CONTRIBUTION OF TRADE UNIONS IN THE PROMOTION OF EMPLOYEE SATISFACTION: THE CASE OF THE UASU EGERTON UNIVERSITY CHAPTER, KENYA

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A Research Project submitted to the Graduate School in Partial Fulfilment of the Requirements for the Master of Human Resource Management of Egerton University.

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DECLARATION

This research project is my original work and has not, wholly or in part, been presented for an award of a diploma or degree in any other university.

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RECOMMENDATION

This research project is the candidate's original work and has been prepared with our guidance and assistance; it is submitted with our approval as the official University supervisors.

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DEDICATION

This research project is dedicated to my husband, Prof. Isaac Sanga Kosgey, and our daughters, Linda Jeptoo and Lornah Jemutai for their support and sacrifice which have made this research project possible.

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ABSTRACT

Trade unions are pivotal in employee productivity but operate under the influence of various factors. The current study evaluated the contribution of the UASU Egerton University Chapter to promotion of general employee welfare and satisfaction. The study objectives were to evaluate the contribution of the UASU to: effective communication, employee career advancement and welfare and their effects on the employee satisfaction. A cross-sectional survey was used to derive a random sample of 82 UASU members. Descriptive statistics, Pearson correlations, Friedman rank test and Principle Component Analysis were used in the analysis. SPSS (Version 11.5) computer software was used to aid in the analyses. Results were then presented in form of descriptive tabular summaries. Generally, the activities of the UASU resulted to improved employee communication, career advancement and welfare as denoted by the mean responses ranging between 3 (moderately agreed) to 4 (agreed). Timely delivery of information to employees, accurate delivery of information and employee informed promptly positively and significantly affected effective mix of wages and personnel policies. Accurate delivery of information and employee informed promptly positively and significantly affected organizational layout and working practices. Accurate delivery of information significantly and positively affected employment contract terms and conditions of service. Relevance of employee training negatively and significantly affected effective mix of wages and personnel policies. The UASU contribution to investment in human capital and its effort in advocating and ensuring investment in human capital positively and significantly affected effective mix of wages and personnel policies. Relevance of employee training and lack of frequent employee training negatively and significantly affected morale, motivation and cooperation towards productivity. On welfare, improved employee pension scheme significantly and positively affected employment and contract terms and conditions of service Overall, the UASU contributed positively to employee general welfare and satisfaction of its members. Though the membership to the UASU was reported to be stable and leadership problems minimal, victimization of the UASU officials by University Management was apparent. Despite that, the UASU has room for improvement to ensure sustainable delivery of quality products and services at the University.

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LIST OF ABBREVIATIONS/ ACRONYMS

ASUU	Academic Staff Union of Universities
AUT	Association of University Teachers
CBA(s)	Collective Bargaining Agreement(s)
CHE	Commission for Higher Education
COTU K	Central Organization of Trade Unions of Kenya
EAZ	Economic Association of Zambia
HPW	High work
HRM	Human Resource Management
FKE	Federation of Kenya Employers
ILO	International Labour Organisation
JAB	Joint Admissions Board
MLM&D	Ministry of Labour and Manpower Development
NASU	Non-Academic Staff Union
NATFHE	National Association of Teachers in Further and Higher Education
NUC	Nigerian Universities Council
PUIB	Public Universities Inspection Board
R&D	Research and Development
SPSS	Statistical Package for the Social Sciences
TU(s)	Trade Union(s)
UASU	Universities Academic Staff Union
UK	United Kingdom
UNZA	University of Zambia
UNZASSA	University of Zambia Senior Staff Association

CHAPTER ONE
INTRODUCTION

1.1. Background of the study

This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, the scope and limitations of the study and operational definitions of terms.

A trade (labour) union is an organization of workers that have banded together to achieve common goals in key areas like working conditions. A trade union, through its leadership, bargains with the employer on behalf of the union's members and negotiates labour contracts (i.e., collective bargaining) with employers. These may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies. The agreements negotiated by the union leaders are binding on the entire membership and the employer and, in some cases, on other non-member workers.

The Universities' Academic Staff Union (UASU) was formed in the late 1993 as a union for academic staff at all the public universities in Kenya, with a functional Chapter in every university. The UASU was formed against a background of lack of representation of the academic staff and declining academic standards, owing to poor terms and conditions of service for the academic staff. The Union has, among its objects, protection of its members from harassment and firing, ensuring better welfare and terms of service, and provision of a favourable working environment. These are imperative to quality assurance because motivation and incentives in a supportive working environment lead to responsibility, ownership, creativity and innovation. However, it is worth noting that the UASU experiences some challenges in the process of its operations (UASU Constitution, 1993).

