

**PERCEPTION OF LEADERSHIP EFFECTIVENESS OF OFFICIALS  
OF KENYA UNION OF POST PRIMARY EDUCATION TEACHERS  
(KUPPET) BY MEMBERS IN BOMET DISTRICT, KENYA.**

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PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE  
DEGREE OF MASTER OF BUSINESS ADMINISTRATION,  
SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI**

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## DECLARATION

I declare that this project proposal is my own original work and has not been presented for award of any degree in any university.

Signed \_\_\_\_\_

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**D61/P/7192/2005**

\_\_\_\_\_

**DATE**

This management project has been submitted for examination with my approval as the university supervisor.

Signature \_\_\_\_\_

**MR. GEORGE OMONDI**

\_\_\_\_\_

**DATE**

## **DEDICATION**

This research project is dedicated to my father Mr. Jeremiah Arap Terer and his family.

## **ACKNOWLEDGEMENT**

I am greatly indebted to several people, whose contribution and support has seen the accomplishment of my degree. Firstly I acknowledge God whose presence and assistance in every way has been real to me throughout the period of my study.

Secondly I thank my supervisor who patiently guided me throughout the project to its completion. My heartfelt appreciation goes to my father for the great moral and material support he gave me; I am highly indebted to him, for his love of education unwavering support and unparalleled determination even in times of unforeseen circumstances throughout my education journey.

To my mother Elizabeth, who painstakingly and patiently necessitated the inception of my education at the crucial tender age, and being there to this end. To my wife Caroline for her support and my children, Gregory and Victoria for their patience and endurance when I could not spare time for them.

## **ABSTRACT**

This project is Human resource management project. It is a survey carried out in Bomet District. The objective of the study was to establish the perception of the effectiveness of KUPPET representation by its members in Bomet District.

The study adopted descriptive survey research design. The population of the study was all KUPPET members in the same District. The same members were given an opportunity to rate the effectiveness of their union representation by being availed with a set of items capturing the sub-set qualities of their welfare on a likert scale. The results from KUPPET member responses were used to generate both qualitative and quantitative data. It is from the analysis of the same results that the study was able to make decisions.

The study concludes that KUPPET as so far done well in representation of 6 welfare sub-sets items, by being rated above average, namely; number of work hours (75%), medical allowance (63%), House allowance (68%), timely pensions and death benefits (57%) award of study leave (66%) fairness in recruitment (54%).

While it was rated below average in the realization of 8 sub-sets of welfare namely: disturbance allowance (12%), fairness in deployment and transfers (32%), on merit promotions (42%), legal assistance on disciplinary issues (20%), leave allowance (5%), training and development of teachers (10%), recognition of HIV/AIDS infected teachers (30%) and finally commuter allowance (48%). It also emerged that a scheme for post graduate teachers does not exist. Majority equally agree with KUPPET's advocacy of salary harmonization of its members with those of civil servants.

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# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Leadership is related to motivation, interpersonal behaviour and the process of communication. Good leadership also involves the effective process of delegation. The leadership relationship is not limited to leader behaviour resulting in subordinate behaviour. Leadership is a dynamic process. The leader-follower relationship is reciprocal and effective leadership is a two way process which influences both individual and organizational performance. Effective leadership is vitally important at all levels within the company, from main board to the floor. Leadership is the moral and intellectual ability to visualize and work for what is best for the company and its employees. Ian Magham (1979), Lee Bolman and Terrence Peal (1991) felt that most significant organizational decisions were the outcome of effective leadership and were only partly influenced by evidence and rational argument, shaped by “the pulling and having that is politics”.

Lodiaga (1996) defines leadership as the ability to conduct or guide the subjects, the ability to assimilate translate ideas, rules, regulations and procedures to guide subjects in carrying out a mission within a defined mandate so a leader is a person with commanding authority or influence.” Campbell, Corbally and Nystrand (1983) consider leadership to be “a process through which an individual (the leader) secures co-operation of others (followers) towards goal achievement in a particular setting”. Koontze and O’ Donnell (1976) define leadership as “interpersonal influence, exercised in a situation and directed through the communication process towards the attainment of specific goal or goals.”

Stugdill (1959) defines leadership as the “initiation and maintenance of structure in expectation and interaction. Campbell et al (1983), argue that leadership is one of the most popular explanations for the success or failure of organizations and the most talked about managerial activity in organizations. Efforts to assess the performance of individuals in leadership position depend on achieving objectives and maintaining a cohesive work group.

Rice (1965) says that at the manifest level of behavior, a leader has to be able to carry his or her followers with him or her, inspire them, make decisions on their behalf with their collaboration and communicate the decisions to others; he or she has to be able to act in ways that will not only further task performance but enlist the co-operation of his or her followers by mobilizing the appropriate basic assumptions. Ukoje, Akabogu and Ndu (1992) argue that an administrator’s work is very much concerned with offering leadership to the work group his or her effectiveness as an administrator depends on the limit set by philosophical sociological or psychological elements.

Effective leadership helps to develop teamwork and the integration of individual and group goals. It aids intrinsic motivation by emphasizing the importance of the work that people do, David and Richard, (1999). The vitality of leadership effectiveness is summarized by Lee Bolman and Terrence (1991), organizations have a political dimension as well as social techniques, economic and cultural one, and that the relatively stable, ordered bounded, predictable, role based, hierarchical organization of today seems an anachronism. The so-called “post modern” organization is characterized by fluidity,

uncertainty, ambiguity and discontent. Job servility is replaced with “employability security”, organization boundaries are blurred with the development of partnerships and joint ventures, sub-contracting and peripheral workforces and social and technology based networks. Hierarchy is replaced by reliance on expert power; those with the best understanding of the problems take the decisions. In this stereotyped, ‘post modern context’ individuals are stripped of the conventional resources of relatively stable organizational position, and are derived of meaningful, predictable vision of their own future. This fluid and shifting context implies an increased dependence on personal and interpersonal resources and on political skills to advance personal and corporate agendas. There is clearly enhanced scope of political maneuvering in a less well ordered and less disciplined organizational world.

Trade union is an association of workers formed to protect their interests in employment situations. Unions principally, negotiates wages and working conditions terms; regulations between workers its members and the employer; take collective action to enforce the terms of collective bargaining; raise new demands on behalf of its members, and; help settle their grievances. Besides playing a role in the fight for better working conditions, trade unions have had and continue to have a key role in the building of social movements and the developing of social changes (Cole 1990).

If the union is effective and leads to the achievements of set objectives, this can lead to job satisfaction. Okumbe (2001) sees job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job experience. Herzberg, Mausner and Shydeman (1959) developed sixteen categories of factors that affect satisfaction. the factors identifies were; possibility of growth, salary, achievement recognition, interpersonal relationship, relationships with supervisor , subordinates and peers, responsibilities, working conditions, supervision, company policies and administration, work itself ,factors in personal life, status and job security. The motivator factors identified by Herzberg at al (1959) can be attained by the teachers through their union. Thus effectiveness of union leadership in availing the motivating factors is crucial.

