

**INSTITUTIONAL FACTORS INFLUENCING TEACHERS'
CHOICE OF TRADE UNIONS IN PUBLIC SECONDARY
SCHOOLS IN DAGORETTI DISTRICT, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university

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DEDICATION

I dedicate this study to my dear father Peter Mburu Njoroge, my mother Jane Ngonyo and siblings. I also dedicate this work to my daughter Rita Lehann Ngonyo.

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ABBREVIATIONS AND ACRONYMS

ILO	International Labour Organization
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
SPSS	Statistical Package of Social Sciences

ABSTRACT

The study sought to establish the influence of numerical strength, union's timely response to members' needs, peer pressure and effectiveness of Kenya's teachers' trade unions strategies on the choice of trade union. The study employed a survey research design and the target population consisted of 12 secondary schools with 320 teachers and 30 union officials in Dagoretti District. The total population included 320 teachers from both Kenya National Union of Teachers and Kenya Union of Post Primary Education Teachers and also teachers who are not yet unionized. The total targeted respondents were 110. There were 102 respondents who participated in the study which was 93 percent return rate. Data was gathered using teachers' questionnaire and interview schedule for union officials. The instrument was tested for reliability through test-retest technique and found reliable. Descriptive statistics was used to analyze data with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs. The findings of the study were as follows: First, on the question of the extent to which numerical strength of a union influences secondary school teachers choice of trade union in Dagoretti District, it was found that majority of respondents, at 96.8 percent rated numerical strength of a union as a factor that determine teachers' choice of trade unions, while only 3.2 percent said that size of a union is irrelevant. The respondents highly related numerical strength of a union associating it with greater bargaining power, sense of security and participation, and that their voice can be heard more easily than in small unions. Second, on the question of the influence of unions' responsiveness to members' needs on union membership, the results revealed that the respondents joined teachers' unions; for collective bargaining for better pay, for better work condition, to receive legal advice and services, to interact with colleagues and friends and for personal representation. Third, on the influence of peer pressure among teachers on union membership 91.1 percent of the respondents said that they would prefer to join a trade union where their peers were already members while only 8.9 percent said they would not. Fourthly, on the question as to whether union's strategies to attract new members affected teachers' choice of trade unions, 47.5 percent, 33.75 percent and 15 percent felt that the unions strategies influenced teachers choice of trade union to great extent, very great extent and some extent. The study concluded that numerical strength of a union, peer pressure, trade unions timely response to the needs of its members, and strategies used by trade unions to attract new members influences teachers' choice of trade unions. The study further concluded that Kenyan teachers' trade unions should rethink their strategies. This will attract new members and hence strengthen numerical strength of trade unions. The study recommends that Kenya teachers unions should aim to meet the needs of members and this will have the potential of influencing the ununionized teachers to join a particular union or not. The study further recommends that another study be carried out in other counties to obtain whether similar findings will be obtained.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Following World War I, the Treaty of Versailles contained the first constitution of a new International Labour Organization (ILO) founded on the principle that "labour is not a commodity", and for the reason that peace can be established only if it is based upon social justice. Labour unions globally fall under ILO (Pravin, 2010). From a historical perspective, unions were formed when industrialization forced workers into positions of dependency or which their earnings, working conditions and job security were largely beyond their control as individuals (Barker, 2007). As a result, workers increasingly bonded together to prevent exploitation and to promote their interests. Originating in Europe, trade unions became popular in many countries during the Industrial Revolution, when the lack of skill necessary to perform most jobs shifted employment bargaining power almost completely to the employers' side, causing many workers to be mistreated (Barker, 2007).

Cole (2004) defines a trade union as an organization of employees which aims to protect and promote their interests in the workplace mainly by means of collective bargaining and consultation with employers. Graham and Bennett (2008) define a trade union as an association of employees formed to protect their interest in the employment situations. A trade union is also defined as an

association of employees whose principal purpose is to regulate relations between employees and employers, including any employers' organization (Republic of Kenya, 2007). Nzuve (2010) defines a trade union as an organization of employees who have joined together so as to try to improve their interests. It therefore means that a trade union is an association of employees; it thus represents the employees' interests to employers, trade union fights for better working conditions and remuneration for its members.

Various researches indicate that there are various factors that influence an individual's decision to join a trade union. Schnabel (2002) identifies the macro and micro factors that influence trade union memberships. Okendo (2013), for example, attempted to identify whether some factors influencing teachers' decision to join a trade union include subscription fee charged by the teachers' unions', the economic conditions, group pressure among teachers and the leadership of respective unions.

The main purpose for the formation of trade unions is to take care of the welfare of the employees. The success depends on the willingness of the members. The main purpose for the formation of trade unions is to bargain for higher wages, equal pay, reduced working hours, air working conditions and employment protection (Freeman and Medoff, 1984). Long and excessive hours of work, lack of education, poor housing and an excessively high death rate are some of the challenges that led to formation of trade unions (Chandradas, 2003). According to Fanaroff (2003) as cited in Grobler, Kristen and Warnich (2005), employees may be motivated to join a union for *inter*

alia job security, negotiating better wages and benefits, better working conditions, fair and just supervision, mechanism to be heard and the need to belong. Through collective bargaining and lobbying for labour legislation, union leaders enhance their members' standard of living and improve many conditions that surround their work.

Decenzo and Robbins (2010) notes that in United States of America, the labor management relation was influenced by two labor laws; the Wagner and the Taft Hartley Acts. The Wagner Act also known as the National Labor Relations Act of 1935, gave employees the right to perform and join unions and to engage in collective bargaining .In 1947, Taft Harley act was passed and it amended the Wagner Act by addressing employers' concerns in terms of specifying unfair labor practices (Decenzo and Robbins, 2010).

In India, trade unions were developed to offer solutions to the many challenges faced by industrial workers during industrial development. The living and working conditions were poor and workers were discontent and were aggressive to resolve their problems. The workers petitioned and called for the enforcement of the wage fixing legislation. The petitions were declined and this forced the workmen to form movements that were aimed at improving their wage levels and conditions of employment as well as make contributions towards their relief and sustenance during the times of sickness, unemployment and old age (Chandradas, 2003).

Trade unions in Cambodia prior to 1996 were based on political ties and they were highly influenced by employers. In 1996, a union emerged and it was independent from government and employer interference. Later many unions were formed and represented their members' interests while defying the wishes of employers and government. Workers realized that it was only through trade unions that they could counteract workplace abuses and improve their wages. Trade unions gained more attention leading to explosion of union formation (Schurman and Eaton, 2013).

Today, trade unions have been influenced by economic, political and social factors within the areas they operate (Nzuve, 2010). Okendo's study concluded that all these factors influenced the choice of teachers' union. In this study it will identify whether these same factors will emerge as influencers of teachers' choice of labor unions in Dagoretti. On a general level, Schnabel (2002) identifies the macro and micro factors that influence trade union memberships. This study examines whether the macro and micro factors affect choice of union by teachers in Dagoretti District too. It is therefore relevant to ensure that the factors influencing a teacher's decision to join a trade union are identified.

Majority of the research (Thacker, 2000; Sangma, 2005; Vishwesvaran and Deshpande, 2003) indicates the factors from a general stand-point, identifying the specific factors affecting secondary school teachers when making decision of the choice of union. Weil (2005) argues that labor union leaders must place decisions regarding all aspects of their union life into a framework that asks

how those decisions will impact the union's strength on two dimensions. These are the external leverage and internal organizational capacity. With this in mind, it becomes relevant to identify whether the internal leverage in a labor union such as that of the teachers has any influence in the decision made by a secondary school teachers. This internal leverage can be identified in a study conducted by Mungania (2014). In his findings, he identified that KUPPET Igembe North District is negatively affected by its low membership. He also identified that poor service delivery in terms of bargaining for pay and allowance increase affects the union negatively. Moreover, failure to involve union members in key-decision making processes leads to loss of members to rival union. Lastly, lobbying from the sister union has made the union lose members to this sister union. This study will identify whether teachers in Dagoretti District complain of any of these leadership issues in either of the union.

In many countries, teachers have to push their employers for the salary pay raise and good terms and working conditions. This leads to confrontation between their trade unions and their employer which at times leads to strikes. Teachers unions provide support to teachers through their ability to organize and represent teachers' interests nationally, as well as through their reach to teachers at the local level. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers—roles that have been criticized internationally as raising costs without improving the learning of students (Wößman 2003).

According to Ibrahim (2007) a teacher's trade union is supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers. The National Workers Confederation of Senegal (CNTS) (2010) report points out that some trade unions had been recognized without even holding an assembly or congress while other organizations had had to wait for years for official recognition. Bogonko (2002) noted that teaching profession has been characterized by poor pay and poor working conditions and therefore does not enjoy high status. According to The East African Sub-regional report (2002), the trade union training programmes in the field of employment policies face a number of problems including little exposure on the training related to employment policies and poverty reduction strategies. Bogonko (2002) further states that due to poor wages and working conditions in teaching profession, the primary aim for the formation of a teachers trade union should be to improve on the teachers economic status.

Locally, the Kenya Union of Post Primary Education Teachers website indicates that the union is founded upon principles of social justice and professionalism and is dedicated to the achievement of greater unity among her members for the purpose of improving their standards of living, bringing justice and dignity at work place and securing social equity for all its members. The Labour Relations Act (2007) was passed to formulate laws relating to formation of trade unions and procedures for solving disputes. The Act was enacted to promote sound labour relations by advocating for

protection and promotion of freedom of association, and to campaign for effective collective.

Teachers in Kenya in the primary school level have one union representing them. This is the Kenya National Union of Teachers (KNUT). They therefore do not have the privilege of having to choose when making a decision to join a labour union. However, secondary school teachers have the option of being represented by KNUT or Kenya Union of Post Primary Education Teachers (KUPPET) after KUPPET split from KNUT in 1987. Consequently, KNUT's numerical status was greatly reduced after the split, hence both unions have constantly engaged in the changing of policies so that each union is in a position to attract more members.

1.2 Statement of the problem

Nzuve and Singh (2010) state that factors that may make an individual worker to join a union are; dissatisfaction with management, need for social outlet, need for avenue of leadership, forced unionization, social pressure from co-workers. Khanka (2010) also states that employees join trade unions due to job security, for better wages, for improvement of working conditions, for fair or just supervision, for a sense of power and for a sense to belong. Fay (2006) also agrees that individuals are what they are because of the social role in which they belong; the result is that the individual can only be understood by placing him or her in a social context (as quoted by Brooks(2005)).

A study by Anyango et al. (2013) noted that 71.6 percent of the teachers in Nyando district are members of KNUT, while the remaining 28.4 percent are not. A study by Kiruja (2012) noted that out of the 400 secondary school teachers in Kikuyu District as of 2012, twenty percent of them are not in a union.

Different studies reveal that teachers' decision to join a trade union is affected by many diverse factors. These factors includes number of union members, ability to meet needs of union members, involvement of union members in making key decisions, membership costs and the extent of lobbying by other unions (Kiruja, 2012; Mungania, 2014). It is therefore relevant to identify whether the factors affecting employees to prefer a given trade union and forego another are the same factors that influence a secondary school teacher to be a member of KUPPET and forego KNUT or vice versa, Dagoretti in particular. To this end, this study aimed to investigate the factors influencing secondary school teachers' choice of trade unions in Dagoretti District.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing secondary school teachers' choice of trade unions in Dagoretti District, Kenya.

