

UNIVERSITY OF NAIROBI
FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**IMPLEMENTATION OF TRADE UNION EDUCATION (TUE) IN TERTIARY
INSTITUTIONS: A CASE STUDY OF UNIVERSITY OF NAIROBI**

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DECLARATION

Declaration by the Student:

I, the undersigned, declare that this research project is my original work and that it has not been presented for any academic credit in this, or any other university:

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DEDICATION

I dedicate this project to my family for their love and support.

ACKNOWLEDGEMENT

I give thanks and glory to the Almighty God who has been with me through the process of this research. Further, this research project would not have been possible without the invaluable and generous contributions of numerous individuals.

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ABBREVIATIONS/ACRONYMS

CAE	:	College of Architecture & Engineering
CAVS	:	College of Agriculture & Veterinary Sciences
CBPS	:	College of Biological & Physical Sciences
CEES	:	College of Education & External Studies
CHS	:	College of Health Sciences
CHSS	:	College of Humanities & Social Sciences
COTU-K	:	Central Organization of Trade Unions, Kenya
ETUI-REHS	:	European Trade Union Institute for Research, Education and Health and Safety
FKE	:	Federation of Kenya Employers
GLUN	:	Global Labour University Network
GTUC	:	Ghana Trade Union College
GUF	:	Global Union Federation
ICFTU	:	International Confederation of Free Trade Unions
ICFTU	:	The International Confederation of Free Trade Unions.
ICFTU-AFRO	:	African Regional Organization of the ICFTU
ILO	:	International Labour Office/Organization
KEWU	:	Kenya Engineering Workers Union
KHAWU	:	Kenya Hotels and Allied Workers Union
KNUT	:	Kenya Union of Primary Teachers
KUDHEIHA	:	Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers
KPAWU	:	Kenya Plantation & Agricultural Workers Union

KUNOPPET	:	Kenya Union of Pre-primary Education Teachers
KUPPET	:	Kenya Union of Post Primary Education Teachers
KUSU	:	Kenya Universities Staff Unions
LCC	:	Labour College of Canada
MLI	:	Mongolian Labour Institute
NLC	:	National Labour College
OATUU	:	Organization of African Trade Union Unity
PANAF	:	Pan-African Workers' Education Program
SCTU	:	Swedish Confederation of Trade Unions
SCP	:	Study Cycle Program
TMLC	:	Tom Mboya Labour College
TUC-K	:	Trade Union Congress of Kenya
TUE	:	Trade Union Education
UASU	:	University Academic Staff Union
UoN	:	University of Nairobi
UTAL	:	University of Latin American Workers

ABSTRACT

Trade union education plays a key role in strengthening TUs by focusing on challenges facing the labour movement. Its underlying principle is that high quality education is not only a right that should be accorded to trade unionists but also a necessary prerequisite for building strong, independent and democratic TU movement in the country. However, concerns have been raised over the educational activities of TUs and whether their implementation is a reality despite the fact that the current TUs are weak, non independent, un-democratic, and industrial relations in the country is poor. In fact, trade unionism is seen by some to be in terminal decline and no longer relevant to an advanced society, with calls for alternatives to TUs. Despite training being one of the union's mandate, most unions do little to execute it. In that regard, this research sought to assess the implementation of TUE in Tertiary Institutions using UoN as a case study. Specifically, the study investigated the level of awareness of the trade unionists on TUE, perceptions held by Trade Unionists towards TUE and challenges facing the implementation of TUE programs. The study adopted a descriptive survey research design whose target population comprised of 1,201 union members and 18 union officials from CAVS and CPBS at UoN. The study purposively sampled 12 TU officials and 120 TU members using systematic random sampling method. Data was collected using questionnaires and analyzed both thematically and descriptively using MS Excel and Statistical Package for Social Sciences (SPSS). Findings indicated low levels of awareness on TUE which is an indication of lack of TUE programs. The study found positive perceptions towards TUE with some elements of negative perceptions which could be due to lack of awareness. The reported TUE implementation challenges were: corruption in the labour movement, poor style of union management, lack of training opportunities and training policies. The overall conclusion of the study was that there is lack of TUE and that what unionists refer to as TUE are 'kamukunji' meetings which do not have the characteristics of TUE. It was clear from the responses that TUE at the UoN was low/inadequate and that some unions did not have them at all. This study therefore recommends that union officials need to take TUE matters seriously by organizing and attending trainings instead of consistently complaining about low attendance of meetings without employing remedial measures. They should involve members in the development of TUE programs and take advantage of free TUE programs such as the study cycle program. That effective TUE would serve as a major vehicle for TUs to justify and sustain their existence so as to improve industrial relations in the country.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

A widely held view of Trade Unions (TUs) is that they were originally set up to defend workers terms and conditions of employment. However, TUs, like any other organization require training and development to contribute to the achievement of their objectives and goals (Kipchumba, et. al. 2013). Many unions provide basic Trade Union Education (TUE), more specifically, negotiation skills, basic literacy and numeracy skills to their members (Stewart, 2011). Trade Union Education, therefore, applies to training of activists, shop stewards, and leaders in order to cultivate union faithfulness to its ideals and principles, its growing strength, constant adaptation to new realities and its durability (Stewart, 2011). Trade Union Education, therefore, offers a unique training which takes as its starting point, problems faced by workers. Its content is very different from school curricula, and its teaching methods are also unique. It's group-oriented (as compared to individual-centered approach by schools and universities), is usually implemented by the TUs and financed to a large extent, by trade unionists dues (Cunniah, 2007). Thus, TUE should not be like going back to school: it is based on the union belief that we should build on the ideas and experiences of members by working collectively, in small groups, to find solutions to our problems at work and in the union (Cave, 2010).

Apart from being a tool at the disposal of unions, TUE is also the 'laboratory' in which activists cook up new ideas for mobilizing, so as to face problems encountered at the work place, and/or those that are of general concern to workers (Cunniah, 2007). It is a precious investment, and trade unionists know how important it is to invest in training. It is through union education that working people learn to be unionists. Chikuta (1987) asserts that "if it could be recognized by all TUs that a well-educated and informed membership makes a strong TU, all TU policy makers

and administrators would take TUE work more seriously as a means of strengthening their own TUs". It is often said that a union is only as strong as its members - without their (members') participation at the workplace, and their willingness to go on strike, or take some other forms of industrial action; a union would be in a weakened position regardless of the employer's position. Thus, TUs need well educated and informed membership to enhance good industrial relations.

Recognizing the importance of TUE, the Central Organization of Trade Unions, Kenya (COTU-K) governing council established the Tom Mboya Labour College (TMLC) to serve as a centre for high quality TUE for trade unionists. This was necessitated by the fact that workers education not only creates the foundation for improved individual's well being, but also serves to promote the goal of efficient collective bargaining, thus enhancing the country's industrial relations system. The underlying principle is that high quality education is not only a right that should be accorded to trade unionists but also a necessary prerequisite for building a strong, independent and democratic TU movement in the country (TMLC Strategic Plan, 2010-2015). However, despite the existence of TMLC, the current TUs are weak (Anyango et. al., 2013), non independent (Ghai and McAuslan, 1970), un-democratic (Musandu, 2007), and lacking in harmonious Industrial relations (Muthamia, 2003; Turner, 1966). Based on the above assumptions, one could infer that either there is lack of TUE or that there are challenges facing its effective implementation. As unions struggle to cope with the challenges of the global economy, a certain measure of their success will depend on the learning initiatives, involvement and the breadth of knowledge promoted by their educational strategies (Forester, 2005).

Since July 1977, COTU (K) has been running Study Cycle seminar Program (SCP) with the assistance of the Swedish Confederation of Trade Unions (SCTU). The study cycle program was born out of the firm commitment by TU leaders in Africa to render one of the most important services to their members – education. Their activities are centered mainly on two major issues

namely: promotion of unity among the African TU movements at national and continental levels and empowerment of union members through education and training. This program has continued to achieve unique results in strengthening TU unity, solidarity and internal democracy in Africa. It has also become a training ground for TU members, some of whom have risen to top TU leadership positions (COTU Basic Training Manual, 2012). However, in spite of the existence of this program, press and media reports indicate that union solidarity and democracy is lacking among the trade unionists as evidenced by the battles between Kenya Union of Post Primary Education Teachers (KUPPET) and Kenya National Union of Teachers (KNUT). Not to mention the supremacy battles between the Trade Union Congress of Kenya (TUC-K) and COTU-K (Daily Nation, 26/6/2013; The Standard Newspaper, 21/6/2013; 3/7/2013, and Daily Nation, 19/2/2014). These observations/reports could be an indication of ineffective TUE programs.

While many TUs around the world have embraced the need for education to achieve sustainability, only limited progress has been made on any level. A recent study of TUs in Africa by Kulosopa, et. al. (2010) found that most unions prioritize education and training in their strategic plans and that most of this training is largely short-term and donor driven; covering topics that range from basic trade unionism to globalization. Enshrined in their constitutions is the need to establish an Education and Research Committee, whose primary responsibility is to educate union members on trade unionism through seminars and the distribution of literature on trade unionism. The study further revealed that the Education Committees hardly ever fulfill their mandate due to financial constraints, among others. Consequently, the level of ignorance on trade unionism remains very high and growing in most countries particularly among the younger generation of African workers and potential union members. It is, however, not clear whether the state of affairs is due to limited finances or lack

of awareness on the part of members about the existence and benefits of these programs or their negative perceptions towards TUE.

Yet, as TUE continues to receive less attention from the unionists, critics of TUs say that lack of education makes the workers narrow-minded, and prevents them from taking long-term views of labour issues (Aluchio, 1998). Thus, anything which does not result in an immediate reward, becomes unattractive to them. The critics further allege that this attitude is responsible for most of the strikes and lock-outs in industrial concerns (Boru, 2013). The Kenya Labour Commissioner's Annual Report (2012) indicates that 17 strikes were reported in the private and public sectors, involving 4,694 employees and loss of 51,588 man-hours. These strikes resulted in loss of revenue and affected economic growth projections in both the immediate and long term. Aluchio (1998) contends that most of the disputes that culminate in strikes in Kenya arise out of the "Rights issues". This is so because workers get agitated upon the realization that the employers deny them their rights. Similarly, low levels of education and lack of knowledge in industrial relations amongst the workers is a contributing factor. The unionists are unable to comprehend and reason adequately about their rights, especially around the negotiation table (Aluchio, 1998). In most cases, TU members rely heavily on their union officials who are generally inadequately trained in industrial relations procedures and settlement of industrial disputes (Muhia, 2013).

With the current calls for alternatives to trade unionism (Mwamadzingo and Seleshando, 2003; Hess, 2008; Odek, 2005; Marsh & Ryan, 2006), the need for vibrant and effective workers' unions has never been more crucial - the future calls for smart and responsive TUs. The need to address deficiencies in TUE in order to meet the growing demand for effective TUs is of utmost urgency. This study therefore, attempts to investigate the issues surrounding the implementation of TUE programs in tertiary institutions using a case study of the University of Nairobi (UoN).

1.2 Statement of the Problem

Trade union education plays a key role in strengthening TUs by focusing on challenges facing the labour movement (Cunniah, 2007; Chikuta, 1987). It is a strategic tool for building strong, independent, democratic and representative TUs that can respond to the challenges imposed by globalization. Thus, many unions from different parts of the world have their own educational programs and facilities (Forester, 2005) which trains thousands of trade unionists in the basics and techniques of collective bargaining, rights at work, equality, TU recruitment and organizing methods, among others. In terms of the underlying power of any individual TU, education has been regarded as prerequisite (~~Workers originally formed unions to protect themselves from intolerable work conditions and unfair treatment from owners and managers. According to Flippo (—) a labour union or trade union is an organization of workers formed to promote, protect and improve, through collective action, the social, economic, and political interests of its members. They are organizations that are based on membership of employees in various trades, occupations and professions where focus is the representation of members at the workplace in the society. It's growing strength, constant adaptation to new realities and, last but not least, its durability.~~ Poole, 1981).

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Although TUE dates back to the birth of trade unionism, a majority of the current TUs are weak (Anyango et. al., 2013), non-independent (Ghai and McAuslan, 1970), un-democratic (Musandu, 2007), and lacking in harmonious industrial relations (Muthamia, 2003; Turner, 1966). These assumptions are evidenced by a handful of studies which have revealed either low levels of, or lack of TUE in the labour movement and recommended that TUE be enhanced (Kisaka, 2010; Muthamia, 2003; Cunniah, 2007; Owiti, 1990; Kipchumba, et. al., 2010; Muhia, 2013; Aluchio, 1998). As such lack of education has, therefore been singled out as a major contributing factor to the frequent strikes at the workplace (Aluchio, 1998), poor industrial relations and dispute

settlements (Muhia, 2013), low membership in the labour movement (Kipchumba et. al, 2010), un-warranted destructions and killings by trade unionists (<http://www.ndtv.com>) and the poor response by workers and TUs to new labour management issues (Nickels, et. al., 2003). Despite the aforementioned, concerns have been raised regarding the implementation of TUE programs.

The University of Nairobi (UoN) for instance, has experienced recurrent (seven) strikes since 2012 from the three TUs within the institution namely: University Academic Staff Union (UASU), Kenya Universities Staff Unions (KUSU) and Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA). These three TUs negotiate their own CBAs and issues strike notices individually whenever aggrieved, making the number of strikes to be numerous. Some of these strikes have had far reaching effects on the University Academic Calendar which is already strained due to the accelerated intakes (UoN Strategic Plan 2013 – 2018). The strikes also affect students due to the extended number of years they are expected to stay in the university before graduating. Sometimes, the students through their student leaders threaten to join the striking workers due to lack of services - adding to the already bad situation. All these take a toll on the UoN where a substantial portion of Kenya's workforce is trained. Reportedly, efforts to carry out TUE by the TU officials have not been successful with complaints that members do not turn up when called for trainings. Some members, on the other hand, feel that the TU officials are not keen on training members, hence the state of affairs. Besides, various reasons such as lack of awareness, negative perceptions, and member apathy, among others could be advanced for the above state of affairs. If the UoN is to remain a first class university committed to scholarly excellence, the reasons for these various challenges have to be adequately addressed.

There is, therefore, an urgent need to evaluate the educational activities of the TUs since available information indicates that no study has been carried out on the implementation of TUE

in tertiary institutions within the country. This dearth of information on the educational activities of TUs is ironically so, despite consistent remarks by researchers such as Cunniah, 2007; Chikuta, 1987; Forester, 2005 concerning the importance of TUE to the labour movement and the country's industrial relations. It is against this background that this study on the implementation of TUE in tertiary institutions was carried out using UoN as a case study.

1.2.1 Key Research Questions

- (i) Are UoN unionists aware of the content and mode of TUE programs?
- (ii) What are the perceptions of UoN unionists towards TUE?
- (iii) What are the challenges facing the implementation of TUE programs at the UoN?
- (iv) What are the suggestions for improving TUE programs at the University of Nairobi?

1.3 Objectives of the Study

The study will address the following objectives:

1.3.1 Overall Objective

To establish the issues affecting implementation of TUE programs in tertiary institutions, especially UoN and to elicit specific suggestions for strengthening the program.

1.3.2 Specific Objectives

The study sought to evaluate specific objectives as follows:

- (i) To investigate the unionists levels of awareness of TUE programs at the UoN.
- (ii) To gauge the perceptions of the unionists towards TUE.
- (iii) To establish challenges facing the implementation of TUE programs at UoN.
- (iv) To elicit suggestions for improving TUE programs at the UoN.