### **1.1.1 Perception**

Mullins (2005) defines perception as that dynamic and complex way in which individuals select information (stimuli) from the environment, interpret and translate it so that a meaning is assigned which results in a pattern of behaviour or thought. The first critical element in the process is the selection of certain stimuli and the attention to be directed towards it. The process is affected by both internal and external factors. Psychological such as personality of the individual, learning abilities, motivational levels, interests and past experiences are major internal elements that influence an individual's perception and reaction to stimuli. Others such as language and cultural differences structures and guide individuals thinking patterns and perceptions. Perception is further influenced by external factors, which are those factors that refer to the nature and characteristics of stimuli. The

pattern and context of stimuli dictate the level of attention individuals will attach to it (Babu, 2008).

Members' perception enables the employer to understand what constitute discrimination and under-employment acts. This makes the employer to be confident in their understanding of employment act and subsequent action, and thus place a high priority on receiving information concerning the different grounds that are protected under union act, legal responsibilities for employees' rights at work and who is protected, hiring practices and duties of organizations to accommodate employees. Paauwe and Richardson (1997) they conclude that positive perception of employees with respect to union representation has an effect on human resource results such as satisfaction, motivation, trust and involvement.

### **1.1.2 Leadership Effectiveness of Trade Union Officials**

Armstrong (2003) 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 employees. These assertions by Armstrong mean that unions should be effective in carrying out their mandate. Effectiveness has been noted by Cameroon (1986) as a multi- dimensional construct. As a construct effectiveness can be operationalised in order to get measure of some specific domains. Drucker (1972) notes that in hiring a worker, one always hires the whole man, that one can hire whole man rather than any part, thereof explains why the improvement of work conditions is the greatest opportunity for a union to improve performance and results among its members.

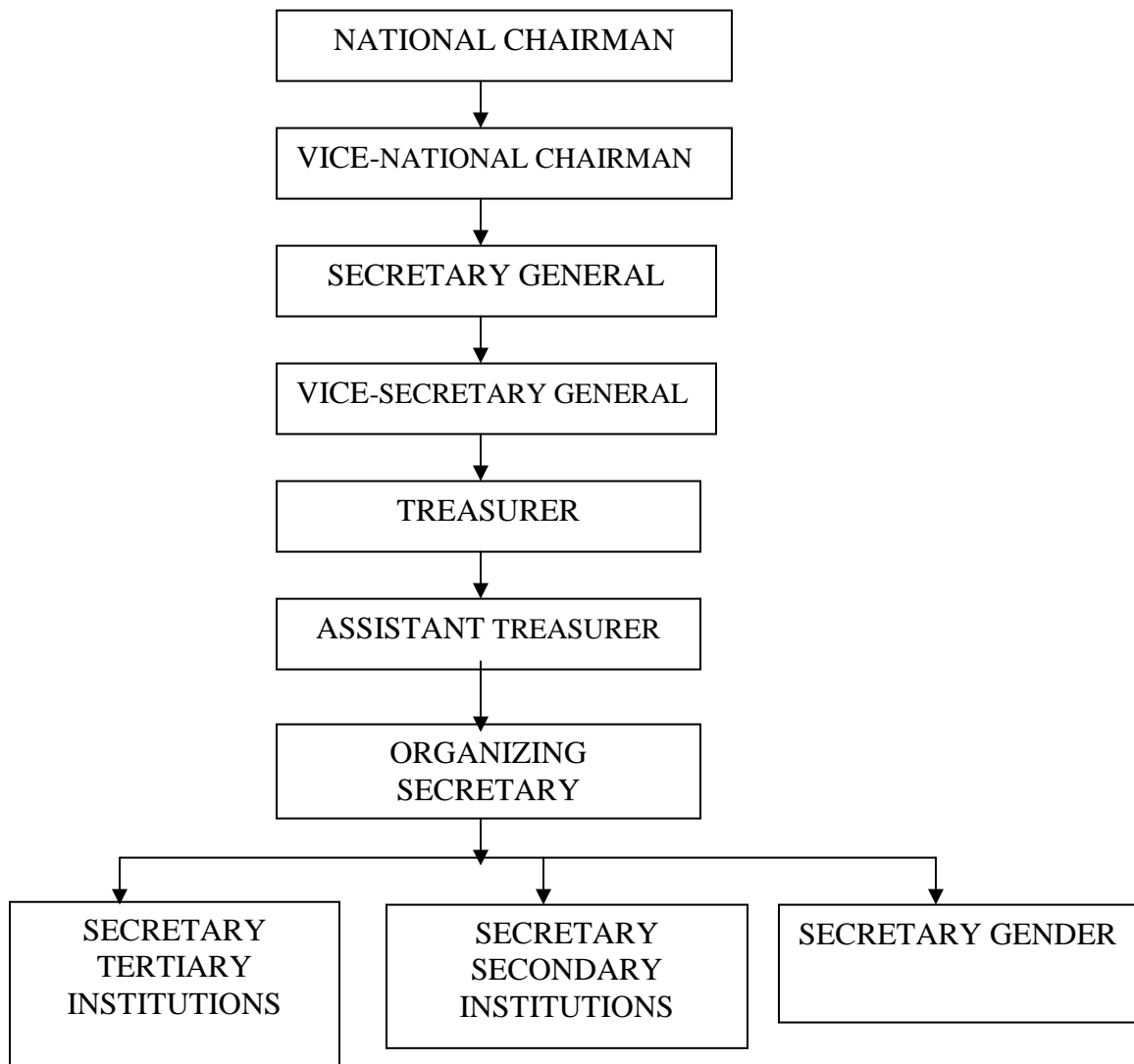
Educational international (2000), asserts that there can be no constructive and lasting solution to the problem with which the education sector finds itself confronted, without taking into account the fundamental rights of teachers. It is vital that effectiveness in union leadership is observed in order to give teachers the salaries and working conditions that will enable them to discharge their duties and live with dignity.

### **1.1.3 Kenya Union of Post Primary Education Teachers (KUPPET)**

KUPPET is a professional teacher trade union for secondary school teachers and lecturers. It was registered on 26<sup>th</sup> November 1998 with the registrar of Trade unions under the Trade Unions Act, Cap 223 of the laws of the Republic of Kenya. KUPPET was registered to represent teachers in secondary and tertiary institutions in Kenya who had been agitating for a Union since 1957; it was argued that the Kenya National Union of Teachers had too much on its hands to be of specific value to the needs of post primary teachers. Currently KUPPET has at least thirty Thousand (30,000) members, from secondary school teachers, the fraternity of tutors and lecturers in the various tertiary institutions such as polytechnics, technical and primary teacher training colleges. KUPPET represents an attempt by post primary school teachers to make their concerns known. It should aim at influencing educational policies and practices in the direction that is acceptable by its members, towards the improvement not only on issues of remuneration but also on ethical and moral ones, that are critical to any profession.

However, there is a general concern among post primary school teachers, that the effectiveness of KUPPETS leadership is being compromised by factors ranging from high unemployment among the well trained, a scenario which favours employer's leverage at the expense of the union's, Government interference, laxity among KUPPET leaders to tricky moral and ethical issues affecting post primary school teachers.

