



**TRADE UNION PRACTICES AND TEACHERS' PERFORMANCE: CASE OF KENYA UNION OF POST PRIMARY
EDUCATION TEACHERS IN KENYA, HOMA BAY COUNTY**

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ABSTRACT

The study aimed to investigate the trade union practices on teacher performance in Kenya and evaluate the effectiveness of the Kenya Union of Post Primary Education Teachers' (KUPPET) social dialogue and welfare programmes in improving the performance of secondary school teachers in Homa Bay County. The performance of teachers in schools was crucial for the education sector's success, but several challenges could undermine their contributions. While trade unions played a significant role in protecting the rights of workers and enhancing their welfare, their influence on teacher performance in Sub-Saharan Africa, including Kenya, was a concern. The study employed a mixed-methods approach to collect data from secondary school teachers in Homa Bay County. Quantitative data was gathered through a survey questionnaire distributed to a random sample of 300 secondary school teachers. Qualitative data was collected through focus group discussions with teachers, KUPPET officials, and school administrators. The collected data was analysed using descriptive statistics, regression analysis, and content analysis. The study's findings provided insights into the trade union practices on teacher performance and the effectiveness of KUPPET's social dialogue and welfare programmes in improving teachers' performance in Homa Bay County. The study's results could inform policy-makers, education stakeholders, and trade union officials in designing and implementing effective policies and programmes to improve teacher performance in Kenya and other developing nations. In conclusion, the study was significant as it addressed research gaps in the effects of trade union practices on teacher performance specific to developing nations like Kenya. The study's findings had practical implications for education stakeholders, policy-makers, and trade union officials in promoting effective social dialogue and welfare programmes to improve teacher performance and enhance the education sector's quality.

Key Words: Teachers' Performance; Trade Union Practices; Welfare programmes; Social dialogue and Industrial actions

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INTRODUCTION

Historically, trade unions champion for the security and elevation in employees' remuneration, safety at work and general conditions of employment for their members. Unionism among teachers elicits debate as to whether their participation in union practices impact negatively or positively to school performance. Many scholars emphasise the importance of school performance as they perceive teachers' unions' involvement to have undesirable consequences on learning. The world over, quality education to the children is a major priority to everyone, and to enhance quality desired, policy-makers have to develop successive educational reforms through new systems. Teachers, however, are accused of slowing down reforms associated with public education, in particular those on pay systems linked to performance index. Teachers and their unions refer to such reforms as unethical (Cohen-Vogel, Feng and Osborne-Lampkin 2013).

Usually, teachers' unions are to blame for reduced levels of teachers' efforts and efficiency which has in many cases culminated to low levels of student achievement. Some have argued that teachers have historically made up for work stoppages so that instructional time is unchanged, and therefore overall student learning is untransformed. Teachers' trade unions have worked to achieve the following goals: increase their members' Remuneration, increase their membership, and increase the proportion of workers they represent in public schools, eliminate merit or wage-based eligibility and minimise competition from non-union businesses. It is worth noting that teachers' unions have played an active role in advocating for better working conditions, higher pay and increased funding for public schools across the globe. It is incumbent to point out that public school teachers in the USA make up the single largest group of unionised public sector workers. Many have, however, blamed teachers' unions for raising pay far beyond their competitors in other professions thus this trend ends up creating a lapse in the education system. Some experts have pointed out

that teachers' unions can sometimes hinder progress in education by holding onto outdated practices and protecting under-performing teachers. Unions have ultimately succeeded in influencing the wages of teachers in the public sector. The non-union versus union pay gap has been estimated to be in between 12% - 22%. According to various studies, unions have historically reduced inequality in the distribution of wages. Without unions, the pay gap between male and female teachers in the public sectors would have risen by 30% - 40%. (Han, 2012).

Globally, many scholars have given specific attention to the effect of collective bargaining to the local policies (Anzia and Moe 2014; Fritz 2014), where the subject on evaluation of teachers' policies was stopped from collective bargaining. The research reports indicate that progress on student scores is as a result of elevated effectiveness of the teachers due to reduced class sizes (Nye, Konstantopoulos, and Hedges 2004).

There is an increasing debate across the USA on the AFT's and NEA's involvement in holding teachers in the union directly accountable for school performance through student growth. Teachers, too, recognise the fact that without unions, they could be at the mercy of the management by losing ground economically. Robert Chase, who was the union's President, advocated for unionism that had collaborative bargaining with school districts with an objective of elevating performance of schools.

Initial mandate of NEA was on salary increment for teachers, labour laws on child labour and more especially members' children's education as well as looking at the Native American assimilation impact on their education. The early successes of the union were lobbying congress to establish a federal department of education in 1867 (Mader, 2012).

In Africa, especially South Africa, unionism has indicated that attending to the needs of teachers results in an upsurge in the satisfaction of learners (Zengerle, 2013). It should also be noted that teacher absenteeism has been a major issue

because of illness or industrial action by the unions. Teachers' Union strikes have a negative ripple effect in the Education sector because they specifically transform and disrupt educational programmes as well as being responsible for numerous school closures. South Africa has also faced violent teacher strikes and riots with teachers' Unions intimidating schools that remain open during industrial actions.

It has been argued that teacher unions in Africa contribute to the 'silent corruption' that undermines the effectiveness of education, as they change the rules of the game and propagate their own interest. The involvement of teachers' union members in student success ranges from high to low. Unionisation has had a significant impact on school input budgets. Trade union actions, such as teacher strikes, have for the most part had a negative impact on student achievement and are usually associated with lower school performance. Most unions have lobbied for higher teacher Remuneration at the expense of direct student achievement benefits.

Like most other parts of the world, teachers' trade unionism in Kenya emerged, fuelled and motivated by similar issues, specifically, teachers in Kenya saw the need to have unified terms and conditions of service. This became an issue arising from the fact that for many years. More so during the colonial period, teachers in Kenya were engaged by different employers. This caused wage disparities. Missionary school teachers for instance, got remunerated differently compared to those employed by the government or those employed by the local authorities, even though they had similar qualifications. As a result, in 1957, a group of teachers with the common interest was allowed by the colonial government to form a teachers' trade union, Kenya National Union of Teachers, which was finally registered in 1959. One of the remarkable achievements of the organisation was the call for a single employer for all teachers in public and mission schools. The union's negotiations with the government led to the

formation of the TSC in 1967 with an outstanding role in hiring and deployment of teachers in the public schools in Kenya. In 1972, Universities Staff Union, USU, was registered as a trade union for lecturers in public universities but immediately proscribed. It was later revived in 1993 as UASU (Odiwuor, 2000).

Subsequently, other teachers' unions came up in the country, notably KUPPET. It emerged to represent the educators in the post primary institutions, secondary schools and tertiary colleges. In Kenya, teachers' unions have ensured that the government and the TSC keep to the provision of quality education for learners by employing competent teachers who are motivated and enjoy fundamental freedoms of unionism and take part in welfare issues run by the unions.

The unions ensure that motivational and maintenance needs of teachers are met. Maintenance needs that KUPPET and KNUT advocate and continue to fight for are such issues dealing with increased pay and participation in welfare programmes. Motivational needs, on the other hand, include growth factors related to competence, achievement, responsibility, and appreciation (Misori and Onyando, 2020). This research focuses on examining how union practices transform the performance of secondary school teachers in the public sector in Kenya, Homa Bay County.

