INSTITUTIONAL FACTORS INFLUENCING AFFILIATION
OF SECONDARY SCHOOL TEACHERS TO TRADE UNIONS
IN IGEMBE NORTH DISTRICT, KENYA

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the Degree of Masters of Education in Corporate Governance
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DECLARATION

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

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DEDICATION

I dedicate this study to my dear mother Joyce Karambu Mungania for her support during my study at the university. I also dedicate it to my best friend Isaiah Baituti for his constant assistance during my masters degree studies at University of Nairobi. Finally, I dedicate it to my late father, Robert Mungania who planted a desire for education in my heart at an early age.
ACKNOWLEDGEMENT

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I am also grateful to the heads of all secondary schools in Igembe North District for allowing me to do this study in their schools. Similarly, all the secondary school teachers in Igembe North District who volunteered their information to this study are highly appreciated.

My appreciation goes to my entire family, starting with my mother, who offered me both moral and material support during this study as well as the entire time I have been studying for my masters degree.

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Also to be appreciated is Xaverio Mwenda Lemi for all the work he did; taking the project to the lecturers most of the time. Mugendi Lemi is also highly appreciated together with Judy Awino for excellently typing this work.

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Finally God, has been great during this academic journey.
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ABBREVIATIONS AND ACRONYMS

CGCED  Caribbean Group for Corporation in Economic Development
COTU   Central Organization of Trade Unions
ILO    International Labour Organization
KFL    Kenya Federation of Labour
KNUT   Kenya National Union of Teachers
KUPPET Kenya Union of Post Primary Education Teachers
NCL    National Commission on Labour
NWCS   National Workers Confederation of Senegal
TBLS   The Bureau of Labour Statistics
UK     United Kingdom
USA    United States of America
ABSTRACT

The purpose of this study was to establish the institutional factors influencing affiliation of secondary school teachers to trade unions in Igembe North District. The study sought to determine the extent to which unions’ numerical strength, timely response to members’ needs, internal democracy and lobbying from rival unions influence teachers’ affiliation to unions in Igembe North district. The study employed a survey research design and targeted 500 secondary school teachers, and 10 Kenya union of post Primary Education Teachers in Igembe North District. The total targeted respondents were 110. There were 100 respondents who participated in the study which was 90 percent return rate. The study used teachers’ questionnaire and interview schedule for union leaders as the main method of data collection. Reliability of the instruments was tested using the test-retest method and found reliable. The findings of the study were as follows: First, on the question of the extent to which numerical strength of a union influence the affiliation of secondary school teachers to union in Igembe North District, it was found that majority of respondents, at 77.7 percent rated numerical strength of a union as a factor that determine the affiliation of secondary school teachers to unions. Secondly on the question as to whether union response to members’ needs influence secondary school teachers to unions, the study found that a majority of respondents at 54 percent found that the union’s service delivery in terms of bargaining to pay increase and other teachers allowances affected the affiliation of secondary schools teachers to unions. Thirdly, on the question on whether internal democracy of teachers’ unions’ influence the affiliation of secondary school teachers to unions, the study found that the majority at 52 percent opinioned that internal democracy through members’ involvement in key decision making procedures and the conduct of union elections of officials influence the teachers affiliation to the unions’. Fourthly, on the question as to whether lobbying from rival union affected the affiliation by secondary school teachers to unions, the study found that the majority of teachers, at 55.5 percent of the respondents felt that competition from sister union led to a high rate of member loss which affected the unions performance negatively.

The study concludes that the Kenya Union of Post Primary Education Teachers in Igembe North District in negatively affected by its low membership. Secondly, poor service delivery in terms of bargaining for pay and allowance increase affects the union negatively. Thirdly, failure to involve union members in key-decision making processes leads to loss of members to rival union. Lastly, lobbying from the sister union has made the union lose members to this sister union.

This study recommends that Kenya Union of Post Primary Education Teachers finds strategies for increasing the enrollment of secondary school teachers such as recruitment drivers to as to increase its membership base. Secondly, the union should enhance its service delivery to the members through actively bargaining.
for pay and allowance increase by the teachers employer. Thirdly, the union should enhance internal democracy through involvement of union members in key decision making procedures as well as conducting free and fair election. Lastly, it is recommendable that Kenya Union of Post Primary Education Teachers engage in serious lobbying activities to counter the negative impact of sister union which has led to the Kenya Union of Post Primary Education Teachers lose of members to the sister union.

The study suggests that further research is necessary in other districts to find the factors affecting affiliation of secondary districts. Similarly, the study suggests that a study be carried out on credibility of Kenya Union of Post Primary Education Teachers elections in Igembe North District.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Greenhouse (2008) argues that workers who belong to trade unions earn higher wages, work fewer hours, receive more training and have longer job retention on average than their non-unionized counterparts. Jayi (2010) stipulates that trade unions are associations of employees and their main objective is to represent the employees’ interests to the employers. 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, so union leaders need to demonstrate that they achieve organizational objectives to ensure they are seen by their stakeholders as effective organizational leaders.

Blanchflower (2007) argues that 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. According to Hogue and Rahman (1999) because of the fact that trade union movement represents a majority segment of the society, social economic development has a very close association with trade union organisations. Blanchflower (1994) argues that whether unions are successful or not, depends in large part, on their bargaining strength which is based on their ability to restrict the supply of labour to the
employers to concede above market wages. Kochan (2003) reports that there is the need with trade unions to establish alliances with other institutions to be able to seek social justice for wider group of workers and consequently sustain their relevance amidst the changing global and local pressure.

Ulrich (2010) argues that in India, performance, efficiency and survival of the fittest have virtually pushed trade unions to the wall where their very survival looks uncertain. Caribbean Group for Cooperation (2004) further 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 governments. Similarly, The National Workers Confederation of Senegal (CNTS) (2010) report points out that some trade unions had been recognized without even holding an assembly or congress while other organizations had had to wait for years for official recognition. Bogonko (2002) noted that teaching profession has been characterized by poor pay and poor working conditions and therefore does not enjoy high status. According to The East African Subregional report (2002), the trade union training programmes in the field of employment policies face a number of problems including little exposure on the training related to employment policies and poverty reduction strategies. Bogonko (2002) further states that due to poor wages and working conditions in teaching profession, the primary aim for the formation of a teachers’ trade union should be to improve on the teachers’ economic status.
Locally, the Kenya Union of Post Primary Education Teacher’s website indicates that the union is founded upon principles of social justice and professionalism and is dedicated to the achievement of greater unity among her members for the purpose of improving their standards of living, bringing justice and dignity at workplace and securing social equity for all its members. According to the Kenya Human Rights Commission (2013), Kenya has been affected by globalization especially when the country liberalized her economy in 1994 and implemented structural adjustment programme prescribed by the World Bank and the International Monetary Fund. The Human Rights Watchdog (2013) report articulates that this particular amendment has made the worker more vulnerable to the employer and generally increased job insecurity as well as reduced membership to trade unions especially in government related sectors. Mutunga (2006) contends that without job security and with high unemployment, the result of course is that labour is cheaper and workers are hired and fired at will. According to the Central Organization of Trade Unions (2007), in Kenya, 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. According to this report, Kenya Union of Post Primary Education Teachers split from the Kenya National Union of Teachers thus reducing the financial base of Kenya National Union of Teachers financial base.
1.2 Statement of the problem

Data obtained from the respective teachers’ unions in Igembe North about teachers union membership is summarized below:

Table 1.1 shows primary school teachers membership to unions in the district.

