

Trade Unions Strategy on Teacher Professional Development and Its Influence on Teachers Welfare in Public Secondary Schools in Nairobi City County, Kenya

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Abstract

The study sought investigate the influence of trade unions strategy on teachers' professional development and its influence on teachers' welfare in public secondary schools in Nairobi city county, Kenya The study was based on the following objective; To establish the extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools in Nairobi City County, Kenya; To examine the level of influence of teachers' professional development on teachers' career progression; To assess the level of satisfaction by trade union involvement in sensitizing teacher professional development programs. The study employed a descriptive survey design. The target teacher population was 2236 teachers in 87 public secondary schools, 11 KNUT and 7 KUPPET officials. Thirty percent target sample consisted of size of 671 in 26 secondary schools. Teachers and schools were stratified per Sub-County and selected by simple random sampling method. Both KUPPET and KNUT officials were purposively sampled for they possessed special information relevant to the study. A total of three KNUT officials and two KUPPET official were purposively sampled. Data was collected by interview guide for the union officials. The data was descriptively analyzed and presented in frequency tables, bar graphs and pie charts. For interviews, audio recorded responses were listened to, transcribed into texts, compared with field notes and presented as direct quotations, verbatim and discussions. Content validity of the research instruments was ascertained by a team of experts in the field of Educational administration and through piloting of questionnaires. Reliability of the instruments was ascertained by a test-re test technique and a coefficient of stability for teachers' questionnaire found to be 0.785. Permission to collect data in Nairobi County was granted by the National Council of Science and Technology. The study established that a majority of teachers ($M=3.27$, $SD=1.22$) agreed that trade unions are involved in teacher professional development. The study established that professional development on teachers' career progression was influential representing 41.3 percent. 40.4 percent of teachers were not satisfied on unions involvement in sensitizing teachers on professional development programs. Trade unions also offer performance certificates to teachers representing 65.8 percent. There was a positive correlation ($r=0.815^{**}$, $p=0.003<0.05$) between unions' strategy on teachers' professional development and teachers' welfare. The study established that trade unions strategies of teachers' professional development, influenced the welfare of teachers in public secondary schools in Nairobi County, Kenya.

Keywords: Teachers trade unions, teachers' professional development, public secondary schools

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1. INTRODUCTION

1.1 Background to the study

Labor Relations Act of 2007 defines a trade union as an association of employees whose principle purpose is to regulate relations between employers and employees, including any employers' organization. A labour union is an organization of workers whose responsibility is to facilitate their action together in union to enable collective bargaining agreement with the employer. It's important to note that under the trade unions Act, a trade union includes both employers and the workers' organization (Odiwuor, 2005). The broad membership foundation which teachers' unions commanded and the equitable distribution which they promoted in major enterprises and strengthened the position of unions giving the muscles and power to enter labour contracts and collaborate and to achieve desired outcomes (Itabari, 2016).

Teachers trade unions consider teachers' professional development spectrum as a vital tool to career progression and this therefore is pivotal to the teachers labour union concern. Teachers however experience minimal contractual safeguards that guarantee them to essentially access professional development programs and the very time to undertake the development programs. Most of the time teachers often undertake their professional development in their own scheduled time and at their own expenses (Stevenson, 2018). Reasonably academic research points to the need of supporting an effective and efficient teachers' professional development through strategic, a well sustained and adequately resourced commitment to continuously developing teachers and meeting their professional needs (Pedder, 2010).

Teachers trade unions encourage professional development which includes growth in terms of competence,

responsibility, achievement and recognition which is critical and pivotal for teachers' welfare (Nabibya, 2013). In addition, the teacher here is a decisive and an important factor in achieving educational purposes. Teachers in this case there should therefore acquire sufficient skills and knowledge in their field and areas of specialty (Mantra, 2018). Teachers unions promotes improvements of the professional standards by advocating for in-service training courses as a guarantee means of improving academic and professional levels of teachers. This is a clear attempt by the unions to promoting and enhancing skills and competency levels of many service teachers which in turn go a long way in earning teaching profession status to the profession and to enable the learners to be taught and acquire learning from the most qualified teachers. Therefore, continuous enhancement of teaching profession has motivated and encouraged teachers to feel more committed to the work (Kasivu, 2015).

1.2 Statement of the problem

The achievement of any educational goal(s) is dependent on teachers' professional development. In addition, teachers are important actors in curriculum implementation within a classroom setting. The implementation of teaching-learning in this case is dependent entirely on the acquired skills and knowledge culminating to teacher's wellbeing. Craig (2008) opines that the established of schools is aimed at imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing all teaching-learning attributes by the teachers.