Trade Union Practices

According to Adewumi (2012), a number of rights have been achieved by the paid workers through organised trade unions. This has been as a result of continuous fight to do what is right to fit within the society. For the union members to exercise their said rights, they must be enshrined within some articles of the constitution which confers them the right and mandate to exercise their powers. The provisions allow them to organise themselves and advocate for what they feel will elevate their financial situations. The union practice under legal provisions provides a shielding affect to the workers

which are not limiting to the collective bargaining agreements and regulatory code.

According to Gichaba (2013), there is a critical role played by the trade unions practices in fighting for better employment terms and enhanced security for the workers among other needs for the members. The practices by the trade unions involve a number of practices among them being: organising, collective bargaining, picketing, conflict resolution and member participation.

According to (Hyman, 2007), trade union practices in many developing nations are linked to practices such as strikes, go slows, or work stoppages when they feel that their employers don't heed to their work-related demands. Main agenda for the trade unions is; advance pay for its members, better working environment for its members and involvement in welfare programmes that are beneficial to its members. Workers gain interest in union practices prompting them to join the trade union, since most of their employment related needs were addressed by the union hence increasing the membership of the trade union. There exists a knowledge gap on how earnings are transformed by trade union practices despite Kenya having strong unionisation (Schultz & Mwabu, 2008).

Trade union practices are viewed negatively by Kenyan employers, who perceive them to be unwarranted intervention that transforms the seamless operations of institutions without putting into notice the advantage it could make towards performance (Levinson, 2013). According to Olson (2009), trade union practices are considered by the employers as groupings of activists that have a key mandate on ensuring members' benefits such as increased pay, better welfare and security. Moreover, other than the traditional practices by trade unions as collective bargaining role, the unions also work to ensure that there is an augmentation efficiency in productivity to their members, work discipline being enhanced and being involved in policy formulation by the management.

Akhaukwa, Maru & Byaruhanga (2013) in their research posit that higher learning institutions usually have unresolved conflicts that transform their service delivery. This causes them to be involved in go slows, strikes and picketing that transforms the normal flow of learning, making it difficult for the learners to comprehend when they are likely to finish their learning. In the past, union practices in the higher institutions of learning were between the teaching staff and the university management. Currently, there is an escalation of issues between the individual workers and the management as a result of increased need for better remuneration, better working environment, equitable distribution of resources, among other social needs. Good management of labour practices require adequate consideration in harmonising workplace relations.

This research adopted social dialogue, industrial action, educating members and welfare programmes. Social dialogue can be described as a process of negotiation among workers, employers and government appointed representatives to engage on issues of common interest relating to work and labour market policies. It was represented by discussions, negotiations, joint actions and consultations (Levinson, 2013). Actions such as strikes taken by the employee to the employer with an intention to be heard: It was represented by strikes, go slows, picketing, demonstrations and non-corporation and boycott (Jepkorir, 2014).

Welfare programmes are the organised efforts by trade union for the social betterment and general elevation in the welfare of workers in society. It was measured using involvements in SACCO investment, drug substance abuse awareness programmes, education funds, medical schemes and burial benevolent funds. Educating members is the ongoing process by which trade unions train members in the operations of their unions, programmes aimed at the educational attainment of working people and labour studies. It was measured using training, seminars, conferences and Annual General Meetings.

Teachers' Performance

Trade union practices create an economic benefit on the performance of employees and organisational productiveness (Morikawa, 2010). There is a direct relationship between performance of workers and the organisation's productivity when such an organisation has employees who are motivated, able and have good management practices. McNicholas *et al.* (2020), emphasise that trade union practices are vital, as they tend to reduce workers' exploitation and the firm's monopolistic power.

Gunderson (2005) in his research alludes that there is a positive outcome on union involvement to the performance of workers who are motivated since their worries are reduced thus a positive relationship with the management reducing employee turnover. In the public sector, it is believed that it has a larger impact resulting from devotion of workers therefore having a diminishing exit of workers. Aligning to Freeman and Medoff (1981), changes in economic conditions have different response in their growth strategy. During recessions, unionised companies tend to utilise no reduction in their Remuneration compared to workers in a non-unionised organisation. This means that workers in the unionised organisations won't fall out as a result of their Remuneration not being transformed while the non-unionised organisations are likely to incur more cost in hiring and training of more workers when the economy stabilises.

Research by Mutungi, Minja, and Njoroge (2019) found that the relationship between transformation and change principalship of Kenya Police service was positive thus establishing change principalship as an affect of elevated performance. The research was conducted at police headquarters but representativeness of samples across the country lacks clarity. The research therefore, used a representative sample to add to existing knowledge in relation to teachers.

Teachers' Service Commission's Role

The Constitution, at Article 237, and the Teachers Service Commission Act of 2012 mandate the TSC with policy formulation and implementation, prescribing teaching standards, and ensuring career and professional development for teachers. The TSC exercises its key mandate on elevating the quality of teachers in this nation thus regarded as performing well in articulation of its duties. The head of TSC has suggested that current teachers undergo a refresher course to stay updated with the recent changes in education and to improve their teaching skills in accordance with the new code of teachers (Maangi, 2011). The Constitution empowers the commission to develop its policies towards the teachers and other related management issues related to teachers. This practice by the commission enables increased efficiency in delivering the set goals, thus better service delivery to the learners, thereby achieving one of the great goals of the Vision 2030 development blueprint. The TSC, therefore, has the duty of changing the face of the Kenyan education system through teachers.

KUPPET

KUPPET represents teachers in secondary schools, colleges, and tertiary learning institutions in Kenya. KUPPET was formed in 1998 and has been actively involved in advocating for the rights and welfare of teachers in the country. Its main objectives include promoting the professional interests of its members, elevating the quality of education, and enhancing the social and economic welfare of teachers. KUPPET also works closely with the government and other stakeholders to develop policies and programmes that address the challenges facing the education sector in Kenya (Misori & Onyando, 2020).

Statement of the problem

The performance of teachers in schools is crucial for the education sector, but various challenges can derail their contributions. While trade unions play a significant role in protecting the rights of workers and enhancing their welfare, their impact on teacher performance in Sub-Saharan Africa,

including Kenya, remains a concern. Most studies on trade union practices and teacher performance have been conducted in the developed world and have failed to address research gaps that are specific to developing nations like Kenya. To address this, the study aimed to examine Trade Union Practices on teachers' performance in Kenya and the impact of the Kenya Union of Post Primary Education Teachers' (KUPPET) social dialogue and welfare programmes on the performance of secondary school teachers in the public sector in Homa Bay County, Kenya. The study sought to determine the extent to which KUPPET's social dialogue and welfare programmes elevate the performance of secondary school teachers in the county.

Objective of the research

The research was guided by the following specific objectives:

- To determine how social dialogue transform the performance of secondary school teachers in the public sector in Kenya, Homa Bay County.
- To evaluate how welfare programmes transform public secondary school teachers' performance in Kenya, Homa Bay County.

