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BENEFITS OF KENYA NATIONAL UNION OF
TEACHERS' WELFARE PROGRAMMES TO PRIMARY
SCHOOL TEACHERS IN MWINGI DISTRICT, KENYA

BY

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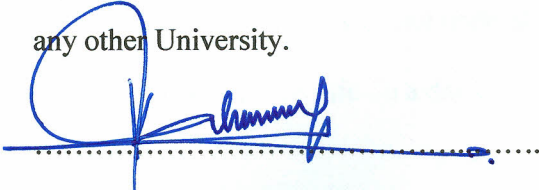
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DECLARATION

This research project is my original work and has not been presented for any degree in any other University.



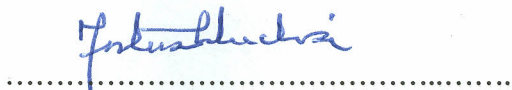
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DEDICATION

To my dear wife Lois

Your love, patience, and understanding made this work possible.

You enrich my life on a daily basis and are indeed my best friend.

I love you, Lois

And

To our children Nickson, Nancy, Faith, Franklin, Mercy,

On many occasions,

You graciously gave up time to your daddy in the effort to complete this endeavour.

You are truly my life's work.

I love you all.

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I extend my gratitude to the Ministry of Education for sponsoring me and giving me ample time to pursue this degree. The knowledge acquired will be of great help in effective service delivery to humanity and to God.

The support, patience, and love extended to me by my family, colleagues and friends have sustained me through the sometimes seemingly endless days and nights. To them, I give my undying love and gratitude for without them this journey would have been all the more difficult. Each of them in different ways and at different times knew when to motivate me with a call, a hug, or a touch and when to flee the room. Thank you all for encouraging me to finish my studying and writing and to live while I worked.

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EU	European Union
GH	Ghana
GTI	Governance Technical Unit
HIPC	Heavily Indebted Poor Countries
IFAD	International Fund for Agricultural Development
IGAD	Intergovernmental Authority on Development
ITC	Information Technology Centre
KEM	Kenya National Teachers' Union
KEPECT	Kenya Union of Primary and Secondary Education Teachers
MoE	Ministry of Education, Science and Technology
NAAC	National Aids Control Council
TSU	Teachers' Service Commission
UNEP	United Nations Educational, Scientific and Cultural Organization

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BEC	Branch Executive Council
ECDE	Early Childhood and Development Education
EFA	Education for All
EI	Educational International
GTU	Government Teachers Union
HIV	Human Immuno-deficiency Virus
ICT	Information Communication and Technology
ILO	International Labour Organization
IT	Information Technology
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post-Primary Education Teachers
MoEST	Ministry of Education Science and Technology
NACC	National Aids Control Council
TSC	Teachers' Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

One of the core functions of the Kenya National Union of Teachers (KNUT) is promoting programmes aimed at improving teachers' welfare and socio-economic status. The KNUT has a number of socio-economic welfare programmes including: Enterprises and Building Projects; Savings and Credit Societies; Burial and Benevolent Funds, and Children's Education Schemes. These programmes are geared toward improving the wellbeing of KNUT members. Researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media, the lack of fringe benefits, heavy workload, and deplorable working conditions have created a lot of despair amongst teachers. The purpose of this study was therefore to establish the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers in Mwingi District, Kenya. The study employed a descriptive survey research design, and targeted all the 1,886 teachers serving in the 247 public primary schools in Mwingi District. The study used a sample of 200 teachers for the study, with the condition for inclusion being that they should have been members of KNUT. Random sampling was used to select 20 schools from the 247 primary schools in Mwingi District, from which 200 teachers (10 per school) were selected using stratified random sampling. The researcher also randomly selected three KNUT Branch Executive Council (BEC) members for interviews. Data was collected using teachers' questionnaire and BEC members' interview schedules. Data was analyzed using descriptive statistics such as frequencies, percentages and means. The study established that the Mwingi branch of KNUT operates welfare and socioeconomic programmes that are beneficial to teachers. The most popular programmes are savings and credit societies followed by burial and benevolent fund. The least popular programmes were children education schemes enterprise and building projects. As a result of membership to the projects, teachers felt that their daily lives as teachers had improved. The researcher therefore concludes that teachers unions like the KNUT play a key role in promoting the welfare of teachers, not only by fighting for salary increments but also by running income generating activities and other welfare programmes including savings and credit societies, burial and benevolent fund, children education schemes, and enterprise and building projects. The study recommends that KNUT officials should come up with modalities to monitor the progress of welfare and socioeconomic programmes in order to make them more profitable and avoid misappropriation of resources, all teachers should be encouraged to join the welfare and socioeconomic programmes operated by their unions in order to tap from the benefits of these programmes; managers of the welfare and socioeconomic programmes should be trained on innovative strategies for income generation, especially the utilization of advances in information and communication technologies; and KNUT should commit money into research and development of new products and services that would bring financial benefits to union members, in order to ensure sustainability of these programmes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The role of education in development processes has been discussed for decades. Education contributes to social and democratic development and may also lay the ground for sustainable economic development generally. There is a common understanding that education is of crucial importance for a society in order to promote social and economic development. Equally important, access to education is a basic human right. At the Jomtien "Education for All" conference in 1990, the objective of providing basic education for all human beings before the year 2000 was set out. After this conference, both developing countries and international donors have taken the challenge seriously, and efforts to both expand and improve the education sector are being pursued vigorously in many parts of the world. However, the provision of good quality education depends to a large extent upon the quality of the teachers, who are the direct providers of education. As Singh (1986) has pointed out; "no education system can rise too far beyond the level of the teachers in it."

Teachers and the quality of teachers are crucially important to an education system. The output from the education system rests upon the teachers. Coombe (1988:1-2) points out the importance of teachers' welfare in the following way:

If teaching and learning are the beginning and end of the educational planning process then all matters that bear on the welfare, the development and effectiveness of the teacher must be of prime importance.

The situation for teachers is deteriorating all over the world today; the status of teachers is decreasing at the same time as the working conditions are getting worse. The model of teacher preparation summarized as 'the Three Is - Initial Training,

Induction and In-Service', rarely obtains in the less developed countries. Support and supervision services are lacking and the facilities and resources of the classroom are usually at minimal levels. Teachers in many countries are underpaid compared to professionals in other jobs, and in some countries teachers' salaries are below the poverty line. According to Farrell and Oliveira (1993), teachers' salaries represent the single most costly item in the educational budget generally accounting for between 65 and 95 percent of the educational budget in developing countries. While only a few countries in sub-Saharan Africa have been able to pay their teachers reasonable salaries, most underpay teachers. Consequently, the education sector is unable to attract the best qualified personnel. Low salaries often force teachers to seek additional work, which in turn influences the quality of the teaching. When the working conditions and the status of teachers are constantly deteriorating, one of the most serious consequences is the dropout of trained and qualified teachers.

All over the world, teachers unions play a significant role in advocating for improved working conditions of teachers. Unions are special associations that operate in a legal context to improve the lives of their members and to protect the rights of workers through unified goals and actions. Unions are allowed to bargain for their members, and to withdraw services (that is, to strike) when negotiations fail. Teachers' unions refer to the formal organizations representing teachers at local, regional, and national levels. Most teacher unions emerged in the late 19th century and early 20th century, at the same time as the creation of massive, universal, and compulsory public education systems. Today, teachers constitute the largest and best educated union group in the world. There are approximately 50 million teachers worldwide, and they are the most powerful unionized group in the public sector (Oplatka, 2007).

According to Loveless (2000), teachers' unions all around the world pursue similar goals and activities. Historically, teachers' unions have been active (either proactive or reactive) participants in redefining, among other things, a) the way schools work; b) decision-making processes; c) hiring, evaluation, and firing criteria, including grievance procedures; d) resource allocation (pay, benefits, promotion, increases, and supplements); e) teaching methods; f) career ladders and on-the-job training programs; and g) setting educational goals and standards and ways to evaluate them. In addition, unions are active in shaping the political discourse, and taking stands on key local and national issues. Teacher unions also provide special benefits for teachers, including trips, discounts for cultural events, insurance coverage, professional development, newsletters and other publications, and sometimes banks or credit unions with low interest loans. Furthermore, teacher unions often build alliances with other unions in the public sector, with industrial unions, and with political parties. Indeed, being part of a labour association or a political party provides teacher organizations with class and ideological identities, and with greater power to influence educational policies (Loveless, 2000).

In Kenya, Kenya National Union of Teachers (KNUT) was founded in 1957 as a representative body representing the interests of teachers in Kenya. However, it did not receive full recognition from the Teachers Service Commission of Kenya (TSC) until 15th May 1968 when the union entered into agreement with the commission. In addition, the recognition also set out that the commission should afford full recognition of the union as a representative body and the sole professional organization representing the interest of teachers in the teaching service. The core functions of KNUT, as posted in their website (www.knut.or.ke) are:

- To bring together and unite teachers of all grades and qualifications in Kenya and providing a forum for co-operation.
- To fight for improved terms and conditions of service for teachers and protecting teachers interests.
- Promoting programmes aimed at improving teachers' welfare or socio-economic status.
- To offer assistance to individual members in professional as well as legal matters.
- To settle disputes between members of the union or between its members and their employers through collective and constitutional means.
- To co-operate with other societies, bodies, unions or organizations within or outside Kenya with similar objectives.
- To promote matters leading to the improvement of education and the establishment of a common system of education.
- To secure effective representation of the teaching profession on the government, public and private bodies or organizations where such representation may be necessary.

