

**INFLUENCE OF TRADE UNION PRACTICES ON TEACHERS' JOB
SATISFACTION IN PUBLIC PRIMARY SCHOOLS INTIGANIA EAST SUB-
COUNTY, KENYA**

Itabari Mary Kathoni

**A research project Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Education in Corporate Governance**

University of Nairobi

2016

DECLARATION

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

Itabari Mary Kathoni

E55/70513/2013

This research project has been submitted for examination with our approval as the university supervisors

Dr. Grace Nyagah.

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Jeremiah M. Kalai

Senior Lecturer and Chair

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research project to my family; my loving husband Mr. Justus Mungania and our children Valentine, Collins and Beavan who have been my support and source of inspiration.

ACKNOWLEDGEMENT

Sincere acknowledgement goes to the Almighty God for granting me health, strength and favour while undertaking this research work. Special thanks and appreciation are accorded to my supervisors Dr. Grace Nyagah and Dr. Jeremiah M. Kalai for their guidance and valuable support throughout the study. I would also like to appreciate the moral support of my husband Mr. Justus and our children throughout my study at the University of Nairobi as well as during the research work. I cannot forget to thank the head teachers and teachers who were the participants in the study and who provided me with the information I required without which this study would not be complete. Lastly, I wish to thank Mary Ng'ang'a and Sharon for typesetting my entire project.

TABLE OF CONTENTS

Contents	Page
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of contents	v
List of tables	Error! Bookmark not defined.
List of figures	Error! Bookmark not defined.
Abbreviations and acronyms	Error! Bookmark not defined.
Abstract	Error! Bookmark not defined.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	5
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Research questions	6
1.6 Significance of the study	7
1.7 Limitations of the study	7
1.8 Delimitations of the study	8
1.9 Basic assumptions of the study	8
1.10 Definition of significant terms	9
1.11 Organization of the study	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	11
2.2 Concept of trade unions and job satisfaction	11
2.3 Trade unions' Representation of teachers and job satisfaction	13
2.4 Trade unions' handling of teachers' cases and job satisfaction	17
2.5 Trade unions' advocacy and teachers' job satisfaction	20
2.6 Summary of the literature review.	21

2.6 Theoretical framework.....	22
2.7 Conceptual framework of the study	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	25
3.2 Research design	25
3.3. Target population	25
3.4 Sample size and sampling procedures	26
3.5 Research instruments	27
3.6 Instruments validity	27
3.7 Instruments reliability	28
3.8 Data collection procedures.....	28
3.9 Data analysis technique.....	29
3.10 Ethical issues and considerations.....	29

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	30
4.2 Instrument response rate	31
4.3 Respondent’s general characteristics	32
4.4 Information about the study Variables.....	36
4.4.1 Representation of the teachers in legal suits by their unions	36
4.4.2 Handling of teacher’s cases by their unions	43
4.4.3 Engagement of Legal Services by the Unions to help teachers in cases	50
4.4.4 Advocacy for teacher’s job satisfaction.....	56
4.5 Cross tabulation on the study variables and teachers’ job satisfaction.....	62

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	66
5.2 Summary	66
5.3 Conclusions.....	69
5.4 Recommendations from the study	69
5.5 Areas for further research	70

REFERENCES.....	71
APPENDICES.....	74
Appendix I: Letter of introduction.....	74
Appendix II: General Questionnaire Head teachers and Teachers.....	75
Appendix III: Authorization letter.....	82
Appendix IV: Research permit.....	83
Appendix V: Map of the study area.....	84

LIST OF TABLES

Table 3.1 Sampling frame.....	26
Table 4.1 Response Rate.....	31
Table 4.2 Gender of the respondents	32
Table 4.3 Respondents' highest academic qualification.....	34
Table 4.4 Years of experience in teaching profession	35
Table 4.5 Extent to which trade unions' representation influence teachers' job satisfaction	37
Table 4.6 Influence of trade unions' representation on teachers' job satisfaction as perceived by head teachers	39
Table 4.7 Influence of trade unions' representation on teachers' job satisfaction as perceived by teachers.....	40
Table 4.8 Extent to which trade unions' handling of cases influence teachers' job satisfaction	45
Table 4.9 Influence of trade unions' handling of cases on teachers' job satisfaction as perceived by head teachers	46
Table 4.10 Influence of trade unions' handling of cases on teachers' job satisfaction as perceived by teachers.....	47
Table 4.11 Extent to which trade unions' engagement of legal services influence teachers' job satisfaction.....	52
Table 4.12 Influence of trade unions' engagement of legal services on teachers' job satisfaction as perceived by head teachers.....	53
Table 4.13 Influence of trade unions' engagement of legal services on teachers' job satisfaction as perceived by teachers	54
Table 4.14 Extent to which trade unions' advocacy influence teachers' job satisfaction	57
Table 4.15 Influence of trade unions' advocacy on teachers' job satisfaction as perceived by head teachers.....	59
Table 4.16 Influence of trade unions' advocacy on teachers' job satisfaction as perceived by teachers	60
Table 4.17 Other measures to be taken by trade unions to enhance teachers' job satisfaction	62
Table 4.16 Cross tabulation on trade union representation and teachers' job satisfaction.....	63

Table 4.17 Cross tabulation of Trade unions' handling of cases on teachers' job satisfaction	64
Table 4.18 Cross tabulation on trade unions engagement in legal services and teachers' job satisfaction	65

LIST OF FIGURES

Figure 4.1 Age brackets of the respondents.....	33
Figure 4.2 Respondents' perception on whether trade unions' representation influence teachers' job satisfaction.....	36
Figure 4.3 Respondents' perception on influence of trade unions' handling cases on teachers' job satisfaction.....	44
Figure 4.4 Respondents' perception of the influence of trade unions' engagement of legal services on teachers' job satisfaction.....	50
Figure 4.5 Respondents' perception on influence of trade unions' advocacy on teachers' job satisfaction	56

ABBREVIATIONS AND ACRONYMES

AFT	American Federation of Teachers
BTU	British Trade Union
HIV	Human Immuno-deficiency Syndrome
ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
KNUT	Kenya National Union of Teachers
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NEA	National Education Association
SPSS	Statistical Package for Social Sciences
TULRCA	Trade Union and Labor Relations Consolidation Act
UK	United Kingdom

ABSTRACT

The study was on the influence of trade union practices on job satisfaction of the teachers in Tigania East Sub-county of Meru County. The objectives of the study were; to determine the influence of trade unions in representation of teachers, handling of cases, engagement of legal services and teachers' advocacy on job satisfaction. The variables that were driven from the objectives were representation of teachers, influence of trade unions in handling and management of investigations, engagement of legal services by the trade unions, and advocacy on teacher's job satisfaction. The study was guided by Herzberg's Two-Factor Theory of motivation. All the respondents were subjected to the questionnaire that was used as a sole tool for data collection. Data was analyzed through SPSS where quantitative data was coded and analyzed using descriptive statistics. Frequency distribution tables, pie charts and bar graphs were used to present data. Data interpretations was also done and discussions recorded. The study obtained information that teachers were represented in issues of a communal nature but left on their own in personal cases. This was affirmed by the majority responses (73.3%) that stated there was a serious misrepresentation of teachers in the legal suits. The hurdles to representation of teachers that were cited were lack of budgetary allocations to personal suits, and lack of a policy in that effect. The teachers' salaries were said to be insufficient for sourcing individual legal representations. Lack of the unions to represent teachers when faced with legal suits led to conviction and commitment of innocent teachers to jail terms. The respondents expressed this as a point of great dissatisfaction in their professional practices. The study recommended that trade unions should consider enlisting individual teacher's suits for representation since the salaries are insufficient to meet legal costs among other needs. Trade union officers should be involved throughout the process of investigating and conviction of teachers to ensure justice is delivered. Inclusion of individual teacher's professional suits costs in the trade unions' budgetary estimates is quite in order to ensure the services are availed to the teachers who are affected. The researcher recommended that a study on factors that influence poor service delivery by teacher's trade unions will help curb draw conclusions to curb the problems of job dissatisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The growth of trade unions from the collective bargaining function towards a role dominated by voice and representation of workers seems to have taken place against the background of high density unionism, which gained ground mainly in continental Europe and in Japan (Inove, 1999, Glennis, 2005). He gives a broad definition which incorporates a wide variety of organizations, each with their differing commitments to the general principles and ideology of "trade unionism. For instance, the employee's lack of satisfaction ranges from low salary, bad terms and conditions of service, stagnation in the same job group and intimidation by their seniors, which make them perform poorly in their duties. This has led to the formation of trade unions on the grounds that unity is strength; that unless workers unite there will always be the dominance of employers and hence their grievances may not be catered for.

Trade unions are seen to be in partnership with the employers although this has been with element of pragmatism, recognizing that the new unionisms seem to be moderate and conciliatory to maintain support from employers and the state (Beardwel & Claydon, 2007). The concept of social partnership can be questioned if not supportive of the managers or employers.

Education is viewed as a human right and a necessary condition of full exercise of other rights. It is one of the basic rights of every person and has been recognized as a universal declaration of human rights and universal covenant

of economic, social and cultural right. One philosopher once said that education's purpose is to replace the empty mind with the open one Ministry of Education, Science and Technology (MOEST, 2003).

According to Kenya Trade Union and Labor Relations Consolidation Act of 1992 a trade union is defined in as any "organization of workers" whose principal purposes include the regulation of relations between workers "of one or more descriptions" and employers or employers' associations. The broad membership base which unions commanded and the equitable distribution, which they promoted in major sectors and enterprises, strengthened the position of unions, giving them more power to bargain or collaborate and to derive successful outcomes (Glennis, 2005). Glennis also argues that the commission fundamentally ignored the dictates of Vision 2016 on income distribution, which calls for a "more equitable income distribution that ensures the participation of as many people as possible in the economic success". The Union called for the implementation of the Vision's ideals instead of accepting the recommendations of the commission that would exacerbate inequality in Botswana.

Among the cases cited by trade unions was the pre-employment, mandatory testing of crew members by the South African Airways. An opposite example was however given to the conference by the Human Resources Manager of Ford Motor Company, Johan Strijdom, who described the plan implemented by the company in partnership with South African trade unions and aimed at combating AIDS at the workplace (ILO, 2001). Training is one of the major functions of trade unions all

over the world. Training of their members and officials is essential to strengthen the organization and improve its various functions.

A study done by Tanzania Teachers' Union (TTU, 2009) indicated that problems facing teachers in the country were many and complex. These problems range from low salaries to low status, lack of professionalism and inadequate professional development of teachers. Teachers feel that their concerns are not addressed. If these concerns remain and if teachers feel demoralized then the quality of education is bound to suffer. There is need for various stakeholders, government and teachers themselves to come together to resolve the problems facing teachers.

Developments that have affected labor both in quality and quantity worldwide are closely related to political, social and economic environments. Organized labor has affected the development of society and is responsible for securing workplace protections and privileges. The first unions were formed in 1700s and their goal was to control price of skilled labor, demanding uniform rates and controlling output. Later in 1850s and 1860s, the industrial revolution saw the rise of new unions in industries (Beardwell&Claydon, 2007).

Collective bargaining has traditionally been concerned with wage/salary determination. Its scope has widened considerably over the years and today encompasses working hours, holiday's entitlement, promotion policies and pensions. All these expectations should be met by the employer and it is the duty of union leaders to ensure that they are met. Union leaders need a reasonable

membership to have their needs addressed by the employer. Membership of KNUT in the early days was mandatory for the newly employed teachers in Kenya; this enabled the union to have the numbers required by TSC to enable collective bargaining (Nkomo & Cox, 2006).

Kamau (2003) states that a teacher's trade union is supposed to create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers. For many years the KNUT has been accused on concentrating on fighting for teachers cause with little emphasis on their performance. The union has been adversely mentioned in Tigania East Sub-County as overly over-protecting the teachers when conflicts arise and this negatively affects the teacher's work capacity. It is therefore important to understand the influence of KNUT on the performance of teachers, their effects on education sector and their implications on the society as a whole.

The involvement of trade unions in an increasing number of social and economic issues in the recent years, it has become even more vital for the unions to continue and expand their training activities for both their leaders and members (Ballow, 2011). The Workers' Education Programmes of the Bureau for Workers' Activities (ACTRAV) of the ILO is aimed at assisting trade unions in promoting their training programs to expand their activities and membership and to improve their capacity to represent and defend the interests of their members (ILO, 2001). According to the president of British Trade Union (BTU) it plays an important role, by encouraging the employer to discharge this responsibility. Union defense of

high salaries and job security has a part to play in this process because it provides an incentive to the employer to invest in skills to maximize worker productivity, (BTU, 2009). Due to the vastness of trade unions practices in Kenya the current study sought to establish teachers' job satisfaction in Tigania East as one of the geographical areas that suffer high effects on teachers' performance due to their engagement with trade unions.

