

**UNION RELATED FACTORS INFLUENCING SATISFACTION OF
TEACHERS IN SECONDARY SCHOOLS IN KIRINYAGA EAST SUB
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my husband Moffat Waihenya, my children Shanice and Clarice. To my dad John Wahome who always supported me in my pursuit of education.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF FIGURES	viii
LIST OF TABLES	ix
ABBREVIATIONS AND ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE : INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	4
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	7
1.9 Assumption of the study	8
1.10 Definition of significant terms	8
1.11 Organization of the study	9
CHAPTER TWO : REVIEW OF RELATED LITERATURE	10
2.1 Introduction.....	10
2.2 Overview of trade unions membership	10
2.3 Trade unions’ bargaining power and satisfaction of teachers.....	11
2.4 Attitude towards unions and satisfaction of teachers.....	13

2.5 Peer pressure and satisfaction of teachers.....	15
2.6 Trade union response to members needs and satisfaction of members	16
2.7 Summary of literature review	17
2.8 Theoretical framework.....	18
2.9 Conceptual framework.....	20
CHAPTER THREE : RESEARCH METHODOLOGY	22
3.1 Introduction.....	22
3.2 Research design	22
3.3 Target population	22
3.4 Sample size and sampling procedures	23
3.5 Research instruments	23
3.6 Validity of instruments	24
3.7 Instrument reliability.....	24
3.8 Data collection procedures.....	25
3.9 Data analysis techniques	25
3.10 Ethical consideration.....	26
CHAPTER FOUR : DATA ANALYSIS, INTERPRETATION AND DISCUSSION	27
4.1 Introduction.....	27
4.2 The respondent return rate	27
4.3 Preliminary analysis.....	28
4.4 Influence of perceived bargaining power of a trade union to satisfaction of teachers.	38
4.5 Influence of attitude towards unions on satisfaction of teachers	41
4.6 Influence of peer pressure on satisfaction of teachers with trade unions.	44

4.7 Influence of the level of union response to members needs	46
CHAPTER FIVE : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	56
5.1 Introduction.....	56
5.2 Summary of the study	56
5.3 Conclusions.....	58
5.4 Recommendations.....	59
5.5 Suggestion for Further research	60
REFERENCES.....	62
Appendix A: Introduction Letter	69
Appendix B: Questionnaire For Teachers.....	70
Appendix C: Interview Schedule For Union Officials	73
Appendix D: Research Authorization.....	76
Appendix E: Research Clearance Permit.....	77

LIST OF FIGURES

Figure 2.1: Conceptual framework on union related factors influencing satisfaction of secondary school teachers.....	20
Figure 4.1: Gender of respondent	30
Figure 4.2 Importance of discussions with the trade union officials	44
Figure 4.3 Influence of peer pressure	45
Figure 4.4 Response to members needs	46
Figure 4.5 Satisfaction of teachers with equality exercised by the trade unions	54
Figure 4.6 Teachers' satisfaction with the legal advice and services offered by the trade unions to members.	55

LIST OF TABLES

Table 1.1: Secondary school teachers' membership to unions in Kirinyaga East sub County.....	5
Table 1.2: Secondary school teachers' membership to unions in Kirinyaga Central sub County.....	5
Table 3.1 Sampling matrix.....	23
Table 4.1 Respondents return rate.	28
Table 4.4: The qualification of the respondents.....	33
Table 4.5 Length of time in service for the respondents.....	35
Table 4.6: Trade union membership	37
Table 4.7 Satisfaction with the outcome of the bargaining process	39
Table 4.8 Respondents' satisfaction with the manner in which union officials conduct the bargaining process	40
Table 4.9 Attitude towards unions' leadership	42
Table 4.10 Effectiveness of bargaining power on basic pay	47
Table 4.11 House allowance	48
Table 4.12 Medical allowance	49
Table 4.13 Responsibility allowance	50
Table 4.14 Commuter allowance	51
Table 4.15 Promotion prospects	52

ABBREVIATIONS AND ACRONYMS

COTU	Central Organization of Trade Unions
KNUT	Kenya National Union of Teachers
NACOSTI	National Commission for Science, Technology and Innovation
KUPPET	Kenya Union of Post Primary Education Teachers
RoK	Republic of Kenya
TSC	Teachers Service Commission
TUC	Trade Union Congress
US	United States

ABSTRACT

The objectives of the study sought to determine the extent to which union related factors have influenced satisfaction of teachers in Kirinyaga East sub County. The study adopted descriptive survey design. The population of the study consisted of 10 secondary schools in Kirinyaga East Sub County. The sample of 128 respondents was selected using random stratified sampling. The data was collected using self administered questionnaires. Both descriptive and content analyses were used in the data analysis. The Statistical Package for Social Sciences was used to tabulate the data in terms of working means, standard deviations and percentages to answer the research questions thereby addressing the objectives of the study. The findings of the study were as follows: First, on the question of the extent to which perceived bargaining power influence teachers' satisfaction in Kirinyaga East Sub County, it was found that most of the respondents at 46 percent felt that the unions failed to bargain for pay increase this is an undesirable character trait of the teachers union which increased their dissatisfaction with the unions.

Secondly on the question as to whether attitude towards union leadership influence teachers' satisfaction, the study found out that most of the respondents at 39 per cent felt that the leadership is satisfactory. Thirdly, on the question on whether peer pressure influence teachers' satisfaction, it was found out that majority of the teachers (58%) were highly influenced by their workmates or friends to join their trade unions. Fourthly, on the question as to whether union response to members' needs influence secondary school teachers' satisfaction, the study found that a majority of respondents (75%) felt that response to members' needs was delayed. The study found out that the teachers felt that trade union did not adequately help in addressing the challenges faced by teachers in their working environment. The teachers were dissatisfied with how the union presented in legal matters in the course of their duties, job security and victimization. They also felt that the unions did not provide avenues to address grievances adequately and they were dissatisfied with the trade unions provision of access to information. Teachers were dissatisfied with promotions on the basis of ability, policies followed and how regular they were.

The study concludes that poor service delivery in terms of bargaining for pay and allowance increase affects the union negatively. Failure to involve union members in key-decision making processes leads to loss of members to rival union.

This study recommends that the union should enhance its service delivery to the members through actively bargaining for pay and allowance increase by the teachers' employer. The union should embark on involvement of union members in key decision making procedures as well as conducting free and fair election.

The study suggests that further research is necessary in other counties to find the factors affecting satisfaction of secondary teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Graham and Bennett (2008) define a trade union as an association of employees formed to protect their interest in the employment situations. The need for a trade union arises out of workers being dissatisfied with what their employer is offering. An individual workers' needs may not be addressed effectively hence the need to for or join a trade union so as to amplify their needs.

Bryson (2004) further states that economists have used job satisfaction and satisfaction with pay to explain a number of stylized facts e.g. unionization and strike activity, job shopping, job tenure and quit behavior. Booth (1995) explains that dissatisfied workers join trade unions as an alternative to quitting as a union represents a collective voice that is used to convey grievances to the employer. Miner (1995) argues that dissatisfaction is a major reason why employees join the unions. He looks at dissatisfaction as related to wage rates, lack of channel for complaints regarding unfair treatment among many things. He goes further to state that even if dissatisfaction is majorly economic, it can also be linked with a variety of social and psychological conditions.

Barling, Fullagar and Kelloway (2002) found out that members can choose to belong or not to a trade union or in some cases join another trade union which they perceive as more likely to meet their expectations. He further notes that union leaders need to demonstrate that they can achieve organizational objectives to ensure they are seen by their stakeholders as effective organizational leaders. The primary goal of any trade union is to maintain and improve workers' terms and conditions, particularly workers

who are members of the union through collective bargaining (Blanchflower & David, 2007).

According to Traxler (1999) a decline in union membership worries trade unions since it has repercussions for overall bargaining coverage. Ebbinghaus (2002) observes that the degree of trade unions' organization largely determines bargaining coverage, and their policies towards union recognition have major repercussions especially at workplace level. According to Mayer (2004), bargaining collectively makes unionized workers to obtain higher wages and better working conditions than if each worker bargained individually.

According to Pravin (2010), peer pressure is the influence exerted by friends and co-workers on an employee to change his attitudes in order to conform to group customs and norms. In some cases, employees may decide to join unions due to peer pressure and influence. Workers' decisions to join unions do not occur in a social vacuum but are influenced by the decisions and pressure from family, co-workers, managers, employers, government and union organizers (Hardley, 1992 as quoted by Visser,2002).

Hoque and Rahman (1999) contends that an organization relates to the coordination of people, processes, systems and activities to render administrative, technical and representational services to its members, therefore the main factor that separates the trade unions from other organizations such as the company, corporation or farm is that it is a "mutual" organization owned by the members and for their benefit. The purpose of a trade union is to look into the grievances of wagers and present a collective voice in front of the management therefore trade unions acts as the medium of communication between the workers and management (Pravin, 2010).

According to Okene (2009), it is very important that trade union organization be able to organize meetings and other activities without having to seek permission from the authorities. Kochan (2003) argues that the main challenge to trade unions is to transcend their traditional approaches in mobilizing and organizing workers. In Kenya, the Central Organization of Trade Unions (2007) report indicates that one of the challenges of trade unions is the mismanagement of funds by these trade union officials making them unable to perform their mandate to union members

According to East African Sub regional report (2002) Trade Union training programs in the field of employment policies face several problems including little exposure on the training related to employment policies and poverty reduction strategies. Locally, according to Central Organization of Trade Unions (2007), trade unions in Kenya are faced with low membership which leads to their operations being affected since member's contributions count for the trade unions to undertake their activities.

In Kenya, the need for a labour organization for teachers arose out of the need for teachers to have unified terms and conditions of services. Teachers in missionary schools were paid different salaries from those in Government employment or local authorities even when they had similar qualifications (www.knut.co.ke). Kenya National Union of Teachers (KNUT) was formed in 1957 and was registered as a trade union in 1959. In 1998 the Kenya Union of Post Primary Education Teachers, (KUPPET), was registered for teachers in secondary schools, colleges and other post primary institutions. The birth of KUPPET was a culmination of a long struggle between the post primary teachers and government in regard to a platform which would truly represent their aspirations, hopes and fears. (www.kuppet.org).

Bogonko (2002) observes that teaching has become a big industry in Kenya, employing many people throughout the country. However, with the large number of the educated joining the teaching profession, poor pay and lack of motivation, the teaching profession does not enjoy high status in the society as it did before. Rivalry between the teachers unions has intensified with the labour unions competing for more members so as to increase their strength since competition for membership of teacher's labour unions is an important factor. KUPPET which earlier based its consideration on the level which teachers work had to change to the qualification of the teachers themselves by amending its constitution in order to allow primary school teachers who have acquired degrees to become members (KUPPET Press release on 1st, November,2012).