The main concern of this study is with the KNUT function of promoting programmes aimed at improving teachers' socio-economic welfare. Researchers have indicated that the low status, poor remuneration, constant ridicule in public and the mass media, the lack of fringe benefits, heavy workload, and deplorable working conditions have created a lot of despair amongst teachers. If KNUT played its role of promoting teachers' welfare effectively, then the problem of low morale in the teaching profession would be solved.

Omamo (1971) notes that, a majority of the teachers work in the rural areas in Kenya because 80% of the country's population lives there. For this reason, most primary schools are found in rural areas in Kenya. Unfortunately, the working conditions and environment of the rural primary school teachers is relatively poor and not conducive for the best performance of teachers. In fact, most teachers working in rural areas find themselves disadvantaged compared to their urban area counterparts. Teachers in rural areas do not access facilities such as libraries, good housing, banking, clean tap water, telephone, internet services and electricity. Lack of these basic amenities have made most rural primary school teachers frustrated and are now concentrating more in improving their living conditions in the rural areas at the expense of diligently discharging their teaching duties, thus lowering performance in schools. Perhaps this is why most teachers have resorted to venturing in business and farming while others leave teaching for greener pastures elsewhere.

Shiundu (1984) argues that one clear way to attract the best brains into the teaching profession is by offering better terms of service especially remuneration; better working conditions and remove any element that would harm the status and lower the morale of teachers. The KNUT can play a significant role in promoting the welfare and socioeconomic status of teachers in rural areas like Mwingi District, thereby improving teacher retention and job performance.

As noted in Kibagendi (2007), the KNUT apart from agitating for the improvement of the terms and conditions of service for teachers, has also, over the years, taken the initiative to promote a number of programmes and activities that contribute directly to the well being of not only the union itself but also teachers generally. These programmes have fallen into broad areas, namely: Enterprises and Building Projects;

Savings and Credit Societies; Burial and Benevolent Funds, and Children's Education Schemes.

A number of KNUT branches in various districts run the welfare programmes in ways that are beneficial to teachers. For instance, Rachuonyo Branch, which is now 10 years old, having been carved out of Homa Bay Branch in 1997, boasts of about 2500 KNUT members, out of 3000 teachers in the district. According to Oriw (2007), the branch runs socio-economic ventures which are fairing well. The ventures include Rachuonyo Teachers Sacco (Ratesacco), Rachuonyo Teachers Children Education Scheme (Ratcef) and Rachuonyo Burial and Benevolent Fund (RTBBF), all these are run under watchful eyes of the Union.

Another KNUT district branch is the Homa-Bay Branch which was formed in the year 1968 under the name South Nyanza Branch. According to Omolo (2007), there have been tremendous achievements in the branch since it was started in 1968, with the following being major achievements worth mentioning: i) Teachers SACCO was started by the Branch Executive Committee in 1977 and later handed over the full management committee in 1979; ii) Teachers building: two storeys, put up in the Homa-Bay town in 1974 with the contributions from teachers; iii) Teachers SACCO Plaza – four storey building put up in Homa-Bay town in 1980-83, that captures the attention of every visitor in the town; iv) Teacher's Burial Scheme, started in the year 1981. The first contribution was Kshs.40 per year and later Kshs.10 per month and now Kshs.150 per month per member; v) Teacher's Children Education Scheme, started in the year 1991 with monthly contribution of Kshs.50per member. Omolo (2007) concludes that all these teachers' projects/investments have done well except the SACCO which has suffered mismanagement in the hands of the management committees to a point of near collapse. The split of the former district into six new

districts have also affected the performance of the SACCO (SANYACO) (Omolo, 2007).

There is also the KNUT Nyamira Branch, which according to Kibagendi (2007), was created out of the former larger KNUT Gusii Branch on 6th May, 1990. The Branch has membership in Gusii Mwalimu SACCO Ltd., which has a branch office in Nyamira. Banking services in SACCO are available in Kisii Town with ATM and Nyamira Town. The SACCO has done well by taking services closer to the people. The branch also operates Nyamira Teachers Burial and Benevolent Scheme (BBS) with a membership of 4120, which is operational as a project of the KNUT Nyamira Branch. Kibagendi (2007) also notes that the branch is on the process of purchasing its own land on which to erect offices with a hall and library. In addition, teachers positively living with HIV/AIDS have started their own group and are meeting in the KNUT office, once every month, to encourage each other strategize on how to recruit more members to their group.

From the above, it emerges that KNUT welfare programmes have the potential of benefiting teachers socio-economically. It is however not clear the extent to which teachers benefit from these programmes. As such, this study sought to assess the benefits the KNUT welfare programmes have had to primary school teachers in Mwingi District, Kenya. The choice of Mwingi District was based on the fact that, being in a hardship area, most teachers working in the district express dissatisfaction leading to high turnover of teachers. For example, Marangu (2008) established that teachers in Mwingi District were enrolling for professional courses that would enable them to get better paying jobs.

1.2 Statement of the Problem

One of the core functions of the Kenya National Union of Teachers is promoting programmes aimed at improving teachers' welfare and socio-economic status. This is necessary especially for teachers working in remote areas like Mwingi District, which is a hardship area. However, the only well-known function of KNUT is that of negotiating with the government for salary increments and pressurizing for implementation of the same. In fact, to many Kenyans, teachers included, the term 'strike' comes to mind every time KNUT is mentioned. This is probably because poor remuneration has often been given as a cause of low morale among teachers, but literature shows that salary is not a sufficient condition for improving work morale. The KNUT has a number of socio-economic welfare programmes including: Enterprises and Building Projects; Savings and Credit Societies; Burial and Benevolent Funds, and Children's Education Schemes. These programmes are geared toward improving the wellbeing of KNUT member-teachers. What is not clear, however, is whether teachers from hardship areas like Mwingi District fully benefit from these programmes, and whether the programmes have a positive impact on teachers' work morale.

1.3 Purpose of the Study

The purpose of this study was to establish the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers in Mwingi District, Kenya.

1.4 Objectives of the Study

The objectives of the study were:

1. To establish the existing KNUT socio-economic welfare programmes in Mwingi District.
2. To find out how primary school teachers in Mwingi District benefit from the KNUT's socio-economic welfare programmes.
3. To establish the level of satisfaction of teachers with the services offered by the KNUT through the socio-economic welfare programmes.

1.5 Research Questions

1. Which are the existing KNUT socio-economic welfare programmes in Mwingi District?
2. What is the level of teachers' knowledge of the existence of socio-economic welfare programmes within the Mwingi District KNUT branch?
3. What proportion of primary school teachers in Mwingi District contribute toward the KNUT's socio-economic welfare programmes existing?
4. In what ways have primary school teachers in Mwingi District benefited from the KNUT's socio-economic welfare programmes?
5. What is the level of satisfaction of teachers with the services offered by the KNUT through the socio-economic welfare programmes?

1.6 Significance of the Study

This study could benefit the KNUT, teachers and the community in the following ways.

- The KNUT, which is charged with the responsibility of enhancing the welfare of its member teachers, could benefit by gaining data on how it is performing on

this role. The study will point to the weaknesses, if any, in the socio-economic welfare arm of KNUT and suggest measures for dealing with such weaknesses. The study will also profile teachers who contribute to the welfare programmes, and this could be of benefit to the KNUT in planning and executing future recruitment drives for membership to the programmes.

- To the teachers, the study could be of use in that it will establish the benefits gained by those teachers who make contributions towards the KNUT's socio-economic welfare programmes, and therefore act as a guide for teachers to make wise decisions on whether to join or not join the welfare programmes.
- The study findings could also be used by other trade unions who wish to engage in or improve existing socio-economic welfare programmes.
- Finally, the study will add to the existing body of knowledge on the functions of trade unions and their impacts on job performance especially in the education sector.

1.7 Scope of the Study

The study focused on the effects of the Kenya National Union of Teachers' socio-economic welfare programmes on work morale of primary school teachers in Mwingi District, Kenya. The study limited itself to only one function of the KNUT, which is, promoting programmes aimed at improving teachers' welfare or socio-economic status. The respondents were primary school teachers who are registered members of the KNUT.

1.8 Limitations of the Study

The study was conducted in only one district – Mwingi District. This meant that the findings of the study were not generalized to the schools in the whole country. KNUT members teaching in secondary schools were not included in the study. This was due to shortage of time and financial resources, which made it difficult to collect data from a wide range of respondents.

1.9 Assumptions of the Study

The assumptions of the study were:

- (i) There were teachers who contributed to the KNUT's socio-economic welfare programmes and others who did not.
- (ii) There were teachers who had benefited and others who had not benefited from the KNUT's socio-economic welfare programmes.
- (iii) Employee welfare programmes contributed positively to work morale.