1.2 Statement of the problem

Trade unions perform significant role in employee's life and always provide checks and balances to the government regarding accountability of its leaders. KNUT in Kenya represents teachers thereby its influence on the quality of education and work life for the teachers is important and affects every teacher. They were also supposed to ensure members acquire the best skills to match the cost of labor (KNUT, 2002).The teachers unions have been aggressively championing for the rights of the teachers, through law courts, strikes, work boycotts and demonstrations, leaving the other function of the quality of education unattended to. This is clear due to the monitoring and disciplinary actions on teachers sorely being done by the employer. This inclination of the teachers unions to teacher's welfare is a great shortfall since the other stakeholders are left out (Georgelles& Lange, 2010).

The Government of Kenya tried to have the unions on board in creating and ramifications of education policies to ensure their compliance in vain. This has seen the unions adversely engage in battles with the government all to the disadvantage of the students who happens to be the key stakeholders. International

policies on basic education are adopted by the government but limited or non-application is the order of the day (Kunyiha, 2015). Consequently, trade union practices have been geared towards its members' job satisfaction and security that is felt unfulfilling especially in marginalized areas like Tigania East. This study therefore sought to investigate the influence of trade union practices on public primary teachers' job satisfaction in Tigania-East Sub-County due to their engagement with the trade unions.

1.3 Purpose of the study

This study sought to investigate the influence of trade union practices on primary school teacher's satisfaction in Tigania-East Sub-County of Meru County, Kenya.

1.4 Objectives of the study

The study was be guided by the following objectives

- i. To determine the influence of trade unions' representation on teachers' job satisfaction in public primary schools in Tigania-East Sub-county.
- ii. To examine the influence of trade unions' handling of cases on teachers' job satisfaction in public primary schools in Tigania East Sub-County.
- iii. To determine the influence of trade unions' engagement of legal services on teachers' job satisfaction in public primary schools in Tigania East Sub-County.
- iv. To establish the influence of trade unions' advocacy on teachers' job satisfaction in public primary schools in Tigania East Sub-County.

1.5 Research questions

To achieve the above objectives the following research questions were formulated

- i. What is the influence of trade unions' representation on teachers' job satisfaction in public primary schools in Tigania-East Sub-county?
- ii. What is the influence of trade unions' handling of cases on teachers' job satisfaction in public primary schools in Tigania East Sub-County?
- iii. How does trade unions' engagement of legal services influence teachers' job satisfaction in public primary schools in Tigania East Sub-County?
- iv. What is the influence of trade unions' advocacy on teachers' job satisfaction in public primary schools in Tigania East Sub-County?

1.6 Significance of the study

Upon adoption of the recommendations of this study, several parties may benefit. For instance, the government may benefit from the findings and generalized conclusions and recommendation of this study to build rapport between the government, teachers and trade unions officials so as to reduce animosity among them. The trade unions officials may gain an insight from the study findings to be able to advocate for their member rights in a better way so as to have the interests of their members handled amicably by the government without having to waste time and resources in the law courts, strikes, work boycotts and demonstrations. The schools may benefit from the study findings when the educational stakeholders adopt friendly conflict resolution ways so that the learning activities may continue un-distracted because the teacher's grievances may always be addressed in good time, thus better academic performance.

1.7 Limitations of the study

Limitations are the challenges that may to be faced by the researcher that might render the study unsuccessful (Mugenda, 2008). In this study some areas of

Tigania East Sub-County were sparsely populated and therefore had schools that were far apart. Some respondent were reluctant to give information on their trade union practices. To mitigate this, the researcher assured the respondents of confidentiality of the data to be provided. The roads in the study area were not all weather roads and not friendly during the rainy season. The researcher ensured that adequate there was time for the study to overcome these challenges during data collection. The study was done in Tigania East Sub-County, which was a semi-arid area with schools located geographical away from each other, therefore it was hectic for the researcher to visit all schools in the study area. The busy schedule of teachers, and head teachers slowed down the data collection process. However, the adequate time allocated to data collection enabled the study to be done.

1.8 Delimitations of the study

The study was delimited to only four variables that influence of trade unions practices on teachers job satisfaction in public primary schools which included teachers' representation, handling of cases, engagement of legal services and advocacy leaving out other possible factors that could also contribute. The study also delimited itself to teachers and head teachers' in public schools as they were the unionized members of trade unions. The study also assessed the teachers in public primary schools, leaving out other teachers in private primary school.

1.9 Basic assumptions of the study

The study was carried out on the basis of the following assumptions;

- i. The respondents gave all true information without concealing any important data that could change the findings of this study

- ii. All the targeted teachers were unionized
- iii. The views of the respondents were held to give the overall view of the entire population

1.10 Definition of significant terms

Advocacy refers to the support given to teachers by trade unions to enable their voices to be heard.

Handling of cases refers to teachers' trade union ability to conduct and settle disciplinary issues faced by member teachers.

Legal services refer to legitimate provisions awarded to teachers when faced with lawful proceedings.

Teachers' job satisfaction refers to ability of unionized teachers to contend with the intricacies of their teaching job due to the trade union practices towards their job contention.

Teachers' representation refers to trade unions' role in lieu of teachers' or members' grievances in any legal presentation

Trade Unions refer to a registered association of teachers to ensure collective bargaining with the employer (KNUT and KUPPET).

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitations, assumptions of the study and definition of key terms. Chapter two consisted of

literature review related to the study; review of research carried out on the factors that influence gender imbalance in leadership positions at public primary schools, socialization factors, gender stereotypes, gender related roles and educational qualifications, summary of literature review, theoretical framework and conceptual framework.

Chapter three included research methodology that was employed in carrying out the study. This included research design, target population, sampling techniques and sample size, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four represented data analysis, interpretations and discussions of data obtained from the respondents. Chapter five consisted of the summary of the findings, conclusions, study recommendations and area for conducting further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review that relates to the influence of trade unions practices on primary school teachers' job satisfaction. It presents a review of the related literature on the concept of the influence of trade unions practices on teachers' job satisfaction and related literature from the world, selected African countries and Kenya. Literature review is important for harnessing the research topic and avoidance of repetition of data to make the research findings valuable.

2.2 Concept of trade unions and job satisfaction

A trade union is defined in the Trade Union and Labor Relations Consolidation Act TULRCA, (1992) of Britain as any “organization of workers” whose principal purposes include the regulation of relations between workers’ of one or more descriptions” and employers or employers’ associations (TULRCA, 1992). A trade union, identifies itself with the labor movement and it should be willing to use all the powers of the movement”. Unionateness consists of seven elements or characteristics which states. Any trade union, or employers ‘organization, may, in accordance with TULRCA 2012, apply to have its name included in the public lists maintained by the Certification Officer. Listing is voluntary but is an essential preliminary to any application by a union for a certificate of independence from the Certificate Officer. The principal advantage of “certification” is that it provides independent unions with certain statutory rights.

Section 5 of the 1992 Act of Kenyan Constitution, defines an “independent trade union” as one which is not: under the domination or control of an employer or

group of employers or one or more employers' associations; liable to interference by an employer or any such group or association, tending to such control. Ballou (2011) argues that strong teachers unions can exert strong influences on teachers' performance. This is because reforms can be very difficult to implement where no strong unions exists. This is because the unions will always oppose any attempt by the government to put in place reforms, which will demoralize the teachers hence, low performance. They found out that well paid teachers perform well and are committed than poorly paid teachers. So, it is the work of Teachers' Trade Unions to press the government to ensure that their members are well paid. This at times comes after some great confrontations between the unions and the government.

Over the year, teachers' trade unions have successfully fought for the plight of teachers even if it comes after a long standoff with the government. Over the last twenty years, we have seen great improvement in education sector though through great confrontations between the teachers' unions and the government has increased worldwide. Teachers Union over the years has pressed the government to ensure that there is correct teacher pupil ratio. This has led to great stand offs between the government and teachers unions. This is because overburdened teachers cannot perform. To ensure good results, the teacher must be given the number of pupils he/she will be able to handle.

Teachers' trade unions have strived to ensure that all its members are treated fairly. It acts as a watchdog to eliminate discriminative promotions which would demoralize the teachers. It ensures that only the right personnel with the right qualifications get promoted. Healthy working human resource is a key element in

any growing economy; hence the teachers' trade unions have fought tirelessly to ensure that its members are covered in a reliable and efficient health scheme. In conclusion, it is the work of teachers' trade unions to ensure that their members get better wages and good working conditions, protection against arbitrary and discriminative treatment by the employer and security of tenure and income (Idris, 2007)

2.3 Trade unions' Representation of teachers and job satisfaction

According to Nkomo and Cox (2006), the presence of labor union in an organization results in less management autonomy and flexibility in design and implementation of human resource management policies. Trade unions have been used to settle disputes between members and management, the implementation of changes and securing adequate representation of members in government, public and private sector. Legal assistance to members has been part and parcel of their duty. Mathis and Jackson (2008) assert that the primary determinant of whether employees unionize is management. If management offers competitive compensation, good working environment, effective management and supervision, fair and responsible treatment of workers, they can act as antidote to unionization efforts. Unionization results when employees feel disrespected, unsafe, underpaid and unappreciated therefore they see unions as viable option.

Trade unionism is seen by some to be in terminal decline and no longer relevant to an advanced society. Others believe that unionism has moved to a marginal position in employee relations and some sense of resurrection is required, based on

support. Trade Unions worldwide are facing a lot of challenges. Researches done in Eastern and Western Europe have shown that Union members are not satisfied with their Unions (Georgelles & Lange, 2010). Kamau (2003), asserts that several states including UK, Japan, Canada and others are the declining membership, de-recognition, political manipulation of union among others. The proportion of younger people who choose to join unions has declined dramatically, suggesting that they do not see membership of collective employee body as necessary or desirable (Waddington, 2013).

Generally, trade unions perform significant role in employee's life and always provide checks and balances to the government regarding accountability of its leaders. KNUT in Kenya represents teachers thereby its influence on the quality of education and work life for the teachers is important and affects everybody. Trade unions were established to protect the working life of workers (Cobble, 2011). Currently they are facing various challenges and hence weakening the unions. Some of the problems being faced by trade unions in Kenya are revolution in production technologies and new management styles. Splintering, changing mentality, mismanagement of funds, lack of innovation and visionary leadership are a big handicap. Most unions are grappling with the democratization of social and political arena besides government interference (Swarnalatha & Sureshkrishna, 2014).

In Kenya, employees have formed trade unions to air their grievances. Teachers are not exception. They have their legally formed trade unions i.e. Kenya National Union of Teachers (KNUT) for teachers in primary schools and colleges and

Kenya Union of Post Primary Education Teachers (KUPPET) for secondary school teachers. They work hand in hand in ensuring that the plights of teachers are looked at by the government. The establishment of KNUT on 4th December, 1957 and KUPPET on 26th November, 1998, was after realizing that teacher's performance and terms of working of teachers were not fully addressed by the employer.

Nyambala (2011), observed that KNUT has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. In partnership with Education International and other local and international donor organizations, the trade union has carried out education programs focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labor, awareness-raising activities towards the Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general.

Although significant progress has been realized in teacher professionalism management over the years, the quality of education in Kenya has been hampered by limited skills, large class sizes, inadequate teachers' training and facilities, poor remuneration compared to other economy sectors, among others, resulting in frequent calls for strike while negotiating for higher salaries. Other challenges affecting the quality of teaching services include inefficient teachers' use, continued interference in teacher management, and

overlaps in the teacher managers' functions at school, Sub-County and national levels (Georgelles & Lange, 2010).

Although often referred to as “professional unionism,” the set of practices that represent the frontiers of teacher unionism reflect the values and traditions of craft and artistic work, as well as the traditional professions (Kerchner and Koppich, 2013). The guild and craft traditions, which preceded industrial organization, considered workers as members of communities. Even today, craft unions wield control through apprenticeship and job placement programs. In most craft situations, development and enforcement of standards have become part of what unions do. White collar unions, such as engineers set standards, and so too did waitresses in a now-disbanded union. As Cobble (2011) reports, in the case of waitress unions, women assumed responsibility for “management” tasks such as hiring and discharge of employees, the mediation of on-the-job disputes, and the assurance of fair supervision. “In a sense workers in the culinary industry had instituted a form of self-management”.

Mundy, Cherry, Haggerty, Maclure, and Sivasubramaniam (2008), asserts that unions also engaged teachers in other activities, including policy analysis, participation in the global campaigns for education, and advocacy for improvements in quality. At the local level, many provide services to their members, including continuing professional development, empowerment campaigns, teacher professionalism, access to credit, and a recourse in the case of unfair treatment. In this way, teachers unions are evolving to function as both a support for teachers and an accountability check on the education system

(HIV/AIDS awareness training or research and job satisfaction as well as empowerment are also provided by several of the teacher unions, including those in Eritrea, Lesotho, Liberia, Uganda, and Zambia.