Table 1.1: Enrolment into unions of primary school teachers in Igembe North District

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNUT Membership</td>
<td>Male</td>
<td>500</td>
<td>530</td>
<td>580</td>
<td>613</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>300</td>
<td>350</td>
<td>370</td>
<td>387</td>
</tr>
<tr>
<td>KUPPET</td>
<td>Male</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-unionized</td>
<td>Male</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>810</td>
<td>889</td>
<td>959</td>
<td>1,012</td>
</tr>
</tbody>
</table>

The table 1.1 shows membership of primary school teachers into the Kenya National Union of teachers. It is notable that a total of 21 male teachers and 16 female teachers remained non-unionized within the four years under review. A comparison it with table 1.2 which shows membership of post primary education teachers for the same period of time.
Table 1.2: Secondary school teachers’ membership to unions in Igembe North

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KUPPET Membership</strong></td>
<td>Male</td>
<td>150</td>
<td>170</td>
<td>200</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>100</td>
<td>110</td>
<td>115</td>
<td>130</td>
</tr>
<tr>
<td><strong>Other unions</strong></td>
<td>Male</td>
<td>60</td>
<td>70</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>35</td>
<td>40</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td><strong>Non-unionized</strong></td>
<td>Male</td>
<td>13</td>
<td>20</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7</td>
<td>13</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>365</strong></td>
<td><strong>420</strong></td>
<td><strong>478</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

From tables 1.1 and 1.2 above, it is clear that there are more non-unionized secondary school teachers than their counterparts in primary school section. Therefore this research aims to find out why more secondary school teachers are reluctant to join a teachers union than their counterparts in primary schools in Igembe North District. Secondly, from the tables above, there are more secondary school teachers outside the predominantly secondary school union, that is Kenya Union of Post Primary Education Teachers than those outside their predominantly primary school teachers union, that is the Kenya National Union of Teachers.

Other overriding notable gaps brought out by the tables include the fact that more men are reluctant to join a teachers union than women in the district, which leaves
a grey area for investigation by this study. Finally, the fact that in both sections, there are non-unionized teachers is a reason enough to attract an investigation by this research, given the perceived benefits of teachers unions in the country at large.

Finally, the fact that Igembe North is one of the areas gazetted by the Teachers Service commission as hardship area, it is expected that majority of the teachers would find teachers unions safe haven for them incase the employer, Teachers Service Commission, attempts to degazette the area. This is what had happened in January 2013 when the Teachers Service Commission announced that it had degazetted the area as hardship area, but the employer backtracted after the two unions, that is the Kenya National Union of Teachers and the Kenya Union of Post Primary Education Teachers threatened to go on strike. Therefore, this research aimed at investigating why some teachers have refused to join any of the unions despite this evident benefit that they enjoy because of these trade unions.

1.3 Purpose of the study
The purpose of this study is to investigate the institutional factors that influence affiliation of secondary school teachers to a trade union in Igembe North District of Kenya.
1.4 Objectives of the study

The study will be guided by the following objectives:

i. To establish the extent to which numerical strength of a union influence teachers’ affiliation to a teachers union in Igembe North District.

ii. To examine the influence of union response to members needs on secondary school teachers affiliation to a union in Igembe North District.

iii. To determine the extent to which internal democracy within unions influences the affiliation of secondary school teachers to a union in Igembe North District.

iv. To establish the extent to which lobbying from rival unions influences the affiliation of secondary school teachers to a union in Igembe North District.

1.5 Research questions

This study has the following questions:-

i. To what extent does numerical strength of a union influence the affiliation of secondary school teachers to a union in Igembe North District?
ii. What is the influence of perceived union response to members’ needs to the secondary school teachers’ affiliation to a union in Igembe North District of Kenya?

iii. How does perceived internal democracy within unions influence the affiliation of secondary school teachers to a union in Igembe North District of Kenya?

iv. How does competition from other unions influence of secondary school teachers affiliation to a union in Igembe North District?

1.6 Significance of the study

Findings of this study would useful to the officials of the teachers’ trade unions in the district as it would lead to their understanding issues which teachers consider important in choosing the unions to belong to and therefore make improvements to such pertinent areas. Other beneficiaries of the study were teachers in secondary schools after the study would help in strengthening the operations of their unions within the district.

1.7 Limitations of the study

The study was conducted in Igembe North District. In this study, the major limitations was some respondents failed to give answers to questions therefore the information sought being unavailable. To check on this, the researcher designed questions which are not too long and also explain to the respondents that the
information will be treated with confidentiality. They were also made to understand that the information sought was for the purpose of the study only. The gains of the study to the respondents was also made clear to them to motivate them.

1.8 Delimitation of the study

Questionnaires were administered to the teachers in secondary schools in Igembe North District. An interview schedule was prepared for the officials of Kenya Union of Post Primary Education Teachers and Kenya National Union of Teachers in Igembe North District.

1.9 Basic assumptions of the study

In this study, the researcher is making the following assumptions:-

i. The respondents were to be honest and give appropriate answers to the questions in the questionnaires.

ii. That the respondents were to accept to give answers to the researcher

1.10 Definition of terms

Affiliation refers to the feeling towards a trade union such as the desire to join and become a member of such a trade union.
**Competition** refers to a situation where two unions are interested in the same category of people thereby bringing about struggle to attract more members to each union.

**Factors** refer that to a process or events that affect events, decision or situation. In this study, factors will be those conditions that affect or interact with a secondary school teacher to feel a desire and willingness to join or not to join or become or not become a member of a teacher’s union.

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

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

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

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

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

**Union** refers to an organization formed to protect the rights and interests of its members and herein these organizations will be KUPPET and KNUT.
**Institutional factors** refers to the process or events created by a trade union such as union democracy, union service delivery, union numerical strength and lobbying that affect the members desire to join a trade union.

1.11 Organization of the study

The study was be organized into five chapters. Chapter one contained the background to the study, statement of the problem, purpose of the study, limitation of the study, delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two contained literature review on numerical strength of a trade union and secondary school teachers affiliation to trade union, affiliation of secondary school teachers to trade unions and internal democracy of trade unions, affiliation of secondary school teachers to a union and union response to teacher’s needs, competition from other unions and affiliation of secondary school teachers to a union, summary of literature review, theoretical framework and conceptual framework. Chapter three focussed on the research methodology, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four reported the data obtained from the respondents and discussions of the research findings, lastly, chapter five will focus on the summary of the study, its conclusions and recommendations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter deals with the literature review on institutional factors that influence affiliation of secondary school teachers to a trade union. These includes perceived numerical strength of a trade union and secondary school teachers’ affiliation to a trade union, affiliations of secondary school teachers to a trade union and the perceived internal democracy of the trade union, affiliation of secondary school teachers to trade union and perceived union response to their needs, competition from other unions and affiliations of secondary school teachers to a trade union, summary of literature review, theoretical framework and the conceptual framework.

2.2 Unions numerical strength and employee affiliation to trade union
Howson (2002) argues that across the education sector in United Kingdom, although the percentage of employees in trade unions has declined from fifty five percent in 1995 to fifty two percent in 2012, the percentage of women in the sector trade unions increased from fifty percent to fifty two percent during the same period. Durai (2010) contends that worldwide, there has been a declining trend in union membership, and the same trend is being witnessed in India. According to Caribbean Group for Cooperation in Economic Development, (2004), there is information to suggest that there is difficult for the ability of trade
unions to survive the current economic environment. The report further suggests that globalization is inimical to the existence of the trade union as an institution, and that the effects of globalization will lead to a weakening of the trade union movement. Josse (2000) concurs that the composition of workers is also changing and they are increasingly differentiated by their competencies; the higher end of spectrum workers tend to be better educated, career minded, individualistic and less motivated by class interests and solidarity.

The Caribbean Group for Cooperation (2004) report further argues that there is a weakening membership base of trade unions in the world mainly due to periodic recessions in the world economy as strategies developed by leading national governments. Josse(2000) concurs and adds that another reason for weakening membership base of trade unions also include the fact that majority of workers who belong to lower end of scale, usually employed in service industries and occupation, and they are mainly the women and migrant workers and rarely join trade unions. Greenhouse (2008) argues that although labour unions have boasted of their political successes by helping re-elect president Obama and in helping Democrats pick upseats in congress, the union figures announced by the Bureau of Labour Statistics of America point to grave problems for the future of organized labour because of declining membership. Greenhouse (2008) further concurs with Hirsch (2013) and points out that in the year 2012, union membership showed sharp drops in Wisconsin which passed a law in 2011
curbing the collective bargaining rights of many public employees, and in Indiana, which enacted a right-to-work law in February 2011 that may have prompted many workers to drop their union membership.