1.4 Justification of the study

The most important single condition for good industrial relations is a strong and enlightened labour movement, which may help to promote the status of labour without jeopardizing the interests of management (Muchelle, 2006). Trade Union Education is aimed at strengthening solidarity, building strong and effective unions, influencing society, organizing and recruiting, while promoting equality through the concept of decent work (COTU Strategic Plan, 2015-2013). Besides, there has been a shift from negotiation over terms and conditions of employment at an industry level, to an enterprise level and then finally to an individual basis (Lansbury, 2000). Psychological contracting gives managers an opportunity to exclude unions from agreements at workplaces. It can therefore, be said that the success of unions will depend on levels of trust generated in employees and the levels of awareness created by the unions (Lansbury, 2000). However, available literature indicates that TUs have weak TUE programs which do not create awareness among employees about their rights and expected benefits from union membership (Kisaka, 2010).

This is therefore a timely study since an investigation of matters surrounding the implementation of TUE in Kenya would facilitate the formulation of better methods of ensuring that TUE is carried out effectively for the benefit of the country and the labour movement in general. In addition, it is hoped that the information generated by the study will contribute to the growing body of knowledge on TUE at UoN and other tertiary institutions in Kenya. Besides, the literature generated from this study will provide a basis for researchers, academicians, policy makers and law enforcers in identifying challenges facing TUE programs in the country. It will also benefit other researchers by proposing areas for future research.

1.5 Scope and Limitations of the Study

The study focused on union members from the three TUs at the UoN namely: UASU, KUSU and KUDHEIHA. It adopted a descriptive survey research design whose target population comprised of 1,201 members and 18 union officials from CAVS and CPBS campuses at UoN. The study purposively sampled 12 TU officials and 120 TU members. A descriptive research has been chosen because it allows the researcher to generalize the study findings to a larger population. There may be many other issues that affect the implementation of TUE programs, but this study focused on awareness levels, perceptions of unionists towards TUE, challenges facing the implementation of TUE. The geographical coverage was limited to UoN campuses in Nairobi area but the findings of the study have, therefore been generalized to all the tertiary institutions in Kenya.

1.6 Definitions of Key Terms and Concepts

In this study, the following terms and concepts have the listed meanings.

Agency Fee:- this is a fee paid by employees who are not members of TUs, but benefit from the CBAs signed by the unions. These employees are not protected by the unions and the unions do not defend them in case of any disciplinary action against them.

Capacity Building:- availability of strong, independent and democratic labour movement.

Communication:- Consultation, and exchange of ideas and information between the union officials and the employees on TUE.

Customer perceptions:- The way workers feel about services offered by the union.

Employee Motivation:- The willingness of union members to attend trainings on their own volition.

Employee satisfaction:- Level of contentment of union members with their service delivery in union offices.

Fragmentation:- This occurs when a new union emerges alongside existing ones and recruits members from a union serving the same interests. The natural implication of fragmentation is the reduction in membership of the parent union. Examples are KUPPET from KNUT and KHAWU from KUDHEIHA.

Ignorance:- Lack of awareness of the industrial relations procedures such as handling strikes, CBA negotiations, (CBAs be signed before the expiry of its lifespan)

Industrial Action:- These are actions that management and employees (union) can take with an intent to settle a dispute after formal settlement machinery has been exhausted. They take the form of lockouts, strike, go slows, layoffs, sitting, sanctions, etc.

Industrial Relations Procedures: Bargaining, negotiating, settling disputes, settling grievance, handling discipline, handling redundancies, forming closed shops, achieving union recognition, policy making, rule changes, tribunal hearings, calling strikes, avoiding industrial action and referrals to conciliation or arbitration.

Industrial Relations:- The relationship between the workers and their union as they execute their functions at UoN.

Key informants:- Union officials with detailed information on the TU operations.

Management:- Top level employees charged with the responsibility of running the organization by formulating the policies that guide the employees and the workers welfare.

Members Training:- Equipping the workers/employees and/or union members with the necessary TU skills and knowledge.

Mode & Content:- Means of creating awareness about TUs, their functions and structures. Mode (how TUE is done e.g. the time, venue, duration etc). Content (what is covered in TUE).

Service Delivery:- Providing union members with solutions in regard to issues pertaining to their problems.

Terms and Conditions of work:- This refers to the terms and conditions under which the employees/workers serve e.g. their salaries and allowances etc.

Trade Union Education:- Refers to education and training offered by unions (TUs) to their members and representatives to create awareness on matters related to the movement.

Trade Union:- This is an association or combination whether temporary or permanent of more than six persons and the principal objective under its constitution is the regulation of relations between employees and employers in improving the conditions of their working lives.

Unionists:- Both TU officials and TU members.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews literature that is pertinent to the study. The chapter is structured into conceptualization of TUE, the empirical review, theoretical framework and the conceptual framework. Conceptualization of TUE covers the evolution of TUE together with content and mode of TUE, and evolution of TUE in Kenya. The empirical review segment covers: perceptions of trade unionists towards TUE and challenges facing TUE programs. Theoretical framework entails, Unitary Theory, Attribution Theory and Social Impact Theory.

2.1.1 Evolution of TUE in Kenya

The need for workers to be educated dates back to the infancy days of Trade Unionism in Kenya in the 1950's. When COTU (K) was founded in 1962, it created an Education and Training Department to cater for the education and training of TU members and general workers. The Education Programs took the form of evening and weekend courses. To complement the undertaking, COTU (K) Governing Council resolved to construct a training centre for the benefit of TU members and their officials. Thus Tom Mboya Labour College (TMLC) was constructed using funds from the International Confederation of Free TUs (ICFTU), American Federation of Labour – Central Industrial Organization (AFL-CIO) and contributions from members of TUs affiliated to COTU (K). The college was formally opened in 1983 as a residential labour College exclusively devoted to the educational needs of trade unionists in Kenya (TMLC Strategic Plan 2010-2015).

The main objective of establishing the TMLC was to have a center to provide the highest quality education for trade unionists in Kenya. It was recognized then that high quality TUE would not only create the foundation for improved individual's well being, but also promote the goal of

efficient collective bargaining and thereby improve Kenya's industrial relations system (TMLC Strategic Plan, 2010-2015). The college (TMLC) offers two categories of educational programs: (i) workshops, symposiums and seminars related to the general area of TU work, and (ii) short specialized courses and training programs tailor-made to fit the needs of individual unions (TMLC Strategic Plan 2010-2015). It (TMLC) has the capacity to offer various courses in TU activities and its main purpose is to equip unions with skills so that they can effectively protect the rights and interests of Kenyan workers (Cunniah 2007).

Another program for TUE in Kenya is the Pan-African Workers' Education Program (PANAF) which was started by COTU (K) in July 1977 (COTU Basic Training Manual, 2012). The PANAF Program is a study cycle seminar education program based on traditional African learning situation where people learned without going to school. Information was passed down from generation to generation using group discussions, songs, story-telling, poems, and proverbs. A study cycle is a group of members who study and learn together. Study cycle leaders should receive some training and assistance with materials. However, the main point is a group of people actively and informally working together. It is a method which is cheap to run, does not need experts, can be used anywhere in the country and can reach a large number of people (Turner, 2012). The basic aims of the PANAF Program are: to improve the knowledge and ability of union members, to stimulate independent thinking and analytical skills, share experiences with others in a spirit of respect and tolerance towards different opinions, develop a sense of solidarity, appreciate democratic values and prepare members for future leadership (COTU Basic Training Manual, 2012).

According to Mwamadzingo (2007), TUE is an important vehicle for creating awareness and searching for solutions to a myriad of issues afflicting TUs, promoting and organizing campaigns, fighting the HIV/AIDS scourge, resolving leadership issues, encouraging youth to join unions, mainstreaming gender aspects and enhancing solidarity. The implications of the

above assumptions for the UoN trade unionists is still unknown and this study attempts to investigate the same.

2.2 Content and Mode of TUE

According to Spencer (2007), TUE remains a dynamic concept whose focus keeps on changing with time. Its contents span through literacy education, education for union representatives, education for change in society (e.g. education for globalization, social justice, and gender education); for action, empowerment, organizing and many more. The development, practice, and delivery of TUE are embedded within a set of relationships between unions, employers, and states; and between leaders and members. The development of education programs focuses on the content of what might be delivered and to whom in the context of scarce resources (Stirling, 2013).

Spencer (2007) identified three areas of core union education namely: preparing and training lay members to play an active role in the union activities; educating activists and members on union policy and environmental change; developing union consciousness, building common goals, and organizing experience. He further points out that labour education has a social purpose which is to promote and develop union presence and purposes, so as to advance the union collectively.

According to Cunniah (2007), TUE should be properly designed and implemented in order to establish itself as one of the most influential services that unions provide to their members. In this regard, the scope of TUE in Africa has always been unique and its approach is different from any other form of adult education. Its scope and content are designed to raise awareness among union members, activists and leaders as well as providing them with skills to meet the difficult challenges of their workplaces and organizations (Cunniah, 2007).

According to Kipchumba, et. al., (2010), trade unionists require training in areas such as: good management practices, public relations, negotiation skills, procedures for collective bargains agreements, manual skills for administration work, labour laws on sections regarding issues of TU activities, labour relation procedures and research activities. Moreover, Schuler (2003) argues that TU officials require training and development to provide educational schemes aimed at enhancing workers knowledge of the work environment and to inform workers of their rights and responsibilities. Training and development for union officials helps in preparing background notes for court cases and contributes to successful representation of union members in legal matters.

Chikuta (1987) states that TUE programs cover subjects such as: TU history, aims and objectives of TUs, handling members' problems, some aspects of labour law structure and the functions of TUs, collective bargaining, health and safety at work and the duties of TU officers (shop steward, branch secretary, branch chairperson, treasurer, etc.). Additional subjects include: TUs and the economy, human and TU rights, women's participation in TUs, ILO Conventions, international TU organizations, leadership skills, strategic planning, organizing and public-speaking techniques. Chikuta (1987) asserts that TUE increases the support that TU gets from their members and enhance performance of the TUs. Therefore, TUs have an obligation to ensure that their members are satisfied with the education offered.

2.3 Trade Union Education in Africa

Several empirical studies have been conducted on TUE in Africa (Boateng and Torgbe, 2010; Kalusopa et. al., 2010; Masta and Mwamadzingo, 2010). Boateng and Torgbe (2010) examined TU services and benefits in Ghana. The study established an existence of high commitment to educational support and training by members of TUs. Trade unions in Ghana provide educational bursaries to members and their immediate families. It also offers in-house or in-service training

to create awareness on the issues affecting labor movements and to equip members for effective union activism. Boateng and Torgbe (2010) further established that about 80% of unions have provisions that require employers to offer in-house training to their workers on TU matters.

Kalusopa et. al., (2010) examined the benefits of TU services in Africa. Thus, establishing that education and training were the major vehicles that TUs used to sustain their existence. Hence their fundamental role in building capacity and solidarity among TU members. The study established that education and training enables workers to participate fully and meaningfully in decision-making processes within their workplaces. It also entrenches the understanding of the dynamism in government, among employers and other social partners at national, regional and global levels. Presently, the education and training offered by unions have become the main instrument by which TUs across the continent seek to overturn neo-liberal policies that have undermined the rights of workers and solidarity among them. Thus, most unions have education and training as a priority in their strategic plans. However, Kalusopa et. al., (2010) found that most of the training in Africa is largely short-term and donor driven. It's also rather ineffective, since the level of ignorance on TU matters is still very high, with some union members being unaware of the benefits of union membership.

According to Masta and Mwamadzingo (2010), training is an important service to workers. Education of workers is a vehicle for building the capacity of trade unionists in order to enable them to cope with challenges at the workplace, have deeper insights into their TUs and master the tools to change society through democratic participation. Masta and Mwamadzingo (2010) further argued that education and training are important long-term responses to challenges of globalization and TU capacity building. It is through grassroots education and mobilization of their members and community allies that unions have won victories on many challenging issues including membership recruitment (Masta and Mwamadzingo, 2010).

2.4 Perceptions of Trade Unionists towards TUE

Previous studies have established that TUE is positively perceived as a tool for improving various functions within TUs (Cunniah, 2007; Stroud and Fairbrother, 2005; Sutherland and Rainbird, 2000; Holley and Jennings, 1994; and Poole, 1981). Cunniah (2007) established that union members and union organizations benefit from individuals taking union courses. Since it helps members to become more interested in the union; to make better union decisions; gives members the confidence to take up voluntary positions in the union and equips them to challenge arbitrary management decisions. So far, TUE has enabled members and leaders not only to understand new trends in social and economic development, but also to engage employers, governments and international organizations in ensuring that the labour movements' viewpoint is heard. In fact, studies by Stroud and Fairbrother (2005); Sutherland and Rainbird (2000) observes that employability of a worker can be enhanced through workplace learning, hence TUE is an activity that TUs should be involved in. Moreover, Holley and Jennings (1994) argue that education makes workers aware of the environment around them and also systems in the organization.

Nickels et. al., (2003) argue that TUs play an important role in improving communication between employees and managers so that employees can understand and be committed to the organization's objectives; negotiating improvements to pay and working conditions; encouraging companies to invest in training and development; acting as a positive force for change by winning employees' support to the introduction of new technologies. According to

~~Workers originally formed unions to protect themselves from intolerable work conditions and unfair treatment from owners and managers. According to Flippo (—) a labour union or trade union is an organization of workers formed to promote, protect and improve, through collective action, the social, economic, and political interests of its members. They are organizations that~~

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~~are based on membership of employees in various trades, occupations and professions where focus is the representation of members at the workplace in the society.~~

~~It's growing strength, constant adaptation to new realities and, last but not least, its durability.~~

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Poole (1981), TUs have long recognized the benefits of providing education and training to officials, activists and members in general. Such activities are seen as a vital element of the effectiveness of TUs in maintaining and improving their services to members as well as their own organization and administrative capabilities. This is in line with the view that in terms of the underlying power of any individual TU, education has been regarded as a prerequisite.

On the other hand, some studies have established a negative perception on TUE among TU members (Nzuve, 2012). Nzuve (2012) argues that misconceptions on TUE can lead to non-participation of union members in their educational activities or lack of interest by union officials. Negative perceptions has been blamed for member apathy towards matters outside bread and butter which has an effect of limiting union militancy and capacity of the union movement to make the required impact on national policy (Stiftung, 2004). It is often said that a union is only as strong as its members - without their (members') participation at the workplace, their willingness to go on strike, or take some other forms of industrial action; a union would be in a weakened position regardless of the employer's position. The perceptions of UoN unionists towards TUE is still not known and this study undertakes to find out the same.

2.5 Challenges Facing TUE Programs

The review of literature presents a number of challenges encountered in the implementation of TUE. These include: inadequate training on industrial relations, inadequate funding of TUE programs, low rates of members' retention, poor management of TUs, inadequate training of union leaders and inappropriate TUE Curriculum.

2.5.1 Inadequate Industrial Relations Training

According to Muchele (2006), the level of education and awareness of employees is a key determinant of good industrial relations in Kenya. The more educated the employees are, the more they will make reasonable demands concerning their welfare, conditions of employment and involvement in decision making. It is also easier for management to negotiate with more educated employees than less educated ones. Muchelle (2006) contents that the most important condition for good industrial relations is, a strong and enlightened labor movement, which may help to promote the status of labor without jeopardizing the interests of management. Thus, TUs need well educated and informed membership to enhance good industrial relations.