For the UASU to realise its objectives, it has to work in harmony with other unions and strive to foster good relations with the Universities' Councils, who are the employers of its members. The Union appreciates the fact that the employer is like 'a goose that lays golden eggs and, therefore, needs to be treated well for more egg yields'.

The Government of Kenya is the main financier of the public universities programmes. A substantial percentage of the financing represents staff remuneration. The

UASU will always contest any aspects of under-financing as this would compromise the quality of service and, consequently, lowered employee morale and associated unrests. Worldwide, teachers' (and lecturers') trade unions have continued to demand that the professional voices of their members be heard, and that their experiences and expertise be valued and appropriately rewarded (Worlds of Education, 2007). Where employees and employers have failed to satisfactorily agree on these concerns, industrial actions (also called industrial unrests or strikes in this study) have often been called by representative trade unions. Industrial actions, therefore, represent the climax of unresolved conflicts between employers and employees. In this regard, strikes have traditionally been called by both support and academic staff within universities. To effectively manage industrial action and transform universities into entrepreneurial and development institutions, the three main actors (i.e., the UASU, University Management and Government) need to work together for their common good through synergistic partnership. The university will achieve its mandate of learning and teaching, and research, outreach and community service if all system components are functioning synergistically.

From an extensive study of the world's best service companies, Frei (2008) observed that investing in what makes employees reasonably able and motivated to achieve excellence is much more important than employee self-sacrifice, which is rarely a sustainable resource. The emerging challenge for institutions is how to better appreciate the wealth in continuous learning, and the subsequent modification of behaviour in tandem with the dynamic global and national scenarios in higher education.

The UASU is organised for protection and promotion of interests of their members in particular and workers in general. It generally pursues the broad objective of steady employment, which is something the employer by himself may not be able to guarantee to the workers. Achievement of this aspiration may, therefore, involve workers in political action, through their unions, for maintenance of full employment. Other aspects covered by the UASU mandate are enumerated and discussed below.

(i) Rationalisation of personnel policies: - the economic security of an employee is determined not only by the level of wages and duration of his/ her employment but also by the management's personnel policies, e.g., in its selection of employees for lay-off, retrenchment, transfer and promotion, and the assignment of employees to jobs. If these decisions are based on subjective evaluation, there would be no job security for workers.

If such decisions are governed by rules and rational policies, there would be greater assurance for fair treatment.

(ii) Voice in decisions affecting workers:- employees may successfully pressurise for higher wages and want to know what their chances are for continued attachment to the organization. What is "the success of the organization" to him/ her if, in transferring the plant, say, from Nairobi to Kisumu he/ she is laid off? The intervention of a trade union in such decisions of management is the only method by which the workers are able to achieve any degree of control over the affairs that concern them.

(iii) Recognition and participation:- unions seek to win recognition for workers that they are equal partners with management in the task of production. It is an intellectual quality, i.e., the intellectual faculties of workers are not inferior to those of management.

(iv) Gaining legislative enactments:- to provide legal sanctions to its demands, unions attempt to get these framed in form of Acts (Laws) so that they become permanent features of the contract between employers and workers.(UASU Constitution, 2006)

Reprisals from universities' authorities and government have traditionally been perceived as being ultimately autocratic and counterproductive, particularly when viewed from the perspective of quality service. This autocracy also seems to contradict the inherent spirit within the philosophy, vision and mission statements detailed in various Universities' Strategic Plans (i.e., Jomo Kenyatta University of Agriculture and Technology, 2004; Egerton University, 2005; Kenyatta University, 2005; Maseno University, 2005 and Moi University, 2005). According to Goleman (1998), contradictions between vision/ mission statements and reality inevitably result in emotional fallouts exemplified by self-protection, cynism, anger and despair. Further, Goleman notes that a firm, whose profits are won at the price of violating the implicit shared values of its labour force, pays an emotional price of shame, guilt and a sense of tainted rewards. Where academic staff have returned to work under duress, it may be rightly assumed that their productivity is often at its lowest ebb.

1.2. Statement of the problem

A trade union is supposed to contribute to employee welfare through bargains with the employer on behalf of its members. This would apparently lead to motivated employees and, subsequently, improved satisfaction at work. Since the inception of the UASU in 1993, little is known about its contribution to effective communication, career advancement, and general welfare of its members, and the effects of these on employee satisfaction with regard

to sustainable quality assurance of University education and research. This study undertook to investigate the contribution of the UASU to the promotion of employee satisfaction.

1.3. Objectives of the study

The overall objective of this study was to assess whether trade unions (with specific reference to the UASU, Egerton University Chapter) effectively contributed to employee welfare and, subsequently, promotion of employee satisfaction. To achieve this, the specific objectives were:

(i) To establish the contribution of the UASU to effective communication.
(ii) To determine the contribution of the UASU to employee career advancement.
(iii) To evaluate the contribution of the UASU to employee general welfare.

