

**PERCEIVED RELATIONSHIP BETWEEN SATISFACTION WITH TRADE  
UNION REPRESENTATION AND JOB SATISFACTION AMONG PUBLIC  
SECONDARY SCHOOL TEACHERS IN MOLO SUB COUNTY**

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**DECLARATION**

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

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## **DEDICATION**

I dedicate this research project to Almighty God who gave me good health, strength and ability to study.

To my loving dad and mum, Mr. Richard Nyabuti & Mary Nyabuti for your unending support, prayers and encouragement. May the Lord bless you beyond measures.

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## **ABSTRACT**

The objective of the study was to determine the perceived relationship between satisfaction with the trade union representation and job satisfaction among public secondary schools in Molo Sub County. The study adopted descriptive survey design. The population of the study consisted of all public secondary schools in Molo Sub County. The sample of 96 respondents was selected using random stratified sampling. The data was collected using self administered questionnaires. Data was analyzed using statistical package for social sciences and the findings presented in mean and standard deviations. Linear regression technique was used to establish the strength of the relationship between satisfaction with trade union representation and job satisfaction. The study found out that the teachers felt that trade union did not adequately help in addressing the challenges faced by teachers in their working environment. The teachers were dissatisfied with how the union presented in legal matters in the course of their duties, job security and victimization. They also felt that the unions did not provide avenues to address grievances adequately and they were dissatisfied with the trade unions provision of access to information and thus the teachers felt that the union fee payable every month was not commensurate to the services provided to them. A majority was dissatisfied with the rewards received in comparison with what they do; also the pay was seen not to match with the level of education. They further disagreed on being happy with recognition and rewards for their outstanding work and contributions. Teachers were found to be uncertain on satisfaction with time taken for paid vacation or sick offs, work load, whether they had enough equipment and working space. However, the respondents agreed that they were satisfied and able to maintain a healthy balance between work and family life and the work relations among colleagues being good. Teachers were dissatisfied with promotions on the basis of ability, policies followed and how regular they were. The research reveal that there is a positive and significant relationship between trade union representation and job satisfaction indicators such as rewards, working conditions, career advancement, supervision and management style and work tasks. This is means that an increase in proper trade union representation of teachers would significantly increase or improve the overall job satisfaction of the teachers.

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## CHAPTER 1: INTRODUCTION

### 1.1 Background of the Study

People spend a sizable proportion of their waking lives at their work. Employees' would therefore want the time spent at work to be more or less pleasant, agreeable and fulfilling. Therefore, much of the population would be less cheerful in their lives if the work place offered no satisfaction, (Organ, 1991). Again, interesting jobs that provide training, variety, independence and control satisfy most employees, (Robbins, 2011). Therefore, organizations that create work environments that attract, motivate and retain hard working individuals are better placed to succeed in a competitive environment that demands quality and cost efficiency (Gathungu and Wachira, 2013). Richardson (1978) posits that ineffectiveness in organizations causes unionism. Therefore, trade unions are viewed as a mechanism that allows workers to voice their complaints to management instead of being forced to find another job as a result of being dissatisfied by their employer, (Booth, 1995).

Freeman and Medoff (1984) explain the relationship between workers joining a union and dissatisfaction by saying that the dissatisfied workers were likely to look for union to union membership to provide them with a voice. Bryson (2004) further states that economists have used job satisfaction and satisfaction with pay to explain a number of stylized facts e.g. unionization and strike activity, job shopping, job tenure and quit behavior. Booth (1995) explains that dissatisfied workers join trade unions as an alternative to quitting as a union represents a collective voice that is used to convey grievances to the employer. Miner (1995) argues that dissatisfaction is a major reason why employees join the unions. He looks at dissatisfaction as related to wage rates, lack of channel for complaints regarding unfair treatment among many things. He

goes further to state that even if dissatisfaction is majorly economic, it can also be linked with a variety of social and psychological conditions.

Jackson (2009) explains that employees may perceive a union as an association that can help a situation when presented with aspects of work environment that are dissatisfying. The aspects of work that are dissatisfying include: pay, promotion opportunity, treatment by supervisor, the job itself and work rules. According to Nzuve (2010), the main objective of trade unions is to regulate relations between employers and employees. He further states that one of the primary reasons employees join a trade union is to achieve economic advantage. Harmonious employee relations contribute towards job satisfaction in an organization. He argues that how the employees view trade unions is determined by the reasons behind them joining the body. Some of the reasons include but are not limited to: dissatisfaction with management, need for social outlet, need for avenues of leadership, forced unionization and social pressure from co-workers (Nzuve, 2010). This is not to say that as long as an employee is in a union it is definite that they he /is is satisfied with his/her job. Job satisfaction can be defined as a relative matter and whether people are satisfied or dissatisfied is determined by how their expectations fit with what they are given (Hodgetts and Hegar, 2008).

### **1.1.1 Perception**

Robbins et al., (2004) defines perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Research on perception indicates that individuals may look at the same thing and perceive it differently. It is further argued that even if it is based on incomplete and unverified (or unreliable) information, perception is equated with reality for

most practical purposes and guides human behavior in general. Moshane (2006) defines perception as the process of receiving information about and making sense of the world around us. It entails deciding which information to notice, how to categorize this information and how to interpret it within a framework of our existing knowledge. Arnorld and Fieldman (1986) state that perception is psychological and can be measured by qualitative factors such as peoples 'attitudes ,emotions, previous experiences and their needs.

Robbins et al., (2004) argues that people's behavior is based on the perception of what reality is and not on reality in itself. In the article "What factors affect employee perception" from wisegeek.com, it is noted that when employees view the employer, their work, and their relationships within that workplace as being positive, there is a good chance the employee will be productive and remain with the employer for a long time. It is further argued that, negative perceptions of the company and the working environment can cause qualified employees to seek opportunities elsewhere. Examples of the factors that are linked to employee perception include: how well the employer communicates with employees, the nature of the working conditions, the policies and procedures of the business in general, and how much trust and respect is present between managers, employees, and coworkers. In addition, the benefits paid and how they relate to the work assigned can also have a huge impact on the perception of an employee.

Daft (2010), acknowledges that attitudes affect perceptions and vice versa. He says that perception is as a result of individual differences in attitudes, personality, values, interests etc. This simply means that people see the similar things differently. Absenteeism, turn over and job satisfaction are listed as reactions towards employees perceptions. Robbins (1999) summarizes the factors that influence perception into: the

perceiver, the target and the situation. Personal characteristics e.g. attitudes, personality, motives, interests, experiences and expectations will influence interpretation. The targets characteristics and the relationship it has to its background affect what is perceived and lastly the context in which the perceiver sees objects or events.

### **1.1.2 Trade Union Representation**

Bennet, (1994) defines Trade Unions as associations of workers formed to protect their interest in employment situations. He says that there is no single reason that can be pointed out as a reason for workers joining a trade union. He however goes further to state that workers don't join unions solely to get more pay or better working conditions but also to reduce the impact of downsizing and wage cuts in most industries. Cole (2004) defines a trade union as an organization of workers that aims to protect and promote their interests in the work place through collective bargaining and consultations with employers. The Labour Relations Act 2007 (CAP.9) defines a trade union as an association of employees whose principal purpose is to regulate relations between employees and employers, including any employers' organization.

Jackson (2009) mentions the core objective of union management as collective bargaining. Collective bargaining entails; negotiation of work conditions which, when made formal through writing forms the basis of employees-employer relationship on the job. Also Collective bargaining involves the activities related to interpreting and reinforcing the collective agreement. She further looks at the importance of unions from both the employer and employee perspective. Where, the employee will benefit through high wages, job security as a result unions having a legal right for their members that employees without union representative don't have. In terms of the

employer benefit as a result of unions is one of competitiveness as a result of increased workforce cooperation and development of new strategies.

### **1.1.3 Trade Union Representation among Secondary School Teachers**

There are two trade Unions that represent Secondary School teachers: Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET). The Kenya National Union of Teachers (KNUT) is a teachers 'trade Union that was founded in 1957 and registered in 1959(Ibrahim 2012). Its members are teachers drawn mainly from primary, secondary and tertiary education institutions. The Core functions of KNUT are: to bring together and unite teachers of all grades and qualifications in Kenya and providing a forum for co-operation, 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, offer assistance to individual members in professional as well as legal matters, settle disputes between members of the union or between its members and their employers through collective and constitutional means, co-operate with other societies, bodies, unions or organisations within or outside Kenya with similar objectives, promote matters leading to the improvement of education and the establishment of a common system of education and secure effective representation of the teaching profession on the government, public and private bodies or organisations where such representation may be necessary.([www.knut.or.ke](http://www.knut.or.ke)).