According to the staffing officer Kirinyaga East Sub County for the last five years a total of 20 secondary school teachers have been recruited in the sub county only 7 have left the sub county by way of retirement and transfers. According to the KNUT union officials in Kirinyaga, from time to time the membership of secondary schools keep varying while that their counterparts in primary tend to be stable. For KUPPET, the number of members is constantly varying.

1.2 Statement of the problem

Data obtained from the teachers unions in Kirinyaga East Sub County about teachers union membership was summarized in Table 1.1.

Table 1.1: Secondary school teachers' membership to unions in Kirinyaga East sub County

YEAR	2011	2012	2013	2014	2015
KNUT Membership:	190	200	188	342	163
KUPPET Membership:	233	330	250	99	78
Non unionized	12	10	9	2	205
TOTAL	423	430	438	441	446

From table 1.1, it was clear that membership between the trade unions had been fluctuating. The change in the number of secondary school teachers in the sub county did not match the changes in the trade union membership among the secondary school teachers. A comparison with Table 1.2 which showed membership of secondary school teachers in Kirinyaga Central Sub County for the same period.

Table 1.2: Secondary school teachers' membership to unions in Kirinyaga Central sub County

YEAR	2011	2012	2013	2014	2015
KNUT Membership:	190	200	188	342	293
KUPPET Membership:	233	330	250	99	151
Non unionized	12	10	9	2	2
TOTAL	435	540	447	443	446

1.3 Purpose of the study

The purpose of this study was to determine union related factors influencing satisfaction of teachers in secondary schools in Kirinyaga East Sub County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i. To establish how the perceived bargaining power of a trade union influences satisfaction of teachers in secondary schools in Kirinyaga East Sub-County.
- ii. To determine how the attitude towards unions influences satisfaction of teachers in secondary schools in Kirinyaga East Sub-County
- iii. To assess how the peer pressure influences satisfaction of teachers in secondary schools in Kirinyaga East Sub-County
- iv. To determine how the response to members needs by unions influences satisfaction of teachers in secondary schools in Kirinyaga East Sub-County

1.5 Research Questions

This study had the following questions;

- i. To what extent does bargaining power of a union influence satisfaction of teachers in secondary schools in Kirinyaga East Sub-County?
- ii. To what extent has attitude towards unions influenced satisfaction of teachers in secondary schools in Kirinyaga East Sub-County?
- iii. To what extent does the peer pressure influence satisfaction of teachers in secondary schools in Kirinyaga East Sub-County?

- iv. To what extent does response to members' needs by union's influences satisfaction of teachers in secondary schools in Kirinyaga East Sub-County?

1.6 Significance of the Study

The study on union related factors influencing satisfaction of secondary schools would greatly contribute to discovery of strategies to cope with challenges being faced by the trade unions. Practices that influence membership satisfaction and dissatisfaction will be identified and recommendations made for implementation so that teachers needs satisfaction by the unions can be enhanced for the stable membership in Kirinyaga East Sub County. The main beneficiaries would be the teacher because they would be able to gauge the relevance of the trade unions and in case of any grievances with their employer they can exploit other effective channels that may be available to air them.

1.7 Limitations of the study

The descriptive survey posed limitations in that survey depended on respondents' cooperation that was unwilling and hostile to respond to the questionnaires. The researcher built a rapport with the respondents and persuades them to give accurate information, upon explaining to them that the study was strictly academic.

1.8 Delimitations of the study

The study was confined to Kirinyaga East Sub County which is predominantly rural. The target population consists of public day and boarding secondary school teachers in Kirinyaga East Sub County.

1.9 Assumption of the study

In this study, it was assumed that;

- i. When responding to items in the questionnaire, respondents cooperated and give reliable and honest information.
- ii. All trained and untrained teachers employed trade Union by TSC are aware of trade union practices.

1.10 Definition of significant terms

The following are the definitions of terms of the study

Attitude refers to the impression about the union to the members.

Employer refers to the Teachers Service Commission

Peer pressure refers to the influence exerted by friends and co-workers on an employee in order to join a trade union.

Perceived bargaining power refers to the ability of the union to convince the employer on behalf of its members.

Response to members' needs refer to how the demands made by the teachers to their unions are addressed.

Trade Union refers to the organizations representing teachers' interests to their employer, Teachers Service Commission i.e. KNUT and KUPPET

1.11 Organization of the study

The study is organized into five chapters. Chapter one gave the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two contained related literature on introduction, overview of trade union membership, perceived bargaining power of a trade union and satisfaction of teachers in secondary schools, attitude towards trade unions and satisfaction of teachers, peer pressure and satisfaction of teachers, trade union response to members needs and satisfaction of teachers and summary of literature review, theoretical framework and conceptual framework.

Chapter three focused on the research methodology which will include research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical issues. Chapter four constituted of data analysis and discussion of the findings. Chapter five focused on the summary of the study, its conclusions, recommendations and suggestions for further study in the area of research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers related literature on factors influencing change of trade union membership among secondary school teachers. These include perceived bargaining power of a trade union, competition from rival union, peer pressure, response to members needs by the unions and summary of literature review, theoretical framework and conceptual framework.

2.2 Overview of trade unions membership

Trade unions have over the years found external challenges of globalization, increased international competition, technological change and the decentralization of collective bargaining. Richardson (1978) posits that ineffectiveness in organizations causes unionism. Therefore, trade unions are viewed as a mechanism that allows workers to voice their complaints to management instead of being forced to find another job as a result of being dissatisfied by their employer, (Booth, 1995).

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

the cause of dissatisfaction was poor working environment, as both the groups reported similar job satisfaction (Artz, 2010).

Caribbean Group for Cooperation (2004) states that there is weakening of the membership base of trade unions in the world mainly due to periodic recessions in the world economy as well as strategies developed by the leading national government. Trade union movements in Europe are confronting multiple challenges. Among the adversities that union leaders face is pressing organizational problems, membership tends to erode due to structural changes in the economy and society and unfavorable political and institutional conditions (Ebbinghaus, 2002).

According to Marshall James Global Solutions Limited (2013) unions have joined forces across the globe to reverse the declining trade union membership and fight the changes in employment patterns and rights. Union membership in the United States has declined significantly in recent decades (Mayer, 2004)

Overall union membership has indeed dropped from the 13 million achieved in the 1960s and 70s, but in recent years it has been slowly rising. According to the COTU (2007), Kenyan trade unions are faced with low membership which affects their operations since trade unions depend on membership contribution in order to undertake their union activities.

2.3 Trade unions' bargaining power and satisfaction of teachers

Jackson (2009) mentions the core objective of union management as collective bargaining. Collective bargaining entails; negotiation of work conditions which, when made formal through writing forms the basis of employees-employer relationship on the job. Also Collective bargaining involves the activities related to interpreting and

reinforcing the collective agreement. She further looks at the importance of unions from both the employer and employee perspective. Where, the employee will benefit through high wages, job security as a result unions having a legal right for their members that employees without union representative don't have. In terms of the employer benefit as a result of unions is one of competitiveness as a result of increased workforce cooperation and development of new strategies.

The ability of a union to carry out its functions may depend on the union membership and the union density. A small union with few members is unlikely to have as much influence as a very large union with many members. Pravin (2010) puts it forward that the purpose of a trade union is to look into the grievances of wagers and present a collective voice in front of the management therefore trade unions acts as the medium of communication between the workers and management. According to Heidecker (2013) most Americans now turn to government, not unions, for basic protection. Workers rely on the government for pensions, healthcare, protection against discrimination and a whole variety of other benefits that were formerly provided exclusively by unions.

The strength of labor unions strongly influence whether such labor unions are able to protect the welfare and interests of workers and promote fairness and impartiality among them. In addition, it also encourages employers to realize the existence and significance of labor unions as the representative of workers in any state enterprise or company. (www.ccsenet.org/ijbm). According to Mungania (2014) the non-unionized secondary school teachers are more attracted by the Kenya National union of Teachers since they have more trust in a union with a higher membership base to negotiate for a pay increase than the one with a weak membership base.

Evans (1998) and Mwai (2000) observed that teachers perceived pay as an important determinant of their morale and commitment to work thus justifying Kenyans teachers going on strike several times to demand for higher pay as reported by Namwamba (1998); Ochieng (2002) and Otieno (2009). These writers noted that the image of teachers was greatly damaged during these strikes. In demanding for an increase in their pay and improvement of terms of service, teachers were accused of using pupils as pawns and bait in their bid to force the government to implement the 150-200% salary increments awarded in 1997. This was viewed as having eroded public sympathy and respect not only for the teacher but also for the teaching profession.

2.4 Attitude towards unions and satisfaction of teachers

Barling, Fullagar and Kelloway (2002) found that attitudes towards both local unions and its officers were highly correlated with union loyalty. Members can choose not to belong to a trade union or in some cases change to another trade union which they perceive as more likely to meet their expectations, so union leaders need to demonstrate that they (union) can achieve organizational objectives to ensure they are seen by their stakeholders as effective organizational leaders. Some are using adverts in newspapers and magazines, television commercials and leaflets as part of high profile recruitment campaigns. The target for these efforts is often people who work part time; in temporary jobs or in small organizations where in the past union membership has not been very high.

Bain & Price (2003) also state that employer attitude and behaviour significantly influences workers' choice to become and remain union members. The greater the extent to which an employer is prepared to recognize a union, the more likely the workers are to be unionized.

On the psychological approach, there is a belief that, among a wide range of occupational groups, workers' propensity to unionize is significantly related to their dissatisfaction with various facets of the job (Berger 2003; Bluen & Zwam, 2007; Premack & Hunter, 2008). In a critique of this proposition, Guest & Dewe

(2008) assert that there are conceptual problems in using job dissatisfaction to explain continued union membership, as opposed to union joining, since, logically, the reasons for union membership disappear if the sources of dissatisfaction are removed.

According to Okendo (2013) competition for numbers makes the membership of teachers in labour unions such an important factor that the rivalry between the teachers unions has intensified with the labour unions competing for more members so as to increase their strength. In Kenya today, there are two unions for the teachers and they compete for membership so as to strengthen their voice as teachers' representatives to their employer, Teachers Service Commission (Ouma, 2013)

Daft (2010), acknowledges that attitudes affect perceptions and vice versa. He says that perception is as a result of individual differences in attitudes, personality, values, interests etc. This simply means that people see the similar things differently.

Absenteeism, turn over and job satisfaction are listed as reactions towards employees perceptions. Robbins (1999) summarizes the factors that influence perception into: the perceiver, the target and the situation. Personal characteristics e.g. attitudes, personality, motives, interests, experiences and expectations will influence interpretation. The targets characteristics and the relationship it has to its background affect what is perceived and lastly the context in which the perceiver sees objects or events.

2.5 Peer pressure and satisfaction of teachers

According to Cooke (2003) sociologists suggest that an individual's social context, both inside and outside the workplace, may strongly influence them either to accept or reject the union. Friends and colleagues are members of a particular trade union, can provide information about the benefits of membership which may not be obvious where you know nobody in membership. (Bryson & Gomez, 2002).