There has been a general consensus built by educational actors over the need to enhance teachers' professional development as a key proponent that leads to the achievement of educational discourse. The Ministry of Education Science and Technology have provided teaching and learning resources in schools in Kenya. The Teachers Service Commission have competitively recruited teachers and remunerated and other benefits. KNUT and KUPPET have been in the forefront in fighting for teachers' professional development for teachers in public secondary schools in Nairobi City County.

There has been concern of deteriorating levels of teachers' professional development in public secondary schools in Nairobi City County in addition to the fact that the County registers the highest number of unionized teachers. The cause for the deteriorating levels of teacher professional development is empirically unknown due to the fact that there have not been sufficient studies to explain this trend. While there have been several explanations for this trend, teachers trade unions may have contributed this is because teachers' professional development is part and parcel of the teachers' unions' mandate. Therefore, this very research sought to investigate the influence of trade unions strategy on teachers' professional development in public secondary schools in Nairobi County.

1.3 Objectives of the study

The study was guided by the following objectives;

- i) To establish the extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools in Nairobi County, Kenya.
- ii) To examine the level of influence of teachers' professional development on teachers' career progression in public secondary schools in Nairobi City County.
- iii) To assess the level of satisfaction by trade unions involvement in sensitizing teacher professional development programs.

1.4 Significance of the study

The findings of this research study will act as a pivotal reflector for teachers' unions in evaluating their performance on teachers' welfare against the unions role in dispute and educational policy development. In addition, this study can be used by the ministry of Education Science and Technology education planners to incorporate meaningful involvement of teachers' trade unions in the making of policy on the welfare teachers. Teachers Service Commission could use the findings of this research study to better the teachers working conditions. Researchers particularly in the field of education may benefit from the information brought about by this study in their places of jurisdiction.

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

1.5 Limitation and delimitation

Limitations are circumstances that may interfere with the method used to solve the problem, hence making research difficult. Head teachers in this study may deliberately not give desired information since the Teachers Service Commission have a directive in place that they should not be union affiliated. In addition, teachers may not provide the desired responses on realization that their union affiliation is being investigated. Insecurity posted a challenge on the movement of the researcher as some schools under study were situated in slums. The study delimited teacher employed by the Teachers Service Commission. KUPPET and KNUT officials from Nairobi County and National office, 87 public secondary schools compounding to 2236 secondary school teachers in Nairobi County City

County.

2. LITERATURE REVIEW

Teachers professional development is key and vital to career progression and hence central to trade union strategy. However, teachers have experienced few contractual safeguards that would guarantee them the very access to individual professional development and particularly time to undertake it. In most instances, teachers undertake professional development in their own time at their expense (Stevenson, 2018). Much of the academic research has pointed to the importance of supporting effective and continuous teacher professional development through a sustained, strategic and adequately resourced commitment that will develop teachers and meet their professional needs (Pedder, 2010).

We today live in an increasingly globalized continent where countries are subject to massive political, economic and technological changes. Education system is undergoing rapid transformations and changes under the effect of globalization.

However, despite its importance in shaping the future, education is not only analyzed according to the scales that have produced high and quality results in certain educational discourse. Localized policies still prevail over scientific philosophy in determining the path and direction of most countries on educational issues. This draws on the very fact that making explicit the measures that gives a definition of high standard education is very essential in today's globalized world. In specific terms, the present monograph is based on how promote, sustain and facilitate professional development of teachers in the 21st century. Trade unions goal on teachers' professional development focuses on many processes, mechanisms and actions which are mediated by tat social, cultural, economic, political characteristics and situations of each respective context (Tan & Dimmock, 2014)

Teachers trade unions around the world have embarked and are actively participating in deep reforms in educational systems which is one of the substantial introduced that relates to the dramatic transformation in the categories of nature and the desired learning outcomes expected from the learners. Learning goals that includes both academic and non-academic results have been set in many countries (Todd, 2010). The purpose of today's schooling is not a matter of subject delivery (science, mathematics and languages, etc.) and prepare learners for future professional careers. The purpose of teachers' trade union on this is rather facilitate to educate 21st century citizens who will be active, self-directed, confident and concerned learners, competent not only within cognitive abilities but also socially, emotionally and with technological capabilities.