1.10 Theoretical Framework

This study was based on Social Capital theory by Bourdieu (1984). Social capital can be defined as those tangible substances that count for most in the daily lives of people: namely good will, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit. The individual is helpless socially, if left to him/herself. The theory argues that if an individual comes into contact with his/her neighbour and they with other neighbours, there will be an accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of

living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his associations the advantages of the help, the sympathy, and the fellowship of his neighbours.

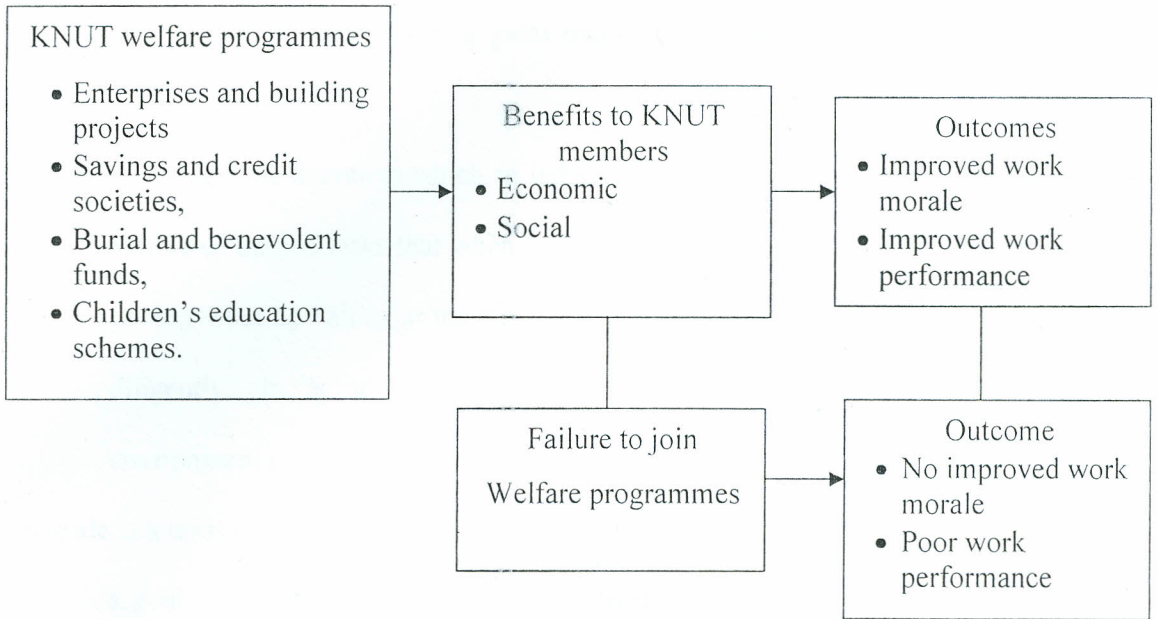
Social capital, according to Bourdieu (1984), consists of two dimensions: 1) social networks and connections/relationships and 2) sociability. Bourdieu (1984) specifically explains that people must not only have relationships with others, they must further understand how these networks operate and how one can maintain and utilize these relationships over time. Particularly, Bourdieu emphasizes that social networks must be constructed and then skilfully maintained in order for the actor to utilize their resources.

The theory fits in the study on the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers because, the welfare programmes are a form of social network, which, if well utilized all members benefit through the social capital of relationships and sociability as proposed by Bourdieu (1984).

1.11 Conceptual Framework

The study sought to establish the benefits of the Kenya National Union of Teachers' socio-economic welfare programmes to primary school teachers in Mwingi District. The study adopted the conceptual framework shown in Figure 1.1.

Figure 1.1 Conceptual Framework



Source: Researcher (2009)

The study, borrowing from social capital theory, argues that the KNUT welfare programmes, if well managed, could increase the social capital of teachers. Thus, those teachers who are members of the welfare programmes receive both economic and social benefits such as fellowship, sympathy, and social intercourse with other members of the programmes. This in turn results to improved work morale and job satisfaction for teachers, as it is seen as a prerequisite to belong to the supportive welfare groups. The end result of this is improved job performance. Failure to join the welfare programmes would lead to lack of improvement in work morale and poor job performance.

1.12 Definition of Terms

Benefits: This refers to the profits or gains that accrue from membership of a given programme.

Job satisfaction: The degree to which an individual feels positively about the various factors of the job tasks that when provided makes the employee feel that he is getting what he values in the work and makes him/her more willing to work diligently. It is a combination of psychological, physiological and environment circumstances that cause a person to be happy in his/her job.

Morale is a term used for the capacity of people to maintain belief in an institution or a goal, or even in oneself and others. In this study the term will mean the capacity for teachers to maintain belief in the teaching profession and as such be motivated to do their teaching job in the best way possible.

Satisfaction is a positive favourable feeling of pleasure resulting from achieving what one values.

Socio-economic status: is a combined measure of an individual's or a family's economic and social position relative to others, based on income, education, and occupation.

Teachers' Union: This refers to a trade union formed by teachers, whose aim is to achieve the common goals of teachers such as the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies.

Trade Union: is an organization of workers who have banded together to achieve common goals in key areas such as wages, hours, and working conditions, forming a cartel of labour. The trade union, through its leadership, bargains with the employer on behalf of union members (rank and file members) and

negotiates labour contracts with employers. This may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies.

Welfare: This refers to wellbeing or quality of life.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study on the benefits of the Kenya National Union of Teachers' welfare programmes on primary school teachers' work morale. The review includes the following:

- Challenges facing teachers in developing countries
- Factors influencing teachers' work morale
- The roles of teachers unions in welfare promotion
- The KNUT socio-economic welfare programmes
- Chapter summary

2.2 Challenges Facing Teachers in Developing Countries

Analyzing the challenges facing teachers in developing countries is important in that this will shed light on the important role that teachers unions can play in addressing such challenges. In highlighting these challenges, literature is presented on the context of teaching in developing countries.

Osei (2006), notes that broadly, teachers in many (but not necessarily in all) of these countries work in multi-grade, overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment to primary and secondary education. Poor school facilities (such as lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure (such as little lighting, drab walls) also seem to add to the woes of the unmotivated teachers. This also has some negative implications for the teaching-learning processes and students' achievements (Raina and Dhand, 2000). According to Hedges (2002), the

poor working conditions of teachers seem to stem also from their low remuneration and limited incentives. This is related to the low attractiveness of teaching as an occupation and its low professional status in many developing countries.

Teachers in developing countries have to face also with cultural and social expectations, that is, with their cultural and social contexts. Two kinds of expectations are addressed to teachers. The first, obedience to central governmental office responsible for education, is common to most of public sector officials in many developing countries. Teachers are required to follow strict regulations, prescribed textbooks, national curriculum and other instructions issued and introduced by centralist Ministries of Education, with little discretion given to them (Raina and Dhand, 2000).

The second kind of expectations is particular to teachers and concerns issues of instruction and civic education. The teacher is expected to deliver the socially dominant values and the legitimate knowledge of his or her society as well as to form the students as particular kinds of citizens loyal and obedient to state agendas (Osei, 2006). In other words, teachers are perceived as knowledge transmitters whose main goal is to prepare their students to pass the governmental examinations. The teacher is also called on to be a manager who harmonizes school work among students, and a caring, nurturing person who stimulates student participation and development while generating a climate of respect where different opinions and criteria are heard (Kirk, 2004).

Osei (2006) notes that in some areas of the developing world (such as Indonesia, Latin America, and Kenya), initial attempts to decentralize authority to teachers have required a conspicuous shift in the idealized role of the teacher. After decades of rewarding teachers for dutifully following the orders of the superiors, teachers have

been encouraged to act autonomously and to put more emphasis on learning how to learn and generate knowledge.

Researchers have indicated that teachers in many of the developing countries such as Gambia, India, Ghana, Kenya, and Pakistan engage in teaching not because of internal motives (such as self-interest, commitment to develop young people), but rather due to external incentives, and, chiefly, a lack of other occupational opportunities in their area (Barrs, 2005; Hedges, 2002). For instance, teaching in India was seen as a pragmatic choice based on a perceived or actual lack of any alternative, mainly in rural areas where underemployment rates are relatively high (Dyer, 1996). Coultas and Lewin (2002, p. 252) cited a pre-service teacher from a developing country who clearly stated that he “would rather have gone to university than teacher training college.” Hedges (2002) noted that those who became teachers due to a lack of other opportunities were likely to have a lower level of commitment to teaching than those who gave other reasons.

Oplatka (2007) states that many teachers in developing countries attribute instrumental reasons, related to external incentives, the desire to urbanize and the attainment of qualifications, to their choice of teaching as a career. According to Dyer (1996), most Indian teachers applied to teacher training programs because this was a relatively inexpensive route to a settled and secure life. Similarly, Barrs (2005) found out that male teachers from Pakistan turned to teaching first and foremost due to the salary that enabled them to support their families. An opportunity for study leave at university for three years with full salary (after three years of service in teaching) prompts many young Ghanaian people to apply for teaching (Hedges, 2002).