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. Durai (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. According to Gary (2000), the declining membership to union statistics are very discouraging for labour unions and therefore the unions should stop being clever about excuses for why membership is declining and it is time to figure out how to device appeals to the workers out there. Locally, Kenya has been affected by globalization especially when the country liberalized her economy in 1994 and implemented structural adjustment programme prescribed by the World Bank and IMF (Kenya Human Rights Commission 2013). This Human rights watchdog report articulates that this particular amendment has made the worker more vulnerable to the employer and generally increased job security as well as reduced membership to trade unions especially in government related sectors. Mutunga (2006) contends that without job security and with high unemployment, the result of course is that labour is cheaper and workers are hired and fired at will. Along with this,
Mutunga (2006) puts it forward that unions are undermined, not to mention the phenomenon of more and more cases of gross violation of labor rights and outright labor bursting. In Kenya, the trade unions are faced with low membership which affects their operation since trade unions depend on membership contribution in order to undertake their union activities (Central Organization of Trade Unions, 2007). According to this report, Kenya Union of Post Primary Education Teachers split from Kenya National Unions of Teachers thus reducing the financial base of KNUT from membership contribution, Kaene (2002) argues that the strength of a labour union depends on labour members paying the annual fees to the labour union.

2.3 Unions’ service delivery and employee affiliation to trade unions

According to Caribbean Group for Cooperation in Economic Development (2004), bearing in mind the challenges facing trade unions, they demand a new focus as institutions in their roles and how they manage their business. Hogue & Rahman (1999) states 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. 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. 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. Ulrich (2010) states that one of the reasons of outside leadership in Indian trade union is due to the inability of insiders to reach their movement because insiders have low education and poor command over English language.

According to Hogue and Rahman (1999), because of the fact that trade union movement represents a majority segment of the society, social economic development has a very close association with trade union organizations. According to the East African sub-regional report (2002) the trade unions training programmes in the field of employment policies are non-existence and therefore organizers lack exposure in union management affairs. Kochan (2003) argues that there is need for trade unions to establish alliances with other institutions to be able to seek social justice for wider group of workers. 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. 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 (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. Jayi (2010) stipulates that trade unions are currently facing various challenges in Kenya such as globalization, revolution in production technologies and new management styles.

2.4 Internal democracy of trade unions and employee affiliation to trade unions

Ulrich (2010) states that in India, The Trade Unions Act of 1926, section 22, requires that ordinarily, not less than half of the officers of the registered union shall be actively engaged in union activities such as elections thereby providing for outsiders to the tune of 50 percent of office bearers. Hirsh (2008) reported that an analysis be conducted found that the number of government employees in Wisconsin belonging to a union slid by 48,000 last year to 139,000 from 187,000 as many public sector workers evidently decided to quit their unions after the Republican-led Legislature stripped them off their bargaining rights. According to the National Commission on Labour (India) (1997), union rivalry has been the result of the desire of political parties to have their basis among the industrial workers as well as attitude and politics of the government, that is the use of divide and rule policy. The commission further notes that in India, multiple unionism both at the plant and industrial levels pose a serious threat to industrial peace, and
harmony in India and yet this is being encouraged by the government. Further, the National Commission on Labour (1997) notes that the situation of multiple unions is said to prevail when two or more unions in the same plant or industry try to assert rival claims over each other and function with overlapping jurisdiction.

Greenhouse (2008) argues that labour unions have boasted of their political successes in keeping re-elect president Obama and in helping Democratic pick up seats in Congress. However, he states that, the figures announced by The Bureau of Labor Statistics of America (2003) point to grave problems for the future of organized labour because of the declining membership. Greenhouse further contends that union membership in America showed sharp drops in Wisconsin, which passed a law in 2011 curbing the collective bargaining rights of many public employees, and in Indiana which enacted a right-to-work law in February 2011 that many have prompted many workers to drop their union membership.

Troy (1999) observes that the Dutch government wields some influence in the bargaining area in that it is empowered to extend the provisions of a sector-wide collective agreement to non-unionized employers by making a declaration that is generally binding or to grant exemption from such an extension. Ulrich (2010) observes that over the years, trade unions have been taken for a ride by outside political leaders thereby the interest of workers and their aspirations being totally neglected. Ulrich further contends that in India, The Trade Unions Act, 1926, did
not go for recognizing a representative union whereby multiple unions have cropped up often with blessings of management and outsiders such as politicians. 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 of labor laws, effective implementation of laws and regulations, intensive efforts to secure job from new economic policies and widening coverage of effective minimum wages spelt by the government as well as establish social security systems compatible with the country’s economy.

Ovunda (2010) stipulates that from the time that trade unions first emerged in Nigeria, they have suffered crude treatment and abuse from the government. The national workers confederation of Senegal (2010) report points out that, some trade unions had been recognized without even holding an assembly or congress while other organizations had had to wait for official recognition depending on the level of political patronage. Jayi (2010) argues that because of political interference political reality of trade unions in Kenya, many people are skeptical of the role that trade unions can play and only lately have the workers started to recognize the positive role of trade unions in the fight of protecting their rights. The Central Organization of Trade Unions (1997) writes that trade unions are facing various other challenges such as globalization, revolution in production technologies and new management styles besides splintering, mismanagement of
funds and democratization of social and political arena coupled with government interferences. Jayi (2010) states that in countries where fascists and communist regimes were in place, trade unions were overtaken or created by state authorities and the political elite and turned into a tool of their oppressive regimes. According to Ghai (1987) having participated in struggle for independence, trade unions are considered organizations that have the capacity to organize people, a capacity many governments would wish to control and keep checked. The government and employers look down upon trade unions and perceive them as chaotic and irresponsible organizations whose major aim is to disrupt peace and good governance.

Okumbe (2001) reports that after Kenya became independent, trade unions struggled to find their role in the new nation, politics and disagreements within the union movement grew as in Kenya Federation of Labour (KFL). Moraa (2006) ascertains that the establishment of Central Organization of Trade Unions has substantially restricted the independence of trade unions in Kenya. Okumbe (2001) further observes that although there is little government intervention either of Central Organization of Trade Unions (COTU) or individual unions, there is a significant government control of both trade unions structure and the settlement of industrial disputes through the ministry of labour.
Onedo. (1976) argues that in Kenya, trade unions have experienced relatively less interference from the government, albeit the state’s control through the ministry of labour and the industrial court. This influence by the government in industrial relationship has been prompted by the state’s involvement in business and the fact that the state is the single largest employer and like any other employer, it wishes to influence the type of industrial relations that emerge. This current legal framework, he stipulates, regulates the activities of trade unions and allows government interference with activities of trade unions. This means that the government can and has interfered with trade union activities but still remain with the law. For instance, the trade unions Act Cap 233 requires all trade unions to be registered and consequently empowers the registrar of trade unions to de-register or suspend registration of trade unions or place them on provision (Section II).

Ghai and Auslon (1987) argue that the practice of deregistration of trade unions is not noble in Kenyan industrial landscape. Ghai argues that this issue of deregistration of trade unions dates back to immediately after independence in 1965 just before the formation of Central Organization of Trade Unions when the then president ordered deregistration of Kenya Federation of Labour (KFL) and Kenya African Workers Congress (KAWC).
2.5 Lobbying from rival union and employee affiliation of secondary school teachers to trade unions

According to Troy (2003) trade unions are increasingly seeking to enhance their own distinctive profiles, increasing rivalry between them, while established unions are facing greater competition from newer independent trade unions. Fulton (2013) reports that there is considerable rivalry between the main trade union confederation, but the reasons for the differences are not always clear and there can also be a gap between the political positions put forward by the membership.

The National Commission on Labour (1969) reports that multiple unionism both at the plant and industry level sectors, pose a serious threat to industrial peace and harmony in India. Troy (2003) observes that in Netherlands, three national trade union federations have a seat on bipartite and tripartite consultative bodies at national level but of late, there has been increased number of conflicts within the union camp. Varma (1979) writes that a situation of multiple unionisms is said to prevail when two or more unions in the same plant, industry or occupation try to exert rival claims over each other and function with overlapping jurisdiction.

Troy (2003) observes that in 2002 the two leading trade union officials exchanged provocative remarks which resulted in one trade union being excluded from the national consulting body of trade union federations and employers’ association.
Troy (2003) reports that another source of discord of organizations that act independently of the three established federation of trade unions in Netherlands.