1.4 Research objectives

The study was guided by the following objectives:

- i. To determine the influence of numerical strength of a union on secondary school teachers' choice of trade unions in Dagoretti District.
- ii. To determine the extent to which the unions' timely response to members' needs influences secondary school teachers' choice of trade unions in Dagoretti District.
- iii. To determine the extent to which peer pressure among teachers in secondary schools influences their choice of trade unions in Dagoretti District.
- iv. To establish how the trade union strategies of attracting new members influence secondary school teachers' choice of trade unions in Dagoretti District.

1.5 Research questions

This study had the following research questions:

- i. To what extent does unions' numerical strength influence secondary school teachers' choice of trade unions in Dagoretti District?
- ii. To what extent does timely response of the union to members' needs influence secondary school teachers' choice of labor in Dagoretti District?
- iii. How does peer pressure among teachers in secondary schools influence their choice of trade unions in Dagoretti District?
- iv. How does a trade union strategy to attract new members influence secondary school teachers' choice of trade unions in Dagoretti District?

1.6 Significance of the study

The findings of this study would be useful to teachers' trade unions in the district. The study findings would assist the officials of the teachers' trade unions to understand factors which teachers consider while deciding upon the trade unions to join. From the findings of the study, the trade unions in the district would be able to make adjustments in order to attract more membership. The findings of the study would also provide useful data to future researchers in the field of teachers' trade unions in Kenya.

1.7 Limitations of the study

Limitations are aspects of research that may influence the research negatively but which the researcher has got no control over (Mugenda and Mugenda, 2003). The study was conducted in Dagoretti District. In this study, the major limitations was some respondents failed to give answers to questions therefore the information sought being unavailable. To check on this, the researcher designed questions which are not too long and also explain to the respondents that the information will be treated with confidentiality. They were also made to understand that the information sought was for the purpose of the study only. The gain of the study to the respondents was also made clear to them to motivate them.

1.8 Delimitations of the study

The study was conducted by administering questionnaires to the secondary

school teachers at Dagoretti District. Private secondary schools were not involved because teachers in these schools do not belong to any recognized trade union. An interview schedule was prepared for officials of KNUT and KUPPET in the district.

1.9 Basic assumptions of the study

The study held the following basic assumptions:

- i. The participants will respond to the questions accurately and honestly.
- ii. All teachers are members of a teacher's trade union or are about to join a trade Union of their choice.
- iii. The factors which influence employees in other sectors to join trade unions also apply to teachers and teaching profession.

1.10 Definition of the significant

Affiliation refers to the feeling towards a trade union such as the desire to join and become a member of such a trade union. An affiliation is an official connection to something.

Competition refers to a situation where two unions are interested in the same category of people thereby bringing about struggle to attract more members to each union.

Employer: refers to any person, public body, firm, corporation or company, who or which has entered into a contract of service to employ any individual,

and includes the agent, foreman, manager or factor of such person, public body, firm, corporation or company. (Labour Relations Act, 2007).

Institutional factors refer to the process or events created by an organization such as; union democracy, union service delivery, union numerical strength and lobbying that affect the members desire to join a trade union.

Influence refers to the capacity to have an effect on a situation. Herein, this influence will be the capacity to make a teacher feel the desire and willingness to join a teachers' union.

Internal democracy refers to a situation where members of a union are allowed to choose leaders of their union without coercion or undue influence from any quarter.

Membership refers to the state of belonging to an organization herein the study will refer to people belonging to KUPPET and KNUT

Numerical strength refers to a situation where an organization or a union is able to perform its core mandate because it has sizeable number of members.

Peer pressure refers to the influence on a peer group member that encourages a member to change their attitudes, values, or behaviours to conform to the group.

Service delivery refers to a situation where a union is able to promptly render services to its members in line with its core mandate.

Trade union refers to an organization of employees who have joined together so as to try to improve their interests (Nzuve, 2010).

Teachers' trade union: refers to the organizations representing teachers' interests to other parties. They are two in number namely; The Kenya National Union of Teachers (KNUT) and The Kenya Union of Post Primary Education Teachers (KUPPET).

Timely response to union members' needs refers to the act of the union being responsive in meeting the needs of members.

Union refers to an organization formed to protect the rights and interests of its members and herein these organizations will be KUPPET and KNUT.

1.11 Organization of the study

The study will be organized into five chapters. Chapter one contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two contains literature review on numerical strength of a trade union and secondary school teachers affiliation to trade union, affiliation of secondary school teachers to trade unions and union's timely response to members' needs, affiliation of secondary school teachers to trade unions and peer pressure among secondary school teachers , trade union strategies of attracting new members and affiliation of secondary

school teachers to a union, summary of literature review, theoretical framework and conceptual framework. Chapter three will focus on the research methodology, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four focuses on data analysis, interpretation and discussion of the study findings. Chapter five include a summary of the research findings, conclusions and recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the relevant literature available on the main issues that are deliberated in the research. This will also include exploring the theoretical and conceptual framework pertaining to trade unions. The chapter explores the literature on the various aspects of the research objects. Empirical studies are incorporated in order to identify the conceptual foundation of the topic of the study –numerical strength of a union, the timely response of union officials, peer pressure and trade union strategies of attracting new members.

2.2 The concept of trade unions

The enactment of a Trade Unions' Ordinance in 1937 by the colonial government, and its amendment in 1940, resulted in a dash for the registration of workers' unions in Kenya. From the initial three trade unions in 1937 immediately after the enactment of the ordinance, the number doubled to six in 1940. By 1963 as the country achieved independence, the number of trade unions had multiplied to 52, representing about 155,000 workers. As the number of trade unions increased, there were attempts to form an umbrella body (Anyango, 2013). Each union battled out to attract new members. While many people have joined unions, many others still remain unpersuaded to join and some have reduced participation in their unions, yet others have left their

unions (Nachmias, 2006).

Workers' decisions to join unions do not occur in a social vacuum but are influenced by the decisions and pressure from family, co-workers, managers, employers, government and union organizers (Hardley,1992 as quoted by Visser,2002).

Past researchers have studied on the factors that influence membership to labour unions. The trends of unions have revealed great findings. A review of Italian data for the period between 1951-1964 by Checchi and Corneo (1998) revealed that both social custom and strategic effects do determine the long cycle that characterises unionism in the post-war period. Schnabel (2012) studied the trends of trade unions in developed markets. The results revealed that unionization is positively related to public sector employment, size of the union and to the business cycle - with union growth being procyclical.

After reviewing the trend of unions Schmitt and Mitukiewicz (2012) concluded that trends such as the ongoing economic globalization and changes in the sectoral structure of the world economy as well as the composition of the workforce are not impediments to union membership and density universally. Similarly, Kirmanoğlu and Balevent (2011), notes that the trend towards decentralization of collective bargaining has not resulted in large-scale de-unionization. It also remains an open question whether changes in social values, rising individualism, and changing attitudes of employees towards unions have affected or will affect unionization negatively (Kjellberg,

2011). The following section discusses the empirical literatures in relation to the effect of; numerical strength of unions, peer/social pressure, union's effectiveness in response to its members' needs, and strategies used by trade unions to attract members on unionization.

2.3 Influence of numerical strength of unions on choice of trade unions

In his study on the state of the American Unions, Meyerson (2012) noted that numerical strength had slowly but steadily declined, and the U.S. trade unions were now facing an unprecedented assault from a radicalized Republican right. He also added that legislations is advancing to strip collective bargaining rights and more people did not join unions as was the case in the early and 1980s (Hirsch, 2008). This reveals that unions have declined in membership and the situation is getting worse.

In UK, Howson (2002) observed that the fact that union membership had declined from 55 percent in 1995 to 52 percent by 2002, there was possibility that the numbers would tremendously decline further by the year 2012. According to Schnabel (2012) unionization is also vastly decreased in the upcoming economies.

According to Schillinger (2005) trade unions in Africa are weak organizations with many internal problems. Hayter and Stoevska (2005) noted that the people in most developing unions are very socialized and friendly as they seek to support each other. Furthermore, they concurred that people can be

influenced to join social groups that have more members.

Schnabel (2012) established that it is difficult for the capacity of trade unions to survive the current monetary environment. Josse (2000) agrees that the synthesis of labourers is additionally changing and they are progressively separated by their abilities; the higher end of range specialists have a tendency to be better instructed, vocation minded, individualistic and less persuaded by class investments and solidarity.

Durai (2010) argues that the purpose of a trade union is to look into the grievances of wages and present a collective voice in front of the management. This means that pay increase negotiation is a very important factor in take unionism.

The Central Trade Organization (2007) report stipulates that the Kenya Trade Unions are faced with low membership which in turn affects their operations since trade unions depend on membership contribution in order to undertake their union activities

Mutunga (2006) noted that unions are undermined. This is a worrying problem due with the reoccurrence of horrible infringement of work rights and inside and out work blasting. Notably, Kenyan Unions have struggled with the problem of low membership participation. This affects their operation since unions rely on upon membership fees from members which is used to carry out the activities of the union (Okene, 2009). It is worth noting that the Kenya

Union of Post Primary Education Teachers has not acted as one group with the Kenya National Unions of Teachers even though their needs are similar. Kaene (2002) contends that the quality of a worker's party relies on upon work individuals paying the yearly charges to the worker's guild.

2.4 Influence of peer pressure on choice of trade union

Toubal and Jensen (2014) noted that workplace union density predicts the chance of an employee joining a union. This is irrespective of the factors such as gender, occupation and work industry. Hirsch (2008) reiterated that the decline in union membership that can be observed in many European countries in recent years poses a major challenge to these societies.

According to Equalsoc (2014) there are many individual factors that increase or lower the propensity to become a union member. These include; social networks and peer pressure, norms and attitudes, bureaucratic working conditions. In addition the overall causes of union decline are multiple, ranging from adverse economic, political and socio-demographic changes.

Schnabel (2012) adds that the results indicate that political attitude is also an important factor. However, Meyerson (2012) contends that there are also cross-national institutional differences that facilitate union access to workplace and provide selective incentives to organize such as legal provisions and union-run unemployment insurance.

Sociologists suggest that an individual's social environment, both inside and outside the workplace, may strongly influence them either to join or reject the union (Cooke, 2003). One of the basic needs of a human being is the powerful urge to be accepted by society, to belong to and to go along with others. To an overwhelming majority, a union gives a "true society" of which they may feel an important part.

Visser (2006) proposes that many workers join unions in order to occupy a psychologically safe position among members of the group that is, in order not to be isolated or despised as a parasite. This brings in the view that employees at a work place may feel comfortable if all members belong to a union thus bringing' in the pressure for the non-unionized to do so.

In the writing audit piece of the exploration led by Checchi and Corneo (1998), the writers distinguish that the individual likelihood of union participation increments if relatives have a place with a union and if the singular's view of the work environment thickness increments. They likewise figure out that for Germany, there was a positive effect of companion weight inside the family on the likelihood to join the union.