Oplatka (2007), in a review of research, notes that for some teachers in developing countries, mainly female teachers, a career in teaching was viewed as an avenue to

service, a noble profession to which people are called. The choice of teaching was often a tangled web of idealism, a love of children, or compliance to entrenched social rules concerning femininity and career indicated by Pakistani female teachers. The family played a key role in the career choice of female Pakistani teachers, whose parents encouraged them to attend teaching training programs (Barrs, 2005). A similar trend was reported by Kenyan female teachers, whereby Osler (1997) quoted one woman confessing that as a girl she had not been given a full range of options: “When we were young we were told the best job for a woman is a teacher” (p. 364).

Research also shows that majority of teachers in developing countries have other sources of income such as farming, livestock, shop keeping and extra-tuition after school (Barrs, 2005; Osei, 2006). Teaching for many male Pakistani teachers in Karachi is regarded as an important but supplementary form of income (Barrs, 2005). This shows that the teachers are not contented with the salary they receive from the teaching profession. Teachers unions have continued to play a major role in fighting for improved terms and conditions of service for teachers and protecting teachers’ interests. By improving the welfare of teachers, unions can liberate teachers in developing countries like Kenya from most of the socio-economic challenges discussed above, and make teaching to be viewed as the noble profession it once was. This is the main objective of the KNUT’s socio-economic welfare programmes for teachers. However, it is not clear whether KNUT has been able to effectively address the issue of teachers’ welfare adequately through these programmes.

2.3 Factors Influencing Teachers’ Work Morale

While the demands on teachers are increasing, there is mounting evidence that teachers’ morale and status are falling (Towse et al. 2002). Declining morale has serious implications for recruitment and retention of teachers as well as for teacher

performance. The perception that the status of teachers in society is declining is encouraged by the use of shorter teacher training programs and lowered entry qualifications for teaching (Gaynor, 1998). Qualified teachers believe that their work is diminished in the eyes of the public by the employment of unqualified people who are also termed teachers (Halliday, 1999). The combination of increased demands and falling status does not augur well for teacher recruitment or retention. A study in Awanbor in Nigeria reported that an increasingly materialistic value system in that country has devalued teaching as a career choice (Kyriacou et al. 1999).

According to Voluntary Service Overseas (VSO, 2002) report, while pay and conditions are important contributors to motivation, there is evidence that other issues are almost as important as the actual level of remuneration. Motivation is highly related to career-path projections and opportunities for progression. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the classroom, while others become demotivated by the lack of status and recognition (VSO, 2002). In many African countries, teachers are demoralized by the lack of transparency and information in the promotion process (Gaynor, 1998).

Student performance and positive relationships with students also motivate teachers. In a VSO (2002) study of teacher motivation, student performance was reported in all countries as a major contributor to teacher morale. In some cases, teachers reported pressure to promote students unprepared for the next level. Consequently, real student success was diminished in the following grades, reducing chances of high teacher morale related to student performance. In addition, constantly reassigning teachers to different classes makes it more difficult for teachers to build a relationship with students or feel a responsibility for them (VSO, 2002).

These studies suggest that cost-effective improvements in morale could be achieved by measures such as the introduction of a career structure based on professional development (Towse et al., 2002), a distinctive status for qualified teachers (Halliday, 1999), greater transparency in promotions, and greater stability in posting.

Teachers need both support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre-service program and then perform well for the remainder of their careers without further professional development. Support for teachers can take a variety of forms, including access to resources, in-service courses, and peer groups. A key teacher support missing in many school systems is the ongoing opportunity to talk with other professionals regarding personal challenges and experiences in the classroom. Such practice has been successful with principals and other promoted staff in mentoring beginning teachers in an induction stage so that they improve their teaching and classroom management abilities in the first years of teaching (Halliday, 1999). In the Kenyan situation, the KNUT welfare programmes could be used to bring teachers together to share experiences, thus bringing some of the benefits that accrue from social capital.

Teachers' unions have become important professional and political forces in many sub-Saharan African countries in shaping the conditions of teachers' working lives. They operate largely as trade unions, with the goal of protecting interests and promoting cooperation among teachers (Farrell and Oliveira, 1993). However, in some countries teachers' unions have broadened their interests and are engaging as partners with governments in educational quality improvement initiatives. This is often accomplished through professional development activities for union members. In doing so, unions provide a mechanism through which teachers can be more effectively represented and consulted on the issues, programs, and policies that affect

them (Farrell and Oliveira, 1993). This study aims at finding out how the welfare programmes of KNUT impact on teachers' work morale.

2.4 The Roles of Teachers Unions in Welfare Promotion

Teachers unions worldwide have dual purpose, that is, that of a trade union as well as a professional body. Green (1994) on industrial relations terms the role of trade unions as collective agreement for the employees in relation with their employer. According to Graham and Bennet (1992), industrial relations are regarded as “all rules”, practices and contentious governing interaction between management and their work forces, normally involving collective employee representation and bargain. Likewise, Rowan (1980) sees the role of trade unions as for collective bargaining. Aluchio (1998) acknowledges the roles of trade unions as that of collective bargaining for the employees.

In addition to collective bargaining for their members, teachers unions also function as professional organizations concerned with the occupation of teaching, as institutional actors defending interests within a bureaucratic system of education, and as political actors wielding influence on legislation and elections (Loveless, 2000). Similarly, teachers unions uphold professional ethics: for example incorporating the Convention on the Rights of the Child into the ethics and professional standards of the teaching profession. They also create a quality alliance between governments and unions, use an international level of approach and standards, for example EFA Flagship on Teachers and Quality of Education and fight corruption in education (Fredriksson, 2004).

In Kenya, the KNUT is the national trade union in charge of teachers. The KNUT was registered in 1959 as both a trade union and a professional organization. According to

KNUT (1990), its functions as a trade union include ‘uniting, mobilizing and bringing together all teachers of all grades to speak with one voice on matters affecting them as workers’. As a professional body, KNUT participates in various government committees and commissions, Kenya Institute of Education (KIE) panels, schools’ District Education Boards (DEBs), university college councils, and other professional councils and boards as well as organizing training program for its members. KNUT is concerned about limitations in the in-servicing of teachers, about teachers who are not in-serviced or updated and about the lack of insufficient ministry funds for in-servicing teachers.

2.5 The KNUT Socio-Economic Welfare Programmes

The component of KNUT that is the concern of this study is that of promotion of teachers’ socio-economic welfare. The KNUT has taken the initiative to promote a number of programmes and activities that contribute directly to the well being of not only the union itself but also teachers generally. These programmes have fallen into broad areas, namely: Enterprises and Building Projects; Savings and Credit Societies; Burial and Benevolent Funds, and Children’s Education Schemes (Kibagendi, 2007).

Under the Enterprises and Building Projects, one notable project is the KNUT headquarters building in Nairobi. This building was built partly using teachers’ contributions, whereby, according to Kibagendi (2007), the teachers who contributed towards the building of the KNUT Headquarters paid Kshs 88.00 each. Several KNUT branches have also undertaken building projects partly for income generation and also to have own office accommodation. According to the Kibagendi (2007), the first KNUT Branch to acquire its own building was Masaku Branch which bought two buildings in Machakos town. Of these buildings one was converted into branch union offices and the other a cinema theatre, left to the cooperative society. The other

branches that boast of purchasing buildings are Kiambu, Murang'a, Kitui, Kisumu, Trans Nzoia, Kipsigis, Nyeri and Embu.

Another set of programmes within the KNUT welfare programmes is the Savings and Credit Societies, popularly referred to as SACCOs. Kibagendi (2007) captures well the value accorded to these programmes by stating:

Teachers are so much convinced about the cooperative movement that if one stopped them from active participation, there would be countrywide hue and cry. This is the only organization that gives loans without problems. Through the loans teachers receive from the cooperatives, they are able to send their children abroad for further education. Some are able to put up permanent houses and others are able to purchase shambas (p. 48).

The teachers' cooperative movement is likely to grow more and more because it is linked to the branch buildings that teachers put up in their districts. The Union branches only take enough space for their offices but leave the entire buildings to generate money for their cooperative societies.

Another programme operated by KNUT members is the Burial and Benevolent Funds (BBF). Over the years, almost all branches have launched and operated BBFs. The BBF is a valued source of urgently needed cash to a bereaved teacher or the teacher's family if the teacher dies before retirement. A number of KNUT branches have also launched and operate Children's Education Schemes that help teachers to settle school, college and university fees (Kibagendi, 2007).

2.6 Chapter Summary

This chapter has presented literature related to the study. From this review, it has emerged that teachers in developing countries like Kenya work under difficult conditions, often characterized by overcrowded classrooms (40-80 pupils in a class), heavy work loads, poor school facilities, and inadequate infrastructure. These working

conditions, together with poor pay, result in low work morale for teachers, and this has some negative implications for the teaching-learning processes and students' achievements. Previous studies have tended to concentrate on what governments and school administrators can do to improve the morale of their teachers. No single study was identified that tried to show the benefits of welfare programmes operated by teachers' unions such as the KNUT, in relation to promotion of work morale and job satisfaction. In an effort to bridge this gap, this study sought to establish the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers in Mwingi District, Kenya.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study. The chapter focuses on research design, target population, sampling procedures, research instruments, and data collection and analysis.