LITERATURE REVIEW

Social Dialogue and Teacher Performance

Sener (2021) observed the effects unions had on performance of employees in Cameroon. Data that encompasses both numerical and descriptive aspects were obtained through the application of questionnaires and structured interviews. The research findings indicated that trade unions play a significant role in performance of workers in Cameroon. In the research, the main objective that drove both the drivers and teachers into taking part in union matters through membership was for their rights protection as workers.

The practices applied by trade unions in Cameroon included organising, social dialogue, alliance building and industrial action. The research recommended that the use of social dialogue

should be embraced by the Trade Unions rather than having a direct confrontation with the employers. Furthermore, to enhance on employee performance, training and conferences should be conducted by the employers. This research failed to incorporate some measures of social dialogue like joint actions and consultations that the current research sought to address.

Nkirote and Kiiru (2018) conducted their research regarding the trade union practices on performance of public universities in Kenya. A census procedure was adopted for the research since the sampled number of informants were very small. For collection of data, a tool in the form of a structured questionnaire was utilised. The research indicated an inverse relationship between the trade union practices on the performance of the public universities. More emphasis should be put by the public universities in making sure that the employees' welfare was taken into consideration since it had a positive relationship with performance. Moreover, the University Councils should work closely with the trade unions through fostering good relations. This research failed to address other aspects of social dialogue like joint actions and consultations and their impact on performance, which is the focus of this research.

Welfare programmes

Research by Muruu, Were & Abok, (2016) was in relation to the success of employees' welfare programmes dependency on the approach taken by the organisation. Descriptive research design was employed in their research. Their findings were that employees' compensation programmes, safety and health programmes led to direct impact on workers contentment in public sector. Recommendation in their research asserts that the management staff of Public Service Commission should in their policy initiate workers' remuneration programmes in the organisation due to its positive affect on employee satisfaction. It failed to establish the impact of welfare programmes on performance which this research sought to fill.

According to Ibrahim (2007), “teacher unions should enable development of teachers on their profession, better and favourable working conditions to enable progressive performance by the learners and the educators who are in this case the teachers.” More effort has been given to advocating for the teachers’ personal grievances over the last decade and giving little importance to their performance. Consequently, their participation in the education industry holds significance and has consequences for society as a whole. There exists a contextual gap that the current research sought to fill.

Kitunga (2009) aimed to explore the benefits that primary school teachers in Mwingi District, Kenya, received from joining the Kenya National Union of Teachers programmes. The study found that the union's welfare programmes were advantageous for the teachers. The establishment of the SACCO was particularly well-regarded as it allowed teachers to pool their funds and easily receive financing from the SACCO. Additionally, the union offered benevolent funds to its members, which helped address many of their financial issues. The study concluded that trade unions played a significant role in enhancing the welfare of teachers, beyond just salary increments and other benefits. However, the study did not focus on the professional performance of teachers, which is a gap that the current research aims to fill.

2.2.5 TSC Role and Teachers’ Performance

Okutu (2020) did research on the role of TSC on Quality Assurance in relation to affective teaching and learning. His research deployed the use of survey as a design which was embedded on a Clinical Supervision Approach. The research findings were that there was supervision with regards to the implementation of the curriculum in the region of west Pokot. This exercise was done by examining teachers’ professional records and guiding them through workshops and seminars. Follow up procedure could not be done to ensure implementation was done through regular visitation of schools by the CSOs. The research

recommendation was that the commission should be given the capacity to post field QASOs to so as to suit the CSOs role. The MoE and the TSC should work together on matters relating to supervision of curriculum implementation so as to ensure quality teaching and learning in primary schools. There exists a gap since the aforementioned research was conducted in West Pokot whereas the current one was done in Homa Bay County. The research does not specifically deal with teachers’ performance as a consequence of being in the union.

METHODS

Descriptive research design was used to explore social aspects in areas of learning, allowing for the administration of systematic instruments such as interviews and questionnaires that are applicable in surveys, as well as scrutiny of existing records. The research locale was eight sub-counties of Homa Bay County, Kenya.

The independent variables included social dialogue and welfare programmes, while the moderating variable was the role of TSC. The dependent variable was teacher performance, which heavily depends on the results of the independent and moderator variables.

The target population was public secondary schools in Homa Bay County, with one teacher and one school principal from each of the 236 public secondary schools in Homa Bay, adding up to 472 informants.

A sample size of 280 informants was selected randomly using the stratified sampling technique from each category of the informants formed in the strata. The research instruments used in the study included survey questionnaires and a Likert scale to rate the responses on a scale of 1-5. The primary data source was used, and the questionnaires were structured and designed to be precise and reliable.

The researcher used primary data sources and employed survey questionnaires for data collection. The questionnaires used were structured and consisted of Likert scale ratings. The survey was

divided into seven segments, which included the biography of the informants, independent variables, moderating variable, and dependent variable.

Piloting was conducted in Kisumu County to establish the instruments' reliability and validity. The researcher modified and omitted any confusing, biased, and sensitive items from the tool. Construct and sample validity tests were conducted to guarantee that the tool measures what it ought to measure.

Reliability investigates whether an assessment tool provides similar findings on repeated tests with similar types of subjects in similar settings. Cronbach Alpha reliability test was applied to test the association between the various responses.

The data collection procedure involved receiving a recommendation letter from the researcher's learning institution, seeking a permit from NACOSTI, notifying the County Education Office about the intended research, and issuing introductory letters to the chosen school principals and teachers.

Data analysis techniques included condensing accumulated data into a workable size, developing summaries, identifying patterns, and employing statistical methods. Descriptive statistics, measures of association, and measures of variance were used, as well as content analysis to examine qualitative data.

Ethical considerations included seeking permit and approval, informing informants about the research, assuring confidentiality, obtaining voluntary consent and participation, and allowing participants to pull out of the research without victimization.

FINDINGS AND DISCUSSION

Social Dialogue by KUPPET

The first research objective aimed to determine the impact of social dialogue on the performance of public secondary school teachers in Kenya, Homa Bay County. The researcher sought to examine the teachers' appreciation of KUPPET's social dialogue on their performance. The majority of informants (82.5%) agreed that KUPPET's social dialogue transforms teachers' performance. These findings indicate that KUPPET's social dialogue practices on behalf of teachers have an impact on their performance levels. Thus, KUPPET's practices in social dialogue enabled teachers to realise their potential.

These findings were supported by Cobble (2011), who found that KUPPET plays an important role in employee lives and provides a governmental oversight mechanism for management responsibilities. KUPPET was founded with the purpose of safeguarding the rights and interests of its members. The results state that the purpose the union is to represent the interests of workers and union membership constitutes a collective bargaining power to provide protection in respect of performance reviews and performance-related wages. It is also consistent with Swarnalatha and Sureshkrishna (2011). In this research, teachers and school principals were asked to indicate how much KUPPET social dialogue transforms teacher performance. The results are presented in Table 1.