1.4. Research questions

Based on the foregoing objectives, this study sought to answer the following questions:

(i) How did the UASU contribute to effective communication?
(ii) How did the UASU contribute to employee career advancement?
(iii) How did the UASU contribute to employee welfare?

1.5. Significance of the study

The study is significant in that it provides information on the contribution of TUs in the promotion of employee satisfaction for sustainable quality assurance of university education. An institution would be failing in its duty if it does not successfully meet its objectives. The role played by the UASU is, therefore, highlighted and can be used for strategic planning by all concerned stakeholders (Egerton University and other institutions of higher learning as well as other actors in higher education). The findings of this study would also be useful as reference material for future policy making and research in human resource management in higher education in relation to trade unions.

1.6. The scope and limitations of the study

1.6.1. Scope

The study was conducted amongst the Egerton University UASU Chapter Officials and unionized academic staff. It was accomplished between January and June, 2011.

1.6.2. Limitations of the study

Owing to the peculiarity of the location of Egerton University, the UASU membership, leadership style and sources of funding, the findings of the current study may have to be generalized to other institutions with caution.

OPERATIONAL DEFINITION OF TERMS

Academic Staff: consist of the Deputy Vice-Chancellor for Academic Affairs and all members of the staff who are engaged in teaching and research or extension. The latter include professors, associate professors, senior lecturers, lecturers, assistant lecturers, and full time staff of equivalent classes like the librarian, and the principal and chief technologists.

Collective voice: refers to representation and articulation of employees' collective views through one identified authority.

Employee's satisfaction: means how or whether employees are happy and contented and fulfilling their desires and needs at work; it describes how content an individual is with his/her job

Globalization: is a comprehensive term for the emergence of a global society in which economic, political, environmental and cultural events in one part of the world quickly come to have significance for people in other parts of the world.

Lecturer: is a university member of staff who is engaged in teaching and research or extension work. There are different categories of lecturers, namely, Assistant Lecturer, Lecturer, Senior lecturer, Associate Professor and Professor.

Trade union (or labour union): is an organization of workers who have banded together to achieve common goals in key areas, like working conditions.

Union recognition: this refers to the art and process of acceptability of the union by University Management and an expression of willingness to respect it as the workers' collective voice.

CHAPTER TWO
LITERATURE REVIEW

This chapter presents a review of the relevant literature to the study and the conceptual framework.

2.1. Trade unionism

According to Hyman (1975), more radical aims of trade unionism include the reconstruction of the social order, the abolition of the dominating role of profit, the establishment of workers' control, the humanisation of work and the elimination of inequalities in standards of living and conditions of life. The worker is represented by the shop steward at the organizational level through to the national officials. The shop steward is an employee who is accepted by management and the union as the lay representative of the union and its members, with the responsibility to act on their behalf in matters of industrial relations at the organisation level (Hyman, 1975; Salamon, 1992).

All over the world, universities are recognized as centers of excellence, where knowledge is not only generated and acquired, but also disseminated to those who require it. They are formal institutions set up by the society to be centers of learning, rich ideas and ideals. Strictly, Benjamin (2001) is of the opinion that universities are ivory towers, where instructions are given and received without harassment and undue influence from the outside world. Consequently, the universal idea of the university is a community of scholars, free to pursue knowledge without undue interference from any quarters (Banjo, 2000). In the same vein, Hannah (1998) postulates that universities are enterprises that produce and distribute a public good, which is knowledge. Salter (1983) agreed that production of knowledge is the focus of universities and that this has always focused on teaching and research.

Co-operation between TUs and universities can build a bridge from national to workplace level and vice-versa. Mutual know-how and trust can lead to work place development projects that promote both organizational and individual learning. The problems of the developing workplace are based on cultural, structural and functional (power) structures in the workplace. If the presence of a union in a workplace or firm boosts pay, financial is likely to be worse unless there is a roughly equivalent union effect on productivity. Any such impact on profitability may lead to higher consumer prices and is

likely to cause lower investment rates, contributing to economic sense, although when the product market is monopolistic it might, under some circumstances, be benign – a simple transfer from capital to labour – with no efficiency implications. Productivity matters a lot: increased productivity is the source of higher living standards for employees, more profits for capitalists and lower prices for consumers. Similarly, investment in physical and human capital is a crucial source of economic dynamism at the level of the firm as well as for the aggregate economy. Consequently, the manner in which industrial relations institutions in general and unions in particular, affect productivity, financial and investment is keenly important (Krueger and Mas, 2002)

2.2. Global trends

It is widely argued that current trends of 'globalisation' and 'post-Fordism' exert a destructive effect on trade unions across the world. According to the most extreme versions of this viewpoint, 'post-Fordism' transforms TUs into outdated institutions. The term 'post-Fordism' is generally used to refer to developments like: the organizational and technological changes that have taken place in industry; the influence of current international competition; changes in the labour market; the emergence of new forms of personnel management; the replacement of public property by private property; an increasing number of small companies (particularly in the services sector); and the perceived spread of a new individualistic ideology. All these factors are seen as tending to reduce trade union membership and influence.