The Lesotho Association of Teachers had projects addressing awareness, prevention and voluntary testing, teacher professionalism as well as gaining legal protection from victimization for its members. It published a book on life-skills education in partnership with the Ministry of Education and Training. Uganda's union has ongoing research looking at HIV, job satisfaction as well as developing a workplace HIV/AIDS policy for teachers (Bennell & Akyeampong, 2007).

2.4 Trade unions' handling of teachers' cases and job satisfaction

Armstrong (2013), notes that the fundamental purpose of a trade union is to promote and protect the interest of their members. Unions are there to address the balance of power between the employers and the employees. This assertion means that unions should be effective in carrying out their mandate. Elimu News (2008), highlighted that there can be no constructive and lasting solution to the problem with which the education sector finds itself confronted, without taking into account the fundamental rights of teachers. Its stand was that ignorance to the issues facing teachers were the leading causes of teacher's strikes in Kenya. It is vital that teacher's rights are observed in order to give teachers the salaries and working conditions that will enable them to discharge their duties and live with dignity.

Trade unions are of two principal types: craft unions composed of all those performing a specific kind of work, such as electricians, carpenters, or printers; and industrial unions comprising all those in a given industry, such as automobile workers or steelworkers (Flanders, 1970; Fraser, 1999, Freeman, 2014). Unions also exist among government employees and for such professional occupations as nurses, engineers, and teachers. In some countries, large general workers' unions include all semiskilled and unskilled workers in one organization.

A union's purpose is to represent worker's interest, hence, union involvement consists of a collective bargaining process in order for awards and agreements to provide protection around the application performance appraisal of and performance related pay (Swarnalatha and Sureshkrishna, 2011). The union also is involved through consultation in the development, implementation, the review, and the modification in anything that concerns its members. Protecting employees from unfair labor practices, encourage training of employees, offer incentives to member's e.g. medical insurance, legal advice and reduction in working hours.

According to Mathis and Jackson (2008), there exists an adversarial relationship between unions and management that sometimes leads to strikes and lockouts. However, such conflicts are relatively rare. What is important between the management and unions is recognition by both parties. Major concern for employees is recognition, in terms of respect, esteem and approval of others. Indeed lack of recognition often creates loss of esteem and motivation.

Armstrong (2006) gives factors that determine recognition or de-recognition. One of the factors is the perceived value or lack of value of having collective

bargaining. The second factor is the extent to which the management has freedom to manage the unions and the third factor is the history of relationship with the union. The fourth factor is the number of union members and the proportion of employees who are members. The fifth factor is the preference to a particular union.

In many countries, teachers have to press their employers for the salary increment and good terms and conditions of service. This leads to confrontations between their trade unions and their employer which at times leads to strikes. There are certainly no doubts among scholars as to the political strength and prowess of teachers' unions (Moe, 2006). Teachers unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach to teachers at the local level. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers roles that have been criticized internationally as raising costs without improving the learning of students (Wobman, 2013).

Teacher unions in the USA have broken the bounds of industrial unionism and have created a tentative stake in organizing as mental workers rather than as industrial workers. They have begun to depart from the boundaries of wages, hours, and conditions of employment to organize what has been called the "other half of teaching," the substance of their work as opposed to the conditions under which it takes place. They have begun to define and enact standards for teaching quality, and they are claiming their place as school

reformers. Both the American Federation of Teachers (AFT) and the National Education Association (NEA) have officially put themselves in the quality education business. Both have endorsed peer review, training standards for teachers, and teacher work schedules that treat professional development as part of a teacher's job and not an add-on option. A small but increasing number of union locals are following this lead (Georgelles & Lange, 2010).

2.5 Trade unions' advocacy and teachers' job satisfaction

Organizations, groups or associations are formed for various purposes. These may range from economic to social and political considerations. On the other hand, a single organization like a union may be used to realize or solve a multitude of needs for its members. What is crucial for a group organization however, is the furtherance of members' interest. Idris (2007) recognizes the centrality of this role when he observes that organizations often perish if they do nothing to further the interests of their members.

The potency of a group can therefore be enormous and many individuals tend to develop faith in the power and influence of a group. The individual as a social being sees a group a source of power, protection, and more so, as a means of realizing the desired goals. Hardy (1976) observes that groups always take riskier decisions than the individuals comprising them would have done had they been acting independently. As such, a group gives a sense of shared responsibility or risk taking 'within limits.'

2.6 Summary of the literature review.

From the reviewed literature it has been established that management incentives lead to teachers commitment (Panayotopoulou, Bourantas & Papalexandris 2003), performance appraisals on other hand result in increase in employee commitment (Zupan&Kase, 2005). From the literature it has been established that teachers evaluation processes do not “prod teacher's to emerge from their isolation and reflect with their colleagues on what they need to change in order to enhance commitment in teachers for more students to succeed. Unions influence teacher’s performance and aims at championing the concerns of the teacher and in the process help in building an attitude of the teacher to his or her work. A positive attitude to the job is expected from the teacher if the union manages to secure most of what the teacher values in the work place. A union's ability to influence and make the most of what is desired is referred to as its effectiveness. Unions have specific roles and objectives, which they are supposed to respectively play and realize. These roles and objectives are mostly derived from what the teacher’s value and desire since unions are meant to serve their interest and that of education in general. From the various roles that the unions play, it is possible for a teacher to assess the effectiveness of a union in specific areas or roles. In the same way, teachers can rank or prioritize the factors that they value most in their job and can rate the influence or contribution of the union in making them attainable. If these valued factors are taken as factors that contribute to teachers’ job satisfaction, it was possible to measure the union’s influence on teachers' job satisfaction from what the teachers perceive as its contribution to the realization or otherwise of the desired facets of job satisfaction.

2.6 Theoretical framework

The theoretical framework of this study was based on Herzberg's Two-Factor Theory of motivation (1964). According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. Herzberg outlines two factors in this theory. Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/ if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. These factors describe the job environment/scenario.

Hygiene factors include; Job satisfaction for the teachers in terms of pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain. The KNUT has continuously agitated for better remuneration for the teachers. The working conditions in the school should be safe, clean and hygienic to motivate the teacher. The work equipment should be updated and well-maintained. Motivational factors- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance.

KNUT strives for the teachers to be accorded ideal working conditions for better results. The government must provide job security to the teachers and the head

teacher must not threaten the teacher in any way as always advocated by the unions. These factors are called satisfiers. These are factors involved in performing the job. The teacher in the school will find these factors intrinsically rewarding. Motivational factors include; the teacher professionalism should be inculcated by being praised and recognized for their accomplishments by the employer through the head teacher. The teacher must have a sense of professional development to motivate them to work harder.

Finally, the teacher realizes some personal development emanating from teaching. There must be growth and advancement opportunities for the teacher afforded fairly in the school to motivate the teacher to perform well. The teacher should be empowered to overcome the challenges in their life and in the workplace to motivate them to perform.

2.7 Conceptual framework of the study

A conceptual framework is a brief explanation of the relationships between the variables identified for study in the statement of the problem, objectives and research questions. In this research, the conceptual framework was the concise description of the phenomenon under study accompanied by visual depiction of the variables under study (Mugenda, 2008).

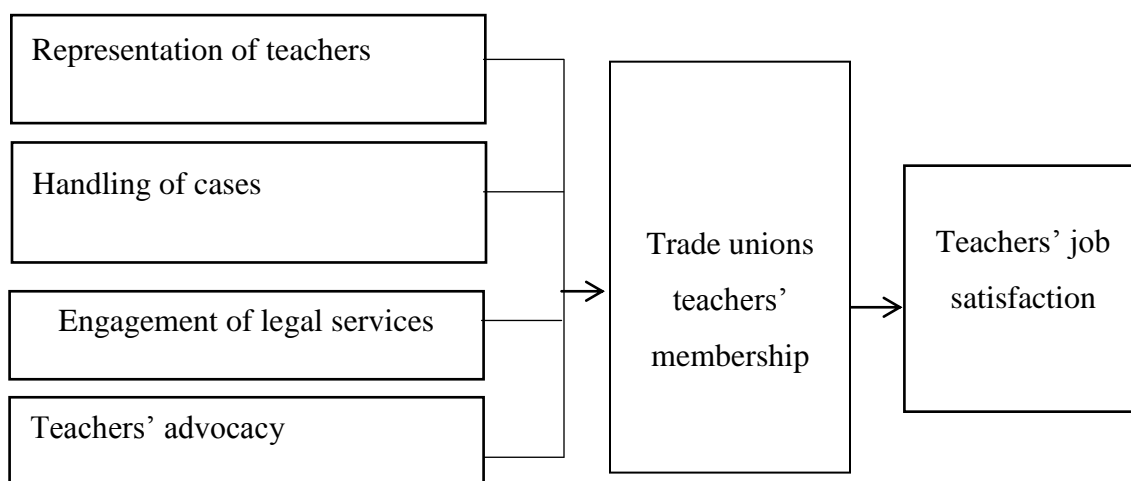


Figure 2.1: Conceptual framework on influence of trade union practices on primary school teacher job satisfaction

The conceptual framework above is a representation of the study variables and the process and the output of the study. The independent variables are representation of teachers, investigations of discipline cases, advocacy and engagement of legal services. The dependent variable is teachers' job satisfaction. Teachers' job satisfaction is arrived at through footing of legal bills and availing of legal counsel to represent teachers, investigation of cases before victimization of teachers and upholding of the basic principle of innocent until proven guilty and aiding the process off the fact finding to vindicate the teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprised of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure, data analysis techniques and ethical issues.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho, 2002). Descriptive survey design was used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Mugenda, 2008). This design was deemed appropriate for this study as it attempted to describe what was in the social aspect such as school, and it allowed use of standardized instruments like questionnaires which were used in the survey and examination of the existing records.

3.3. Target population

Mbwesa (2008) defined target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Tigania East Sub-County targeting the 60 public primary schools. The 60 head teachers and 480 teachers in the Sub-County were targeted as respondents in this study (SCDEO's report, 2014). The target population involved unionized teachers in public primary schools in the Sub-County.

3.4 Sample size and sampling procedures

To select the schools, a list of the schools was obtained from the Sub-County Education officer's office from where simple random sampling technique was used to select a study population out of the 60 public primary schools. According to Mugenda and Mugenda (2003) a larger number of the study population can be represented by 10 to 30 percent of the total population. In this study, 50 percent of the 60 public primary schools was selected making a total of 30 schools. Census sampling was used to sample all the 30 head teachers in the selected schools to participate in the study. In order to obtain a sample for the teachers the researcher used the 30 percent suggested by (Kathuri,2006). This implies that the researcher sampled 144 teachers to participate in the study. Simple random sampling was applied in the sampling of the 144 teachers to participate in the study as respondents.

Table 3.1 Sampling frame

Group	Target population	Sample population
Head Teachers	60	30
Teachers	480	144
Total	540	174

The total sample size comprised of 30 head teachers and 144 teachers, making a total of 174 respondents.

3.5 Research instruments

Data was collected using questionnaires that were administered to both the head teachers and the teachers. A questionnaire was considered the most suitable research instrument for descriptive research design. Kathuri (2006) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The questionnaires were used in the study as they required less time, were less expensive and permitted collection of data from a wide population (Orodho, 2009). The questionnaire was in two parts. Part A captured personal information of all the respondents. Part B captured data on the study's independent variables and their effects on the dependent variable. The questionnaire was both open ended and closed ended. There was an introduction letter to the respondents from the research institution informing the respondents about the study.

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbweza, 2008). According to Mugenda (2008), once questionnaires have been constructed they should be tried. The researcher studied the answers in the questionnaires to ascertain content validity on all the responses and answers given. To establish the validity of the instrument, this study used content validity which measured the degree to which the sample of tests items represented the content that the tests were designed to measure. To demonstrate the content validity of a set of test scores, one must show that the behaviors demonstrated in testing constituted a representative sample of behaviors exhibited in a desired performance domain. Validity was also

established by use of expert judgment, where the supervisors assessed the validity of the instrument (Mugenda, 2008). Based on the supervisors' advice the researcher made the necessary adjustments on the research tools.

3.7 Instruments reliability

Reliability of the instruments refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 2006). The questionnaire was pre-tested using the split half method with all the questions except those that sought respondents' recommendations. It involved scoring two halves (odd versus even items) of a test separately for each respondent and then calculating a correlation coefficient for the two sets of scores using Pearson product moment correlation formula.

