The Influence of Kenya National Union of Teachers on Teacher Timely Syllabus Coverage in Primary Schools in Karachuonyo, Kenya

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Abstract: The role of Kenya National Union of Teachers in enhancing quality education in Kenya cannot be over emphasized. Despite the role of Kenya National Union of Teachers (KNUT) on teachers’ performance in Public Primary Schools, Rachuonyo North Sub-County continues to pose unimpressive negative deviation index in Kenya Certificate of Primary School Education (KCPE). The purpose of this study was to investigate the influence of KNUT on teacher timely syllabus coverage’ in public primary schools in Rachuonyo North Sub-County. Employing Descriptive Survey Design, this study adopted Committed and Work Engagement Goals Theory. Five hundred and forty nine (549) respondents were sampled out as follows:- Headteachers (55), KNUT school representatives (55), Std 8 class teachers (55), other school subject teachers (337 out of 55 selected primary schools), KNUT executive officials (4) and 330 School Management Committee members, from 55 primary schools. Questionnaires, interview schedules and focus group discussion guide were used to collect data as the instruments were used due to their flexibility and adoptability. The validity of the research instrument was ascertain by use of a five—point Likert scale rating by experienced experts to ascertain whether questions were relevant, while the reliability was ascertain by test re-test technique using pilot study. Both validity and reliability depended on accuracy of research instrument i.e; technique procedure and findings. Heterogeneous aspects of the respondents were considered, including respondents ability, clarity of instructions and nature of construction. The instruments was administered for twelve weeks, then data was sorted, edited and coded for the purpose of allocation and entered for analysis using the Statistical Package for Social Science (SPSS version 22). Data from interviews and Focus Group Discussion were analyzed qualitatively in an on-going processes as themes and sub—themes emerged from the data. Quantitative data were analyzed using percentages, frequencies and bar—graphs. Inferential statistics were used to help making inferences and draw conclusions. The findings of the study asserted that KNUT has enabled teachers to improve in curriculum content implementation in-terms of syllabus coverage to enhance academic performance.

Keywords: Knut’s Influence, Academic performance, syllabus coverage.

1.Introduction
Internationally, trade union conducts collective bargaining on behalf of its members in terms of pay and conditions of work (Ken 1988). Today’s global economy presents many challenges and opportunities for both employers and employees. The two is capable to change the competitive environment facing the education sector (Handy 1976).

According to the Ministry of Education Science and Technology (2003), education is viewed as a human right and a necessary condition of the full exercise of other rights. It is one of the basic rights and universal covenant of economic, social and cultural right. And that the purpose of education is to replace the empty mind with the open one where the implementer (teacher) to perform his duties to achieve ended goal.

Wood (1997), put it that a trade union is an agency and a medium of power seeking toaddress the imbalance power in the work place The trade unions are also referred to as labor unions whose main purpose is to promote, protect and improve the social and economic interests of employees through collective action. Workers are expected to perform according to their area of respective specialization to improve output (results) According to Bennel (2007) for better performance,
the employees must be contented and satisfied with the union they are working for. The teacher trade union should work collaboratively and collectively with school administration to enhance education performance through implementors, all aspects of teacher responsibilities and act of professionalism should be adhered to, in order to realize quality performance. Therefore, primary function of trade union is to protect the interest of workers against discrimination and unfair practices.

Thus, International Trade Union (ITU) like other trade unions, has the following objectives and roles to play; which improves performance to participate in all matters calculated to lead to the improvement of education,. In many countries, teachers through their trade unions, have to press their employers for the salary increment and good terms and conditions of service likewise, trade unions also influence through their representatives in educational institutions to improve their performance at place of work. (Demitris, 1995).

British Teachers Union (BTU) has encouraged all educational levels ranging from primary to oversees trained teachers to ensure completion of syllabus coverage. The content of the curriculum is annually evaluated by the British Examination Council (BEC) and teachers account for its coverage. Quarterly and National Inspection is done and thorough professional records are checked – by the Ministry in charge of education. British Teachers Union support the government effort by organizing seminars and workshops to its members to enhance quality education (Demitris, 1995).