Kenya Union of Post Primary Teachers (KUPPET) was founded in 1998 in order to respond to challenges of sectorial representation among teachers The Union is composed of teachers in secondary and tertiary institutions ([http:// www.kuppet.or.ke](http://www.kuppet.or.ke) accessed on 6<sup>th</sup> February, 2014). The people mandated to impart knowledge to the students at this level are known as Secondary School Teachers. Most Secondary

school teachers are employed by the Teachers Service Commission (TSC), others are employed by the school Board or school director. Teachers are not obligated to join trade unions on employment. However a large percentage of teachers employed in Public Secondary Schools are in trade Unions.

#### **1.1.4 Job Satisfaction**

Hoppock (1935) defines job satisfaction as a combination of psychological, physiological and environmental circumstances that cause a person to truthfully say 'I am satisfied with my job'. He says that this is a feeling that is experienced after one has completed a task. Locke (1976) state that job satisfaction may be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or jobs experiences. Job satisfaction relates to the favourableness or unfavourableness with which employees view their work (Hodgets and Hegar, 2008).It is further stated that satisfaction is a relative matter in that whether people are satisfied or dissatisfied is determined by how well their expectations fit with what they are given. Job satisfaction is viewed as a as a central concept within work psychology. Job satisfaction is referred to as a person's general attitude toward the job or toward specific dimensions of the job (Knoop, 1995; Robbins, 2001).

Heery and Noon (2008) discuss some of the dimensions or sources of job satisfaction to include: attitudes to pay, working conditions, co-workers and superiors, career prospects and the intrinsic features of tasks performed. They further state some of the instruments used by researchers to measure job satisfaction e.g. Job Description Index (JDI), Job Satisfaction Scales (JSS) and the Occupational Stress Indicator (OSI).When there is no job satisfaction in the work place the result is that of sluggishness and a reduction in organizational commitment (Levinson 1997,Moser, 1997).Spencer(1997)

lists the three important features of job satisfaction. They include: human values as a guide to organizations, the behavior of workers depending on their level of job satisfaction that will affect the functioning and activities of organizations business and finally job satisfaction as an indicator of organizations activities.

According to Mitchell et al., (2001) one of the roles of job satisfaction is to ensure that talented employees stay in the firm. Vroom (1964), Job satisfaction which has mostly been used as a performance indicator in terms of reducing absenteeism, turnover, increase in productivity at work has also been associated with the improvement of health and well being of workers(Tsutsumi,2005).Robbins (2011) adds that satisfied employees are more productive than dis-satisfied employees. This has been proved through numerous researches that show employees who are more satisfied and treated fairly are more willing to engage in the above- and beyond organizational citizenship behavior. Rue and Byaes, (2003) take a different approach by linking job satisfaction and dissatisfaction with a certain behavior e.g. organizational commitment as a result of job satisfaction in relation to dissatisfaction that results to turnover, absenteeism, accidents, strikes, sabotage, grievances etc.

### **1.1.5 Public Secondary Schools in Molo Sub County**

Secondary Schools in Molo Sub County are classified into two namely: Public and Private Schools. Public secondary schools are funded by the Government of Kenya (GOK) and managed by Board of Management (BOM) and Parents Teachers Association (PTA) while Private secondary Schools are funded by private individuals or organizations. Public secondary Schools as the main focus of this study are categorized into: National, County and District Schools. Molo Sub County is one of the sub counties in Nakuru County that is comprised of two Divisions namely: Molo



and Elburgon. The Sub county has 25 registered Public Secondary schools, categorized as county and District Schools (See appendix II)

## **1.2 Research Problem**

Different authors have been able to bring out the existence of a strong relationship between job satisfaction and specific individual social-economic characteristics, These includes: wages (Lydon and Chavalier (2002), working hours, Clark and Oswald (1996), trade union status Borjas (1979) Freeman and Medoff (1984) and attitude of co-workers Futrell (1979) . Different explanations have been given with regard to union representation and job satisfaction. The first is the voice hypothesis by Freeman and Medoff (1984) this hypothesis stipulates that an important aspect of unionization is one of providing an efficient mechanism to give voice to workers. The second is the reverse causation theory, this stems from the explanation that workers who are less satisfied in their work place are the ones who tend to join unions. Thirdly, according to Borjas (1979), In Industrial relations there is the existence of poor working environment among union workers. Freeman 1978; Freeman and Medoff 1984, further argue that satisfaction does favour unionization and collective action. In addition, as much as dissatisfaction leads to unionization ,union membership has negative effect on job satisfaction known as “exit voice” (Freeman and Medoff, 1984;Blanchflower and Oswald, 1999).This means unionized workers who are dissatisfied remain in their jobs and express their issues through a union while dissatisfied non union workers tend to leave (Sloane,1998).

Most public Secondary school teachers in Kenya belong to a union. However, Kenya still experiences elements of dissatisfaction e.g. Turnover, absenteeism, and strikes. Recently the Standard digital newspaper cited a World Bank report that pointed out

absenteeism among teachers as one of the problems that needed to be addressed. In the report the average absenteeism rate among teachers was at 16%. The rate increased to between 20% and 40% when a fifth of the schools were surveyed and further increased to above 40% when a tenth of the schools were surveyed ([www.standardmedia.co.ke](http://www.standardmedia.co.ke)). Okumbe (2001) adds that lateness and absenteeism could be manifestations of low job motivation and reduced job satisfaction as a result of poor management practices and poorly designed jobs. Absenteeism has been cited to not only result to low productivity but also encourage indiscipline among employees. When one looks at the number of times the teachers have gone on strike it is wanting. Last year alone, they were on strike for almost a month thus being absent from school (<http://thinkafricapress.com> accessed on 13<sup>th</sup> August, 2012). The teachers demanded an increase in salaries and allowances. The strike could have been a measure that was used to air their dissatisfaction to management. There has been concern by various stakeholders in the education sector on the high rate of turnover of secondary school teachers. Kasau (2012), National statistics indicate that 10,000 teachers are lost annually due to various reasons e.g. resignations, assignment of non-teaching jobs in other ministries and quitting so as to join the private sector.

Some of the studies on job satisfaction have focused on approaches to enhance job satisfaction: Cole (2004) focused on job enrichment, job enlargement and autonomous groups as a way of increasing job satisfaction. Muhoro (2012) studied job satisfaction in relation to intention to leave among lecturers looked at related issues such as satisfaction with work itself, satisfaction with employee –supervisor relation ,satisfaction with pay, satisfaction with promotion opportunities, satisfaction with co-workers and concluded that pay and promotion were major dissatisfaction factors. Machyo (2003) did an analysis of women’s participation in Trade Union leadership in

Kenya and concluded the lack of participation in policy making by women resulted to disparities in the content and style of bargaining. Businienei (2005) did a study of the moderating effects of trade union membership on employee perceptions of job security and fair treatment by management in the manufacturing industry in Kenya. To my knowledge there is no study that has focused on relationship between job satisfaction and trade union representation among public secondary school teachers in Molo Sub County. It is due to this gap in knowledge necessitated this study. The research problem statement leads to the following question: What is the perceived relationship between satisfaction with trade union representation and job satisfaction among public secondary school teachers in Molo Sub County?

### **1.3 Research Objective**

To establish the relationship between satisfaction with trade union representation and job satisfaction among public secondary school teachers in Molo Sub County, Kenya.

### **1.4 Value of the study**

This study was important to the following stake holders:

Future researchers who would wish to pursue related studies. The literature review and recommendations that will be cited will be useful should they want to expound further on the research.

Trade union will use the study to evaluate their policies and how the body can enhance job satisfaction among its members.

The government will find this study beneficial in its role in industrial relations that includes law making and peace keeping.

Management of Secondary Schools will use the study to understand the dynamics of trade Union representation and its relationship with job satisfaction.

Teacher Service Commission and Board of Management will use the findings to ensure they have employees that are satisfied with their jobs.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter covers relevant literature related to the study. An overview of theoretical foundation and development of the study, trade union representation and job satisfaction will be discussed.