However, the training of TU leaders in seminars has raised concern and that as much as the training of union leaders takes place, it is important to determine whether the seminars and workshops are focused on labour laws and matters pertaining to labour and industrial relations (Muthamia, 2003). ILO (1978) stresses the importance of relevant training for TU officials with an aim of improving quality negotiations in collective bargaining and effective performance of duties.

Aluchio (1998) argue that most of the disputes culminating in strikes in Kenya arise when workers get agitated after realizing that the employers are denying them their rights. Low levels of education and lack of knowledge in industrial relations by the workers leads to industrial disputes. Workers with low levels of education and lack of knowledge in industrial relations are unable to comprehend and reason adequately about their rights, especially around the negotiation table (Aluchio, 1998). They, therefore, tend to rely heavily on their union officials, who in most cases, are also not adequately trained in industrial relations matters.

According to Muthamia (2003), union leaders have not distinguished themselves as leaders who can settle disputes through dialogue and that cases that go to the Industrial Court are rarely won due to inadequate training. To some members, a large number of TU leaders spend more time

attending courses and seminars, and little in actually building and running the organizations or putting what has been learned into practice. A study by Muhia (2013) established that, inadequate or lack of training among union officials affect labour relations and settlement of industrial disputes in public institutions of higher learning.

2.5.2 Inadequate Funding of TUE Programs

Effective learning is fundamentally influenced by the availability of educational resources to meet the needs of the society, hence the need for money (Cunniah, 2007). Stiftung (2004) argued that education programs fail to reach many people due to financial limitations. Improving the funding of unions will go a long way in ensuring effective implementation of TUE. Unfortunately, most TUE activities in the developing countries remain heavily dependent on external funding by foreign sources (ICTFU-AFRO Report, 2005). Palladino (2005) also argue that TUs need sufficient funds for them to carry out their activities. Boateng and Torgbe (2010) revealed that even though all unions in Ghana had budgetary allocation for education and training, it was obvious that some allocations were relatively insignificant compared to their total annual budgets. Some unions cited low dues collection as a result of low membership density as a reason for their low budgetary allocations.

Conventionally, the financial strength of unions depends largely on their membership and non-traditional services and activities they may be involved in (Turner, 2012). In the developed world, many TUs have assets including buildings (office space for own use or renting, guest houses) and vehicles. These are sometimes rented out to raise revenue. However, since most labour organizations in developing countries work with severely restricted budgets, many educational programs must, if they are to exist at all, be financed at least partially by outside bodies (Cunniah, 2007). Yet ironically, funding from foreign agencies is decreasing while demand for union education continues to grow. Besides, funding by foreign agencies are erratic

and inadequate for priority areas such as educator training, monitoring, evaluation as well as professional development. According to Mwamadzingo (2007), TUs should also be encouraged to undertake educational activities through extra-budgetary resources by designing project work that can be funded from external support. In some other instances, unions impose additional contributions on members to finance benefits schemes such as education. For instance, the Health Services Workers Union of TUC (Ghana) levies additional one percent of members' salary/wage to fund education programs for members.

2.5.3 Low Rates of Members' Retention

According to Kloosterboer (2007), in many countries, unions have seen their memberships decline during the past years – thus, weakening their bargaining powers. This may be attributed to such diverse factors such as global economy, erosion of workers' rights and increasing labour market flexibility. An important indicator of union strength is union density, which is, the percentage of the workforce who are union members. In the 1990-2003 periods, union density has declined from 15.5 to 12.4% in the USA and from 33.1 to 26.3% in the European Union (Visser 2006). In Kenya, for instance, the mass retrenchment, redundancies and Voluntary Early Retirement (VER) of employees by both public and private institutions negatively impact on the union's ability to retain members (Musandu, 2007). A clear example is the case of Aviation and Allied Workers Union Vs Kenya Airways Limited in 2012. Trade Union membership is also affected by new employees who have anti-union attitude and prefer individual contracts with the employers (Wanyoike, et. al., 2013).

Waddington (2006) asserts that while many unions emphasize the importance of organizing and recruiting, the retention of members is often less prominent on their agenda and yet, membership levels, or the numeral strength of TUs is very important (Aluchio, 1998). The more members a TU has, the stronger it becomes. It is through union education that working people learn to be

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unionists. Nickels et. al., (2003) points out that the strength of TU has recently waned. An observation which has been supported by Anyango, et. al. (2013), assert that trade unionism is seen by some to be in terminal decline and no longer relevant to an advanced society hence the perceived futility of joining TUs. According to Steingart (2006), TUs are generally confronted by serious problems and union density is on decline. The younger employees get the reproach that TUs are too much on the defensive, obstructing the vitalization of the economy and the creation of new jobs (Kloosterboer, 2007). This affects their ability to recruit more members.

2.5.4 Poor Management of TUs

Jose, (2002) observes that TUs are seen to be in crisis. Whether measured by membership loss, declining effectiveness at the workplace level, problems of representation, declining mobilizing capacities or curtailment of political choice, there is a global recognition of union decline. In fact, researches done in Eastern and Western Europe have shown that union members are not satisfied with their unions (Gergelles and Lange, 2010). Forester (2005) argues that unionism, with its narrow focus on the immediate economic interests of workers, is no longer seen as an adequate strategy in the engagement of a changed political, economic and global environment. The present period is characterized by an unusually wide-ranging discussion on the possibilities, practices and urgency of union reform so as to improve their membership base.

According to Nathan (2007), internal union structures are often weak and focused more on their own organizational survival rather than on servicing members. Unions are frequently characterized by low levels of inter-union democracy and accountability and, at times, suffer from doubtful legitimacy. Well-intended external support under these circumstances can involuntarily strengthen already prevailing tendencies of oligarchy such as the dissociation of union leaders from their grassroots at the workplace. Moreover, the labor movement is further weakened by internal divisions, splits or rivalry between unions organizing in the same sector.

These negative developments in terms of union unity and strength have certainly been favored by political liberalization in reaction to the internal deficiencies (Stiftung, 2004). Locally, inter-union rivalry and lack of cooperation is evident between KNUT and KUPPET where KUPPET signs a return to work formula with the government while KNUT members remain on strike claiming that KUPPET has been bought by government (Daily Nation, July 16th 2013). According to Wanyoike, et al, (2013), rivalry of unions reduces the effectiveness of workers in securing their legitimate rights, multiplicity of unions weakens the power of collective bargaining and inter-union and intra-union rivalry undermines the strength and solidarity of the workers.

Disinterest in joining TUs is mostly attributed to lack of leadership, lack of education and non-realization on the part of the workers, on the need for unions especially in developing countries (Kipchumba, et. al. 2010). A significant part of union members quit because they are dissatisfied with some aspects of union organization (Waddington, 2006). In a wider context, this is rooted in the concept of trade unionism as a means of limiting or countering employer power, leaving their right of managerial prerogative itself unchallenged (Storey, 1990). In addition, poor leadership/management by the union officials has been blamed for the fragmentation of TUs (Musandu, 2007).

2.5.5 Inappropriate TUE Curriculum

One of the major barriers to learning is in the curriculum itself and relates primarily to the inflexible nature of the curriculum which prevents it from meeting diverse needs among learners (Kipchumba et. al., 2010). When learners are unable to access the curriculum, learning breakdown occurs. Kipchumba et. al. (2010) established that the level of training and development remains low while the management is not actually aware of the benefits of training and development, and the

programs incorporated in training are not comprehensive enough to deal with both the managerial and industrial relations issues.

The primary principle of union education is that its basic programs must be based on decisions made by workers and their representatives. The broad scope and sometimes the specific operations of educational programs must be authorized by members in union meetings, conventions or congresses (Cunniah, 2007). In labor organizations such as national or international confederations, the programs must be determined by the representatives of the affiliated bodies.

2.5.6 Inadequate Protective/Supportive Legislation and Policy

One of the most significant barriers to learning remains the inadequate protective/supportive legislation and policies. In most instances the inability to access education provision results from inadequate or ineffective legislation and lack of policies which are key to participation in the learning process (www.thutong.doe.gov.za/). This notion has been supported by Spencer (2007) who argues that the move to neo-liberal economic policies and globalization was accompanied in many countries by attacks on the legal rights to paid leave for unionists and on union bargaining rights. These educational rights became increasingly narrowly defined to rights to training for industrial relations purposes; they became more limited in the amount of time allowed, and state funding to support this activity was either cut or abolished altogether.

According to Stewart (2009), ILO established a Convention on Paid Educational Leave (PEL) for workers in 1974. In 1975, the United Kingdom ratified this ILO Convention. However, TUs in the UK are still leading the campaign to advocate for full implementation of ILO. For some countries in the Asian continent, it is increasingly difficult to gain union education leave. This is, in part, because companies try now to operate with far fewer staff – making it difficult for staff to take

leave. The difficulty in the implementation of ILO has been attributed to the failure to observe ILO's Paid Educational Leave Convention No 140 of 1974, which covers vocational TU and civic education. This makes face-to-face training more problematic due to scarcity of time (Nathan, 2007).

The challenge of inadequate protective/supportive legislation and policy is compounded by low morale for industrial action among workers who consider their jobs as privileges due to high unemployment rates (Schillinger, 2005). The massive real wage losses, deteriorating working conditions and decline of worker rights are tolerated without real resistance over a long period of time. When labour conflicts occasionally occur, the affected employers can generally count on the understanding of the authorities and even their active support (Schillinger, 2005). Moreover, the performance of TUs remain poor as evidenced by the increasing cases of gross violation of labour rights and outright union busting (Kisaka, 2010).

Despite the formulation of policies to protect TUs from violation, violations of unions across the world has been on the increase. For example the Violations of Trade Union Rights policy in the new International Trade Union Confederation cities was formulated in September, 2007 was meant to protect TUs. However, the implementation of the existing polices have not addressed the challenges experienced by TUs.

2.6 Theoretical Framework

The theoretical framework presents, Unitary Theory, Attribution Theory, and Social Impact Theory.

2.6.1 Unitary Theory

The notion that there is one common goal shared by all, and perhaps one way of seeing things, one source of leadership, and one way of understanding things is what the organization exists to do. The organization is like a traditional patriarchal family, or a football team. The British sociologist Alan Fox (1996) points out that many managers are inclined to subscribe to a unitary view about what organizations are all about, perhaps because they believe organizations should be this way.

Fox (1996) stated that there are two major frames of reference for the unitarist and pluralist frameworks (cited in Farnham, 1993). There are several main elements of the unitarist perspectives. First, there is only a single source of authority in an organisation, which is usually the management, and opposition leaders are non-existent (Ross and Bamber, 2009). Second, the role of organisational leaders is to promote loyalty and commitment among workers (Farnham 1993, and Ackers and Payne, 1998). Third, organisations are seen as consisting of teams that work together for mutual goals, and there are also no conflicts of interests between managers and employees (Leat, 2001). The unitarist perspective, therefore, presumes that employers and employees can join forces for common objectives, interests, and values (Ackers and Payne, 1998; and Burchill, 1997, cited in Dzimbiri, 2008).

Fourth, to attain organisational objectives, management should exemplify strong leadership (Farnham, 1993). Fifth, TUs are not legal intrusions to management objectives (Farnham, 1993). Trade unions are not seen as essential for the harmonious managing of conflicts (Ackers and Payne 1998, and Dzimbiri, 2008). Sixth, conflicts in the organisation are perceived negatively; they are dysfunctional and lead to disloyalty, thereby impairing the well-being of the organisation (Giles 1989; Farnham 1993, and Curseu, et. al. 2009). Seventh, the state is autonomous and shapes industrial relations systems (IR) (Giles 1989).

A major strength of the unitarist perspective is that it explicitly wants to integrate employer and employee interests, so that it can enhance employee commitment and loyalty (Guest and Peccei, 2001). This can be used as a basis for stakeholder management, wherein employees are seen as important stakeholders of the organisation, and so their well-being is carefully considered in ensuring the welfare of the organisation (Ackers and Payne, 1998).

This theory is helpful in explaining the main objectives of TUE which is capacity building in the labour movement so as to improve industrial relations. Union strength is measured by its members and in unity, there is strength! “Even the weak become strong when they are united” (Schiller, 1959-1805) hence the slogan solidarity forever for the unions makes us strong. Application of this theory in this study is based on the fact that TUs are organizations like any other. The main factor that separates the TUs from other organizations such the company, corporation or firm, is that it is a ‘mutual’ organization, owned by the members and run for their benefit. Trade union education, in this case would integrate management (officials) and employee (members) interests so as to enhance commitment and loyalty. Although the theory is successful in explaining the aims of TUE which is the promotion of TU solidarity, it cannot explain other factors such as perceptions. Hence the use of at Attribution Theory to fill the gap.

2.6.2 Attribution Theory

Attribution theory deals with how the social perceiver uses information to arrive at causal explanations for events. It examines what information is gathered and how it is combined, to form a causal judgment (Fiske, & Taylor, 1991). Attribution theory is concerned with how and why ordinary people explain events as they do. Heider (1958) mentioned attribution theory in the context of perceptual interpretation. Attribution theory aids in this interpretation by focusing on how people attempt to (1) understand the causes of a certain event (2) assess responsibility for

the outcomes of the event, and (3) evaluate the personal qualities of the people involved in the event. In applying attribution theory, we are especially concerned with whether one's behavior has been internally or externally caused. Internal causes are believed to be under an individual's control such as perceptions of unionists on TUE while external causes are seen as outside a person such as lack of supportive legislations to enable members attend trainings.

According to attribution theory, three factors influence this internal or external determination: distinctiveness, consensus, and consistency. Distinctiveness considers how consistent a person's behavior is across different situations. If TUE is low, regardless of the measures put in place, we tend to associate the poor performance with an internal attribution such as lack of motivation to attend trainings or wrong attitudes to TUE.

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Attribution theory assumes that people try to determine why people do what they do. A person seeking to understand why another person did something may attribute one or more causes to that behavior. According to Heider (1958) a person can make two attributions (i) internal attribution, the inference that a person is behaving in a certain way because of something about the person, such as attitude, character or personality; (ii) external attribution, the inference that a person is behaving a certain way because of something about the situation he or she is in.

Our attributions are also significantly driven by our emotional and motivational drives. Blaming other people and avoiding personal recrimination are very real self-serving attributions. We will also make attributions to defend what we perceive as attacks. We will point to injustice in an unfair world. We will even tend to blame victims (of us and of others) for their fate as we seek to distance ourselves from thoughts of suffering the same plight. We will also tend to ascribe less

variability to other people than ourselves, seeing ourselves as more multifaceted and less predictable than others. This may well be because we can see more of what is inside ourselves.

In relation to this study, attribution theory is key in explaining objectives two and three of the study by attempting to give an understanding of the causes of laxity in the implementation of TUE programs which could be due to internal factors (poor management of TUs, lack of training policies, negative perceptions) and external factors (lack of funding, lack of supportive legislation on TUE leave, hostile employers). The study aims at finding out the perceptions of unionists towards TUE and challenges facing the implementation of TUE. By assessing the responsibility for the outcomes, the researcher will be able to address the perceptions and challenges facing TUE programs.