Table 1: Degree to which KUPPET's social dialogue effects teachers' performance

Response	Teachers	Principals
To a great degree	176	180
To a moderate degree	56	32
To a little degree	19	11
Not at all	29	5
Total	280	228

Table 1 indicates that most teachers (70%) and principals (68.1%) believe that KUPPET social dialogue has had a significant impact on teacher

performance. These results imply that KUPPET social dialogue played a key role in elevating the performance levels of Homa Bay County public

secondary school teachers, who feel safe being part of a trade union. To assess whether there existed a noteworthy discrepancy between the impact of KUPPET social dialogue interaction on teacher performance among teachers and principals, a chi-square test of independence was executed. The results of the chi-square test of independence are: $\chi^2(3, N=508) = 12.92, p = 0.004.$, indicating that

there is a significant association between the respondent category (teacher or school principal). Therefore, the study rejects the negative hypothesis and accepts the alternative hypothesis. To further explore this association, the research examined standardised residuals. Cells with residuals greater than 2 or less than -2 were considered to contribute significantly to the chi-square statistic.

Table 2: Principals' and Teachers' Responses on the Degree to which KUPPET's Social Dialogue Affect Teachers' Performance

Response	Teachers	Expected	Std. Residual	Principals	Expected	Std. Residual
To a great degree	176	165.1	1.92	180	190.9	-2.19
To a moderate degree	56	75.9	-3.26	32	12.1	3.81
To a little degree	19	20.2	-0.50	11	9.8	0.32
Not at all	29	18.9	2.61	5	8.1	-1.86
Total	280	280	0	228	228	0

The standardised residuals presented in Table 2 indicate that the cells labeled "Major" for teachers and "Major" for principals make the most significant contribution to the chi-square statistic. This suggests that there is a difference in the appreciation of the impact of KUPPET social interaction on teacher performance between teachers and school principals. The study employed the chi-square test of independence to establish whether there were notable variations between teachers and school principals in the extent to which KUPPET social interactions influenced teacher performance. The results indicate that there was a significant correlation between the degree to which KUPPET social interaction impacted teacher performance and the informant's category (teacher

or school principal). The findings of this research reinforce the critical role of union in promoting the well-being and performance of teachers. To sum up, both teachers and school principals agree that KUPPET social dialogue has a significant impact on teacher performance, but their opinions differ in terms of the magnitude of this impact.

The outcome of this study could be useful in guiding future research or policy making aimed at enhancing teacher performance in Homa Bay County, Kenya. Furthermore, this result aligns with Mattis and Jackson's (2008) assertion that unionisation is a result of employees feeling neglected, insecure, unfairly compensated, and undervalued. We view the union as a viable option for significantly improving working conditions.

Table 3: Effect of KUPPET social dialogue on teachers' performance as appreciated by principals

Statement or Question	SD	D	A	SA
The union engage concrete in social dialogue regarding disciplinary cases of teachers.	0%	23.3%	46.7%	30%
The union provide strong representation of teacher's disciplinary case	0%	10%	76.7%	13.3%
Teachers' Remuneration are sufficient to facilitate self-initiated social dialogue in disciplinary cases.	0%	40%	60%	0%
Parties involved ensure that cases against teachers are handled fairly.	0%	0%	16.7%	83.3%
Teachers who have been implicated, charged, and convicted were found guilty of the crimes they committed.	10%	16.7%	53.3%	20%
The union has a fund in their accounts to provide legal representation for teachers.	0%	0%	90%	10%
The union's efforts to foster teacher's performance are a success	0%	36.7%	30%	33.3%

Table 3 indicates principals' responses regarding the impact of KUPPET social dialogue on teacher performance in Homa Bay public secondary schools. The level of agreement with the statements was measured using a Likert scale, ranging from strongly disagree (SD), disagree (D), agree (A), to fully agree (SA). According to the table, nearly half (46.7%) of school principals agreed that there is concrete social dialogue for teachers through the union during disciplinary action, while a significant proportion (23.3%) opposed this statement. On the other hand, most school principals (76.7%) agree that teachers are fully represented by the union in disciplinary proceedings, with only a minority (10%) disagreeing. However, no principal expressly agrees with this statement. The majority (60%) of school principals fully agree that teachers' Remuneration are sufficient to initiate self-social dialogue in disciplinary cases. However, only a minority (40%) of school principals agree with this statement. A higher proportion of

school principals (83.3%) are more likely to agree than disagree (16.7%) when it comes to treating lawsuits against teachers fairly. None of the principals strongly disagreed with this statement. Regarding teachers who were involved, prosecuted and convicted, more than half (53.3%) of school principals agreed they were guilty of the crimes they had committed, while a significant proportion (26.7%) disagreed. Nearly all school principals (90%) agree that the union accounts have receipts representing teachers in litigation, but no one fully or completely agrees with this statement. Finally, responses were more varied regarding union efforts to promote teacher performance. A significant percentage of school principals (36.7%) disagreed or strongly disagreed with the statement, but 33.3% fully agreed that the union's efforts were successful and 30% agreed. In addition to principals, teachers were also requested to agree with the same assertion.

Table 4 Effect of KUPPET' social dialogue on teachers 'performance as appreciated by teachers in Homa Bay county.

Statement	Level of Agreement	Strongly Agree	Agree	Disagree	Strongly Disagree	Cumulative Frequency
Inadequate social dialogue of teachers by union	52%	-	-	33%	19%	81%
Union represents teachers well in legal suits	8.2%	4.1%	4.1%	51.5%	40.4%	92%
Teachers' Remuneration sufficient to meet legal costs	18.1%	7%	11.1%	40.4%	41.5%	81.9%

The data presented in the table above reflects the informants' agreement levels concerning the three statements related to teachers' social dialogue and legal costs through union. The first statement assessed the level of social dialogue by teachers in union complaints. The cumulative frequency of agreement (52%) and strong agreement (30%) suggests that teachers are dissatisfied with the social dialogue services provided by the union in trials. The second statement focused on whether the union represented teachers in court, and the majority of informants disagreed (14%) or strongly disagreed (78%) with the statement. The third

statement inquired about whether Remuneration of teachers were sufficient to meet the expenses of legal costs. The majority of informants disagreed (65%) or strongly disagreed (16%) with this statement. The table effectively summarises the informants' opinions on these issues.

The current research aimed to examine the adequacy of teachers' social dialogue in trials and whether KUPPET's social dialogue facilitated teacher performance. The research found that the majority of informants disagreed with the statement that their Remuneration were sufficient to cover the legal costs of self-social dialogue. The

finding is consistent with literature that indicates low teacher Remuneration. In contrast, the research found that KUPPET's social dialogue positively facilitated teacher performance by empowering teachers and ensuring their well-being which is in line with Nyambala's (2011) observations.

Another objective of the research was to determine whether KUPPET's management of cases

transformed public secondary school teacher performance. The researcher measured this variable using parameters of teacher satisfaction with the management and services they handle through their union. Figure 1 indicates the informant's responses to whether KUPPET's processing of cases transforms teacher performance.