Therefore, teachers trade unions advocate for education of learners who are able to make responsible and viable decisions, equipping them with the 1st century competences and skills i.e. a learner who is able to think creatively and critically, to communicate and to collaborate with others effectively, aware of cross-cultural and global issues. This can only be achieved through developing competencies of teachers who lay the primary foundation in teaching learning processes (Burnaford, Brown, Doherty, & McLaughlin, 2007)

Teachers trade unions strive to ensure that teachers are well equipped with well sophisticated array of competencies through professional development that includes social change, knowledge and skills related to professional practice, collaboration and leadership, integrity and commitment to education. This is an essential recipe to the success of educational reforms (Garet, Porter, Desimone, Birman, & Kwang, 2001).

Research has shown that teachers need professional development terms of intensive guidance and support so that they are able to teach according to the innovative skills and competencies and principles Borko, (2004). There is a general consensus among educational scholars, policy makers and educators that promoting professional development of in-service teachers is a solid base to achieving the ambitious goals of educational reforms. For this very reason, many countries across the globe are investigating the continuous learning of their teachers for purposes of improving both teachers' competency levels and the students' academic performance (Darling Hammond, Chung Wei, & Andree, 2010). As opined by Knight (2002), the provision of teachers with opportunities for professional development is essential because the initial teachers educational programmes cannot provide them with the requisite skills and competencies that are needed in the classroom especially the procedural ('how to') skills often times develop in practical setting.

The process of bringing about changes in the beliefs and attitudes is for authors like Guskey (2002), another major objective of teacher professional development. Further, the need to for a more vigorous and complex understandings, assertions that professional development has the potential to impact several aspects of teachers professional as well as personal lives that impacts on teachers' knowledge, values and competencies. In this case, a subscription to Avalos (2011) is adopted which emphasizes that the ultimate goals of any professional development on teachers is to benefit both the student and the teachers which subsequently has an impact on its welfare. Avalos states:

“Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment

of appropriate alternatives for improvement or change.” (Avalos, 2010; p.10)

The field of teachers’ professional development incorporates a domain of research in its own specific set of theories and models Avalos, (2011). During the three decades of life, teachers trade unions and researchers have recommended several theoretical perspectives on how public school teachers learn and change. These very range of unidirectional Guskey, (2009) and the multidirectional models (Desimone, 2009) in which teachers’ development is conceived of a direct impact of certain processes and the conditions to the models based on the theories that are complex Opfer & Perder, (2011) in which the process of teachers’ development is created as a rather unpredictable results of a continuous, cyclical and dynamic process.

Teachers trade unions are in fact a sizeable force in the public education sector in the globe. The ability of teacher trade unions to advocate for teachers’ professional development has been enhanced with a lot of success by teachers’ unions in Europe and America. The American Federation of Teachers (AFT) and the National Education Association which have effectively developed partnerships with the education actors on educational issues. Teachers trade unions are therefore engaged in both the aspect of unionism representation and teacher professional development.

Vaillant (2005) notes that in Latin American case, teachers labour unions are seen as both instruments of protests and avenues for consensus building over teachers’ professional development. Further, teachers’ unions in Latin America have always included teachers’ professional development as part and parcel of their core mandate. Vaillant (2005), further cites that classroom instructors and their organizations and not only existing to implement educational policies but also the participation. In the case of South Africa and Namibia according to Kidumo (2011), teachers labour unions has successfully engaged in the development of curriculum and has been in the forefront of training teachers on the emerging issues in curriculum implementation process. Teachers and other organizations shape educational reform process and policies through their involvement of professional association, interest groups or through government policy reforms.

In the case of Kenya, teachers trade union functions as labour unions as well as professional development. There are three main teachers’ unions in Kenya namely; Kenya Union of Post Primary Education Teachers (KUPPET), Kenya National Union of Teachers (KNUT) and University Staff Academic Union (UASU) for lecturers in public universities in Kenya. According to KNUT (2020), KNUT is both a trade union and a professional organization for the subscribed teachers in public secondary schools. Its core mandate is to protect, secure and to enhance the welfare of its members and to totally advance for the education professionalism and development in the country.

KUPPET on the other carries out teacher professional development by conducting research on the policy of education development issues, the training of its staff and members throughout on the emerging issues with respect in the field of education. Further, according to the outline of KNUT and KUPPET constitution contained in article (II) and (IV) respectively, they are summarized into five main areas namely; to secure improved terms of service for teachers, to unite teachers of all grades and to protect their interests as workers (KUPPET, 2018). Other functions include the promotion of programs that are aimed at improving the welfare of teachers to contribute to professional work of teaching and development of education services in Kenya. KNUT pegs its functions on its vision’s pillars, mission and values. Its vision is to become the most effective and self-reliant teachers trade union in the world, while its mission is to unite teachers of all grades for quality service, social improvement and teacher professional advancement and to strengthen their bargaining power while promoting the quality of education. Notably, the core value of the union is professionalism, teamwork, responsibility, collective action, fairness and equity, solidarity and mutual respect (KNUT, 2015).