2.6.3 Social Impact Theory

Social influence studies in social psychology examine changes in judgments, opinions, and attitudes of an individual as a result of being exposed to the judgements, opinions, and attitudes of others (Moscovici et al., 1969). In general, the theory states that majority opinions will factor more heavily into group decisions. Minority factions can have an influence on group outcomes; however, there are a number of process losses that can interfere with team's ability to recognize minority opinion as being important and valuable (Park & DeShon, 2010). Latane's (1981) social impact theory predicts that majority influence increases as the size of the majority increases. Each additional group member, however, adds less to the majority's cumulative impact as group size increases. Hence, the amount of social influence exerted by a trainee has more influence over others in the group as the number of people who are trained increases, with each individual trainee having less impact on the group (Latane, 1981). According to the social impact theory, beliefs can be altered when a majority of a group has the ability to influence those beliefs.

In relation to this study, social impact theory is relevant because it shows that the beliefs towards TUE can be altered if majority of union members are trained. This is because TUE programs are aimed at, not only the formation of knowledge and skills, but also seeks to provide members and holders of office an orientation on political, historical, economic and social developments and encourage them to actively take part in TU organization. It empowers them to take political action with social issues, struggles and conflicts. This study, therefore, intends to analyze the educational activities of UoN unionists to find out if negative perceptions are responsible for the non attendance of educational meetings.

2.7 Conceptual Framework

Reichel and Ramey (as quoted by Kombo and Tromp, 2010) defines a conceptual framework as a set of broad ideas and principles taken from the relevant field of enquiry and used to structure a subsequent presentation. Based on Unitary theory, the significance of education and training is for TUs to mobilize their members by empowering them with knowledge. For this to be possible, there is need for the trade unionists to work together for the strengthening and sustainability of the labor movement. The need to understand the perceptions of unionists towards TUE is key in finding out the issues surrounding for the success of the education programs. TUE programs are, therefore, meant to prepare and train union lay members to play an active role in union activities. It is a partnership between the union officials, employer and members in the provision of education. The study is aimed at assessing the status of TUE in Kenya using a case study of the UoN.

Figure 2.1: Conceptual Framework

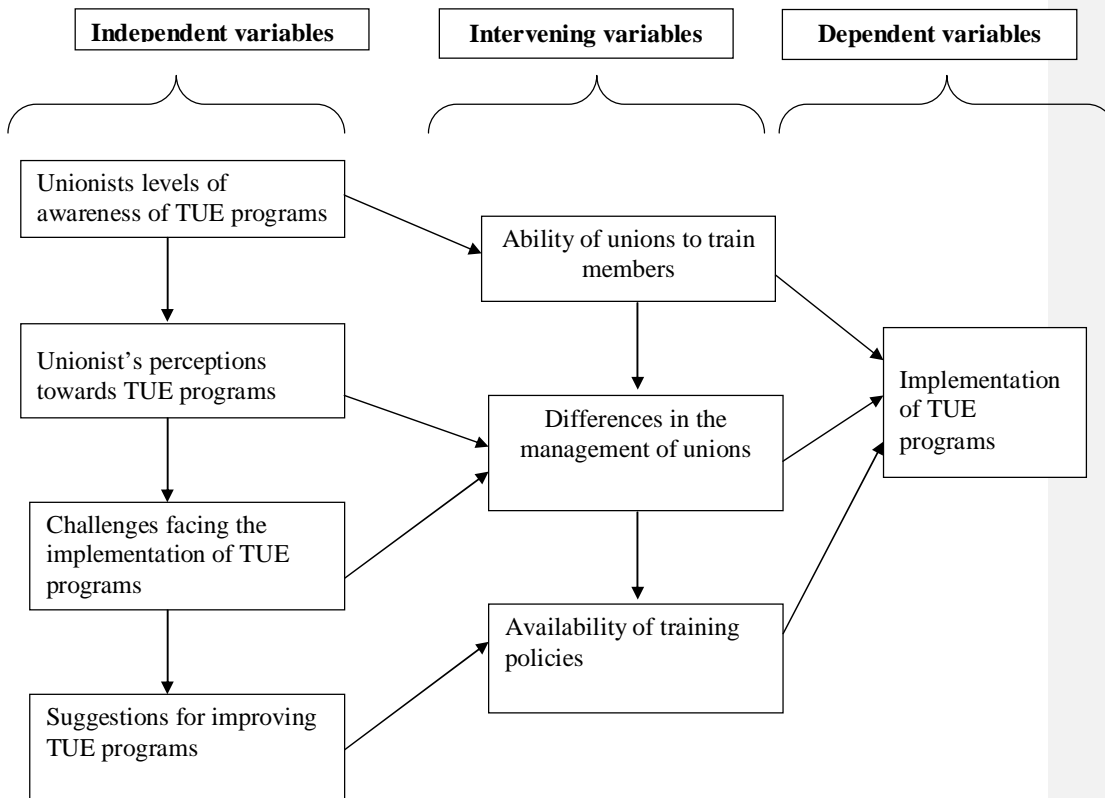


Figure 2.1 shows the relationship between the dependent and independent variables of the study. The dependent variable is the implementation of TUE programs. The independent variables are: the level of awareness on the TUE programs, perceptions towards TUE programs and the challenges facing TUE programs. The interrelations between these variables explain the relationship between implementation of trade union education and the reasons for lack of implementation.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter describes the study site and procedures which were used in carrying out the study. These procedures consisted of research design, target population, units of analysis and observation, sampling procedure, sources of data, data collection tools & procedures, data analysis procedures, and ethical considerations.

3.2 Site Selection and Description

The study was carried out at the UoN, the oldest institution of higher learning in Kenya. The institution opened its doors to students in April 1956 - then referred to as the Royal Technical College Nairobi. It was subsequently transformed into the second University College of East Africa by an Act of East African High Commission in June, 1961, after which it became a constituent college of the University of East Africa on 20th May, 1964; and eventually University of Nairobi in 1970. It remained the only university in Kenya until 1985 when Kenyatta and Egerton universities were made autonomous through an Act of Parliament. Moi University and Jomo Kenyatta University of Agriculture and Technology were later established. However, more recently, other Universities (such as Multi Media University of Kenya (MMU), Eldoret University (EU), Technical University of Kenya (TUK), among others) have since been given autonomy to operate as independent public universities. The University of Nairobi has six colleges namely: College of Agriculture & Veterinary Sciences (CAVS), College of Architecture & Engineering (CAE), College of Education & External Studies (CEES), College of Biological & Physical Sciences (CBPS), College of Health Sciences (CHS) and College of Humanities & Social Sciences (CHSS). The University hosts three TUs namely: UASU, KUSU and KUDHEIHA as detailed below:

UASU: This is the union for members of Academic staff in all public universities. It has chapters in the various public universities across the country. University of Nairobi Academic staff belongs to the Nairobi Chapter of Universities Academic Staff Union (UASU) which is affiliated to COTU-Kenya. The union has an approximate membership of 1,641 and is affiliated to COTU-Kenya.

KUSU: This is the union for members of staff in the middle level Administrative, Technical, Library, Finance, and Catering. It draws its membership from the "Senior Clerical, Administrative, Catering and Technical Staff" Terms of Service in all public universities. The union has many chapters countrywide. University of Nairobi Middle level staff members belong to the Nairobi Chapter of KUSU. According to TUs register, KUSU was registered in 2006. The union has an approximate membership of 2,542.

KUDHEIHA: The union draws its membership from Grades I-IV in all public Universities. As suggested by the name, it is a general union. KUDHEIHA was originally registered as domestic workers union in 1960. It operated as an employees association representing domestic workers between 1946 and 1960. In 1988, at a conference in Meru, the domestic union co-opted three other industries i.e. Hotels, Hospitals and Educational institutions and became KUDHEIHA. According to Musandu (2007), the union has an approximate membership of 41,398 and is affiliated to COTU-Kenya.

3.3 Research Design

Research design is the entire strategy that is chosen to integrate the various elements of the study in a manner that is logical and coherent, thereby, ensuring that the research problem is effectively addressed (David, 2001). The study adopted a descriptive survey research design. Mugenda and Mugenda (1999) argue that the purpose of a descriptive research is determining

and reporting the way things are. This design was adopted since the goal of the study was to describe relevant aspects of phenomena of interest namely: the levels of awareness of TUE programs among unionists, perceptions of unionists on TUE and challenges facing the implementation of TUE programs. The study also made suggestions for policy development and improvement of TUE programs in Kenya.

3.4 Unit of Analysis and Observation

According to Singleton, et. al., (1999), a unit of analysis is an object of study or item under study that is to be described or analyzed. Babbie (2005) further explains that a unit of analysis is what, or who can to be studied. The unit of analysis in this study is TUE at the UoN. Mugenda and Mugenda (2003) describe units of observation as subject, object, item or entity from which we measure the characters of, or obtain the data required in the research study. Thus, the units of observation in the present study are the trade union officials and members participating in this study.

3.5 Target Population

The target population for the study included members of TU and TU officials from UoN. Burns and Grove (2003) and Mugenda and Mugenda (2003) describe population as all the elements that meet the criteria for inclusion in a study. Population is therefore, the entire group of individuals, events or objects having a common observable characteristic. The study targeted TU members from 2 campuses at UoN namely: CAVS and CPBS. The membership of TUs in the two selected campuses (CAVS and CBPS), had a population of 1,201 members and 18 officials. Table 3.1 below highlights the distribution of membership by college and TU.

Table 3.1: Target Population

COLLEGE	TRADE UNION	POPULATION SIZE
CAVS	UASU	264
	KUSU	206
	KUDHEIHA	216
CBPS	UASU	250
	KUSU	190
	KUDHEIHA	75
Sub total		1,201
Officials (key informants)		18
TOTAL		1,219

Source: University of Nairobi (2014)

3.6 Sampling Procedure

Sampling means selecting a given number of subjects from a defined population as representative of that population. Thus, any statements made about the sample should also be true of the population. University of Nairobi was purposively chosen as the research site because of the researcher's familiarity with the institution. Singleton (1993) contends that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The selected study site met these criteria.

The study adopted both non probability (purposive) and probability (stratified random) sampling techniques to derive the sample. Purposive sampling technique was used in the selection of 12 TU officials. This method is used when the researcher chooses the sample based on who they think would be appropriate for the study and is used primarily when there is a limited number of people that have expertise in the area being researched. Two (2) union officials were selected from each union in the two campuses totaling to twelve (12). The TU officials are the ones charged with the development, coordination and facilitation of TUE in the university. The TU officials were purposively sampled as the key informants because they are knowledgeable in the management of TUs and we best suited to provide data on the implementation of TUE at UoN.

The study used stratified random sampling technique to select 120 TU members from a population of 1,201 members. The strata included the 2 campuses (CAVS and CPBS) and the 3 TUs (UASU, KUSU and KUDHEIHA). Mugenda and Mugenda (2003) suggest that for descriptive studies/surveys, 10% or above of the accessible population are justifiable. The study sampled 10% of the target populations as shown in Table 3.2 below:

Each stratum was treated as an independent population and systematic sampling was employed in each stratum, where the n^{th} person was picked from the list. Thereafter, an alphabetical list of trade union members was generated from each group (e.g. UASU, KUSU and KUDHEIHA) and in each college (e.g. CBPS and CAVS). For instance, the tenth person was picked from the list of 264 UASU members until the sample size of 26 at CAVS was reached. Thus, selecting a total of fifty one (51) members from the two colleges. The same was repeated for the other stratum until a sample size of one hundred and twenty (120) was reached. Where the tenth person was not available, a new list was generated, but without the members previously selected and the process was continued until the target sample of 10% was met. This was done so that any person selected for sampling is removed from the population for all subsequent selections. The same sampling fraction was used for all strata to ensure proportionate representation in the sample.

Table 3.2: Sample Size

COLLEGE	TRADE UNION	POPULATION SIZE	SAMPLE SIZE	Proportion (%)
CAVS	UASU	264	26	10
	KUSU	206	21	10
	KUDHEIHA	216	22	10
CBPS	UASU	250	25	10
	KUSU	190	19	10
	KUDHEIHA	75	7	10
Sub total			120	
Officials		18	12	Purposively sampled
TOTAL		1,219	132	10

Source: Research Data (2014)

3.7 Sources of Data

Quantitative data was collected using structured questionnaires with both open-ended and closed-ended questions (Appendix II). This was collected directly from the one hundred and twenty (120) union members.

Qualitative data was collected using officials (key informants) interview guide (Appendix III) which was administered to the twelve (12) purposively selected key informants. Two (2) key informants were selected from each of the three unions and in the two colleges as follows: 2 officials from UASU, 2 from KUSU and 2 from KUDHEIHA from CBPS. The same was repeated for CAVS. All interviews were conducted by research assistants and recorded. Verbatim responses to each questions were tabulated and thematic analysis was performed.

3.7.1 Data Collection Tools and Procedure

The main data collection tool was the questionnaire: This tool was chosen since it offers considerable advantages in its administration. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions because of its anonymous nature. Anonymity helps to produce more candid answers than is possible in an interview situation. Other advantages of using questionnaires is that it is practical, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way, and data collected can be analyzed more 'scientifically' and objectively than other forms of research, practical. However, questionnaires lack validity, there is no way to tell how truthful a respondent is being, and respondent may not be thinking within the full context of the situation. Two sets of questionnaires were used: structured questionnaires was used on the TU members while an interview guide was used to interview purposely selected TU officials (key informants).

One set of questionnaire was administered to the twelve (12) purposively sampled TU officials (key informants) and the other questionnaires to the sampled one hundred and twenty (120) TU members. The questionnaires consisted mainly of close-ended and a few open-ended questions. Close-ended questions are mainly used because they provide more uniform responses and are more easy to analyze (Maxfield and Babbie, 2006; Mugenda and Mugenda, 2003). The few open-ended questions were included since they allow subjects to respond to questions in their own words, thus providing more detail. Kombo and Tromp (2010) observe that use of both open and close-ended questions in a questionnaire enables the researcher to get a complete and detailed understanding of the issues under research. The questionnaires were administered directly to respondents in their respective colleges. Respondents filled the questionnaires on their own after which they were collected on an agreed date. Out of the one hundred and twenty (120) questionnaires circulated, one hundred and three (103) questionnaires were returned. Ten (10) out of the returned 103 questionnaires were found to be incomplete and were therefore not used in the analysis. The researcher also managed to interview ten (10) key informants out of the sampled twelve (12) key informants targeted. Thus, the study findings derive from ninety three (93) respondents and ten (10) key informants making a total of 103.

3.7.2 Pre-testing of Questionnaires

The researcher used pre-test questionnaires on ten (10) purposively selected TU members and two (2) key informants each from the three unions within the UoN. Questionnaire items that were not understood by respondents were rephrased for clarity. Specifically, the researcher noticed a gap in the questions on perception which were corrected accordingly.

3.8 Ethical Considerations

The respondent's consent was obtained before completion of the questionnaire. Authority was also obtained from the Administration of UoN to allow the researcher to collect data.

Anonymity and confidentiality was maintained throughout the study. The respondent's name or any other identifying information was not included in the questionnaires. They were also notified that the information they provide will not be publicly reported or published in any way that may identify them.

3.9 Data Analysis

Quantitative data collected using the questionnaires were analyzed using descriptive statistics. This was done using pie charts, graphs and percentage distributions and means as needed and tabulated using the Statistical Package for Social Sciences (SPSS) and MS Excel.

