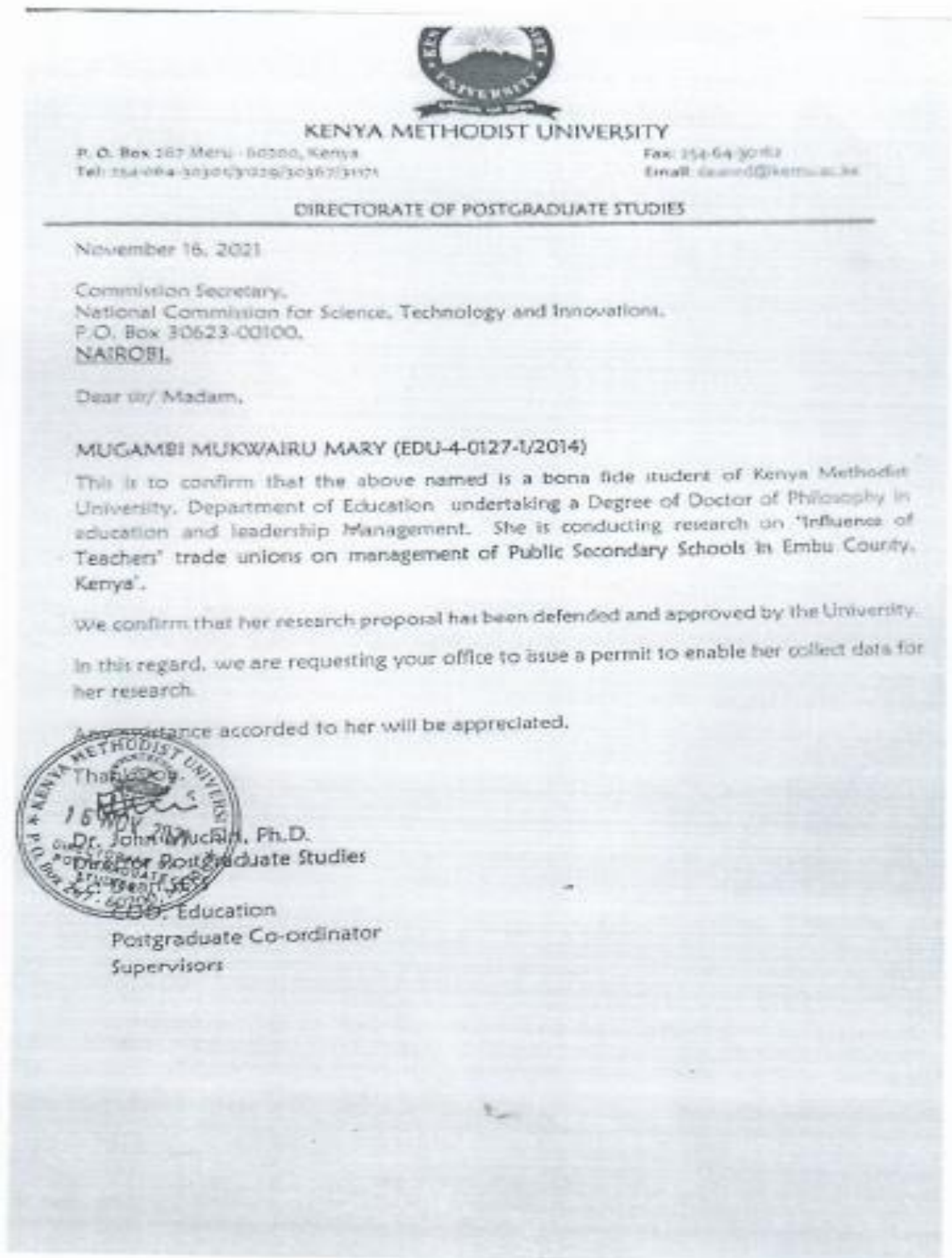
5. What are the factors that affect performance in the county?  
.....  
.....

6. What is the role of the trade unions in the educational programmes in the  
county?.....  
.....

7. In your opinion do the activities of teachers' trade unions affect teacher's  
effectiveness in performing their duties? yes ( ) No ( )

8. If yes in what way?  
.....  
.....  
.....

**Appendix 6: Authorization from Directorate of graduate studies, Kenya Methodist University**



**Appendix 7: Research authorization form the County Commissioner, Embu  
County**



**OFFICE OF THE PRESIDENT  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL  
GOVERNMENT**

Telephone: Embu0202310839

FAX 30040

Email: [ccembu@gmail.com](mailto:ccembu@gmail.com)

When replying please quote ref and date

Ref: No.EBU/CC/ADM/3/37 VOL.111/(160)  
Deputy County Commissioners  
EMBU COUNTY.