### **2.2 Theoretical Foundation**

This study will be guided by two theories of motivation that is, the Herzberg's (1976) two factor theory of job satisfaction and Vroom's (1968) expectancy theory. According to Herzberg employees in the work place in this case teachers, are usually influenced by two factors that is, the factors that cause job satisfaction (motivators) and those that cause job dissatisfaction (hygiene factors). Hygiene factors are those aspects of work which remove dissatisfaction but do not contribute to motivation and performance e.g. pay, company policy, supervision, status, security and working conditions. Motivators on the other hand were intimately related to the content of work. Examples include: achievement, recognition, working itself, responsibility and advancement. To distinguish between motivators and hygiene factors is that the former can bring about positive satisfaction while the later can only serve to prevent dissatisfaction. This means that when hygiene factors are in line with employee requirements there could be a smooth working life and when the reverse happens it could be a source of difficulty and complaint that would yield to dissatisfaction at work. According to Herzberg understanding what causes employee (teachers') satisfaction or dissatisfaction is important for management (Cole, 2011)

The expectancy theory as advocated by Vroom (1968) argues that people choose how to behave from among, alternative courses of actions as determined on their

expectations of what there is to gain from each action as effort, performance and reward. Again, expectancy theory helps to clarify the relationship between motivation and job satisfaction. It is assumed that if a person receives adequate rewards that he desires that he should be satisfied. This shows that teachers are likely to be satisfied if the trade unions enable them to meet their needs, desires and goals in the work place. However as stated in this theory, it should be noted that individuals have different needs, goals and desires and the same expectations can change over time. This theory can therefore be a suggestion to the trade unions representing the teachers to pay attention simultaneously to a number of factors when dealing with their members. This can be achieved through continuous consultations so as to ensure the trade unions represent their members accordingly thus satisfaction achieved ( Stoner, 1995)

### **2.3 Trade Union Representation**

The term trade union has mostly been associated with confrontation and disputes especially by managers in an organization. In the contrary, a trade union is an organization that fosters desirable relationship between employers and employees (Nzuve, 2010). Hacket (1989) looks at a trade union as a vehicle for increasing employee participation in management decision-making on subjects which are not directly related to the tradition wage –work bargain. It is no wonder its success depends on member participation both as individuals and as groups, (Nzuve, 2010). Additionally, workers look at the success of a union in terms of attainment of stated objectives that have been laid down. The objectives that have been widely applied in different trade unions include: the provision of a medium through which workers' interest and grievances can be expressed, protection of workers interest and safeguarding them against exploitation, securing for workers fairer wages in the light of cost of living and prevailing standards, improving workers working conditions by

securing shorter working hours, better working facilities and welfare benefits, assuring workers of a share of the increased profitability, of the organization by providing adequate payments for the job done, ensuring the workers' job security by resisting retrenchment and victimization likely to harm them and protection of the larger interest of the society by aiding in the improvement of trade and industry.

To sum all these up the core objective of a trade union is collective bargaining,(Jackson,2009).Collective bargaining constitutes negotiations between management and the union with its main objective being the agreement on a written contract covering the terms and conditions of settlement of disputed issues,(Varma and Mohan, 2009). Barbash (1984) agrees with these sentiments but adds, bargaining effectiveness as a necessity as with it brings about power and influence that makes employees voices to be heard thus effecting changes in the work place. Armstrong (2004) in his discussion on general factors that influence job values cited one matter that is bargained collectively was pay. He explains that trade unions attempt to pressurize management into increasing pay by at least the amount of inflation .Their basis will be the organization's ability to pay, trends in the market movement and the ongoing rates for specific jobs thus restoring lost differentials. One cannot discuss collective bargaining as a major objective and overlook its importance of avoiding a cycle of dependence of third party interference (Katz et al., 1993)

Okumbe (2001) states the two main factors why employees join a union is as a result of: dissatisfaction with working conditions and a perception of employees that they cannot change those conditions. Examples of working conditions are; wages, job security, fringe benefits, treatment by supervisors and chances of promotions or the degree to which employees accept the concept of collective action and whether positive outcomes will be as a result of union representation. Persuasion from union

leaders, pressure from friends, interest in union activities, job security, desire for economic gains and expectations of promoting one's personal interest as other factors to joining a union.(John and John,1990). Kerr (1981) notes that the formation of a union as that of antagonism rather than affection therefore expected to affect the working of the organization. Individual workers come together in form of a union as a realization that they can only increase their bargaining power through coming together (Kipchumba et al., 2010).

Like all organizations, trade unions have a structure that stipulates the role of each union official. There is the secretary general also known as the chief executive. The chief executive is normally elected by all the union members with his/her role being: supervising the full time official controls, the service facilities, and pursuant of policies set by union members. Then we have a shop steward that acts as a representative of workers at their place of work, ( Nzuve ,1997; Oduor,1987). The shop steward is not only an elected official f a union but also an employee of the same organization as the people he/she represents. He/she is therefore expected to perform his normal duties at work. Armstrong (1999) stipulates the duties of a shop steward to be that of recruiting new members in the unions, coordination of union activities at the workplace, performing normal office duties. To be effective in this role one has to learn quickly what workers expect while also interpreting management rules and procedures. Moreover, he or she is mandated to pursue grievances with management and report the outcome. Before the introduction of the check off system, the shop steward was also in charge of collecting the union fees and forwarding it to the Union. In large organizations there are more than one shop steward therefore a chief steward is elected to serve both management and organization.



Trade unions have however encountered challenges in their growth, in Kenya the decline has been as a result of extensive government influence and regulations of its functions, (Nzuve,2010). In the United Kingdom, there was a decline in trade union density from 58% in 1980 to 50% in 1987 as a result of an introduction of a new set of management practices that affected both collective bargaining arrangements and management of employees, (Storey,1999).Armstrong (1999) ,a decline was also experience in America in 1979 from 13 million members to 8.5 million members in 1992.This was as a result of economic shift away from large scale manufacturing industries e.g. .decentralizations of organizations ,decline in the number of workplaces employing large numbers of people and unemployment.

## **2.4 Job Satisfaction**

Job satisfaction is important for employers and employees as it increases productivity and decreases turnover. It can be classified as either: intrinsic or extrinsic stating that intrinsic depends on individual characteristics while extrinsic are situational thus depend on the environment such as workplace climate, (Petrescu and Simmons, 2008).Menlo and Popleton (1990) in their five country study on secondary school teachers found that job satisfaction had an effect on the quality of teaching and on the school achievement of pupils. Renaud (2002) posits that job satisfaction doesn't take place in isolation. This therefore means that job satisfaction has a relationship with various variables.

Many authors agree the extent to which pay contributes to job satisfaction. Byars (2008) asserts that the organizational rewards system often has a significance impact on the level of employee job satisfaction. The manner in which extrinsic rewards are dispersed can affect the intrinsic rewards of recipients. A 2002 survey in the USA that involved 2,600 workers found that a majority of employees who believed their

performance was rewarded were satisfied with their jobs while a good number were satisfied with their company. In addition among those that believed their performance wasn't rewarded only more than half were satisfied with their work while the rest were satisfied with their company. In another survey that involved 600 employees by the society for human resource management pay was cited as an important factor in job satisfaction. (Gathungu and Wachira, 2013) look at rewards as one that improves performance and bring about satisfaction to the employees later on. Additionally, pay plays a big hand in job satisfaction when the employees in question see their pay in terms of being fairly based on job demands, individual's skill level, and the overall pay standards. Moreover, pay satisfies the first basic need in human level and are usually seen as a reflection of managements' concern for employees ( Ratnar and Kaur (2012).

Frame (2004) defines working conditions as an employees' work place, work instruments, work itself, the organizational policy, and organizational rules. Temperature, lighting, hygiene, working hours have also been listed as part of working conditions, (Arnorld and Fieldman, 1996). Difficult working conditions can be influenced by: external factors that include climate – meteorological conditions, temperature, humidity, drafts, lighting in the workplace, noise and interference, gases, radiation, dust, smoke and other harmful factors. We also have subjective factors that include gender and age of the worker, fatigue, monotony, unfavorable posture during work, etc. and finally factors related to the organization of production such as duration of the work shift, work schedule, working time, work pace, excessive strain etc, (Bakotic and Babic,2003).Positive working conditions contribute to job satisfaction .Working conditions will influence job satisfaction since employees prefer a comfortable working environment thereby causing job

satisfaction,(Robbins,2001).Cranny et al, (1992) argues that working conditions play a major role in job satisfaction as compared to pay. Baron and Greenberg (2003) moreover, the lack of a favourable working condition can affect poorly on a workers mental and physical well being. Bakotic and Babic (2003) in their study on relationship between working conditions and job satisfaction in a case study that focused on Croatian ship building company found that there was no significant difference in job satisfaction between workers who work in normal working conditions and workers who worked in difficult conditions. Similar findings were present in a study on the influence of working conditions on job satisfaction in anaesthetists, there was no significant relationship between job satisfaction and working conditions especially on issues like task demands and task related problems ,(Kinzl et al, 2004)

Waskiewicz (1999) says that how a worker views the opportunity for career advancement is important to how satisfied the worker is with the job. According to Vroom (1964), promotional opportunities are important to a workers satisfaction of a job. In fact, the opportunity to advance means more to a worker than material gain. He further added that promotional opportunity is a goal most workers desired to have and linked performance on the job to how much one desired promotion. Dessler (2008) defines promotion as a shift in an upward direction in organizational hierarchy by an employee. Promotion can be used as an incentive tool as it is seen as a way of rewarding employees for meeting organizational goals since it links organizational goals with personal goals, (Lazear, 1981). Nareed et al (2010) argues that employees are supposed to be satisfied with their work when they consider themselves to be a part of a productive team in an organization and this can only be achieved through promotion. According to Price (2001), a promotional chance is defined as the degree

of potential upward mobility in an organization. Ratnar and Kaur (2012) look at promotional avenues as one of the indicators of an employee's worth in a company. With promotion positive changes e.g. higher pay, less supervision, more freedom, increased responsibilities and status, (Sageer et al, 2012). Al- Ahmadi (2002) Employees demonstrate greater levels of satisfaction and commitment in organizations that provide for an opportunity for personal and professional growth. Lazear and Rosen (1981) in their study concluded that promotion resulted in job satisfaction. In a study on factors influencing nurses' job satisfaction in selected private hospitals in England, the findings indicated that 50% of the respondents lacked job satisfaction because of lack of advancement opportunities and a good number perceived themselves to be in dead end jobs, (Lephalal, 2008). In a research report by Society for Human resource management(SHRM), the findings indicated that career advancement was a high priority for employees in middle management than for those in non management positions. Education also contributed to the way the client viewed career advancement and the findings indicated that those employees with college education viewed career advancement important as compared to those with high school diplomas.