3.8 Data collection procedures

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The Sub-County Education Officer Tigania East Sub-County was notified about the research that was to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that was being sought. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools administering the instrument to the respondents personally.

3.9 Data analysis technique

Upon receiving the questionnaires from the respondents, they were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequency tables and percentages were generated. Frequency distribution tables, pie charts and bar graphs were used for the data presentation. Qualitative data was edited then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data analysis was assisted by the Statistical Package for Social Sciences (SPSS).

3.10 Ethical issues and considerations

Offering of information to this research was on a voluntary basis. The findings of this research were purely for academic purposes. Permission was sought from the area administrators before researcher's contacts with the respondents. The status of anonymity was upheld at all stages. The research issued the sampled respondents with a consent form to ensure that they abode by the research requirements and participated willingly without any monetary attachment.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter of the study deals with the presentation and analysis of data and the discussion of the findings based on the research questions. The chapter is devoted to the presentation of data and analysis of the responses made by participants under study. The chapter presents and interprets the data collected by use of questionnaires. Wherever applicable, tables, bar graphs and pie charts are provided to illustrate and support the findings. In the analysis of the data vis-à-vis the research questions raised, frequency and percentage tables based on the linear scale responses of respondents were constructed.

It should be noted that the data for the four independent variables were collected from the sampled respondents in each of the schools that were selected for the study. Therefore, the independent variables represent the perceptions of the respondents regarding these concepts. Researcher-produced questionnaires were used to collect data and SPSS software was used for analysis. The variables whose data appears in this chapter are representation of teachers in cases by their unions, handling and management of teacher's cases by the unions, engagement of legal services by the unions as aid to their teachers and advocacy. The effects of all the independent variables on the dependent variable is also investigated and presented in this session. Respondents were asked to indicate their level of agreement or disagreement with each of the statements. This methodology was employed because it is relatively easy for respondents to use, and responses from such a scale are likely to be reliable.

4.2 Instrument response rate

After collected of the research tools the research checked for completeness and the number of the returned number of the research instruments so as to use the information for analysis. Respondents' response rate is shown in Table 4.1 indicates the total response rate and the responses for each category.

Table 4.1 Response Rate

Respondents	Sample Size	Response Rate	Percentage
Head teachers	30	30	100
Teachers	144	141	97.7
Total	174	171	98.3

Table 4.1 showed that out of 174 questionnaires that were issued to the head teachers and the teachers, 171 questionnaires were filled and collected for the analysis. This was a 98.3 percent return rate. This response rate was deemed acceptable, sufficient and satisfactory for the purpose of the study as it was in line with Nzuve (2007), who asserts that 70 percent of available respondents are sufficient to represent the population and lead to a generalization of the study findings. This also conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. Thus, regarding this study's response rate as excellent. This was due to the positive collaboration of the study's respondents to participate in the study that was purely for academic purposes.

4.3 Respondent's general characteristics

This section outlines the general characteristics of the respondents in terms of their gender, age, position of leadership, academic qualifications and years of experience. This data was collected to give an insight of the personal characteristics of the respondents who participated in the study. Statistical tools such as, frequency tables, bar graphs and pie charts presents the data below: Table 4.2 presents the respondents' distribution by gender.

Table 4.2 Gender of the respondents

Gender	Frequency	Percent
Male	68	39.8
Female	103	60.2
Total	171	100.0

Table 4.2 above presents information on the gender of the respondents who participated in answering the questions through filling of the questionnaires that were distributed to them. Majority of the respondents were females (60.2%) of all the respondents. This was an indication that there were more female teachers than males in public primary schools in Tigania East Sub-County. This information concurs with the contents of the literature review that indicated females are the majority in teaching profession. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by more women than men due to the less complexity of the professions nature.

The study further sought to establish the respondents' age distribution. Figure 4.1 the age bracket distribution of the respondents.

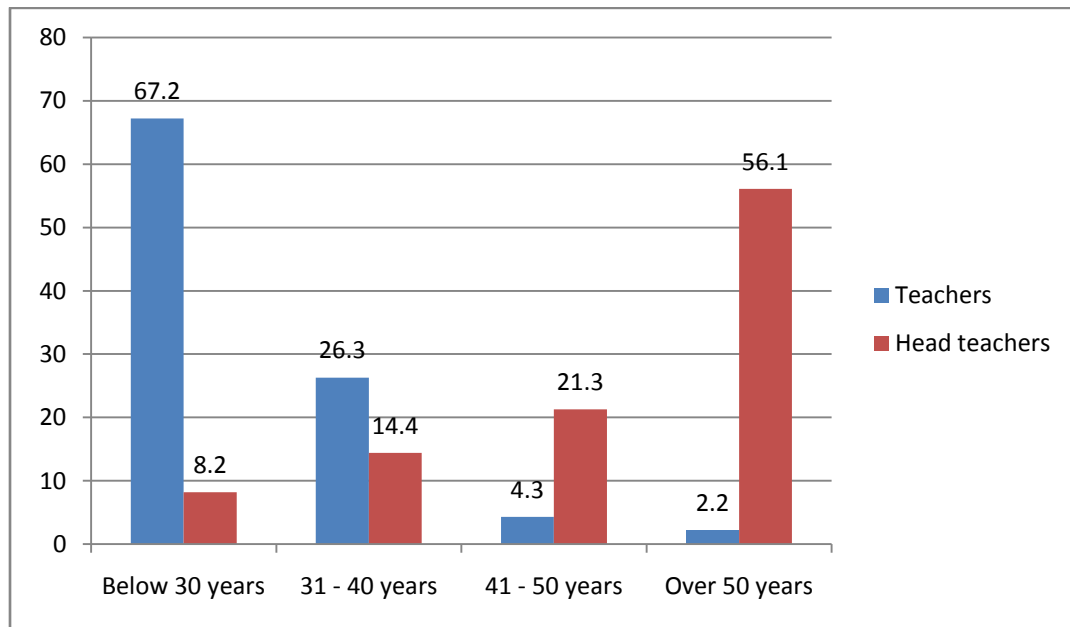


Figure 4.1 Age brackets of the respondents

Age brackets were considered a good consideration for this study. This is because the older the respondent, the more the experience and thus the ability to give more relevant and reliable information. It was deemed important because the ages could be used to gauge the future of the teaching profession as a measure of succession. Figure 4.1 showed that majority of the teachers (67.2%) were below 30 years of age while majority of the head teachers (56.1%) were over 50 years old. These findings were an indication that more primary school heads were elder an implication that age factor helped in school administrative role. Therefore elder teachers were more experienced than younger teachers thus the age difference between the head teachers and the teachers. These findings are in line with Waddington (2013) who states that the proportion of younger people who choose

to join unions has declined dramatically, suggesting that they do not see membership of collective employee body as necessary or desirable.

The study then sought to find out the respondents highest academic qualification and presented the findings as shown in Table 4.3.

Table 4.3 Respondents' highest academic qualification

Academic qualification	Frequency	Percent
P1	108	63.2
Diploma	25	14.6
Bachelor degree	34	19.9
Post graduate degree	4	2.3
Total	171	100.0

The qualifications of all the respondents were put into question with a view to gauge the ability of the respondents to be knowledgeable on the issues under question. Most of the respondents (63.2%) indicated P1certificates as their highest levels of education. Bachelor's degree holders, diplomas and post graduate degree had a representation of 19.9 percent, 14.6 percent and 2.3 percent respectively. These findings were an indication that teachers and head teachers in public primary schools in Tigania East sub-county had attained different levels of academic qualification; therefore, they were fit to give relevant information for the

purpose of the study. The findings also implied that teachers in the sub-county were liable to carry out their role in schools since they were qualified enough.

The study then sought to find out the respondents' length of teaching experience and presented the findings as shown in Table 4.4.

Table 4.4 Years of experience in teaching profession

No. of years	Frequency	Percent
Below 11	42	24.6
11-20	66	38.6
21-30	49	28.7
Above 30	14	8.2
Total	171	100.0

Experience in the profession was an indicator for knowledge in the operations of the unions. This is because it was a legal requirement for all the teachers to be under a teachers' union for them to practice in Kenya. Therefore, the longer the term of service a teacher has the longer the period of membership at the teacher's union. Majority of the respondents had an experience of 11-20 years at 38.6 percent. Experience classes of between 21-30 years, below 11 years and above 30 years had a representation of 28.7 percent, 24.6 percent and 8.2 percent respectively. These findings showed that teachers who participated in the study had been in the teaching profession long enough to be able to give credible information on the influence of trade unions on teachers' job satisfaction.

4.4 Information about the study Variables

The study variables were representation of teachers in legal suits, management and handling of teacher's cases by the unions, and engagement of Legal Services by the Unions to help teachers in cases. Each variable is discussed under its parameters.

4.4.1 Representation of the teachers in legal suits by their unions

The first research objective of the study sought to establish the extent to which trade unions' representation of teachers influence teachers' job satisfaction. The researcher sought to find out teachers' perception of trade unions' representation on job satisfaction. Figure 4.2 showed the respondents responses of whether or not trade unions' representation influence teachers' job satisfaction.

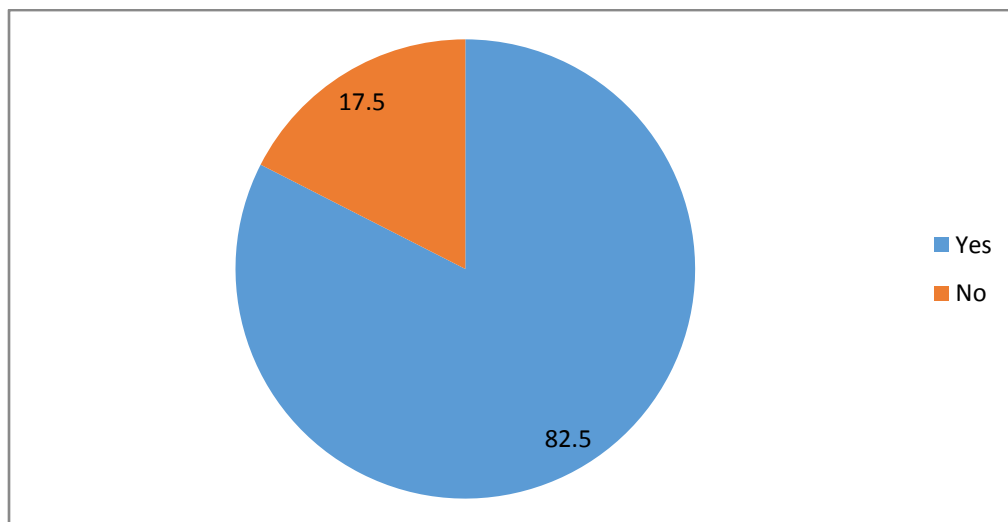


Figure 4.2 Respondents' perception on whether trade unions' representation influence teachers' job satisfaction

According to majority of respondents (82.5%) agreed that trade unions' representation of teachers influence teachers' job satisfaction. These findings were an implication that trade unions' activities in representing teachers influence the

level of teachers' job satisfaction. Therefore trade unions' practices in representing teachers enabled teachers' to realize job satisfaction. The findings are in agreement with Cobble (2011) who stated that trade unions perform significant role in employee's life and always provide checks and balances to the government regarding accountability of its leaders. Trade unions were established to protect the working life of workers. The findings were also in line with Swarnalatha and Sureshkrishna (2011) statement that a union's purpose is to represent worker's interest, hence, union involvement consists of a collective bargaining process in order for awards and agreements to provide protection around the application performance appraisal of and performance related pay.

The research then requested the teachers and head teachers to indicate the extent to which trade unions' representation of teachers influence teachers' job satisfaction. The findings were as shown in Table 4.5.

Table 4.5 Extent to which trade unions' representation influence teachers' job satisfaction

Response	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
To a great extent	21	70.0	96	68.1
To a moderate extent	6	20.0	32	22.7
To a little extent	2	6.7	8	5.7
Not at all	1	3.3	5	3.5
Total	30	100.0	141	100.0

Table 4.5 showed that majority of the head teachers (70%) and teachers (68.1%) indicated that trade unions' representation of teachers influence teachers' job satisfaction to a great extent. These findings were an indication that trade unions' representation has a great influence on the level of teachers' job satisfaction. Therefore trade unions' representation plays a very great role in influencing teachers' job satisfaction in public primary schools in Tigania East sub-County to ensure that they feel safe and respected in their place of work. The findings concur with Mathis and Jackson (2008) statement that unionization results when employees feel disrespected, unsafe, underpaid and unappreciated therefore they see unions as viable option that greatly promote their working conditions.