KNUT has further come up with other programs which includes the strengthening of mathematics and sciences in secondary education (SMASSE), continuous professional development for teachers and the creation of learners’ access and the subsequent improvement of professional development by being part and parcel Sub-County education board, county education board, board of management (BoM) for secondary schools, University and college council as well as KICD course panels. These programmes are designed and geared towards the attainment of Education For All (EFA) goals. KNUT also involves classroom teachers in curriculum review and actively supports teachers to invent and develop their own instructional teaching resources using local materials within the environment (KNUT, 2015).

Like in most developing countries, the emergence of teachers’ unions can be attributed to the professional and the welfare needs of teachers. McCollow, (2017) observes the need for competing role of teachers labour unions rather than fighting for egalitarianism when he further observed that teachers often see themselves as abused, underpaid, powerless and generally unappreciated. Barber (2019) in his functionalistic perspective suggests that professional teachers hold rear skills, knowledge and values that are of worth and powerful. These skills and knowledge earns individual professional status in the larger social environment accompanied by benefits that go with it. The ability of teachers to continuously press for professionalism in teaching is meant to serve two purposes; raising the professional status as well as enabling the public to acquire services from the most qualified persons.

Teachers unions working with the Teachers Service Commission and other education actors have put

strategies I place through programs to promote teachers' professional development with a view to addressing teachers' welfare needs (KUPPET, 2019). Further, unions conduct research on educational discourses and advocate for training of teachers so as to empower them in pedagogical knowledge (KNUT, 2005).

3. RESEARCH METHODOLOGY

3.1 Research design

This study employed descriptive survey design. The design employed for this study because it enabled the researcher in describing characteristics of an individual, or group (Kothari, 2004). Further, the research design assisted the researcher in understanding the attitude, beliefs and perception of teachers on the influence of their trade unions strategies of professional development on their welfare. The researcher also used this type design to collect both the qualitative and quantitative data as the case for this study. The descriptive survey design included the process of gaining deep insight into the overall picture of the situation through studying the study variable in their natural setting. A total of 87 public secondary schools and 2236 teachers in Nairobi City County. 11 KNUT and 7 KUPPET officials in Nairobi City County in addition to one national KUPPET and KNUT official the target population for study.

According to Mugenda and Mugenda, (2003), a representative sample of between ten to thirty percent is recommended for descriptive survey design research. Therefore, thirty percent of 2236 teachers was computed leading to a total sample size of 671 teacher respondents. A total sample size of 1 KUPPET and 3 KNUT officials were selected. The schools were stratified in all the sub counties so as to obtain the number of schools and the teachers from which the sample size would draw. This illustration is obtained from table 1

Table 1 Sampling frame

Sub-County	Number of Schools	School Sample	Number of Teachers	Teacher Sample	KNUT official
Wetlands	7	1	152	46	1
Mathare	3	2	78	23	1
Langa'ta	6	2	150	45	1
Kasarani	10	3	231	69	1
Kamukunji	6	2	159	48	1
Njiru	9	3	250	75	1
Mathare	13	4	408	122	1
Makadara	11	3	298	89	1
Kibra	7	2	169	50	1
Starehe	6	2	165	51	1
Embakasi	7	2	176	53	1
Total	87	26	2236	671	11

Table 1 indicates the target population and the sample size for both schools and teachers. After the selection of thirty percent of teachers and schools in the respective sub-counties, a simple random sampling techniques was used in selecting the number of schools and teachers to participate in research. In the school setup, consideration was made to bring gender balance when selecting teachers to participate in the study. All the 7 KUPPET and 11 KNUT officials in Nairobi City County and one national union official was purposively sampled to participate in the study as they were largely informed about teachers' labour union. Creswell (2007), opined that the importance of purposive sampling enables the researchers to select respondents who gives much needed information concerning the subject under study. 671 teachers participated in the study.

3.2 Data collection and Data analysis technique

The National Commission for Science Technology (NACOSTI) issued a research permit to the researcher to conduct this study. In addition, the researcher presented authorization letter form the County Director of Education and the County Commissioner who subsequently issued permission to proceed with the research within the County. The researcher sought appointment with public secondary school principals with a view to visiting the schools to administer the research instruments. For interviews, KUPPET and KNUT officials were contacted and their permission sought to participate in the interview. Permission was also sought from KNUT and KUPPET offices to use their libraries and to avail relevant documents from the files and offices.