Bennet (1994) asserts that the style of leadership that is applied by managers to their employees has a great influence on job satisfaction. Employees therefore, desire managers that know, understand and treat them justly. Additionally, employees prefer managers who can be trusted, (Taylor, 2002). The levels of job satisfaction increase if employees feel that their managers are fair, reasonable and supportive. In terms of supportive managers or supervisors, managers interested in employees' work, assisting in solutions with regard to their work and personal problems, development of formal and informal relationship have been known to increase employees' job

satisfaction, (Ozdemir, 2009). An autocratic and highly authoritative structure usually causes resentment in employees as compared to a democratic one, (Ratnar and Kaur, 2012; Sageer et al 2012). An autocratic leadership style involves close supervision of subordinates where the leader tells subordinates what to do without leaving room for comments or discussion, (Bennet , 1994). This form of leadership suppresses workers initiative, employees' skills and experiences are not fully applied at work hence staff cannot develop their maximum potential. Beaset (1994) argue that the nature and level of supervision is a factor that can influence the satisfaction people derive from their work. Adebayo and Ogunsina(2011) in their study on the influence of supervisory behavior and job stress on job satisfaction and turnover intention of police personnel in Ekiti State, their findings revealed that supervisory behavior had a significant influence on job satisfaction of the police personnel. The findings further revealed that officers under democratic supervision tended to be more satisfied and motivated at work than under autocratic leadership styles.

Demographic factors like age, gender, level of education, tenure etc also contributes to the variation of job satisfaction among secondary school teachers. Perie and Becker (1997) in their study on job satisfaction among American teachers found out that female teachers experienced greater job satisfaction than their male colleagues. Similar findings were also present in Australia in a study of catholic Primary schools. A contrast in findings was presented in a study on secondary teachers and male teachers seemed to be more satisfied with their job than the female teachers, ( Menon and Reppa,2011). There was however, no significant effect of gender and job satisfaction as indicated some authors in their various studies.(Crossman and Harris,2006; Cox and Dinham, 1998). An explanation in the disparity of findings

when it comes to gender and job satisfaction is highlighted by Crossman and Abou-Zaki (2003) by showing how pay and supervision relates to gender. In his explanation, females were more satisfied with pay and males with supervision. When it comes to age and experience, in a similar study conducted by Perie and Becker (1997), a negative relationship was established as younger teachers were seen to experience high levels of satisfaction as compared to their older counterparts. A conflicting find exists where older workers experienced high levels of satisfaction, (Griva and Joeke, 2003). Induction crisis affected the young people as they try to settle in to their new environment as compared to older workers who are already used to their work, organization and already have established relationships with their colleagues, (Young, 2000).

Danish and Usman (2010) Work itself means the liking and disliking employees have on their job. It is further measured through work itself satisfaction items of the Job Description Survey. Work itself is said to be the actual job performance related to job satisfaction, (Castillo & Cano, 2004). In fact, it is quoted to be the most important job facet ( Judge and Church, 2000). Satisfaction with work itself includes: variety, autonomy, scope and job Challenge. One of the areas in terms of work itself is professional autonomy. This factor is identified as one that is statistically significant in the prediction of teachers' job satisfaction (Castillo & Cano, 2004) in their study factors explaining job satisfaction among faculty; the findings showed the factor work itself was the most motivating aspect among faculty. It indicated a satisfaction of content of their job and least satisfaction with the least satisfaction on the context among faculty members. A significant correlation was present between work itself and work motivation and satisfaction (Danish and Usman, 2010). Similarly in a survey done by Society of Human Resource Management on employee job satisfaction and

engagement of US employees, more than half of employees indicated that work itself was very important to job satisfaction (SHRM, 2012). Feldman and Arnold (1985) also agree that work itself plays a significant role in the attainment of job satisfaction.

Verma (2009) states that there is no set method of measuring job satisfaction of employees. He however lists: morale, productivity, labour turnover, absenteeism and grievances as some of the indicators of satisfaction. Kamunjeru et al (2012) points out that job satisfaction is not static, this means that an employee can have a good day today and a bad day tomorrow. Robbins (2003) posits that a person's job is more than just the obvious activities of shuffling papers, writing of programming code, waiting on customers, or driving a truck. Jobs then require interaction with co-workers and bosses, following organizational rules, meeting performance standards and working conditions, therefore stating the assessment of how satisfied or dissatisfied an employee was as a result of a number of discrete job elements. Saane et al, (2003) agrees while stating that job satisfaction can be interpreted in many ways. Even though there is no agreed method of measuring job satisfaction, the most commonly used is the use of a general scientific method of the questionnaire, (Aziri, 2011). The questionnaire then embraces some of the techniques used to measure job satisfaction e.g. The Job Description Index (JDI), Job Satisfaction Scales (JSS) and the Occupational Stress Indicator (OSI), (Heery and Noon, 2008).

Newstrom (2011) describes Job Satisfaction Survey as a procedure by which employees report their feelings towards their jobs and work environment. After which, individual responses are then combined and analyzed. Another technique is the Job Descriptive Index (JDI). JDI is one of the most widely used technique for measuring Job satisfaction this is due to its simplicity and easy application, (Organ and Bateman, 1991). Some of the dimensions or factors that are considered in this

technique include: the nature of work, compensation and benefits, attitudes towards supervisors, relationship with co-workers and opportunities for promotion,(Kreitner and Kinicki, 2010;Aziri 2011).The Minnesota Satisfaction Questionnaire is another technique that is used. This questionnaire is a paper and pencil type that can be administered either to an individual or groups. What sets it apart from the other techniques is the lack of sex difference being factored in. There are two versions of the questionnaires one known as the 1967 while the other as the 1977 version. The 1977 version is seen to be more balanced and some of the aspects looked at include:Co-workers,activity,achievement,advancement,authority,company policies, compensation, moral values, creativity, independence, security, social service, social status, recognition, responsibility, supervision in terms of human relations, technical supervision, variety and working conditions,(Aziri,2011).Gathungu and Wachira (2013) look at the measures of job satisfaction in terms of single question and multiple item measures. The authors describe the single question measures where questions such as: “On the whole would you say you were satisfied or dissatisfied with your job?”A respondent may then be presented with a scale of measure from satisfaction to dissatisfaction or vice versa. Multiple item measures the respondent’s rate of various aspects of their jobs on a scale from levels of job satisfaction to dissatisfaction.

## **2.5 Relationship between job satisfaction and employee satisfaction with trade union representation**

Several studies have been done that have analyzed the relationship between trade union representation and job satisfaction. Evidence exists that there is a negative relationship between Unionism and job satisfaction (Freeman, 1978).He explains this using the role played by unions that is, “voice” in decision affecting the workers. According to him, unionized workers are encouraged by their union to air their



grievances to management and this leads to raising the level of dissatisfaction during contract negotiations. Meng (1990) used union, wage and job satisfaction variables simultaneously in their research and came to a conclusion that union membership and job satisfaction were in fact negatively related. Hinks (2009) In his study on “Job Satisfaction and Employment Equity in South Africa” found that trade union members were significantly less satisfied in the work place. Borjas (1979) in his study “Job satisfaction, Wages and Unions” explains this dissatisfaction by stating that unionized jobs were unpleasant and so a union wage effect as a disparity for overall lowered job satisfaction. He further listed strength of a union as a contributing factor to job satisfaction. In his explanation the discrepancy between what is expected and what is received by union members will determine whether the employees are satisfied with their jobs or not.

Bryson (2004) explains the negative relationship between unionism and job satisfaction may reflect the role of workers unobserved heterogeneity. This implies that those who are intrinsically unhappy with their jobs were more likely to join the unions than those who were not. Bender and Sloane (1998) cited poor working conditions as a resultant to unionization. This means that work conditions really play a role in unionization and dissatisfaction. Similarly, Gordon and Denisi (1995) also focused their study on a particular component of job satisfaction, and studied union and non-union members working in the same working environment, and found that the cause of dissatisfaction was poor working environment, as both the groups reported similar job satisfaction (Artz, 2010).