### **KUPPET Leadership Structure**



Source: KUPPET Leadership Structure (2011/2012)

## **1.2 Statement of the Problem**

The relationship between employees and employers in the work environment is influenced by the interaction between employees and their representatives, and management of the firm. The trade union is the organization that represents and protects the interests of workers. Employees who subscribe to the union membership collectively bargain through the union for improved working conditions and terms of service. The trade union relies on workers support to fully represent their interests and deliver satisfactory bargain to its members (Coyle-Shapiro and Kessler, 2002).

Unions have specific roles and objectives which they are supposed to respectively play and realize. These roles and objectives are mostly derived from what its members value and desire since unions are meant to serve their interest and other stakeholders in general. From the various roles that a union play it is possible for its members to assess the effectiveness of a union in specific areas or roles. In the same way, members can rank or prioritize the factors that they value most in their job and can rate the influence or contribution of their union making them realizable. If these valued factors are taken as factors are taken as factors that contribute to members job satisfaction, it will be possible to measure the union's officials leadership effectiveness in influence its member's job satisfaction from what they perceive as its contribution to the realization or otherwise of the desired facets of job satisfaction Armstrong (2003).

Teachers unions globally have experienced astoundingly well-orchestrated attacks from its members due to the perceived bad leadership. In addition, teachers unions' failure to



acknowledge their role as representative of teachers' interest has contributed largely in the unions' critiques and disagreement between themselves and their subjects. At the same time the unions' unwillingness to acknowledge schooling's past and current role in reproducing social inequality, their reluctance to work as partners with activists to take on racism, sexism, militarization, and anti-immigrant prejudice, have weakened their credibility with groups who should be teacher unionists' strongest allies.

Since its formation in 1998, Kenya Union of Post Primary Education Teachers (KUPPET) leadership has been known for leadership wrangles and running court battles. Post primary teachers have been believed to perceive KUPPET leadership as associated with the past ills with little or no impetus to the movement. In addition, there have been allegations that, the union has been lacking modern management systems devoid of imperialism, impunity and non-consultation and thus has been ineffective. As a show of non-content to the leadership, there were attempts to replace Kenya Union of Post Primary Education Teachers (KUPPET) national officials through a court process on allegation of bad leadership in the year 2010. The attempts were going after changing the leadership structure to embrace team work (no lone ranger), avoid court room style of management and more important of all fight indiscipline leadership among its branches besides remaining intolerant to dictatorship and arrogance.

Kenya Union of Post Primary School Teachers (KUPPET) represents an attempt by teachers to make their concerns known. It aims at influencing educational policies and practices in the direction that is acceptable by its members. It represents an effort to

empower teachers in their quest of improving their standards of living. Thus it should strive towards creation of favourable working conditions for its members and enhance their sense of job satisfaction. The KUPPET leadership is there to enable its members to realize better forms and conditions of service in addition to articulating, influencing and promoting the status of the teaching profession. It is the subject of this study to find out the perception of post primary school teachers of effectiveness of KUPPET's leadership.

Previous studies have been undertaken on members' perception of their respective unions, but no particular study has been carried out on KUPPET. Related studies addressing member perception towards trade unions were undertaken by K'obonyo (1981) who studied the operations of trade unionism in Kenya. Then Njihia (2002) conducted a survey of women's participation in trade unions in Kenya, and Atandi (2003) studied the involvement of trade unions in the application of performance management programme, also Owidi (2006) undertook a study on the perception of members of union of Kenya civil servants services. All these did not specifically address the perception of post primary school teachers on the leadership of Kenya union of post primary education teachers. This study therefore intends to fill this knowledge gap by investigating the perception of post primary schools teachers in Bomet District towards the leadership of Kenyan Union of Post Primary Education Teachers (KUPPET).

### **1.3 Objective of the Study**

To establish the perception of the KUPPET representation by post primary teachers in Bomet District;

## **1.4 Value of the Study**

The study is expected to be important to the following:

The results of this study will provide insight to the leadership of Kenya Union of Post Primary Education Teachers (KUPPET) on the post primary school teacher's perception of its services and provide information on factors critical to successful service delivery.

The study will assist improve post primary school teacher understanding and perception of Kenya Union of Post Primary Education Teachers.

The study will act as a reference point to other researchers in the same field and is directly related to the current teacher union representation adjustments.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Leadership Effectiveness**

Leadership is a relationship through which one person influences the behaviour or actions of other people. This means that the process of leadership cannot be separated from the activities of groups and with effective team building. To McGregor, effective leadership is when successful leadership results in functional behaviour and the achievement of group goals. Leadership may be exercised on the basis of sapiential authority that is by wisdom, personal knowledge, reputation or expertise. A sapiential - type relationship places emphasis on a guiding and facilitating role and is often appropriate for people in creative, specialist or professional jobs where there may be particular resentment against a formal hierarchical style of managerial leadership.

Leadership may also be based on the personal qualities, or charisma, of the leader and the manner in which authority is exercised. Leadership may also focus on the role of the leader in terms of the relationship with followers and the adoption of a particular style of leadership, McGregor further states that, leadership is a dynamic form of behaviour affected by a number of variables which affects the leadership relationship and to him the four major variables are; the characteristic of the leader.

The attitude, needs and other personal characteristics of the followers, the nature of the organization, such as its purpose, its structure, the tasks to be performed and finally the social economic and political environment. According to Peter Parker, leadership

effectiveness might be exercised in terms of position or because of personality or it can be seen as behavioural category. It May also be viewed in terms of the role of the leaders and their ability to achieve effective performance from others. Leadership is one of those elusive priorities, an area in which there is no absolute, and no guaranteed model. So it turns out not only vital but also fun to talk about what makes an effective leader.

Due to its complex and variable nature, there are many dimensions to leadership; Authoritarian style has the focus of power on the leader, and all the interactions within the group move towards the leader. The leader alone exercise decision making and authority for determining policy procedures for achieving goals, work tasks and relationships control of rewards or punishments. Democratic style places the focus of power more with the group as whole and there is greater interaction within the group. The leadership functions are shared with members of the group and the leader is more part of the team. The group members have a greater say in decision making, determination of policy, implementation of systems and procedures. Genuine Laissez-faire style has the leader as an observer who ensures that members of the group are working well on their own.

The leader consciously makes a decision to pass the focus of power to members to allow them freedom of action and not to interfere; but is readily available if help is needed. “The word genuine is emphasized because this is to be contrasted with the leader who could not care, who deliberately keeps away from the trouble spots and does not want to get involved. The leader just lets members of the group get on with the work in hand.

Members are left to face decisions which rightly belong with the leader. This is more of non-style of leadership or it could perhaps be labeled abdication”, Drucker (1955)

## **2.2 Trade Union Leadership**

Trade unionism in this Country had a very chequered development in its early stages soon after 1st World War when some of our men who came back from the war started agitating for change and equal treatment of African workers. They had been to some European countries and other overseas nations and had witnessed better conditions of employment existing in those countries.