Oesch (2012) also indicates that where union locals already organize a large share of the workforce in their recruitment area, both in- and outflows are smaller. A large market share thus reduces the potential for new recruitment, but since it leads to stronger bargaining power and larger peer pressure, it is also conducive to membership stability.

A study by Okendo (2013) concurred that six percent of the participants who are yet to join teachers union are considering joining KUPPET because of the slightly lower membership and monthly subscription fee. In addition, peer pressure from colleagues was a reason why majority 67 percent of the non-unionized teachers are considering joining KNUT. The study concluded that leadership of unions, peer pressure from colleagues and the high union subscription fee as well as the economic condition of teachers influences teachers' choice of labour union.

2.5 Influence of union's response to its members' needs on union membership

As per Caribbean Group for Cooperation in Economic Development (2004), in consideration of the difficulties confronting trade unions, they demand a new focus as institutions in their roles and how they manage their business. Hogue and Rahman (1999) state that an association identifies with the coordination of individuals, methods, frameworks and exercises to render authoritative, specialized and representational administrations to its individuals, subsequently the primary element that divides the exchange unions from different associations. For example, the organization, enterprise or ranch is that it is a "mutual" association possessed by the individuals and for their profit. Durai (2010) puts it forward that the motivation behind an exchange union is to investigate the grievances of wagers and present an aggregate voice before the committee.

Workers join unions to participate as group in fostering their interests within their current organization. They hope that their supporting the union will enable it to foster their interests in the community of employers (Hirsch, 2008). Jose (2000) noted that today's unions have quite digressed from their roles. Kirmanoğlu and Balevent (2011) noted that while workers have more needs today which unions should participate in solving, most union officials have been busy supporting political works. The trade unions have more difficulties today and hence the leaders should rethink their strategies (Ouma, 2014).

Chris (2010) confirmed that the unions' coordination, methods, frameworks and exercises to render authoritative, specialized and representational administrations to its members are key to membership retention and attraction. This also influences whether a member will leave the union to another or whether members will move in favour of a union. Furthermore, unions are organizations owned by members for a mutual interest; the good thing is that members have same need: lobby for better compensation and work place environment

According to a Forbes (2012) trade unions in both developed and developing nations have not met the needs of their members and better coordination is required. It is evident that unions have participated in politics very much leaving members' needs unattended. Schnabel (2012) contends that there is need for unions to rethink their strategies if they are to meet many needs of workers today in a complex working society.

Mungania (2014) concur that union political decisions should be driven by a commitment to represent the interests of working families on the important issues that affect them.

2.6 Influence of strategies used to attract members on choice of trade unions

The success of union is big numbers. Therefore, trade unions should have strategies to attract members into the union. Notably, it is the membership fees and the periodic contributions that sustain a trade union. While experience is essential in order to effectively lead a trade union, Okumbe (2001) observed that trade unions should incorporate young leaders to help them attract new members into the union. This is essential since the concepts of inclusion have become essential in this day and age.

Bailey et al. (2009) affirms that trade unions see the issue of recruitment of young people as significant, and that resources are being targeted on the development of innovative strategies at least in some unions. The energy of the young can be essential in enhancing the agenda of the trade unions.

In a research conducted at Queensland Australia, Bailey et al. (2009) identified that unions see the issue of recruitment of young people as significant, and that resources are being targeted on the development of innovative strategies at least in some unions. Grunell (2014) identified that in order to attract new members; unions targeted the younger people, at the self-employed, and at

economic sectors with an overrepresentation of vulnerable (migrant) workers. Initiatives such as the internet union and cheaper membership fees (for fewer services) are being employed to attract more pragmatic younger members. Due to such outcomes, the younger teachers are more likely to join trade unions as compared to the older teachers in the district.

Mungania (2014) posits that many Kenyans are in unions not because of their own will; they were persuaded by the union through colleagues and local union officials. Furthermore, some small unions have managed to get more members by charging less membership fees and considerably lower monthly fees (Kjellberg, 2011). Okendo (2013) confirmed that having low membership fees was therefore identified as a significant strategy in influencing a teacher to forego one trade union and choose another one.

According to Jose (2000), Durai (2010) and Forbes (2012), it is evident that enhancing member education programmes, with emphasis on improvement of employee performance and building teamwork was another strategy that could be embraced by trade unions in attracting new members. Gitari (2010) further confirms that the strategies adopted by trade unions in the changing nature of workforce, as a strategy of attracting new members, was significant influencing teachers' perception of the union in question.

2.7 Summary of literature review

The study reviewed the factors influencing employees' choice of trade unions. It has focused on the extent in which the trade unions' numerical strength influences the choice which employees make when choosing trade unions. It has also looked at the trade unions' timely response to members needs as the basis of the choice of the trade union, the peer pressure and the strategies of attracting new members of the unions as the factors influencing employees' choice of trade unions.

On numerical strength and unionization, foreign and local literatures reveal that while some people prefer to join unions with fewer memberships, others prefer to be in a union that has more memberships. Meyerson (2012) noted that numerical strength had slowly but steadily declined, in U.S. and everywhere in the world. Josse (2000) agrees that the synthesis of labourers is additionally changing and they are progressively separated by their abilities.

Mutunga (2006) concurs that Kenyan Unions have struggled with the problem of low membership participation. Mungania (2014) agrees and argues unions do not emphasize the need of more memberships. To this end, most literatures note that huge unions seem to be reluctant, while others note that number of union members has reduced over the years. Therefore, this study aims to find out whether numerical strength of unions has any influence on employees choice of trade unions.

While Toubal and Jensen (2014) contends that workplace union density predicts the chance of an employee joining a union, Equalsoc (2014) proposes that there are many individual factors that increase or lower the propensity to become a union member including; social networks and peer pressure, norms and attitudes, bureaucratic working conditions, etcetera. Equalsoc (2014) adds that the overall causes of union decline are multiple, ranging from adverse economic, political and socio-demographic changes. To this end, literatures contradict on the effect of peer pressure on trade union membership. While some literatures argue that peer pressure increases unionization, others note that it is the other several factors that influence unionization. Therefore, the research intends to find out the influence of peer pressure on unionization

In relation to the effect of union's response to its member's needs, Chris (2010) confirmed that the unions' coordination, methods, frameworks and exercises to render authoritative, specialized and representational administrations to its members are key to membership retention and attraction. Similarly, Mungania (2014), concurred that union political decisions should be driven by a commitment to represent the interests of members on the important issues that affect their lives.

However, Forbes (2012) disagrees citing the fact that trade unions in both developed and developing nations have not met the needs of their members and better coordination yet people still join the unions. Moraa (2006) affirmed that the major difficulty of trade unions is regulator conflicts which make them not able to perform their responsibility to the union members. Most literatures

only agree on the fact that most unions have failed to meet the needs of their members but have not linked this failure with union membership of not. It is therefore on this basis that the study sets out to investigate whether unions' timely response to its members' needs influences teachers choice of trade unions.

Regarding the effect of strategies used to attract new members to the unions, Okumbe (2001) stated that trade unions should incorporate young leaders to help them attract new members into the union. Bailey et al. (2009) affirms that trade unions see the issue of recruitment of young people as significant to union strength.

Jose (2000), Durai (2010) and Forbes (2012) affirmed that enhancing member education programmes, with emphasis on improvement of employee performance and building teamwork was another strategy that could be embraced by trade unions in attracting new members. To this end, most literatures agree that trade unions should develop innovative strategies to attract new members but have not in particular delineated the relationship between the two variables. Therefore, the study intends to find out the influence of the strategies used to attract new members to the unions on unionization.

2.8 Theoretical framework

2.8.1 Theory of industrial jurisprudence

This theory of Industrial Jurisprudence was advanced by S. H. Slitcher as an advancement of Webb evolutionary theory (Orley and George, 1969). According to evolutionary theory also known as “theory of industrial democracy” and is associated by Sydney and Beatrice Webbs (1891), trade unionism is an extension of the principle of democracy in the scope of industrial environment. In other words, Webb disagree with Karl Marx as he views trade unionism not as an instrument to overthrow the capitalism, but a means of equalizing the bargaining power of labor and capital.

According to this theory, a democratic society ensures that there is the element of continuity of trade unions. To this end, trade unionism provides a means by which workers overcome managerial dictatorship, on the one hand, and express their voice in the determination of the conditions under which they have to work, on the other.

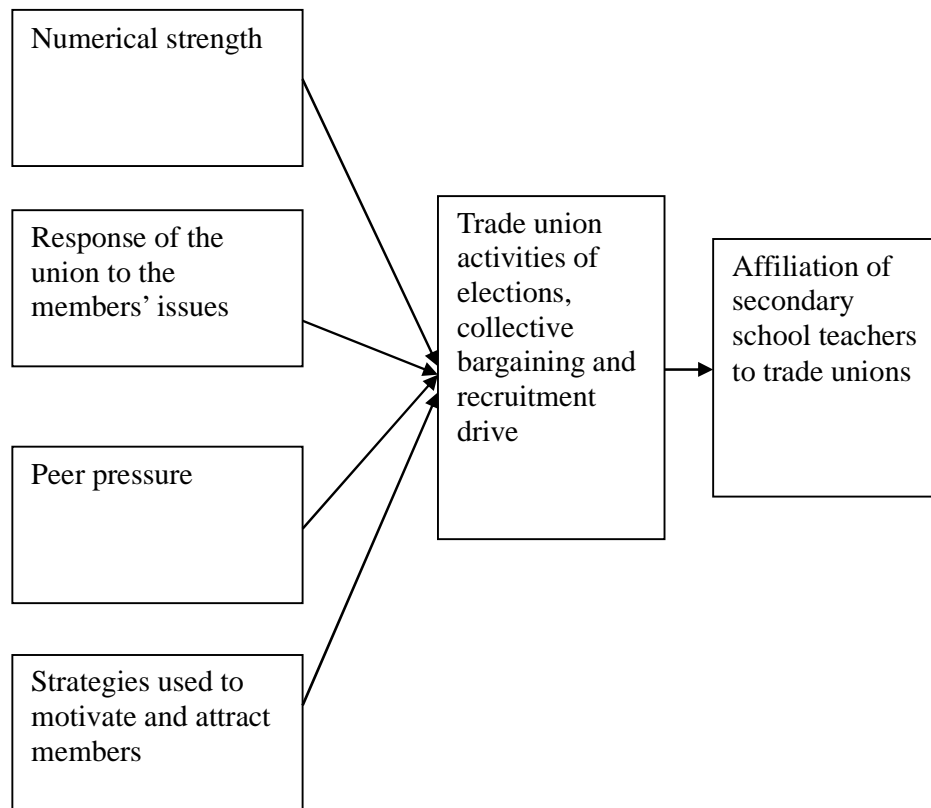
According to the “Theory of Industrial Jurisprudence”, workers individually fail to bargain with their employers who are more powerful than them hence need to protest as a group when bargaining with employers to protecting their interests. In his view, trade unionism serves as a means for workers to protect themselves from employer in work. It is this approach of trade unionism, which Slitcher termed as “a system of industrial jurisprudence”.