Schnabel (2007) states that the individual decision to join a union is strongly influenced by his social context, that is his living and working environment and that the traditions and the prevailing opinions are more important and the general beliefs are formed about unions even before the employment relationship is entered into. Employees sometimes may decide to change trade union membership due to peer pressure and influence e.g. colleagues or friends may convince an employee to join the trade union that they themselves are members. According to Pravin (2010) when unionized employees constantly pressurize an employee, he may yield to such pressure and decide in favour of changing membership to their union. Ebbinghaus (2010) as quoted by Schnabel (2012) observes that the decision to unionize can be based on instrumental- rational motives or on ideological convictions. Individuals may feel emotionally associated with the community of other union members.

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 the employees. This assertion means that unions should be effective in carrying out their mandate failure of which, would result in dissatisfaction by the members leading to change of membership.

Durai (2010) puts it forward that the purpose of a trade union is to look into the grievances of wagers and present a collective voice in front of the management therefore trade unions acts as the medium of communication between the workers and management. Central Organization of Trade Unions (1997) report indicates that one of the challenges of trade unions is the mismanagement of funds by these trade union officials making them unable to perform their mandate to union members.

2.6 Trade union response to members needs and satisfaction of members

Pravin (2010) puts into forward that the purpose of a trade union is to look into grievances of wages and present a collective voice in front of management and therefore trade unions acts as the medium of communication between the workers and management. According to Armstrong (2003) the fundamental purpose of a trade union is to promote and protect the interest of its 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 failure of which, would result in dissatisfaction by the members leading to change of membership.

A trade union provides a forum where the feelings, ideas and opinions of the workers could be discussed. It can also transmit the feelings, ideas, opinions and complaints of the workers to the management. The collective voice of the workers is heard by the management and give due consideration while taking policy decisions by the management. (www.naukrihub.com, 2014)

Hacket (1989) looks at a trade union as a vehicle for increasing employee participation in management decision-making on subjects which are not directly related to the tradition wage –work bargain. It is no wonder its success depends on

member participation both as individuals and as groups, (Nzuve, 2010). Additionally, workers look at the success of a union in terms of attainment of stated objectives that have been laid down. The objectives that have been widely applied in different trade unions include: the provision of a medium through which workers' interest and grievances can be expressed, protection of workers interest and safeguarding them against exploitation, securing for workers fairer wages in the light of cost of living and prevailing standards, improving workers working conditions by securing shorter working hours, better working facilities and welfare benefits, assuring workers of a share of the increased profitability, of the organization by providing adequate payments for the job done, ensuring the workers' job security by resisting retrenchment and victimization likely to harm them and protection of the larger interest of the society by aiding in the improvement of trade and industry.

2.7 Summary of literature review

Auslan (2006) argues that trade unions bargaining power may be linked to membership fees contribution as the latter factor may be linked to trade union's density and cohesion of members' commitment to union's objectives and strategies. Pravin (2010) also argue that one of the reasons why an individual may not want to join a trade union and the belief that the same benefits will be gotten since the collective agreement covers all workers in the same grade. Posthuma (2009) cites cultural collectivism that individuals with strong national culture tend to trust unions and are likely to be unionized. Kornfield (2003) argues that new hires may face strong social pressure to join unions.

According to Ratnam (2006), rapid changes in technology and successive revisions in pay have undoubtedly improved workers' conditions within the organized sector but

mostly at the cost of loss of control over jobs. Jose (1999) argues that such structural changes among the working population, along with economic growth and a sustained increase in capital intensity in both the product and labor markets, have necessitated a paradigm shift in the roles of trade unions: from predominantly bargaining institutions, they have become specialized, representing the voice and interests of labor. In addition to their traditional bargaining activities, unions now have a newly acquired voice and representative function. Many of them are trying to increase their value to workers by providing a variety of services to their members, as well as to the community to which they belong.

2.8 Theoretical framework

According to Adams (1968), equity theory, individuals compare their inputs such as; education, qualifications, sex, and age and outcomes such as; status, pay, incentives and promotion to the input-outcome of another person. If a person perceives that there is inequity one tends to lower the quantity or quality of productivity (Davies & Newstrom, 1989). This could be caused by employee's perception of inequity in the organization (James, 1996).

Equity theory explains that several factors influence a person's perception of their relationship with their work, and there by their employer. It reminds us that people see themselves and crucially the way they are treated in terms of their surrounding environment, team, system, etc but not in isolation and so they must be managed and treated accordingly.

Generally, the extent of dissatisfaction is proportional to the perceived disparity with other people or inequity, but for some people just the smallest indication of negative disparity between their situation and other peoples is enough to cause massive

disappointment and a feeling of considerable injustice, resulting in dissatisfaction, or worse, open hostility.

Equity theory introduces the concept of social comparison, where members evaluate their own input/output ratios based on their comparison with the input/output ratios of other members. Members expect a fair return for what they contribute to their union, members who perceive themselves as being in an inequitable situation will seek to reduce the inequity either by changing their membership or by leaving the trade unions. This theory helps the union leaders and policy makers to appreciate that while improving one person's terms and conditions, can resolve that individuals demand (for a while), if a change is perceived by other people to upset the equity of their own situations then the solution can easily generate far more problems than it attempted to fix.

2.9 Conceptual framework

The figure below shows how union related factors interact with the environment to influence the satisfaction of teachers in secondary school in Kirinyaga East Sub County.

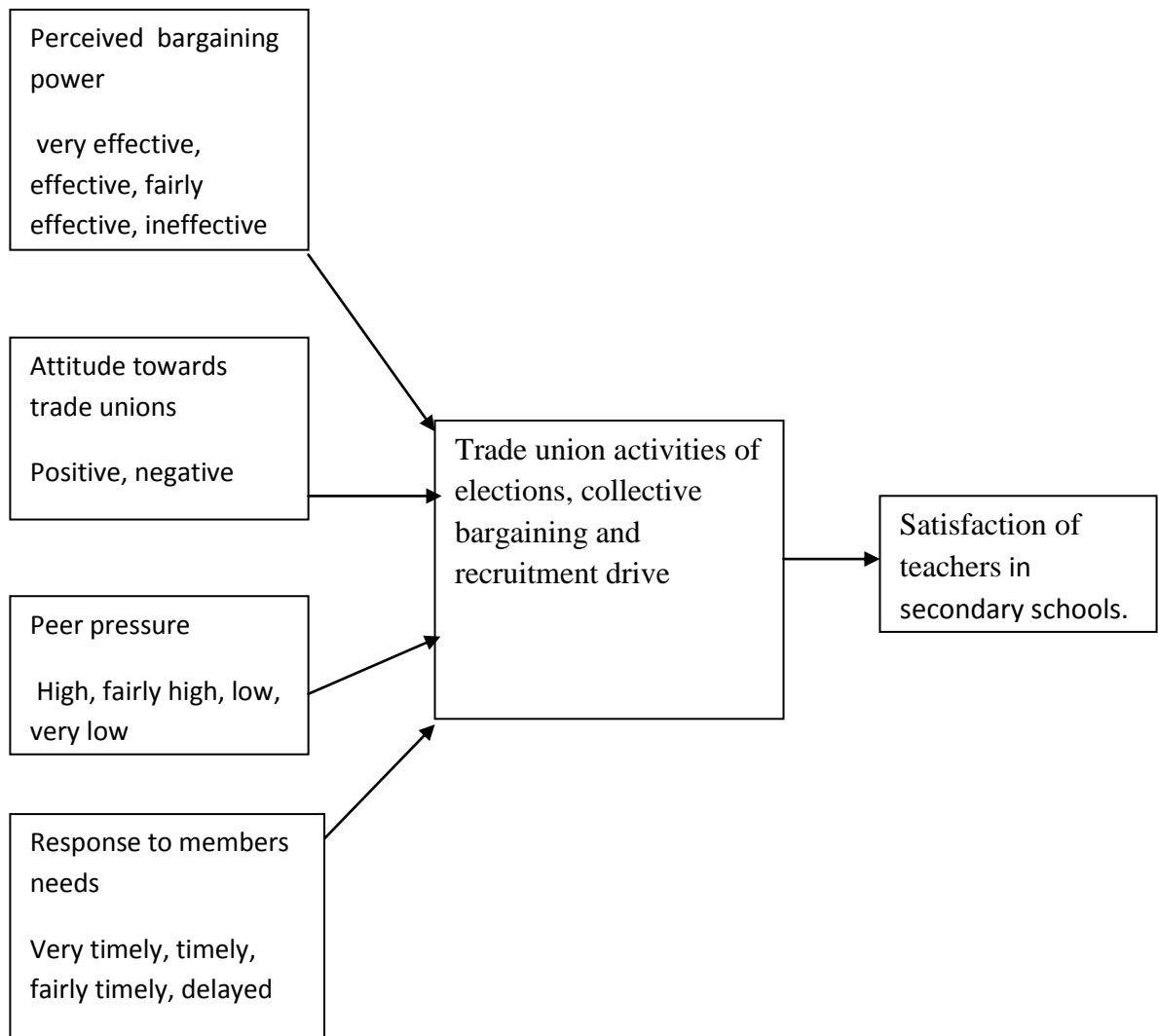


Figure 2.1: Conceptual framework on union related factors influencing satisfaction of secondary school teachers

In the Figure 2.1, factors such as bargaining power of a union, competition from rival trade union, group pressure and trade union response to members' needs, interact with the environment through processes such as financing of union activities, election

procedures, signing of collective bargaining procedures as well as union organized recruitment drives to influence the satisfaction of teachers in secondary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided a brief overview of various steps and methods to be used by the researcher. These include research design, target population, sample size and sampling procedures, instrument for data collection, validity and reliability of research instrument, data collection procedures, data analysis technique and ethical consideration.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho & Kombo,2002).This study adopted descriptive survey design where the questions were designed for all secondary school teachers in Kirinyaga East Sub County about their changing membership in teachers unions. This design was appropriate for this study as it allows use of standardized instruments like questionnaires and interviews which can be used in the survey and examination of the existing records.

3.3 Target population

According to Oso and Onen (2009), the target population refers to the total number of subjects or the total environment of interest to the research. The target population of this study will be 428 secondary school teachers employed by TSC in 33 public secondary schools in Kirinyaga East Sub County. In addition, a total of 68 union officials will be included in the study. The union officials targeted include KNUT and KUPPET officials.

3.4 Sample size and sampling procedures

Kombo and Tromp (2006) states that sampling is the act, process or technique of selecting suitable sample or a representative part of a population for the purpose of determining parameters or the characteristics of the whole population. A sample is a small group obtained from accessible population. Best and Kahn (2002) states that sample is a subset of a population that is used to represent the entire group as a whole.

According to Mugenda and Mugenda (2003), a minimum sample of 10 to 30 percent of a population is recommended for a study. The sample size of this study will be 30 percent for it is recommended that researchers use the largest sample possible because statistics calculated from a large sample are more accurate (Kasomo, 2007). A sample size of 130 teachers was interviewed which is 30% of the target population drawn from the 33 schools and this will provide for at least 4 teachers in every school.