After data collection, data was cleaned in order to determine incomplete, inaccurate or unreasonable data and improve on its quality correction of errors and omissions detected. Data was coded and entered into a computer system for purposes of analysis. The filled questionnaires promptly revised and for the completeness after data collection, coded and subsequently included in the Statistical Package for Social Sciences (SPSS version 24) to assist in the study. This was to ensure that the information was correct and compatible with other data entered. The data was then quantitatively analyzed using both descriptive and inferential statistics. The use of means, frequency

and standard deviation was employed in descriptive statistics.

The inferential statistics used was Pearson Product Moment correlation matrix which was used to determine the relationship thereof between teachers' trade unions strategy and the welfare of teachers public secondary schools in Nairobi City County. Correlation coefficient value that is less than 0.5 simply means less significant relationship between the two variables under study while ≥ 0.5 would suggest significant relationship of the two variables under investigation. A negative correlation coefficient would mean that the relationship is inverse. The results formed from the relationship formed responses to the research questions. Responses from interviews were transcribed, organized into themes and subsequently reported into narratives, statements through verbatim and discussions. The information from documentary analysis guide grouped into themes and aligned according to the research questions. This information assisted to corroborate the information generated through questionnaires and semi-structured interview.

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Influence of teachers' trade unions' strategies on teacher professional development

The second objective of the study was to establish the extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools in Nairobi City County. The study first sought the opinion of the participants on statements relating to the extent of trade union involvement in teacher professional development at its influence on teachers' welfare. The results were presented in table 2.

Table 2 Teachers opinion on the extent to which trade unions involvement in teacher professional development influences teachers' welfare

Statement	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean	Std. Dev.
i Trade union recognizes my professional achievements	145 (27.4)	50 (9.4)	72 (13.6)	115 (21.7)	148 (27.9)	3.11	1.586
ii Involvement with the trade union encourages me to enhance my professional output as a teacher	30 (5.7)	87 (16.4)	154 (29.1)	158 (29.8)	101 (19.1)	3.40	1.137
iii Trade unions' activities have fostered and advanced for capacity building and proficiency course for development of teachers	27 (5.1)	79 (14.9)	171 (32.3)	138 (26.0)	115 (21.7)	3.44	1.134
iv Trade union fights for recognition of my professional performance by my employer	55 (10.4)	125 (23.6)	124 (23.4)	173 (32.6)	53 (10.0)	3.08	1.172
v Teachers trade union activities have seen to it that there's been proper negotiated terms for performance contracting for teachers	60 (11.3)	88 (16.6)	126 (23.8)	155 (29.2)	101 (19.1)	3.28	1.264
vi My trade union fights for fairness in promotion schemes	27 (5.1)	92 (17.4)	175 (33.0)	162 (30.6)	74 (14.0)	3.31	1.071
Aggregate score						3.27	1.227

The data in table 2 established that 148 respondents (27.9%) of the respondents agreed that trade union recognizes their professional achievements ($M=3.11$, $SD=1.586$). While 50 respondents (9.4%) remained neutral. 145 respondents (27.4%) strongly disagreed. 158 (29.8%) of the respondents agreed with the fact that trade unions encourage professional output. 30 (5.7%), strongly disagreed while 154 (29.1%) remained neutral. 138 (26.0) of the respondents agreed that trade unions activities have fostered and advanced for capacity building and proficiency course for development of teachers. 27(5.1%) strongly disagreed while 171(32.6%) remained neutral. 173 (32.6%) of the respondents agreed that trade unions fight for recognition of teachers' professional performance by their employer. 55 (10.4%) strongly disagreed while 124 (23.4%) remained neutral. 155 (29.2%) of the respondents agreed that teachers trade unions activities have seen to it the fact that there have been proper negotiated terms for performance contracting for teachers, 60 (11.3%) disagreed while 126 (23.8%) remained neutral. 162 (30.6%) of respondents agreed that trade unions fight for fairness in promotion schemes, 27 (5.1%) of the respondents strongly disagreed while 175 (33%) remained neutral. Murray (2003) in his study on teachers' organization in the United States of America found that teachers' unions broadly and deeply active in the educations reform agenda meant to improving teachers' welfare.

Barber (2006), in his study on the reform agenda in education, management approaches and teachers labour unions observes that unions have integrated several approaches to promote education. These approaches that have been incorporated includes developing the professional capacity of teachers. In addition, teachers have been involved in the development and the coordination of teaching-learning in secondary schools. Murray indicates that teachers' unions are engaged in curriculum ad evaluations reforms through continuous engagements in

professional development programmes in the department of education in Canada and the United States of America.