Susan (2015), in Britain, further argued that teachers union should deal with issues of syllabus coverage. That the syllabus intends to give teachers guidance in what may be covered during the terms of academic year. That teachers should need to change what is being good for the young people to be a better person in future, teachers should have more say on the curriculum content and what is to be taught.

Papachristos (2015), emphasized that in Germany and Greece, teachers union annually meet to discuss cooperation and solidarity of their members. One major challenge they face is “serious problems pupils face in schools in terms of pupil-teacher ratio-to complete syllabus within stipulated time.” In Greece, the government through the Ministry of Education and Culture, has accepted a 40% of trained teachers – employment annually to limit the gap of unemployment besides Board of Council internship recruitment to maintain the ratio.

In United States of America (USA) teachers unions have broken the bonds of industrial unionism and have created a tentative stake in organizing as mental workers rather than as industrial workers. They have begun to organize what has been called the “other a half of teaching” – the substance of their work as opposed to the conditions under which it takes place. They have begun to define and enact standards for teaching quality and they are claiming their place as school reformers. Both the American Federation of Teachers (AFT) and the Nation Education Association (NEA) have officially put themselves in the quality education business. Both have endorsed; peer review, training standards for teachers and teachers work schedules that treat professional development as part of improving performance in teacher’s schools.. But small numbers of union-locals are following this lead,(Dimitris,1995).

Like any other world trade unions, AFT have the following roles to play to its members professional development and improving learning of students, among others (Dimitris,1995).

Nigeria Union of Teachers (NUT) is a major trade union in Nigeria. The union was formally inaugurated in 1931. NUT came as a result of vulnerabilities exposed by the great depression. It was formed to create a united front for practitioners of the teaching profession in the country. Its major objectives included: improving economic conditions of teachers and general economic security for all teachers. To some extent, the union has live-up to its expectation. (Wikipedia the free encyclopedia 2010). The role of NUT on teachers has a lot of impact on teachers’ performance at their work stations. It has improved teacher-pupil ratio in public schools, that has enabled most schools to complete syllabus in time, among others.(Ozano,2013)

In Tanzania, Tanzania Teachers Union (TTU) work in collaboration with teachers to improve academics. Thus, TTU must play its core functions and address the issues affecting teachers for effective syllabus coverage,(Ozano,2013). According to Tanzanian, Haki Elimu Magazine (2009), before reporting for duty, teachers should be ready with their professional records.

The establishments of trade unions in Kenya after World War II, became little less than a crusade. The Labor Government of Britain, the American Federation of Labor, the International of Free Trade Union (IFTU) and the World Federation of Trade Unions (WFTU) took the interests of the African laborer to heart and fastened the formation of trade unions as a way of salvation. Before and immediately after the war (1945), Kenya witnessed a series of arresting and spontaneous labor protests.
In 1943, the Kenya Government passed an ordinance to legalized trade unions. (Alice, 2006).

On 4th December, 1957 Kenya Union of Teachers (KNUT) was established. Although significant progress has been realized in teacher professionalism management, quality of education in Kenya has been hampered by limited skills, large class sizes, inadequate teachers training and facilities, poor remuneration compared to other economy sectors. All these have resulted in frequent calls for strike. “A teacher trade union is supposed to create a favorable working conditions, employment, professional development and job satisfaction for better performance in school by the teachers. For many years KNUT has been accused on concentrating on fighting for teachers cause with little emphasis on their performance” (Ibrahim, 2007).

Kenya National Union of Teachers is an association of teachers Country wide whose core value includes; to bring together and unite teachers of all grades and qualifications in Kenya and providing a forum for cooperation, 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 cooperate 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 organization where such representations may be necessary. (Ibrahim, 2007).

However, aims and objectives of the KNUT according to its constitution include: to bring together and to unite teachers of all grades and qualifications in Kenya; to provide decision on matters affecting interests of education and the teaching profession in Kenya; to participate in all matters calculated to lead to the improvement of education; to extend the influence of the teaching profession in Kenya; to raise and maintain the standard and status of the teaching profession, to watch the administration and the working of the various educational codes, ordinances, regulations, minutes and circulars and to procure amendments and their removal where educationally desirable and to offer advice and general assistance to individual members in education and professional matters. (KNUT – Handbook; Revised, 2002).