This trade union theory is material to this study on the grounds that, trade unionism, in the teaching arena, is used in order to address workers' plight. Teachers are aware of the difficulties of their calling relating to poor pay, requirement for professional stability and requirement for advancements, amongst others. This is the reason they have united into the principle trade unions, which are Kenya Union of Post Primary Education Teachers (KUPPET) and Kenya National Union of Teachers (KNUT).

2.9 Conceptual framework

The figure below demonstrates how institutional components connect with the environment to impact the connection of secondary schools educators to a trade union in Dagoretti District. Below is the diagrammatic representation of the conceptual framework relevant to this study.

Figure 2.1: Conceptual framework on institutional factors influencing secondary school teachers' choice of trade unions



In the figure, institutional factors such as numerical strength of a union, perceived peer pressure among educators, perceived union response to members needs and strategies used by union to attract new members interact with the environment through processes such as financing of union activities, election procedures, signing of collective bargaining procedures as well as union organized recruitment drives to influence the affiliation of secondary school teachers to trade unions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section explores the methods that the researcher used to collect data. It includes data collection procedures, data analysis techniques and research techniques/design, target population, sample size and sampling, and finally validity and reliability of research instruments.

3.2 Research design

Orodho (2005) states that research design is the arrangement, structure and methodology of researching proposal for acquiring responses to research questions. This study followed a descriptive survey research design. Descriptive survey research design 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, 2002).The inquiries were intended for all optional teachers in Dagoretti District concerning their decision to teachers' trade unions.

3.3 Target population

Dagoretti District of Nairobi County has 12 secondary schools with 320 teachers and an aggregate of 30 union officials. The table below summarizes the target population for the purpose of this study.

Table 3.1: Target population

Target Group	Population
Secondary School Teachers in Dagoretti District	320
KUPPET Officials	14
KNUT Officials	16
Target Population	350

3.4 Sample size and sampling procedures

A sample relates to a small group gathering acquired from available populace. A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Mugenda and Mugenda, 2003). The study targeted 110 respondents amongst the 350 population established above including 80 secondary school teachers, 14 KUPPET officials, and 16 KNUT officials.

The sample for secondary school teachers was arrived at by adhering to the 20-30 percent of population as suggested by Mugenda and Mugenda (2003). Therefore, the research employed 25 percent which to 80 secondary school teachers. This number was divided by the number of schools (80/12) which gave 6 secondary school teachers per the 12 schools. The teachers were sampled randomly and asked to complete a semi-structured questionnaire. The union officials were purposively sampled since the target population of union officials contained few individuals available in Dagoretti district.

Table 3.2: Sample Size

Secondary school teachers Dagoretti	Number	Sample Size
District	320	80
KUPPET Officials	14	14
KNUT Officials	16	16
Target Population	350	110

3.5 Research instruments

The researcher collected the data by use of questionnaires for secondary school teachers and interview guide for union officials. Orodho (2002) pointed out that questionnaires require less time, are less expensive and permits collection of data from a wide geographical area. The questionnaire for teachers contained both open and closed ended questions. The questionnaire (shown in appendix B) was divided into sections sub-sections according to each study objective. Also, the questionnaire obtained demographic data sought is on gender, age and qualification of the respondents. The interview on trade union officials was conducted using a structured interview guide where each official was issued with a set of closed ended questions to answer.

3.6 Validity of instruments

After designing the questionnaires, the researcher applied content validity test by first consulting her supervisors, who are experts in this area of study, to give recommendations on areas that needed improvement and the researcher

did the adjustments accordingly (Mugenda and Mugenda, 2003). Secondly, the researcher conducted a pilot study purposively involving two schools within the locale. The officials to be involved in the study were purposively selected and used to yield representative information about how teachers are influenced by institutional factors to join certain trade unions. Validity of the instruments was done to help limit biasness by the researcher– that is to avoid the instruments reflecting what an individual, in this case the researcher felt are the most important or relevant questions. Therefore, validity of instruments may be improved by the researcher making sure that the objectives of the study are defined and convenient in order to be comprehended by the respondents.

3.7 Reliability of instruments

The research employed the test-retest reliability. This is a measure of reliability obtained by administering the same test tool twice or over a period of time to a group of individuals (Mugenda and Mugenda, 2003). The results from time one and time two can be correlated in order to evaluate the test for stability over time. In this study, the questionnaires were administered to 5 secondary school teachers in Dagoretti District. This was repeated with the second administration coming one week after the first one. Then the researcher obtained the correlation coefficient to indicate the stability of the questionnaire items. The results were seen to be consistent. The validity and reliability of the research instruments was ascertained before going to the field.

3.8 Data collection procedures

Before collecting data, the researcher had to get a permit from the National commission for Science, Technology and Innovation (NACOSTI). The researcher also obtained an introductory letter from the University of Nairobi. This would enable the heads of institutions and other respondents to allow the researcher to collect data. The researcher visited all the schools sampled for research in Dagoretti District armed with these letters of introduction in support of 10 research assistants.

The researcher then introduced the topic and explained the assistance that she needed from the sampled teachers. The questionnaire was then distributed to the teachers to fill after the brief explanation by the researcher. The questionnaires were then picked up later at an appropriate and convenient time mutually agreed upon.

3.9 Data analysis techniques

Data analysis involves collecting detailed information about phenomena being studied and establishing patterns and trends from the collected information (Nachmias and Nachmias, 2006). In this study, data analysis involved analysis of both the qualitative and quantitative data. According to Nachmias and Nachmias (2006), qualitative analysis involves obtaining detailed information about phenomena being studied and establishing patterns and trends from the gathered information. After data collection, the data from the questionnaires

were summarized in excels spread sheet. Quantitative analysis is based on numerical measurement of specific aspects of a given phenomenon (Thomas, 2003). The qualitative data were organized into themes and coded appropriately. The data was analysed through excel and SPSS to establish descriptive and inferential statistics. The results of the analysis were presented in tables and figures such as pie charts and bar graphs. The results were used to answer the research questions and to write the study report.

3.10 Ethical considerations

The researcher ensured that the study upheld quality and also sought the consent of the authorities to go to the field. The confidentiality and anonymity of the respondents was observed and the participants were not forced but did it voluntarily.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents succinct report of the analysed data and interpretation of the same. Also, a discussion of each finding is included alongside each finding of the study.

4.2 Response rate

This study sought to establish the institutional factors that influence the Kenyan secondary school teachers' choice of a trade union. The target sample of the study was 80 secondary school teachers with semi-structured questionnaires and 14 KUPPET and 16 KNUT officials of Dagoretti district in Nairobi County for an interview using an interview guide, hence a total of 110 respondents. With the help of 10 research assistants, the researcher obtained 80 completed questionnaires and managed to interview 12 KNUT officials and 10 KUPPET officials. To this end, the study attained 93 percent return rate as shown in Table 4.1. This is sufficient return rate as research theorists such as Baruch (1999) suggest that a response rate of at least 55 percent is sufficient for social science studies.

Table 4.1 Study return rate

Respondents by category	Expected	Actual	Percentage
Secondary school teachers	80	80	100
KNUT officials	16	12	75
KUPPET officials	14	10	72
Total	110	102	93

Mugenda and Mugenda (2003) observed that a 50percent response rate is adequate, 60 percent good and above, while 70 percent rated very good. Table 4.1 shows the response rate of 93 percent which was deemed satisfactory by the researcher to represent the views of the targeted population.

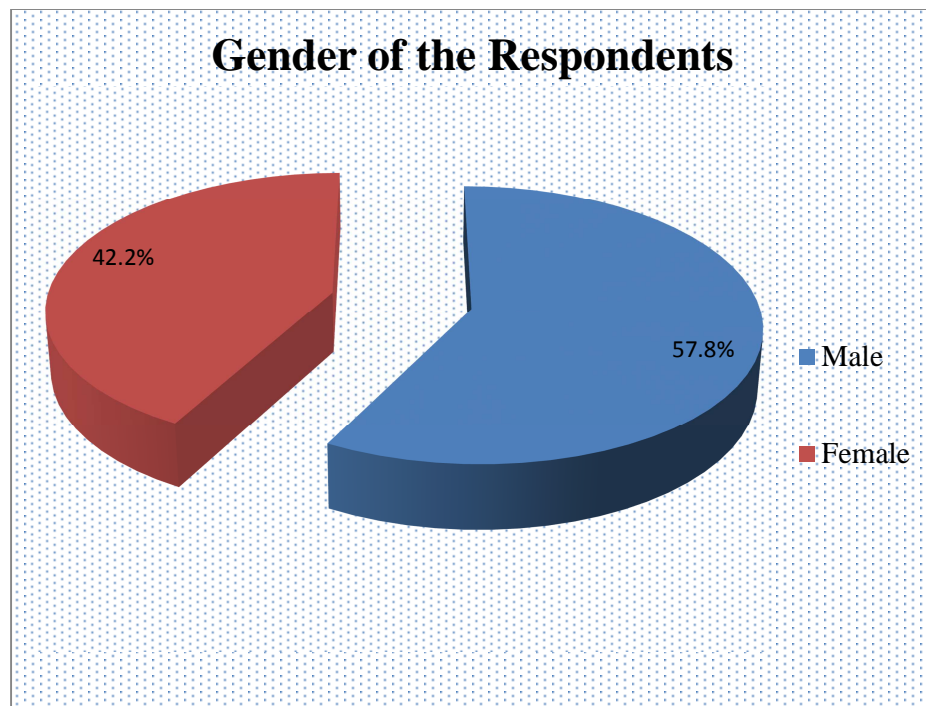
4.3. Background information

4.3.1 Gender of the respondents

This categorization was important because Kenyan education seeks and advocates for gender parity. Sessional paper no.1 (2005) advocates for the provision of education and training to all Kenyans so as to eliminate gender disparities between performance of the boy child and that of the girl child. Therefore, the study sought to find out the extent of affirmative action in teachers trade unionism in Kenya.

The researcher obtained the general information about the sampled respondents. Amongst them, 58 percent were male were 42 percent were female as shown in Figure 4.1.

Figure 4.1 Gender of the respondent



The findings above reveal that there was reasonable gender representation in the study hence the effect of disparity or possible inconsistency due to gender could not apply as the respondents came from both gender.

This study found some discrepancy between males and female in participation in the two main trade unions, that is the Kenya Union of Post Primary Education in Teachers and the Kenya National Union of Teachers. Firstly, there were more unionized males at 57.8 percent than their female

counterparts who stood at 42.2 percent as shown in the Figure 4.1. The study also found a number of probable reason for the scenario indicated above. The respondent pointed to cultural beliefs and practices, in the area of study that hinder females from actively participating in affairs of trade unions.

4.3.2. Age of the respondents

This section inquired on the age of the respondents to ascertain the age bracket that majority of the teachers' fall. The section also aimed at establishing teaching experience of the respondents. Caribbean Group for Cooperation in Economic Development (2004) reported that there is a growing tendency among young teachers to the labour market to question the current role and practices of the trade movement where some of the young adopt the view that they can have personal achievement without the intervention of the trade union. Therefore, the study sought to find out the extent to which the age category of the respondents has affected the secondary school teachers' choice of trade union in Dagoretti District. The findings are as shown in Table 4.2.