2.6 Summary of literature review

Analysis of the above literature review shows that a number of scholars and investigative reports agree on a number of issues concerning the factors affecting affiliation of secondary school teachers to teachers unions. However, a close scrutiny of this available literature shows that some gaps exist in that there are some discrepancies in their findings. For example, while Howson (2012) contends that the education sector in United Kingdom witnessed an increase in percentage of unionized women employees in the sector, his counterpart Durai (2010) in India asserts that worldwide, there has been a declining trend in union membership.

At yet another instance, while the Caribbean Group for Cooperation in Economic Development (2004) report suggests that globalization is imical to the existence of trade union as an institution. Josse (2000) indicates that the reasoning for weakening membership base of trade unions is mainly because majority of workers belong to lower end of scale, usually employed in service industries and occupation and they are mainly women and migrant workers who rarely joint trade union. Therefore, this research aims to find out whether in Kenya’s education sector, the percentage of women workers joining trade unions is taking
an upward trend as proposed by Howson (2012) or there is an all gender decline in the number of workers in education sector joining trade unions.

Again, this research will attempt to find out whether globalization has led to weakening trade union membership base in education sector as put forward by the Carribean Group for Cooperation in Economic Development (2004) or the local workers such as women and migrant workers employed in service industries are the main challenge to membership to trade unions as put forward by Josse (2000).

While Ulrich (2010) contends that union leadership is the lynchpin of management of trade unions, determining recruitment of labourers into unions, the Carribean Group for Cooperation (2004) reports proposes that the main determinant of labourers tendency to join trade unions is periodic recessions in the world economy as well as strategies developed by leading national governments. Therefore the study intends to find out which of the two variables, that is leadership of the unions or economic recessions and strategies laid by the leading governments is responsible for weakening membership base of trade unions in Kenya.
### 2.7 Theoretical Framework

**Job consciousness theory**

The proponent of this theory is Selling Pearlman. This theory is primarily based on Pearlman’s examination of Labour Movement in the United States of America, the Great Britain, Germany and Russia (Pearlman & Taft 2000). The main postulation of Pearlman theory is that when workers become conscious of job scarcity and opportunities, they start uniting with fellow workers in order to protect this scarce opportunity. However, the critics of this theory argue that Pearlman’s preposition that trade unions emerged from job consciousness is not tenable in all situations. In a number of countries, they argue, workers are faced by job scarcity and job security but they do not take recourse in trade unions.

This theory is applicable to this study because trade unionism in teaching profession is aimed at addressing the plight of workers. Teachers are conscious of the challenges of their profession such as poor pay, need for job security and need for promotions. That is why they have united into the main teachers unions, that are Kenya Union of Post Primary Education Teachers and Kenya National Union of Teachers.
2.8 Conceptual Framework

Figure (1) below shows how institutional factors interact with the environment to influence the affiliation of secondary schools teachers to a trade union in Igembe North.

**Figure 2.1: Conceptual framework on institutional factors influencing affiliation of secondary school teachers to trade union**

![Diagram of Conceptual Framework]

In the figure, institutional factors such as numerical strength of a union perceived internal democracy, perceived union response to members needs and union competition interact with the environment through processes such as financing of union activities, election procedures, signing of collective bargaining procedures as well as union organized recruitment drives to influence the affiliation of secondary school teachers to trade unions.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides 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 and finally analysis.

3.2 Research design

Orodho (2005) states that research design is the plan, structure and strategy of investigating proposal for obtaining answers to research questions. This study adopted descriptive survey design where the questions are designed for all secondary school teachers in Igembe North District about their affiliations to teachers unions. These questions were asked to a sample of 100 teachers in the district and their response was deemed representative to the 500 teachers in the district. Here data was collected so as to test the hypothesis on factors that influence the affiliations of secondary school teachers to any of the teachers’ union.
3.3 Target population

The study was done in Igembe North District of Meru County. The target population of this study was 500 secondary school teachers in 50 secondary schools in Igembe North District. In addition, a total of 40 union officials were included in the study. The union officials targeted included 24 KNUT officials and 16 KUPPET officials. KNUT officials included The National Secretary, the Nyambe KNUT branch chairman, Secretary and Treasurers, the eight members of branch executive committees two drawn from each division of the branch, four women representatives one drawn from each division of the branch, eight grassroots members mobilizers, two drawn from each division of the branch. The KUPPET officials were included the eight grassroots mobilizers in Igembe North District, four women representatives and the branch chairman, secretary, treasurer and one county executive committee member drawn from Igembe North District. Therefore the target population was 540 respondents.

3.4 Sample size and sampling procedures

A sample is a small group obtained from accessible population. Kothari (1985) notes that observing the characteristic of a carefully selected and representative sample, one can make certain deductions on the extension of a population from which it is drawn. The researcher sampled purposively 20 percent of the population that is 100 secondary school teachers and four officials of teachers’ unions in the district. The reason as to why the researcher chose simple random
sampling is because the teaching force in secondary schools in Igembe North District is homogenous. This is to mean that in all secondary schools, teachers share similar characteristics and therefore any sample taken is likely to be representative of the entire teaching profession in the district.

3.5 Research instruments

The researcher collected data by use of questionnaires and interview schedules. The questionnaires contained both open and closed ended questions. In the questionnaire, appendix B, it was divided into sections A and B. Section A contained questions to do with demographic data of the respondents. The demographic data sought was on gender, age and qualification of the respondents. Section B contained questions on membership of respondents to unions. The respondents gave information on the union they belonged to, their reasons for joining or not joining a teacher’s union, whether or not they considered numerical strength of their union as an important factor in their union service delivery and problems affecting their unions.

The interview schedule shown in appendix C contained two sections. Section one was conceived with demographic data of respondents. These demographic data included the respondent’s 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

The researcher used sampling validity so as to ensure that the instruments were able to cover the broad range of areas within the topic of affiliation of teachers to trade unions in Igembe North District. Therefore, after designing the questionnaires, the researcher first consulted his supervisors on the areas that the questions used to be asked to the respondents. This way the supervisors, who are experts in this area of study, gave recommendations on areas that needed improvement and the researcher did the adjustments accordingly. Secondly, the researcher consulted a number of teachers who gave their feedback on the coverage of issues they consider important to them as pertains teachers’ unions in the district. This was done to help limit “expert bias”, that is to avoid the instruments reflecting what an individual, in this case the researcher feels are the most important or relevant areas.

Therefore, validity of instruments was improved by the researcher making sure that the objectives of the study are defined and operationalized so as to be understood by the respondents. This way the expectations of the secondary school teachers were put into consideration while revising the questionnaires.

3.7 Reliability of instruments

The research used test-retest reliability. This is a measure of reliability obtained by administering the same test tool twice or over a period of time to a group of
individuals. The results from time one and time two can be correlated in order to evaluate the test for stability over time. In this study, the questionnaires were administered to twenty secondary school teachers in Igembe North District. With the second administration coming one week after the first one. Then the researcher obtained correlation coefficient to indicate the stability of the questionnaire items as shown by the formulae below”

\[
r = \frac{\Sigma_1 (r_1 - \bar{x})(y_1 - \bar{y})}{\sqrt{\Sigma_1 (x_1 - \bar{x})^2} \sqrt{\Sigma_1 (y_1 - \bar{y})^2}}
\]

The linear correlation between the two sets of questionnaires was found to be perfect positive correlation.

3.8 Data collection procedures

Before collecting data, the researcher got a permit from the National commission for Science, Technology and Innovation (NACOSTI). The researcher also got an introductory letter from the University of Nairobi. This enabled the heads of institutions and other respondents to allow the researcher to collect data. The researcher visited all the schools sampled for research in Igembe North District armed with these letters of introduction.

The researcher then introduced the topic and explained the assistance that he needed from them. The questionnaire was then distributed to the teachers to fill
after this brief explanation by the researcher. The researcher came to consensus with the respondents about time limits for filling the questionnaire. The researcher gave consistent explanation in all the schools visited. Once the time limit reaches, the researcher collected the questionnaires from all the selected schools for data analysis.