3.2 Research Design

The study employed a descriptive survey research design to find out the benefits of the KNUT welfare programmes to primary schools in Mwingi District. According to Lockesh (1984) descriptive survey research studies are designed to obtain pertinent and precise information concerning the current state of a phenomenon and whenever possible to draw varied general conclusions from the facts discovered. Descriptive surveys are conducted to establish the nature of existing condition (Gay, 1992). Since the events have already occurred or existed, the researcher merely selects the relevant variables for analysis of their relationships (Best and Khan, 1993). It is on the strength of the foregoing reasons that the researcher found this design ideal for the study. Thus, the design enabled the researcher to establish the benefits of the KNUT welfare programmes to primary schools in Mwingi District.

3.3 Study Location

The study was carried out in Mwingi District. It focused on public primary school teachers serving in the district. Singleton (1993), notes that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Mwingi District was chosen because it was easily

accessible to the researcher. Secondly, most of the schools in this region are based in rural areas and poverty levels are high. This means that primary school teachers could benefit much from KNUT's socio-economic welfare programmes.

3.4 Target Population

The target population of the study was all the 1,886 teachers serving in the 247 public primary schools in Mwingi District. According to the Executive Secretary in charge of the Mwingi District's KNUT Branch Executive Council (BEC), there are 2,200 registered members of KNUT, including those in secondary schools. However, majority of the members are from primary schools, and hence the choice of primary school teachers. Together with the primary school teachers, the study also targeted the 12 elected BEC members from Mwingi District

3.5 Sample Size and Sampling Procedures

A sample according to Orodho (2002) is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error. According to Gay (1992), a minimum sample size of 10% of the target population is considered adequate when the population is relatively large. As such, the researcher used a sample of 200 teachers for the study, which is 10.6% of the targeted 1,886 teachers. The condition for inclusion of teachers in the study was that they were members of KNUT.

The researcher used simple random sampling to select 20 schools from the 247 primary schools in Mwingi District. From each of these schools, a proportionate sample of male and female teachers was selected by computing the percentage of

male and female teachers in each sample school, if say, a school had 12 male and 8 female teachers, then the sample would comprise of six male (50% of male) and 4 female (50% of female) teachers. In addition to this, the researcher randomly selected three Branch Executive Council members for interviews. This means that the total sample size was 203 respondents, 200 teachers and 3 BEC members.

3.6 Research Instruments

The main tools of data collection for this study were the teachers' questionnaire and BEC members' interview schedules. The questionnaire was used for data collection because as Kiess and Bloomquist (1985) observe, it offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. The questionnaire method was appropriate for this study as it would give the respondents room to air their views freely, and also it enabled the researcher to obtain data from all the 200 teachers within the short period of time allocated for the study.

3.6.1 Teachers' Questionnaire

The teachers' questionnaire had four parts: part one collected demographic data of the teachers; part two collected data related to their contributions to and benefits from KNUT welfare programmes; part three collected data on the effects of their membership to the KNUT welfare programmes on their work morale; while part four solicited recommendations from teachers on possible measures to improve KNUT's welfare programmes to boost teachers' morale.

3.6.2 Interview Schedule for BEC Members

The interview schedule was used to guide the researcher in conducting interviews with BEC members on how the KNUT welfare programmes are operated and how they can be improved to improve teachers' morale. Interviews were conducted with the BEC members since only a small number of them (3) were involved in the study.

3.7 Pilot Study

Piloting (pre-testing) is the process of trying out in the field the questionnaire to be used. This was done to a selected sample similar to the actual sample which the researcher planned to use in the study. Subjects in the actual sample were not used in the pre-test. Prior to visiting the schools for data collection, the researcher pre-tested the questionnaire using two schools, which were not included in the final sample. The purpose of the pre-test (pilot study) was to examine the research instrument for appropriateness of items so as to identify any ambiguous and/or unclear items. Such items were restated to ensure that the respondents clearly understand them. Piloting enabled the researcher to test the reliability of the questionnaires and also helped to improve face validity of the instruments. Test-retest method was used, whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing.

3.7.1 Validity of the Instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Borg and Gall (1989) define validity as the degree to which a

test measures what it purports to measure. Face validity refers to the likelihood that a question would be misunderstood or misinterpreted, thus, help to iron out ambiguity. Pre-testing is a good way to increase the likelihood of face validity.

According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions help to establish content validity (Wilkinson, 1991). As such, the researcher sought assistance from two experts (University supervisors), in order to help improve content validity of the instrument.

3.7.2 Reliability of the Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In order to improve the reliability of the instrument, the researcher, with the help of his supervisor, critically assessed the consistency of the responses on the pilot questionnaires to make a judgement on their reliability. Test-retest technique of reliability testing was employed; whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. A correlation coefficient for the two tests was then calculated using the formula given below.

$$R = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\frac{\sum X^2 - (\sum X)^2}{N}\right] \left[\frac{\sum Y^2 - (\sum Y)^2}{N}\right]}}$$

Where:

R = correlation coefficient

N = total number of scores

Σ = summation of scores

X = scores of the first half (test 1)

Y = scores of the second half (test 2)

The correlation coefficient was then corrected for in reliability estimation by applying the Spearman-Brown Prophecy formula:

$$r_k = \frac{kr_i}{1 + (k-1) r_i}$$

Where

r_i = the correlation estimated from the data

$k = N/n$, where N is the total sample size and n is the sample size on which r_i is based.

r_k = the estimated Spearman-Brown corrected reliability

According to Gay (1992), a correlation coefficient of 0.7 for the two tests is considered sufficient. The researcher obtained a correlation coefficient of 0.66, which was close enough to that recommended by Gay (1992).

3.8 Data Collection Procedure

The researcher personally administered the questionnaire to the teachers. A research permit was obtained from the Ministry of Education. Thereafter, the office of the District Education Officer (DEO) for Mwingi was contacted before the start of the study. The selected schools were visited, after which the researcher introduced himself to the headteacher and the teachers. Participating teachers were then selected and the questionnaire administered to them. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected the same day. The researcher booked appointments with

the BEC members on an appropriate date when interviews would be conducted. They were individually visited and interviewed using the interview guide. During the interview, the researcher encouraged the respondents to give adequate information, and in some cases additional questions were asked based on the responses provided to the interview guide questions.

3.9 Data Analysis Procedure

After all the data were collected, they were coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, means and frequencies were used to analyze the data obtained. On qualitative data, thematic analysis was derived from the open-ended items. The main themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information. Quantitative data were analyzed using descriptive statistical tools such as frequencies, percentages and means (Mugenda and Mugenda, 1999). The results of data analysis were reported in summary form using frequency tables, bar graphs and pie charts.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents findings of the study. The purpose of the study was to establish the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers in Mwingi District. The study had three study objectives:

1. To establish the existing KNUT socio-economic welfare programmes in Mwingi District.
2. To find out how primary school teachers in Mwingi District benefit from the KNUT's socio-economic welfare programmes.
3. To establish the level of satisfaction of teachers with the services offered by the KNUT through the socio-economic welfare programmes.

Each of the three research objectives is tackled in this chapter.

4.2 Background Data of the Respondents

Data for the study was collected from 200 teachers selected from 20 schools in Mwingi District, together with three KNUT Branch Executive Council (BEC) members from the district.

Among the 200 teachers, 125 (62.5%) were male while 75 (37.5%) were female.

Table 4.1 shows the age distribution of the teachers who participated in the study.

Table 4.1: Teachers' Age Distribution

Age	Frequency	Percent
Between 26 - 30 years	26	13.0
Between 31 - 35 years	52	26.0
Between 36 - 40 years	30	15.0
over 40 years	92	46.0
Total	200	100.0

Twenty-six (13%) of them were between the ages 26-30 years, 52 (26%) were in the 31-35 years age bracket while 92 (46%) were over 40 years, as shown in Table 4.1.

The educational qualifications of the teachers were as shown in Table 4.2 below.

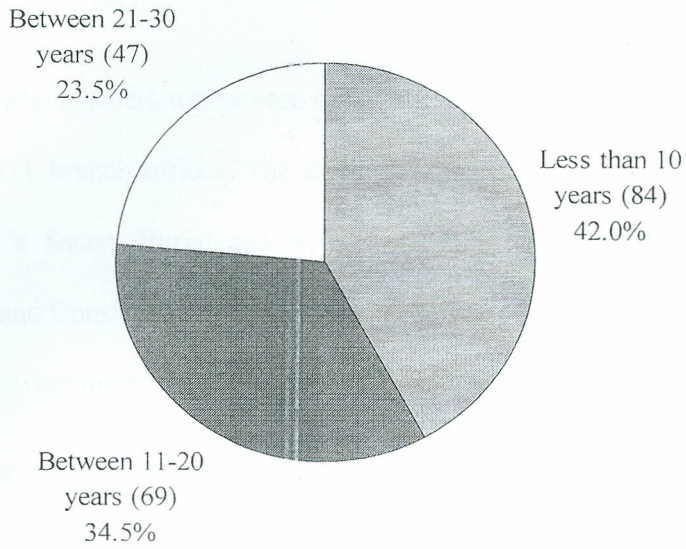
Table 4.2: Highest professional qualifications attained by teachers

Professional Qualifications	Frequency	Percent
P2	18	9.0
P1	121	60.5
Diploma	22	11.0
ATS	33	16.5
Bachelors Degree	6	3.0
Total	200	100.0

As shown in Table 4.2 above, majority (60.5%) of the teachers had P1 qualifications, 33 (16.5%) had ATS qualifications, 22 (11%) were diploma holders, 18 (9%) had P2 qualifications while 6 (3%) were Bachelors degree holders.