Renaud (2002) in his study “Rethinking the Union membership / job satisfaction” When working conditions between unionized and non-unionized workers were held constant his finding indicated no relationship between union status and job

satisfaction. Similarly, Asamani and Mensah(2013) in their study “The Effect of Unionization on Employees’ Job Satisfaction and Organizational Commitment in the Cape Coast and Takoradi Metropolis of Ghana” the findings indicted no significant difference in Unionized and non-unionized employees’ level of Job Satisfaction.

In contrast to the findings discussed by different authors is Powdthavee (2011) reported a significant net increase in the overall job satisfaction in the year unionization occurred even though it decreased with time. In his explanation he states the effect of adaptation as a contributing factor and could lead to an underestimation of union effect on job satisfactions. In other words, adaptation generally refers to the decline in satisfaction over time after the event has occurred. In the investigation he separated the union “free riders” from union – covered non members in fixed effects equations. Berger et al., (1983) also focused their study on particular components of job satisfaction and suggested that the union membership and the job outcomes e.g. pay, job security, job structure, etc received by workers are positively related with each other. This means that, if factors such as wages and employee benefits are taken into consideration, the negative impact of unionization on job satisfaction drops (Lange, 2009).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the adopted research design, the target population, data collection and techniques for data analysis.

### **3.2 Research Design**

The study adopted a descriptive survey design because they require a shorter time commitment (Rothman and Greenland, 1998). This looks at data collected across a whole population to provide a snapshot of that population at a single point in time. This kind of study was used to determine the perceived relationship between Kenya Union of Post Primary Education Teachers representation and job satisfaction among public secondary school teachers in Molo Sub County.

### **3.3 Target Population**

The study was conducted in all 25 public Secondary Schools in Molo sub County. According to the TSC data base there are 309 public secondary school teachers in Molo Sub County that are employed by the body. The population of interest were broken down as follows (**See appendix II**).

### **3.4 Sample design**

The researcher used stratified random sampling technique because of the ease of classifying the population into strata. At least 30% of the total population is representative (Borg and Gall, 2003). Thus, 30% of the accessible population was enough for the sample size. Respondents were selected randomly from each category. The approach was considered appropriate since it ensures a representative sample. In

order to find the best possible sample, stratified sampling method was used as it provided in depth information. (See **Appendix III**)

### **3.5 Data Collection**

Primary data was collected using a semi-structured questionnaire that had open and close ended questions. The questions were structured to ensure definite concrete and precise responses. The questionnaire was administered through “drop and pick” method. The respondents for the study were secondary school teachers in all public secondary schools in Molo Sub County. The questionnaire had three sections; section A covered demographic characteristics of respondent, while section B & C covered the perceived relationship between trade union representation and job satisfaction.

### **3.6 Data Analysis**

The completed questionnaires were edited for completeness, consistency and to locate any omissions. Thereafter, data was classified on the basis of similarity and then tabulated. Descriptive statistics such as percentages, proportions, standard deviations, frequencies were used to test for strength and significance of the perceived relationship between satisfaction with Kenya Union of Post-Primary Teachers and job satisfaction among public secondary school teachers in Molo Sub County. The analysis was then presented in tables, pie charts, percentages, mean and standard deviations.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the results and findings as analyzed from the data collected. The main objective of this study was to establish the relationship between satisfaction with trade union representation and job satisfaction among public secondary school teachers in Molo Sub County, Kenya. The responses were analyzed using descriptive statistics and results were presented in tables, pie charts and bar graphs.

#### 4.2 Response Rate

**Table 4.1 Response Rate**

<b>Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Actual Response Rate	73	76.0
None Response	23	24.0
<b>Total</b>	<b>96</b>	<b>100.0</b>

**Source: Researcher (2014)**

The study targeted 96 respondents who were secondary school teachers in all public secondary schools in Molo Sub County, whereby a total of 73 questionnaires were successfully filled in time for data analysis. This represents a response rate of 76% of the total respondents as presented in table 4.1. According to Mugenda and Mugenda (2003) a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very well. The response rate of 76% was therefore considered appropriate to derive the inferences regarding the objectives of the research.

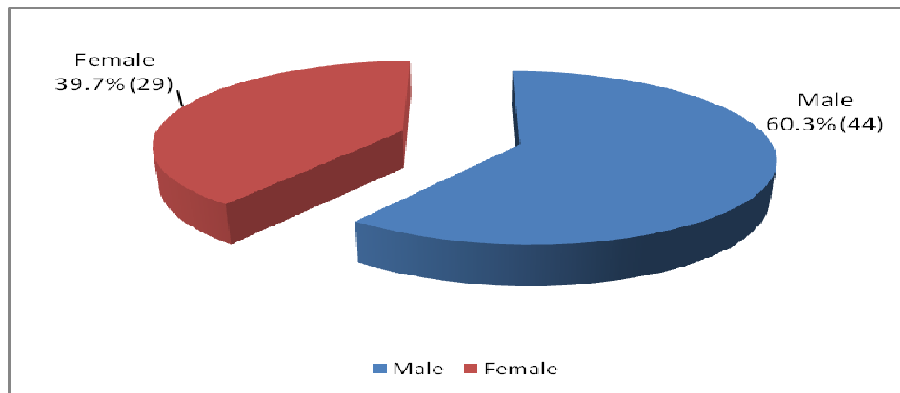
### 4.3 Demographic Profile

The researcher found it important to establish the demographic profile of the respondents since it forms the basis under which the study can rightfully access the relevant information. The general information presented respondents issues such gender, age level of education, length of service in teaching profession and position held.

#### 4.3.1 Gender of the Respondents

This section sought to determine the gender of the respondents. This was to ensure that the results obtained captured the views of all genders. The findings are presented in Figure 4.1 .

**Figure 4.1: Gender of the Respondents**



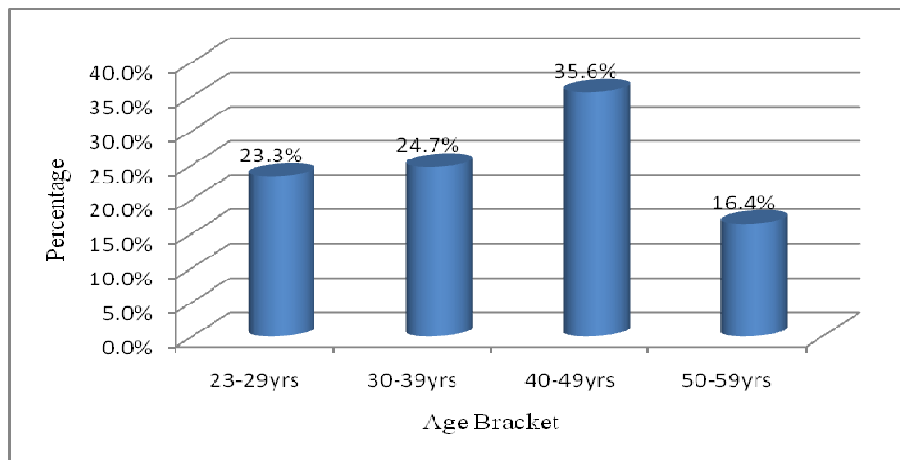
**Source: Researcher (2014)**

Results in Figure 4.1 shows that 60.3% of the respondents were male while 39.7% were female. This shows that both the views of male and female teachers were well presented in the study.

### 4.3.2 Age of the Respondents

On the age of the respondents, 35.6% of the respondents revealed that they were between 40-49 years of age; 24.7% were between 30-39 years of age; 23.3% were between 23-29 years of age while 16.4% revealed that they were between 50-59 years of age. Figure 4.2 shows that all ages were represented although a majority of teachers' were between 40- 49 years and therefore the study represented all ages.

**Figure 4.2: Age of the Respondents**



Source: Researcher (2014)

### 4.3.3 Highest Level of Education Reached

**Table 4.2 Level of Education**

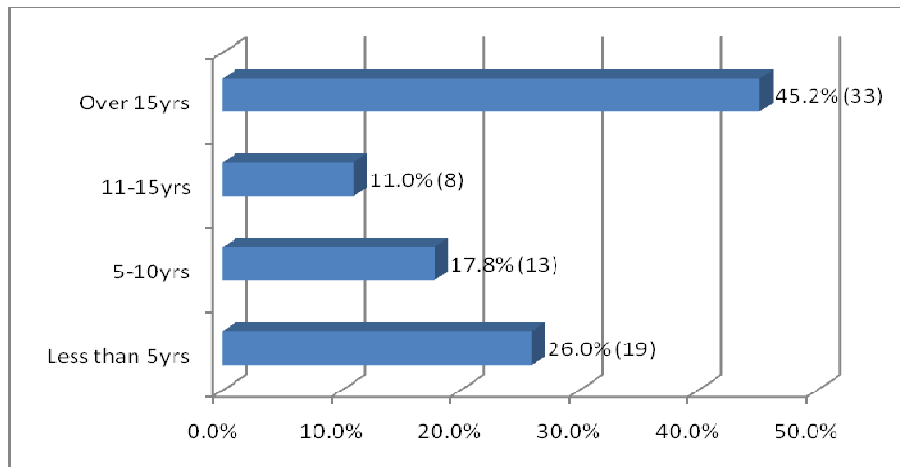
Level	Frequency	Percent
Post graduate level	13	17.8
Graduate level	56	76.7
Tertiary college	4	5.5
<b>Total</b>	<b>73</b>	<b>100.0</b>

Source: Author (2014)

Results in Table 4.2 above shows that 76.7% of respondents had reached graduates with first degree while 17.8% had reached postgraduate level. Only, 5.5% of the respondents revealed that they had reached tertiary level. This shows that majority of the teachers were highly educated which improves the reliability of the information given.