Table 4.2: Age of the respondents

Age bracket	Frequency	Percentage
18-24	2	2
25-30	14	14
31-36	30	29
37-45	50	49
Over 45 years	6	6
Total	102	100

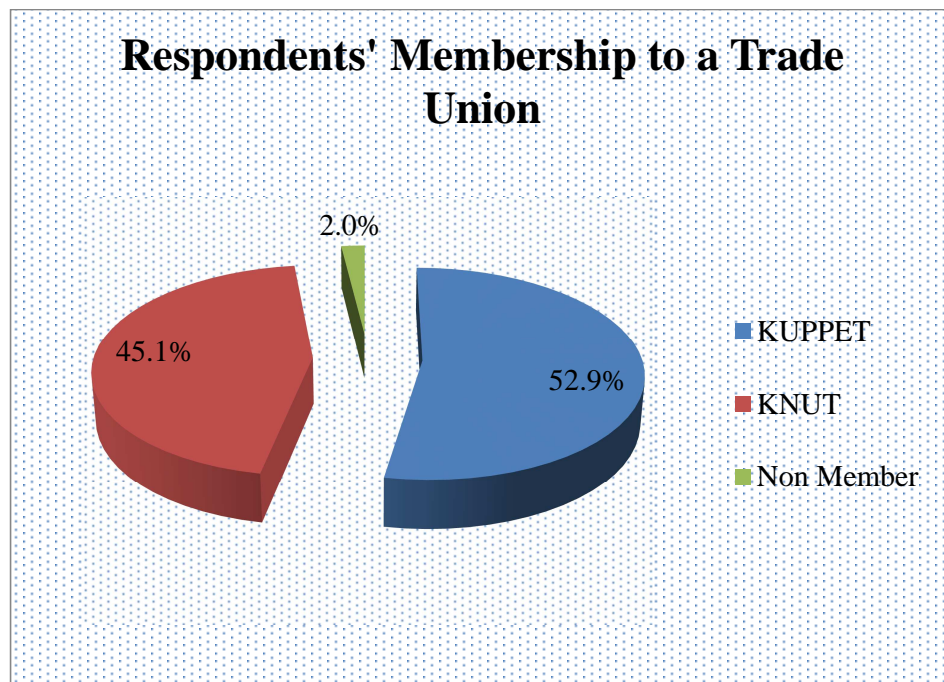
Results in Table 4.2 revealed that most of the respondents were of the age between 37-45 years and they comprised 49 percent. This implies that majority of the teachers sampled are aged and thus energetic and dedicated to deliver in the teaching profession.

Also, the researcher sought the experience of the sampled educationists in teaching. The respondents indicated their experience in teaching. On average, the respondents had an average experience of 12 years in the teaching profession. This is an indication that majority of the respondent had worked in the teaching profession for long and therefore had enough experience in responding to the issues sought by this study.

4.3.3. Respondents' union membership

Also, the researcher obtained the information regarding the union in which each of the respondent belonged to or whether they did not belong to one as yet. This was important to this study because secondary school teachers might decide to join the Kenya Union of Post Primary Education Teachers, he /she might decide to join Kenya National Union of Teachers while there are those who decide to remain un unionized. The findings were as shown in Figure 4.2.

Figure 4.2 Respondents' union membership



The findings in figure 4.2 shows that study obtained responses from educationists and officials from the two teacher's trade unions – KUPPET and KNUT, and only 2 of the respondents reached were not yet members of any

teachers' union. The two were employed on contract and they said that they would join KNUT in due time. In this view, the responses were appropriate and relevant in the sense that the views of members of the two unions would be captured. The ensuing section contains the findings as per each of the study objective.

4.4 Influence of numerical strength of unions on choice of trade union

The researcher sought to establish influence of number of members already in a union on union membership. The respondents were asked whether the number of union members already in a union had any influence on potential union members.

Table 4.3: Influence of numerical strength on union membership

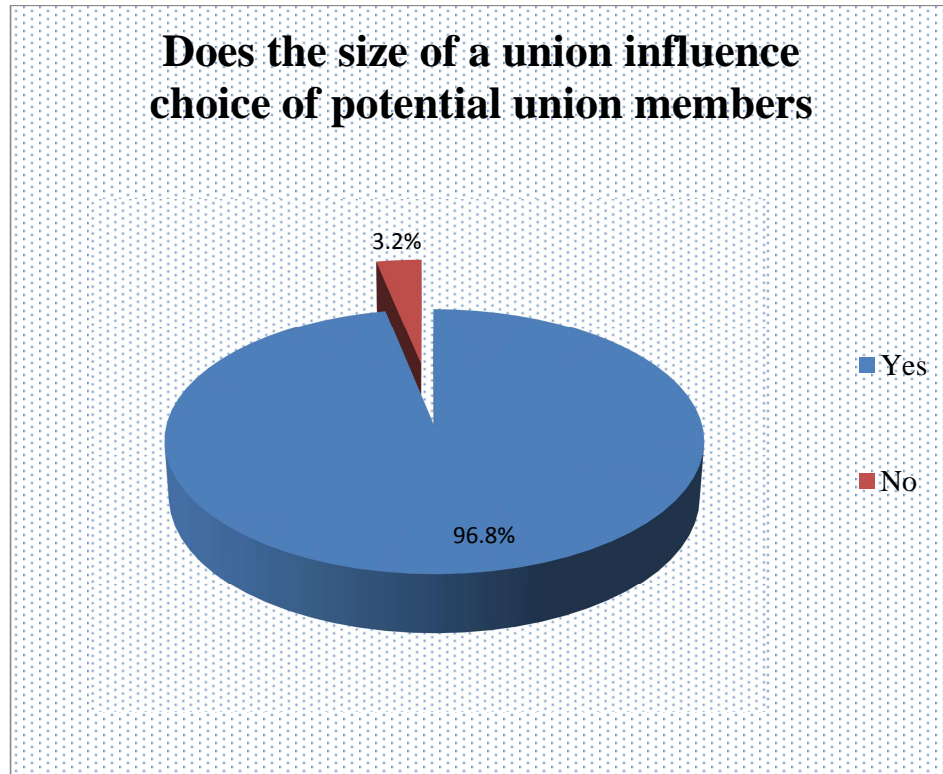
Influence of numerical strength on union membership		
membership	Frequency	Percentage
Numerical Strength of a trade union influences union membership	77	97
Numerical strength of a union does not influence union membership	3	3
Total	80	100

The results in Table 4.3 shows that 77 of the respondents (97 percent) of the respondents stated numerical strength of a union does influence union membership while 3 percent of the respondents stated that numerical strength

has no influence on union membership. Also, the respondents who felt that numerical strength of a union has an influence on a trade union said that they would join a union with bigger numbers because large numbers makes the union stronger in meeting the rights of their members. This was congruent with the conclusions of Hayter and Stoevska (2005) noted that the people in most developing unions are very socialized and friendly as they seek to support each other. Furthermore, they concurred that people can be influenced to join social groups that have more members. This explains why KNUT has more members and the reason why more teachers want to join KNUT rather than KUPPET. Apart from the warmth associated with more numbers, people feel that being in a union that has more membership can give them better bargaining power so that their rights can be heard.

In addition, the study sought to determine the extent to which numerical strength of a trade union influenced teachers' choice of trade unions. The findings were as shown in Figure 4.3.

Figure 4.3 Influence of size of a union on potential union members



These respondents from the findings above in Figure 4.3 pointed out that there is strength in numbers and those large unions are able to represent the need of members much better. This finding agreed with the results of a study by Schnabel (2012) who studied the trends of trade unions in developed markets and noted that unionization is positively related to public sector employment and size of the union.

Also, a study by Kirmanoğlu and Balevent (2011) notes that unions with large union membership are associated with greater bargaining power since bigger numbers equal to more voices, able to spread cost and tend to attract more

members since more voices can be heard by employers.

The respondents were asked to rate the importance of more numbers in a trade union in a Likert scale of 1-4 where 1 represented not at all, 2, to some extent, 3, to a large extent and 4, to a very large extent. The results were as shown in Table 4.3.

Table 4.4: Importance of numerical strength in a trade union

Importance of numerical strength in a trade union	Average rating in a Likert Scale 1≤4	Rating
Greater bargaining power	3.30	Large extent
Minimize discrimination	3.00	Large extent
Creates a sense of security	3.00	Large extent
Sense of belongingness	3.00	Large extent
Platform for self-expression	2.60	Large extent
Gives members a sense of participation	2.50	Some extent
Opportunity to relate with more colleagues	2.10	Some extent

The results shown in Table 4.3 shows that numerical strength of a union was rated highly as associable with greater bargaining power. Also the respondents rated that large numbers minimize discrimination, creates a sense of security, sense of belonging and provides a platform of self-expression. Also, the respondents felt that being in a large union gives them a sense of participation and have an opportunity to relate with colleagues. This finding concurred with

Durai (2010) who argues that the purpose of a trade union is to look into the grievances of wages and present a collective voice in front of the management. This means that greater bargaining power is a very important factor in influencing potential members into a trade union.

4.5 Influence of peer pressure on union membership

The researcher sought to establish the effect of peer pressure on union membership. In this regard, the respondents were asked whether they would join a union where their peers were members. The findings were as shown in Table 4.5.

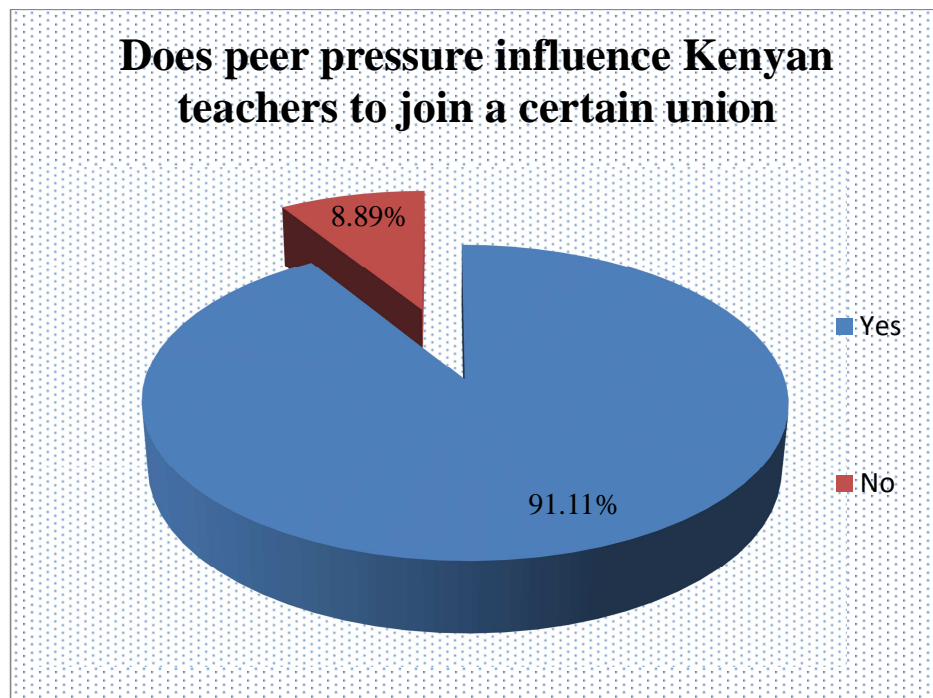
Table 4.5: Influence of peer pressure on trade union membership

Influence of numerical strength on union membership		
membership	Frequency	Percentage
Peer pressure does influence teachers to join a trade union	73	91
Peer pressure does not influence teachers to join a trade union	7	9
Total	80	100

The results revealed that most respondents 73 (91 percent) of the respondents stated that peer pressure does influence teachers to join a trade union while only 9 percent felt that peer pressure would not influence new members to join a union.