3.9 Data analysis techniques

Once data was collected, it was analysed in a number of ways. First, data on respondent return rate was analysed by use of a percentile table. Next was data on gender of the respondents which was analysed by use of a pie chart. The next data to be analysed was the qualification of respondents which was done by use of frequency tables. Data on numerical strength of unions was analysed by use of frequency polygons. Then data on union service delivery was analysed by use of pie-charts and frequency polygons.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the analysis of the findings of this study. The analysis was carried out with the guidance of the research objectives. The objectives are to analyze the effects of numerical strength on affiliation of secondary school teachers to teachers’ unions in Igembe North District, the influence of level of unions response to needs of members, the influence of internal democracy of the union on union membership and the influence of lobbying from other unions on affiliation of secondary school teachers to unions.

4.1 The respondent return rate

This is study adopted as sample size of 100 teachers from Igembe North District of Meru County. This ample size was derived from the population of 500 secondary school teachers in the district. Also a sample of ten Kenya union Of Post primary Education teachers (KUPPET) officials in Igembe North District were interviewed. The table 4.2.1 below shows how the questionnaires were returned.
### Table 4.1 Respondents return rate.

<table>
<thead>
<tr>
<th>Respondents by category</th>
<th>Expected</th>
<th>Actual</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>KUPPET officials</td>
<td>10</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>99</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

The table above shows the response rate of 90 percent which was deemed satisfactory by the researcher to represent the views of the targeted population.

### 4.2 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.

#### 4.2.1 Gender of the respondents

The respondents were categorized as either being male or female. This categorization was important in this study because one of the key pillars of Kenyan education, to which the study was carried is the promotion of gender parity. 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. Therefore, the study sought to find out the extent to
which affirmative action in trade unionism affect the quality of education.

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 53.4 percent than their female counterparts who stood at 46.6
percent as shown in the figure 4.1 below.

**Figure 4.1: Gender of respondents**

The study also found a number of probable reasons for the scenario indicated
above. Firstly, the respondent pointed to cultural beliefs and practices, In the area
of study that hinder females from actively participating in affairs of trade unions.
For example, it is a taboo for women to take leadership positions, especially in
situations where there are men who are culturally accepted as leaders. On the contrary women are expected to play the lesser roles of taking care of the children at home and preparing meals for their husbands who can then engage in trade union politics.

Another reason put forward by respondents as to why fewer women are interested in unionism than their male counterparts is that 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. This is made worse by the fact that although the constitution of Kenya (2010) stipulates that leadership positions should not be held by more than $\frac{2}{3}$ members of either gender, this has not been practiced in the existing teachers` trade unions

4.2.2. Distribution of union members by gender

According to a report by Uwezo Kenya (2010), the discrepancy between the performance of boys and that of girls in secondary schools can be traced to the lack of role modeling for girls. The report cites female teachers non participation in trade unionism equally to their male counterparts as case that leads to this lack of role modeling for girls. Therefore, this study sought the respondents` opinion on the reasons for this discrepancy and the findings were shown in the table 4.2.1 below.
### Table 4.2 Distribution of union membership by gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade union</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KUPPET</td>
<td>24</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>KNUT</td>
<td>17</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Non unionized</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>41</strong></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>

The above table shows the are more nonunionized female secondary school teachers than their male counterparts. The respondents pointed out to a lack of policy guidelines for effecting affirmative action in the leadership of the teachers unions and therefore female teachers are less motivated into joining trade unions than their male counterparts. Cultural factors such as women’s view that leadership is inherently men’s role is another probable reason for this scenario.

### 4.3 Age of respondents

Age of respondents was important to this study so as to identify possible patterns in teachers’ perception of the importance of trade unionism with regard of their chronological age as well as their experience in service in the teaching profession. 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 affiliation of the secondary school teachers to the teachers’ trade unions in Igembe North District. The age brackets of respondents were established as shown in the table below.

**Table 4.3 Respondents distribution by age**

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>30-40</td>
<td>22</td>
<td>24.4</td>
</tr>
<tr>
<td>41-50</td>
<td>39</td>
<td>43.3</td>
</tr>
<tr>
<td>50 and above</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the table, it was established that the young respondents of 20-30 years were less enrolled in the teachers’ trade unions than their counterparts of 41-50 years as shown in the percentages in the table above. This confirms the Caribbean Group for Cooperation in Economic Development assertion that the younger professionals are less enthusiastic to unionism than their older counterparts.

The study established possible reasons for this scenario as being a feeling that trade unions have failed to in bargaining allowance. It is notable that due to
annual increments and consideration of job experience, the older members of the teaching profession tend to earn more than their younger counterparts. Therefore, this explains the reason as to 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 younger members of the teaching profession 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.

It is also possible that the young teachers are satisfied because any bargain for pay increase or introduction of benefits is affected not only for the members of the union that negotiates for the increase or any other benefit but also is effected for the non-unionized teachers. Therefore, in its website, Kenya Union of Post Primary Education Teachers argues that it is unfair for non-unionized teachers to receive a commuter allowance negotiated by the union in October 2013.
4.3.1 Education level of respondents

The study sought to find the education level of the respondents and the pattern of their alignment to the teachers unions in Igembe North District. Josse (2010) argues that 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.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>37</td>
<td>41.1</td>
</tr>
<tr>
<td>Degree</td>
<td>45</td>
<td>50.0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>97.8</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table shows that the teachers with a masters degree are the least enrolled in the teachers trade unions at a low percentage of 6.7 percent. There are reasons identified by the study for this scenario as follows: Firstly, there are few secondary school teachers with a masters degree. The current data available from the teachers service commission shows there are only 1,030 teachers who possess
a masters degree certificate countrywide. Therefore, their presence in any given teaching sample is likely to be small.

Another reason for this study is the fact that the turnover rate of teachers with a masters degree is very high. According to the report by the Ministry of Education (2014), more than 100 teachers with a masters degree left the teaching force in the year 2013 alone. Therefore, this turnover affects the teachers with this qualification presence in the teachers’ union. Another factor identified by the respondents as making secondary school teachers with a masters degree shun teachers’ unionism is the fact that the teachers unions have not been able to negotiate a scheme of service for teachers with a postgraduate education qualification.

4.3.2 Respondents’ membership to trade unions

The terms of membership to trade unions in Igembe North District, the study established that there were three groups of teachers as shown in the table below. Identification of these groups was important to this study because it helps in understanding the choices present for secondary teaching profession in terms of unionism. It has therefore established that in secondary school teacher might decide to join the Kenya Union of Post Primary Education teachers, he/she might join the Kenya National Union of Teachers while there were others who decided to remain non-unionized.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>KUPPET</td>
<td>41</td>
<td>45.6</td>
</tr>
<tr>
<td>KNUT</td>
<td>32</td>
<td>35.6</td>
</tr>
<tr>
<td>Non unionized</td>
<td>17</td>
<td>18.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study established that the largest group of the secondary school teachers in the district are members of the Kenya Union of Post Primary Education Teachers at 45.6 percent, followed by teacher at 35.6 percent. Then the groups of the non-unionized secondary school teachers was the least at 18.9 percent.

The study established that the Kenya Union of Post Primary Education Teachers membership, although the highest is not very satisfactory. This, according to the respondents, is because this union is a predominantly a secondary school teachers’ union. It was not lost to the respondents that the Kenya Union of Post Primary Education Teachers should even work harder to attract the non-unionized teachers into its rank and file. According to the Kenya Union of Post Primary Education teachers, website, it was specifically formed to offer a voice to the teachers in institutions behold 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 district 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 system union.

Also sub-standard election conduct as well as intensified recruitment drives by the sister teachers’ union, Kenya National Union of Teachers were indentified as other reasons as to why some secondary school teachers shun the Kenya Union of Post primary Education Teachers (KUPPET).

4.4 Effects of numerical strength on affiliation of teachers to unions

The study evaluated the influence of numerical strength on secondary school teachers’ affiliation to union. This indicator was important to this study because trade unions are built on the premise of “unity is strength.” According to a report by the Central Organization of Trade Unions (2007), the Kenya Union of Post Primary Education Teachers split from the Kenya National Union of Teachers thus reducing the financial base of the Kenya National Union of Teachers by reducing the members’ contribution to the union.
Kaene (2002), argues that the strength of a labour union depends on labour members paying the annual or monthly fees to the labour union. Therefore this study set to find out the extent to which the members of secondary school teaching force value the large membership to their respective union in Igembe North District. The study sought the members opinion on the importance of numerical strength during negotiations for pay increase and the importance of numerical strength as a source of far union activities.