#### 4.3.4 Length of Service in the Teaching Profession

**Figure 4.3: Length of Service in the Teaching Profession**



**Source: Researcher (2014)**

Results in Figure 4.3 above show that 45.2% of the respondents had served in the teaching profession for over 15 years while 11% had served for 11-15 years. On the other hand, 26% of the respondents revealed that they had served in the teaching profession for less than 5 years while 17.8% indicated they had served in the profession for 5-10 years. The results indicate that the respondents have been teachers for a longer duration of time and therefore understand the perceived relationship between satisfaction with trade union representation and job satisfaction among themselves.



#### 4.3.5 Current Position

**Table 4.3: Current Position**

<b>Position</b>	<b>Frequency</b>	<b>Percent</b>
Principal	8	11.0
Deputy principal	5	6.8
Head of department	16	21.9
Class teacher	16	21.9
Teacher	28	38.4
<b>Total</b>	<b>73</b>	<b>100.0</b>

**Source: Researcher (2014)**

On the respondents current position, 38.4% of the respondents revealed that they were teachers while 21.9% were class teachers and heads of departments respectively. On the other hand, 11% of the respondents revealed that they were principals while 6.8% were deputy principals. The study indicates that teachers in various job positions were well represented thus reliability of results.

#### 4.4. Trade Union Representation

In this section, the respondents were asked to rate the extent to which they were satisfied with trade union activities in the organization. A scale of 1-5 was used to interpret the results of the study. The scores “not at all” and “less extent” were represented by mean score, equivalent to 1 to 2.5 on the continuous Likert scale ( $1 \leq \text{less extent} \leq 2.5$ ). The scores of ‘moderate extent’ were equivalent to 2.6 to 3.5 on the Likert scale ( $2.6 \leq \text{moderate extent} \leq 3.5$ ). The score of “great extent” and “very great extent” represented were equivalent to 3.6 to 5.0 on the Likert scale which means that the agreement was to a great extent. The results are as presented below.

**Table 4.4 Extent to which Teachers were Satisfied with Trade Union Activities**

	<b>Mean</b>	<b>Std. Deviation</b>
I am satisfied with the way my trade union protects me from victimization	3.12	1.040
My trade union strives for quest of better working conditions	3.53	1.007
Presence of job security by my trade union	3.10	1.195
My trade union provides avenues to address grievances adequately	3.10	1.120
My trade union agitates for promotion of teachers	3.51	1.067
My trade union helps in determining teachers work loads	2.06	1.161
I am satisfied with the union fee payable every month to be commensurate to the services provided	2.15	1.126
I have confidence in the union representatives	3.23	1.100
I feel satisfied with the services provided by my trade union	3.20	0.965
I am satisfied with the outcome of collective bargaining	3.18	1.125
I am satisfied with the way my trade union protects my interests and safeguards me from exploitation	3.12	1.079
I am satisfied with my trade union activities	3.13	0.999
I am satisfied with my trade unions provision of access to information	3.28	1.071
My trade union provision of a sense of solidarity in adequate	3.21	1.092
I am satisfied with the unions representation of teachers in legal matters in the course of their duties	3.01	1.196
My union fights for teachers remuneration effectively	3.37	0.993

**Source: Researcher (2014)**

The study results shows that majority of the respondents revealed that their trade union helps in determining teachers workloads to a less extent as shown by a mean score of 2.06. They also revealed that were satisfied to a less extent in regard with the union fee payable every month to be commensurate to the services provided; this is shown by a mean score of 2.15.

However, the respondents agreed to a moderate extent on whether, they were satisfied with the unions representation of teachers in legal matters in the course of their duties (3.01), there was presence of job security by my trade union (3.10), whether the trade union provided avenues to address grievances adequately (3.10); whether they were satisfied with the way my trade union protects me from victimization (3.12); whether they were satisfied with the way the trade union protects their interests and safeguards

me from exploitation (3.12); whether they were satisfied with their trade union activities (3.13); whether they were satisfied with the outcome of collective bargaining (3.18); on whether they felt satisfied with the services provided by my trade union (3.20); whether the trade union provision of a sense of solidarity in adequate (3.21); whether they had confidence in the union representatives (3.23); whether they were satisfied with their trade unions provision of access to information (3.28); and on whether their union fights for teachers remuneration effectively (3.37).

The above analysis implies that teachers in Molo Sub County believe that trade union does not help in determining the teachers' workload. The results also revealed that teaches to a moderate extent felt that trade unions represented them in legal matters satisfactorily, ensured job security, adequately provided a sense of solidarity, were confident in union representatives, satisfied with access of information and whether it fights for teachers' remuneration effectively. This therefore is a factor on satisfaction with trade union representation among teachers.

#### **4.5 Job Satisfaction**

The respondents were asked to rate the various aspects of job satisfaction in regard to the trade union activities. A scale of 1-5 where 1 was strongly disagree, 2 was disagree, 3 was uncertain, 4 was agree while 5 was strongly agree. The results are presented below.

**Table 4.5 Rewards**

<b>Rewards</b>	<b>Mean</b>	<b>Std. Deviation</b>
I am satisfied with the wages and salaries received in comparison to the amount of work i do	1.86	.947
I am satisfied with the pay i get and i think it matches my level of education	1.78	.854
My performance is rewarded effectively	2.06	.969
The retirement benefit scheme offered to me is satisfactory	2.13	.883

The rewards offered to me are commensurate to work i do hence job satisfaction	2.15	.951
I am happy with the recognition and rewards for my outstanding work and contributions	2.18	.961

**Source: Researcher (2014)**

On rewards, the study shows that majority of the respondents were dissatisfied with the wages and salaries received in comparison to the amount of work they do; and also that they were satisfied with the pay they get and that they did not think it matched my level of education; this is shown by a mean score of 1.86 and 1.78 respectively. The respondents further disagreed that their performance was rewarded effectively; that the retirement benefit scheme offered to them was satisfactory; and also disagreed that the rewards offered to them were commensurate to work they do as shown by mean score of 2.06, 2.13 and 2.15 respectively on the likert scale. The respondents also disagreed that they were happy with the recognition and rewards for their outstanding work and contributions; this is shown by a mean score of 2.18.

From the analysis it can be concluded that teachers were not satisfied with rewards received in relation to the work they did, level of education and its effectiveness. They were not satisfied as well with performance rewards and unsatisfactory retirement benefit scheme. Moreover, they were not happy with recognition received for outstanding work and contributions.

**Table 4.6 Working Conditions**

	<b>Mean</b>	<b>Std. Deviation</b>
The school has enough equipment and working space	2.94	1.403
I work in a safe, comfortable environment	3.49	1.088
I deal with a manageable work loads	3.16	1.199
I am satisfied with the time i take for paid vacations or sick off	2.74	1.267
I am satisfied with work relationships and people around me	3.74	1.014
I am responsible for planning my work activities	3.92	.852
I am satisfied and able to maintain a healthy balance between work and family life	3.67	.973
I feel comfortable in carrying out my responsibilities	3.99	.860

**Source: Researcher (2014)**

On the working conditions, the results shows that majority of the respondents were uncertain on whether they were satisfied with the time taken for paid vacations or sick off; they were also not sure whether the school has enough equipment and working space, as well as on whether they deal with manageable workloads; this is shown by mean scores of 2.74, 2.94 and 3.16. However, the respondents agreed that they were satisfied and able to maintain a healthy balance between work and family life (3.67); that they were satisfied with work relationships and people around them (3.74); they also agreed that they were responsible for planning my work activities (3.92); and that they felt comfortable in carrying out my responsibilities (3.99).

The results reveal that working conditions in the schools moderately satisfied the teachers when factors to do with time taken for paid vacations or sick off: sufficient equipment and working space and work load involved were considered. However, the teachers' were satisfied with being able to maintain a healthy balance between work and family life; work relationships and people around them; they were responsible for planning work activities; and that they felt comfortable in carrying out work activities.