Table 3.1 Sampling matrix

Respondents	Target population	Sampling percentage	Sample size
Schools	33	30	10
Teachers	428	30	128
Union officials	68	30	20

3.5 Research instruments

The researcher used questionnaire in the study which is considered to be the most suitable instrument for descriptive research design. Best and Kahn (1993) note that questionnaire will enable the researcher to explain the purpose of the study and give meaning of the terms that may not be clear. This research used the questionnaire to get reactions to questions from a relatively large sample. This enabled the researcher

to obtain colossal amount of data inexpensively from the participants who are spread extensively in the geographical area under study. In the study, only one questionnaire per teacher was used.

Teachers' questionnaire was divided into two parts. The first part had a question on the background information such as age, gender, highest academic qualification, professional qualification and the labor union affiliation. The second part contained information on the union related factors influencing satisfaction of teachers.

Interview schedule contained two sections. Section one had demographic data which included the respondents' age, their gender and their experience. Section B contained questions on information related to the respondents' trade union such as the election procedures and achievement of the trade union

3.6 Validity of instruments

Kombo and Tromp (2006) define validity as a measure of how well a test measures what it is supposed to measure. According to Best and Kahn (2004), content validity is the degree to which the content of a given test are related to the traits for which it is designed to measure. The researcher sought the supervisors' assistance /their expert judgment to determine the content validity of the questionnaire. The pilot data was analyzed and the results used to modify and improve the questionnaire before rolling it out to the sampled population. Piloting of the questionnaire also helped to improve the questionnaire in terms of its face and content validity

3.7 Instrument reliability

Reliability is the measure of the degree to which instruments yield consistent results of data after repeated trials (Mugenda & Mugenda, 2003) This study used test-retest

reliability where the same test tool was administered twice or over a period of time then the scored outcomes were correlated in order to evaluate the test for stability over time. In this study, the questionnaires were administered to 84 secondary school teachers in Kirinyaga East Sub County. The second administration will come one week after the first one. Then the researcher will obtain correlation coefficient to indicate the stability of the questionnaire items as shown in the following formula:

$$r = \frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \sum_{i=1}^n (y_i - \bar{y})^2}}$$

Note that the value of r is always between -1 and 1, that is $-1 \leq r \leq 1$. The closer the value is to 1, the stronger the congruence.

3.8 Data collection procedures

Once permission was granted, questionnaires were administered to the respondents in the various schools and anything unclear in the questionnaire was clarified. The researcher and the respondents agreed on an appropriate date of collecting the completed questionnaires.

3.9 Data analysis techniques

Quantitative and qualitative data analysis was used in the study. According to Nachmias and Nachmias (2006), qualitative analysis involves obtaining detailed information about phenomena being studied and establishing patterns and trends from the gathered information.

This study employed the techniques of questionnaires and interviews to seek information from various samples of groups and the data obtained was subjected to descriptive techniques. The research instrument titled: Teachers' questionnaire were

used to gather data for this study. Interviews were scheduled for the union officials to get qualitative data.

Data analysis techniques dealt with the process of coding, data entry and analysis in order to make interpretation possible. Quantitative data collected was analyzed by the use of descriptive statistics using Statistical Package for Social Sciences (SPSS) and presented through frequencies, percentages and standard deviation.

3.10 Ethical consideration

The researcher started with seeking permission from the National Commission for Science, Technology and Innovation (NACOSTI) through University of Nairobi. The researcher took the permit to the county director for approval to carry on the research in the county. Once permission was granted, the researcher applied to the secondary schools in Kirinyaga East Sub County through their principals to be allowed to use their institutions for the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the research findings. The purpose of the study was to investigate the influence of union related factors on satisfaction of teachers in secondary school in Kirinyaga East, Sub County. The analysis was carried out with the guidance of the research objectives. The objectives were to analyze the effect of perceived bargaining power of a trade union on teachers' satisfaction in secondary schools in Kirinyaga East Sub-County, influence of peer pressure, influence of response to members needs by unions and influence of attitude towards unions on teachers' satisfaction in secondary schools.

4.2 The respondent return rate

Response rate is the proportion of the sample that participated in all the research procedures. According to Mugenda and Mugenda (2013), a 50 percent response rate is adequate, 60 percent response rate is good and above 70 percent response rate is very good.

This study adopted a sample size of 128 teachers from Kirinyaga East Sub County. This sample size was derived from the population of 428 secondary school teachers in the sub county. Also a sample of 10 Kenya Union of Post primary Education Teachers (KUPPET) officials and 10 Kenya National Union of Teachers (KNUT) in Kirinyaga East Sub County were interviewed. The table 4.1 shows how the questionnaires were returned.

Table 4.1 Respondents return rate.

Target respondents	Sample size	Response	Return rate
Teachers	128	117	91
KUPPET officials	10	9	90
KNUT officials	10	8	80
Total	148	134	90.5

Table 4.1 shows the response rate of 90.5 percent which was deemed satisfactory by the researcher to represent the views of the targeted population. This high response rate was made possible by: the researcher taking the questionnaires to the schools personally and agreed on a date to pick them. Secondly, the schools had not yet closed and therefore, the teachers were present in their working stations as they were preparing their students for the end of year exams.

4.3 Preliminary analysis

This sub-chapter presents an introduction of the respondents and their relationship with the trade unions in education sector in the area of study. The chapter therefore presents the gender, age, level of qualification and union membership of these respondents.

4.3.1 Gender of the respondents

Kenyan education has one of its key pillars as the promotion of gender parity hence this categorization was important in this study. The study sought to find out the extent to which affirmative action in trade unionism affect the quality of education. According to Sessional Paper no.1 (2005), the Kenyan education should aim at promoting gender parity to close the gap between performance of the boy child and that of the girl child. Similarly, the constitution of Kenya (2010) envisions a gender sensitive country in all spheres of public sectors.

This study found some discrepancy between males and female in participation in the two main trade unions, that is the Kenya Union of Post Primary Education in Teachers and the Kenya National Union of Teachers. Firstly, there were more unionized males at 53 percent than their female counterparts who stood at 47 percent as shown in the figure 4.1 below.

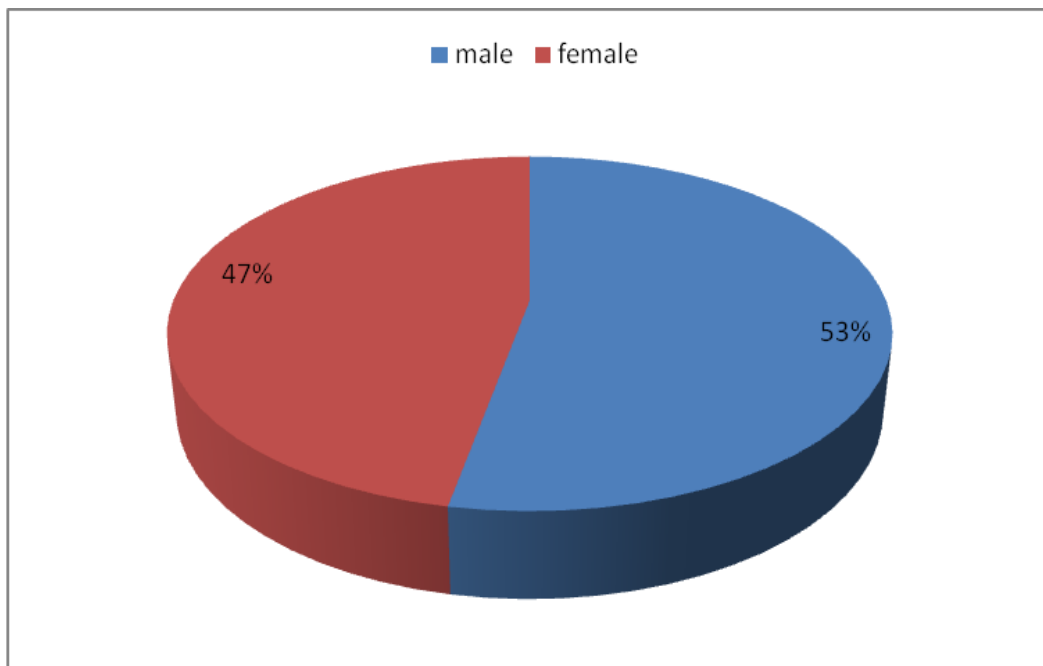


Figure 4.1: Gender of respondent

According to Berger, Olson, & Boudreau (2003) no significant relationship exists between sex and belonging to trade unions. However, while analyzing the results, one can infer that males are more prone to unionization. The greater reluctance of women to join unions can be attributed to their stronger domestic allegiance, the dominance of men in the union and women being historically less committed to the industrial pattern of living.

The study also found a number of probable reasons for the scenario indicated above. Firstly, leadership positions in trade unions are elective. Many women shun competitive elections for cultural reasons. Therefore there are no role models in union leadership levels to motivate women into joining the trade unions.

4.3.2 Age of respondents

Age of respondents was important to this study so as to identify possible patterns in teachers' satisfaction with trade unionism in regard of their chronological age. According to the Caribbean Group for Cooperation in Economic Development (2004) there is a growing tendency among young entrants to the labour market to question the current role and practices of the labour movement where some of the young adopt the view that they can gain significant personal achievement without the intervention of the trade union. Therefore, the study sought to find out the extent to which the age category of the respondents has affected the satisfaction of teachers in secondary school with the trade unions in Kirinyaga East Sub County. The age brackets of respondents were established as shown in the Table 4.3.

Table 4.3 Respondents distribution by age

Age bracket(yrs)	Frequency	Percentage
20-30	21	18.0
30-40	26	22.2
41-50	39	33.3
50 and above	31	26.5
Total	117	100.0

From the Table 4.3, it was established that the young respondents of 20-30 years (18%) were the least enrolled in the teachers' trade unions than their counterparts of 41-50years (33.3%). This distribution may be a reflection of teacher recruitment trends whereby since the 1990's the recruitment was frozen (World Bank, 1991). Recruitment of teachers became demand driven as teachers were only recruited to fill vacancies in schools where teaching posts existed (Rok, 2004). (Krueger, 2005; Natale, 1993) observed that lack of administrative support leads the newly employed feeling demoralized and thus leave the profession. This observation is supported by Nthiga (2008) who pointed out that a high number of teachers leave the profession either in search of greener pastures or through natural attrition while their replacement was slow.

This agrees with the Caribbean Group for Cooperation in Economic Development assertion that the younger professionals are less enthusiastic to unionism than their

older counterparts. Possible reason for this could also be the fact that the government has been hiring a small number of teachers to replacement of teachers leaving the service through natural attrition or retirement, in place of recruiting more teachers on the basis of the prevailing shortage.

The study established possible reasons for this scenario as being a feeling that trade unions have failed in bargaining for allowances and promotion prospects. It is notable that the older members of the teaching profession tend to earn more than their younger counterparts due to annual increments and consideration of job experience. Therefore, this explains why the younger members of the teaching force in secondary schools tend to be more frustrated by the current pay as per their qualification compared to their older members of the same profession.