Their agitations consisted of spontaneous protests against the miserably low wages and inhuman conditions of employment in various places of work throughout the Country. Although not much literature was available about the activities of the pioneer trade unionist evidence is there to indicate that organized labour was not possible until the middle of 1930s. That was the time when one Mr. Makhan Singh, an Indian trade unionist came into the picture. Mr. Makhan Singh had broken from the Indian Labour Union of Kenya and formed a non-racial trade union, called Labour Trade Union of Kenya, which later changed its name to Labour Trade Union of East Africa. It became the first non-racial trade union to be registered by the colonial Government in 1937. The European and Indians had their own trade unions that were functioning without any problems (Gona, 2005).

The labour Trade Union of East Africa initially drew its membership from within Nairobi, which quickly rose to about 500 soon after its formation. Though its main objectives were to fight for equality and social justice amongst workers irrespective of their races, the Africans' conditions of employment remained extremely poor with pathetic wages. In order to drive home its message, the union organized the first strike in April 1937, against European and Asian employers in the building and construction industry. It did not last long, but the message was clear and a number of protests and strikes followed across the Country as more workers gained awareness and courage to demand for their rights.

The most significant strike in record was the one staged by Public Works Department Employees in Mombasa in July 1939, which developed into a mass strike when other workers joined in sympathy. That was the first ever-recorded strike in which the dockworkers took part citing low wages and very poor conditions of employment. The Government reaction was swift and this embraced two broad approaches; one, by amending the Trade Union Ordinance by introducing compulsory Registration of all Trade Unions and the Granting immunities to Trade unions against prosecutions for peaceful picketing and protection from actions of torts. This positive development was the initiative of the Labour Government in power that time in the United Kingdom. But as would be expected, the settler's community vehemently opposed that policy, terming it an introduction of anarchy of the Africans into the economy. The settlers even rejected positing of a British Labour Officer to Kenya, although the latter was simply to advise

the local trade unionist on how to form and manage responsible trade union fashioned on the British style (Gachathi, 1974).

Secondly, the Government appointed a commission of Inquiry into condition of employment for the Africans in Mombasa and other urban centres in the country. The recommendations of the commission of Inquiry resulted into a considerable improvement in working conditions in the country and a number of unions; mainly staff unions were formed and registered in the country. The issue of discrimination against, and mistreatment of African teachers, surfaced as early as 1934, and attempts were made to form Kenya African Teachers Union. This was however thwarted by the colonial authorities.

There were several reasons that made it necessary to form a teachers union but five most compelling ones were; To look into the issue of salaries paid to African teachers vis-à-vis European teachers teaching at the same level, harassment of teachers by supervisors and inspectors of schools, without reference to any ground rules, blatant racial discrimination in housing and allocation of duties, especially in boarding secondary schools and denial of certain basic rights (pension, leave, medical allowances etc) to teachers as workers (Nzioka and Ramos, 2008). It took a long wait of nearly a quarter a century, from 1934 to 1957 before the bold teachers of the nineteen fifties succeeded in securing authority to found a teachers union and on 4<sup>th</sup> December, 1957, the Kenya National Union of Teachers (KNUT) was founded at a conference held at District Education Board (DEB) School, Pumwani, in Nairobi. Once launched in 1957, the Kenya National Union of



Teachers (KNUT) discovered that the many grievances, of which five have been outlined, could not be addressed because the various employers were unwilling to come to a negotiating table. Kenya National Union of Teachers (KNUT) was therefore forced to put pressure on the colonial government to establish, by legislation, one employer for teachers, with whom negotiations could be held. The colonial government did not respond positively, and it took additional pressure, backed by a series of strikes, from 1962 to 1966, for the newly independent Kenya government to accede to the establishment of such an employer. The Teachers Service Commission (TSC) was thus created by an Act of Parliament (Cap 212) in the late 1966, and became operational from 1<sup>st</sup> July 1967 (Nzioka and Ramos, 2008).

### **2.3 Trade Union Leadership Effectiveness**

In the early years, unions were the embodiment of class struggle pitting capitalist entrepreneurs against workers, since they each seem to have opposing interests. In Kenya, the labour movement has been vibrant, but largely mellow. It is evident that with changing conditions, the forms of actions and the tactics of class struggle have changed too. Trade unionism is accepted as the primary form of labour movement in industry and the isolated worker finds himself powerless against the employer. To overcome this handicap, unions bind workers together into common action, with the strike as their weapon. In its most extreme form, union action has spawned violent clashes to bolster their bargaining. In time, trade unionism has become a power in itself with considerable financial muscle at its disposal.

However, we observed the traditional form of trade unionism seems to be slowly dying away. The onslaught by the government against some trade unions thus does not seem so out of place. Many firms have effectively choked the workers body by creating managerial grades in response to changing employment relations. There has been increased casualisation of employment and extensive contracting-out and out sourcing so that productivity is no longer measured in man-hours put in rather indirect and qualified productivity. This new relationship makes the union irrelevant in the production process (Kitonga, 2005).

Traditionally labour economists have analyzed the forces that influence trade union membership with a conventional demand and supply framework. Beginning with Naylor (1990) and Pencavel (1971), union membership is considered as though it were an asset in the portfolio of an utility-maximizing worker that provides a flow of services, which are private and/or collective goods. The demand fraction expresses the demand of workers for union representation and services, while the supply function reflects the supply of union services. The advent of globalization, structural adjustment and liberalization of the economy has exerted pressure on industrial relation field. Labour market seeks to fit into the pattern of things and events by being liberalized as well. This has resulted in greater conflicts and the impact of the situation felt on the employees (Blunt; 1986).

According to (Nzuve; 1997) workers join trade unions for various reasons. Members believe that union increases their share of the economic package, higher wages, increased

benefit, shorter working hours and better working conditions, basically assumed to improve the economic welfare of members. Members want protection from unfair dismissal and retrenchment by their employers. It went further to say that employees are social beings and would want to belong and be recognized by their peers. A trade union therefore offers an avenue for affiliation with other workers who share common interest.

The trade union structure offers some employees an opportunity to gain recognition that is not availed to them in the business organization (Okombe; 2001). He goes further to say that some workers join trade unions to obtain a voice in influencing decisions that affect them. It provides an avenue for employee's participation in management. There is also joint consultation to trade unions will seat in disciplinary system. Some workers became unions members simply as the regulation agreement to employment or union shop close once you are employed you become a union member automatically. At the core of industrial relations is the labour contract, it's an exchange relationship in which the workers offers the labour of his person in return for wages. But the exchange involved in this transaction is inherently unequal. The contract places a worker in a subordinate position while the wage paid to him by the employer legitimates the latter are control over the former.

Each of the parties in the employment contract endeavours to maximize its own interest. In Crouch's words "The interest of the domination role in such a relationship can be defines as the maximization of control over labour, offset by the extent to which such maximization will reduce the effectiveness or indicate the revolt, of the labour. The

interest of the subordinates consists in eroding, evading or replacing domination, offset by the extent to which attempts to do so will either incite coercive sanctions or involve destruction of existing means for securing existence”.