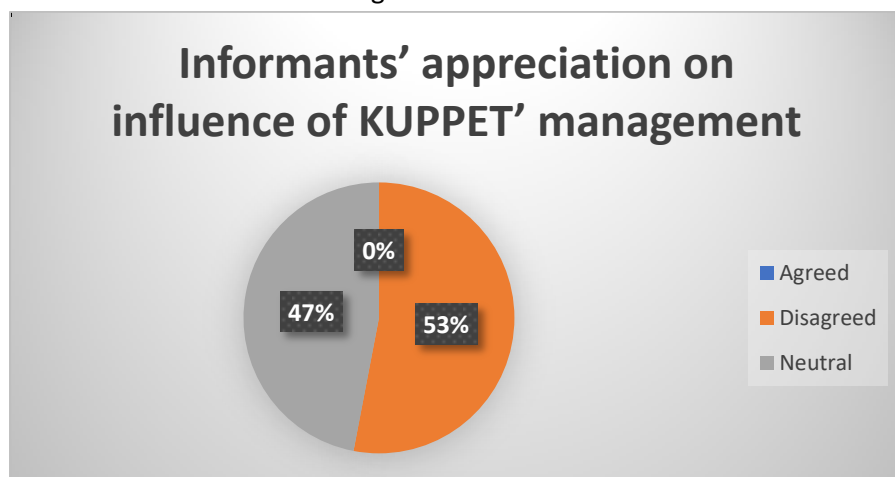


Figure 1 Informants' appreciation on effect of KUPPET' management cases on teachers' performance

The data in Figure 1 indicates that more informants by far (91.7%) agreed that KUPPET's management of cases has an impact on teachers' performance. Only 4.4% of the informants disagreed with this statement, while 3.9% remained neutral. This indicates that the majority of teachers and principals believe that KUPPET's practices in management disciplinary cases have a direct effect on the level of teachers' performance.

This finding is consistent with Armstrong's (2013) argument that unions have a crucial role in safeguarding their members' interests by addressing any problems they face. Union are expected to balance the power between employers

and employees, and they need to be affective in management members' issues. In this case, KUPPET's effectiveness in management disciplinary cases could directly impact teachers' motivation and performance, which could ultimately transform their performance in the classroom.

Overall, the data presented indicated that KUPPET's management of cases is appreciated to have a significant impact on teachers' performance. This finding highlights the importance of affective union practices in ensuring teachers' well-being and performance, which could ultimately elevate the quality of education.

Table 5: Degree to which KUPPET management of cases affect teachers' performance

Response	Principals	Teachers
To the great degree	90	120
To the moderate degree	00	15
To the little degree	00	15
Not at all	0	8
Total	90	190

Table 5 indicates how KUPPET case management transforms teacher performance as reported by school principals and teachers. According to the table, all 90 principals who responded to the survey chose the "To the great degree" option, indicating that they believe that KUPPET management of cases has a significant impact on teacher performance.

Of the 190 teachers who participated in the survey, 120 (63.2%) chose the "To the great degree" option, 15 (7.9%) chose the "To the moderate degree"

option, and a further 15 (7.9%) chose the "To the little degree" option. Only 8 teachers (4.2%) felt that KUPPET's management of cases had no impact on their performance ("Not at all").

In conclusion, the table shows that both school principals and teachers agree that KUPPET management of cases has a significant impact on teacher performance, with the majority of teachers reporting that it has a great degree of impact.

Table 6: Effect of KUPPET's Management of Cases on Teachers' Performance As Appreciated by Principals in Homa Bay County

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
The Teachers' trade union efficiently investigates discipline-related cases against teachers and provides assistance to them.	4 (13.3%)	5 (16.7%)	8 (26.7%)	13 (43.3%)
The Teachers' trade union is involved in investigating cases against teachers.	23 (76.7%)	4 (13.3%)	3 (10.0%)	0 (0.0%)
Teachers are happy with the investigations carried out by KUPPET, as it helps to reduce the damage to their reputation if they are innocent.	0 (0.0%)	0 (0.0%)	11 (36.7%)	19 (63.3%)
Quick investigations by the Teachers' trade union in Kenya help to clear the names of teachers accused of wrongdoing before they suffer too much reputational harm, assuming they are innocent.	0 (0.0%)	0 (0.0%)	1 (3.3%)	29 (96.7%)
The Teacher's trade union does not participate in investigations into cases involving teachers.	16 (53.3%)	8 (26.7%)	4 (13.3%)	2 (6.7%)
Teachers are on their own when it comes to cases where they are accused, as the Teachers' trade union is not involved in such investigations.	27 (90.0%)	3 (10.0%)	0 (0.0%)	0 (0.0%)

Table 6 indicates the results of a survey of Homa Bay County public secondary school principals and teachers' appreciations of the impact of KUPPET case management on teacher performance. This table indicates responses to the five statements on a Likert scale ranging from "strongly disagree" to "strongly agree." 43.3% of the school principals agreed with the first statement, "Disciplinary cases against teachers will be efficiently investigated by teachers' union and teachers will be provided with support," while 13.3% of them completely disagreed.

The second opinion, "Teachers' union participate in investigations of lawsuits against teachers," was

strongly opposed by 76.7% of principals and supported by only 10%. The third question, "Teachers are satisfied because KUPPET inspections reduce the burden on teachers," was fully agreed to by 63.3% of principals. Fourth statement, "Rapid investigation by Kenya teachers' union will help accused teachers to justify if innocent before being slandered," the 96.7% of school principals strongly agreed and only 3.3% agreed. 53.3% of principals strongly disagreed and 6.7% of principals strongly agreed with fifth, "Teachers' union are not involved in investigations of incidents involving teachers".

In addition, Table 6 indicates teachers' responses to the same opinion. Likert scales ranged from SD

(strongly disagree) to SA (strongly agree). The result was that a majority of teachers agreed with the second and the fifth statements that the teachers' union was involved in investigating cases against

teachers. Furthermore, the results imply that most teachers agreed with the third and the fourth statements.

Table 7: Effect of KUPPET's Management of Cases on Teachers' Performance as Appreciated by Teachers in Secondary Schools in Homa Bay County

Statement	SD	D	A	SA
The Teacher's trade union efficiently investigates discipline-related cases against teachers and provides assistance to them	7	32	11	91
The Teacher's trade union is involved in investigations related to cases against teachers	0	118	23	0
Teachers are content with the investigations conducted by their trade union as it aids in mitigating on their behalf	0	0	35	106
In Kenya, the speedy investigations carried out by the KUPPET help to vindicate innocent teachers who are charged before any defamation occurs	2	5	18	116
KUPPET is not involved in investigating cases that are related to teachers.	127	14	0	0
Teachers are left to handle cases where they are accused without any involvement from KUPPET.	91	32	11	7

Table 7 indicates teacher responses to the impact of KUPPET case management on teacher performance in public secondary schools in Homa Bay County. Informants were asked to indicate, using a Likert scale, how much they agreed or disagreed with various statements about the impact of KUPPET casework on performance. The Likert scale ranges from strongly disagree (SD) to strongly agree (SA). Responses are displayed in frequency and percentage. The first statement in the table was "The way KUPPET handles cases involving teachers transforms my performance."