Furthermore, the study revealed that the older members of the teaching profession had changed their union membership at one time looking for satisfaction while the younger members with work experience clustered into 1-10 did not care so much about changing membership. They are more interested with personal career development and advancement with the aim of looking for greener pastures and therefore are not interested with the future functions of the teachers' trade unions such as providing job security for the teaching professionals or possible future bargains for pay increments or introduction of benefits. The younger respondents are interested with the current pay and benefits.

4.3.3 Education level of respondents

According to Jose (2010), the composition of workers is changing and they are increasingly differentiated by their competencies; the higher end of the spectrum workers tend to be better educated, career minded, individualistic and less motivated

by class interests and solidarity. The study sought to find the education level of the respondents and their satisfaction with the trade unions in Kirinyaga East Sub County.

Table 4.4: The qualification of the respondents

Level of qualification	Frequency	Percentage
Diploma	26	22.2
Degree	80	68.4
Masters	11	9.4
Total	117	100.0

Results depicted in Table 4.4 showed that majority of the respondents were Bachelor of Education degree holders comprising 68.4 percent. This is an indication that majority of the respondents had acquired the relevant academic qualifications to serve in this field. According to Caribbean Group for Cooperation in Economic Development (2004) there is a growing tendency among young entrants to the labour market to question the current role and practices of the labour movement where some of the young adopt the view they can gain significant personal achievement without the intervention of the trade union.

The table 4.4 shows that the teachers with a master's degree certificate are the least enrolled in the teachers trade unions at a low percentage of 9.4 percent. The study identified reasons for this scenario as follows: Firstly, there are few secondary school teachers with a master's degree. Another reason for this study is the fact that the

turnover rate of teachers with a masters' degree is very high. Therefore, this turnover affects the teachers with this qualification presence in the teachers' union. Kasau (2012), National statistics indicate that 10,000 teachers are lost annually due to various reasons e.g. resignations, assignment of nonteaching jobs in other ministries and quitting so as to join the private sector

However, the government policy on study leave which requires teachers to be bonded for two years to ensure that taxpayers benefit from their services after study is discouraging those seeking higher qualifications (MoE, 2008). Another factor could be the fact that promotions are not pegged to additional academic qualifications (RoK, 2008).

The teachers unions have not been able to negotiate a scheme of service for teachers with a postgraduate education qualification and this has made secondary school teachers with masters' degree to shun teachers' unionism.

According to Schnabel (2012), skilled blue-collar workers are the traditional clientele of unions in most countries, employees with higher education are often assumed to be less willing to unionize, which might pose a problem for unions given that levels of education have been rising in all countries. Better educated employees probably have greater individual bargaining power and thus a lesser need for collective voice.

With regard to the influence of education on unionization decision, there is considerable evidence on record (Beng, 2000; Handley, 2009) that because of its positive impact on promotion prospects and enrichment of quality of work life, a high level of education lowers the need for unionization. Also, workers with a higher level of education would tend to be more individualistic. They would see their personal

advancement as depending more on movement from their jobs rather than collective action (Handley, 2009).

4.3.4 Work experience of the respondents

According to Okendo(2013), teachers with experiences over 5 years are more likely to of a labour union of their choice Work experience of respondents was important to this study so as to identify possible patterns in teachers’ satisfaction with trade unionism in regard of their experience in service in the teaching profession. The study sought to find out the extent to which the work experience of the respondents has affected the satisfaction of teachers in secondary school with the trade unions in Kirinyaga East Sub County.

Table 4.5 Length of time in service for the respondents

Category(yrs)	frequency	percentage
1-10	40	34.7
11-20	28	23.6
21-30	34	29.2
Over 30	15	12.5
Total	117	100.0

This established that a majority of the respondents who had over 10 years work experience had changed their membership at one time while those who had 1-10 years work experience had not changed their union membership. The results do, however, support the view that workers' propensity to unionize is higher at the beginning and during the period of stability in their working lives. Workers may have high hopes of the unions at the time of joining them but after a longer exposure to employment and better understanding of the forces at work, they perceive the union's helplessness in various areas. Reality guides them not to expect from their union what it cannot do.

In a study conducted by Perie and Becker (1997), a negative relationship was established as younger teachers were seen to experience high levels of satisfaction as compared to their older counterparts. A conflicting find exists where older workers experienced high levels of satisfaction,(Griva and Joeke, 2003).Induction crisis affected the young people as they try to settle in to their new environment as compared to older workers who are already used to their work, organization and already have established relationships with their colleagues, (Young,2000).

4.3.5 Respondents' membership to trade unions

According to Khanka (2010), employees join trade unions due to job security, for better wages, for improvement of working conditions, for fair or just supervision, for a sense of power and for a sense to belong. The study sought to find out which teachers' union the teachers belonged to.

Table 4.6: Trade union membership

Trade union	Frequency	Percentage
KUPPET	57	49
KNUT	60	51
Total	117	100

From Table 4.6, majority of the respondents (51percent) indicated that they were members of KNUT while 49 percent indicated they belong to KUPPET. There were no non-unionized secondary school teachers because the researcher gave the questionnaires to the unionized teachers only, since the study sought to investigate the satisfaction of teachers with their trade unions. This concurs with Wößman

(2003) who stated that teachers unions provide support to teacher 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.

The study established that the Kenya National Union of Teachers, although the highest it is not very satisfactory. This, according to the respondents, is because this union is a predominantly a primary school teachers’ union and tends to address issues affecting primary school teachers leaving out those in secondary schools. According to the Kenya Union of Post Primary Education Teachers, website, it was specifically

formed to offer a voice to the teachers in institutions beyond primary school of which secondary school teaching profession under study falls.

The fact that the Kenya National Union of Teachers, which is a predominantly primary school teachers' union, has got a sizeable following in secondary schools in this sub county is a point to underlying issues within the Kenya Union of Post Primary Education Teachers. The study established that the unions' failure to respond to the members needs such as failure to bargain for pay as well as allowances increase is a reason as to why some members defected to the sister union.

Also sub-standard elections are conducted as well as intensified recruitment drives by the sister teachers' union, Kenya National Union of Teachers, were found to be other reasons as to why some secondary school teachers shun the Kenya Union of Post primary Education Teachers (KUPPET).

4.4 Influence of perceived bargaining power of a trade union to satisfaction of teachers.

The study evaluated the influence of perceived bargaining power of a trade union on satisfaction of teachers in secondary schools. Durai (2010) argues that the purpose of a trade union is to look into the grievances of wages and present a collective voice in front of the management. This means that pay increase negotiation is a very important factor in take unionism.

4.4.1 Satisfaction with bargaining process by the union officials

This study sought to find the importance with which secondary school teachers from the Kenya Union of Post Primary Education Teachers and their counterparts in the Kenya National Union of Teachers attach to the perceived bargaining power of each

of the unions during negotiation for pay increases. This indicator is important to this study because of the main objectives of any trade union is to agitate for improvement of the salary of its members, a factor made easier by bargaining power of the union.

Response	Frequency	Percentage (%)
Yes	29	25
No	88	75
Total	117	100

Table 4.7 Satisfaction with the outcome of the bargaining process

From Table 4.7, it is clear that majority (75%) of the respondents from the two unions were dissatisfied with the outcome of the bargaining process. The respondents felt that the union officials do not bargain for an increase in the allowances because it doesn't benefit them. They also feel that none of the bargaining processes has yielded fruits. The 2015 September industrial action by the teachers, made the teacher lose faith in their unions because the union officials trashed the 50-60 offer by the government. Eventually this led to the teachers going without their September salary. At this, the unions were seen to lose to the government and toothless at the same time.

Durai (2010) argues that the purpose of a trade union is to look into the grievances of wages and present a collective voice in front of the management. This means that pay increase negotiation is a very important factor in take unionism. Khanka (2010) also states that employees join trade unions due to job security, for better wages, for

improvement of working conditions, for fair or just supervision, for a sense of power and for a sense to belong.

4.4.2 Satisfaction with the manner in which the union officials conduct the bargaining process

Durai (2010) puts it forward that the purpose of a trade union is to look into the grievances of wagers and present a collective voice in front of the management therefore trade unions acts as the medium of communication between the workers and management. The study sought to investigate satisfaction of teachers with trade unions. Their responses were recorded in the table 4.8

Table 4.8 Respondents’ satisfaction with the manner in which union officials conduct the bargaining process

Response	frequency	percentage
Yes	51	44
No	66	56
Total	117	100

The respondents were asked whether they are satisfied with the manner in which their union officials conduct the bargaining process. Results revealed in figure 4.8 showed that majority (66) 56 percent indicated no while (51) 44 percent indicated yes. They felt that unions in general are not functioning or doing any good, and they had no faith in their activities, leadership and sincerity. The respondents were found to view

unions primarily as instruments by which union leaders attempt to achieve their own personal goals, whether intrinsic or extrinsic. These results are similar with the findings obtained in the USA (Kochen, 1979), Australia (Deery & Cieri, 2001), Singapore (Beng, 2006) and Western Europe as a whole (Visser, 2008) which suggest that employees who held a negative image of unions and their leaders were significantly less likely to be unionized.

Another important finding of the study is that the unionized secondary school teachers are not satisfied with the bargaining process because the union officials only concentrate their energy on increase on the basic pay, leaving other pressing issues like the working conditions for teachers.

Barber (2000) in his functionalist argument suggests that professionals hold rare skills and knowledge that are esoteric and powerful. The skills and knowledge earn the professional status in the society and the benefits that go with it. Union's ability to press for professionalism in teaching serves two purposes: raising the status of the profession and enabling the public to get service from the most qualified individuals. Further, because a profession demands collegial censorship in terms of work performance and conduct, the status of the teaching profession will be enhanced and this may consequently encourage teachers to feel satisfied and more committed to their work.

4.5 Influence of attitude towards unions on satisfaction of teachers

The respondents were asked what their attitude towards the trade unions' leadership was; they gave responses which were presented in table 4.9

Table 4.9 Attitude towards unions' leadership

Response	Frequency	Percentage
Very satisfactory	5	4
Fairly satisfactory	34	29
Satisfactory	45	39
Least satisfactory	33	28
Total	117	100

On members' attitude towards the union's leadership, 39 percent felt that the leadership is satisfactory. According to Madheswaran and Shanmugam (2003), to enlarge opportunities for promotion and training; to promote identity of workers' interests with their industries; and to cooperate in and facilitate technological advancement by broadening workers' understanding of underlying issues. According to the Metochi (2002), union leader's behavior will have both a direct and significant effect on willingness to participate in trade unions activities and an indirect effect through member attitudes.