KNUT, in its constitution, had laid more emphasis on the roles of school KNUT – representatives to work as agents at institutional level to; encourage members to perform their professional responsibilities and to be a spokesman or mediator in relation to the management of the school or college among other roles. (KNUT – DLF – LO/FTF, 2002). Professional responsibilities include; preparation of professional records, and prompt syllabus content coverage.

In Rachuonyo North Sub County, Homa Bay County the role of trade union (KNUT) performance has some significant impact. For example, KNUT has been closely working with school administration and KNUT-schools representatives as enshrined in KNUT constitution (2002) to improve teacher performance. It is therefore important to understand the role of KNUT on the education sector and its implications on the academic achievement in all public primary schools in Rachuonyo North Sub County. Hence there is a relationship between influence of KNUT and teacher performance as the two parties have vital role to play to improve education academic achievement. But, the quest of better performance in KCPE for the last five years remain a concern. The public primary schools continue to pose unimpressive performance with private academies taking the lead. This euphoric and skewed perennial performance has posted KCPE candidates in Rachuonyo sub-county on a bad map in national examination notwithstanding the fact that KNUT has a role to play in enhancing improvement of teacher performance and advising them on their responsibilities.

Research Methodology:

Descriptive research design was used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2003). According to Kothari (2013), descriptive research studies are concerned with describing the characteristics of a particular individual or group. This design was appropriate for this study as it attempted to describe what was in the social aspect such as school, and it allowed use of standardized instruments like questionnaires, interviews schedule and focus group discussion guide to be used in the survey design. Secondly, descriptive research design was preferred since it is carefully designed to ensure complete description of the
situation, making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected. According to Cooper and Schindler (2001) descriptive study is concerned with finding out who, what, where and how of the variables which was there. The target population had a total of; 184 school headteachers, 184 school KNUT representatives, 1247 other TSC teachers in schools, 15 KNUT branch executive officials and 2292 school management committee from 184 schools. A sample was drawn from each stratum (purposive) from which respondents were randomly picked into the sample. The study used 30% sample from accessible population of 1412 teachers and 3128 school management committees as respondents. According to Mugenda and Mugenda (2003), for descriptive studies, 10% - 30% of the accessible population provides a sufficient sample size when the target population is both homogenous and heterogeneous and probably not exceeding 2000 (Kothari, 2004 also confirmed). The study used percentages to be able to get the recommended sample. Therefore 55 out of 184 public primary schools were randomly picked from zones, into the sample. The respondents included, 55 headteachers, 55 KNUT School representative; 55 standard eight class teachers; 1247 other subject teachers, 4 KNUT Officials, and 8 School Management Committee (SMC) members were purposively selected on the ground that schools have singled stream from STDs one to eight where each class was represented by a committee member for the study totaling to 521 respondents.

The main research instruments that were used for data collection for this study consisted of:- Questionnaires, interview schedule and focus group discussion guide. Informants responded by filling in questionnaires, participants’ voices were video-taped during interview schedule and focus group discussion guide was organized to other respondents.

The researcher studied the answers in the questionnaire to ascertain whether all the objectives had been addressed from the responses and answers given. For this study content, validity of the research instruments were established by having the instruments appraised by the supervisors and experts in education administration and during the pilot study where all the vague questions were reviewed. Constant consultation, adjustment and modifications with the supervisor were sought to enhance validity. Validity of the instruments were seen in two aspects; whether respondents had completed questionnaires accurately, and whether those who failed to respond were given the same distribution to refill. To test reliability of the instrument test- retest technique was used. This test-retest method involved administering the same instrument twice to the same group of subjects. The provisional draft of the questionnaire was pre-tested on a pilot study. The pilot study provided a check on the feasibility of the proposed procedure for collecting data and show-up flows and ambiguities (Kasomo, 2006) This particular study compared the findings from questionnaire, interview schedules and focus group discussion guide. To ensure reliability, a pilot study was conducted in six public primary schools to test the reliability of the research instruments. Pilot survey is the replica and rehearsal of the main survey. It brings to the light the weaknesses (if any) of the questionnaires and also of the survey techniques and from the experience gained, improvement can be detected (Kothari, 2013). The schools selected for the pilot study were not included in the actual study, within the sub-county. The pilot study enabled the researcher to familiarize oneself with the administration of the instrument. The research instruments were piloted also to test their appropriateness of the items on influence of KNUT,s role on academic performance in public primary schools-in order to enhance validity and reliability of the instrument. Through piloting, item deficiency and ambiguity was uncovered (Faranenkel and Wallen 2000). Crobach Alpha was used to measure internal consistence of the data.