Unions also work for greater social justice. They wish to see workers treated on the basis of merit and not on the colour of skin. Alongside the above trade unions deal with other conditions of work such as hours of work, safety at work place, holidays, sick leave and other accompanying benefits and a host of other factors. The place one is asked to work in may turn out and to be cramped or badly ventilated. It may be too hot or too cold; the lighting may be bad, the atmosphere dusty and the process of work injurious to health. These conditions do affect mental and physical power. In some countries, particularly in the third world, trade unions are expected to participate positively in the process of economic development. In Kenya for instance; Government’s key policy statement appearing in seasonal paper No.10 of 1965 asserted; “ The government will assist trade unions to become involved in economic activities such as co-operative, housing schemes, workers discipline and productivity and in general to accept their social responsibilities”. All in all trade union movement exists to extend the influence of the working people over the policy and purpose of industry and to arrange for their participation in its management.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Research Design**

The study adopted the descriptive survey design. Descriptive surveys are designed to measure the characteristics of a particular population, either at a fixed point in time, or comparatively over time (Gay, 2004). Gay argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. It can be used to describe the nature of existing conditions, and to determine the relationship between specific event that has influenced or affected present condition.

### **3.2 Population**

The population of the study comprised of all the 377 KUPPET members in Bomet District of Kenya. Source: 2011/2012 KUPPET's Membership Register.

### **3.3 Sample**

The sample size was 112 KUPPET members. The proportionate stratified sampling method was used to select the respondents. The collection instrument was a semi-structured questionnaire (see Appendix number 2).

**Table 3.1: KUPPET’s Membership Register**

<b>Division</b>	<b>Total population No. of teachers</b>	<b>Sample -30% of the population</b>	<b>% of Sample population</b>
Bomet Central	229	68	61
Longisa	148	44	39
<b>TOTAL</b>	<b>377</b>	<b>112</b>	<b>100</b>

**Source: 2011/2012 KUPPET’s Membership Register**

### **3.4 Data Collection**

The study used a semi-structured questionnaire to collect primary data. According to Kathuri and Pals (1993), studies aiming at exploring and describing, usually uses questionnaires to determine opinions, attitudes, preferences and perceptions of groups of people who are of interest to the researcher. The questionnaire had three parts, part 1 dealt with demographic data, part 2 sought teachers rating of KUPPET performance of its roles, part 3 sought to teacher rating on the effectiveness of leadership of KUPPET’s officials. Drop and pick later method was used to administer the questionnaire.

### **3.5 Data Analysis**

The Data obtained from the field was edited to inspect the data pieces and identify those wrongly responded. Standard deviations, frequencies distributions and percentages was done using Statistical Program for Social Sciences (SPSS). It is from the results of such analysis that the researcher was able to make sense of the data. The study generated both qualitative and quantitative data.

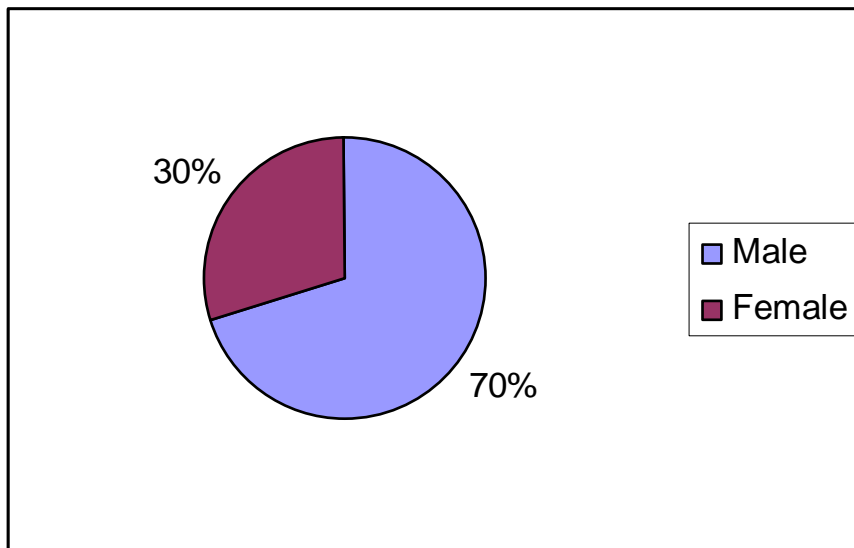
## CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

### 4.1 Response Rate

The total number of KUPPET members was 377; a sample population of 112 members, which is 30% of the total population, was used in the survey. Out of the 112 questionnaires given out, 105 which is 93% of the total given out were returned, and 5 were found to be unacceptable. 100 questionnaires were therefore analyzed which represents 89% of the total number of questionnaires issued out.

### 4.2 Distribution of respondents by Gender

**Figure 4.1 Distribution of respondents by Gender**

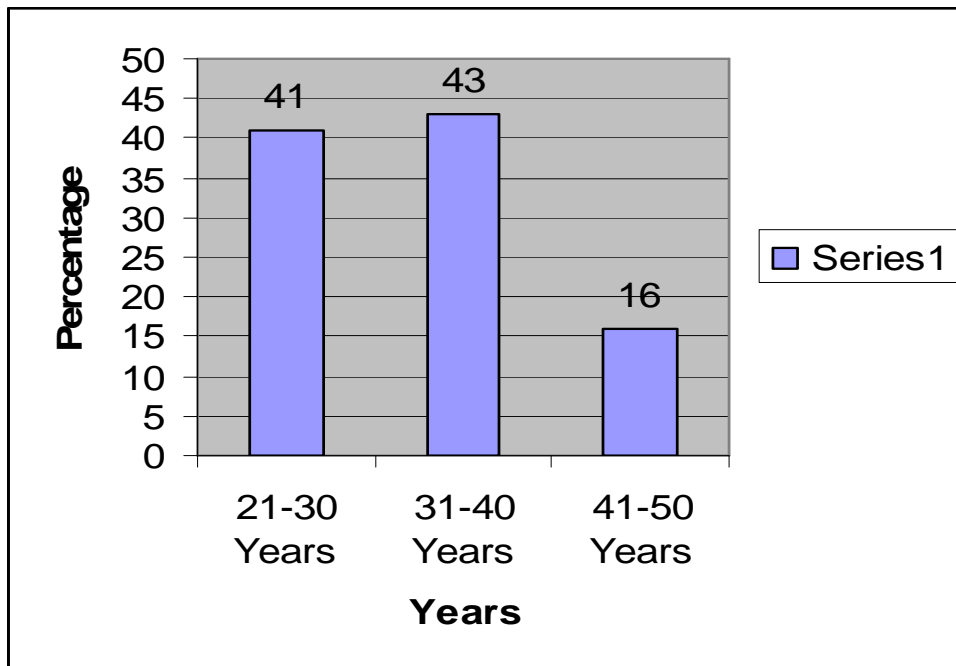


From the analysis in figure 4.1 above, the results indicate that 70% and 30% of the respondents were male and female respectively. This shows that the majority of the respondents were males and it indicates that male members are more interested in their union activities than their female colleagues, hence indicating that there is a correlation between gender of the respondents and their perception towards their union.

### 4.3 Distribution of respondents by age categories

The respondents were asked to indicate their age in a scale of 21-30, 31-40, 41-50 years the findings is shown.

**Figure 4.2 Distribution of Respondents by Age Categories**



According to the results in figure 4.2 above, majority 43% fall in the bracket of 31-40 years, whereas 41% and 16% of the respondents fall in the category of 21-30 years, and 41-50 years respectively. The results above indicate that the majority (84%) of the respondents are aged below 40 years. This implies that age is a trait that affects perception of the respondents towards KUPPET.