Figure 4.1 shows the teaching experience of the teachers who participated in the study.

Figure 4.1: Teaching experience of the teachers



The figure shows that 84 (42%) teachers had been teaching for less than ten years, 69 (34.5%) had taught for between 11-20 years and 47 (23.5%) for between 21-30 years.

Table 4.3 shows the number of years that the teachers have been active members of the Kenya National Union of Teachers (KNUT).

Table 4.3: Number of years that teachers were members of KNUT

Period	Frequency	Percent
Between 1-3 years	24	12.0
Between 4-6 years	36	18.0
Between 7-10 years	9	4.5
Over 10 years	131	65.5
Total	200	100.0

As shown in Table 4.3, 131 (65.5%) of the teachers had been KNUT members for over ten years, 36 (18%) had been members for between 4-6 years while 24 (12%) were KNUT members for between 1-3 years.

4.3 Existing KNUT Socio-Economic Welfare Programmes in Mwingi District

The first study objective was to establish the existing KNUT socio-economic welfare programmes in Mwingi District.

A total of 142 (58%) teachers were aware of the socio-economic welfare programmes operated by KNUT branch offices. The teachers noted that Mwingi District KNUT branch operated a Sacco, Burial and Benevolent Fund (BBF), Building projects, Education fund, and Construction of FOSA plants. When asked which KNUT welfare programmes they were members of, they stated as indicated in Table 4.4 below.

Table 4.4: KNUT Welfare programmes that teachers were members of

Welfare programme	Frequency	%
Enterprise and building projects	29	14.5
Savings and credit societies	157	78.5
Burial and benevolent fund	162	81.0
Children education schemes	5	2.5
Not member of any programme	5	2.5

The table shows that most of the teachers were members of burial and benevolent fund programme (81%) and the savings and credit societies (78.5%). Another 14.5% of the teachers were members of enterprise and building projects, while 2.5% were members of children education schemes (2.5%). Five (2.5%) of the teachers were not members of any of the KNUT welfare programme. This shows that 97.5% of teachers in Mwingi District were members of KNUT welfare programmes. This is in line with the objective of KNUT of improving the welfare of all teachers in the country. Kibagendi (2007) notes that the KNUT, apart from agitating for the improvement of the terms and conditions of service for teachers, has also, over the years, taken the initiative to promote a number of programmes and activities that contribute directly to the well being of teachers. These programmes have fallen into broad areas, namely:

Enterprises and Building Projects; Savings and Credit Societies; Burial and Benevolent Funds, and Children’s Education Schemes. Membership in children education schemes and enterprise and building projects was however low and efforts need to be put towards encouraging teachers to join the two programmes.

The monthly contribution by teachers for each of the four welfare programmes is as shown in Table 4.5.

Table 4.5: Monthly contributions to the KNUT Welfare programmes

Welfare programme	Monthly contribution (range)	F	%
Enterprise and building projects	KShs 240 – 3,000	29	14.5
Savings and credit societies	KShs 200 – 4,000	157	78.5
Burial and benevolent fund	KShs 100 – 240	162	81.0
Children education schemes	KShs 100	5	2.5

Table 4.5 shows that 29 (14.5%) were members of enterprise and building projects and contributed from Kshs 204 to 3,000, while 157 (78.5%) were members of savings and credit societies whose monthly contributions ranged between Kshs 200 to 4,000. For burial and benevolent fund, 162 (81%) members contributed between Kshs 100 and 240, while 5 (2.5%) members for children education fund, contributed Kshs 100. By contributing such money to the welfare programmes, teachers pool resources together and are able to accomplish more than each individual teacher would. This way, teachers utilize the concept of synergy, which describes a situation where the final outcome of a system is greater than the sum of its parts. According to Kibagendi (2007), the welfare programmes have been beneficial to teachers in many ways. Through the money that they contribute, teachers can access loans, purchase land, build houses, get money to educate their children, and give their loved ones decent send-offs in case of death.

The three KNUT Branch Executive Council (BEC) members reported that Mwingi KNUT branch operated burial Benevolent Fund (BBF), children education fund, enterprise and building projects, and a teachers' Sacco. For one to become a member of the programmes, the BEC representatives reported that one must be a teacher employed by TSC, working within the district, and ready to adhere to the by laws of the programmes.

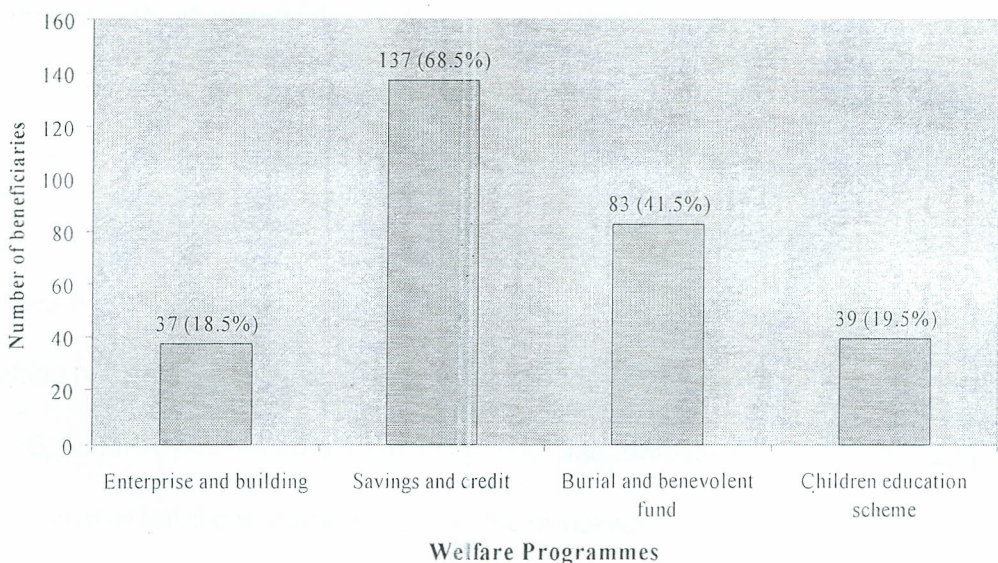
Each welfare programme has no limit of membership, though each member should pay a contribution amounting to KShs 100.

4.4 Benefits of KNUT Socio-Economic Welfare Programmes to Teachers

The second study objective was to find out how primary school teachers in Mwingi District benefit from the KNUT's socio-economic welfare programmes.

Majority (n=167; 83.5%) of the teachers who took part in the study reported that they had benefited from KNUT welfare programmes that they were members of. Figure 4.2 shows the programmes that the teachers had benefited from.

Figure 4.2: Programmes which teachers had benefited from



As shown in the figure above, most (68.5%) of the teachers had benefited from Savings and Credit Societies (Saccos), another 41.5% had benefited from burial and benevolent fund, 19.5% from children education schemes, while 18.5% had benefited from enterprise building projects. The benefits obtained by teachers through these KNUT welfare programmes included:

- Loans for self development
- Land/plots
- Dividends in form of cash
- Education opportunities
- Decent burials for family members
- Promotion of good relations between teachers
- Front Office Services (FOSAs) through the Saccos

These findings indicate that there are many benefits of joining the welfare programmes. Other benefits other than the ones mentioned above are noteworthy. For example, Kibagendi (2007), while explaining the programmes operated by KNUT Nyamira Branch, notes that teachers positively living with HIV/AIDS have started their own group and regularly meet in the KNUT office, once every month, to encourage each other strategize on how to recruit more members to their group. Such programmes are of much benefit especially at a time when the country is losing large numbers of teachers to HIV/AIDS. According to UNESCO (2008) estimates, over 14,500 teachers in Kenya are HIV positive. Buss (2006) on the other hand estimated that teacher attrition from AIDS is highest in Kenya with 25,000 having left the teaching profession due to the disease. This is followed by Nigeria with an attrition of 22,100, South Africa (44,900), Uganda (14,900) and Zimbabwe with 16,200 teachers having died or left the teaching profession due to sickness.

Table 4.6 shows the projects that the teachers termed as most beneficial to KNUT members.