A likert scale was generated for the parameters with each seeking to obtain answers on the levels of the respondents' agreement to the statements. The answers to the statements were supposed to be strongly disagree, disagree, agree and strongly agree. Table 4.6 presents the head teachers agreement and disagreement on the statements provided to show that trade unions' representation of teachers influence teachers job satisfaction in public primary schools.

Table 4.6 Influence of trade unions' representation on teachers' job satisfaction as perceived by head teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
There is serious misrepresentation of teachers by the Unions in disciplinary cases.	2	6.7	7	23.3	14	46.7	7	23.3
Teachers are well represented in disciplinary cases by the union	23	76.7	4	13.3	3	10.0	0	0.0
Teacher's salary is enough to initiate self-representation in disciplinary cases	0	0.0	0	0.0	12	40.0	18	60.0
All cases against teachers are handled fairly by the parties involved	0	0.0	0	0.0	5	16.7	25	83.3
Teachers who have been implicated, charged and convicted were guilty of the crimes committed	16	53.3	8	26.7	4	13.3	2	6.7
There is a kitty at the Union's accounts to represent teachers in legal cases	27	90.0	3	10.0	0	0.0	0	0.0
The unions efforts to foster teacher's job satisfaction is a success in Tigania and Kenya at large	6	20.0	11	36.7	3	10.0	10	33.3

Teachers were also requested to indicate their agreement in the likert scale on the statement provided on the influence of trade unions' representation on teachers' job satisfaction, Table 4.7 presents their agreement and disagreement on the statements provided to show that trade unions' representation of teachers influence teachers job satisfaction in public primary schools.

Table 4.7 Influence of trade unions' representation on teachers' job satisfaction as perceived by teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
There is serious misrepresentation of teachers by the Unions in disciplinary cases.	19	13.4	22	15.6	74	52.8	26	18.4
Teachers are well represented in disciplinary cases by the union	91	64.5	32	22.7	11	7.8	7	5.0
Teacher's salary is enough to initiate self-representation in disciplinary cases	0	0.0	0	0.0	23	16.3	118	83.7
All cases against teachers are handled fairly by the parties involved	0	0.0	0	0.0	35	24.8	106	75.2
Teachers who have been implicated, charged and convicted were guilty of the crimes committed	2	1.4	5	3.5	18	12.8	116	82.3
There is a kitty at the Union's accounts to represent teachers in legal cases	127	90.1	14	9.9	0	0.0	0	0.0
The unions efforts to foster teacher's job satisfaction is a success in Tigania and Kenya at large	6	4.3	11	7.8	23	16.3	101	71.6

The first statement where the levels of agreement by the respondents' was sought was that there was a serious misrepresentation of teachers in the cases by the unions. This statement sought to test the representation of teachers by their unions through funding and availing of legal counsels by the unions. Fifty two percent of the respondents agreed to the statement that there was a serious misrepresentation in cases by their unions. Thirty percent of the respondents strongly agreed to the statement that they are misrepresented. A cumulative frequency of 81 percent was obtained for those who supported the statement. This was an indicator that teachers were not satisfied with the union's services as far as representation in legal suits was concerned.

On the other hand, a few respondents were satisfied with the services rendered by their unions in representation of teachers in legal suits. 14 percent of the respondents disagreed to the statement on misrepresentation while the other 5 percent strongly disagreed to the statement. This was an indicator that although teachers unions had failed in representation of teachers, it had tried to do something in relation to representation thus it was not a total failure.

The researcher thought it wise to ask the question on a positive tone to collaborate the responses to be able to affirm that they were true or false. The statement that was thus posted was that teachers were well presented by their unions in legal suits.

Majority of the respondents holding a cumulative frequency of 92 percent held the opinion that they were not well represented by stating that they disagree at 51.5 percent and strongly disagree at 40.4 percent. on the other hand, a few respondents

held the opinion that the unions had represented teachers well in the cases. Their cumulative frequency of 8.2 percent was an equal contribution of strongly agree and agree at 4.1 percent.

The information on poor representation of teachers in legal suits led to the search for information on whether the costs of legal suits could have been captured in the teacher's remuneration. A statement that teachers' salaries were sufficient to meet the legal costs for self-representation was met with various responses as follows. Majority of the respondents were on the negative side of the statement at a cumulative frequency of 81.9 percent where 41.5 percent strongly disagreed and 40.4 percent disagreed. The rest respondents (18.1%) supported the statement where 11.1 percent and 7 percent stated that they agree and strongly agree respectively. Literature reviewed had indicated that teachers were poorly remunerated. This was cited by the constant strikes they had staged in various years.

These findings were an implication that trade union representation actively promotes teachers' job satisfaction by empowering them and ensuring their welfare is at the interest of the employer. The findings were in consistence with Nyambala (2011), who observed that KNUT has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. The trade union has been focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labor, awareness-raising activities towards the

Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general.

4.4.2 Handling of teacher's cases by their unions

The second research objective sought to establish whether trade unions' handling of cases influence teachers' job satisfaction in public primary schools. Participation of the unions in the legal suits of the teachers in investigations and control of the cases could help in the administration of fair justice to the parties concerned. This variable was measured through parameters of fair hearing teacher's cases, assurance of guiltiness for the convicted teachers existence of a kitty at teachers unions to cater for the legal costs of teacher's suits, and teacher's satisfaction in the services rendered in relation to management and handling of their cases by their unions. Figure 4.3 showed the respondents responses of whether or not trade unions' handling of cases influence teachers' job satisfaction.

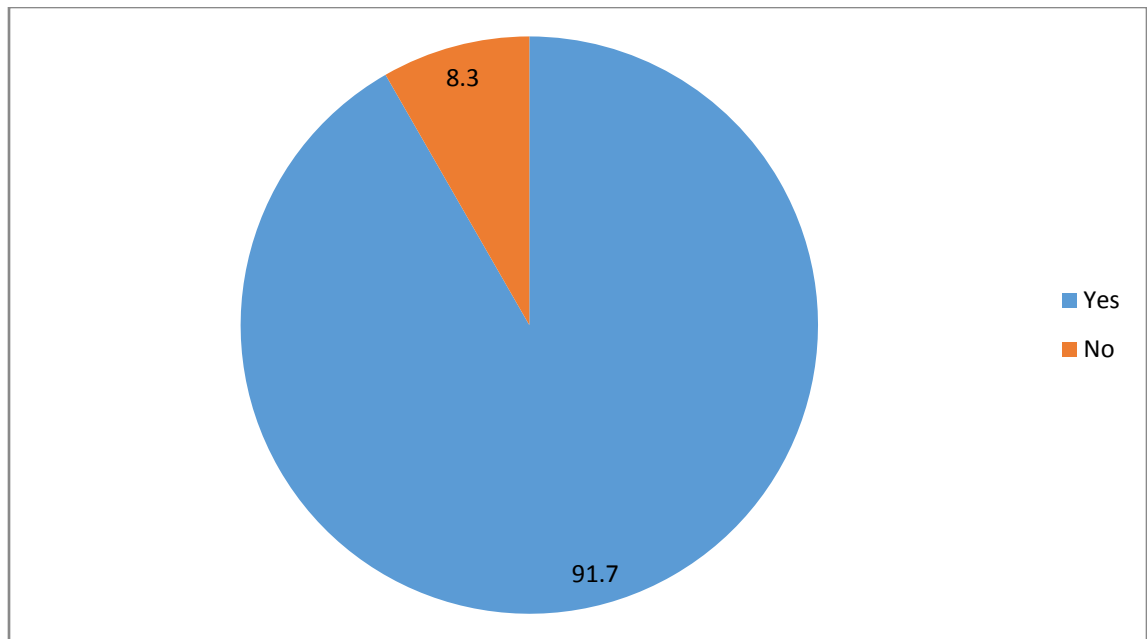


Figure 4.3 Respondents' perception on influence of trade unions' handling cases on teachers' job satisfaction

According to majority of respondents (91.7%) agreed that trade unions' handling of cases influence teachers' job satisfaction. These findings were an implication that trade unions' activities in handling teachers' disciplinary cases influence the level of teachers' job satisfaction. Therefore trade unions' practices in handling cases enabled teachers' to realize job satisfaction. The findings were in consistence with Armstrong (2013), who notes that the fundamental purpose of a trade union is to promote and protect the interest of their members by handling any cases of dysfunction that they are faced with. Unions are there to address the balance of power between the employers and the employees, meaning that unions should be effective in carrying out their mandate to handle the members' issues.

The research then requested the teachers and head teachers to indicate the extent to which trade unions' handling of cases influence teachers' job satisfaction. The findings were as shown in Table 4.8.

Table 4.8 Extent to which trade unions' handling of cases influence teachers' job satisfaction

Response	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
To a great extent	22	73.3	101	71.6
To a moderate extent	6	20.0	19	13.5
To a little extent	2	6.7	16	11.4
Not at all	0	0.0	5	3.5
Total	30	100.0	141	100.0

Table 4.8 showed that majority of the head teachers (73.3%) and teachers (71.6 %) indicated that trade unions' handling of cases influence teachers' job satisfaction to a great extent. These findings were an indication that trade unions' handling of disciplinary cases has a great influence on the level of teachers' job satisfaction. Therefore trade unions play a very great role in influencing teachers' job satisfaction in public primary schools in Tigania East sub-County through handling of disciplinary cases against teachers causing them to be job secure.

A likert scale was generated for the parameters with each seeking to obtain answers on the levels of the respondents' agreement to the statements. The answers

to the statements were supposed to be strongly disagree, disagree, agree and strongly agree. Table 4.9 presents the head teachers agreement and disagreement on the statements provided to show that trade unions' handling of cases influence teachers' job satisfaction in public primary schools.

Table 4.9 Influence of trade unions' handling of cases on teachers' job satisfaction as perceived by head teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
Discipline related cases against teachers are efficiently investigated by the Teacher's trade union and assistance rendered to teachers.	4	13.3	5	16.7	8	26.7	13	43.3
Teacher's trade union has a hand in investigations on cases against teachers	23	76.7	4	13.3	3	10.0	0	0.0
Teachers are satisfied with the investigations carried out by their trade union because it helps mitigate on their behalf	0	0.0	0	0.0	11	36.7	19	63.3
Speedy investigations by the teacher's trade unions in Kenya helps to vindicate the teachers charged before much defamation in case they are innocent	0	0.0	0	0.0	1	3.3	29	96.7
The teacher's trade unions have no hand in investigating cases related to teachers	16	53.3	8	26.7	4	13.3	2	6.7
The teachers are left on their own in cases where they are accused	27	90.0	3	10.0	0	0.0	0	0.0

Teachers were also requested to indicate their agreement in the likert scale on the statement provided on the influence of trade unions' handling of cases on teachers' job satisfaction, Table 4.10 presents their agreement and disagreement on the statements provided to show that trade unions' handling of cases influence teachers' job satisfaction in public primary schools.

Table 4.10 Influence of trade unions' handling of cases on teachers' job satisfaction as perceived by teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
Discipline related cases against teachers are efficiently investigated by the Teacher's trade union and assistance rendered to teachers.	7	5.0	32	22.7	11	7.8	91	64.5
Teacher's trade union has a hand in investigations on cases against teachers	0	0.0	118	83.7	23	16.3	0	0.0
Teachers are satisfied with the investigations carried out by their trade union because it helps mitigate on their behalf	0	0.0	0	0.0	35	24.8	106	75.2
Speedy investigations by the teacher's trade unions in Kenya helps to vindicate the teachers charged before much defamation in case they are innocent	2	1.4	5	3.5	18	12.8	116	82.3
The teacher's trade unions have no hand in investigating cases related to teachers	127	90.1	14	9.9	0	0.0	0	0.0
The teachers are left on their own in cases where they are accused	91	64.5	32	22.7	11	7.8	7	5.0

Presented in Table 4.9 are the responses to the statement that teacher's cases were accorded fair hearing at the courts of law in Kenya. Eighty two percent of the respondents stated their disagreement to the statement where 49 percent stated that they strongly disagreed to the statement and the other 33 percent stated that they disagreed to the statement. Others supported the statement with responses of 10.5 percent and 7 percent for agree and strongly agree respectively.

The question on the negative feeling on according of teacher's fair hearing in cases prompted the researcher to seek information on the status of teacher's conviction against their guiltiness. The statement was that convicted teachers were guilty as charged. This question elicited several answers as per the likert scale. Majority of the respondents at 45.6 percent strongly disagreed to the statement. Others of the opinions disagree, agree and strongly agree were represented at 28.7 percent, 17 percent and 8.8 percent respectively.

The question of budgetary allocations on representation of teachers by their unions was very relevant for this study. This was set to be obtained from the responses from the sample that filled the questionnaire. The following were the respondents' levels of agreement to the statement that there existed a kitty at the unions for teacher's representation; Forty five percent, 43.9 percent, 6.4 percent and 4.7 percent were the responses for strongly disagree, disagree, agree and strongly agree respectively.