#### **4.4 Distribution of Respondents by Job Bracket**

Respondents were asked to indicate their job bracket in a scale of G-H, J-K, L-M, N-P, Q-R. The study sought to know if there is a correlation between the job group of the respondents and their perception towards KUPPET.

The results indicate that 53%, 37% and 10% of the respondents fall in the job group scales of J-K, L-M and N-P respectively. From the results, above, job group is a trait that affects the perception of the respondents towards KUPPET and it is clear that the majority falling in the scale of J-K (53%) are more interested in the unions' activities. It is also clear that KUPPET either has a minimal or no members at all who fall in the job scale G-H and Q-R from the target population.

#### **4.5 Length of Service with the Teachers Service Commission**

The respondents were asked to state the number of years they have been, with the TSC, in a scale of below 5 years, 5-10, 11-15, and above 16 years. The study sought to find out if the length of service is a trait that can affect the perception of the respondents towards KUPPET.

According to the results, majority of the respondents 45% have worked with the TSC for a period less than 5 years, whereas 28%, 11% and 16% of the respondents have worked with TSC in the bracket years of 5-10, 11-15 and above 16 years respectively. From the results, it is clear that the majority of the respondents 45% have worked with the TSC for less than 5 years, followed by 28% of the respondents who falls under the scale of 5-10

years length in service with TSC. This shows that the length of time in service with the TSC is a trait affecting the perception of the respondents towards KUPPET.

#### **4.6 Union Membership Duration**

The study sought to find out if there is a correlation between the respondent's union membership duration and their perception towards KUPPET.

The study revealed that 38%, 26%, 14% and 22% of the respondents have membership length of less than 1 year, 2-3, 4-5 and above 6 years respectively. This indicates that the involvement of union activities by the respondents is higher among the newly recruited members of KUPPET.

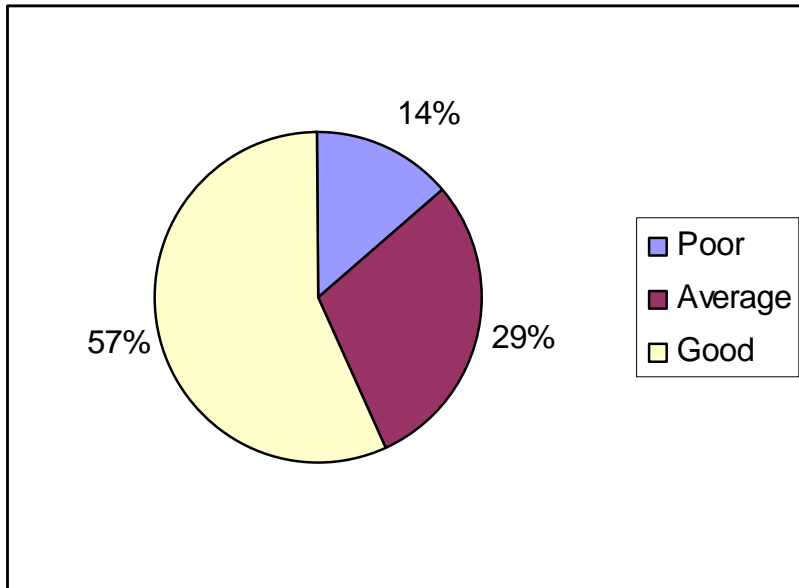
#### **4.6 The media which influenced the respondent into joining KUPPET.**

The respondents were asked to indicate the kinds of media which made them aware of existence of KUPPET. From the results, it is clear that majority of the respondents were made aware of the KUPPET existence by more than one kind of media ranging from print media, colleagues/friends, union leaders to school administration. But radio as a media was not indicated by any of the respondents. Majority of the respondents equally rated the effectiveness of the media which influenced them in joining KUPPET as good.

##### **4.6.1 Member rating of the effectiveness of the media.**

The respondents were asked to rate the effectiveness of media in influencing them in joining KUPPET.

**Figure 4.3 Member rating of the effectiveness of the media**

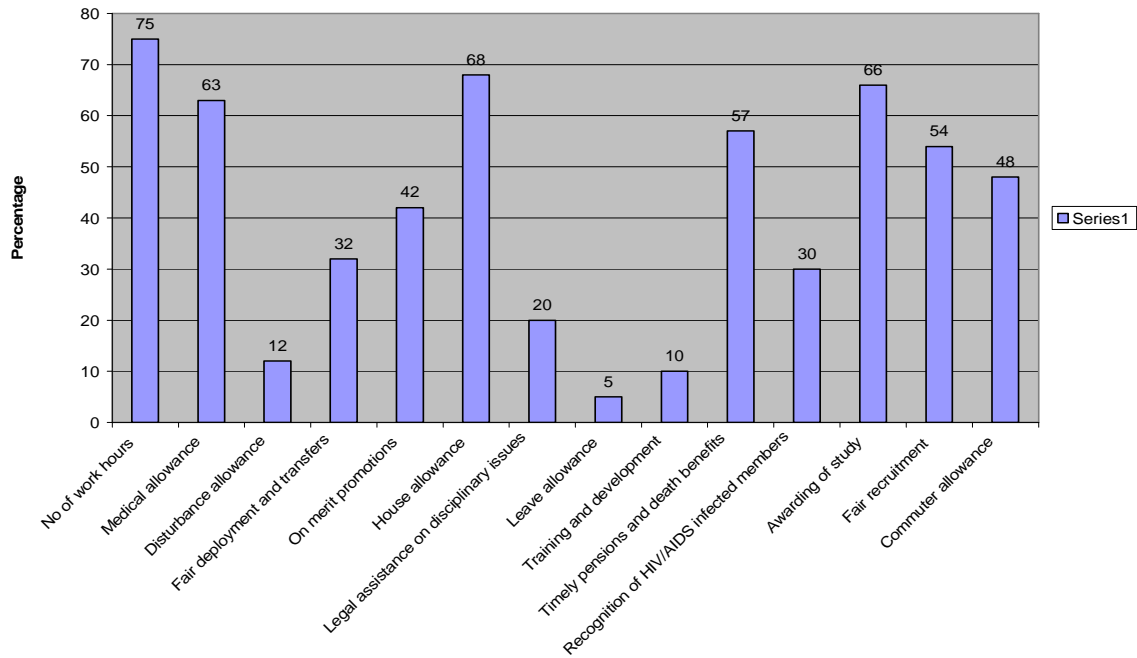


The study revealed that 29% and 57% of the respondents rated the media average and good respectively.

#### **4.6.2 Member rating of the effectiveness of KUPPET**

The respondents were asked to rate the effectiveness of KUPPET in provision of its services towards the betterment of their welfare. As a construct, effectiveness of KUPPET as a service provider was captured by enabling the respondents to have a wide range of items representing their welfare, of which they were to rate the effectiveness of KUPPET in achieving the same. Then likert scale was used to give numerical values using frequencies, the number of respondents choosing a particular response was scored and percentage calculated.