With a mean of 3.40, and a standard deviation of 1.137, the respondents agreed that involvement with the trade union encourages them to enhance my professional output as a teacher. Shindondola-Mote (2009) in his study found that unionized teachers in Ghana receive training which subsequently enhances their personal development. This helps to improve teachers' welfare. Trade unions in Ghana have also secured scholarships within the framework of collective bargaining process where they are allowed to study with pay for workers. Furthermore, Trade Union Congress in Ghana is mandated to providing academic education to its union members. In this case beneficiaries have been motivated in the sense that knowledge gained was important in enhancing their performance and welfare and for their daily lives application.

Majority of the respondents agreed that trade unions' activities have fostered and advanced for capacity building and proficiency course for development of teachers (Mean=3.44, Std Dev=1.134). This is in line with KUPPET constitution Article (IV) section (d) which mandates the union to develop capacity of members through seminars, symposiums and workshops both locally and internationally.

KUPPET and KNUT positions agrees with the study done by Murray (2002) who opined that teachers trade unions facilitate and conduct extra mural courses for teachers to enhance their qualifications through workshop and seminars. This is further corroborated by Pedder et al (2010) who suggest that continuous professional development is key to career progression. He further indicates that this continuous development through sustained, strategic and adequately resourced commitment to develop teachers and meeting their professional needs. Furthermore, the respondents agreed that trade union fights for recognition of my professional performance by my employer (M=3.08, SD=1.172). According to Nabibya (2013) noted that KNUT has put effort into influencing the improvement of professional standards. He further points out that KNUT has always advocated for in-services training of teachers which is meant to improving their academic and professional competencies of teachers.

The respondents further agreed that teachers trade union activities have seen to it that there's been proper negotiated terms for performance contracting for teachers (Mean=3.28, SD=1.264). According to the outline in KNUT's and KUPPET's constitution contained in Article (II) and (IV) respectively, they are summarized into five functional areas, namely; to unite teachers of all grades, to secure improved terms and conditions of service for teachers and to protect their interests as workers (KUPPET, 2017) Other functions include promoting programs that are aimed at improving teachers' welfare and socio-economic well-being, to contribute to professional work in teaching and development of education services in Kenya.

Finally, majority of the respondents agreed that their trade union fights for fairness in promotion schemes (Mean=3.31, SD=1.071). Business Daily (September 3, 2015) KNUT's acting secretary general Mudzo Nzili asked for continued promotion of teachers and better pay for graduate teachers. He indicated that Teachers Service Commission talked over plans meant to suspend promotion of teachers in which the union was against. Nabibya (2013) suggest that KNUT is in the forefront of agitating for teachers' promotion, better working conditions and a champion for the defender of teachers' welfare.

From these findings, it was noted that trade unions were greatly involved in the professional development of teachers with a view of enhancing their output at work. This involvement had fostered and advanced capacity building and proficiency development among the teachers to a great extent. Additionally, besides trade unions recognizing the performance of teachers, the teacher trade unions fought for the recognition of the professional performance of the teachers by the employer TSC. These findings were supported by the data collected from the key informants in the study. One of the head teachers noted:

We have seen many teachers advance their careers beyond just teaching, even into management of education, through the involvement of unions. I can say am an example. Unions advocate for things like promotions, further studies for teachers, and even specialized training like for teachers in schools that have learners with special needs. However, many of our teachers have earned masters and PhDs. While they would like to continue teaching in secondary schools and colleges, the commission has dithered to recognizes their achievements. Rather than to incentivizing teachers to attain even higher qualifications, TSC has chosen to demotivate them. This is unacceptable.

An official from one of the teachers' trade union quipped;

It is our top priority to ensure all teachers who further their studies and advance in their professions are promoted.

We also encourage and help our members to further their studies through encouraging and recommending teachers to specialized training among others. We want growth in this profession.

Teacher professional development is pivotal to career progression which makes it a concern to teachers labour unions. The findings of the study are corroborated by the findings of Jackson (2004) who suggested that teacher trade unions provide or advocate for teachers' development and training with the aim enhancing and building their capacities. In addition, the study findings support the position of KUPPET (2017) who opined that teachers' unions have put in place strategies and programs that promotes career progression of teachers which enhances their welfare.

4.2 Influence of professional development on teachers' carrier progression

Teachers were requested to indicate the influence of professional development on teachers' carrier progression. The findings were presented in table 3

Table 3 Influence of professional development on teachers' carrier progression

Response	Frequency	Percentage
Non Influential	98	18.5%
Less Influential	157	30.1
Influential	219	41.3%
Very Influential	56	11.1
Total	530	100

The findings in table 3 indicated that 219 (41.3%) of the respondents observed that teacher professional development was influential on carrier progression of teachers. 56 (11.1%) observed that teachers' professional development was influential on teacher on teachers' carrier progression. 157 (30.1%) and 98 (18.5%) indicated that professional development was less influential and non-influential respectively on teachers' carrier progression.