Heery and Noon (2008) discuss some of the dimensions or sources of job satisfaction to include: attitudes to pay, working conditions, co-workers and superiors, career prospects and the intrinsic features of tasks performed. They further state some of the instruments used by researchers to measure job satisfaction e.g. Job Description Index (JDI), Job Satisfaction Scales (JSS) and the Occupational Stress Indicator (OSI).When

there is no job satisfaction in the work place the result is that of sluggishness and a reduction in organizational commitment (Levinson 1997, Moser, 1997). Spencer (1997) lists the three important features of job satisfaction. They include: human values as a guide to organizations, the behavior of workers depending on their level of job satisfaction that will affect the functioning and activities of organizations business and finally job satisfaction as an indicator of organizations activities.

Bain & Price (2003) also state that employer attitude and behaviour significantly influences workers' choice to become and remain union members. The greater the extent to which an employer is prepared to recognize a union, the more likely the workers are to be unionized.

4.5.1 Importance of discussions during meetings/visits by the union officials

Competition between the two trade unions has led to member loss from one trade union to another. The study sought to get the opinion of the secondary school teachers about the extent to which members from the union to another affects the union service delivery. The results of the study are represented in the fig 4.2

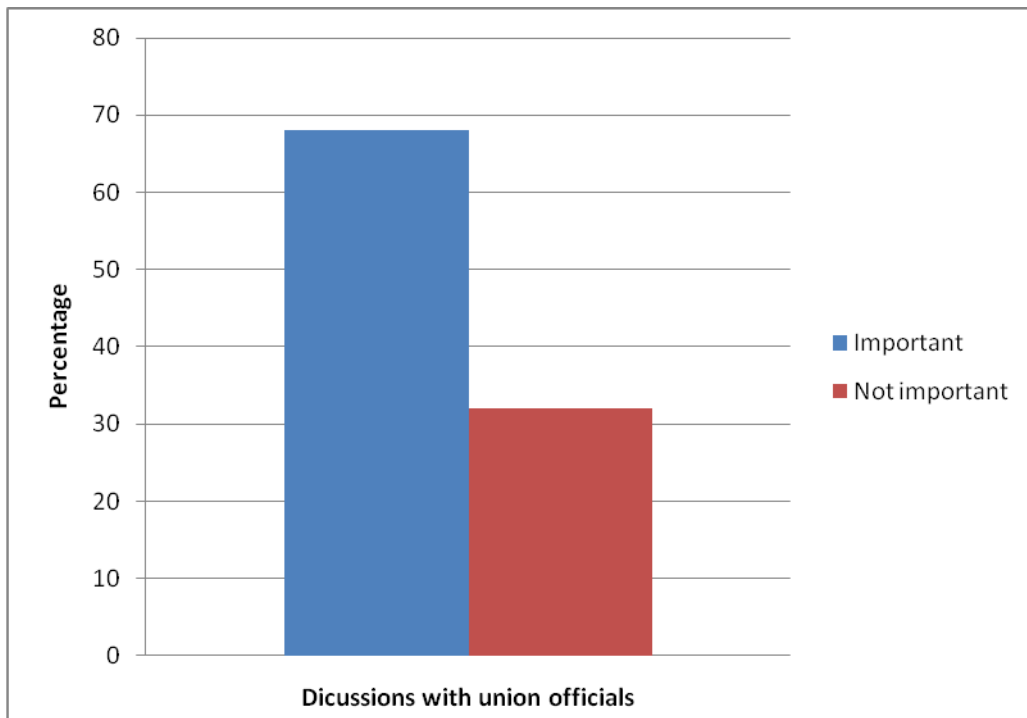


Figure 4.2 Importance of discussions with the trade union officials

The results depicted by figure 4.2 shows that 68% of the respondents felt that discussions during meetings or visits by their trade union officials were important. Okene (2009) stipulates that it is very important that trade union organization be able to organize meetings and other activities without having to seek permission from the authorities.

4.6 Influence of peer pressure on satisfaction of teachers with trade unions.

Graham and Bennett (1998) states that employees join unions for various reasons; to try to improve working conditions, gain some control over working environment and pressure from present union members. This section enquired on the influence of peer pressure on teachers joining trade unions. The findings are presented in Fig 4.3

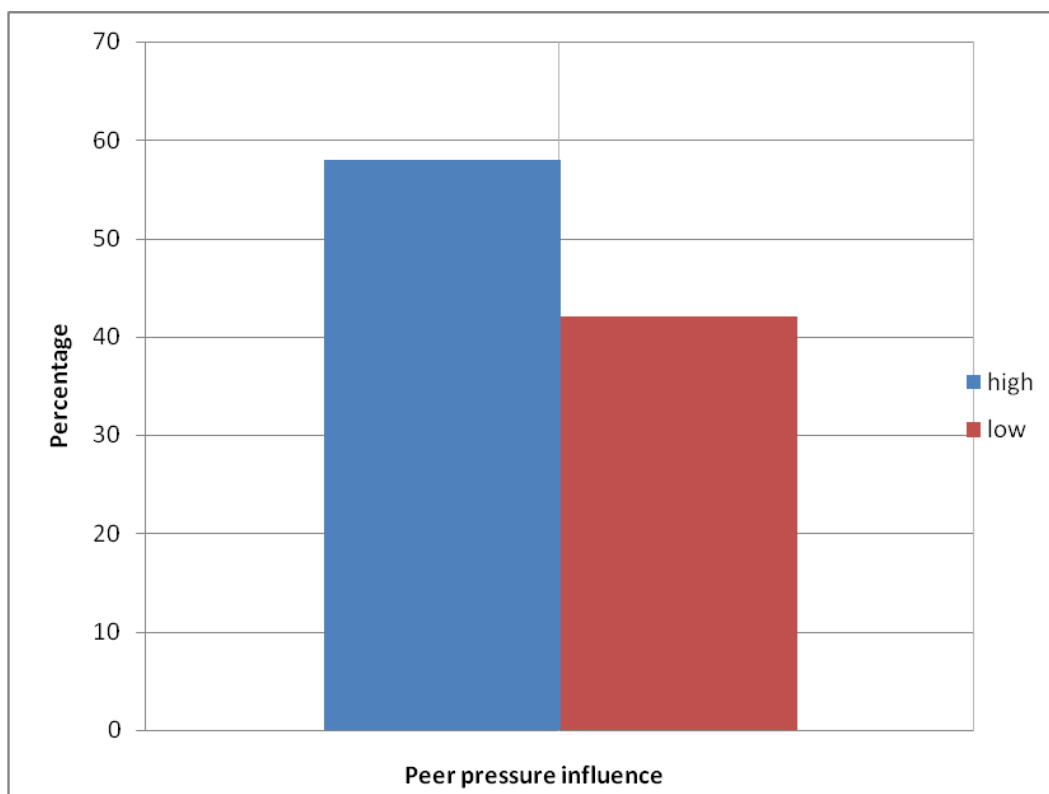


Figure 4.3 Influence of peer pressure

The results depicted in figure 4.3 revealed that majority of the teachers (58%) were influenced by their workmates or friends to join their trade unions while 42% joined their trade union out of their freewill. The reason for this was because of the dissatisfaction experienced by the members and therefore sought it in the other union. The study established that 64% of the respondents had changed their membership and especially those who had work experience over 10 years.

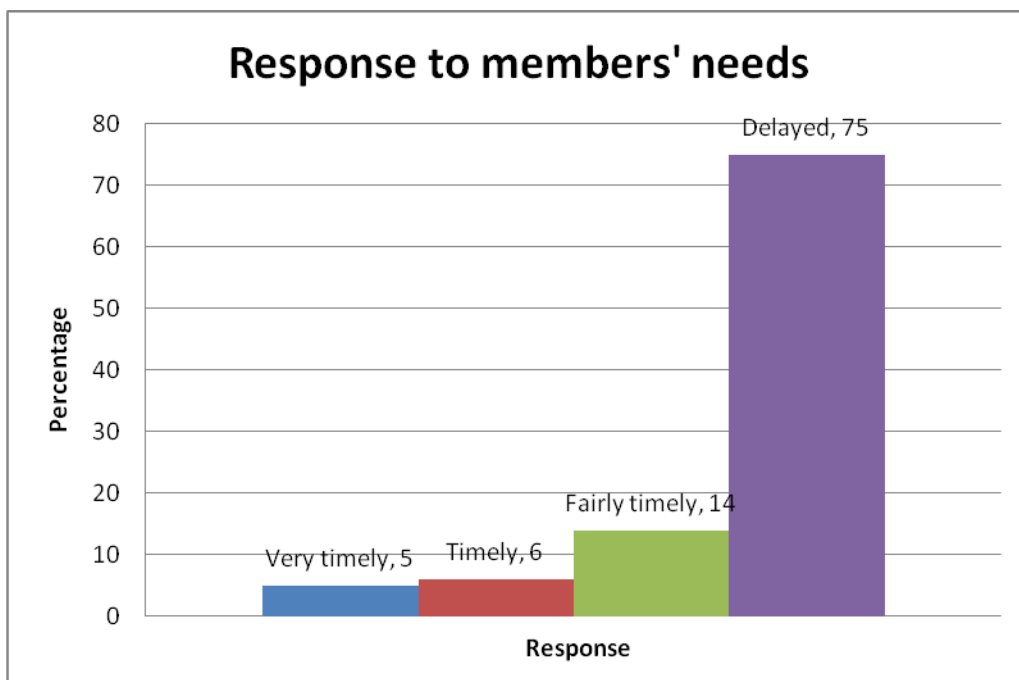
Brooks (2005) cites Brewster (2003) who states that individuals are what they are because of the social role in which they belong; the result is that an individual can only be understood by placing him or her in a social context. This means that an individual will be influenced significantly by the group they associate with and will in most cases they act according to the groups influence. This study infers that teachers join trade unions because of peer influence.

4.7 Influence of the level of union response to members needs

This study sought to determine from secondary school teachers in Kirinyaga East sub county how the existing trade unions for teachers, that is the Kenya Union of Post Primary Education Teachers and Kenya National Union of Teachers response to the members' needs have affected the members satisfaction.

Durai (2010) puts into forward that the purpose of a trade union is to look into grievances of wages and present a collective voice in front of management and therefore trade unions acts as the medium of communication between the workers and management. Respondents were asked to rate their unions on response to members' needs. Their responses were presented in fig 4.4

Figure 4.4 Response to members needs



4.7.1 Effectiveness of bargaining power on basic pay

Durai (2010) puts into forward that the purpose of a trade union is to look into grievances of wages and present a collective voice in front of management and

therefore trade unions acts as the medium of communication between the workers and management. Therefore this study was sought to find out the effects of service delivery in terms of bargain to pay increase and how it affects the satisfaction of secondary school teachers in Kirinyaga East Sub County.

Table 4.10 Effectiveness of bargaining power on basic pay

	Frequency	Percentage
Very effective	9	8
Fairly effective	26	22
Effective	28	24
Non effective	54	46
Total	117	100

From the Table 4.10, it is clear that most of the respondents, at 46 percent, felt that the unions failed to bargain for pay increase. The underlying reason could be that the members felt betrayed by their unions during the teachers' strike of September 2016.