4.4.1 Importance of numerical strength during negotiation for pay increase

This study sought to find the importance with which secondary school teachers from the Kenya Union of Post Primary Education Teachers, their counterparts in the Kenya National Union of Teachers as well as the non-unionized secondary school teachers in Igembe North District attach to the numerical strength 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 numeric strength of the union.

Durai (2010) argues that the purpose of a trade union is to look into the grievances of wages and present a collective voice infront of the management. This means that pay increase negotiation is a very important factor in take unionism.
Table 4.6: Importance of numerical strength during negotiation for pay increase

<table>
<thead>
<tr>
<th></th>
<th>High importance</th>
<th>High Importance</th>
<th>Average importance</th>
<th>Little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>KUPPET</td>
<td>20</td>
<td>14</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>KNUT</td>
<td>14</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Non-Unionized</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>29</strong></td>
<td><strong>9</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

It is clear that a majority of the respondents from the two unions as well as the non-unionized members rated numerical strength as an important factor during negotiation for pay increase at 77.7 percent. The percentage of Kenya Union of Post Secondary Education Teachers respondents who view numerical strength are important during negotiation for pay increase was the highest at 85 percent compared to the Kenya National Union of Teachers’ respondents at 71.8 percent while the non-unionized teachers who rated numerical strength as an important factor during pay increase was 76.4 percent.

It is evident that the members of Kenya Union of Post Primary Education Teachers highly felt that their union has failed to effectively negotiate for a pay rise because of its low members compared to its sister union, the Kenya National Union of Teachers which has a stronger numerical base. Therefore, the members
of Kenya Union of Post Primary Education Teachers, at 85 percent feel that their union would do better during negotiations for pay increase with a bigger number. This is a clear indication that the members of Kenya Union of Post Primary Education Teachers want their union to engage in serious recruitment drives and lobbying exercises to increase its membership base so that they can effectively negotiate for a meaningful pay increase.

Another important finding of the study is that 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.

4.4.2 Numerical strength as a source of funding for union activities

The Central Trade Organization (2007) report stipulates that the Kenya Trade Unions are faced with low membership which in turn affects their operations since trade unions depend on membership contribution in order to undertake their union activities. Therefore, funding for union activities is central to the success of any trade union.

This study explored the implication of low membership to funding of union activities of trade unions that is the Kenya Union of Post Primary Education Teachers and the Kenya National Union of Teachers. The study sought the views
of the members of these two trade unions as well as the non-unionized members of secondary school teaching profession in Igembe North District. The finding of the study are summarized in the table 4.4 below

Table 4.7: Importance of numerical strength as a source of funding of union activities

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Fairly important</th>
<th>Least important</th>
</tr>
</thead>
<tbody>
<tr>
<td>KUPPET</td>
<td>22</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>KNUT</td>
<td>12</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Non unionized</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>30</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents at 80 percent felt that numerical strength is important for the funding of union activities in the two unions. A highly 90 percent of the respondents aligned to the Kenya Union of Post Primary Education Teachers compared to a slightly lower, at 71.9 percent of the respondents aligned to the Kenya National Union of Teachers.

The probable reason for this higher percentage of Kenya Union of Post Primary Education Teachers members strongly feeling that numerical strength would do
the union better in terms of funding is a reflection of these members conviction that their union’s low membership is detrimental to the growth of the union.

On the other hand, the slightly lower percentage of Kenya National Union of Teachers with a feeling that numerical strength is important for funding of union activities is a reflection that the members of the Kenya Union of Teachers are less worried about the issue of numerical strength for funding of union activities than their counterparts in the Kenya Union of Post Primary Education Teachers. This is partly because the Kenya National Union of Teachers already have the numerical strength for funding of union activities and therefore this is not in the members wish list.

Another deduction from this study about numerical strength for funding of the union activities is that a high percentage of non-unionized respondents at 76 percent feel that numerical strength is vital for funding of union activities. Therefore, it follows that these non-unionized teachers are more affiliated towards the Kenya National Union of Teachers than towards the Kenya Union of Post Primary Education Teachers atleast at the time of this study.

This study is consistent with Auslan (2006) assertion that trade unions bargaining power may be linked to membership fees contribution as the latter factor may be
linked to trade unions’ density and cohesion of members’ commitment to union’s objectives, strategies as well as activities.

4.5 Influence of the level of union response to members needs

The International Labour Organization (2006) states 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 separates the trade union from other organizations such as the company, corporation or firm is that it’s a mutual organization owned by the members and for their benefit.

This study sought to determine from secondary school teachers in Igembe North District 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 affiliation of these members towards the union. The study approached the issue of response to members’ needs from two perspectives. The first perspective was the effects of union’s failure to bargain for pay increase on members affiliation to the unions. The other perspective was failure findings are discussed below.
4.6 Failure to bargain for pay increase

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 affiliation of secondary school teachers in Igembe North District. Table 4.5 represents the findings of the study.

Table 4.8: Failure in bargaining for pay increase

<table>
<thead>
<tr>
<th></th>
<th>Very high</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KUPPET</td>
<td>Frequency</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>50</td>
<td>30</td>
<td>12.5</td>
<td>7.5</td>
</tr>
<tr>
<td>KNUT</td>
<td>Frequency</td>
<td>13</td>
<td>8</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>43.3</td>
<td>26.6</td>
<td>26.6</td>
<td>10</td>
</tr>
<tr>
<td>Non-Unionized</td>
<td>Frequency</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>58.8</td>
<td>23.3</td>
<td>11.76</td>
<td>5.88</td>
</tr>
</tbody>
</table>

From the table above, it is clear that majority of the union members at 54 percent felt that failure by the unions to bargain for pay increase was an undesirable character trait of the teachers union which reduced their preferences for the unions.
Comparatively, a higher percentage of respondents who are members of the Kenya Union of Post Primary Education Teachers at 80 percent felt that the union failure to bargain for pay increase reduces their affiliation to the union against a lower percentage of 69.9 members of the Kenya National Union of Teachers who felt their union had failed to bargain for a pay rise leading to reduced affiliation to their union.

The underlying reason could be that the members of the Kenya Union of Post Primary Education Teachers felt betrayed by their union during the teachers strike of July 2013. Secondly, 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 Influence of internal democracy on union membership

The Central Organization Trade Unions (2007) writes that trade unions are facing various challenges such as globalization, revolution in production technologies besides splintering, mismanagement of funds and democratization of social and political arena. This means that democratization in the wider social aspects of the
country affects the members of the trade union and they demand that trade unions display clear democracy in running the affairs of the trade unions.

This study sought the opinion of secondary school teachers on issues pertaining to democracy in their respective unions and how it affects their preference for these union. The study sought the members rating of the level of members involvement in unions’ decision making processes and the findings are presented in the table below.

### Table 4.9: Level of members’ involvement in decision-making

<table>
<thead>
<tr>
<th></th>
<th>Very high</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KUPPET</td>
<td>Frequency</td>
<td>3</td>
<td>5</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>7.5</td>
<td>12.5</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>KNUT</td>
<td>Frequency</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>15.6</td>
<td>18.75</td>
<td>21.8</td>
<td>43.7</td>
</tr>
</tbody>
</table>

From the table above, majority of the respondents at 47.2 percent felt that the low of members’ involvement in key decision making processes of the teachers unions was low. Comparatively a higher percentage of the Kenya Union of Post Primary Education Teachers at 58% felt that the union’s involvement of the members in key decision-making processes was law compared to a slightly lower percentage...
of Kenya National Union of Teachers at 43.7 percent who felt that the members’ involvement in decision making was low.

It is possible that the reason for this is because Kenya National Union of Teachers, being the older union, has established enough grassroots structures to deal with members than the Kenya Union of Post Primary Education Teachers which is yet to bring forward grassroots mechanisms for dealing with members issues.

4.8 Influence of lobbying from other unions

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 table 4.6 below.