According to Cook (2003), capacity development building programs are essential in the improvement of teachers' skill, knowledge and performance then improves their career in the ladder of education. Further, the National Education Association (NEA) and the American Federation of Teachers (AFT) have put themselves to promoting teacher's professional development. Both unions have looked into poor review, training standards of teachers and the nature of work schedule that considers professional development as part of a teachers' job and not necessarily an add-on option. (Bennell & Akyeampong). Jackson (2004), further posits that teachers trade unions agitate for provision of education and training of their members which aims at building their capacities. These education and training programs most of the time take the form of workshops and seminars either at the local or national level. However, Stevenson (2018) found out that teachers often undertake professional development programs on their own expenses and time. This has prompted some level of reluctance in undertaking such professional development programs hence proportionately significant number of teachers don't participate.

In his response, one of the union official indicated that;

As a union, we encourage our members to advance their professional development especially in the field of education. This enables them to acquire skills, knowledge and values. New skills acquisition is instrumental for purposes of value addition in their area of specialties and particularly contemporary ideas for classroom output. However, it is important to note that the Teachers Service Commission have hindered and derailed the morale of teachers not only recognizing their additional acquired degrees but also remuneration. This is dithering teachers' morale. As a union, we are disappointed.

4.3 Level of satisfaction by trade unions involvement in sensitizing teacher professional development programs

The study sought to establish the level of teachers' satisfaction with trade unions involvement in sensitizing teacher professional development programs. The findings were presented in table 4.

Table 4 Level of satisfaction by trade unions involvement in sensitizing teachers on professional development programs

Response	Frequency	Percentage
Highly satisfied	33	6.2%
Satisfied	75	14.2%
Fairly satisfied	208	39.2%
Not satisfied	214	40.4%
Total	530	100

The findings in table 4 indicated that majority of the teachers (214) representing 40.4 percent are not satisfied with their respective teachers' trade unions involvement in sensitizing teachers professional development programs. 33 respondents (6.2%) were highly satisfied. 75 respondents (14.2%) indicated that they were satisfied while 208 respondents (39.2%) were fairly satisfied with the unions involvement in sensitizing teachers professional development programs.

From these findings, majority of teachers dissatisfied indicated that most were not aware of any of the teachers' initiatives in sensitizing professional development programs. The finding could also be that teachers don't want to incur costs that come with professional development. These programs are sometimes conducted during normal school terms and by this time, most teachers are normally engaged. Further these sensitization programs are not pocket friendly to most of the teachers leading to low turnout of teachers in these sensitization programs. KNUT (2005), in its policy document reinforces that need to use capacity development programs to improve teachers level of knowledge and the requisite skills. This is further compounded by Murray (2002) who found out that teachers' trade unions in Namibia conduct extra mural courses of their members to improve their skills and qualifications.

During the interviews researcher sought to know the opinion a union official who indicated that;
The sensitization programmes empower teachers to become even better persons in terms of acquisition of knowledge, skills and other competencies. We keep teachers updated, improve on their competencies and enables teachers mitigate challenges in the schools and the profession. However, as much as we would like to organize these programmes, its expensive on our end. Indeed, sometimes we have the financial power to sustain the programmes all over the country due to our ever increasing union membership.

4.4 Type of recognition offered to teachers by trade unions

Having established that teachers trade unions recognized the performance of teachers, the study sought to establish how these teachers were recognized. The results were presented in table 5

Table 5 Type of recognition offered to teachers by trade unions

Response	N (%)
Cash rewards	166 (31.3)
Performance certificates	349 (65.8)
Others	15 (2.8)
Total	530 (100.0)

The study established that 349 (65.8%) participants mentioned performance certificates as the most recognition method used by teachers' unions, 166 (31.3%) mentioned that they are given cash rewards as recognition method, and the remaining 15 (2.8%) mentioned that the union uses other recognition methods to motivate their members.

These findings compounds with studies of Valliant (2005) who observed that teacher labour unions conduct in service trainings of teachers so as to overcome challenges ad to keep teachers on first line with the emerging knowledge and skills. However, teacher unions are not doing enough with giving cash rewards and issuance of performance certificates. These findings were corroborated by the key informants in the study. One of the union officials confirmed;

We usually award among other things, certificates and trophies for those who stand out in different aspect of performance. I must say that on this, we are not doing enough and as a union, we must rethink and facilitate these rewards especially cash rewards and performance certificates to our members who perform exemplary well.