Reliability test
Reliability of the instrument for data collection was tested by assessing the scale’s internal consistency- the degree to which the items that make up the scale ‘hang together’. This was done using Cronbach’s alpha. According to Orodo (2009), a questionnaire has good internal consistency if the Cronbach alpha coefficient of a scale is above .7. In this current study a Cronbach alpha coefficient established was .814, as indicated in the SPSS output below. This implies that good internal consistence of the scale was established.

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.814</td>
<td>.836</td>
<td>12</td>
</tr>
</tbody>
</table>

Trustworthiness and Authenticity of Qualitative Data
Trustworthiness and authenticity is the process of establishing truthiness and credibility of the qualitative data. This was made possible in this study by adopting the four criteria proposed by
Guba in Shukla (2012). These are credibility, transferability, dependability and conformability. Credibility is one of the most important factors in establishing trustworthiness. The study had 549 informants which was accurate enough to build a good report. The questions from the instruments enabled the researcher to develop an explanation of the research design. Transferability is the extent to which the findings of one study can be applied to the other situations. The researcher prepared a detailed questionnaire to allow comparisons to be made. Dependability was addressed using methodological procedures of the research -report, thus a future researcher can be able to repeat the same work. Conformability deals with the findings as the results of the experiences and ideas of the informants rather than the characteristics and preferences of the researcher. This was acknowledged and explained by giving reasons that was used and any weaknesses in the techniques to be employed. Thus the trustworthiness of the current data was established through main instruments to be used.

Data Analysis
Upon receiving questionnaires, interview schedules and response from focus group discussion guide the tools were checked, coded, processed and analyzed. The researcher analyzed data from questionnaires using descriptive statistics. Quantitative data was arranged and recorded according to research questions. The statistical package for social sciences (SPSS version 22) was used to produce frequency distribution and percentages. SPSS enabled the research to meaningfully describe the distribution of scores or measurements using a few statistics or indices. Spoint Likert scale value will be used where; strongly agreed (SA) = 5; agreed (A) = 4 undecided (U) = 3, disagree (D) = 2 and strongly disagreed (SD) = 1(Fied, 2009), were used to code the respondents views on influence of teachers' performance in primary schools in Rachuonyo North Sub-County.

In addition, the qualitative data from interviews were reported in verbatim, transcribed and coded according to various themes, categories and sub categories per objective as they emerge during the study as required by the principles of thematic analysis.

RESULTS AND DISCUSSION
The objective of the study was to find out the influence of Kenya National Union of Teachers on teachers timely syllabus coverage in public schools. To investigate this objective, the study first explored timeliness in syllabus coverage in schools by the teachers as the dependent variable and then, how it was influenced by KNUT. The views of the teachers, school KNUT representative and the head teachers on timelines in syllabus coverage were investigated through the use a Likert scaled questionnaires administered to the respondents.

Findings on timelines in syllabus coverage in public primary schools.
Table 4.9 which shows the percentage frequencies of response for the head teachers, teachers and school KNUT teacher representatives on timeliness in syllabus coverage revealed that Kenya National Union of Teachers (KNUT) has fairly influenced teachers’ performance in public primary schools. This was attributed to the findings of the study which has shown that KNUT has not only and uniting teachers to champion for remuneration and the welfare of the teachers, but also to provide decision on matters affecting interests of education and the teaching profession in Kenya, to partake in all matters geared towards to the improvement of education by positively influencing the teaching profession. The findings of the study show that KNUT has equally been involved in raising and maintaining the standard and status of the teaching profession, by observing the implementation of the various educational codes/acts and to offer advice to individual members in education on professional matters, as shown in Table 4.9.