Secondary school teachers in job group M and above have always felt that their counterparts in the civil service are paid more than them yet they are in the same job groups. Therefore, it is possible for these teachers feel their union as not doing enough

to push for full harmonization of the salaries and allowances, a fact that had led to the national-wide teachers strike in the year 2013.

4.7.2 Effectiveness of bargaining power on house allowance

The study sought to find out the extent to which the bargaining on house allowance had influenced satisfaction of teachers in secondary schools in Kirinyaga East Sub county.

Table 4.11 House allowance

	Frequency	Percentage
Very effective	5	4.17
Fairly effective	30	26.39
Effective	28	23.61
Non effective	54	45.83
Total	117	100

The results depicted in Table 4.11, revealed that on house allowance, most of the teachers 54 (45.8%) felt that the unions were non effective,26,31% felt that they were fairly effective, 23.6% felt the unions were effective while 4.2 % felt they were very effective. The reason for the dissatisfaction of teachers with the unions on the house allowance was due the fact that this allowance is awarded on basis of location rather than need.

4.7.3 Effectiveness of bargaining power on medical allowance

Table 4.12 Medical allowance

	Frequency	Percentage
Very effective	4	3
Fairly effective	21	18
Effective	37	32
Non effective	55	47
Total	117	100

Medical allowance for teachers was withdrawn in July 2015 for KNUT members while their counterparts in KUPPET lost theirs in December 2015. The medical cover offered to teachers proved to be sub standard especially on outpatient. This is evidenced in the Table 4.12 where most of the respondents 47% felt that the unions were non effective, 32% felt that they were effective, 18% felt that they were fairly effective and 3% felt that they were very effective.

4.7.4 Effectiveness of bargaining power on responsibility allowance

The study sought to find out to what extent had effectiveness of bargaining power on responsibility allowance had influenced teachers' satisfaction.

Table 4.13 Responsibility allowance

	Frequency	Percentage
Very effective	4	3
Fairly effective	21	18
Effective	17	15
Non effective	75	64
Total	117	100

Table 4.13 revealed that majority of the respondents 75(64%) unions felt that the unions on responsibility allowance were non effective, 18% felt that they were fairly effective while 15% felt that they were effective and 3% felt that they were very effective. The study revealed that the trade unions had failed to satisfy their members by failing to negotiate for house allowance. The principals, deputy principals and head of departments earn nothing extra for the responsibilities bestowed on them. The head teachers and their deputies in the primary schools pocket something as responsibility allowance. Instead the unions have been pushing for a basic pay increase which would benefit them in the long run, since membership fee to the union is based on a percentage of the basic pay.

4.7.5 Effectiveness of bargaining power on commuter allowance

The study sought to investigate extent to which bargaining on commuter allowance had influenced satisfaction of teachers in secondary schools in Kirinyaga East Sub County.

Table 4.14 Commuter allowance

	Frequency	Percentage
Very effective	5	4
Fairly effective	22	19
Effective	37	32
Non effective	53	45
Total	117	100

The Table 4.14 revealed that ,although teachers earn commuter allowance, they were still dissatisfied with their unions on this, 45% of the respondents felt that they were non effective,32% felt they were effective while 19% felt that they were fairly effective and 4% felt that they were very effective.

4.7.6 Effectiveness of bargaining power on promotion prospects

According to Price (2001), a promotional chance is defined as the degree of potential upward mobility in an organization. This study sought to investigate satisfaction of teachers with the promotion prospects bargained for by the trade unions. Their responses were recorded in table 4.15.

Table 4.15 Promotion prospects

	Frequency	Percentage
Very effective	5	4
Fairly effective	27	23
Effective	27	23
Non effective	58	50
Total	117	100

On promotion prospect, table 4.15 showed that majority of the respondents (50%) felt that the unions were non effective. This dissatisfaction of the teachers with the trade unions increased because the unions had failed to bargain for promotion of teachers in job group L to M to be automatic. This has seen teachers stagnating in same Job group for more than 10 years. Those teachers who have furthered their studies have

only benefited with annual increments instead of being promoted to the next job group.

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

4.7.7 Satisfaction of teachers with equality exercised by the trade unions

According to the East Africa sub regional report (2002), the main functions of the trade unions in the three countries are to protect, promote and defend the interests of the members. Based on this, specific functions are as follows; representation of members in national and international bodies responsible for formulating and implementing policies with regard to economy, education, welfare, employment and occupational safety and health; recruitment of the new members; negotiation for Collective Bargaining Agreements for the members on wages, terms and conditions of employment; handling members' grievances at all levels; educating and training members on all trade union issues including HIV/AIDS; assisting members in the

formulation of Income generating activities; and promoting gender equality in the trade unions.

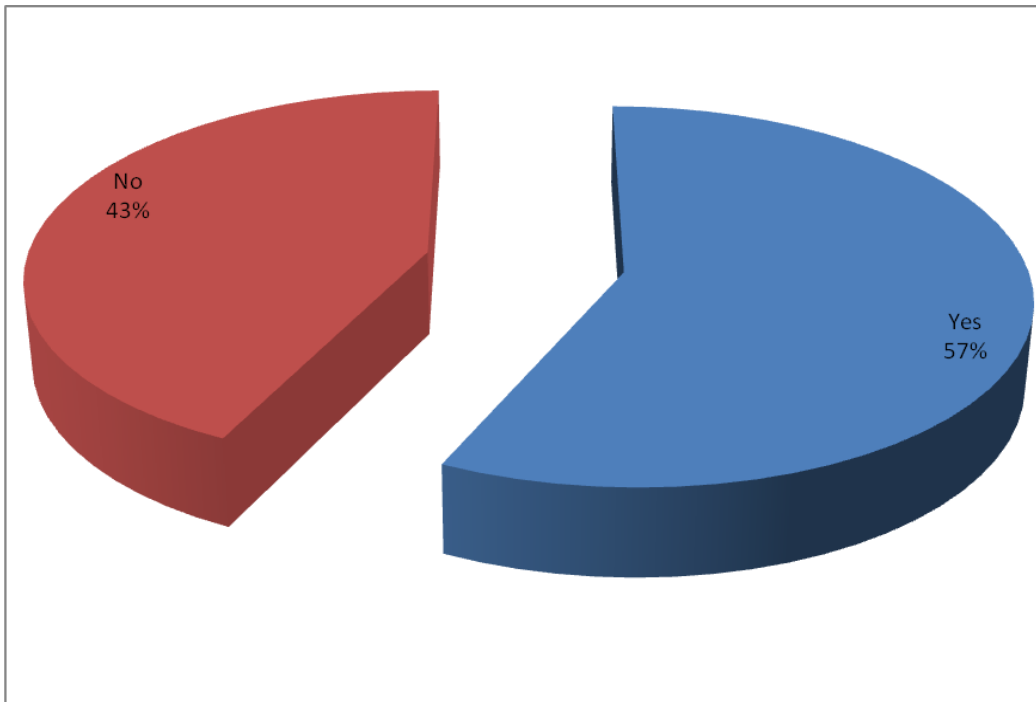


Figure 4.5 Satisfaction of teachers with equality exercised by the trade unions

The results depicted in figure 4.4 show that majority of the respondents (57%) were satisfied with the equality exercised by their trade unions when addressing needs of their members while 43% dissatisfied with the trade unions when exercising equality.

4.7.8 Teachers satisfaction with the legal advice and services offered by the trade unions to members.

According to Jose (2000) the major issues of union activities can be basically categorized as the following:-extension of legal framework conducive to working masses, formulation, revision and amendment to labor laws; effective implementation of laws and regulations; intensive efforts to secure job from new economic policies in formalizing and casualizing work; massive unionization of formal as well as informal sectors of work; widening the coverage and effective enforcement of minimum

wages; sound wage structures; fair working conditions; minimization of unfair labor practices, particularly in relation to women workers, child workers and bonded labor; intensification of workers education programmes; and efforts to establish and extend a sound social security system compatible with the country economy.

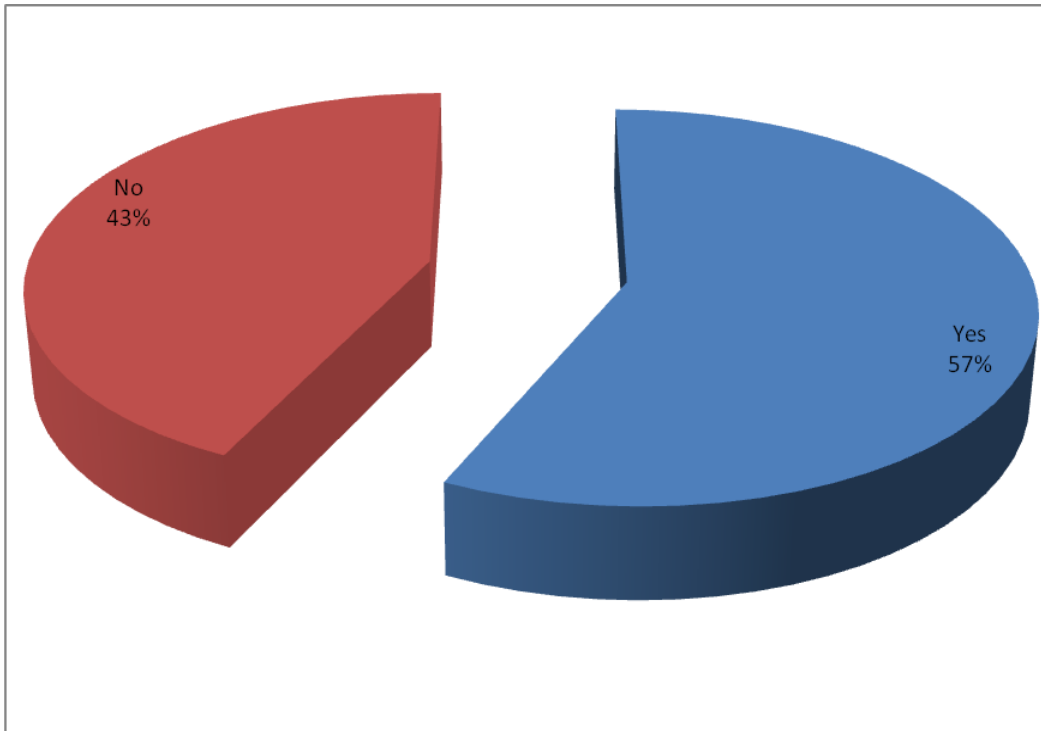


Figure 4.6 Teachers' satisfaction with the legal advice and services offered by the trade unions to members.

The results depicted in fig 4.5 show that majority of the respondents (57%) were satisfied with the legal advice and services offered by the trade unions to their members while 43% felt dissatisfied with the legal advice and services offered by the trade unions to their members. Unions may like other interest groups lobby parliament and government in the preparation of legislation and policy decisions; here it is important for unions, like lobbyists in general, to provide lawmakers with technical information and, if necessary, influence public opinion in favour of their preferred policies(Streeck,2003)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary to study, the conclusions drawn from the findings of the study, recommendations based on the findings and suggestions for further research.