**Figure 4.4 Member rating of the effectiveness of KUPPET**



KUPPET performed well in 6 items in the set of 14 items, by scoring above 50% in all the six items, in the continuum merging the ranking traits of average, good and excellent namely: number of working hours, house allowance, awarding of study leave, medical allowance, timely pensions and death benefits and fair recruitment.

KUPPET according to the respondents rating scored below 50% in 8 items in the continuum merging the ranking traits of average, good and excellent, namely:

Merit promotions, fair deployment and transfers, recognition of HIV Aid infected teachers, legal assistance on disciplinary issues, commuter allowance, disturbance allowance, training and development of teachers and finally leave allowance in that order respectively.

If the frequency of responses by the respondents is taken as a measure of KUPPET effectiveness, then the below average performance of the union, since the number of

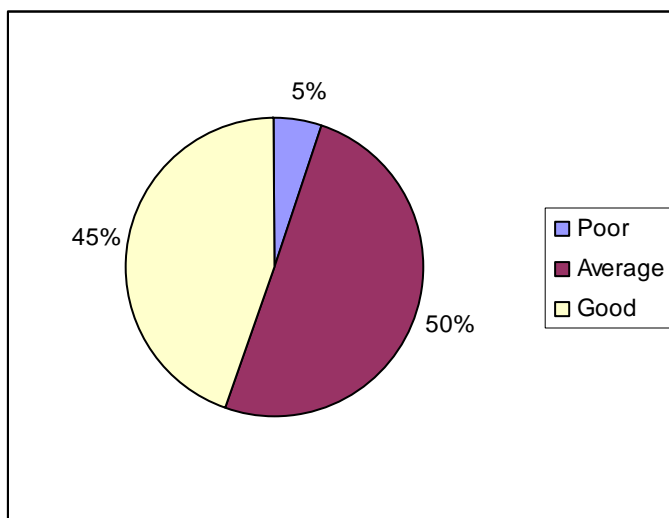
welfare sub-sets items rated below average outweighs those rated above average, suggest that it has not been performing to the expectation of its members though there are some sub-set items of welfare it scored highly, implying that is has done much towards realization of the same.

#### **4.7 KUPPET Branch Level Leadership Positions**

The respondents were asked to indicate if they were aware of the leadership positions existing in KUPPETS Branch levels. The study revealed that the majority of the respondents (83%) are aware of the positions existing.

##### **4.7.1 Involvement of colleagues in KUPPET leadership**

The respondents were asked to rate the involvement by their colleagues in KUPPET leadership.



The study revealed that 47% and 42% of the respondents rated the involvement average and good respectively with only 5% rating is poor.

The results above indicate that the majority of respondents are comfortable with the composition of KUPPET leadership.

#### **4.7.2 Democracy of KUPPET Branch Level Elections**

The opinion of the respondents was sought on the level of democracy in KUPPET branch elections. 23% and 70% rated the democracy elections was average and good respectively. This indicates that the majority of respondents were comfortable with the conduct of KUPPET branch level elections.

#### **4.8 Financing of the Union**

The respondents were asked to state whether they were involved in the financing of KUPPET as a union. The survey revealed that 98% of the respondents agreed that they took part in financing their unions, while 2% denied of taking part in financing the union from the results above, it is clear that the 2% did not understand the question since all members of KUPPET do finance the union.

##### **4.8.1 Mode of Financing KUPPET**

The respondents were asked to state mode of financing KUPPET as a union.

85% of the respondents indicated that they made monthly contributions, while 15% failed to react to the question. This indicates that though the majority 85% of KUPPET members is aware that they finance the union, 15% is not aware or did not understand the question.

#### **4.8.2 Member rating on the Amount they contribute to KUPPET**

The respondents were asked to rate the amount they contribute in terms of financing their union considering the general economic situation in the country. 82% of the respondents indicated that the amount they contribute to the union is fair while 12% indicated the amount as being on the higher side considering the general economic situation in the country 6% did not react to the question. From the results above it is clear that the majority of respondents are comfortable with the amount they contribute.

#### **4.8.3 Member rating on the KUPPET's Advocacy of harmonization of its members with those of civil servants.**

Respondents were asked to indicate if they agreed with KUPPET's advocacy for harmonization of salaries of its members with those of civil servants.

59% and 34% of the respondents rated the advocacy strongly agree and agree respectively. While 5% and 2% of the respondents disagreed and strongly disagreed respectively. From the results, it is clear that KUPPET enjoys the support of majority of its members (83%) in its endeavor for harmonization of its member salaries with those of civil servants.

#### **4.8.4 Need for KUPPET if harmonization of salaries is realized**

The respondents were asked to state if they agreed with the statement that there will be no more need to have KUPPET's representation if the advocacy on harmonization of its member salaries with those of civil servants is realized.

46% and 43% of the respondents, strongly disagree, and disagree respectively with the statement, while 11% of the respondents agreed with the statement. From the results above, it is clear that KUPPET enjoys support of its members beyond salary harmonization, and probably, salary is just but one facet among many catered for by KUPPET.

#### **4.9 Member own opinion on any other facet of welfare KUPPET fails to cater for.**

The respondents were asked to indicate any other facet of their welfare which was not captured by the questionnaire and they feel KUPPET is failing to cater for. Majority of the respondents felt that KUPPET does not advocate for a scheme of service for post graduate members. And that KUPPET does not protect its members from high interest rates imposed on them by banks and co-operative Saccos.

#### **4.10 Possible ways in which KUPPET should employ to better its service provision.**

Respondents were asked to suggest possible ways to KUPPET aimed at improving its service provision. Majority of the respondents suggested that KUPPET should make its county branches effective and efficient in their operations.



## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 Summary**

The results of the findings were based on the data collected from the questionnaire administered. Most of the questionnaires dispatched were filled and returned. The questionnaires returned constituted 89% of what was administered hence results of findings can be said to be representative of the sample. The study sought to get the ratings of KUPPET members in Bomet District on a number of welfare sub-sets that the union represents.

A survey research design was adopted to get the extent to which KUPPET had contributed towards the attainment of the same welfare sub-sets. It emerged that there are certain sub-sets items of welfare that are perceived to have been well catered for by KUPPET, but then there are other sub-sets which respondents felt that there is still a lot to be done by KUPPET. Demographic statistics indicated that the male respondents were marginally more than the female respondents. The results further indicate that the majority of the respondents had worked with TSC for less than 5 years and that the majority of KUPPET for a period less than one year. It equally emerged that majority of the respondents are from the job level L-M.

Majority of the respondents agreed that they were made aware of the existence of the union through the four media given, apart from the radio, they also agree that the media

were effective in influencing their membership. Majority of the respondents 83% are aware of KUPPET branch leadership positions with 89% rating the involvement of their colleagues with the branch level elections being rated, above as average by majority (93%) of the respondents as being democratic.

Overall the respondents agreed that KUPPET has performed well in the realization of 6 welfare sub-sets items by being rated average and above average on alikert scale, namely; house allowance 88%, number of working hours 75%, medical benefits 63%, study leaves 66% and fair recruitment 90%. The respondents scored KUPPET below average in the following sub-sets of welfare; commuter allowance 48%, fair deployment and transfers 32%, legal leave allowance 48% on merit promotions 42%, recognition of HIV/AIDS infected teachers 30%, legal support on disciplinary cases 20%, training and development 14%, disturbance allowance 12% and leave allowance 5%. If the number of respondents choosing of given option is taken as a measure of KUPPET effectiveness, then the majority of the respondents rating the union as below average imply that KUPPET has not done much in realization of the same sub-sets of welfare.