<table>
<thead>
<tr>
<th>Item</th>
<th>Head teachers (n=53)</th>
<th>Standard eight teachers (n=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum implementation content</td>
<td>11 (20.8%)</td>
<td>23 (41.8%)</td>
</tr>
<tr>
<td>Class preparation for examination</td>
<td>8 (15.1%)</td>
<td>5 (9.1%)</td>
</tr>
<tr>
<td>Carrying out learning activities</td>
<td>5 (9.4%)</td>
<td>6 (10.9%)</td>
</tr>
<tr>
<td>Teachers Advisory Committee role</td>
<td>14 (26.4%)</td>
<td>2 (3.6%)</td>
</tr>
<tr>
<td>Pupils/parents motivation</td>
<td>8 (15.1%)</td>
<td>1 (1.9%)</td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>Curriculum implementation</td>
<td>11 (20.8%)</td>
<td>34 (64.2%)</td>
</tr>
<tr>
<td>Class preparation for examination</td>
<td>8 (15.1%)</td>
<td>29 (54.5%)</td>
</tr>
<tr>
<td>Carrying out learning activities</td>
<td>5 (9.4%)</td>
<td>28 (52.8%)</td>
</tr>
<tr>
<td>Teachers Advisory Committee role</td>
<td>14 (26.4%)</td>
<td>15 (28.3%)</td>
</tr>
<tr>
<td>Pupils/parents motivation</td>
<td>8 (15.1%)</td>
<td>24 (45.3%)</td>
</tr>
</tbody>
</table>
For example, the study show that KNUT has enabled teachers to improve in their interaction with the learners and effectiveness in teaching and learning, as it was indicated by 20.8% (11) of the head teachers who strongly agreed and a further 64.2% (34) who just agreed that involvement of KNUT has made teachers to improve in curriculum content implementation. Both the standard eight teachers [41.8% (23)] and school KNUT representatives [39.2% (19)] who took part in the study were also in strong agreement that curriculum content implementation had significantly improved resulting into timely syllabus coverage. However, 11.3% (6) of the head teachers held a divergent view; they argue that improvement in curriculum content implementation could not be attributed to activities of KNUT alone, in fact 3.8% (2) of them remained non-committal on the role of KNUT in curriculum content implementation.

It emerged that although some 11.4% (6) of the head teachers did not agree with the researcher’s assertion that KNUT has improved the manner in which the teachers carry out teaching and learning activities, an overwhelming majority of the standard eight teachers [87.3% (48)] and the school KNUT representatives [85.2% (46)] who participated in the study accepted that teacher timely syllabus coverage has been reflected by improved teachers class preparation for examinations, as indicated by 85.5% (47), 69.8% (37) and 88.9% (48) of the head teachers, standard eight teachers and school KNUT representatives who took part in the study, respectively. However, it was noted that 14.5% (8) of the head teachers and 17.0% (9) of the standard eight teachers remained non-committal on whether teachers have really improved in class preparation for examination. However, Otieno(2009) asserted that a new report by the ministry of education in Kenya reveals weaknesses in poor syllabus coverage and curriculum delivery in most public schools. The inspection report blames perennial dismal academic performance in public schools on laxity and details failure by teachers to keep records of lessons taught. Lewis (1998) supported the report that...completion of syllabi helps in inculcating a sense of on fidence in the pupils .this confidence will translate to good academic performance in national examination. He added, since schools compete for high mean scores in national examinations. Teachers are forced to devout more time in preparing candidates for examinations.

It emerged that although a sizeable proportion (15.1%; 8) of the head teachers were not satisfied with KNUT in regards to its Teachers Advisory Committee role and about thirty percent (16) of them remained non-committal on the statement, a significant majority of the standard eight teachers and school KNUT representatives in Rachuonyo North Sub-County were generally satisfied with KNUT as an advisory body to the teachers. This was reflected by slightly more than four out of five, 81.5% (44), of the standard eight teachers and 85.4% (47) of the school KNUT representatives who were in agreement that KNUT as a union has always been available to advice teachers on issues that requires its involvement.

Although more than four out of five, 83.7% (46), of the school KNUT representatives alluded that KNUT is always involved in both pupils and teachers motivation; they argue that KNUT participate in school functions such as speech and prize giving days, school fund raisings and teachers’ welfare issues; they said these motivate both pupils and parents. On the flip flop, 18.9% (10) of the head teachers who took part in this study negated the claim that KNUT motivates pupils and parents and 20.4% (10) of the standard eight teacher respondents decided to remain non-committal on their opinion on the role of KNUT in motivating pupils and parents. In addition, it has emerged that the respondents rated motivation of pupils and parents as the least satisfying role of KNUT; it attracted the least mean of 3.53 at a standard deviation of 1.05 from the head teachers.