5.2 Summary of the study

This study sought to determine the union related factors influencing satisfaction of teachers in secondary schools in Kirinyaga East Sub County, Kenya. This is because despite the fact that there are two teacher trade unions which teachers can choose to join, there are still a number of them who are changing their membership despite the obvious benefits expected to be achieved by members of trade unions.

The study was guided by the following specific objectives: To determine extent to which the perceived bargaining power of a trade union influences satisfaction of teachers in secondary schools, determine how the attitude towards unions influences satisfaction of teachers in secondary schools, assess how the peer pressure influences satisfaction of teachers in secondary schools, determine how the response to members needs by unions influences satisfaction of teachers in secondary schools in Kirinyaga East Sub county. Questionnaires for teachers and interview schedules for union officials were used. The study was conducted using descriptive survey design. Data was collected in ten out of the thirty three schools in the sub county.

To analyze the influence of perceived bargaining power on satisfaction of teachers in secondary schools, the study found out that majority of the teachers dissatisfied with

the bargaining process with the union officials and the manner in which the union officials conducted themselves during the process.

On the basis of teachers' level of education, the study found that most of the teachers are holders of Bachelor of Education degree comprising 68.4 percent while 22.2 percent had a diploma while 9.4 percent are holders of masters degree certificate. This is an indication that majority of the teachers in secondary schools in Kirinyaga East sub county, have acquired the relevant skills/academic qualifications to serve in their profession.

The study also revealed that majority (34.7percent) of the teachers belonging to a union trade have been teaching for a period below 10 years. The study further revealed that majority of the teachers (64 percent) of the unionized teachers had changed their membership at one point. This finding implies that majority of the teachers who had change their union membership were those with work experience of over ten year in the teaching profession.

The majority at 57 percent of the respondents rated the last election held to be fairly satisfactory. The issues identified alongside election conducted include credibility issues, organization of the election as well as irregular election schedules. For example, a majority of the respondents felt that the unions held elections after a long period of time while rigging of elections was cited as another indicator of dissatisfaction.

5.3 Conclusions

This study concludes that dissatisfaction with the perceived bargaining power of the trade union, peer pressure from colleagues and the response to members needs are some of the factors affecting satisfaction of teachers with the trade unions.

The study also concludes that the teachers who have changed their union membership are the older teachers in the teaching profession. They have been in the teaching profession for over 10 years. The reason why they have changed their membership is attributed to dissatisfaction with the bargaining process by the union officials and the manner in which they conduct the bargaining process, peer pressure from workmates and friends and non effective response to members needs and especially on the allowances.

The study also concludes both unions are managed in a fairly satisfactory manner by the union's official however, teachers join trade union not on the basis that they are well run but because their workmates are in the same union. Lastly the study concludes that union perceived bargaining power and response to members needs highly affect teachers' satisfaction with the trade unions.

A majority of the responds felt that the union has failed in delivery of services to its members. The key areas identified include failure to agitate for pay increase as well as increase in allowances. Therefore the respondents felt that this inefficiency in a way led to many teachers being dissatisfied with the unions resulting in some them changing their union membership severally.

The respondents identified failure to involve the members in decision-making processes of the union as an area in which dissatisfaction has resulted. Members felt

that this alienation from the affairs of the unions, in turn affected their support for the activities of the union. Unionism is about bargaining with the employer does not give in to the demands, mostly the unions call upon the members, to down their tools. Therefore it is important that union maintain the confidence of their members so that the members support them. This is what makes the unions weak if they do not maintain the confidence of their members through engaging them in decision making processes.

The study concludes that the trade union did not adequately help in addressing the challenges faced by teachers in their working environment. The teachers were dissatisfied with how the union presented them on matters such as teachers in legal matters in the course of their duties, job security and victimization. They also felt that the unions did not provide avenues to address grievances adequately and they were dissatisfied with the trade unions provision of access to information and thus the teachers felt that the union fee payable every month was not commensurate to the services provided to them.

5.4 Recommendations

- i. Based on perceived bargaining power of the trade union and satisfaction of teachers with the trade union, the study recommends that teachers unions' conduct the bargaining process with the interest of the teacher so that teachers can build confidence with them and see the value of their money paid as subscription fee to the unions.
- ii. The study recommends that the teachers' unions improve on their response to members needs to meet the expectations of their members and to minimize on members changing their membership between the unions.

Majority of the teachers felt that the involvement of the union members in decision making processes was low. Therefore, the members should be consulted on key decisions such as holding of election as well as union calendar. Therefore, the views of the members need to be considered in making key decisions.

- iii. Another area of concern is holding of union elections. The union should strive to hold regular, free and fair elections. Election of officials should be free and fair so as to enable the members have confidence with the office bearers. This in turn will make the members give enough support to these officials in all the activities and operations of the union especially at the grass root level.
- iv. The trade unions should have strong trade union education programmes which create awareness to the employees about their rights and benefits they get from being union members.
- v. The trade unions also need to do away with weak leadership which fails to grow the movement using current potential and seek to find qualified staff for specialized areas such as research, education and organizing.

5.5 Suggestion for Further research

The purpose of the study was to investigate the union related factors influencing satisfaction of teachers in secondary schools in Kirinyaga East sub county, Kenya. This study recommends that another study should be carried out in other sub counties to establish whether similar results will be obtained. Further the study recommends that it is important to analyze the leadership style employed by the union leaders as

they (leadership styles) have the potential of influencing satisfaction of teachers with the trade unions.

The study recommends for further study on the effectiveness of unions in service delivery to their members in Kirinyaga East Sub County. A further study should also be carried out to trace the benefit so far achieved for secondary school teachers by the teachers' unions in Kirinyaga East sub Coun

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Appendix A: Introduction Letter

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 30197 -00100

Nairobi

The Principal

.....secondary school

Dear Sir,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student in University of Nairobi pursuing a master's degree in Education, specializing in corporate governance. I hereby request for permission to carry out research on the topic: Union Related Factors Influencing Satisfaction of Teachers in Secondary Schools in Kirinyaga East Sub County.

I kindly request to be allowed to collect data in your school.

Thanks in advance

Yours faithfully

Miriam Wangari Wahome

Appendix B: Questionnaire For Teachers

You are kindly requested to fill the questionnaire as honestly as possible. Your response will be used for this specific study only. Please do not write your name for confidentiality. Respond by just filling in the spaces provided. The questionnaire has two sections

Section A: General information

1. Tick your appropriate gender Male () Female ()

2. Tick the age category which applies to you in years.

20 – 30 () 30 – 40 () 41 – 50 () 50 and above ()

3. What is your highest qualification?

Certificate () Diploma () Degree () Masters ()

Others?

4. How long have you served as a teacher? (Tick as applicable?)

1-10 () 11-20 () 21-30 () over 31 years ()

Section B: Teachers' Unions membership

5. Which teachers' union do you belong to?

KUPPET () KNUT ()

6. Have you ever changed your trade union?

Yes () No ()

Section C: Perceived Bargaining Power

7. Are you satisfied with the outcome of the bargaining process by your trade union officials? Yes () No ()

If No, give reasons for your dissatisfaction with the outcome.

8. Are you satisfied with the manner in which your union officials conduct bargaining process? Yes () No ()

If No, give reasons for your dissatisfaction

Section D: Attitude

9. What is your attitude towards the trade unions' leadership?

Very Satisfactory () Satisfactory ()

Fairly satisfactory () Least satisfactory ()

10. Do you value discussions during meetings /visits by your trade union officials (if any)? Yes () No ()

11. How would you rate the last election held in your union?

Very Satisfactory () Satisfactory ()

Fairly satisfactory () Least satisfactory ()

Section E: Peer pressure

12. Did you join your current trade union just because your workmates/friends were in the same trade union? Yes () No ()

If No, give reasons for joining your current trade union.

Section F: Response to members' needs

13. How would you rate your union in the following areas? (Tick within the scale where applicable)

	Very	Fairly Effective	Effective	Non effective
Bargaining to basic pay increase				
Bargain for house allowance				
Bargain for medical allowance				
Bargain for responsibility allowance				
Bargain for commuter allowance				
Bargain for promotion prospects				

14. Are you satisfied with equality exercised by your trade union when addressing needs of its members? Yes () No ()

15. Are you satisfied with the legal advice and services offered by your trade union to its members? Yes () No ()

Thank you for your cooperation

Appendix C: Interview Schedule For Union Officials

This interview schedule is designed to gather information on union related factors influencing satisfaction of teachers in secondary school in Kirinyaga East Sub County. Therefore, the interviewee is kindly requested to answer the questions as honestly as possible. He ought to understand that his responses will be used for this specific study only. The interviewees name is also not required for confidentiality. The questionnaire has two sections. Section A is about the demographic information of the interviewee while section B is about information related to the trade union of the respondent.

Section A: Demographic data

1. Gender of the respondent.....
2. Age of the respondent in years.....
3. Number of years the respondent has been a teacher.....
4. Education level of the respondent

Section B: Information related to trade unions of the respondent

4. Which teachers union do you belong to?
5. What is your position in the union?
6. For how long have you held this position?
7. When is your term as an official in the union expected to expire?
8. What are the factors that lead to member's loss in your union? Start with the most important factor an end with the least one in a descending order.

- a)
- b)
- c)
- d)
- e)

11. How many members have changed membership in the period 2012-2015 to your union in your county?

12. How many members have left your union in the period 2012-2015 in your county?

13. Briefly explain the affirmative action policy of union?

.....

.....

14. Identify the challenges affecting the operation of your union? Start with the most important and end with the least important in a descending order.

- a)
- b)
- c)
- d)
- e)

15. Tick (✓) against the relationship between your union and the sister teachers union using the scale below.

Cordial () Relatively cordial ()

Acrimonious ()

Appendix D: Research Authorization



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. **NACOSTI/P/16/21443/14313**

Date:
7th November, 2016

Miriam Wangari Wahome
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Union related factors influencing satisfaction of teachers in secondary schools in Kirinyaga East Sub County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga County** for the period ending **7th November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kirinyaga 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
Kirinyaga County.

The County Director of Education
Kirinyaga County.

Appendix E: Research Clearance Permit


CONDITIONS

1. 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 Officer 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

**National Commission for Science,
Technology and Innovation**
**RESEARCH CLEARANCE
PERMIT**
Serial No. A 11664
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. MIRIAM WANGARI WAHOME
of UNIVERSITY OF NAIROBI, 0-10300
kerugoya, has been permitted to
conduct research in Kirinyaga County
on the topic: UNION RELATED FACTORS
INFLUENCING SATISFACTION OF
TEACHERS IN SECONDARY SCHOOLS IN
KIRINYAGA EAST SUB COUNTY, KENYA
for the period ending:
7th November, 2017

Permit No : NACOSTI/P/16/21443/14313
Date Of Issue : 7th November, 2016
Fee Received :Ksh 1000



.....
**Applicant's
Signature**


Director General
**National Commission for Science,
Technology & Innovation**