Another official asserted;

We have different schemes of how we recognize and appreciate members who perform exemplary well in different fields. Some of them you won't even believe if I tell you because they are so valuable and costly. But that is our way of appreciating their good work.

It is therefore the findings of this study that the involvement of teachers' trade unions in teacher professional development influences teachers' welfare in different ways and at different levels.

4.5 Correlation between Teachers Welfare and trade unions involvement in teacher professional development

The correlation analysis was used to determine the strength of the relationship between teachers' welfare and the trade unions involvement in teacher professional development in public secondary schools in Nairobi County, Kenya and the results are presented in table 6.

Table 4.5 Pearson Correlation Matrix

	Trade unions involvement in teacher professional development	
Teachers' welfare	Pearson Correlation	.815**
	Sig. (2-tailed)	.003
	N	530

A positive significant relationship ($r=0.815^{**}$, $p=0.003<0.05$) between trade unions involvement in teacher professional development and teachers' welfare. These results are consistent with the findings of Vaillant (2005) on Latin American countries where teachers' unions act as both vehicles of protest and settings of deliberations about teaching and learning. He further suggests that teachers' professional development is a core mandate for the Latin American teachers' unions. Additionally, he opined that teachers and their unions not only exists to implement educational policies, but also to start them and implement them.

According to Kidumo (2011) in the case of South Africa and Namibia, teachers trade unions have been involved in the development of curriculum and the training of teachers in emerging issues in education discourse in curriculum implementation. Therefore, teachers and their unions shape educational policies and reforms through their involvement with professional associations, interest groups and through government policy forums. Teachers unions in Canada and the United States of America organize in-service training and seminars for their members on pedagogy to deepen their knowledge, commitment and practice in their area of jurisdiction.

It is important to note that for teachers to be effective they should be continuously involved in skill and knowledge upgrading to master the subject knowledge that they teach and the requisite pedagogical skills required for good presentation of the material (Darling-Hammond, 2018). Educational quality in any educational discourse relies heavily on teachers' mastery of didactic skills and especially beyond the basic skills which depends largely on teachers' command of the content taught and their ability to articulate the knowledge they have acquired.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 The extent to which trade unions involvement in teacher professional development influence teachers' welfare in public secondary schools

The study established that trade unions were involved in the professional development of teachers to a great extent. This involvement was aimed at enhancing teachers' welfare and subsequently their output at work. This involvement had fostered and advanced capacity building and proficiency development among the teachers to a great extent. Additionally, besides teachers' trade unions recognizing the good performance of teachers, the teacher trade unions fought for the recognition of the professional performance of the teachers by the employer. The study finds it fit to note that professional development is vital to career progression and therefore a central trade union concern.

The findings noted that trade unions provide education and training to their members with the aim of building their capacities. Furthermore, as noted by both KUPPET and KNUT the findings of this study agree that the teachers' union has put in place strategies and programs to promote the welfare of its members over and above its trade union activities.

5.2 Conclusions

The study concluded that securing of teachers' benefits by trade unions had a positive influence on teachers' welfare in public secondary schools. The study also concluded that trade unions were involved in the professional development of teachers to a great extent. This involvement was aimed at enhancing the output of the teachers at work. The study concluded that teacher trade unions advocacy had a positive influence on the welfare of teachers and this was very important in improving teachers' professional performance. The study also concluded that teacher trade unions were greatly involved in the disciplinary issues of teachers through among others, representing teachers in disciplinary cases and legal support through the unions' legal kitty.

5.3 Recommendations

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

- i) Teachers trade unions should encourage teachers' professional development. Unions ought to ensure that teachers who pursue higher qualifications are remunerated well and proper career progression guideline policy on promotion developed by working in consultation with TSC and the ministry of Education. Teachers unions should therefore intensify capacity building programmes to train the teachers on emerging trends, new policies on education reforms.
- ii) KNUT, KUPPET, Ministry of Education, Kenya Education management institute (KEMI) and Kenya institute of Curriculum Development (KICD) should intensify capacity building programmes to train the teachers on emerging trends in educational reforms e.g. Competency Based Curriculum (CBC) to keep teachers abreast with new educational policies and reforms.

5.4 Suggestions for further research

- i) Further research should be conducted on the influence of University Staff Academic Union (UASU) strategies on lecturers' welfare in public universities in Kenya.
- ii) Further studies should be conducted on other initiatives by KUPPET and KNUT on teachers' health insurance schemes and how this has enhanced the social welfare of teachers in public secondary schools in Kenya.

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