Generally, majority of the 93% agreed with KUPPET's advocacy of salary harmonization with those of other civil servants with a majority 93% agreeing that they need KUPPET beyond salary harmonization. Majority of the respondents equally felt that KUPPET should bargain for a scheme of service for post graduate members, and further that it should advocate for protection of its members from high interest rates charged on credit

facilities. Majority of the respondents 94% are comfortable with their monthly union contributions.

## **5.2 Conclusion**

The objective of this study was to find out the perception of leadership effectiveness of KUPPET by its members in Bomet district. On the basis of the foregoing findings, a number of implications for KUPPET are made. Majority of the respondents are young both in age and in the length of service with TSC as well as in membership duration to KUPPET and the majority of them being males, this imply that the younger members are actively involved in the union's activities and probably that KUPPET has so far done well in the recruitment exercise.

With the below average rating, relating to some sub-set items of welfare, it suggest that majority of the respondents felt that KUPPET has either made minimal contribution of no contribution at all towards realization of the same. The average and above rating on the need to have KUPPET beyond harmonized salary implies that member welfare issues are beyond salary item alone and that KUPPET has a bright future.

With majority of respondents asking KUPPET to advocate for a scheme of service for post graduate teachers, it is clear that none exist at the moment. Overall, when all the 14 sub-sets items of welfare are considered, majority of the respondents rated the effectiveness of KUPPET as below average, since those welfare items rated below average outweighs those rated above average.

### **5.3 Recommendations**

Basing on the findings and conclusions made, the study recommends the following:

KUPPET should continue advocating for harmonization of salaries of its members with those of the civil servants.

KUPPET should advocate for a scheme of service for the post graduate members, it should equally advocate for improvement of commuter allowance, introduction of leave allowance and bargain for low interest rates on credit facilities.

With the majority of the respondents having worked with the TSC for less than 10 years, it implies that KUPPET recruitment exercise has been successfully but then KUPPET has to shift focus to recruitment of TSC long serving teachers.

### **5.4 Suggestions for Further Research**

Arising from the research findings it would be helpful to replicate the study in a different district. Further study should be done on perception of leadership development to the employees of Kenya Union of Post Primary Education Teachers (KUPPET). The study also recommends that a cross sectional survey be done covering the other districts/counties under KUPPET in Kenya.

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## APPENDICES

### Appendix 1: Letter of Introduction

**Dear Respondent**

**REF: REQUEST FOR RESEARCH DATA.**

I am a master of Business Administration (M.B.A) student at the University of Nairobi. I am required to submit as part of my course work assessment a research project report on the perception, of post primary school teachers, in Bomet district to KUPPET. To achieve this, you have been selected for the study. I kindly request, that you fill the questionnaire, to generate data for the study. Your participation in this study is completely voluntary. There are no foreseeable risks associated to this project. The information obtained will be treated with utmost confidentiality and used only for the intended purpose. If you have questions at any time about the study or procedures, you may contact me on 0725 992 570 either by calling or through SMS.

**Your assistance and cooperation will be highly appreciated.**

**Thank you in advance.**

Korir Kiplang'at Charles  
M.B.A student- researcher  
University of Nairobi

Mr. George Omondi  
Supervisor

## Appendix 2: Questionnaire

### **PART 1: GENERAL INFORMATION**

1.0 Your name..... (Optional).

1.1 Name of the school .....

1.2 Division .....

1.3 Gender    Male [ ]      Female [ ]

1.4 Your age bracket. (Tick whichever appropriate)

21-30 [ ]                      31-40      [ ]

41-50 [ ]                      50&above      [ ]

1.5 Your job group bracket. (Tick whichever appropriate)

G-H    [ ]      J-K [ ]

L-M    [ ]      N-P [ ]              Q-R [ ]

1.6 How long have you worked for TSC?

Less than 5 years [ ]    5 - 10 years [ ]

11 -15 years [ ]      16 - Above [ ]

### **PART 2: TEACHER PERCEPTION TOWARDS THE PERFORMANCE UNION.**

2.1 For how long have you been a member to your union?

0-1 year      [ ]      2-3 years [ ]

4-5years      [ ]      6-Above [ ]

2.2 How did you come to know about the existence of your union? (You are allowed to tick more than one)

Print media	<input type="checkbox"/>	Radio	<input type="checkbox"/>
Colleagues/friends	<input type="checkbox"/>	Union leaders	<input type="checkbox"/>
School administration	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

2.3 How would you rate the effectiveness of the media above in having influenced you into joining the union?

Poor	<input type="checkbox"/>	Average	<input type="checkbox"/>
Good	<input type="checkbox"/>	Excellent	<input type="checkbox"/>

2.4 How would you rate your union representation effectiveness in the improvement of terms in the following aspects? (Tick once against each element).

	Poor	Average	Good	Excellent
Working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disturbance allowances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair deployment and transfers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On merit promotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
House allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal support on disciplinary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leave allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely pensions and death benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of HIV/AIDS infected members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awarding of study leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness in recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commuter allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5 In your own opinion, what services(apart from those captured in 2.4 above) does KUPPET fails to cater for as far as your welfare is concerned

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

**PART 3: TEACHER PERCEPTION OF LEADERSHIP EFFECTIVENESS OF THE UNION**

3.1 Are you aware of the leadership positions at the branch level of your union?

Yes [ ]      No [ ]

3.2 If the answer to question 3.1 above is yes, would you rate the involvement of your colleagues in the leadership of your union as; (Tick one)

Poor [ ]      Average      [ ]

Good [ ]      Excellent      [ ]

3.3. How would you rate the latest KUPPET branch level elections in terms of democracy?

Poor [ ]      Average      [ ]

Good [ ]      Excellent      [ ]

3.4 Do you take part in financing your union?

Yes [ ]      No [ ]

3.5 If the answer to number 4.1 above is yes, which of the following represents the mode of your financing? (Tick one)

Weekly contribution      [ ]

Monthly contribution      [ ]

Yearly contribution      [ ]

3.6 Concerning question number 4.1 above, how much do you contribute? (In terms of Kenya shillings).....

.....  
.....

3.7 Considering the general economic situation in the country, would you rate your contribution amount to your union as; (Tick one).

a) Above average [  ]      b) Average [  ]      c) Below average [  ]

3.8 KUPPET's advocacy for harmonization of the post primary teachers salaries and advances with those of their professional counterparts in the civil service is the best alternative of improving teacher's welfare. (Tick one).

Strongly disagree [  ]

Disagree [  ]

Neutral [  ]

Agree [  ]

Strongly agree [  ]

3.9 If the salaries of post primary teachers are harmonized with those of civil servants, there will be no more need to have KUPPET's representation. (Tick one)

Strongly disagree [  ]

Disagree [  ]

Neutral [  ]

Agree [  ]

strongly agree [  ]