The results indicate that majority of the respondents opined that there existed no kitty at their unions for representation in legal suits. This was an indicator of teacher's dissatisfaction with the services rendered by their unions in relation to

their representation. On the other hand, there was an indication that a few members had received support through the unions thus the support was not totally absent.

Negative responses to the statements in previous parameters of the variable led to the importance of the question into the levels of teacher's satisfaction with the services rendered in relation according of teachers fair hearing, right convictions and budgetary allocations to costs of legal suits. A positive statement that teachers were satisfied with the services rendered by their unions was posed. The following responses were obtained as indicated in table 4.10; Fifty one percent, 18 percent, 17.5 percent and 13.5 percent of the respondents were of the opinions strongly disagree, disagree, agree and strongly agree respectively.

These findings were an indication that both the teachers and head teachers were in agreement on the various statements that depicted that trade unions' handling of cases influence teachers' job satisfaction. Trade unions have therefore a vital role to play in handling disciplinary cases against their members (teachers) so as to enhance their job satisfaction. This is because teachers are secured in their job to know that their respective trade unions will handle cases against them improving their performance levels. The findings are in agreement with Kamau (2003) that a teacher's trade union is supposed to handle issues facing teachers at their place of work, create a favorable working condition, empowerment, professional development and job satisfaction for better performance in school by the teachers. For many years the KNUT has been accused on concentrating on fighting for teachers cause with little emphasis on their performance.

4.4.3 Engagement of Legal Services by the Unions to help teachers in cases

The third research question sought to find out how trade unions' engagement in legal services influence teachers' job satisfaction in public primary schools in Tigania East Sub-County. Engagement of legal services by the unions to help teachers in personal cases emanating from their professional work was measured at the parameters of efficiency of investigations, satisfaction of teachers with the investigations, speedy investigations to vindicate teachers, participation of trade unions in parallel investigations of teacher's cases, and the effect of teacher self-representation in cases.

Figure 4.4 showed the respondents responses of whether or not trade unions' engagement of legal services influences teachers' job satisfaction.

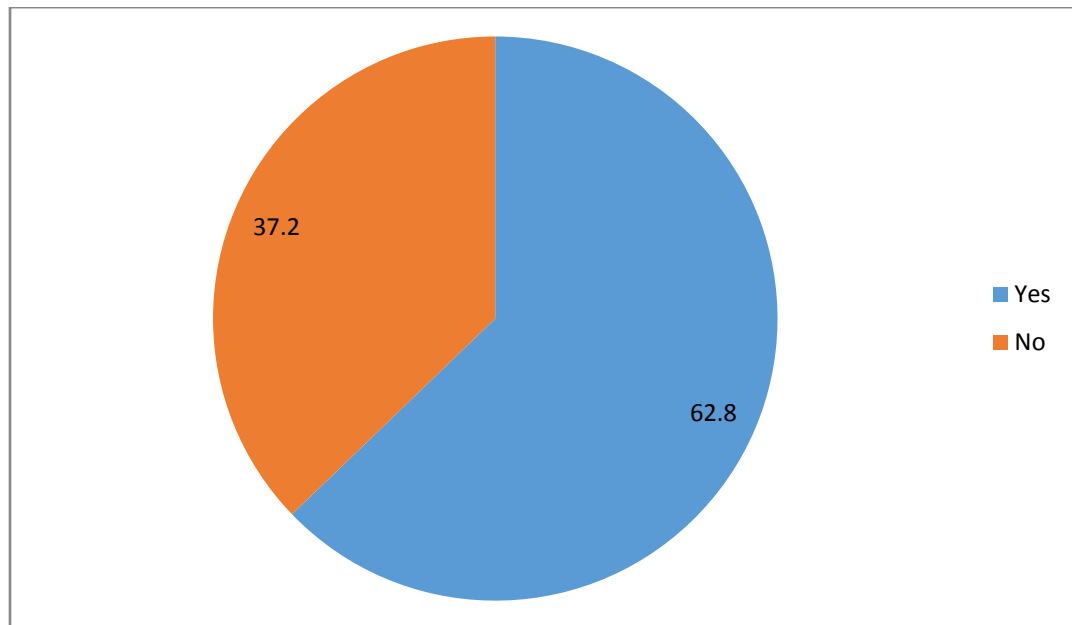


Figure 4.4 Respondents' perception of the influence of trade unions' engagement of legal services on teachers' job satisfaction

According to majority of respondents (62.8%) agreed that trade unions' engagement of legal services influence teachers' job satisfaction. These findings

were an implication that trade unions' activities in engaging in legal services teachers influence the level of teachers' job satisfaction. Therefore trade unions' practices in engagement of legal services enabled teachers' to achieve job satisfaction at their work place. The findings are in contrast with Idris (2007) that it is the work of teachers' trade unions to ensure that their members get better wages and good working conditions, protection against arbitrary and discriminative treatment by the employer and security of tenure and income. However in legal pursuit teachers are supposed to facilitate their representation though their unions help in overseeing that their rights are not diminished.

The research then requested the teachers and head teachers to indicate the extent to which trade unions' engagement of legal services influence teachers' job satisfaction. The findings were as shown in Table 4.11.

Table 4.11 Extent to which trade unions’ engagement of legal services influence teachers’ job satisfaction

Response	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
To a great extent	27	90.0	106	75.2
To a moderate extent	2	6.7	29	20.6
To a little extent	0	0.0	4	2.8
Not at all	1	3.3	2	1.4
Total	30	100.0	141	100.0

Table 4.11 showed that majority of the head teachers (90%) and teachers (75.2 %) indicated that trade unions’ engagement of legal services influence teachers’ job satisfaction to a great extent. These findings were an indication that trade unions’ engagement of legal services has a great influence on the level of teachers’ job satisfaction. Therefore trade unions play a very great role in influencing teachers’ job satisfaction in public primary schools when they engage in legal services required by their members.

A likert scale was generated for the parameters with each seeking to obtain answers on the levels of the respondents’ agreement to the statements. The answers to the statements were supposed to be strongly disagree, disagree, agree and strongly agree. Table 4.12 presents the head teachers agreement and disagreement

on the statements provided to show that trade unions' engagement of legal services influence teachers job satisfaction in public primary schools.

Table 4.12 Influence of trade unions' engagement of legal services on teachers' job satisfaction as perceived by head teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
Teacher's trade union hires a legal counsel to represent teacher's in disciplinary cases	0	0.0	0	0.0	8	26.7	22	73.3
Teachers are left alone to look for legal counsels to represent them and foot legal bills	23	76.7	4	13.3	3	10.0	0	0.0
Teacher's salaries and remuneration is inclusive of the legal costs in case any are suffered	2	6.7	7	23.3	14	46.7	7	23.3
Teachers who cannot afford their own legal counsels are convicted of crimes they did not commit	0	0.0	0	0.0	5	16.7	25	83.3
There are teachers who were charged and convicted because of lack of legal basis to argue their cases	16	53.3	8	26.7	4	13.3	2	6.7

Teachers were also requested to indicate their agreement in the likert scale on the statement provided on the influence of trade unions' engagement of legal services on teachers' job satisfaction, Table 4.13 presents teachers' responses.

Table 4.13 Influence of trade unions' engagement of legal services on teachers' job satisfaction as perceived by teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
Teacher's trade union hires a legal counsel to represent teacher's in disciplinary cases	91	64.5	32	22.7	11	7.8	7	5.0
Teachers are left alone to look for legal counsels to represent them and foot legal bills	0	0.0	0	0.0	23	16.3	118	83.7
Teacher's salaries and remuneration is inclusive of the legal costs in case any are suffered	0	0.0	0	0.0	35	24.8	106	75.2
Teachers who cannot afford their own legal counsels are convicted of crimes they did not commit	2	1.4	5	3.5	18	12.8	116	82.3
There are teachers who were charged and convicted because of lack of legal basis to argue their cases	0	0.0	0	0.0	127	90.1	14	9.9

The efficiency of investigations was done in the dimension of quick conclusion of cases, assistance of teachers in cases by their unions and majority vindication of teachers at the end of cases. Responses were sought on the statement that the cases were efficiently investigated and assistance rendered to the teachers by their unions. Majority of the respondents 56.1 percent strongly disagreed to the

statement. 33.3 percent, 6.4 percent and 4.1 percent stated their opinions as disagree, strongly agree and agree respectively.

Going by the majority rule, investigations were inefficient and little help was accorded to teachers by their unions.

Information on satisfaction of teachers in relation to the investigations was sought. The statement that was used to obtain information was that teachers were satisfied with the investigations carried out by their unions. A cumulative percentage of 88.3 percent was obtained for them who were dissatisfied with the investigations carried out on the teacher's cases. The other 11.7 percent were satisfied with the opinions. Individual percentages per response are represented in table 4.14

The responses to satisfaction of teachers in the investigations carried out in their cases, it was important for information on the speed of investigations to be sought. The longer the cases lasted the more the suffering of the teachers who had been interdicted to pave the way for investigations and redress of the complaints. A statement was posted to the respondents that teacher's cases were quickly investigated to avert the suffering of interdicted teachers through quick service of justice. A cumulative percentage of 89.9 percent was obtained for the respondents who had a contrary opinion to that. The rest 11.1 percent supported the statement. As per the majority's opinions, teacher's cases were delayed leading to long periods of suffering to the teachers whose cases were pending. This is a sign of poor service by the unions and dissatisfaction by the teachers.

The findings were an indication that teachers' job satisfaction was influenced by trade unions' engagement of legal services. This was because teachers were insecure in their job when legal services were delayed due to trade unions'

engagement. Therefore trade unions' engagement in legal services was found to influence teachers' job satisfaction in a negative way. The findings concur with Freeman (2014) that Unions also exist among government employees to represent worker's interest, hence, union involvement consists of a collective bargaining process in order for awards and agreements to provide protection. The union also is involved through consultation in the development, implementation, the review, and the modification in anything that concerns its members. Protecting employees from unfair labor practices, encourage training of employees, offer incentives to member's e.g. medical insurance, legal advice and reduction in working hours.

4.4.4 Advocacy for teacher's job satisfaction

The fourth research objective sought to establish whether trade unions' advocacy influence teachers' job satisfaction. Figure 4.5 showed the respondents responses of whether or not trade unions' advocacy influence teachers' job satisfaction.

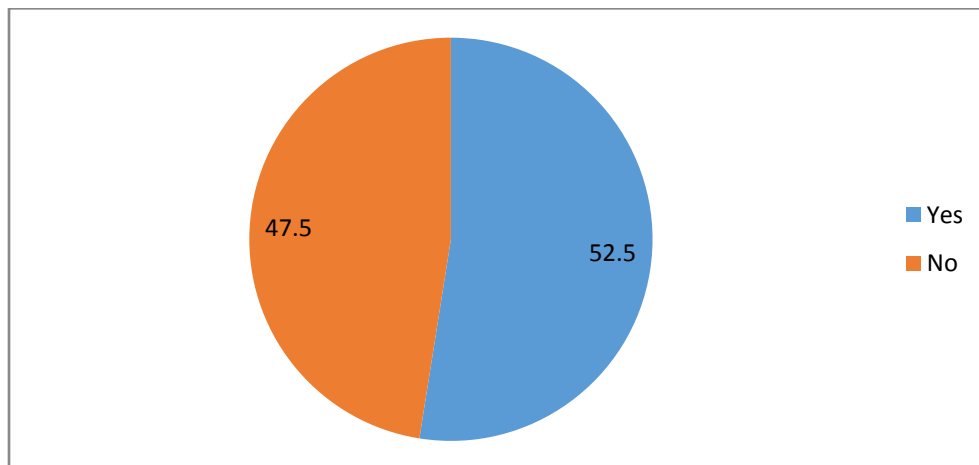


Figure 4.5 Respondents' perception on influence of trade unions' advocacy on teachers' job satisfaction

According to majority of respondents (52.5%) agreed that trade unions' advocacy influence teachers' job satisfaction. These findings were an implication that trade unions' activities in promoting advocacy influence the level of teachers' job

satisfaction. Therefore trade unions’ practices enabled teachers to enhance job satisfaction through advocating their participation in the teaching profession. These findings agree with Wobman (2013) that all unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions for teachers roles that have been criticized internationally as raising costs without improving the learning of students .

The research then requested the teachers and head teachers to indicate the extent to which trade unions’ advocacy influence teachers’ job satisfaction. The findings were as shown in Table 4.14.