Curriculum content implementation as an aspect of teacher timely syllabus coverage attracted the highest rating from the respondents; head teachers rated it at a mean of 3.91 and standard deviation of 91, while the standard eight teachers rated it at 4.43 with a standard deviation of .50. This implies that effective curriculum content implementation attributed to KNUT has great influence on timely syllabus coverage.

<table>
<thead>
<tr>
<th>School KNUT rep (n=54)</th>
<th>Curriculum content implementation</th>
<th>Class preparation for examination</th>
<th>Carrying out learning activities</th>
<th>Teachers Advisory Committee role</th>
<th>Pupils/parents motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[19.32%] (9)</td>
<td>[32.59%] (17)</td>
<td>[5.6%] (3)</td>
<td>[1.0%] (6)</td>
<td>[9.16%] (5)</td>
</tr>
<tr>
<td></td>
<td>3 (5.6%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td></td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (1.9%)</td>
<td>4.02</td>
<td>0.42</td>
</tr>
<tr>
<td></td>
<td>4.32</td>
<td>0.55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SA—strongly agree, A—agree, U—undecided, D—disagree and SD—strongly disagree; Std. Dev.—Standard deviation.

Source: Survey data (2015)
Statistical relationship between activities of KNUT and teachers syllabus coverage in public primary schools.

To establish whether there was any significant relationship between the activities of Kenya National Union of Teachers and timeliness in syllabus coverage, the researcher computed a bivariate Pearson’s Product-Moment Coefficient of correlation between the scores of the two variables. Combined scores of responses from the head teachers, standard eight teachers and school KNUT representatives on the variables, were used for the analysis. The score were computed by getting the mean response in each variable per respondents; the response were rated in Likert scale of five levels: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) and strongly disagree (1). Preliminary analyses were performed on the data to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The SPSS output Table 4.10 shows the correlation results.

Table 4.10: Correlation between execution of role of KNUT and syllabus coverage

<table>
<thead>
<tr>
<th>Execution of Role of KNUT</th>
<th>Timely in syllabus coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.093</td>
</tr>
<tr>
<td>N</td>
<td>162</td>
</tr>
</tbody>
</table>

As indicated in Table 4.10, the findings of the study revealed that although there was some weak positive correlation between execution of the roles of KNUT and teachers’ timely syllabus coverage, it was not significant at all \( r = .103, n=162, p = .093 \). Since there was no statistical significant relation established, the implication of this findings mean that conclusion could not be reached that high levels of perceived execution of KNUT activities is associated with higher levels of teacher timely syllabus coverage as an aspect of teacher performance.

However, per findings of the statistical data described above, a brief general observation and comment were corroborated by Kenya National Union of Teachers (KNUT) officials, other school subject teachers and school management committee members were interviewed and focus group discussion held to find out their opinion, ideas and feelings on influence of KNUT on teachers timely syllabus coverage in public primary schools. The major concern raised by KNUT officials ranges from teacher performance on syllabus coverage to pupils class performance. As one of the KNUT official stated;

‘----KNUT ever reminds school headteachers to put in place syllabus for teachers. At times we do attend seminars and workshops organized by Kenya Institute of Curriculum Development to talk to teachers on the importance of covering syllabus contents...’( KNUT participant 1)

Other KNUT participants also agreed that their pride with schools is the completion of the syllabus contents as KNUT ever works closely with the ministry of education to ensure that there is no syllabus shortage. KNUT also encourages school heads to buy syllabuses from TSC units in sub counties; this is supported by Beech (2008) who asserted that just as a farmer as to hoe, teachers as to syllabus.

It’s therefore true to note that no quality education can be achieved without completion of syllabus contents. Curriculum contents are the engine and heart beat of education sector and the implementers should exercise their professional obligation to ensure good results. As much as teacher trade union advocates to administrators to purchase syllabuses, the union should as well in cooperate and seek teachers input on syllabus design.