**Table 4.7 Career Advancement**

	<b>Mean</b>	<b>Std. Deviation</b>
My profession provides an avenue for personal and professional growth	3.30	1.255
The school promotion policies are fair hence experience job satisfaction	2.82	1.316
Promotional opportunities are subject to ability thus satisfactory	2.63	1.286
Promotions are done on regular basis	2.22	1.181

**Source: Researcher (2014)**

On career advancement, the study shows that the respondents were disagreed that the promotions were done on regular basis as show by a mean score of 2.22. On the other hand, the respondents were uncertain on whether promotional opportunities were subject to ability thus satisfactory; whether the school promotion policies are fair hence experience job satisfaction; and on whether their profession provided an avenue for personal and professional growth; this is shown by a mean score of 2.63, 2.82 and 3.30 respectively.

From the findings, it can be concluded that teachers were not satisfied with career advancement in the schools as promotional opportunities were not subject to ability. Again, they were not sure whether their profession provided personal and professional growth. The teachers could not however comment on whether the promotional policies were fair. The results indicate that career advancement is a major concern in public secondary schools in Molo Sub County and in order to achieve job satisfaction, it is an issue worth looking at by the education stakeholders.

**Table 4.8: Supervision/Management Style**

	Mean	Std. Deviation
My supervisor ensure the environment i work in is comfortable thus satisfied with my job	3.30	1.151
I am satisfied with the given right to put forward my opinion	3.26	1.151
Managers in the school allow teachers to take part in decision making in matters concerning them	3.40	1.164
Managers show appreciation of teachers efforts thus satisfied with their work	3.55	.958
Problems in the work place are addressed on time	3.55	.972
My supervisors displays confidence in decision making	3.64	.933

**Source: Researcher (2014)**

On supervision and management style, the results in Table 4.8 above shows that the respondents noted to a moderate extent whether they were satisfied with the given right to put forward my opinion; on whether their supervisor ensured the environment they work in was comfortable thus satisfied with their job; and also uncertain on whether the managers in the school allowed teachers to take part in decision making in matters concerning them; this is shown by mean scores of 3.26, 3.30 and 3.40 respectively. However, the respondents agreed that the managers showed appreciation of teachers' efforts thus satisfied with their work; they also agreed that the problems in the work place were addressed on time; and that the supervisors displayed confidence in decision making; this is presented by mean scores of 3.55, 3.55 and 3.64 respectively.

It can therefore be concluded that teachers were satisfied with the mode of supervision in their schools as the supervisors showed appreciation for their efforts, problems being addressed timely and confidence in decision making. However, they were not sure whether the teachers take part in decision making, if supervisors ensured there working environment was comfortable.

**Table 4.9: The work tasks**

	<b>Mean</b>	<b>Std. Deviation</b>
My job enables me to set my own pace of work	3.55	1.081
I can decide by myself the order of my activities	3.30	1.188
My job allows me to see a task through from beginning up to completion	3.49	1.144
My job allows me to decide on my own on how to execute my lessons	3.26	1.191
I enjoy the work i do	4.04	.885
My job gives me a sense of accomplishment	3.84	.986
My job allows me to evaluate whether i have performed well in my tasks	3.89	.848
My job allows me to use a variety of skills to perform it	4.03	.745
My job provides an avenue for feedback in terms of students performance	4.07	.775

**Source: Researcher (2014)**

The findings in table 4.9 above shows that the respondents were uncertain on whether their job allowed them to decide on their own on how to execute their lessons; on whether they could decide by themselves the order of their activities; and on whether their job allowed them to see a task through from beginning up to completion; this is shown by mean scores of 3.26, 3.30 and 3.49 respectively. On the other hand, the respondents agreed that their job gave them a sense of accomplishment; allowed them to evaluate whether they had performed well in their tasks; and allowed them to use a variety of skills to perform it as shown by mean scores of 3.84, 3.89 and 4.03 respectively. The respondents further agreed that they enjoyed the work they do and that their job provided an avenue for feedback in terms of students' performance; this is shown by a mean score of 4.04 and 4.07 respectively on the likert scale.

The above results indicate that teachers perceive to some extent that their job allowed them to decide on their own on how to execute their lessons; on whether they could decide by themselves the order of their activities; and on whether their job allowed them to see a task through from beginning up to completion. In contrast, they agreed that their job gave them a sense of accomplishment, allowed them to evaluate whether



they had performed well in their tasks; and allowed them to use a variety of skills to perform. Moreover, they enjoyed the work they do and that their job provided an avenue for feedback in terms of students' performance.

#### 4.6 Relationship between Trade Union Representation and Job Satisfaction

A regression analysis was conducted to establish the form of relationship between trade union representation and job satisfaction indicators such as rewards, working conditions, career advancement, supervision and management style and the work tasks. The results are presented below.

**Table 4.10 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.644(a)	0.415	0.368	0.273

Source: Researcher (2014)

a Predictors: (Constant), Rewards, working conditions, career advancement, supervision and management style, work tasks

The R is the co-efficient value used to show the linear relationship between the dependent and the independent variables in the regression analysis. R-Squared is the coefficient of determination which tells us how trade union representation varied with job satisfaction. The results in Table 4.10 show that the value of the Adjusted R-squared is 0.368. This implies that trade union representation explained 36.8% of job satisfaction at a 95% confidence level. The remaining 63.2% would be explained by other variables not included in the specific variables of the study.

**Table 4.11: Coefficients Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.324	1.718		1.936	0.066
Rewards	0.136	0.214	0.118	2.635	0.032
Working conditions	0.928	0.419	0.464	2.214	0.037
Career Advancement	0.562	0.329	0.336	3.707	0.021
Supervision and management style	0.474	0.267	0.337	1.777	0.039
Work Tasks	0.485	0.242	0.277	2.000	0.050

**Source: Researcher (2014)**

a Dependent Variable: Job satisfaction

The study shows that there was a positive association between job satisfaction and all the variables as shown; rewards (0.136), working conditions (0.928), career advancement (0.562), supervision and management style (0.474), work tasks (0.485) as a result of trade union representation. This implies that a unit increase in trade union representation would lead to an increase in job satisfaction in the specific units as shown: Rewards (0.136), Working conditions (0.928), Career Advancement (0.562), Supervision and management style (0.474), Work Tasks (0.485) respectively.

The study further established that there is a significant relationship between trade union representation and job satisfaction as shown by the P values. Rewards ( $p=0.032<0.05$ ), Working conditions ( $p=0.037<0.05$ ), Career Advancement ( $p=0.021<0.05$ ), Supervision and management style ( $p=0.039<0.05$ ), work tasks ( $p=0.050$ ).

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter provides a summary of findings, conclusions and recommendations of the study based on the objectives of the study. It entails a synthesis of key issues of the objectives of the study as deduced from the entire research.

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

The general objective of the study was to establish the perceived relationship between satisfaction with trade union representation and job satisfaction among public secondary schools in Molo Sub County.

Age is an important facet in an employee's perception of satisfaction of trade union representation and job satisfaction. The study found out that a majority of teachers in Molo Sub County are below 40 years, an indication of youthful work force that still have a long time before retirement thus the employer should ensure there is good employment relations as enhanced by job satisfaction. The study shows that a majority (94.5%) of teachers are a degree holder which improves the reliability of the information given. It further indicates that a majority of the respondents have been teachers for a longer duration of time and therefore understand the perceived relationship between satisfaction with trade union representation and job satisfaction among themselves.

On the extent teachers were satisfied with trade union activities, the study shows that majority of the respondents revealed that they moderately felt that their trade union helps in determining teachers' workloads. They also indicated that were satisfied to a less extent in regard with the union fee payable every month to be commensurate to the services provided. However, the respondents agreed to a moderate extent on whether: they were satisfied with the unions representation of teachers in legal matters in the course of their duties; there was presence of job security by my trade union; whether the trade union provided avenues to address grievances adequately; whether they were satisfied with the way my trade union protects me from victimization; whether they were satisfied with the way the trade union protects their interests and safeguards me from exploitation; whether they were satisfied with their trade union activities; whether they were satisfied with the outcome of collective bargaining (3.18); on whether they felt satisfied with the services provided by my trade union (3.20); whether the trade union provision of a sense of solidarity in adequate; whether they had confidence in the union representatives; whether they were satisfied with their trade unions provision of access to information; and on whether their union fights for teachers remuneration effectively.

The respondents were also asked to rate the various aspects of job satisfaction such as rewards, working conditions, career advancement, supervision and management style and the work itself in regard to the trade union activities. On rewards, the study shows that majority of the respondents were dissatisfied with the wages and salaries received in comparison to the amount of work they do; and also that they were satisfied with the pay they get and that they did not think it matched their level of education. The respondents further disagreed that their performance was rewarded effectively; that the retirement benefit scheme offered to them was satisfactory; and also disagreed that

the rewards offered to them were commensurate to work they do. The respondents also disagreed that they were happy with the recognition and rewards for their outstanding work and contributions.

On the working conditions, the results shows that majority of the respondents were uncertain on whether they were satisfied with the time taken for paid vacations or sick off; they were also uncertain on whether the school has enough equipment and working space, as well as on whether they deal with manageable workloads. However, the respondents agreed that they were satisfied and able to maintain a healthy balance between work and family life; that they were satisfied with work relationships and people around them; they also agreed that they were responsible for planning my work activities; and that they felt comfortable in carrying out my responsibilities.