Brewster (2003) states that individuals are what they are because of the social role in which they belong; the result is that an individual can only be understood by placing him or her in a social context. This means that an individual will be influenced significantly by the group they associate with and in most cases they will act according to the groups influence. This explains why people prefer to join groups where their friends, colleagues or/and relatives are members. The results were as shown in Figure 4.4.

Figure 4.4 Influence of peer pressure and union membership

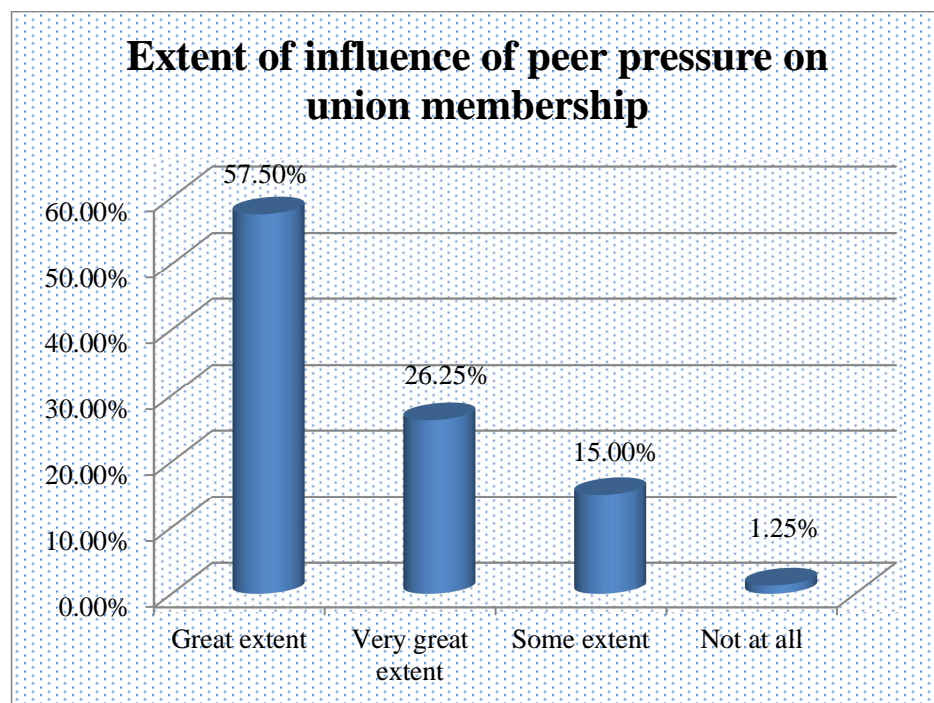


The results shown in Figure 4.4 above stated that teachers follow colleagues, sometimes with very little or no persuasion from colleagues. This finding concurred with Toubal and Jensen (2014) who noted that workplace union

density predicts the chance of a new employee joining a union. However, it is inconsistent with the views of Equalsoc (2014) who noted that there are many individual factors that increase or lower the propensity of an employee to join a labour union.

The respondents were also asked to rate the extent to which they would be influenced to join a union where their peers were members. The findings were as shown in Figure 4.5.

Figure 4.5 Extent of influence of peer pressure on union membership



The findings in Figure 4.5 shows that 58 percent of the respondents to a great extent would be under the influence of peer pressure to join union. The findings concur with the findings of Blanchflower and David (2007) who

noted that individual likelihood participation in a union increases when friends or relatives have a position in the union and if there was good cohesion within workplace. In Germany, for instance, Blanchflower and David (2007) noted that there is positive effect of companion weight inside the family on the likelihood to join the union.

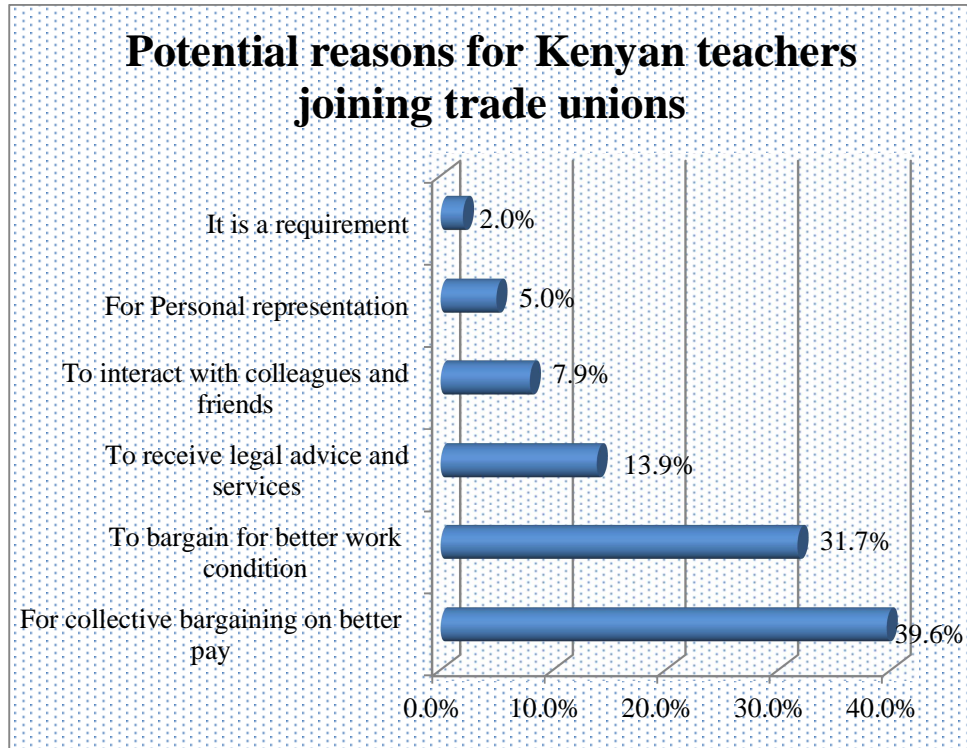
Also, Okumbe (2001) adds that people feel comfortable and at ease when they are locally organized and led by people they know, members rarely leave the groups and they have stronger bargaining power and larger peer pressure, hence higher participation. No wonder 98.75 percent of the respondents said that they can more easily join a trade union if close friends or/and colleagues were already in a Particular trade union. The finding also concurred with Ouma (2014) who established that peer pressure from colleagues was a reason why majority (67 percent) of the un-ionized teachers are considering joining KNUT.

4.6 Influence of union's responsiveness to its members' needs on union membership

The researcher sought to establish whether the responsiveness of a teachers' union to meet the needs of its members do influence Kenyan teacher's choice of a trade union. First, the respondents were asked to state the major needs that made them or that could influence them to join a teacher's trade union. Decenzo and Robbins (2010) outlined some of the reasons for joining unions as being higher wage and benefits, greater job security, influence over work rules, compulsory membership, and dissatisfaction with management.

Therefore this study sought to establish whether teachers joined trade unions because of the same reasons. The findings were as shown in Figure 4.4.

Figure 4.6 Potential reasons for joining trade unions by Kenyan teachers



The results of the analysis revealed that the respondents joined teachers' unions; for collective bargaining for better pay, for better work condition, to receive legal advice and services, to interact with colleagues and friends, for personal representation, and because it is a requirement respectively. Therefore, the results showed that teachers join trade unions because they majorly want bargain for better pay, better working condition, and to receive some legal advice and service.

Also, the chosen teachers compared KNUT and KUPPET on the basis of the one that they felt met the needs of their members. The results were as shown in Table 4.6.

Table 4.6: Which union is more responsive to its members needs

Teachers Union	Frequency	Percentage
KNUT	69	86
KUPPET	11	14
Total	80	100

The results revealed that most respondents 69 (86 percent) felt that KNUT is more responsive to the needs of its members while only 14 percent of the respondents rated KUPPET as being more responsive. The sampled educationists observed that KNUT is more vocal and its leadership is very aggressive to ensure that the needs of its members are met and their rights are not violated. This study concurred with the conclusions of Hirsch (2008) who noted that employees join union to collectively make grievances for a better pay and work condition. They hope that supporting the union would enable it to foster their interests more successfully. However, Jose (2000) noted that today's unions have quite digressed from their roles.

Also, the respondents were asked to rate in a Likert scale of 1-4 the extent to which they felt that their current trade union had met their needs and the results of their ratings were as shown in Table 4.7.

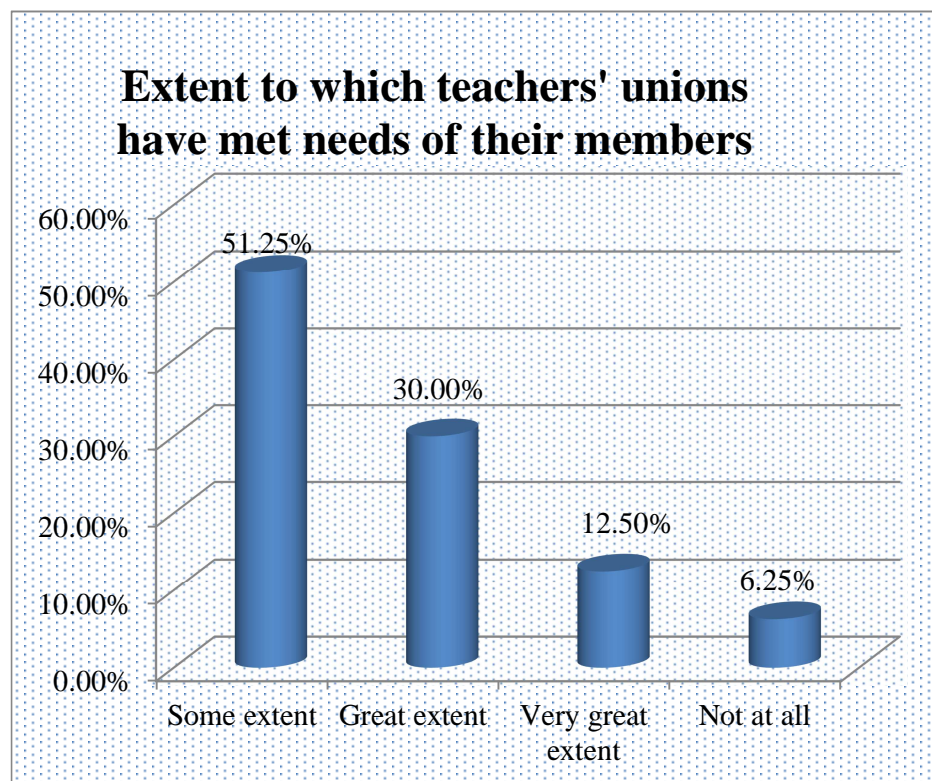
Table 4.7: Extent to which Kenyan teachers unions have met needs of Members

Extent to which Kenyan teachers unions have met needs of members	Average Rating in a Likert Scale 1≤4	Rating
Collective bargaining for better pay	3.13	Great extent
Collective bargaining for working environment and conditions	2.50	Some extent
Attainment of equality and equity at work	2.29	Some extent
Has offered legal advice and services	2.25	Some extent
Personal support and representation	2.13	Some extent
Attainment of better health and safety	1.75	Not at all

The study finding revealed that the respondents rated that Kenyan teachers unions have to a great extent met the need of the teachers. On the other hand, bargaining for better working condition, attainment of equality, offering legal advice and services and personal support and representation were rated to have been attained to some extent, while attainment of better health and safety were not attained at all. Equalsoc (2014) notes that union members come together because they have similar needs – lobby for better compensation and work place environment. According to Jose (2000) today’s unions have quite digressed from their roles.