Table 4.6: Projects most beneficial to KNUT members

Welfare programme	F	%
Enterprise and building projects	37	18.5
Savings and credit societies	137	68.5
Burial and benevolent fund	83	41.5
Children education schemes	39	19.5

As shown in the table, savings and credit societies were cited the most beneficial project to KNUT members by 68.5% of the teachers. This was followed by burial and benevolent fund (41.5%), then children education schemes (19.5%) and lastly enterprise and building projects (18.5%). The reason as to why savings and credit societies (Saccos) are most popular is because they provide small lending to members. The general purpose of small lending in developing countries is to provide the poor with financial services and capital in the hopes that they can break the cycle of poverty through business development.

A total of 127 (63.5%) teachers reported that their day-to-day life as teachers had changed for the better as a result of the services offered by KNUT welfare programmes. Asked to explain, they reported as follows: -

- By offering some services down to the school level
- Teachers are able to construct better houses and perform other development activities
- Teachers are able to educate their children
- One is able to borrow or save money
- Teachers are able to enjoy short term benefits

The findings indicate that the KNUT welfare programmes have been of benefit to the teachers. This could play a major role in promoting the welfare of teachers in the country. According to Hedges (2002), teachers in developing countries like Kenya operate under poor working conditions especially due to their low remuneration and limited incentives. This is related to the low attractiveness of teaching as an occupation and its low professional status in many developing countries. According to Omamo (1971) the working conditions and environment of the rural primary school teachers is relatively poor and not conducive for the best performance of teachers. Teachers in rural areas do not access facilities such as libraries, good housing, banking, clean tap water, telephone, internet services and electricity.

Lack of these basic amenities have made most rural primary school teachers frustrated and are now concentrating more in improving their living conditions in the rural areas at the expense of diligently discharging their teaching duties, thus lowering performance in schools. Perhaps this is why most teachers have resorted to venturing in business and farming while others leave teaching for greener pastures elsewhere. The welfare programmes operated by the KNUT branch offices, if well managed, would serve to improve the welfare of teachers by providing a source of income and moral support, thereby uplifting their work morale and productivity.

4.5 Teachers Satisfaction with KNUT Socio-Economic Welfare Programmes

The third objective of the study was to establish the level of satisfaction of teachers with the services offered by the KNUT through the socio-economic welfare programmes.

The teachers were presented with a series of statements to measure their levels of satisfaction or dissatisfaction with services offered through KNUT welfare services. Their responses are summarized in Table 4.7.

Table 4.7: Teachers' levels of satisfaction with KNUT welfare programmes

Project Aspect	VS	S	D	VD
The way the project officers handle members	9.5%	55.0%	30.5%	5.0%
The monetary returns I get from the programmes	7.5%	40.5%	44%	8.0%
The amount of money I contribute toward the programmes	11.0%	40.0%	38.5%	10.0%
The ease with which loans are accessible	5.5%	49.5%	33.0%	12.0%
The sympathy I receive from other members when in need	12.0%	55.5%	32.0%	0.5%
The fellowship I get from other members	24.0%	54.5%	14.5%	7.0%
The assurance that my children will get school fees through the programmes	10.5%	42.5%	39.5%	7.5%
The accountability with which resources managed	20.5%	31.5%	36.0%	12.0%
The number of income generating projects	8.0%	51.5%	38.0%	2.5%
The value that the programmes add to my life	12.5%	46.0%	31.5%	10.0%

VS- Very Satisfied **S** – Satisfied **D** – Dissatisfied **VD** – Very Dissatisfied

Table 4.7 shows that majority of the teachers were satisfied with the following aspects: -

- The way the project officers handle members (64.5%)
- The sympathy they receive from other members when in need (67.5%)
- The fellowship they get from other members (78.5%)
- The number of income generating projects (59.5%)
- The amount of money they contribute toward the programmes (51%)

On the other hand, most of the teachers were dissatisfied with the monetary returns they get from the programmes (52%).

However, a considerable number of teachers were still dissatisfied with the following statements: -

- The ease with which loans are accessible (45%)
- The accountability with which resources managed (48%)
- The value that the programmes add to my life (41.5%)

Overall, 12.1% of the teachers were very satisfied with the welfare programmes, 46.7% were satisfied, 33.7% were dissatisfied, while 7.5% were very dissatisfied. It therefore emerged that most of the teachers were satisfied with the KNUT welfare programmes.

The teachers were further provided with statements related to the effects of KNUT welfare programmes on their work morale. They were to indicate the extent to which they agreed or disagreed with each of the statements. Their responses are captured in Table 4.8.

Table 4.8: Teachers Ratings of impact of KNUT welfare programmes on Work Morale

Statement	SA	A	D	SD
KNUT welfare programmes make the daily life of teachers easier	18.0%	47.0%	27.0%	8.0%
The programmes are a source of extra income for me	13.0%	43.0%	34.0%	10.0%
As a member of KNUT, I feel more attached to teaching career	9.5%	59.0%	24.5%	7.0%
Through the programmes, I feel more valued as a teacher	18.5%	47.5%	24.5%	9.5%
Through the programmes, I can engage in family projects that I could not if not a member	24.5%	51.0%	19.5%	5.0%
The programmes enable me to educate children	21.5%	43.5%	27.0%	8.0%
The programmes give me satisfaction of working as a teacher	18.0%	41.0%	33.5%	7.5%

As shown in Table 4.8 above, most of the teachers were in agreement with all the statements, with a large majority agreeing that: -

- Through the KNUT programmes, I can engage in family projects that I could not if I were not a member (75.5%)
- Through the programmes, I feel more valued as a teacher (70.5%)
- As a member of KNUT, I feel more attached to teaching career (68.5%)
- KNUT welfare programmes make the daily life of teachers easier (65%)
- The programmes enable me to educate my children (64.5%)

However, a notable proportion of teachers disagreed with the statements that:

- The programmes are a source of extra income (44%)
- The programmes give me satisfaction of working as a teacher (41%)

Figure 4.3 shows the overall ratings of teachers on the extent to which KNUT welfare programmes contributed to their work morale.

Figure 4.3: Ratings of contribution of Welfare programmes on work morale

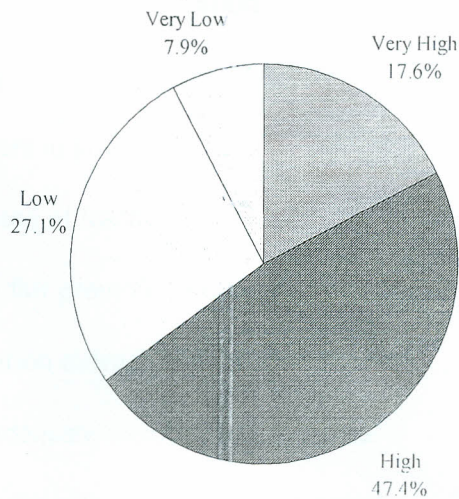


Figure 4.3 shows that 17.6% of the teachers rated the welfare programmes to have very high contribution to their work morale, 47.4% rated them high, 27.1% low, while 7.9% rated the contribution to be very low. This therefore indicates that for most of

the teachers, KNUT welfare programmes had a high contribution to their work morale.

When asked to give recommendations to KNUT on ways of improving the welfare programmes, the teachers gave the following: -

- KNUT should improve accountability
- Efficiency and openness by all officers
- Engage in many income generating projects/programmes
- Teachers' contributions to welfare programmes should be standardized so that all teachers in the country contribute the same amount of money.
- Strictly monitor the KNUT programmes to ensure transparency and accountability.

The teachers felt that work morale of teachers in the country needs to be improved, suggesting the following as possible ways through which this can be achieved by the government and the Ministry of Education: -

- Improve pay package
- Involve teachers in policy making
- Proper balancing of teachers' work load
- Adequate and fair promotions to all teachers by merit
- Proper motivation to teachers who perform well
- Provision of adequate security to all teachers
- Encourage teachers to go for higher education
- Increase teachers' allowances
- Regular seminars and workshops for teachers.

One of the core functions of KNUT, as posted in their website (www.knut.or.ke), is to promote programmes aimed at improving teachers' welfare or socio-economic status.

This is in the realization that low socio-economic status of teachers results in poor job performance. Shiundu (1984) advises that one clear way to attract the best brains into the teaching profession is by offering better terms of service especially remuneration; better working conditions and remove any element that would harm the status and lower the morale of teachers. The findings of this study suggest that KNUT welfare programmes play a key role in promoting the welfare and socioeconomic status of teachers in Mwingi District, thereby improving teacher retention and job performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the study findings and conclusions arrived at, as well as recommendations of the study. The chapter also presents suggestions for related research that could be conducted in the future. The purpose of the study was to establish the benefits of the Kenya National Union of Teachers' welfare programmes to primary school teachers in Mwingi District.

5.2 Summary of the Study Findings

Data for the study was collected from 200 teachers selected from 20 schools in Mwingi District, together with three KNUT Branch Executive Council (BEC) members from the same district. Given below is a summary of the key study findings.