On career advancement, the study shows that the respondents were disagreed that the promotions were done on regular basis. On the other hand, the respondents were uncertain on whether promotional opportunities were subject to ability thus satisfactory; whether the school promotion policies are fair hence experience job satisfaction; and on whether their profession provided an avenue for personal and professional growth.

On supervision and management style, the study found out that the respondents were uncertain on whether they were satisfied with the given right to put forward my opinion; on whether their supervisor ensured the environment they work in was comfortable thus satisfied with their job; and also uncertain on whether the managers in the school allowed teachers to take part in decision making in matters concerning them. However, the respondents agreed that the managers showed appreciation of teachers' efforts thus satisfied with their work; they also agreed that the problems in

the work place were addressed on time; and that the supervisors displayed confidence in decision making.

Lastly, the study found out that the respondents were not sure on whether their job allowed them to decide on their own on how to execute their lessons; on whether they could decide by themselves the order of their activities; and on whether their job allowed them to see a task through from beginning up to completion. On the other hand, the respondents agreed that their job gave them a sense of accomplishment; allowed them to evaluate whether they had performed well in their tasks; and allowed them to use a variety of skills to perform it. The respondents further agreed that they enjoyed the work they do and that their job provided an avenue for feedback in terms of students' performance.

### **5.3 Conclusion**

The study concludes that the teachers were dissatisfied with the wages and salaries received in comparison to the amount of work they do; and also that they were dissatisfied with the pay they get and it do not match with level of education. The teachers also felt that the school promotion policies were not fair and also there lacked avenues for personal and professional growth hence there was job satisfaction. However, the teachers were satisfied and able to maintain a healthy balance between work and family life; that they were satisfied with work relationships and people around them; they also felt that they were responsible for planning their work activities, thus felt comfortable in carrying out their responsibilities.

The study concludes that the trade union did not adequately help in addressing the challenges faced by teachers in their working environment. The teachers were dissatisfied with how the union presented them on matters such as teachers in legal matters in the course of their duties, job security and victimization. They also felt that

the unions did not provide avenues to address grievances adequately and they were dissatisfied with the trade unions provision of access to information and thus the teachers felt that the union fee payable every month was not commensurate to the services provided to them.

The study also concludes that that there is a positive and significant relationship between trade union representation and job satisfaction indicators such as rewards, working conditions, career advancement, supervision and management style and work tasks. This is means that an increase in trade union representation of teachers would significantly increase or improve the overall job satisfaction of the teachers.

#### **5.4 Recommendations**

The study recommends that there is need for trade unions to encourage teachers and employees in other firms to join trade unions in Kenya which would help them facilitate negotiation of wages, laying down of favourable work rules, complaint handling, help in developing rules governing hiring, firing and promotion of workers, benefits, and workplace safety policies.

The existing unions, for example, KNUT and KUPPET should also be aggressive in promoting its objectives in order to be attractive to most teachers/people. There should also be proper communication with members which will make them understand activities of the union, union's achievements and challenges so that the unions are not seen to be ineffective but an integral part of the teachers.

There is also need for the government to strength the workers organizations through legislation of laws this will help employees to join trade unions without fear of victimization by the employer. This way, the working conditions of the employees

would be improved thus ensuring job satisfaction, improved teaches performance which further would enhance academic performance in schools.

There is need for the government to increase the minimum wage standards of teachers so that it can match with other public servants. There always seems that like teachers are neglected and harmonizing their wages and other working conditions with other civil servants would bring equity and help increase their teachers' contribution to the general contribution of education development in Kenya.

### **5.5 Suggestions for further research**

The overall findings of this research can be used to give hints and suggestions on the direction of future research. Future researchers should seek to go into detail on the union practices that seem to either cause job satisfaction or dissatisfaction so as to establish what can be improved when it comes to union representation thus teachers unions becoming relevant in employment relations.

### **5.6 Limitations of the study**

The study was conducted using a predetermined questionnaire. This hindered the respondents from expressing their views freely and widely. Due to the varied locations of the various public Secondary Schools in Molo Sub County, it was not easy to drop and pick the questionnaires.



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0)	I am satisfied with the unions representation of teachers in legal matters in the course of their duties				
P)	My union fights for teachers remuneration effectively				

**Part C: Job satisfaction**

7a) The statements presented in the second column of the matrix below describe various aspects of job satisfaction. Please rate each statement by ticking the appropriate box on the scale of 1-5. The points on the scale are defined as shown below.

1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree

<b>Rewards</b>	1	2	3	4	5
I am satisfied with the wages & salaries received in comparison to the amount of work I do					
I am satisfied with the pay I get and I think it matches my level of education					
My performance is rewarded effectively					
The retirement benefit scheme offered to me is satisfactory					
The rewards offered to me are commensurate to work I do hence job satisfaction.					
I am happy with the recognition and rewards for my outstanding work and contributions					
<b>Working Conditions</b>					
The school has enough equipment and working space					
I work in a safe, comfortable environment					
I deal with a manageable work loads					
I am satisfied with the time I take for paid vacations or sick off					
I am satisfied with work relationships & people around me					
I am responsible for planning my work activities					
I am satisfied & able to maintain a healthy balance between work & family life					
I feel comfortable in carrying out my responsibilities					
<b>Career Advancement</b>					
My profession provides an avenue for personal and professional growth					
The school promotion policies are fair hence experience job satisfaction					
Promotional opportunities are subject to ability thus satisfactory					
Promotions are done on regular basis					
<b>Supervision/Management Style</b>					
My supervisor ensure the environment I work in is comfortable thus satisfied with my job					
I am satisfied with the given right to put forward my opinion					
Managers in the school allow teachers to take part in decision making in matters concerning them					

Managers show appreciation of teachers efforts thus satisfied with their work					
Problems in the work place are addressed on time					
My supervisors displays confidence in decision making					
<b>The Work Itself</b>					
My job enables me to set my own pace of work					
I can decide by myself the order of my activities					
My job allows me to see a task through from beginning up to completion					
My job allows me to decide on my own on how to execute my lessons					
I enjoy the work I do					
My job gives me a sense of accomplishment					
My job allows me to evaluate whether I have performed well in my tasks					
My job allows me to use a variety of skills to perform it					
My job provides an avenue for feedback in terms of students performance					

**THANK YOU**

## APPENDIX II

### List of Secondary Schools and Number of Teachers Per School & Population

#### Sample Size in Molo Sub County

**Table 3.1: Population Size**

School	Population	Percentage
Chandera Secondary School	7	2
Elburgon Secondary School	23	7
Kambala Secondary School	14	5
Michinda Secondary School	25	8
Molo Secondary School	28	9
Molo Academy Secondary School	12	4
Mona Secondary School	5	2
Turi Sulgwita Secondary School	9	3
Chesingele Secondary School	10	3
Mary Mount Secondary School	25	8
Njenga Karume Secondary School	24	8
Tayari Secondary School	9	3
Kapsita Secondary School	7	2
Sokoro Girls Secondary school	6	2
Karirikania Secondary School	8	3
Kiambereria Secondary School	9	3
Lawina Secondary School	7	2
Moto Secondary School	9	3
Sachangwan Secondary School	7	2
Elburgon P.C.E.A Secondary school	7	2
St. James secondary School	5	2
Jogoo Secondary School	8	3
St. Brendas Marioshoni Secondary School	9	3
Mianzini Secondary School	28	9
Tumaini Secondary School	8	3
<b>TOTAL</b>	<b>309</b>	<b>100</b>

Source: TSC (2014)

### APPENDIX III

**Table 3.4: Sample Size**

<b>School</b>	<b>Population</b>	<b>Sample Size( 30%)</b>
Chandera Secondary School	7	2
Elburgon Secondary School	23	7
Kambala Secondary School	14	4
Michinda Secondary School	25	8
Molo Secondary School	28	8
Molo Academy Secondary School	12	4
Mona Secondary School	5	5
Turi Sulgwita Secondary School	9	3
Chesingele Secondary School	10	3
Mary Mount Secondary School	25	8
Njenga Karume Secondary School	24	7
Tayari Secondary School	9	3
Kapsita Secondary School	7	2
Sokoro Girls Secondary school	6	2
Karirikania Secondary School	8	2
Kiambereria Secondary School	9	3
Lawina Secondary School	7	2
Moto Secondary School	9	3
Sachangwan Secondary School	7	2
Elburgon P.C.E.A Secondary school	7	2
St. James secondary School	5	1
Jogoo Secondary School	8	2
St. Brendas Marioshoni Secondary School	9	3
Mianzini Secondary School	28	8
Tumaini Secondary School	8	2
<b>TOTAL</b>	<b>309</b>	<b>96</b>

**Source: (TSC, 2014)**