The study further sought to establish the extent to which the Kenyan teacher's needs had been met in general. Each of the sampled teachers rated the extent to which their need had been met. The findings were as shown in Figure 4.7.

Figure 4.7 Extent to which Kenyan teachers unions have met needs of Members



The results shown in Figure 4.7 shows the sampled teachers felt that their trade union had met their needs to some extent, great extent, very great extent while 6.25 percent felt that their needs were not met at all. To this end, more than half of the respondent's needs were met to some extent. This is to a great extent consistent with the findings of Kirmanoğlu and Balevent (2011) who

noted that while workers have more needs today which unions should participate to solve, most union officials have been busy supporting political works.

The trade unions have more difficulties today and hence the leaders should rethink their strategies (Ouma, 2014). Chris (2010) reiterated that the unions' coordination, methods, frameworks and exercises to render authoritative, specialized and representational administrations to its members are essential to retain and attract members. This also influences whether a member will leave the union to another or whether members will move in favour of a union. Furthermore, unions are organizations owned by members for a mutual interest; to foster for their employment rights.

4.7 Influence of trade union's strategies on teachers choice of trade unions

Kenya Union of Post Primary Education Teachers split from Kenya National Union of Teachers reducing its numerical strength. Due to this, both teachers' trade unions have been in competition reviewing their strategies with the aim of attracting more membership.

The researcher sought to establish the strategies used by the Kenyan teachers' unions and the effectiveness of the used strategies in attracting new members. The respondents were asked to rate the extent to which their union used the strategies shown in Table 4.8 in a Likert scale between 1-4 and the findings were as shown.

Table 4.8: Strategies used by Kenyan teachers unions to attract new members

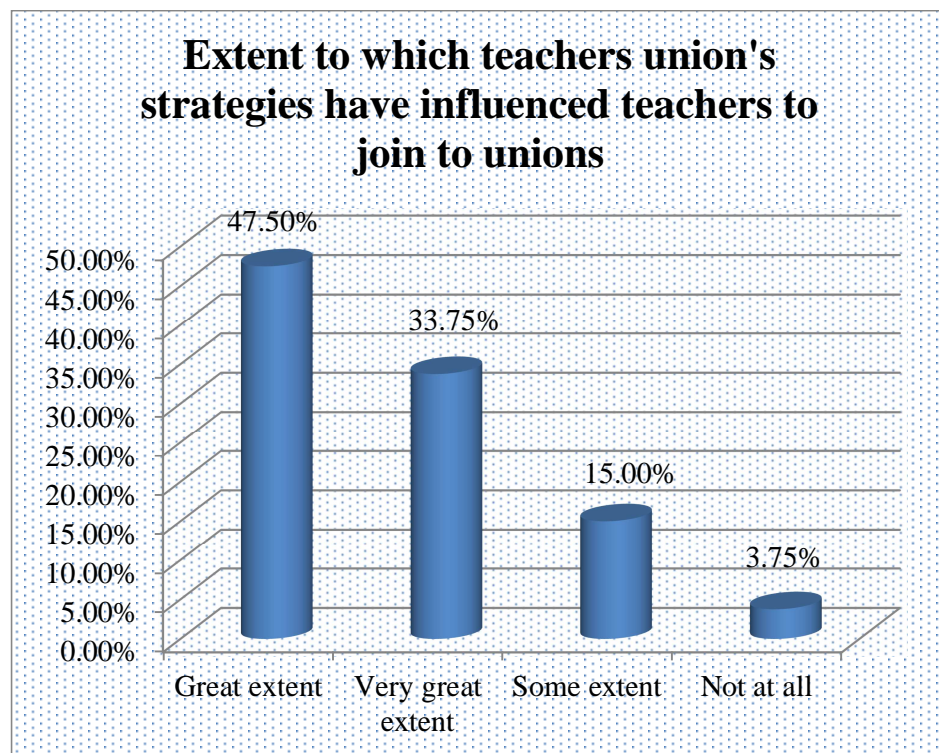
Strategies used by Kenyan unions to attract new members	Average Rating in a Likert Scale 1≤4	Rating
Use Local union leaders	3.07	Great extent
Encourage current members to be ambassadors at the local level	3.01	Great extent
Involve the members as much as possible – make them active	2.53	Some extent
Advertisements	2.06	Some extent
Use young leaders for more influence	1.42	Not at all
Ensure to have many events	1.34	Not at all
Free membership and voluntary contribution	1.08	Not at all

The results shown in Table 4.8, shows that Kenyan teachers’ unions use; grass root level union leaders and current members as ambassadors to a great extent to attract new members. They also involved the members to make them active as well as advertisements to some extent to attract new members. However, use of young leaders, holding of many events as well as free membership and voluntary contribution were not used as strategies to influence more membership. Use of local leaders and mobilizing members from the grass root level through current union members is an effective strategy in most labour unions (Durai, 2010). However, the findings were inconsistent with the

conclusions of Okumbe (2001) who noted that trade unions should incorporate young leaders to help them attract new members into the union. He noted that this is essential since the concepts of inclusion have become essential today.

Also, the respondents were asked to rate the extent to which they were influenced by the strategy of their trade union to join the teacher's union. The findings were as shown in Figure 4.8.

Figure 4.8 Influence of union's strategies to attract new members



The findings shown in Figure 4.8 reveals that majority of the respondents felt that the union's strategies had influenced them to a great extent, very great extent and some extent, while some felt that the union's strategies were

irrelevant in influencing their decision to join a teacher's union.

The results from the structured interview concurred with the findings of the questionnaire. The interviewed union officials said that people join unions for collective bargaining power for rights and to have a sense of belonging – a need for social interaction. They felt that the unions had made great strides in fighting for teachers' rights citing that Kenyan teachers' salaries and allowances have improved over time. They added that only a few union members had left unions citing dissatisfaction due to less involvement and union's inability to meet their needs. The union officials noted that teachers unions need to heighten the needs of members involve the members much more, provide legal services and civic trainings.

This finding concurs with the conclusions of Ouma (2014) who noted that while people want to join unions which can involve them much more, at least according to findings, the fees charged is a key factor. Bailey et al. (2009) noted UK trade unions view the issue of recruiting young people as essential and have set strategies to attract and develop young innovative individuals even in leadership positions. However, since experience is essential in order to effectively lead a trade union, an amalgam is appropriate. Furthermore, Ouma (2014) identified that membership fees should be managed since his finding noted that the participants who are yet to join a teachers union would consider joining KUPPET because of the slightly lower membership and monthly subscription fee.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a succinct summary of the study and the conclusions as per the study objectives. It also provides the recommendations of the study in relation to the findings of the study.

5.2 Summary of the study

This study sought to determine the institutional factors influencing secondary school teachers' choice of trade unions in Dagoretti District of Kenya. This is because despite the fact that there are two teacher trade unions which teachers can choose to join, there is still a number of them who are non-unionized despite the obvious benefits expected to be achieved by members of trade unions.

The study has 5 chapters, 1-5. Chapter one introduces the background of the study, states the problem of the study, and itemizes the study objectives and research questions. Chapter two contains literature review including a theoretical framework – a relevant theory about this study, and empirical literatures – summary of past studies on the topic of consideration. Also, the chapter contains the conceptual framework diagram. Chapter three contains the methodology of the study. It details down the research design, and

methods used to collect data as well as conduct the analysis for the purpose of answering the research questions. Chapter four contains summary of the study results together with discussions of the findings which has been done immediately after explanation of each findings. Chapter four summarizes the main findings, gives a conclusion and recommendation drawn from the study findings.

This study sought to establish the institutional factors that influence the Kenyan secondary school teachers' choice of a trade union. The study was guided by 4 study objectives which includes; to determine the influence of numerical strength of a union on secondary school teachers' choice of trade unions, to determine the extent to which the unions' responsiveness to members' needs influences secondary school teachers' choice of trade unions, to determine the extent to which peer pressure among teachers in secondary schools influences their choice of trade unions, and to establish the influence of effectiveness of Kenyan trade union strategies in influencing secondary school teachers' choice of trade unions.

The study followed a descriptive survey research design and used primary data obtained through semi-structured questionnaires and interview with aid of a structured interview guide. The target sample of the study was 80 secondary school teachers from 12 public schools in Dagoretti district, and 14 KUPPET and 16 KNUT officials of Dagoretti district hence a total of 110 education officers.

With the help of 10 research assistants, the researcher obtained 80 completed questionnaires and to interview 12 KNUT officials and 10 KUPPET officials hence attained 93 percent response rate. The obtained results were organized in excels and analysed using excel spread sheets and SPSS. The analysis included establishing the comparative statistics such as percentages and averages. On average, the sampled respondents had an average of 12 years' experience in teaching. Also, 58 percent were male and 43 percent female. Also, 53 percent of the teachers were members to KNUT, 45 percent were KUPPET members while 2 percent did not belong to any union.

The study concluded that teachers joined trade unions because they majorly wanted bargain for better pay, better working condition and to receive some legal advice and service. The findings revealed that these members' needs led them to joining trade unions that have strong numerical strength because it is associated with strong bargaining power. The secondary school teachers joined a particular trade union as a result of influence from colleagues.

Also union's grass-root marketing did influence the teachers to join a particular trade union. The teacher's major aim is to be in group where colleagues are members and can therefore strongly demand for their rights and can be heard now that they are in a group. To this end, the more the number of the union members, the stronger the union and the greater it's bargaining power which helps the teacher's rights to be heard. The study recommends that there is need for the teachers' trade unions to rethink their strategies in order to motivate more members, meet the needs of its members, and

empower their members with more services in order to motivate them. It is suggested that a similar study involving secondary school teachers be carried out in this district.

5.3 Major Findings of the Study

5.3.1 Influence of Numerical Strength of a teachers union on union Membership

Regarding the influence of numerical strength of a teachers union on union membership, 96.8 percent of the respondents said that potential union member's choice can be influenced by the size of union while only 3.2 percent said that size of a union is irrelevant. Also, the respondents highly related numerical strength of a union associating it with greater bargaining power, sense of security and participation, and that their voice can be heard more easily than in small unions.