Qualitative data, collected through the key informant interviews was analyzed for content and was used to support other findings from the study. The information was grouped into broad themes, organized, summarized and presented in direct quotations of relevant verbatim responses and selected comments. Narrative analysis was used. As observed by Baxter and Jack (2008), as in any other qualitative study, collection and analysis occur simultaneously.

3.10 Problems Encountered at the field

There was a serious delay in getting the key informants for the interviews due to their erratic schedules caused by the nature of their duties. These brought about a delay in completing the study. Finally, the researcher faced financial constraints in the process of this study, however, sacrifices had to be made for the study to be completed successfully.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The main objective of the study was to examine the implementation of TUE in tertiary institutions using a case study of the University of Nairobi. The study sought answers to the following research objectives: the levels of awareness of TUE programs by unionists, perceptions of unionists towards TUE, challenges facing the implementation of TUE programs and how to improve TUE programs at UoN. Qualitative data was analyzed thematically while quantitative data was analyzed descriptively using MS Excel and Statistical Package for Social Sciences (SPSS).

4.1.1 Response Rate

The researcher administered 120 questionnaires and 10 interview guides to the respondents as detailed in Table 4.1 below. Out of the 120 questionnaires administered, a total of 103 questionnaires were returned for analysis. Out of the twelve (12) targeted key informants, the researcher managed to interview ten (10) of them due to their busy schedules. The collected data was checked for completeness and 10 questionnaires were rejected for incompleteness. The study, therefore, analyzed data from 103 data collection instruments (93 questionnaires and 10 interview guides) resulting in a response rate of 79%. This response rate was sufficient and representative and conforms to Mugenda & Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a response rate of 60% is good and a response rate of 70% and above is excellent. The 79% response rate was therefore adequate for the study.

Table 4.1: Response Rate

Group	Number Administered	Number Returned	Number used in Analysis	Response Rate (Percentage)
UASU	51	40	38	75
KUSU	40	36	33	83
KUDHEIHA	29	27	22	76
OFFICIALS	10	10	10	100
TOTAL	130	113	103	79

Source: Survey data, 2014

4.1.2 Reliability of the Research Instrument

Cronbach's alpha was used to measure reliability (internal consistency) of the questionnaires. The Cronbach's alpha (α) generated from SPSS was 0.8 which indicated a good internal consistency of the data collection instrument. According to Cronbach (1951), an alpha (α) in the range $0.7 \leq \alpha < 0.9$ indicates a good internal consistency of the data collection instrument.

4.2 Demographic Characteristics of the Respondents

The study sought to ascertain the general information about the respondents involved in the study with regards to their gender, age, highest level of education, work station, length of service at UoN, membership duration in TU, reasons for joining TU, and if they had been invited for training when they joined the union. The demographic information points at the respondents' suitability in answering questions on implementation of TUE as this would probably inform their subsequent responses.

4.2.1 Distribution of the Respondents by Age

The study sought to understand the age distribution of the respondents and the findings are shown in Table 4.2 below:

Table 4.2: Distribution of the Respondents According to Age

Age bracket	Frequency	Cumulative Frequency	Percentage
18 – 30	10	10	10
31 – 40	41	41	44
41 – 50	21	62	23
Over 51	21	93	23
Total	93	93	100

Source: Survey data, 2014

According to the findings, a significant portion (44%) of the respondents were aged between 31-40 years, 23% were aged between 41-50, another 23% were over 51 years, while 10% were aged between 18-30. From the study findings, majority (80%) of the key informants were aged between 41-50 while 20% of the key informants were aged above 51 years. This implies that majority of union members were mature people while the younger generation were the minority. The findings further depicts that majority of the study respondents were old enough to understand issues of TUE.

The findings also indicate that the younger generation (aged between 18 and 30 years) were the minority (10%) which could point to the findings of Kloosterboer (2007) that the younger employees get the reproach that unions are too much on the defensive, obstructing the vitalization of the economy and the creation of new jobs. This makes unions unattractive to the younger generation of workers. It could also be an indicator of lack of TUE as Mwamadzingo (2007) argues that one of the TUE agenda is to encourage the youth to join unions.

4.2.2 Distribution of the Respondents by Gender

Table 4.3 below shows the distribution of respondents according to gender:

Table 4.3: Distribution of the Respondents According to Gender

Gender	Frequency	Cumulative Frequency	Percentage
Male	54	54	58
Female	39	93	42
Total	93	93	100

Source: Survey Data, 2014

N = 93

According to the findings, majority (58%) of the respondents were male, while 42% were female. From the findings, 90% of the key informants were male while 10% were female. This implies that majority of union members in the two colleges were predominantly male than they were predominantly female. A possible explanation for this distribution could be the fact that TU activities in Kenya tend to be male dominated. This finding concurs with a report by COTU(K) that TU activities in Kenya is male dominated (COTU Strategic Plan 2015-2018). However, COTU(K) has integrated gender issues in trade unions as evidenced by the establishment of women departments in most of the affiliates. These departments have also been incorporated in the union constitutions.

4.2.3 Distribution of Respondents by Levels of Education

The study sought to establish the highest level of education of the respondents and the findings are shown in table 4.4 below:

Table 4.4: Distribution of Respondents by Levels of Education

Level of Education	Frequency	Cumulative Frequency	Percentage
O' Level	6	6	6
Certificate	8	14	9
Diploma	16	30	17
Degree	29	59	31
Masters	20	79	22
PhD	14	93	15
TOTAL	93	93	100

Source: Survey Data, 2014

According to the findings, a very significant portion (31%) of the respondents had undergraduate degrees, 22% had masters, 15% had PhDs, 17% had diplomas, 9% had certificates while 6% had O'level education. From the study findings, a significant portion of the key informants (40%) were certificate holders, 20% were Diploma holders, 20% were PhD holders, while 20% were Masters degree holders. Evidently, respondents' level of education was high and, therefore, they were in a good position to conceptualize and comprehend TU issues when taken through the labour education. The union officials therefore need to adequately prepare trainings that would entice these highly educated members to develop interest towards pursuit of union matters. A possible explanation for the high levels of education could be that UoN is an institution of higher learning that employs the top cream of the society.

4.2.4 Distribution of Respondents by Length of Service at the UoN

Respondents had served UoN for various durations as shown in Table 4.5 below:-

Table 4.5: Length of Service at the UoN (Years)

Length of Service (Yrs)	Frequency	Cumulative Frequency	Percentage
Less than 1	6	6	7
1 – 5	26	32	28
6 – 10	20	52	22
Over 10	41	93	44
Totals	93	93	100

Source: Survey Data, 2014

A very significant portion (44%) of respondents had served the UoN for the longest period (over 10 years), followed by those who had served for 1 – 5 years (28%). Those who had served for 6 – 10 years were 22%, while those who had served for less than 1 year were only 7%. While a large proportion (44%) of the respondents had served the UoN for more than 10 years, the findings did not show a relationship between the length of service and the number of trainings attended. All (100%) of the key informants had served the UoN for over 10 years.

4.2.5 Distribution of the Respondents by Length TU Membership (in years)

Asked how long they had been members of their respective TUs, the interview sample respondents responded as follows:-

Table 4.6: Length of TU Membership

Union Membership (Years)	Frequency	Cumulative Frequency	Percentage
Up to 5	13	13	14
6 – 10	16	29	17
11 – 15	38	67	41
Over 16	26	93	28
Totals	93	93	100

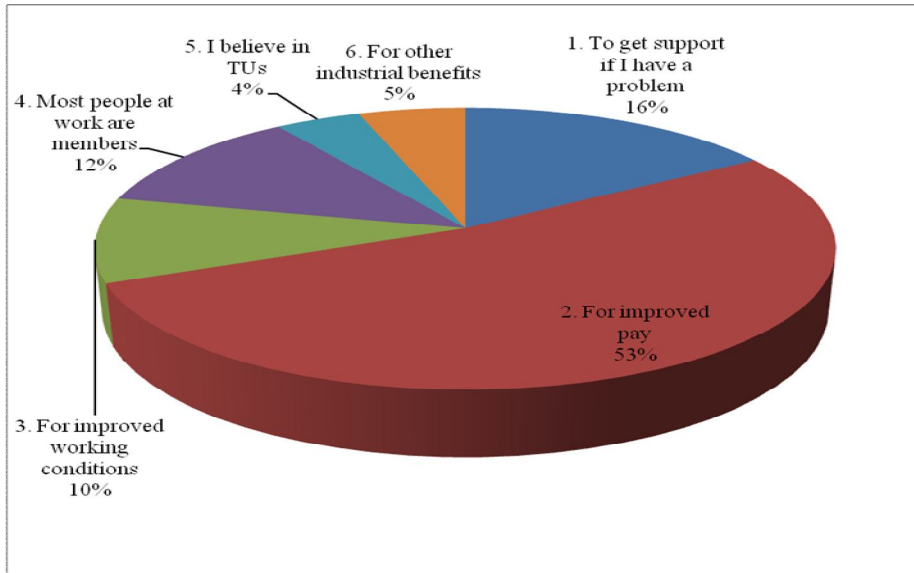
Source: Survey Data, 2014

From the study findings, a significant portion (41%) of the respondents had been members of their respective unions for 11 – 15 years. The second group (28%) had been in the union for over 16 years, while those whose membership period ranged from 5 – 10 years were 17%. The lowest number of respondents (14%) had been in the union for a period of up to 5 years. The study further established that respondents who had been members for 11 years and above were members of KUDHEIHA and UASU. A possible explanation for this is that KUSU was recognized in the year 2006, whereas the other two unions (UASU and KUDHEIHA) were registered in 2003 and 1960 respectively. The members (14%) who indicated upto 5 years could be an indication of ineffective recruitment drives by the unions and in tandem with the findings of Kulosopa, et.al., (2010) that the level of ignorance on trade unionism remains very high and growing in most countries, particularly among the younger generation of African workers, majority of whom are potential union members.

4.2.6 Distribution of the Respondents by Reasons for Joining TUs

Respondents were further asked what motivated them to join their respective TUs and the responses are as shown in figure 4.1 below:

Figure 4.1: Distribution of the Respondents by Reasons for Joining TUs

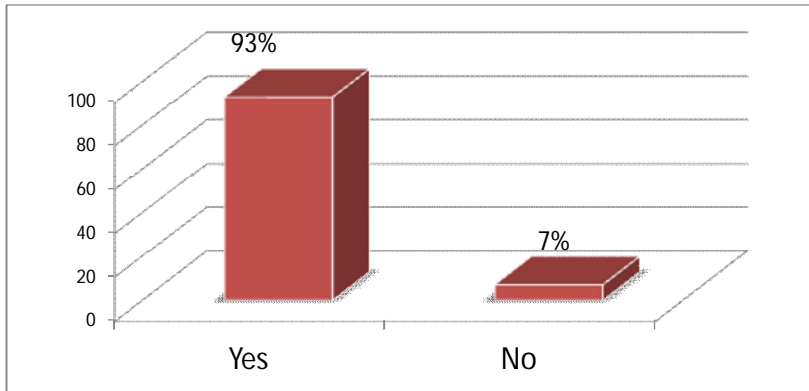


Source: Survey Data, 2014

Fig. 4.1 above shows that the majority (53%) of the respondents joined the union for improved pay, 16% joined the union for support/protection in case of a problem, 12% joined the union for collegiality, 10% for improved working conditions, 5% for other industrial benefits, while only 4% joined since they believed in unions. This could be due to lack of sensitization since the labour movement offers other services to members and not just negotiate for pay increase.

Asked if they had attended any induction training when they joined the TUs, an overwhelming majority (93%) indicated that they were not trained as new members. Only 7% of the respondents indicated that they attended orientation programs. This could be an indication of lack of orientation programs for new members leading to the low level of awareness regarding other benefits accruing from membership of a TU. These findings are presented in figure 4.2 below:

Figure 4.2: Distribution of Respondents by Attendance of Induction Training



Source: Survey Data, 2014

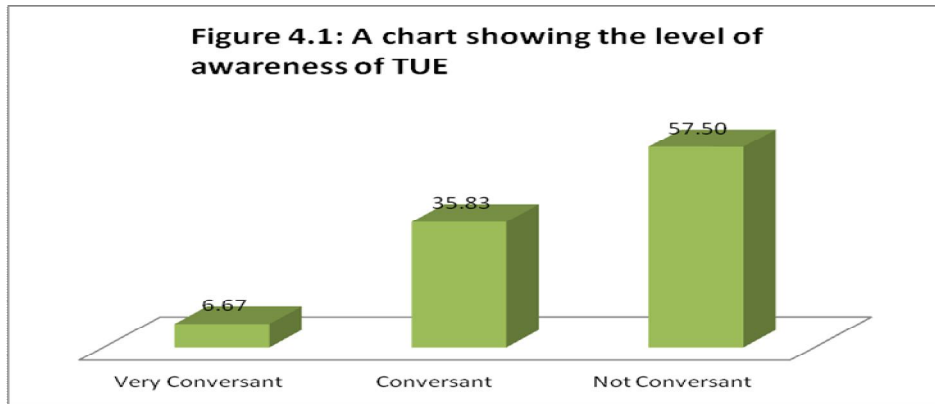
4.3 Unionists Levels of Awareness of TUE

The first objective of the study was to determine the unionists' levels of awareness of TUE programs at UoN. According to Mwamadzingo (2007), TUE is an important vehicle for creating awareness and identifying solutions for a myriad of issues afflicting TUs, promoting organizing campaigns, fighting the HIV/AIDS scourge, resolving leadership issues, encouraging youth to join unions, mainstreaming of gender issues and enhancing solidarity. The study investigated the following variables to establish awareness levels: familiarity with TUE, attendance of AGMs, invitations for training seminars and coverage of specific topics under TUE. The following subsection presents the results and interpretation of the study findings.

4.3.1 Distribution of Respondents by Familiarity with TUE

To ascertain that TU members were aware of the TUE, respondents were asked to confirm whether they were conversant with TUE. The responses were as shown in figure 4.3 below:-

Figure 4.3: Level of Awareness of TUE



Source: Survey Data, 2014

Fig. 4.3 above shows that majority (58%) of the respondents were not aware of TUE, 36% were conversant while 6% indicated that they were very conversant. From the study findings, 40% of the key informants indicated that they were conversant with TUE, 50% indicated that they were not conversant with TUE while 10% indicated that they were very conversant with TUE. This shows the high levels of ignorance among members, which could be the reason why unions take actions which are mostly declared illegal by the industrial court. These study findings are therefore, in tandem with Kalusopa's, et. al., (2010) that majority of education and training programs in Africa are ineffective since the level of ignorance on trade union matters remains high. In fact, some members do not even know the benefits of belonging to the unions. This is supported by the findings in Fig. 4.1 where majority (53%) joined the union because of getting improved pay/increment together with the fact that 93% of the respondents indicated that they have never attended any TU training at all.

The study further stratified respondents in terms of their unfamiliarity with TUE and the findings are as shown in table 4.7:

Table 4.7: Distribution of Respondents by Familiarity with TUE

Not Conversant with TUE	Frequency	Cumulative Frequency	Percentage
UASU	11	11	20
KUSU	22	33	41
KUDHEIHA	21	54	39
Totals	54	54	100

Source: Survey Data, 2014

The findings indicates that the highest proportion of respondents who were not familiar with TUE belonged to KUSU (41%) followed by KUDHEIHA (39%) and UASU (20%). According to Cunniah (2007), the scope and content of TUE are designed to raise awareness among union members, activists and leaders as well as providing them with skills to meet the difficult challenges of their workplaces and organizations. The findings indicate that this has not been done among the UoN TU membership as shown in the low awareness levels possibly due to lack of TUE.