County  
Commissioner  
Embu County  
P.O. Box 3 - 60100  
EMBU.

24th January 2022

**RE: RESEARCH AUTHORIZATION**

Please be informed that Ms. Mary Mukwairu Mugambi of Kenya Methodist University Licence No. NACOSTI/P/21/ 14582, has been authorized to carry out research in your Sub County for the period ending 23<sup>rd</sup> November, 2022.

The research is based on "Influence of Teachers' Trade Unions on Management of Public Secondary School in Embu County, Kenya".

Kindly accord her the necessary assistance  
and accord her the necessary a

*M. Nginga*  
26/01/2022

**M. NGINGA**

For: COUNTY  
COMMISSIONER EMBU  
COUNTY.

Copy to:

Ms. Mary Mukwairu Mugambi

## Appendix 8: Research Authorization from NACOSTI

  
**MINISTRY OF EDUCATION**  
State Department of Early Learning and Basic Education

Telegrams: "Proveda", Embu  
Telephones: Embu 31211  
Fax: 30996  
E-mail: ote.embu@stateed.com  
When replying please quote

OFFICE OF THE  
COUNTY DIRECTOR OF EDUCATION  
EMBU COUNTY  
P.O. Box 123-60100  
EMBU

Ref: No. EBC/GA/32/1/Vol. VI35

Date: 20<sup>th</sup> JANUARY 2022

**MS. MARY MUGAMBI**  
**CHUKA UNIVERSITY**

**RE: RESEARCH AUTHORIZATION**

Reference is made to a letter from NACOSTI dated 23<sup>rd</sup> November, 2021.

This office acknowledges receipt of your research authorization to carry out research on **Influence of Teachers' Trade Unions on Management of Public Secondary Schools in Embu County** for a period ending 23<sup>rd</sup> November, 2022.

This office has no objection and therefore wishes you success in this undertaking and requests prospective participants/respondents to accord you cooperation or support you may require.

  
**REN KENYAGA**  
For: County Director of Education  
**EMBU COUNTY**

Copy to-  
Principal Secretary-MOE NAIROBI  
Regional Director – Eastern Region  
The Secretary/CEO, NACOSTI –NAIROBI  
All the Sub-County Directors of Education- Embu County

  
SG

**Appendix 9: Research license from National Commission for Science and Technology**

 REPUBLIC OF KENYA	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: 74668	Date of Issue: 2 /November 2021
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. Mary Makwaira Magambi of Kenya Methodist University, has been licensed to conduct research in Embu on the topic: <b>INFLUENCE OF TEACHERS' TRADE UNIONS ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY, KENYA</b> for the period ending :</p> <p style="text-align: center;">License No: NACOSTI/P/21/1458</p>	
74668 Applicant Identification	 Director NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification OR 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document,</p>	Scan the QR Code using QR scanner application.
93	

## Appendix 10: The Science, technology and Innovations Act (2013)

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

### CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation off Waiyaki Way,  
Upper Kabete,

P. O. Box 30623, 00100 Nairobi, KENYA

Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077

Mobile: 0713 788 787 / 0735 404 245

E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) /

[registry@nacosti.go.ke](mailto:registry@nacosti.go.ke) Website:

[www.nacosti.go.ke](http://www.nacosti.go.ke)

## Appendix 11: Authorization by Ministry of Education



### MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

Telegrams: "Provedu", Embu

Telephone: Embu 31711

Fax: 30956

E-mail: [cde.embu@yahoo.com](mailto:cde.embu@yahoo.com)

When replying please quote:

Ref: No: EBC/GA/32/1/Vol. V/38

MS. MARY

MUGAMBI

CHUKA

UNIVERSITY

OFFICE OF THE  
COUNTY DIRECTOR OF  
EDUCATION

EMBU COUNTY

P o Box 123-60100

EMBU

Date: 20<sup>th</sup> JANUARY, 2022

#### RE: RESEARCH AUTHORIZATION

Reference is made to a letter from NACOSTI dated 23<sup>rd</sup> November, 2021.

This office acknowledges receipt of your research authorization to carry out research on Influence of Teachers' Trade Unions on Management of Public Secondary Schools in Embu County for a period ending 23<sup>rd</sup> November, 2022.

This office has no objection and therefore wishes you success in this undertaking and requests prospective participants/respondents to accord you cooperation or support you may require.

BEN KENYAGA BEN ENYAGA

For: County Director of Education

EMBU COUNTY

Copy to-

Principal Secretary-MOE NAIROBI

Regional Director — Eastern Region

The Secretary/CEO, NACOSTI -NAIROBI

All the Sub-County Directors of Education- Embu County