5.3.2 Influence of Unions' Responsiveness to Members' needs on union Membership

Regarding the influence of unions' responsiveness to members' needs on union membership, the results revealed that 39.65, 31.7, 13.9, 7.9 and 5.0 percent of the respondents joined teachers' unions; for collective bargaining for better pay, for better work condition, to receive legal advice and services, to interact with colleagues and friends and for personal representation. Also, the sampled teachers rated that the union had to a great extent met the need of

the teachers. Further, 51.25, 30, and 12.5 percent of the sampled teachers felt that their union had met their needs to some extent, great extent, very great extent while only 6.25 percent felt that their needs were not met at all.

5.3.3 Influence of Peer Pressure among teachers on union Membership

Regarding influence of peer pressure among teachers on union membership 91.10 percent of the respondents said that they would prefer to join a trade union where their peers were already members while only 8.9 percent said they would not. Also, 57.50 percent, 26.25 percent and 15.0 percent of the respondents rated that teachers would be influenced to a great extent, very great extent and some extent respectively to join a trade union.

5.3.4 Influence of the of teachers unions' recruitment Strategies on union Membership

Regarding the influence of the strategies of teachers unions on union membership the results revealed that Kenyan teachers unions use; grass root level union leaders and current members as ambassadors to attract new members. They also involved the members to make them active. However strategies such as; deliberate use of young leaders, free membership and voluntary contribution were not used to influence more membership. Also, 47.5 percent, 33.75 percent, 15 percent of the sampled respondents felt that the union's strategies have been effective and have influenced teachers to a great extent, very great extent and some extent to join teachers unions.

5.4 Conclusions

The study concludes that numerical strength does influence teachers to join a union since most teachers said they would favour a large union over a smaller one since unions with large membership are associated with greater bargaining power and tend to attract more members since more voices can be heard by employers.

This study also concludes that a union that is more responsive to meet needs of its members would attract more new members. Therefore, the results showed that teachers join trade unions because they majorly want bargain for better pay, better working condition, and to receive some legal advice and service.

Regarding influence of peer pressure among teachers on union membership, this study concludes that teachers are influenced to join unions where their colleagues are already members. Lastly, this study concludes that Kenyan teachers unions have been effective in recruiting and retain members. This is through the use of local leaders and mobilizing members from the grass root level through current union members.

5.5 Recommendations

Based on the findings, the study recommends the following:

Kenya Union of Post Primary Education Teachers should find a way of attracting more members in Dagoretti District. The study recommends that this

can be done by the union identifying and recruiting the non-unionized secondary school teachers.

The study further recommends that recruitment of new members should be emphasized at the local level. The local leaders should be empowered – financial facilitation, trainings and with right information and encouraged to champion the good message as regards the union at the local level.

Also, the study recommends that the unions should aim to meet the needs of members as much as possible since satisfaction of the members means more retention and participation in the affairs of trade unions. Structures through a local member can air their views to the union should be clear and well communicated so that all union members knows who to contact and the matter should be expedited.

Further, the study recommends that the unions should aim to empower their members with much more services including legal services and civic trainings. This can be done through forums at the local level. The teachers should be informed of their very rights as well as the requirements for effective bargaining and functioning of the teachers with their employer.

Lastly, the unions' leadership should rethink their strategies in order to overcome the ever changing labour environment. Inclusion of youth in leadership can be a good strategy to increase their aggression and to attract the newly employed teachers. Also, young teachers who are reluctant in joining

trade unions should be encouraged to join trade unions. This can be done by trade unions revising their policies in order to address the issues related to the young teachers.

5.6 Suggestions for further research

The following are suggestions for further studies:

- i. A similar study should be carried out in other counties to find the institutional factors influencing secondary school teachers 'choice of unions in these locations.
- ii. A study on the service delivery Kenya Post Primary Education Teachers in Dagoretti District should be carried out to evaluate the effectiveness of service delivery in the union.
- iii. Future studies should also specifically focus on the appropriate strategies of growing new unions
- iv. Lastly future studies should probe deeper on the influence of income levels as well as job titles held in teaching profession on the union membership.

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APPENDICES

Appendix A: Letter of Introduction

Mburu Caroline Watiri

University of Nairobi

Department of Education Administration and Planning

P.O. Box 92

Kikuyu

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student at University of Nairobi pursuing a Master's Degree in Education(Corporate Governance).I am carrying out research for my project work on Factors Influencing Teachers' Choice of Trade Unions in Public Secondary Schools in Dagoretti District, Kenya.

I am kindly requesting your participation in this survey. Your identity as a respondent will be treated as confidential and will only be used for academic purposes. Please feel free to supply all relevant information.

Thank you.

Yours faithfully,

Mburu Caroline Watiri.

Appendix B: Data Collection Instrument-Questionnaire for Teachers

The questionnaire is divided into four sub sections and I would be happy to have all the subsections completed. Guidelines on filling out the questionnaire have been provided for your ease and convenience. This will take you 15-30 minutes. Again, thank you for your time. Please feel free to supply all relevant information.

Section A: Personal Profile

1. The name of the school (optional)
2. How many years have you worked as a secondary school teacher?
(indicate in figures)

.....Years

3. What is your Gender: Male () Female ()
4. Age bracket. Please tick below as appropriate
A. 18 – 24 years () B. 25 – 30 years ()
C. 31 – 36 years () D. 37 – 45 years () E. Over 45 years ()
5. Are you a member of a trade union? Yes () No ()

If yes, which one.....

Section B: Effect of Numerical Strength of Unions on Unionization

6. (a) In your opinion, does the number of members of a trade union matter to members?

Yes () No ()

6. (b) Please explain your answer in 7. (a) above.

.....
.....
.....

7. (a) Which trade union would you prefer?

i. One with as many members as possible ()

ii. One with fewest members as possible ()

7. (b) Please explain the reason for you answer in 7. (a)

.....
.....
.....

8. (a) Do you think big numbers are important in your current trade union?

Yes () No ()

8. (b) Please explain your answer in 9. (a) above

.....
.....
.....

9. Please rate the extent to which you agree that numerical strength of a trade union do positively influence the following aspects of a trade union. Please tick once for each aspect.

	Importance of Numerical Strength in a trade union	Not at all	To some extent	To a large extent	To very large extent
9.1	Greater Bargaining Power				
9.2	Minimize Discrimination				
9.3	Creates a sense of Security				
9.4	Gives members a Sense of Participation				
9.5	Sense of Belongingness				
9.6	Platform for self-expression				
9.7	Better relationships				
9.8	Other.....				

Section C: Effect of Peer Pressure on Union Membership

10. (a) In your opinion does peer pressure influence Kenyan teachers to join trade unions? Yes () No ()

10. (b) Please explain your answer in 10 (a) above.

.....

11. In your opinion, what is the role of peer pressure in building strong trade unions in Kenya?

.....

12. In your opinion please rate the extent to which the following aspects are

the reasons why Kenyan teachers join their current trade union.

	When Kenyan teachers join trade unions	Not at all	To some extent	To a great extent	To very great extent
1	For collective bargaining on pay				
2	To receive legal advice and services				
3	For Personal representation				
4	To interact with colleagues and Friends				
5	For Information through friends				

13. (a) Would you join and participate in a trade union simply because majority of your friends or fellow teachers are members in that union?

Yes () No ()

13. (b) Why

.....

Section D: Effect of Union’s Response to its Members Needs on union

Membership

14. Please list 5 needs that trade unions should meet for the teachers in the order of importance. Where i. is most important

- i.
- ii.

- iii.
- iv.
- v.

15. To what extent do you agree your current trade union has met the following needs for its union members? **Scale: 1 = Not at all, 4 = To a very great extent.** Please tick one.

		Not at all	To some extent	To a large extent	To a very large extent
1	Collective bargaining on pay				
2	Collective bargaining on working environment and conditions				
3	Has offered Legal advice and services				
4	Personal support and representation by union officials				
5	Attainment of better Health and safety				
6	Attainment of Equality				

16.a. In your opinion, has your current trade union met the general needs of the workers in a trade union. Yes () No ()

(b) Please explain your answer in Why 16.(a) above

.....

.....

.....

18. In a scale of 1-4 rate the extent to which your union has met the needs of its members.

	Extent to which the union has met needs of members	Not at all	To some extent	To a great extent	To a very great extent
1	My trade union has met needs of its members				

Section E: Effect of Strategies Used by Trade Unions to Attract Members on Membership

20. What are the strategies that influenced you to join your current union?

.....

21. In a scale of 1-4, rate the extent to which you agree with the following statements. (Where 4 is verily agree, 3 is quite agree, 2 is agree and 1 don't agree) Please tick appropriately.

I am in the current trade union because the union	Verily Agree	Quite Agree	Agree	Don't Agree
1. has affordable membership fees				
2. has attractive number of members to attract other members				
3. meets the interests of its members satisfactorily				
4. has policies ad strategies that are quite attractive to a new member				

22. In your opinion, how would having youth in leadership of trade unions affect the Kenyan trade unions membership? (Would increase or decrease)

.....

23. To what extent are the following strategies used by your current union to attract new members? Tick appropriate

	Strategies of attracting more union members	1. Not at all	2. To some extent	3. To a great extent	4. To a very great extent
1	Free membership and voluntary contribution				
2	Use Local union leaders				
3	Encourage current members to be ambassadors at the local level				
4	Advertisements				
5	Target key people for recruitment				
6	Ensure to have many events				
7	Involve the members as much as possible – make them active				

24. In a scale of 1-4 as indicated below please rate the extent to which the following variables do influence union membership.

	Extent to which the applied strategies do influence union membership	1. Not at all	2. To some extent	3. To a great extent	4. To a very great extent
1	Meeting the needs of members does attract more new members				
2	My current union's strategies do influence more members to join the union.				
3	Peer Pressure by current union members does influence new members to join the union				
4	The numerical Strength of a trade Unions does influence new members to join the trade union				

Thanks for your Participation!

APPENDIX C: DATA COLLECTION INSTRUMENT – INTERVIEW GUIDE FOR UNION OFFICIALS

The interview guide has seven questions in relation to the objectives of the study. I would be happy to have all questions answered. Thank you for your time.

1. In your view what are some of the factors that influence teachers into a trade unions in Kenya?

2. In your opinion what role does peer pressure by current union members have in influencing new members to join the union? Please expound your answer.

3. In your opinion, have the Kenyan trade unions met the needs of their members? Please expound your answer

4. What is the role of the numerical strength of a trade Union in influencing new members to join the trade union? Please expound your answer

5. Are there instances where trade union members leave the union because their needs have not been met? Please expound your answer

6. What are the key strategies that teachers trade unions have employed to attract more teachers into the unions. Please expound your answer

7. Have they done enough to attract teachers and retain them into the trade unions? What strategies do you suggest should be employed to attract and retain teachers into trade unions?



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Date:

31st July, 2015

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Mburu Caroline Watiri
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RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Institutional factors influencing teachers choice of trade unions in public secondary schools in Dagoretti District Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **4th December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.