4.3.2 Attendance of Annual General Meetings

Respondents were further asked if they had ever attended any Annual General Meetings (AGM) organized by their unions and their responses were as follows:

Table 4.8: Attendance of AGMs

Attendance of AGM	UASU	KUSU	KUDHEIHA	Total
More than 3	2 (5%)	3 (9%)	3 (14%)	8 (9%)
3	2 (5%)	4 (12%)	3 (14%)	9 (10%)
2	0 (0%)	2 (6%)	0 (0%)	2 (2%)
1	4 (11%)	13 (39%)	4 (18%)	21 (23%)
None	30 (79%)	11 (33%)	12 (55%)	53 (57%)
Total	38 (100%)	33 (100%)	22 (100%)	93 (100%)

Source: Survey Data, 2014

The data presented in Table 4.8 above indicates that the majority of the respondents (57%) had not attended any AGM in the last 5 years, 23% of the union members had attended one AGM, 10% of the respondents had attended three AGMs, 9% of the respondents had attended more than three AGMs while 2% had attended two AGMs. From the study findings, 60% of the key informants had not attended any AGMs, while 40% indicated that they had attended AGMs but could not tell how many times.

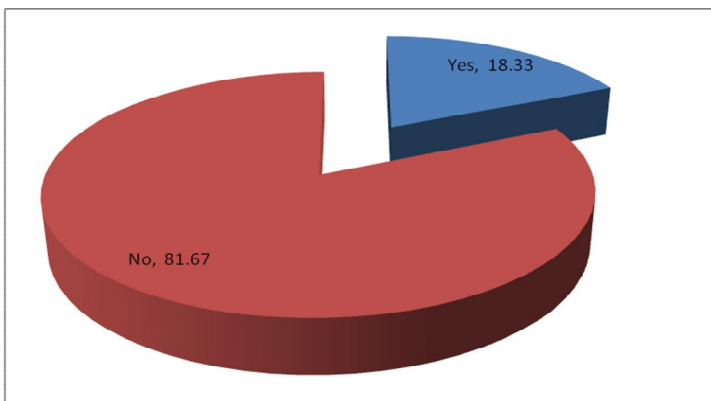
The 57% of union members who had not attended any AGM were further asked to indicate their reasons for none attendance. Majority (78%) of the respondents indicated that they were not aware of such meetings, with 22% indicating that they had not been invited for any. Some respondents only knew that their unions existed whenever there were strikes. A possible explanation for this could be challenges with dissemination of information on the part of union officials. Annual General Meetings (AGMs) are one of the union forums for conveying critical union issues including training, seminars and education, among others. However, this has not been attained due to the low attendance levels by the respective members. This was confirmed by 40% of key informants who registered their frustrations concerning the low levels of attendance during trainings. They indicated that the level of attendance improved slightly whenever there were elections or whenever members were paid attendance allowances. The findings further revealed that majority of those who had not attended any AGMs were members of UASU (79%) and KUDHEIHA (55%). These findings could be an indicator of some degree of apathy among union members especially from UASU because they form the majority of those who have not attended any AGM (79%), they also formed the majority (80%) of those aware of TUE programs in Table 4.7. Majority of UASU members indicated that their union had never organized any AGM for them and if they had, they were unaware. The 40% key informants stated that members usually sign the attendance register for eligibility for allowances then fail to attend TUE proceedings only to surface later when allowances are being paid. A possible

explanation for this trend could be due to lack of awareness on benefits of these trainings or due to member apathy.

4.3.3 Invitations for Trainings/Seminars

Asked if they had been invited for any training/seminars, their responses were as follows:

Figure 4.4: Invitations for Trainings/Seminars



Source: Survey Data, 2014

According to the findings, majority (82%) of the respondents indicated that they had not been invited for any training while 18% indicated that they had been invited and attended seminars organized by their unions. Figure 4.4 above shows a clear disconnect with regard to training of union members. Asked to give reasons for non attendance, majority (59%) of the respondents said they were not aware of such trainings; 9% said they expected official invitation to TUE through internal memos or letters, emails and sms; 20% indicated that they did not know when and where those seminars and training were organized; 13% indicated that they had heard about TUE but had not been presented with an opportunity to participate in TUE while 6% indicated that they were unable to attend seminars due to other commitments at work/home. A significant portion of the key informants (50%) confirmed that they had not organized or attended any trainings/AGMs/seminars organized by their National TUs and that their requests to have this

done had been in vain. Instructively, Schuler (2003) observes that TU officials require training and development to provide educational schemes aimed at enhancing workers knowledge of the work environment and to inform workers of their rights and responsibilities.

4.3.4 Issues Covered During the TUE Seminars

The seventeen (17) respondents who had attended seminars and trainings were asked to rate how adequate the training was in terms of coverage TU topics during the training/seminars. The responses were rated on a scale of 1 - 5 where: 1 means Very inadequate, 2. Inadequate, 3. Fairly adequate, 4. Adequate, and 5. Very adequate. Their average mean and percentages were calculated as shown in table 4.9.

Table 4.9: Adequacy of Areas Covered During TUE seminars

How adequate were the following topics covered?	5	4	3	2	1	Mean
a) Good management practices	0	4	6	5	2	2.7
b) Public relations	1	3	7	3	3	2.8
c) Negotiation skills	0	5	8	4	0	3.1
d) Procedures for CBA	0	7	5	0	5	2.8
e) Administrative skills	0	3	6	5	3	2.5
f) Laws relating to union activities	2	2	7	1	5	2.7
g) Labor relation procedures	0	3	5	6	3	2.5
h) Research activities	0	1	1	2	13	1.4
i) Financial planning	0	0	4	2	11	1.6
j) Responsibilities of unionists	2	5	9	1	0	3.5
k) Purpose, functions and structure of trade unions	9	4	1	1	2	4.0
l) ILO conventions & treaties	0	1	1	1	14	1.4
m) Affirmative action & Equal Employment Opportunity	0	2	3	5	7	2.0
Average Mean	0.5	3.2	5	3	5	2.5

Source: Survey Data, 2014

The study findings with a response rate rounded off to one decimal point where 1. Very inadequate, 2. Inadequate, 3. Fairly adequate, 4. Adequate, and 5. Very adequate. The study findings in Table 4.9 above shows that there was adequate coverage of purpose, functions and

structure of trade unions as indicated by a mean score of 4.0. There was fairly adequate coverage of negotiation skills and responsibilities of unionists with a mean score of 3.1 and 3.5 respectively. There was inadequate coverage of good management practices ($\pi = 2.7$), public relations ($\pi = 2.8$), procedures for CBA ($\pi = 2.8$), administrative skills ($\pi = 2.5$), laws relating to union activities ($\pi = 2.7$), labour relation procedures ($\pi = 2.5$) and affirmative action and equal employment opportunities ($\pi = 2.0$). There was very inadequate coverage of research activities ($\pi = 1.4$), financial planning ($\pi = 1.6$) and ILO conventions and treaties ($\pi = 1.4$).

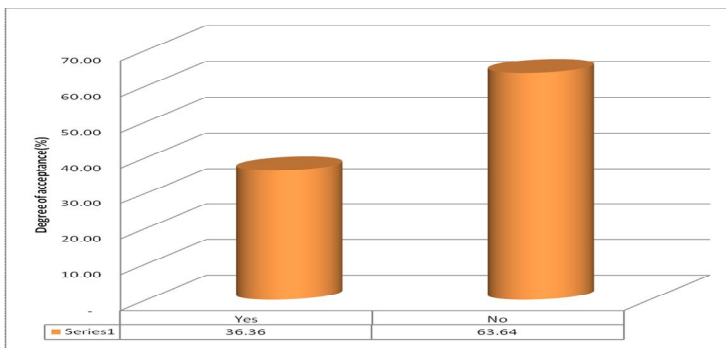
The study findings imply that the areas covered during training/seminars were of interest and they were subsequently covered adequately during the trainings and seminars conducted as indicated with an average mean of 2.5. There is however no indication of any new areas that require training as per the respondents. Key informants (40%) confirmed that the areas covered encompassed the basic requirements for union education to members and that despite limited responses from the members, they were still determined to conduct more training, and more so, on the listed areas. They (key informants) also confirmed that the frequency of the training seminars was low since they had only organized one seminar in the last 5 years.

All the 17 respondents (100%) indicated that they had only attended a one-day training/seminar which they felt was not adequate in covering most of the specified areas. All (100%) the respondents indicated that they had only attended training once since they joined the union. A significant portion of the key informants (40%) confirmed this even as they voiced their concern over the high cost of organizing more frequent seminars. However, the cry on the high cost of organizing training programs indicates ignorance on the part of the key informants since COTU(K) has a study cycle program which is free to all its affiliates.

4.3.5 Adequacy of Training on Labour Issues

Respondents were further asked whether they felt adequately trained on matters relating to labour and their responses were as follows:

Figure 4.5: Adequacy of Training on Labour Issues



Source: Survey Data, 2014

Figure 4.5 above shows that majority (64%) of the respondents did not feel adequately trained on labour issues. The inadequacy of training was attributed to the fact that the only training they had attended was carried out for one day, which limited comprehensive coverage of training programs. Consequently 36% of the respondents felt adequately trained though most of the respondents seemed to have received the training from other sources and not from their own TUs. All (100%) the key informants also noted that one-day training was not adequate for training their members comprehensively on labor issues and that they would increase the frequency of trainings if funds allowed.

Based on the responses, it was generally clear that the level of awareness on TUE was low, given that the majority (58%) of the respondents were not aware that TUE programs existed, 82% argued that they had not been invited for training, 57% of the respondents had not attended any

AGM in the last 5 years, 64% of those who had attended training felt that they were not adequately trained while 93% indicated that they were not invited for induction when they were new in their unions. The above findings were confirmed by (40%) of the key informants who agreed that the frequency and adequacy was low, but they had intentions of improving them by organizing more trainings. Majority (50%) of the key informants also indicated that they had not attended any training at all, a few (10%) indicated that their efforts to get their union officials at the National office to organize these trainings had fallen on deaf ears. This finding is in tandem with the Aluchio's (1998) concern that TU members rely heavily on their union officials who in most cases are not adequately trained in the industrial relations profession. Thus, the observation by a section (40%) of key informants of low attendance could be an indication of lack of awareness. No wonder that Chikuta (1987) asserts that TUE increases the support that TUs get from their members besides enhancing the performance of the TUs.

4.4 Perceptions of Union Members towards TUE

The second objective of the study was to examine the perceptions of the UoN unionists towards TUE. This was necessary since previous studies had established that TUE is positively perceived as a tool for improving the functionality of TUs (Cunniah, 2007; Stroud and Fairbrother, 2005; Sutherland and Rainbird, 2000; Holley and Jenning, 1994; Poole 1981). The study sought to determine the respondents' level of agreement with some statements which relate to perceptions towards TUE to find out if low attendance of trainings were due to negative perceptions. The responses were rated on a scale of 1 - 4 where: 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree. Mean and percentages were calculated as shown in table 4.10.

Table 4.10: Respondents’ Level of Agreement with TUEs Activities

To what extent do you agree with the following statements on perceptions towards TUE	4	3	2	1	Mean
TUE is an important tool for strengthening the labour movement	73(78%)	14(15%)	2(2%)	4(4%)	3.68
Effective TUE would improve industrial relations	75(81%)	13(14%)	5(5%)	0(0%)	3.75
TUE is important in helping the labour movement achieve its objectives	72(77%)	21(23%)	0(0%)	0(0%)	3.91
TUE is not effective because of lack of commitment on the part of union leaders	87(94%)	6(6%)	0(0%)	0(0%)	3.94
TUE is a strategic tool for addressing the challenges facing the labour movement	89(96%)	3(3%)	1(1%)	0(0%)	3.95
TUE is minimal and does not meet the intended goals	90(97%)	3(3%)	0(0%)	0(0%)	3.97
TUE is meant for all union members including officials and not officials only	64(69%)	29(31%)	0(0%)	0(0%)	3.69
Average Score	79	13	1	1	3.59

Source: Survey Data, 2014

N = 93

From the findings shown in Table 4.10, majority (78%) of the respondents strongly agreed that TUE is an important tool for strengthening the labour movement, 15% agreed with the statement, 2% disagreed, while 4% strongly disagreed with the statement. This is shown with a mean of 3.68. The respondents who disagreed (6%) argued that the labour movement could be strengthened by proper management by the union leaders so as to increase the member’s faith in trade unionism. That there is need to address the management challenges of unions if the TUs are to remain strong.

Majority (81%) of the respondents indicated that effective TUE would improve industrial relations, 14% agreed with the statement, while 5% disagreed with the statement. This is shown with a mean of 3.75. Those who disagreed (5%) indicated that IR is affected by the government’s inability to support the TU activities worldwide. The study established that majority (77%) of the respondents strongly agreed that TUE is important in helping the labour

movement achieve its objectives, while 23% agreed with the statement. This is shown with a mean of 3.91.

Majority of the respondents (94%) indicated that TUE is not effective because of lack of commitment on the part of union leaders, while 6% agreed with the statement. This is shown with a mean of 3.94. These respondents (94%) felt that union officials lacked the technical know-how which affected the development of TUE. They further stated that most officials were never committed to the union goals, as they used their offices to drive their personal interests and not the interests of their members.

The study established that majority (96%) of respondents strongly agreed that TUE is a strategic tool for addressing the challenges facing the labour movement, 3% agreed with the statement, while 1% disagreed with the statement. This is shown with a mean of 3.95. Majority (97%) of the respondents strongly agreed that TUE is minimal and does not meet the intended goals, while 3% agreed with the statement. This is shown with a mean of 3.97.

The study established that majority (69%) of the respondents agreed that TUE is meant for all union members including officials and not officials only, while 31% agreed with the statement. This implies that all (100%) of the respondents agreed with the statement as indicated with a mean of 3.69.

The study sought to establish the position held by the key informants on perceptions towards TUE. From the study findings, all (100%) the key informants agreed that TUE is meant to enhance members knowledge and therefore not a sole reserve for the union officials. However, a significant number (50%) of the key informants indicated that they would want to take matters of TUE to their national offices since they, as officials had not been invited for any training and were therefore not trained. This finding is in tandem with that of Muhia, (2013) who found out

that TU members rely heavily on their union officials who are generally inadequately trained in industrial relations procedures and settlement of industrial disputes.

In summary, TUE is positively perceived by UoN unionists as shown by an average mean of 3.59. There was some element of negative perceptions towards TUE by members, but this could be due to lack of awareness on the benefits and existence of TUE programs. Therefore, TU officials have an obligation to ensure that their members are satisfied with the education offered.