When put to brain storm on focus group discussion on teachers’ timely syllabus coverage, other school teachers had also showed their feelings and opinion. For example majority of the groups stated;

“syllabus contents are covered through many sources; through—teaching, remedial, class/group discussion, peer tutoring, bench marking , inspectorate monitoring, doing continuous assessment test, educational tour/trips, insights, resourceful persons, teachers advisory centers, and availability of instructional materials.”(Informant 26)

According to Lucy and Curson (2007) the two pointed out that teacher performance is seen in pupils progress and that teachers are ever involved in preparing classes for both internal and external examination and work to exhaust syllabus contents.
However, Chiveli (2013) cruised school administrators noting that most headteachers do not cover syllabus contents due to more office commitment, but majority of teachers do go a halfway due to other work engagement outside school in expense of teaching the children. Lourine (2014), however found out that rural students in public schools are frequently sent home to get small school levies and impromptu school programmes also hinder syllabus coverage. However, Khan (1992) asserted that it is important for teachers to be very close to their pupils and always be ready to attend various challenges affecting them. This would impart positively towards performance of pupils in different institutions.

On the other hand, school management committee had been mandated by education policy to help in managing day-to-day running of schools including disciplining of students. However, this had not been the case when pupils fail for external examination like KCPE—due to poor syllabus coverage by teachers. The effect of skewed result has been seen through community reaction on teachers and that’s when teachers’ efforts and failures would be realized. Parents ganging are a common phenomenon when bad result is realized. Majority groups of school management committee members from various schools had the following general comment to make;

“School management committee members and teachers advisory centers play a significant role towards assisting teachers for the implementation of the syllabus coverage. Besides KNUT, we also ensure that we organize and seek audience with teachers; advice on teaching methodology; Participating in school instructional material committee meetings to purchase relevant teaching and learning materials; sponsor continuous assessment test to pupils; and temporarily employ PTA teachers to boost TSC teachers work load.” (Informant SMC, 26)

However, Susan (2015) pointed out that teachers’ trade unions should see away of influencing teachers to engage students in activities such as sports to benefit both individual society to enhance syllabus coverage. The role played by school management committee members towards improving education achievement in schools unquestionable and enthusiastic. The ministry of education policy stipulates vividly the roles of SMC in public schools and its therefore upon individual schools to exploit and manage the available resources in their disposal to improve the welfare of teachers and put up schools infrastructures.

SUMMARY OF THE FINDINGS
On the question of influence of Kenya National Union of Teachers on teachers syllabus coverage majority showed that KNUT has enabled teachers to improve in curriculum content implementation— in terms of timely syllabus coverage. Only a negligible percentage held a divergent view; they argued that improvement in curriculum content implementation could not be attributed to activities of KNUT alone.

Majority of the interviewed informants asserted KNUT effort on syllabus coverage and were in agreement that KNUT covers many other aspects such as class preparation, learning activities and pupils motivation to enhance syllabus coverage. The findings revealed that although there were some weak positive correlation between execution of the roles of KNUT and teachers syllabus coverage, it was not significant at all.

The study concluded that high levels of majority perceived execution of KNUT activities is associated with high levels of teacher timely syllabus coverage as an aspect of teacher performance in Rachuonyo North Sub-County.

CONCLUSION
KNUT influence on teachers timely syllabus coverage is one of the roles KNUT participated in by helping to determine teachers work load. This ensures that teachers cover the content relevant to their teaching capacity, prepare class for examination; carry out learning activities – as this motivates both pupils and parents. All respondents felt more comfortable with KNUT’s roles on teachers. But, minority held the opinion that KNUT played a minimal role in syllabus coverage as it takes too much time addressing other issues.

RECCOMENDATIONS
The Recommendations were derived from the study findings and made to the key education stakeholders in the Kenya Government, which may also be relevant to other education holders worldwide. Thus, the following are recommendations of the study based on the findings;

- Government through the Ministry of Education should revise the curriculum contents regularly to avoid unnecessary work load to teachers.
- Teachers should be in fore-front of ensuring that they live to the expectation of the society, abide to professional ethics and realize the significant role played by
• KNUT by discharging their duties diligently.
• Teachers should regularly prepare their professional records monitored and supervised by educational administrators to ensure timely syllabus coverage.

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