Table 4.14 Extent to which trade unions’ advocacy influence teachers’ job satisfaction

Response	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
To a great extent	26	86.7	77	54.6
To a moderate extent	2	6.7	37	26.2
To a little extent	1	3.3	18	12.8
Not at all	1	3.3	9	6.4
Total	30	100.0	141	100.0

Table 4.14 showed that majority of the head teachers (86.7%) and teachers (54.6 %) indicated that trade unions’ advocacy influence teachers’ job satisfaction to a

great extent. These findings were an indication that trade unions' advocacy has a great in encouraging and mentoring teachers to influence on the level of teachers' job satisfaction. Therefore trade unions' advocacy positively influences teachers' job satisfaction in public primary schools.

A likert scale was generated for the parameters with each seeking to obtain answers on the levels of the respondents' agreement to the statements. The answers to the statements were supposed to be strongly disagree, disagree, agree and strongly agree. Table 4.15 presents the head teachers agreement and disagreement on the statements provided to showed that trade unions' advocacy influence teachers job satisfaction in public primary schools.

Table 4.15 Influence of trade unions’ advocacy on teachers’ job satisfaction as perceived by head teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
Teacher’s trade union ensures teachers are comfortable in their work place by team building	2	6.7	7	23.3	14	46.7	7	23.3
Teachers are enlightened by trade union representation on their working condition	23	76.7	4	13.3	3	10.0	0	0.0
Teachers are motivated by how trade unions intervene in their grievances to ensure that their voices are heard.	0	0.0	0	0.0	12	40.0	18	60.0
Teachers are able to trust trade unions to advocate their rights and issues related to their profession.	0	0.0	0	0.0	5	16.7	25	83.3
Trade unions act as the stepping stone for teachers to be able to address issues that facilitate their job satisfaction.	16	53.3	8	26.7	4	13.3	2	6.7

Teachers were also requested to indicate their agreement in the likert scale on the statement provided on the influence of trade unions’ advocacy on teachers’ job satisfaction, Table 4.16 presents their agreement and disagreement on the

statements provided to showed that trade unions’ advocacy influence teachers job satisfaction in public primary schools.

Table 4.16 Influence of trade unions’ advocacy on teachers’ job satisfaction as perceived by teachers

Statement	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
Teacher’s trade union ensures teachers are comfortable in their work place by team building	91	64.5	32	22.7	11	7.8	7	5.0
Teachers are enlightened by trade union representation on their working condition	0	0.0	0	0.0	23	16.3	118	83.7
Teachers are motivated by how trade unions intervene in their grievances to ensure that their voices are heard.	0	0.0	0	0.0	35	24.8	106	75.2
Teachers are able to trust trade unions to advocate their rights and issues related to their profession.	2	1.4	5	3.5	18	12.8	116	82.3
Trade unions act as the stepping stone for teachers to be able to address issues that facilitate their job satisfaction.	127	90.1	14	9.9	0	0.0	0	0.0

Question of teacher's trade unions involvement in investigations and issues relating to teacher's suits was posed due to the study revelations that innocent teachers were jailed due to negligence by the unions. The respondents were asked to state their levels of agreement to the statement that trade unions were involved in conducting parallel investigations alongside TSC and public prosecutor's office to obtain information to help defend their teachers. Majority of the respondents stated held a contrary opinion at a cumulative percentage of 88.9 percent. On the other hand, 11.1 percent felt that their unions were involved in investigations and helped to defend and vindicate their teachers from wrongful accusations.

The information in figure 4.6 indicate that innocent teachers are convicted and committed to jail terms due to lack of money to obtain legal representation. Eighty six percent of the respondents opined that innocent teachers were jailed for lack of legal representation. The other 14 percent opined that lack of money to seek legal services was not their reasons for conviction. Information in figure 4.5 that indicated majority of teachers who were convicted were not guilty supports the information on lack of state counsels as a cause for unfair judgments.

These findings were an indication that teachers and head teachers were in strong agreement that trade unions' advocacy role played a significant role in ensuring teachers' job satisfaction in public primary schools. Therefore the trade unions advocacy has a positive influence in enhancing teachers' job satisfaction.

Finally the respondents were requested to suggest measures to be taken by trade unions to enhance teachers' job satisfaction. Table 4.17 presents the findings from both teachers and head teachers.

Table 4.17 Other measures to be taken by trade unions to enhance teachers' job satisfaction

Response	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Active representation	15	50.0	46	32.6
Regular follow up	7	23.3	72	51.1
Team building forums	5	16.7	18	12.8
Creation of awareness	3	10.0	5	3.5
Total	30	100.0	141	100.0

Table 4.17 shows that half of the head teachers suggested that active representation of teachers by trade unions was an additional way of trade unions realizing teachers' job satisfaction. However, 51.1 percent of the teachers indicated that trade unions should regularly follow up on the teachers; wellbeing to ensure that teachers' job satisfaction is achieved in primary schools. These findings were an implication that there was still more room to improve on the trade unions' practices so as to influence teachers' job satisfaction in public primary schools.

4.8 Cross tabulation on the study variables and teachers' job satisfaction

The research sought to cross tabulate the study objectives to establish the level at which they study findings realized to enhance teachers' job satisfaction in Tigania East Sub-County.

Table 4.16 Cross tabulation on trade union representation and teachers' job satisfaction

Trade unions' representation	Level of job satisfaction							
	Salary		Working conditions		Job challenges		Welfare	
	Freq	%	Freq	%	Freq	%	Freq	%
Highly satisfied	0	0.0	0	0.0	0	0.0	1	3.3
Fairly satisfied	14	46.7	3	10.0	0	0.0	12	40.0
Not satisfied	16	53.3	27	90.0	30	100.0	17	56.7
Total	30	100.0	30	100.0	30	100.0	30	100.0

Information contained in Table above showed that teachers in Tigaina east sub-county are not satisfied with trade union representation on their salary, working condition, dealing with challenges at their work place and welfare. Therefore the study findings show that trade unions' representation of teachers has a negative influence on teachers' job satisfaction.

These findings were in consistence with Nyambala (2011) who observed that KNUT has achieved tremendous goals for its members not only in spear heading issues affecting the welfare of teachers.

To compare the study findings on the influence of trade unions' handling of cases on teachers' job satisfaction the researcher rated the level of influence it had in the study area. Table 4.17 presents the cross tabulation on the aspects that were

establish by the study finding out whether trade unions' handling of cases influence teachers' job satisfaction.

Table 4.17 Cross tabulation of Trade unions' handling of cases on teachers' job satisfaction

Trade unions' representation	Level of job satisfaction							
	Investigation		Prosecution		Delay of cases		Interdiction	
	Freq	%	Freq	%	Freq	%	Freq	%
Highly satisfied	0	0.0	0	0.0	1	3.3	0	0.0
Fairly satisfied	14	46.7	3	10.0	0	0.0	12	40.0
Not satisfied	16	53.3	27	90.0	30	100.0	17	56.7
Total	30	100.0	30	100.0	30	100.0	30	100.0

The study showed that trade unions' handling of cases has negatively influenced teachers' job satisfaction due to their insufficient investigation prosecution and delay of cases. Teachers are also interdicted due to disciplinary cases against them causing them not to be satisfied with trade unions' handling of their cases. This was an indication that trade unions' handling of teachers' cases highly influenced their job satisfaction.

Further the researcher sought to compare the study findings on the influence of teachers' trade unions' engagement of legal services on teachers' job satisfaction.

Table 4.18 presents the cross tabulation of the findings.

Table 4.18 Cross tabulation on trade unions engagement in legal services and teachers' job satisfaction

Trade unions' representation	Level of job satisfaction			
	Legal fee		Legal counsel	
	Freq	%	Freq	%
Highly satisfied	0	0.0	0	0.0
Fairly satisfied	0	0.0	3	10.0
Not satisfied	30	100.0	27	90.0
Total	30	100.0	30	100.0

Table 4.18 showed that information from the study findings showed that majority of the head teachers (56.7%) perceived that teachers were not satisfied with the trade unions' provision of legal counsel. They indicated that legal fee was not provided for by their respective trade unions. This was an indication that teachers' job satisfaction was greatly influenced by trade unions' engagement in legal services due to high level of dissatisfaction realized from the study findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of the study. It presents a summary of the findings, conclusions and recommendations of the study. The location for this study was Tigania East Sub-County of Meru County. The respondents to the study were head teachers and teachers who from public primary schools who were deemed members of teachers unions. Data was collected through the use of questionnaires and interview schedules.

5.2 Summary

The study was on the influence of trade union practices on job satisfaction of the teachers in Tigania East Sub-county of Meru County. The objectives of the study were; to determine the influence of trade unions in teachers' representation on teachers' job satisfaction in public primary schools in Tigania-East Sub-county, to examine the influence of trade unions' handling of cases on teachers' job satisfaction in public primary schools in Tigania East Sub-County, to determine the influence of trade unions' engagement of legal services on teachers' job satisfaction in public primary schools in Tigania East Sub-County, and to establish the influence of trade unions' advocacy on teachers' job satisfaction in public primary schools in Tigania East Sub-County. The variables that were driven from the objectives were representation of teachers, influence of trade unions in handling and management of investigations, engagement of legal services by the trade unions, and advocacy on teacher's job satisfaction. The study was guided by Herzberg's Two-Factor Theory of motivation (1964). According to Herzberg, there

are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. All the respondents were subjected to the questionnaire that was used as a sole tool for data collection. Data was analyzed through SPSS where quantitative data was coded and analyzed using descriptive statistics. Frequency distribution tables, pie charts and bar graphs were used to present data. Data interpretations was also done and discussions recorded.

The study obtained information that teachers were represented in issues of a communal nature but left on their own in personal cases. This was affirmed by the majority responses that stated there was a serious misrepresentation of teachers in the legal suits. The hurdles to representation of teachers that were cited were lack of budgetary allocations to personal suits, and lack of a policy in that effect. The teachers' salaries were said to be insufficient for sourcing individual legal representations. Lack of the unions to represent teachers when faced with legal suits led to conviction and commitment of innocent teachers to jail terms. The respondents expressed this as a point of great dissatisfaction in their professional practices.

On the management and handling of legal cases against teachers, the respondents explained that the only body that was always enlisted into the suits was the teacher's service commission, a body that was said to be forever in a tussle with teacher's trade unions therefore chances of biasness. Teacher's trade unions were never involved therefore the teachers were left at the mercy of the Tsc and the office of director for public prosecution. This led to delays in teacher's cases thus prolonging their suffering as the TSC was said to interdict teachers immediately

they were accused of wrong doings. Delays in teachers' cases due to lack of involvement of the unions was caused dissatisfaction with the teacher's jobs. Some of the respondents verbally explained that the services they received from the unions at the face of legal suits were not of equal value to the monthly contributions they made to their unions thus were dissatisfied. If offered other job opportunities, the respondents explained that they could easily move from the teaching profession.

The variable on engagement of legal services by the trade unions on behalf of the teachers was said to be unsuccessful in every avenue. The respondents informed the research that they heavily funded representation through legal counsels but always felt disappointed. In issues of group interests such as salary and allowances improvements, the respondents cited several instances where their cases were they went on strikes, court rooms and demonstrations ending up to classes without what they sought from the government. Several instances were cited where the strikes were declared illegal therefore sending them back to classes for fear of sacking. In individual suits, the unions were said to have a limited or no presence at all. This saw many members of the unions wrongly accused, wrongly convicted, fined and committed to jail terms. Legal representation of teachers was therefore deemed a very important factor in teacher's job satisfaction.

On the basis of the information obtained in this study, teachers unions are inclined to communal demands as a way for advocating for teacher's job satisfaction. Until the teacher's demands have a majority backing it is hard for individual teachers to obtain assistance from their unions. This was evidenced in the study by a decay in

the assertions of the respondents that innocent teachers were jailed for lack of legal representation.

5.3 Conclusions

Analysis of the finding revealed that teacher's communal issues were a subject of interest to their trade unions. The unions were always ready to fight for majority rights at the expense of minority rights. Individual issues of teachers were neglected, non-budgeted for and were always overlooked by the teacher's unions. This left individual teachers suffering, unable to help themselves and leading to job loss and imprisonment of innocent teachers. The teachers' salaries were said to be insufficient in case a teacher need to hire individual legal services for his/her representation. Lack of teacher's trade unions to be involved in teacher's individual legal suits has left them vulnerable to exploitation and mistreatment thus dissatisfaction. Trade unions have failed in their pursuit to advocate for teacher's job satisfaction. In general teachers are dissatisfied in their current jobs.

5.4 Recommendations from the study

The trade unions should consider enlisting individual teacher's suits for representation since the salaries are insufficient to meet legal costs among other needs. Trade union officers should be involved throughout the process of investigating and conviction of teachers to ensure justice is delivered. Inclusion of individual teacher's professional suits costs in the trade unions' budgetary estimates is quite in order to ensure the services are availed to the teachers who are affected. Creation of a policy to enable representation of teachers in cases arising from their professional jobs should be done by the trade unions.