4.5 Challenges Facing Implementation of TUE Programs

The third objective of the study was to establish challenges facing implementation of TUE. Respondents were asked to rate how the statements listed in Table 4.11 affect the implementation of TUE. The responses were rated on a scale of 1-4 where: 1. Does not affect 2. Rarely affect 3. Affect 4. Strongly affect. Mean and percentages were calculated as shown in table 4.11 below:

Table 4.11: The impact of the Challenges on the Implementation of TUE Programs

To what extent do the following challenges affect the implementation of TUE?	4	3	2	1	Mean
a) Inadequate finances/funding	45(48%)	37(40%)	3(3%)	8(9%)	3.3
b) Employee involvement in developing training programs	48(52%)	39(42%)	5(5%)	1(1%)	3.4
c) Terms and conditions of employment	44(47%)	34(37%)	6(6%)	9(10%)	3.2
d) Poor style of union leadership and management	92(99%)	0(0%)	0(0%)	1(1%)	4.0
e) Inadequate incentives for members	48(52%)	30(32%)	7(8%)	8(9%)	3.3
f) Lack of training opportunities	44(47%)	37(40%)	5(5%)	7(8%)	4.0
g) Ineffective training delivery methods	45(48%)	37(40%)	3(3%)	8(9%)	3.3
h) Insufficient organizational/management support	40(43%)	39(42%)	9(10%)	5(5%)	3.2
i) Inadequate protective legislation & policy	43(46%)	21(23%)	18(19%)	11(12%)	3.0
j) Corruption in the labour movement	92(99%)	0(0%)	1(1%)	0(0%)	4.0
m) Wrong timings for the trainings	35(38%)	33(35%)	14(15%)	11(12%)	3.0
n) Inadequate training policies	35(38%)	36(39%)	11(12%)	11(12%)	3.0
Average Score	54	27	7	6	3.4

Source: Survey Data, 2014

A significant number of respondents (48%) strongly agreed that inadequate funding affects TUE programs, 40% agreed with the statement, 3% disagreed while 9% strongly disagreed with the statement. According to the key informants (50%) this has been a major drawback to their work since the union relies on members for support and that many successful achievements have always been as a result of members contribution. On the other hand, the few (12%) respondents who disagreed with the statements indicated that finances never affect TUE since the unions have so many non financial mechanisms of reaching the members which they can only achieve if they were very proactive to which most of the times they were not. They stated that TUE, as part of the TU objectives should be facilitated by the members' contributions to help members get more indepth understanding of the union affairs. This can be attributed to lack of recruitment drives as Turner (2012) contends that the financial strenght of unions depends largely on their membership.

The study established that the implementation of TUE is affected by lack of employee involvement in the development of training programs as stated by majority (52%) response rate. A significant number of respondents (42%) agreed with the statement, while 6% disagreed with the statement. All the key informants (100%) were of the view that employee participation is critical for the success of any training. That employee involvement improves the quality of training programs and ensures high levels of acceptability of TUE. Union members were therefore better placed to train on programs in which all stakeholders had made contributions. This finding is in line with a report by Cunniah (2007) that the primary principle of union education is that its basic programs must be based on decisions made by workers and their representatives. On the contrary, the respondents (6%) who mentioned that employee involvement in the development of training programs rarely affect TUE were of the opinion that unions have standard trainings globally and did not require the employees' involvement again to develop.

A significant number of the respondents (47%) agreed that terms and conditions of employment strongly affects the implementation of TUE, 37% indicated that it affects, while 16% indicated that it rarely affects. The members who were on contracts, temporary appointments and casuals terms of employment indicated that they do not actively participate in TU issues for fear of being sacked. Nevertheless, a few respondents (15%) stated that terms and conditions of employment did not affect TUE because union affairs were open for all employees and that all employees were protected. The key informants however, indicated that some of their members were not on permanent terms and that they would have challenges on paid leave to pursue TUE for members. One of the key informants indicated that he was on contract terms of employment and that this would make it difficult for him to attend TUE if their umbrella union organized one.

The study findings show that majority (99%) of the respondents agreed that poor style of union management strongly affects the implementation of TUE programs, while 1% disagreed with the statement. The respondents (99%) were of the view that a well managed union will always plan for members activities and finally execute them without fail, but when a union is dogged with management challenges, it may not focus on workers needs adequately. They mentioned that the wrangles between TUC-K and COTU(K) affected the 2014 labour day celebrations and workers did not get any pay increment as they had expected. This finding is in tandem with the findings of Wanyoike, et al, (2013) that rivalry of unions reduces the effectiveness of workers in securing their legitimate rights, multiplicity of unions weakens the power of collective bargaining, and inter-union and intra-union rivalry undermines the strength and solidarity of the workers. The members accused some of the officials as being arrogant and less concerned about their issues. The respondent (1%) who argued that poor union management did not affect TUE reported that union is a structured institution and its programs should never be affected by the inability of its officials to execute its functions. The key respondents (50%) were of the view that they have always had challenges in managing their affairs due to inadequate skills in management,

however, they reported that they were trying their best. All (100%) the key informants also noted that members had always raised complaints about the way they managed the unions. However, this, they said was mostly reported when new officials took up offices as they tried to settle down and understand their work. This ultimately affected the TU training, development and education.

Majority (52%) of the respondents agreed that the implementation of TUE programs were strongly affected by inadequate incentives for members to attend trainings, 32% agreed, while 17% indicated that it does not affect the implementation of TUE. The respondents were of the view that human beings are driven by factors that persuade them to act in a particular way. These are motivational factors that would make them participate, or keep off TUE. As such, therefore, lack of incentives had hindered most TUE trainings considerably. The respondents (17%) who argued that inadequate incentives for members rarely affect TUE programs were of the opinion that members were not solely driven by incentives but by other factors like need to know and empowerment. Accordingly, most members wanted allowances and certificates in return for attending trainings which were meant to support them in critical decision making. Due to constrained resources, the unions have not been able to meet some of these demands, thus leading to poor attendance during trainings and seminars.

The study findings indicate that a significant number of the respondents (47%) agreed that the implementation of TUE programs were strongly affected by lack of training opportunities, 40% agreed with the statement, 13% indicated that it did not affect the implementation of TUE. The respondents (87%) pointed that inadequate training opportunities had hindered TUE trainings immensely. The respondents (13%) who argued that lack of training opportunities do not affect TUE programs indicated that the union officials would have the capacity to train members if they planned well despite the challenges. Majority (60%) of the key informants concurred that there are no training opportunities. However, this is an indication of lack of awareness on the part of

the officials since COTU(K) runs a study cycle program (SCP) which is free to all unionists affiliated to COTU(K). Two of the UoN unions namely: UASU and KUDHEIHA are affiliates of COTU and should therefore be beneficiaries of the SCP.

Majority (88%) of the respondents agreed that ineffective training delivery methods strongly affects TUE programs, while 12% disagreed. The respondents noted that the use of ineffective training delivery methods (e.g. lecture methods) has often discouraged some members from attending any TU training. Most training models for union members should be anchored towards adult learning approaches. According to the key informants (40%), the union has always used different approaches to disseminate information to the members. The respondents (12%) who argued that ineffective training delivery methods rarely affect/does not affect TUE argued that the content is always inadequate even if different methods are used.

Majority (85%) of the respondents stated that TUE programs are affected by insufficient organizational/management support, while 15% indicated that it did not affect the implementation of TUE. The respondents (85%) noted that insufficient organizational support on TUE is a common problem across most institutions since organisations do not like employees who know their rights, hence the unclear policies on how to handle TU matters. This was also confirmed by (100%) key informants who expressed reservations on UoN management support towards union activities. The respondents (15%) who argued that insufficient organizational support rarely affect or does not affect TUE were of the opinion that it is the union officials who have failed to engage management proactively.

The study established that majority (69%) of the respondents felt that implementation of TUE is affected by inadequate protective legislation and policy, while 31% disagreed with the statement. The respondents (69%) were of the view that legislations and policies are meant to standardize procedures and make work flow systematically. They (31%) argued that inadequate protective

legislation and policies do not affect TUE were of the view that policies are anchored on the aims and objective of institutions and are therefore guidelines to help disseminate TUE programs. These findings are in tandem with Schillinger, (2005) who argued that the challenge of inadequate protective/supportive legislation and policy is compounded by low morale for industrial action among workers who consider their jobs as privileges due to high unemployment rates.

Majority (99%) of the respondents indicated that corruption in the labour movement affect the implementation of TUE programs, while 1% disagreed with the statement. The respondents noted that most unions are always found with high level corruptions which has made most unions ineffective. The respondents (1%) who argued that corruption in the labour movement rarely affect TUE programs were of the view that unions like any other bureaucratic institutions are still able to conduct their trainings despite the high levels of corruption. Majority (90%) of the key informants complimented the union for doing a good job despite the challenges they encounter in their operations.

Majority (73%) indicated that wrong timings for the trainings affects the implementation of TUE programs, while 27% indicated that it has no effect on the implementation of TUE programs. The wrong timing is caused by lack of consultation by the officials so that trainings can be scheduled when members are available. The respondents (73%) argued that 'kamukunji' briefings during lunch hours were being used by the union officials as training sessions. The key informants (40%) noted that timings of training was a challenge due to an increase in workload by different employees. They (key informants) argued that any forum could always be converted into a training forum since members never avail themselves for structured trainings. The respondents who argued that wrong timings for the trainings does not affect TUE were of the view that unions had weekends which they could use to train their members but members showed no interest in attending the trainings.

Inadequate training policies were cited to have an effect on the implementation of TUE as seen in the (77%) response rate. A few (23%) of the respondents indicated that it does not affect its implementation. The 77% indicated that due to lack of these policies, whichever training that is presented before the union will always be adopted and this is not right. The key informants noted that most of the times, they lacked the specialised skills that can be used to develop anything. The respondents (23%) who argued that inadequate training policies do not affect TUE were of the view that policies are required if that was the unions core mandate, however in the current situation policies are not necessary.

Asked to indicate key areas where the union could make improvements, majority of the respondents (19%) indicated inadequate training policies, (72%) indicated that poor union management, while 10% indicated that inadequate protective legislation and policy. Those who indicated training policies argued that effective policies would ensure effective communication on issues of TUE in terms of budgetary allocation, selection members to attend which would also be included in the CBA. Those who indicated poor union management argued that poor management led to corruption which, if reduced, funds would be available for TUE while those who indicated inadequate protective legislation argued that this would ensure that there is sufficient organizational support towards TUE matters since economic conditions make workers vulnerable to the employers for fear of losing their jobs.

The respondents were further asked to give any other challenges that they felt affected TUE at the UoN. Majority (90%) of those who responded to this question indicated that inadequate training of union officials strongly affected the implementation of TUE. This was also observed by a few (40%) of the key informants who indicated that their requests to be taken for training by the national leaders were futile.

In summary, this objective noted that the following challenges strongly affect the implementation of TUE program at UoN; corruption in the labour movement ($\pi=4.0$), poor style of management by the unions ($\pi=4.0$), and lack of training opportunities ($\pi=4.0$). These findings are in agreement with Aluchio (1998); Muthamia, 2003); Muhia (2013); Gergelles and Lange (2010); Waddington (2006); Storey (1990) and Schillinger, 2005. For instance, Waddington (2006) argues that a significant part of union members quit because they are dissatisfied with some aspects of union organization. While, Kipchumba (2010) associates disinterest in joining TUs with lack of leadership, lack of education and non-realization on the part of the workers on the need for unions especially in developing countries.

4.6 Suggestions for Improving TUE Programs at UoN

The fourth objective of the study was to come up with suggestions for improving TUE programs at the UoN. The respondents were asked to rate their agreement with the statements regarding TUE by saying 'yes' or 'no' to the given statements. The responses are given in table 4.12.

Table 4.12: Suggestions for Improving TUE Programs at UoN

Do you agree with the following Suggestions for Improving TUE Programs?	Yes	No
Sensitizing union members consistently	92%	8%
Practice democracy and good governance in unions	96%	4%
Transparency and accountability should be improved	97%	3%
Development of training programs should be participative	100%	0%
Distinguishing union matters from personal interests	90%	10%
Different modes of communication should be adopted	91%	9%
Union officials should negotiate with management on funding such programs	92%	8%
Union should get competent facilitators for their TUE programs	96%	4%
Provide incentives like certificates after conducting training	96%	4%
Average Score	95%	5%

Source: Survey Data, 2014

N = 93

From the study findings in table 4.12, majority (92%) of the respondents agreed that consistent sensitization of union members on TUE matters would improve TUE programs at UoN, while 8% disagreed with the statement. The respondents (92%) suggested that TUE programs should be handled in a structured way so that members are able to understand the depth of what they have covered and what is expected of them. All (100%) of key informants were in agreement with the need to sensitize members on attendance of TUE programs and that this would improve attendance of training programs. Majority (96%) of the respondents supported the view that democracy and good governance in the TUs would improve TUE programmes, while 4% disagreed. The unions lack good management practices hence the need to restructure leadership styles and improve participations of union members in TUE programmes. Some respondents indicated that the leadership positions of unions should be rotational. Majority (70%) of the key informants argued that some members were busy spreading rumours on mismanagement of unions with very little knowledge of what goes on in the management of unions.

The study findings on table 4.12 shows majority (97%) of respondents felt that TUE could be improved by enhancing transparency and accountability to open up more ways of handling union issues including training, while 3% disagreed. The respondents (97%) suggested that transparency would encourage more union members to participate in TU matters including TUE. That this would be necessary to ensure that all members got an opportunity to attend these training and not just a few members frequenting meetings whenever they were organized. The respondents (97%) indicated that they were not satisfied with the way TUE was being handled by their unions. They said there was need to tailor the training to the members' needs and also to win members confidence in the programs. Majority (60%) of key informants defended their unions by saying that TUE was handled in a very transparent manner while some of the key informants indicated that there was need to improve on transparency saying that the same people attend trainings and spend so much time in the trainings with little time in focusing on matters

affecting the members. All (100%) of the respondents indicated that development of training programs should be participative since this would help in changing the negative perceptions hence effective implementation. A significant portion (40%) of the key informants however, lamented that members disappoint them in terms of attendance of such meetings making it difficult to reach consensus. However, a few (30%) of key informants indicated that they had not taken part in the development of their TUE and were not even aware of who prepared them.

Majority (90%) of the respondents indicated that union matters should be separated from personal matters in order to avoid conflict of interest, while 10% disagreed with the statement. They (90%) argued that some union officials got promotions and have their relatives and friends employed by management in exchange for their silence on matters affecting their members. Consequently, the union needs to adopt different modes of disseminating information as indicated by 91% of respondents who agreed with the statement and 9% who disagreed. This, they (91%) argued, would help members to receive information from different sources which would help capture more members attention. Majority (92%) of the respondents suggested that union officials should always discuss their TUE programs with the management in order for the management to fully or even partially fund such trainings, while 8% disagreed with the statement. They said that different modes of communication be used in communicating TUE matters. All (100%) of the key informants argued that they did not have any conflicts of interest in their management of unions. However, they promised to improve their modes of communication but lamented that their efforts to get management support was not successful in terms of both paid leave to members to attend TUE programs and even funding of the programs.

To help the union members get value from any training organised by the union, majority (96%) of the respondents were of the view that competent facilitators should be outsourced for value and quality of programs. A small portion (4%) of the respondents, however, disagreed with the

statement. That this would make the trainings more interesting to members. To further enhance and ensure successful trainings are conducted, majority (96%) of the respondents were of the opinion that participants should be issued with certificates of attendance and other incentives. Majority 50%) of the key informants were agreeable with these two suggestions and promised to act accordingly.