The majority of informants (77.3%) agreed or strongly agreed with this statement, with 46.7% expressing agreement and 30.6% expressing strong agreement. The second statement is, "The speed with which KUPPET resolves cases transforms my performance." A total of 65.7% of informants agreed or strongly agreed with this statement, with 39.7% expressing agreement and 26% expressing strong agreement. The third statement is, "When I am faced with an incident, I feel supported by KUPPET." A total of 79.3% of informants agree or strongly agree with this statement, with 51.3%

strongly agreeing and 28% strongly agreeing. The fourth statement is: In Kenya, the speedy investigations carried out by the KUPPET help to vindicate innocent teachers who are charged before any defamation occurs. A total of 78.7% of informants agreed or strongly agreed with this statement, with 48.7% strongly agreeing and 30% strongly agreeing. The fifth statement is, "Faced with a case, I am depressed and KUPPET will not provide support." A total of 74.3% of informants agree or strongly agree with this statement, with 45.3% strongly agreeing and 29% strongly agreeing.

Overall, the results suggest that KUPPET case management has a significant impact on performance among public secondary school teachers in Homa Bay County. The majority of informants commented on how KUPPET handled cases involving teachers, the speed with which cases were resolved, and how KUPPET's involvement with cases gave them confidence and support when faced with cases, which in turn elevated their performance.

On the other hand, when KUPPET does not provide support, it lowers teacher morale and negatively impacts performance. These results indicate that both the teacher and the principal agreed with various statements indicating that KUPPET management of cases transformed the teacher's performance. Therefore, KUPPET plays an important role in management disciplinary cases against members to elevate their performance. This is because teachers feel secure in their work knowing that the union represents them and will take action in their favour. This result is consistent with Kamau (2003) that KUPPET aims to solve the problems teachers face in the workplace and to create favourable working conditions, empowerment, professional development and teacher performance in schools. Over the years, KUPPET has been accused of focusing on teachers advancing for their cause and placing little emphasis on their performance.

Participation in Welfare programmes by the Union

A fourth research question aimed to examine the impact of KUPPET's involvement in welfare programmes on the performance of Homa Bay County Public Secondary School teachers. The research assessed the effectiveness of how KUPPET is dealing with personal cases related to teachers' professional work. Parameters used to measure the impact of KUPPET's welfare programme participation included survey efficiency, survey impact on teacher performance, survey speed used to justify teachers, and parallelism. Includes how KUPPET participation in the survey. Self-expression of teachers in cases. Figure 2 indicates the informant's responses regarding whether KUPPET involvement in welfare programmes transform teacher performance.

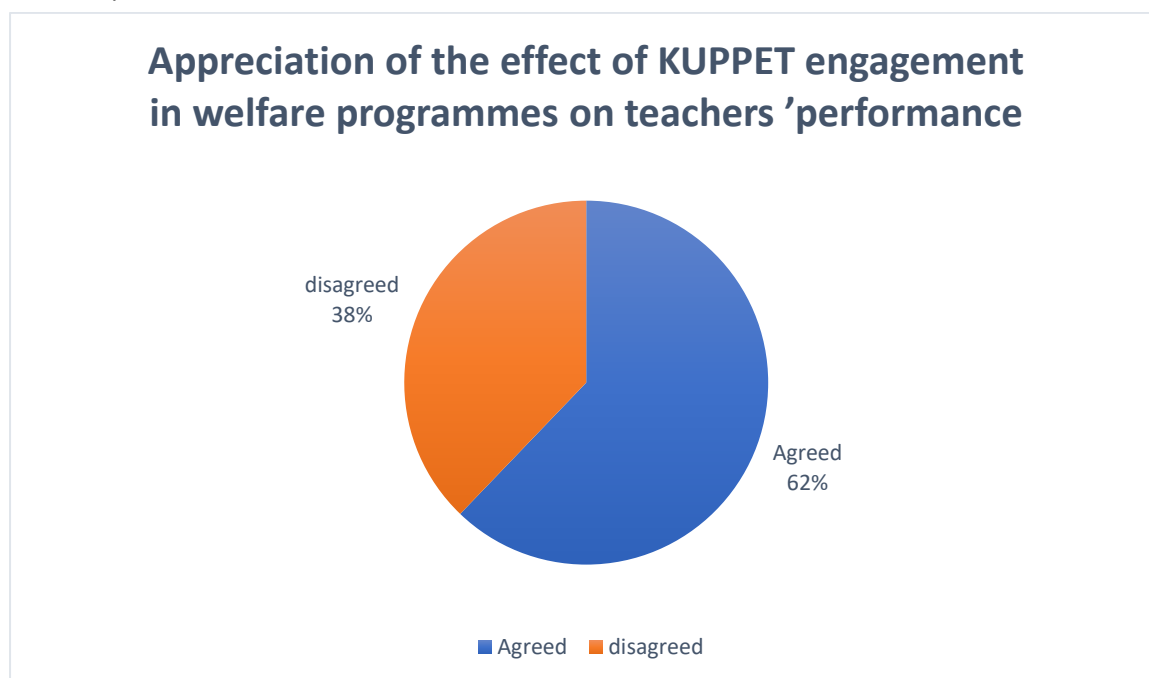


Figure 2: Informants' appreciation of the effect of KUPPET participation in welfare programmes on teachers' performance

According to the majority of informants (62.8%), they agreed that KUPPET's participation in Benefit programmes transform teacher performance. These results suggest that her KUPPET involvement in welfare programmes has a positive impact on

teacher performance levels. This is because KUPPET's main role is to ensure that its members have better wages, good working conditions, protection from arbitrary and discriminatory treatment by employers, and security (Idris (2007)).

However, in court cases, teachers are expected to facilitate their representation, and union help ensure that their rights are not restricted. The survey then asked teachers and principals to

indicate the degree to which the KUPPET involvement in welfare programmes transformed teacher performance. The results are presented in Table 8.

Table 8: Degree to which KUPPET' participation of welfare programmes affect teachers' performance in Homa Bay county.

Response	Principals		Teachers	
To a great degree	80	(90%)	106	(75.2%)
To a moderate degree	5	(6.7%)	62	(20.6%)
To a little degree	3	(0%)	15	(2.8%)
Not at all	2	(3.3%)	5	(1.4%)
Total	90	(100%)	190	(100%)

Table 8 summarises responses from principals and teachers regarding the degree to which KUPPET's involvement in welfare programmes transforms teacher performance in Homa Bay County. The table indicates that a significant percentage of both school principals (90%) and teachers (75.2%) believe that KUPPET participation has a significant impact on teacher performance, although KUPPET Only a minority of informants said that their efforts have had little or no impact. on teacher performance. These results demonstrate that the KUPPET involvement in welfare programmes is highly valued and plays an important role in

elevating the performance of public secondary school teachers in Homa Bay County. Likert scales were developed for each parameter to obtain answers regarding the degree of informants' agreement or disagreement with the statements provided. Informants were asked to indicate whether they strongly disagreed, disagreed, agreed, or strongly agreed with the statement. Results indicated the levels of principals' agreement and disagreement with respect to the impact of KUPPET's involvement in welfare programmes on Homa Bay County public secondary school teacher performance.