<table>
<thead>
<tr>
<th>Table 4.10: The rate of member loss to the rival union</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KUPPET</strong></td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td><strong>KNUT</strong></td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
</tbody>
</table>
From the table above, it is clear that majority of respondents at 55.5 percent felt that the rate of member loss was prevalent in all the teachers unions. Comparatively, the members of the Kenya Union of Post Primary Education Teachers were more at 75 percent in singling member loss as highly prevalent in their union against a lower percentage of 31.25 in the Kenya National Union of Teachers who felt that their union was experiencing member loss due to lobbying.

The above findings reflect the ever increasing exchange of words between the national officials of the two unions, with KUPPET officials complaining that KNUT was out to undermine their union.
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 institutional factors influencing the affiliation of secondary school teachers to trade unions in Igembe North District of Kenya. This is because despite the fact that there are two teacher trade unions which teachers can choose to join, there is still a number of them who are non-unionized despite the obvious benefits expected to be achieved by members of trade unions.

The objectives of the study were: To identify the extent to which numerical strength of a trade union influenced the affiliation to a teachers’ trade union, to determine the union’s response to member’s needs influencing affiliation of secondary school teachers to unions, to determine the extent to which lobbying by rival unions influenced affiliation of secondary school teachers to unions, and to determine the extent to which unions internal democracy affects the affiliation to teachers’ unions.
Chapter two is about the Literature review. This chapter is divided into a number of sub-chapters. Firstly, introduction of the chapter is given. Then, literature review is done about scholars who have written on the issue of numerical strength of trade unions and affiliation of secondary school teachers to trade unions. This is done from the global, regional as well as local perspective.

The study concludes that despite the potential benefits of unionism to secondary school teachers, a number of them in Igembe North District still remain non-unionized due to lack of democracy in the existing teachers’ unions, failure by these unions to respond to their members’ needs. The study recommends that there is need for the teachers’ trade unions to increase internal democracy through holding regular, timely and credible election, responding to members’ needs and putting in place recruitment mechanisms to gain new numbers so as to serve their members better. It is suggested that a similar study involving primary school teachers be carried out in this district.

5.3 Major findings of the study

5.3.1 Effects of numerical strength on affiliation of secondary school teachers to unions

The first objective of the study sought to identify the effects of numerical strength of a given teachers union to the affiliation of secondary school teachers in Igembe North District. Majority of the respondents perceived that the numerical strength
of a union was positive. Firstly, the majority at 77.7 percent rated numerical strength of a teachers union as instrumental during the negotiation for pay increase. Similarly, majority at 80 percent of the respondents rated numerical strength as key source of finding for union activities therefore influencing them to join such a teachers’ trade union.

The respondents opined that the numerical strength of a union is important because it leads to financial stability of a teachers’ union making the union strength. This means that a strong union is able to carry out union activities such as agitation for better working conditions through collective bargaining, engage in fruitful strikes and go-slow in case of deadlocks with the teachers’ employer over such pay increase and/or agitation for introduction of increase for teachers allowances as well as other benefits. According to the respondents, such union activities are possible if the teachers union in question has a large following which can easily be felt within the whole nation and therefore steady response from the employer is probable.

5.3.2 Influence of the level of union response to members’ needs and affiliation of teachers to unions

The study endeavored to determine how the level of efficiency of a union in responding to members’ needs by a teachers’ union influenced the affiliation of the secondary school teachers to their unions. Firstly, majority at 54 percent of
respondents identified the teacher’ unions failure to bargain for pay increase as an undesirable character of the existing teachers’ unions. Therefore, these respondents rated this character as one of the reasons that negatively affects their affiliation to the existing teachers union.

Secondly, majority at 46 percent of the respondents identified the existing teachers’ unions’ failure to bargain for increase of teachers’ allowances as one of the factors that affect the teachers affiliation to teachers’ unions negatively. The allowances identified by the respondents as important to them but which the existing teachers’ trade unions have failed to bargain for increase include commuter allowances and house allowances. The respondents also identified sick leave and study leave as well as entertainment allowances as the allowances which the teachers’ unions have failed to bargain for introduction.

5.3.3 Influence of internal democracy on secondary school teachers affiliation to teachers’ unions

The study was concerned with establishing the effects of internal democracy on the affiliation of secondary school teachers on the teachers’ unions. The respondents were required to rate the level of the members involvement in decision making procedures of their unions. The majority at 47 percent of the respondents were of the opinion that the level of members involvement in key decision-making procedures was low. To them, this means lack of democracy
which is a negative character trait of the existing teachers’ trade unions which do not encourage affiliation of the respondents to these trade unions.

The other aspect of internal democracy to which the respondents were to respond pertains the conduct of the last election of union officials. The majority at 40 percent of the respondents felt that the degree of satisfaction with this last election was very low. The issue identified alongside election conduct includes credibility issues, organization of the election as well as irregular election schedules. For example, many respondents felt that the unions held elections after a long period of time while rigging of elections as cited as another indicator of lack of democracy within the teachers’ unions.

5.3.4 Influence of lobbying from the rival union and affiliation of secondary school teachers

The influence of lobbying for membership by the sister union was considered as an independent variable in evaluating factors influencing affiliation of secondary school teachers trade unions. Majority at 55.5 percent of the respondents confirmed that the rate of member loss to rival union was very high. These respondents identified recruitment drives for rival unions as a key reason as to why members defected form one union to the other.

The respondents felt that this competition affected the union negatively because loss of members denies the unions the much needed funds to run the activities of
the unions. Lack of funding affects operations of the union meaning that service delivery is hampered with if a union loses a substantial number of members.

5.4 Conclusions of the study

From the findings of the study, it can be concluded as follows:

Despite the very important role played by teachers trade unions, the Kenya Union of Post Primary Education Teachers is faced by some challenges which has made many teachers in secondary schools in Igembe North District remain non-unionized while others have joined the sister union, that is the Kenya National union of teachers which is a predominantly primary school teachers’ union.

Firstly, the Kenya Union of Post Primary Education Teachers low membership is a weakness which need to be addressed because numerical strength of a union was identified as a desirable character. This is because the activities of a trade union revolve around its membership base. For one, a trade union is engaged with negotiation with the employer for pay and allowance increase.

Mostly, these engagements reach to a deadlock and therefore the union has to call its members to down their tools to press for such increments. However, to engage in a strike requires a union to have a large following so that the employer feels the effects. Therefore low membership base is largely a disadvantage to the Kenya Union of Post Primary Education Teachers.
Secondly, the Kenya Union of Post Primary Education Teachers is faced with inefficiency in service delivery. 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 responds felt that this inefficiency in a way led to many teachers either joining its sister union that is the Kenya National Union of teachers while others opted to remain non-unionized. This inturn reduces its membership base, denying the union the very needed funds inform of membership fees which is critical to funding the operations of the union.

Thirdly, internal democracy is lacking in the existing teachers trade unions. The respondents identified failure to involve the members in decision-making processes of the union as a given area in the existing teachers’ trade unions. Members felt that this alienated them from the affairs to the unions. Inturn this affects 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.
Another issue of concern by this study is the loss of members from the Kenya union of post primary education Teachers to its sister union, that is the Kenya National Union of Teachers. This has largely affecting the operations of the union. Therefore, the Kenya Union of Post Primary Education has to find strategies to reverse this trend.

Gender issue is another important factor in this study. A number of female secondary school teachers remain non-unionized. Most of the respondents felt that the Kenya Union of Post Primary Education Teachers need to do more to attract the female teachers into the union. They felt that the union did not fully address issues paramount to female teachers.

5.5 Recommendations from the study

Based on the findings, the study recommends the following:

The Kenya Union of Post Primary Education Teachers as a trade union should find a way to increase its membership base in Igembe North District. The study found that there was a number of secondary school teachers who remain non-unionized. These teachers cited poor service delivery by the unions as the main cause of their remaining non-unionized. Therefore, it is prudent that the union steps up its efforts in delivering the services. The services cited by these teacher included bargain for pay increase, bargain for house allowance, study leave allowance as well as hardship allowance. By increasing the membership base, it
is expected that the non-unionized school teachers will join the union which means increasing its numerical strength.