5.5 Areas for further research

- i. A study on factors that influence poor service delivery by teacher's trade unions will help curb draw conclusions to curb the problems of job dissatisfaction.
- ii. A study on influence of trade unions on job satisfaction in other areas is in order.
- iii. The future researchers can carry out a study on the factors that influence teacher's job satisfaction.

REFERENCES

- American Federation of Teachers (2000). *Redesigning Low Performing Schools: It's Union Work*, Washington, DC.: AFT.
- Armstrong, M. (2013). *A Handbook of Human Resources Management Practice*, 8th Edition. Services & Skills. Boston: Alyn and Bacon Press.
- Ballow, M. (2011). *Education and teacher Unions*. London: Biddies Ltd.
- Beardwel and Clayton (2007). *Bringing out the best in Teachers: what effective* Cambridge: Harvard University Press.
- Bennell, P., and Akyeampong, K. (2007). *Teacher Motivation in Sub-Saharan Africa and South Asia*. DFID Educational Paper No. 71. United Kingdom: Essex.
- BTU, (2009). *Guidelines for Inclusion. Ensuring Access to Education for All*. Paris: UNESCO.
- Cobble, D.S. (2011), "Organizing the postindustrial work force: lessons from the history of waitress unionism", *Industrial and Labor Relations Review*, Vol. 44 No.3, pp.19-36.
- Elimu News (2008). *KNUT call strike again*. Vol. 11, 2008 pg 10, for teaching Vol. 21
- Flanders P. (1970). *Pressure Group Behaviour in Canadian Politics*. Toronto: McGraw
- Fraenkel, J.R., & Wallen, N.E. (2006). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Fraser, D (1999). *Appraising Teacher Performance*. New York: Parker Publishing Co. Inc. 69
- Freeman, C (2014). *The Impact of Negotiation in Public Education. Principals do*. Newbury: Corwin Press Inc.
- Georgelles, V. & Lange, W (2010). *The Challenge of Enhancing Inclusive Education in Developing countries. International journal on inclusive Education*, 6(2), 113-126
- Glennis, A. (2005). *Educational Governance and Administration*. Eaglewood Cliffs: Prentice-Hall Inc.
- Handy, B.C. (1976). *Understanding Organizations*. Aylesbury: Watson and Viney Ltd.

- Heartzberg, T. (1964). "One more time: How do you motivate Employees?" *Harvard Business Review* 46 (1)
- Idris, I. (2007). Kenya: educators' union tackling the teacher de-professionalization issue. *Journal of Educational International*. Vol. 13.
- Inove, S. (1999). Teachers' Union and General Teaching Council. *Journal of Education* Vol 4 pp 26 – 41.
- International Labor Organization (2007). Inclusive Schools for an Inclusive Society. *British Journal of Special Education*, 24,251-263
- Kamau M. (2003). Factors Contributing to Job Satisfaction and Dissatisfaction among Secondary Schools Teachers in Githunguri Division of Kiambu District. Kenyatta University Med. Thesis.
- Kathuri., (2006). *Research Methods*, Nairobi: East Africa Publishers.
- Kerchner, C.T., Weeres, J.G., & Koppich, J.E., (2013). Taking Charge of Quality: How Teachers and Unions Can Revitalize Schools, San Francisco, CA: Josey-Bass.
- KNUT, (2002). Kenya National Union of Teachers Constitution. Nairobi: KNUT. KUPPET.
- Kunyiha, E.W.(2015) Influence of Teachers Service Commission Human Resource Management Practices on Teachers Commitment In Public Secondary Schools in Tetu Sub County, Nyeri. Unpublished proposal report. University of Nairobi.
- Mathius, C.& Jackson, V. (2008). United we stand: A History of Britain's Trade Union. UK: Alastair J. Reid Press.
- Mbwesa, K.J. (2008). *Introduction to management research. A Student Handbook*. Nairobi: Basic Modem Management Consultants.
- MOE (2006). Collective Bargaining in Education: Negotiating Change in Today's Schools "Union Power and the Education of Children." Hannaway, Jane and Andrew J. Rotherham. Cambridge: Harvard Education Press.
- MOEST, (2003) Education for all (EFA) in Kenya: a National handbook for 2002 and beyond. Oakes, J & Saunders, M. (2002). UCLA's Institute for Democracy, Education and Access.
- Mugenda, O. & Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mugenda, A.G (2008). *Social sciences Research Theory and principles. Applied research training services*, Nairobi: Acts Press.

- Mundy, K., Cherry S., Haggerty, S., Maclure R. & Sivasubramaniam M. (2008). "Basic Education, Civil Society Participation and the New Aid Architecture: Lessons from Burkina Faso, Kenya, Mali and Tanzania." Canadian International Development Agency and the Ontario Institute for Studies in Education, University of Toronto, Canada.
- Nkomo, S. & Cox, T. (2006). *Understanding the research process and methods*. Nairobi: Starbright Services Ltd.
- Nyambala, B. (2011). Address to the 24 Annual Delegates Conference. Nairobi Eleza its Investment projects. Nairobi: Eleza services.
- Orodho, J.A., & Nkomo, S. (2003). Access and participation in secondary education in Kenya. Emerging issues and policy implications. Nairobi: EAP/
- Orodho, J.A (2002). *Techniques of Writing a Research Proposal and Reports in Education and Social Sciences*. Maseno; Kanezja Publishers.
- Orodho, J.A(2009). *Elements of Education and Social Sciences*. Maseno; Kanezja Publishers.
- Swarnalatha, & Sureshkrishna (2014). A Study on Job stress, Job performance, and Employee Job Satisfaction. In Australian Journal of Basic and Applied Sciences 8 (1) 469-472
- Tanzania Teachers Union (2009). "Education for All: Teacher Demand and Supply" Education International Working Papers no 12. University Press.
- TUKCA (2006). *Excluded and Invisible. The state of the World's Children 2006*. The United Nations Children' Fund, USA.
- Waddington & Dinham, (2013). Enhancing the Quality of Teacher Satisfaction. Professional commitment and satisfaction among teachers in urban middle schools. Journal of Educational Research. Vol. 92. Edition London: Bath Press Ltd.
- Wobman, L. (2013). "Schooling Resources, Educational Institutions and Student Performance: the International Evidence." Oxford Bulletin of Economics and Statistics 65 (2): 117–170.

APPENDICES

Appendix I: Letter of introduction

University of Nairobi

P.O. Box 30197

Nairobi

24th Oct 2015

To

The Headteacher

..... Primary School

Tigania East Sub-County

Dear Respondent,

REF: PERMISSION TO CONDUCT RESEARCH

I am a post graduate student pursuing a Master of Education degree in Corporate Governance at the University of Nairobi. I am conducting a research on “Influence of Trade unions on teacher’s job satisfaction in public primary schools in Tigania East Sub-County”

Kindly allow me to conduct this research in your school. Any assistance accorded will be highly appreciated.

Yours faithfully,

Mary KathoniItabari

Appendix II: General Questionnaire Head teachers and Teachers

This questionnaire consists of two parts, A and B. respond either by writing in the space provided or putting a tick where required. **DO NOT** write your name or that of your school anywhere on this questionnaire.(Kindly tick (√) where appropriate)

Section A: Demographic data

1. Please indicate your gender Male [] Female []

2. What is your age bracket in years?

18-28 [] 29-39 []

40-50 [] Above 50 []

3. What is your position in the school? Head teacher [] Teacher []

4. What is your highest level of academic qualification?

P1 [] Diploma [] B.Ed[]

Masters [] Any other (specify)

5. How many years have you been in the teaching profession?

1 -10 years [] 11-20 years [] 21-30years []

31-40 years [] over 40 years []

Section B: Influence of trade union practices on teachers' job satisfaction

6. Do you think that the level of trade unions teachers' representation influence teachers' job satisfaction in your school? Yes [] No []
7. At what extent does the level of trade unions teachers' representation influence teachers' job satisfaction in your school?
- To a great extent [] To a moderate extent []
- To a little extent [] Not at all []
8. Indicate your level of agreement to the following statements on representation of teachers in disciplinary cases, using Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA)

Statement	SD	D	A	SA
1. There is serious misrepresentation of teachers by the Union in disciplinary cases.				
2. Teachers are well represented in disciplinary cases by the union				
3. Teacher's salary is enough to initiate self representation in disciplinary cases				
4. All cases against teachers are handled fairly by the parties involved				
5. Teachers who have been Implicated, charged and convicted were guilty of the crimes committed				
6. There is a kitty at the Union's accounts to represent teachers in legal cases				
7. The unions efforts to foster teacher's job satisfaction is a success in Tigania and Kenya at large				

9. Do you think that the level of trade unions' handling of cases influence teachers' job satisfaction in your school? Yes [] No []

10. At what extent does the level of trade unions' handling of cases influence teachers' job satisfaction in your school?

To a great extent [] To a moderate extent []

To a little extent [] Not at all []

11. Indicate your level of agreement to the following statements on handling of disciplinary cases, using Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA)

Statement	SD	D	A	SA
1. Discipline related cases against teachers are efficiently investigated by the Teacher's trade union and assistance rendered to teachers.				
2. Teacher's trade union has a hand in investigations on cases against teachers				
3. Teachers are satisfied with the investigations carried out by their trade union because it helps mitigate on their behalf				
4. Speedy investigations by the teacher's trade unions in Kenya helps to vindicate the teachers charged before much defamation in case they are innocent				
5. The teacher's trade unions have no hand in investigating cases related to teachers				
6. The teachers are left on their own in cases where they are accused				

12. Do you think that the level of trade unions' engagement in legal services influence teachers' job satisfaction in your school? Yes [] No []

13. At what extent does the level of trade unions' engagement in legal services influence teachers' job satisfaction in your school?

To a great extent []

To a moderate extent []

To a little extent []

Not at all []

14. Indicate your level of agreement to the following statements on engagement of legal services in cases relating to teachers conduct, using Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA)

Statement	SD	D	A	SA
1. Teacher's trade union hires a legal counsel to represent teacher's in disciplinary cases				
2. Teachers are left alone to look for legal counsels to represent them and foot legal bills				
3. Teacher's salaries and remuneration is inclusive of the legal costs in case any are suffered				
4. Teachers who cannot afford their own legal counsels are convicted of crimes they did not commit				
5. There are teachers who were charged and convicted because of lack of legal basis to argue their cases				

15. Do you think that the level of trade unions' advocacy influence teachers' job satisfaction in your school? Yes [] No []

16. At what extent does the level of trade unions' advocacy influence teachers' job satisfaction in your school?

To a great extent []

To a moderate extent []

To a little extent []

Not at all []

17. Indicate your level of agreement to the following statements on trade unions' advocacy on teachers' job satisfaction, using Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA)

Statement	SD	D	A	SA
1. Teacher's trade union ensures teachers are comfortable in their work place by team building				
2. Teachers are enlightened by trade union representation on their working condition				
3. Teachers are motivated by how trade unions intervene in their grievances to ensure that their voices are heard.				
4. Teachers are able to trust trade unions to advocate their rights and issues related to their profession.				
5. Trade unions act as the stepping stone for teachers to be able to address issues that facilitate their job satisfaction.				

18. In your own opinion kindly state any other measure that should be addressed by teachers' trade unions to enhance their job satisfaction.

Appendix III: Authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/16/47547/10682

2nd May, 2016

Mary Kathoni Itabari
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of trade union practices on teachers’ job satisfaction in public primary schools in Tigania East Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **29th April, 2017.**

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.






Appendix IV: Research permit

THIS IS TO CERTIFY THAT:
MS. MARY KATHONI ITABARI
Mikinduri, has been permitted to
conduct research in Meru County
on the topic: INFLUENCE OF TRADE
UNION PRACTICES ON TEACHERS' JOB
SATISFACTION IN PUBLIC PRIMARY
SCHOOLS INTIGANIA EAST SUB-COUNTY,
KENYA
for the period ending:
29th April, 2017.

Permit No. : NACOSTI/P/16/47547/10682
Date Of Issue : 2nd May, 2016
Fee Received : Ksh 1000

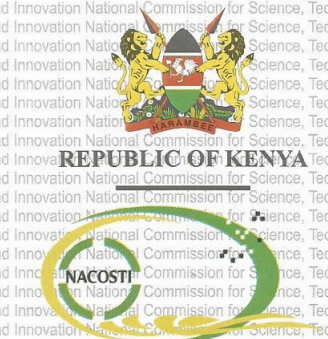
Applicant's Signature
Signature

Director General
National Commission for Science, Technology & Innovation



CONDITIONS
You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two(2) hard
copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation
PERMIT
Serial No. A 8899
CONDITIONS: see back page



Appendix V: Map of the study area