Table 9: Effect of KUPPET' participation in welfare programmes on teachers' performance as appreciated by principals

Statement	SD	D	A	SA
Teachers' trade union hires a legal counsel to represent teachers in disciplinary cases	0	0	8	26.7%
The teachers' trade union hires a legal counsel to represent teachers in disciplinary cases, ensuring that teachers are not left alone to search for legal representation and bear the cost of legal fees.	23	4	3	0.0%
The teachers' Remuneration and remuneration include coverage for legal costs, so teachers do not have to worry about footing the bill in the event of legal proceedings.	2	7	14	23.3%
Without access to legal counsel, some teachers may be wrongfully convicted of crimes they did not commit due to their inability to afford legal representation.	0	0	5	16.7%
In the past, some teachers have been charged and convicted because they lacked the necessary legal support to present their case effectively.	16	8	4	6.7%

Table 9 indicates principals' reactions to the impact of KUPPET's involvement in welfare programmes on performance of public secondary school teachers in Homa Bay County. The table indicates that most principals agreed that KUPPET's hiring of lawyers to represent teachers in disciplinary cases (73.3%) would have a positive impact on teacher performance. However, a significant proportion of school principals disagree that teachers are left to seek and pay lawyers' fees on their behalf (76.7%), although they cannot afford to hire their own lawyers. No teachers agreed to be convicted of a crime they did not commit (83.3%).

Moreover, some principals reported that some teachers had been prosecuted and convicted when there was no legal basis to defend their cases (53.3%). Survey results indicate that school principals view KUPPET's involvement in welfare programmes as important to ensure that teachers have legal representation and support when needed. Similarly, Results indicated teachers'

responses to the impact of their involvement in KUPPET's welfare programmes on performance in public secondary schools in Homa Bay County. Likert scale results indicated that the majority of teachers agreed that involvement in KUPPET welfare programmes had a positive impact on performance, with 67.9% strongly agreeing and 22.1% agreeing with this statement. Only a few teachers disagreed with this statement or did not agree at all. These results suggest that teachers valued KUPPET's involvement in the welfare program and considered it important for elevating performance.

Table 9 presents the agreement and disagreement of teachers in public secondary schools in Homa Bay county on the effect of KUPPET advocacy on teachers' performance. Most of the informants (88.9%) disagreed that KUPPET was involved in conducting parallel investigations to defend their teachers in suits, while only 11.1% agreed with the statement.

Table 10: Effect of KUPPET' participation in welfare programmes on teachers' performance as appreciated by teachers

Statement	SD	D	A	SA
A legal counsel has been hired by KUPPET to represent teachers in disciplinary cases.	91	32	11	7
Teachers are responsible for finding their own legal representation and paying for legal fees without assistance.	0	0	23	118
Legal costs are already covered in the Remuneration and remuneration of teachers in case they need legal representation.	0	0	35	106
Teachers who cannot afford to hire their own legal representation risk being wrongfully convicted.	2	5	18	116
There are teachers who have been indicted and convicted of crimes.	0	0	127	14

Table 10 indicates informants' responses to the effectiveness of the KUPPET survey for teacher cases. A majority of informants (56.1%) completely disagreed that the survey was conducted efficiently and that union provided teachers with adequate support. Similarly, results indicated that a cumulative percentage of 88.3% of informants were dissatisfied with the KUPPET survey on teacher cases and were satisfied with the union's performance in this area. Furthermore, from the results, the majority of informants (89.9%) do not

agree that the teachers' cases were investigated expeditiously.

These results suggest that KUPPET should elevate its efficiency in conducting research and assisting teachers in disciplinary proceedings. Results indicated that union involvement in legal services transformed teacher performance. Teachers were feeling insecure about their jobs due to delays in legal representation due to union's slow involvement. Thus, the union's involvement in

welfare programmes was found to positively transform teacher performance. These results are consistent with Freeman's (2014) claim that union exist to represent workers' interests. The union also participates in advising on issues transforming its members, such as: formulation, implementation,

review and amendment of policies. It protects employees from unfair labour practices, facilitates employee training, and offers members incentives such as health insurance, legal advice, and reduced working hours.

Table 11: Informants' appreciation on effect of KUPPET's advocacy on teachers' performance

	No Effect	Moderate Effect	High Effect
Teachers	28.3%	46.7%	25%
Principals	23.3%	53.3%	23.3%

Based on the results in Table 11, a majority of teachers and principals (46.7% and 53.3%, respectively) agreed that KUPPET's advocacy practices had a moderate effect on teachers' performance. A significant proportion of informants also felt that KUPPET advocacy had either no affect (28.3% of teachers and 23.3% of principals) or a high affect (25% of teachers and 23.3% of principals) on teachers' performance.

These findings suggest that while KUPPET's advocacy efforts have a noticeable impact on teachers' performance, the degree of this affect may vary depending on individual appreciations and experiences. Overall, these results are in line with Wobman's (2013) assertion that union play a role in advocating for better working conditions and professional development to enhance teachers' performance.

Table 12: Degree to which KUPPET' advocacy affect teachers' performance in Homa Bay county

Response	Principals		Teachers	
	Frequency (%)	No	Frequency (%)	No
To a great degree	86.7	110	54.6	66
To a moderate degree	6.7	10	26.2	37
To a little degree	3.3	1	12.8	18
Not at all	3.3	1	6.4	9
Total		122		178

Table 12 presents the responses of teachers and principals on the degree to which KUPPET's advocacy transforms teachers' performance in Homa Bay County. The table is sub-divided into two columns indicating the responses of each group of participants.

The data indicates that a majority of the principals (86.7%) and slightly over half of the teachers (54.6%) reported that KUPPET's advocacy greatly affects teachers' performance. In contrast, only a small percentage of participants (3.3% of principals and 6.4% of teachers) reported that KUPPET's

advocacy does not affect teachers' performance at all.

Furthermore, the table reveals that some informants reported that KUPPET's advocacy moderately (6.7% of principals and 26.2% of teachers) or slightly (3.3% of principals and 12.8% of teachers) affects teachers' performance.

In general, the results from the table suggest that the majority of participants believe that KUPPET's advocacy has a significant impact on teachers' performance in Homa Bay County.

Table 13: Effect of KUPPET’s advocacy on teachers’ performance as appreciated by principals in Homa Bay County

Statement	SD	D	A	SA
	Freq	%	Freq	%
By promoting team building, the teacher's trade union ensures that teachers feel comfortable in their workplace.	2	6.7	7	23.3
Trade union representation on working conditions enlightens teachers.	23	76.7	4	13.3
The intervention of trade union in teachers' grievances motivates them by ensuring that their voices are heard.	0	0.0	0	0.0
Trade unions are trusted by teachers to advocate for their rights and address issues related to their profession.	0	0.0	0	0.0
Trade unions serve as a stepping stone for teachers to address issues that enhance their performance.	16	53.3	8	26.7

Table 13 displays the responses of principals in Kenya, Homa Bay County, on the degree to which KUPPET's advocacy affects teachers' performance based on five statements, rated on a four-point Likert scale from Strongly Disagree (SD) to Strongly Agree (SA). The majority of principals (46.7%) agreed that KUPPET ensures teachers' comfort at work by team building, while 23.3% of them disagreed with the statement.

Regarding trade union representation on teachers' working conditions, 76.7% of principals agreed that it enlightens teachers, while only 13.3% disagreed. Additionally, 60% of principals strongly agreed that

the trade union’s intervention in teachers' grievances motivates them. Also, 83.3% of principals strongly agreed that teachers can trust the union to advocate for their rights and profession-related issues. Finally, 53.3% of principals agreed that trade unions act as a stepping stone for teachers to address job-related issues, while 26.7% of them disagreed or strongly disagreed with the statement.