All (100%) of the respondents were also of the view that a TUE calender of events should be provided for the members to adequately plan their activities throughout the year e.g. by taking leave to attend TUE programs. Some were also of the view that all trainings should be finally evaluated through certain feedback mechanisms. Accordingly, some respondents were of the opinion that a secretariat or an active and effective training committee or department should be formed to take care of dissemination of information to the members. Some members were also of the view that union activities should be delinked from university activities thus the union officials should be delinked from normal university operations. That a certain cadre of union officials should not be employed by the University to enable them focus fully on union matters. This would give them ample time to sort out union issues as full time union employees. Lastly, some of the respondents were of the view that union constitution should have a limited leadership term for all the officials so that the members get quality service from the union. The members stressed that the following areas needed improvement; transparency and accountability in unions, practice democracy and good governance in unions so that the union is ever vibrant, participatory decision making and finally sensitization of members. That this will in turn ensure that internal conflicts are avoided which will improve the image of the labour movement as it is currently seen as an organization dodged with corruption.

To sum up the suggestions, improvements of TUE programs at UoN could be strengthened by all the attributes given in table 4.12 above as shown by an average percentage of 95% 'yes' and 5%

'no' responses. However, the following had the highest percentage scores: sensitizing union members consistently; practice democracy and good governance in unions; and development of training programs should be participative. The key informants were in agreement with most of the suggestions and promised to improve on the glaring areas to ensure that TUE got the intended attention that it deserves. These findings are in agreements with a report by Cunniah, (2007) that the primary principle of union education is that its basic programs must be based on decisions made by workers and their representatives. The broad scope and sometimes the specific operations of educational programs must be authorized by members in union meetings, conventions or congresses.

It was clear from their responses that TUE at the UoN was low/inadequate and that some unions did not have them at all. Some key informants also indicated that their requests to have their central unions organize trainings for the officials had fallen on deaf ears.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the research findings, conclusions, recommendations and areas that require further research. As a recap, the general objective of the study was to evaluate the implementation of TUE in Tertiary Institutions in Kenya using a case study of the UoN. Specifically, the study sought to examine the unionists' level of awareness of TUE programs, perceptions of the trade unionists towards TUE, challenges facing the implementation of TUE programs and suggestions for improving TUE programs at the UoN.

5.2 Summary of Findings

This section provides a summary of the major study findings, which are presented in line with the study objectives.

5.2.1 Level of Awareness of Mode and Content of TUE

The study established that majority (58%) of the TUs members at UoN were not conversant with TUE programs. The generally high number was registered by KUSU and KUDHEIHA union members. In fact, majority (82%) of trade unionists reported not having been invited nor attended any training/seminar organized by union officials; majority (57%) of respondents had not attended any AGMs in the last 5 years; and majority (93%) of respondents had not attended any induction training when they first joined their respective unions. Similarly, the key informants (40%) registered their frustration at AGM attendance which they claimed was always poor unless members were paid an attendance allowance. All (100%) the key informants were not aware of free TUE programs such as the Study Cycle Program (SCP) which is free for all COTU affiliates (e.g. UASU and KUDHEIHA).

Majority (64%) of the respondents who had attended trainings/seminars felt that they were not adequately trained. This is also evidenced by a mean of 2.5 on the coverage of TUE topics in Table 4.9.

According to Mwamadzingo, (2007), TUE is an important vehicle for creating awareness and identifying solutions for a myriad of issues afflicting TUs, promoting organizing campaigns, fighting the HIV/AIDS scourge, resolving leadership issues, encouraging youth to join unions, mainstreaming of gender issues and enhancing solidarity. Cunniah, (2007) adds that the scope and content of TUE are designed to raise awareness among union members, activists and leaders as well as providing them with skills to meet the difficult challenges of their workplaces and organizations. Low levels of awareness of TUE programs among members could, therefore, be an indication of lack of TUE.

5.2.2 Employees Perceptions of TUE Programs

The average mean score of 3.59 on the perception of workers/employees towards TUE programs indicate positive perceptions towards TUE programs. The study, however, noted some elements of negative perceptions from some members but associates this to lack of awareness on the existence of TUE programs. There is also a clear negative perception towards the unions, union officials and most activities carried out by the officials leading to member apathy.

5.2.3 Challenges Facing TUE Programs

The study found out that there are many challenges facing the implementation of TUE programs. However, the following challenges were found to strongly affect the implementation of TUE programs at UoN: corruption in the labour movement; poor style of management by the unions; and lack of training opportunities as indicated with a mean of 4.0 for each attribute in Table 4.11.

5.2.4 Suggestions for Improving TUE Programs at UON

The study established the following suggestions for the improvement of TUE programs: sensitizing union members consistently; practice democracy and good governance in unions; and participative development of training programs. Proven research findings in the field of TU show that education is most effective when it is guided by interests, subject-oriented and as self-guided as possible (Klaus, et.al., 2012). This realization must be captured in the development of TUE programs.

The respondents suggested that all trainings should be finally evaluated through certain feedback mechanisms. Accordingly, the respondents wanted a secretariat/research department to be formed so as to take care of dissemination of information to the members on TUE matters. The respondents were also of the view that union officials should be left to run the unions and not be employees of the institution. This would give the officials ample time to sort out union issues. The respondents further suggested that constitutions of their respective unions should be amended to have a limited term for all the officials so that the members get quality service from the union instead of the officials staying in office for a lifetime.

5.3 Conclusions

The study concluded that awareness levels on TUE programs among the unionists affects the implementation of TUE programs at tertiary institutions. The study established low levels of awareness of TUE programs at the UoN from both the officials and members. Some of the key informants had not attended any TUE programs at all during their union leadership. This low level of awareness probably affects the attendance of trainings/AGMs by members, whenever they were organized by the officials. The study, therefore, concluded that TUE is not effectively carried out at UoN.

The study concluded that perceptions of unionists towards TUE are positive. It therefore, concluded that UoN unionists' perceptions do not affect implementation of TUE programs. However, the study found some elements of negative perceptions towards TUE programs and trade unionism, which could probably be attributed to the low levels of awareness and lack of TUE.

The study concluded that there are various challenges facing the implementation of TUE in tertiary institutions in Kenya. Key among them, were corruption in the labour movement, poor style of management by the unions, and lack of training opportunities due to inadequate training policies. Thus, the implementation of TUE programs in tertiary institutions should be improved by sensitizing union members consistently on TUE issues; practice democracy and good governance in unions; and participative development of training programs.

Overall, the study concluded that TUs at UoN do not carry out TUE as expected and as such, what members and key respondents refer to as TUE programs are 'kamukunji' briefings which cannot be classified as TUE. Apparently, the only time, a union carried out TUE was once as indicated in Fig. 4.4 and Table 4.9 - a one-day training which did not adequately cover all the areas.

It is important to note that building TU solidarity and members' loyalty is fundamentally linked to the provision of TUE. Whatever the size of the TU, part of its resources should be allocated towards the provision of education and training for its rank and file membership. Ideally, provision of TUE should commence at the recruitment stage when members first join the union. Such introductory trainings will help sensitize new members to the uniqueness of the TU as an organization and also cultivate appreciation of the TU as a workers organization with the primary commitment to the workers interests. Trade union officials, therefore, need to prioritize TUE as

an effective tool for informing members of their roles, responsibilities and expectations as members of TUs. On their part, management of TUs should be committed towards encouraging members to participate in TUE. Without commitments from the union management and adequate budgetary allocations, implementation of TUE will remain a challenge in the tertiary institutions in Kenya for the foreseeable future. Thus, TUE will only succeed if the union leaders and all the stakeholders collaborate in the promotion TUE programs. Muchelle (2006), contends that the most important single condition for good industrial relations is a strong and enlightened labour movement, which may help to promote the status of labour without jeopardizing the interests of management.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

- (a) Trade union officials should provide TUE at the recruitment stage when members first join the union. This is to introduce the members to the uniqueness of TU as an organization which will increase the support that TU officials get from their members.
- (b) Trade union officials should go for trainings to enable them carry out TUE effectively. They should take advantage of free TUE programs such as the Study Cycle Program (SCP) offered by COTU(K) to all its affiliates and stop complaining on lack of funding. The unions not affiliated to COTU(K) (e.g. KUSU) should prepare proposals which can be funded to enable them train themselves and their members. Once trained, they can then train their members.
- (c) The union officials should ensure that the development of TUE programs is participative to help in gaining wide acceptance and participation, they should reduce corruption in the labour movement to gain the confidence and support of the members, and improve their style of management.

(d) Trade union officials should implement TUE programs effectively and avoid complaining of non attendance of training seminars by members. They should take advantage of positive perceptions towards TUE by members and consult with management where necessary.

5.5 Areas for Further Research

Since this study focused on the implementation of TUE in tertiary institution, the study recommends that a similar study be carried out in other unions such as KNUT, KUPPET, Kenya Engineering Workers Union (KEWU), Kenya Plantation & Agricultural Workers Union (KPAWU), and Kenya Union of Pre-primary Education Teachers (KUNOPPET) for comparison purposes and to allow for generalization of findings on the issues surrounding the implementation of TUE.

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Appendix I: Letter of Introduction

Introduction

My name is Monica Agunda, I am a Masters of Arts Student in Labour Relations Management at the Department of Sociology, University of Nairobi. I am currently conducting a research on the *Implementation of TUE Programs in Tertiary Institutions* using a case study of the University of Nairobi.

I would like to humbly request you to participate in this study by answering the questions below. I wish to take this opportunity to assure you that your participation is voluntary and that answers you provide will be treated with strict confidence, shall only be used for the purposes of this thesis and shall not be disclosed to any third party.

The information collected from you will be strictly confidential and your identity will be kept anonymous since you are not required to reveal your name both during interview and on the questionnaire. Please note that your honest opinion in answering the questions will be vital in understanding the subject under study.

Thanking you for the cooperation and support.

Yours faithfully

Monica Agunda
0720 879714
magunda@uonbi.ac.ke

Appendix II: Questionnaire to Trade Union Members

Instructions:

Do not write your name on this questionnaire.

Please give honest and correct answers to the questions asked in this questionnaire.

Tick the appropriate information in the box and elaborate where necessary.

A) BACKGROUND INFORMATION (Please tick appropriately)

1. In which age group do you fall?
 18 - 30 years
 31 - 40 years
 41 to 50 years
 51 years and above
2. What is your gender?
 Male
 Female
3. What is your highest level of education?
 PhD
 Masters
 Degree
 Diploma
 Certificate
 O'level
 Others, specify
4. What is your designation?.....
5. What is the name of your trade union?
 UASU
 KUSU
 KUDHEIHA
6. Which College do you belong to?
 CAVS
 CBPS
7. How long have you been on employment at the University of Nairobi?
 Less than 1 year
 1 to 5 years
 6 to 10 years
 10 years and above

8. How long have you been a member of your Trade Union?
- Less than 5 years
 - 5 to 10 years
 - 11 to 15 years
 - 16 years and above
9. What was your main reason for joining the union?
- To get support if I have a problem
 - For improved pay
 - For improved working conditions
 - Most people at work are members
 - I believe in TUs
 - For other industrial benefits
10. Were you invited for training on trade union matters when you joined the union?
- Yes
 - No

B) LEVELS OF AWARENESS OF MODE AND CONTENT OF TRADE UNION EDUCATION (TUE)

11. How conversant are you with TUE?
- Very conversant
 - Conversant
 - Not conversant
12. How many Annual General Meetings (organized by your union) have you attended in the last five years?
- More than 3
 - 3
 - 2
 - 1
 - None
- If none, please give reasons.....
13. Have you attended any TU training/seminar organized by your union?
- Yes
 - No

(a) If no, Please give reasons

.....

.....

(b) If yes, to what extent could you rate the coverage of the following areas:

	Very adequate	Adequate	Fairly adequate	Inadequate	Very inadequate
a) Good management practices					
b) Public relations					
c) Negotiation skills					
d) Procedures for CBA					
e) Administrative skills					
f) Laws relating to union activities					
g) Labor relation procedures					
h) Research activities					
i) Financial planning					
j) Responsibilities of unionists					
k) Purpose, functions and structure of trade unions					
l) ILO conventions & treaties					
m) Affirmative action & Equal Employment Opportunity					

14. Which other areas (other than the ones listed in 13b above) did the training cover?

.....

15. How long was the training?

- One day
- Less than a week
- Two weeks
- One month
- More than a month

16. If your answer to (13) above is yes, would you consider yourself as adequately trained on labor issues?

Please clarify.....

C) PERCEPTIONS OF EMPLOYEES TOWARDS TUE

17. In your opinion, to what extent do you agree with the following statements on TUE?

Scale: 4. Strongly agree 3. Agree 2. Disagree 1. Strongly disagree

To what extent do you agree with the following statements on perceptions towards TUE	4	3	2	1
TUE is an important tool for strengthening the labour movement				
Effective TUE would improve industrial relations				
TUE is important in helping the labour movement achieve its objectives				
TUE is not effective because of lack of commitment on the part of union leaders				
TUE is a strategic tool for addressing the challenges facing the labour movement				
TUE is minimal and does not meet the intended goals				
TUE is meant for all union members including officials and not officials only				
Average Score				

17(b) Please give your comments on the above statements.

.....

D) CHALLENGES FACING TUE PROGRAMS

18. In your opinion, to what extent do the following issues affect TUE programs at UON?

Scale: 4. Strongly affect 3. Affect 2. Rarely affect 1. Does not affect

To what extent do you agree with the following statements on challenges facing TUE	4	3	2	1
a) Inadequate finances/funding				
b) Employee involvement in developing training programs				
c) Terms and conditions of employment				
d) Poor style of union leadership and management				
e) Inadequate incentives for members				
f) Lack of training opportunities				
g) Ineffective training delivery methods				
h) Insufficient organizational/management support				
i) Inadequate protective legislation & policy				
j) Corruption in the labour movement				
m) Wrong timings for the trainings				
n) Inadequate training policies				
Average Score				

19. In your opinion, what other factors (apart from the ones listed in 18 above) affect TUE programs at UoN?.....

.....

20. If the union is to make improvements in the areas listed in (18) above, which item(s) would you prefer to be most emphasized?

.....

21. In your own words, give reasons for your observations to (20) above.

.....

.....

E) SUGGESTIONS FOR IMPROVING TUE PROGRAMS AT UON

22. To what level do you agree with the following statements in relation to improving TUE programs at the UoN?

Scale: 4. Strongly agree 3. Agree 2. Disagree 1. Strongly disagree

Do you agree with the following Suggestions for Improving TUE Programs?	Yes	No
Sensitizing union members consistently		
Practice democracy and good governance in unions		
Transparency and accountability should be improved		
Development of training programs should be participative		
Distinguishing union matters from personal interests		
Different modes of communication should be adopted		
Union officials should negotiate with management on funding such programs		
Union should get competent facilitators for their TUE programs		
Provide incentives like certificates after conducting training		
Average Score		

23. In your opinion, what other factors can be pursued to enhance TUE programs at UoN?.....

.....

24. If the union is to make improvements in the areas listed in (22) above, which item(s) would you prefer to be mostly emphasized and why?

.....

Appendix 111: Key Informants Interview Guide

Key Informants Interview Guide

Given the introduction of TUE program across the globe, I request that we discuss the issues surrounding the implementation of TUE programs in tertiary institutions in Kenya using the following guidelines:-

- ❖ What is your level of awareness towards the content and mode of TUE programs? What is your members' level of awareness of TUE programs?
- ❖ What is your perception towards TUE at the UoN and what are the perceptions of your members towards TUE?
- ❖ What do you feel are the challenges facing the implementation of TUE programs at the UoN?
- ❖ From the listed suggestions towards the improvement of TUE, what would be your choices in terms of priorities and what other suggestions would you add?