It is also recommendable that the Kenya Union of Post Primary Education Teachers conduct recruitment drives to ensure that the non-unionized secondary school teachers in Igembe North District join the union. During these recruitment drives, the union can identify the non-unionized teachers and sell to them the union polices. These drives will give the non-unionized teachers a chance to give their views about the union so that the officials can integrate these views their polices. This will help the union to have public relations policies so that they can gain grass root support from the teachers.

This study also recommends that the Kenya Union of Post Primary Education Teachers engage in serious lobbying so as to attract new members. This can be done through identifying the non-unionized secondary school teachers and then the union officials can talk to them face to face. This way the union will adopt individual based approach to the needs of its would be members.

Thirdly, the study recommends that the Kenya Union of Post Primary Education Teachers improve on its internal democracy to attract more members into the union and retain the already recruited members. Majority of the teachers felt that the involvements of the union members in decision making processes was low.
Therefore, the members should be consulted on key decisions such as holding of elections as well as union calendar. Employer engagement and union policy drafting. Therefore, the views of the membership ought to be considered paramount in making key decisions. 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.

Another recommendation of this study is that women ought to be included in the affairs of the union. The study found that there were more non-unionized female teachers than their male counterpart in secondary school sector in Igembe North District. Therefore the union should be more gender sensitive in its activities so as to attract this category of the teachings profession. This should be done through providing for a affirmative action in all levels of governance within the union. Another way of attracting female teachers into the union would be for the union to push for women friendly policies by the employer. Majority of the women respondents complained that the union has never recommended any women oriented policy by the employer. They felt that the maternity leave allowance has never been recommended by the union.
Another recommendation of this study is that the Kenya union of Post Primary Education Teachers attract younger teachers into the union. The study found that young teachers were reluctant to join the union. This section of the teaching profession felt that the union was not doing much to them by way of service delivery. Therefore, it is prudent that the union comes up with policies to address issues related to the Youth. The young teachers were mostly concerned with issues to do with democracy in the union. Regular and credible elections would lead to the young teachers gaining confidence with the union.

5.6 Suggestions for further study

The following are suggestions for further studies:

(i) A similar study should be carried out in other district to find the factors affecting affiliation of secondary school teachers to unions in these districts.

(ii) A study on the credibility of elections of the Kenya Post Primary Education Teachers in Igembe North District should be carried out to evaluate internal democracy in the union.

(iii) A study on the effectiveness of the Kenya Union of Post Primary Education Teachers in service delivery to its members in Igembe North District.
(iv) A study should be carried to trace the benefit so far achieved for secondary school teachers by the Kenya Union of Post Primary Education Teachers in Igembe North District.

(v) A study should be carried on the effectiveness of the administrative structure of the Kenya Union of Post primary Education Teachers.

(vi) A study should be carried on the effects of lobbying among trade unions in Education sector in Igembe North District.
REFERENCES


APPENDICES

Appendix A: Letter of Introduction

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 30197

Nairobi

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student at the University of Nairobi pursuing a Master’s Degree in Education.

I am requesting your office for permission to carry out research in the topic: Institutional factors that influence affiliation of secondary school teachers to a union in Igembe North District of Meru County in Kenya

Please allow me to carry out the research in your school. Thanks in advance

Yours faithfully

Mungania Martin Muriungi
Appendix B: Questionnaire for Teachers

The questionnaire is designed to gather information related to institutional factors that influence the affiliation of secondary school teachers to teachers union in Igembe North District. You are kindly requested to fill the questionnaire as honestly as possible. Your response will be used for this specific study only. Do not write your name for confidentiality. Respond by just filling in the spaces provided. The questionnaire has two sections. Please answer all the questions as honestly as possible.

Section A: Demographic Data

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. Tick your education qualification.
   - Certificate
   - Diploma
   - Degree
   - Master

Section B: Membership to teachers’ Unions

4. Which teacher’s union do you belong to?
   - KUPPET
   - KNUT
5. If you do not belong to any of the teachers union, what are the reasons for not joining (tick appropriately against the description)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most important</th>
<th>Important</th>
<th>Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of democracy in unions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unions not efficient in service delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High fees changed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political interference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. If you are a member of a union, identify reasons why you joined a union

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most important</th>
<th>Important</th>
<th>Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective bargaining for pay increase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was recruited unknowingly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bargaining for allowances</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. How does the numerical strength of the union members affect the negotiation of pay increase?

( ) Very important ( ) Important ( ) Fairly important ( ) Least important
8. How would you rate your union in the following areas (Tick within the scale where applicable)

<table>
<thead>
<tr>
<th></th>
<th>Very effective</th>
<th>Effective</th>
<th>Effective</th>
<th>Non effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bargaining to pay increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bargain for house allowance</td>
<td></td>
<td></td>
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<tr>
<td>Bargain for committee allowance</td>
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<tr>
<td>Bargain for study leave</td>
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</tbody>
</table>

9. Tick the items below as source of your union strength in service delivery

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Fairly important</th>
<th>Least important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal democracy</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Availability of resources</td>
<td></td>
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<tr>
<td>Lobbying of rival unions</td>
<td></td>
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</tbody>
</table>
10. How are the effects of rival union competition in your union?

( ) Very high    ( ) High    ( ) Moderate    ( ) Low

11. Is the numerical strength an important factor in funding union activities?

(a) Very important (b) Important (c) Fairly important (d) Least important

12. How is the effect of poor response to members needs in smooth running of the union?

(a) Very high (b) High (c) Moderate (d) Low

13. What are the main problems affecting your union?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Very important</th>
<th>Important</th>
<th>Fairly important</th>
<th>Least important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low membership</td>
<td></td>
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<td></td>
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<tr>
<td>Poor response to members needs</td>
<td></td>
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<tr>
<td>Lobbying of rival unions</td>
<td></td>
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</tr>
</tbody>
</table>

14. How would you rate internal democracy in your union?

( ) Very high ( ) Very ( ) Moderate ( ) Low

15. How often do you hold union elections

Annually □  Bi-yearly □
After 3yrs □  Often four more years □
16. How would you rate the last election held in your union?

i. Very Satisfactory □ ii. Satisfactory □

iii. Fairly satisfactory □ iv. Least satisfactory □
Appendix C: Interview schedule for union officials

This interview schedule is designed to gather information related to institutional factors that influence the affiliation of secondary school teachers to teachers unions in Igembe North District. Therefore, the interviewee is kindly requested to answer the questions as honestly as possible. He/she ought to understand that his or her 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_________________

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 is the maximum number of terms that an official can hold an elective position consecutively in the union election?____________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
9. What mode of election is useful in your union?______________________
10. Briefly explain the stages in preparation of a union election?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________

11. What are the factors that lead to members lose in your union? Start with the most important factor an end with the least one in an descending order.
A_________________________________________
B_________________________________________
C_________________________________________
D_________________________________________
E_________________________________________

12. How many members are affiliated to your union in your district? _______________

13. What is your union main source of funding your union operations?______________

14. Briefly explain the affirmative action police of union?______________
__________________________________________________________________
__________________________________________________________________

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

- Cordial
- Relatively cordial
- Acrimonious
APPENDIX D: RESEARCH AUTHORISATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318265, 318249
Email: secretary@nacostt.go.ke
Website: www.nacostt.go.ke
When replying please quote

Ref: No.

NACOSTI/P/14/9611/2829

Mungania Martin Muriungi
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry on “Institutional factors influencing affiliation of secondary school teachers to trade unions in Igembe North District, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Meru County for a period ending 5th October, 2014.

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

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

[Signature]

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Meru County.

THIS IS TO CERTIFY THAT:

MR. MUNGANIA MARTIN MURUNGU

OF UNIVERSITY OF NAIROBI, 489-60600

MAUA, has been permitted to conduct research in Meru County on the topic: INSTITUTIONAL FACTORS INFLUENCING AFFILIATION OF SECONDARY SCHOOL TEACHERS TO TRADE UNIONS IN Igembe North District, Kenya for the period ending:

5th October, 2014

Applicant's Signature

 secretion

National Commission for Science Technology & Innovation

Permit No.: NACOSTIP/14/9611/2829

Date Of Issue: 13th August, 2014

Fees Received: Ksh, 1,000