Figure 3 indicates informants’ responses to whether KUPPET's advocacy had a positive or negative impact on their performance.

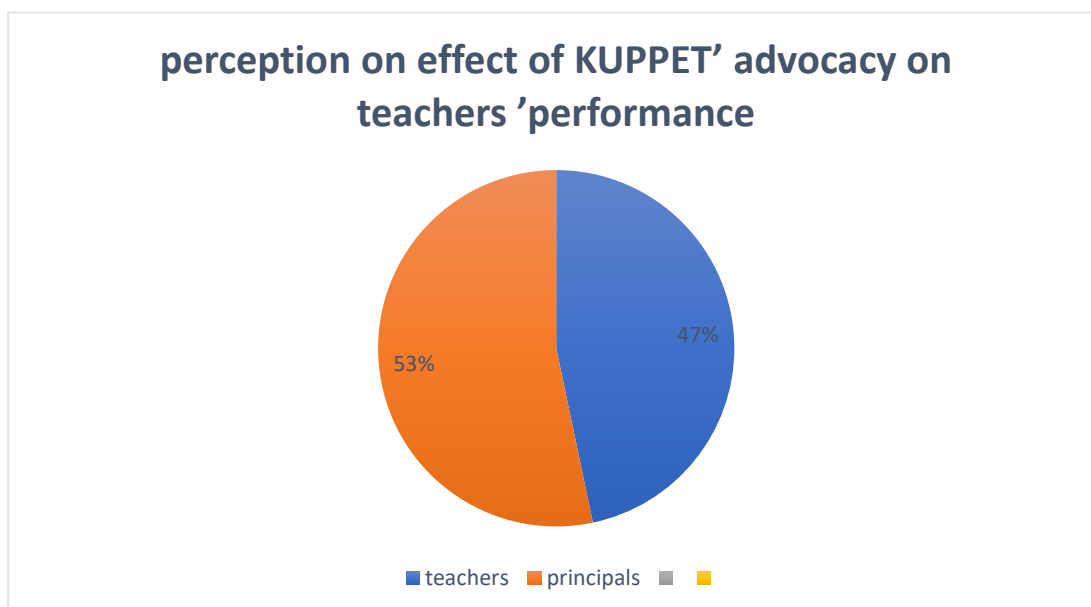


Figure 3: Informants’ appreciation on effect of KUPPET’ advocacy on teachers ’performance

In Figure 3, 86% of the informants agreed that innocent teachers were convicted and jailed because they could not afford legal representation, while only 14% disagreed. Similarly, from the results, most of the convicted teachers were not guilty, supporting the lack of state counsels as a cause for unfair judgments.

Overall, these findings suggest that KUPPET's advocacy plays a significant role in enhancing teachers' performance, according to the strong agreement of teachers and principals in Homa Bay County.

Table 14 presents the suggestions from both groups on measures KUPPET can take to enhance teachers' performance.

Table 14: Other measures to be taken by KUPPET to enhance teachers' performance

Response	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Active representation	107	87.7	78	43.8
Regular follow up	7	5.7	72	40.4
Team building forums	5	4.1	18	10.8
Creation of awareness	3	2.4	5	2.8
Total	122	100.0	178	100.0

Table 14 presents the responses of both principals and teachers on other measures KUPPET can take to enhance teachers' performance. The majority of principals (87.7%) and a significant proportion of teachers (43.8%) suggested that active representation of teachers by KUPPET would be an affective measure. However, 40.4% of teachers suggested that KUPPET should regularly follow up on their cases with the TSC and address their well-being to enhance their performance in secondary schools. Only a small percentage of both groups

suggested team building forums and creating awareness as additional measures.

The research aimed to determine the level at which the union practices enhance teachers' performance in Homa Bay. Through cross-tabulation of the research variables and teachers' performance, it was found that there was room for elevation in KUPPET's union practices to further enhance teachers' performance in public secondary schools in Homa Bay County.

Table 15: Trade union' representation and level of teachers' performance

	Salary	Working conditions	challenges	Welfare
Highly satisfied	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (3.3%)
Fairly satisfied	14 (46.7%)	3 (10.0%)	0 (0.0%)	12 (40.0%)
Not satisfied	16 (53.3%)	27 (90.0%)	30 (100.0%)	17 (56.7%)
Total	30 (100.0%)	30 (100.0%)	30 (100.0%)	30 (100.0%)

Frequencies and percentages of teachers' responses to questions about their level of satisfaction with trade union' representation in relation to salary, working conditions, challenges, and welfare.

The results presented in Table 15 indicate that teachers in Homa Bay are generally not satisfied with KUPPET's representation on their salary, working conditions, challenges, and welfare. These

findings suggest that KUPPET's representation of teachers has a negative effect on teachers' performance. These results are inconsistent with Nyambala's (2011) observations that KNUT has achieved significant goals for its members, not only in spearheading issues transforming the welfare of teachers.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The first aim was to determine how social interaction transforms the performance of public secondary school teachers in Kenya, Homa Bay County. This research found that social interaction had a positive impact on teacher performance in a public secondary school in Kenya, Homa Bay County. Teachers who participated in social dialogue reported greater performance and motivation, which led to better grades.

A second objective was to assess how welfare programmes transform the performance of public secondary school teachers in Kenya, Homa Bay County. The research found that welfare programmes have a positive impact on the performance of public secondary school teachers in Kenya, Homa Bay County. Union-supported teachers such as those with access to health care and insurance reported higher performance and better performance.

Conclusions

As noted in the results above, the purpose of this research was to determine the facilitative effects of social dialogue, and welfare programmes on the performance of public secondary school teachers in Kenya, Homa Bay County. Regarding the first objective, social dialogue was found to have a positive impact on the performance of public secondary school teachers in Kenya, Homa Bay County.

Affective social dialogue mechanisms, such as regular meetings between the Kenya Post-Primary Teachers Union (KUPPET) and the Teachers Service

Commission (TSC), resolve issues that transform teachers and lead to elevated performance.

The fourth objective was to assess the effects of welfare programmes on teacher performance in public secondary schools in Kenya, Homa Bay County. Social programmes such as health insurance and housing benefits have been found to have a positive impact on teacher performance by reducing financial burden and reducing stress.

Recommendations from the research

Based on the results and conclusions of the research, the following recommendations are made:

Social dialogue between KUPPET and TSC should be encouraged as it has a significant positive impact on Homa Bay County public secondary school teacher performance.

KUPPET should continue to prioritise the education of its members as it will have a positive impact on Homa Bay County public secondary school teacher performance. KUPPET's provision of social programmes for teachers should be increased to ensure that teachers have access to basic needs that may transform performance.

The TSC should play a more active role in regulating KUPPET and other union practices to ensure that they do not adversely transform the performance of public secondary school teachers. Overall, this research highlights the importance of union practices in public secondary schools and their impact on teacher performance. It is hoped that these recommendations will be implemented to elevate teacher performance and ultimately the quality of education in Kenya, Homa Bay County.

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