5.2.1 Existing KNUT Socio-Economic Welfare Programmes in Mwingi District

On the first research objective, the study established that 131 (65.5%) of the teachers had been KNUT members for over ten years, 36 (18%) had been members for between 4-6 years while 24 (12%) were KNUT members for between 1-3 years. A total of 142 (58%) teachers were aware of the socio-economic welfare programmes operated by KNUT branch offices. The teachers noted that Mwingi District KNUT branch operated a Sacco, Burial and Benevolent Fund (BBF), Building projects, Education fund, and Construction of FOSA plants.

Most of the teachers were members of burial and benevolent fund programme (81%) and the savings and credit societies (73.5%). Another 14.5% of the teachers were members of enterprise and building projects, while 2.5% were members of children

education schemes (2.5%). Five (2.5%) of the teachers were not members of any of the KNUT welfare programme. This shows that Mwingi District had a membership rate of 97.5% in the KNUT welfare programmes. The monthly contribution for enterprise and building projects ranged from KShs 204 to 3,000, while for savings and credit societies the range was between KShs 200 to 4,000. For burial and benevolent fund, members contributed between KShs 1000 and 240, while they contributed KShs 100 for children education fund.

5.2.2 Benefits of Welfare Programmes to Teachers

The second research objective was to find out how primary school teachers in Mwingi District benefit from the KNUT socio-economic welfare programmes.

Majority (n=167; 83.5%) of the teachers who took part in the study reported that they had benefited from KNUT welfare programmes that they were members of. Most (68.5%) of the teachers had benefited from savings and credit societies (Saccos), another 41.5% had benefited from burial and benevolent fund, 19.5% from children education schemes, while 18.5% had benefited from enterprise building projects. The benefits obtained by teachers through these KNUT welfare programmes included: Loans for self development, land/plots, dividends in form of cash, education opportunities, decent burials for family members, promotion of good relations between teachers, and Front Office Services (FOSAs) through the Saccos.

Savings and credit societies were cited the most beneficial project to KNUT members by 68.5% of the teachers. This was followed by burial and benevolent fund (41.5%), then children education schemes (19.5%) and lastly enterprise and building projects (18.5%). A total of 127 (63.5%) teachers reported that their day-to-day life as teachers

had changed for the better as a result of the services offered by KNUT welfare programmes.

5.2.3 Level of Satisfaction with KNUT Welfare Programmes

The third research objective was to establish the level of satisfaction of teachers with the services offered by the KNUT through the socio-economic welfare programmes.

The study established that majority of the teachers were satisfied with the way the project officers handle members (64.5%), the sympathy they receive from other members when in need (67.5%), the fellowship they get from other members (78.5%), the number of income generating projects (59.5%), and the amount of money they contribute toward the programmes (51%).

It emerged that 17.6% of the teachers rated the KNUT welfare programmes to have very high contribution to their work morale, 47.4% rated them to have had a high contribution, 27.1% low, while 7.9% rated the contribution to be very low. In general, it emerged that for most of the teachers, KNUT welfare programmes had a high contribution to their work morale.

5.3 Conclusion

The study concludes that the Mwingi branch of KNUT operates welfare and socioeconomic programmes that are beneficial to teachers. The most popular programmes are savings and credit societies followed by burial and benevolent fund. The least popular programmes were children education schemes enterprise and building projects. As a result of membership to the projects, teachers felt that their daily lives as teachers had improved. The researcher therefore concludes that teachers unions like the KNUT play a key role in promoting the welfare of teachers, not only

by fighting for salary increments but also by running income generating activities and other welfare programmes including savings and credit societies, burial and benevolent fund, children education schemes, and enterprise and building projects.

5.4 Recommendations

1. The KNUT officials should come up with modalities to monitor the progress of welfare and socioeconomic programmes in order to make them more profitable and avoid misappropriation of resources.
2. All teachers in the country should be encouraged to join the welfare and socioeconomic programmes operated by their unions in order to tap from the benefits of these programmes.
3. The managers of the welfare and socioeconomic programmes should be trained on innovative strategies for income generation, especially the utilization of advances in information and communication technologies.
4. The KNUT should commit money into research and development of new products and services that would bring financial benefits to union members, in order to ensure sustainability of these programmes.

5.5 Suggestions for Further Studies

1. This study was carried out in one district only, that is, Mwingi District. A similar study could be carried out in other districts to find out whether teachers benefit from the KNUT welfare programmes.
2. A study needs to be carried out on other functions of KNUT, for instance, to find out whether there is effective representation of the teaching profession on the government, public and private bodies or organizations where such representation may be necessary.

3. A study needs to be carried out to find out whether KNUT co-operates with other societies, bodies, unions or organizations within or outside Kenya with similar objectives.

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APPENDIX ONE
QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Section I: Background Information

1. Your gender? a) Male [] b) Female []
2. Your age a) 20 – 25 years []
 b) 26 – 30 years []
 c) 31 – 35 years []
 d) 36 – 40 years []
 e) Over 40 years []
3. Your highest academic qualification?
 a) Form IV []
 b) Form VI []
 c) Graduate []
 d) Others, Specify
4. What is your highest professional qualification?
 a) P2 [] d) P1 [] g) Diploma []
 b) ATS [] e) Bachelors degree [] h) PGDE []
 c) KCSE [] f) KACE [] i) KCE []
 Others (specify)
5. How many years of teaching experience do you have?
6. For how long have you been a KNUT member?
- a) Between 1-3 years []
 b) Between 4-6 years []
 c) Between 7-10 years []
 d) Over 10 years []
 e) Not a member []
7. How much do you contribute to KNUT per month? Kshs

Section II: KNUT welfare programmes

8. (i) Are you aware of the socio-economic welfare programmes operated by KNUT's branch offices? a) Yes [] b) No []

(ii) If yes, indicate the welfare programmes that you are aware of.

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9. Among the following KNUT welfare programmes, which ones are you a member?

(Tick those that you are a member).

- a) Enterprises and building projects []
- b) Savings and credit societies (Sacco) []
- c) Burial and benevolent fund []
- d) Children education schemes []
- e) Others (specify).....

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10. For each of the welfare programmes that you are a member of, indicate the date you joined and the monthly contribution.

Programme	Year joined	Monthly contribution (Kshs)
a) Enterprises and building projects		
b) Savings and credit societies (Sacco)		
c) Burial and benevolent fund		
d) Children education schemes		
Others		
.....		
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11. (i) Have you benefited from any of the KNUT welfare programmes that you are a member of? a) Yes [] b) No []

(ii) If yes, indicate in the table below the benefits that you have received from the programmes.

Programme	Benefits (Both economic and social)
a) Enterprises and building projects	
b) Savings and credit societies (Sacco)	
c) Burial and benevolent fund	
d) Children education schemes	
e) Others	

(iii) Which of the four projects would you term most beneficial to KNUT members?

- a) Enterprises and building projects []
- b) Savings and credit societies (Sacco) []
- c) Burial and benevolent fund []
- d) Children education schemes []
- e) Others (specify).....

(iv) Briefly explain your answer.

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12. (i) Has your day-to-day life as a teacher changed in any way as a result of the services offered by the KNUT welfare programmes?

- a) Yes [] b) No []

(ii) Briefly explain your answer.

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13. In the table below, rate your level of satisfaction with the various aspects of the KNUT welfare projects using the given scale.

VS: Very Satisfied

S: Satisfied

D: Dissatisfied

VD: Very Dissatisfied

Project Aspect	VS	S	D	VD
The way the project officers handle members				
The monetary returns I get from the programmes				
The amount of money I contribute toward the programmes				
The ease with which loans are accessible				
The sympathy I receive from other members when in need				
The fellowship I get from other members				
The assurance that my children will get school fees through the programmes				
The accountability with which resources managed				
The number of income generating projects				
The value that the programmes add to my life				

Section III: Teachers' Morale

14. The table below presents a number of statements regarding the effects of KNUT's welfare programmes on teachers' work morale. Indicate the extent to which you agree or disagree with each of the statements.

Statement	VS	S	D	VD
KNUT welfare programmes make the daily life of teachers easier				
The programmes are a source of extra income for me				
As a member of KNUT, I feel more attached to teaching career				
Through the programmes, I feel more valued as a teacher				
Through the programmes, I can engage in family projects that I could not if not a member				
The programmes enable me to educate children				
The programmes give me satisfaction of working as a teacher				

Section IV: Recommendations

15. What recommendations would you give to KNUT in terms of improving the welfare programmes?

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16. How can work morale of teachers in Kenya be improved?

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THANK YOU FOR YOUR PARTICIPATION

APPENDIX TWO

KNUT BRANCH EXECUTIVE COUNCIL MEMBERS INTERVIEW

SCHEDULE

1. Briefly describe the socio-economic welfare programmes operated by your branch of KNUT.
2. How does one become a member of the welfare programmes? What are the requirements?
3. How many members does each of the welfare programmes have?
4. How much money are members supposed to contribute to these programmes per month/year?
5. What benefits do teachers gain by joining the welfare programmes?
6. What is the level of teachers' knowledge of the existence of socio-economic welfare programmes within KNUT?
7. In which ways have the welfare programmes affected teachers' work morale?
8. What areas need to be addressed in order to improve the welfare programmes?
9. What measures should be taken to improve the morale of primary school teachers in Mwingi District?