Some scholars have found an even larger positive relationship between unions and productivity. A recent survey of 73 independent studies on unions and productivity revealed evidence that points to a positive and statistically significant association between unions and productivity in the American manufacturing and education sectors, of around 10 and 7%, respectively (Doucouliagos and Laroche, 2003). According to Michael and Seago (2004), heart attack recovery rates are higher in hospitals where nurses are unionized than in non-union hospitals. Nurse unions improve care of patients by raising staff-to-patient ratios, limiting excessive overtime, and improving nurse training.

The University and College Union (UCU) is a UK trade union formed from the merger of the Association of University Teachers (AUT) and the National Association of Teachers in Further and Higher Education (NATFHE) on 1st June, 2006. For the first year, a

set of transitional rules was in place until full operational unity was achieved in June 2007. The union has around 116,000 members, and is the largest further and higher education union in the world. Trade unions face a lot of challenges, which include; union recognition, membership – changing workforce, national level agreements and workplace consultation. Exploring new ways of developing more positive, constructive and productive relationships with management and employers will be one of the biggest challenges for unions in the new millennium.

2.2.1. Trade unions in Africa

In Zambia, for instance, academics have not been a social force. Firstly, academics in the country number not more than 500. This figure includes expatriates, visiting academics and those on aid. With such low numbers, it is difficult for academics to act as an effective pressure group. They can only be incorporated into the policy making machinery and political system as individuals. Indeed, a number of academics have in the past been appointed to the cabinet and other senior positions in the public service. Such appointments are earned through a number of ways. Some academics get these appointments after distinguishing themselves as academics or due to their contributions in public debates. Others get appointments through lobbying or political connections to some political power blocks (Mukwena, 2000).

It has also been difficult for academics in Zambia to organize themselves into a pressure group because up to 1990, the political atmosphere could not allow for the formation of, say, a union to take care of the affairs of academic staff. Consequently, there was only the University of Zambia (UNZA) Allied Workers Union, representing the interests of non-professional workers up to 1991. The academic and senior administrative and professional staff of UNZA could only belong to an association called University of Zambia Senior Staff Association (UNZASSA), whose major function has been the running of a canteen and bar for its members. Individual academic staff can also belong to professional associations within and outside the university. Although these associations can comment on public policy matters within their competence, they are basically concerned with professional matters. The government is, therefore, at liberty to listen to them or not. Certain prominent or vocal members of some active associations like the Economics Association of Zambia (EAZ) have in the past been silenced by offering them high ranking public positions (Mukwena, 2000).

Academic staff trade unions in universities have succeeded in preserving a considerable degree of autonomy versus the state in a number of West African countries since independence, enabling them to play a significant role in the defence of interests of their members. Cameroon forms an exception in the region as it was not until political liberalisation in the early 1990s that an autonomous academic staff trade union, Syndicat des Enseignants du Supérieur (SYNES), emerged there. In sharp contrast to other West African states, there were no academic staff trade unions in Cameroon after independence and reunification in 1961. The Cameroonian autocratic post-colonial regimes prohibited teachers in the public service from forming trade unions and managed to subordinate the existing trade unions to the state for the sake of national reconstruction (Konings, 2003). As elsewhere in Africa, political liberalisation in Cameroon in the early 1990s created more space for university teachers to organise and voice their multiple grievances about the deepening crisis in tertiary education, and their poor living and working conditions. This led to an unprecedented degree of militancy in their actions that has received relatively little attention in the existing literature (Anugwom, 2002).

The leaders of SYNES in Cameroon strongly condemned the inactivity of the existing state-controlled trade-union federation and pledged to contribute to the development of militant trade unionism in the country and to serve as a countervailing power to the ruling regime. They demanded university reforms, the participation of SYNES in the decision-making process, and a considerable improvement in living and working conditions of its members. They have been responding to apparent government insensitivity to their demands by staging a variety of protest actions (Konings, 2003). Despite extreme government repression, the SYNES leadership, strongly supported by its membership, did not give up the struggle but undertook a variety of actions to bring about necessary university reforms, participation in the decision-making process, and improvements in deplorable working and living conditions of its members (Anungwom, 2002; Konings, 2003).

Three prominent unions are recognized within the universities in Nigeria. These are the Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU) and Non-Academic Staff Union (NASU). The major objective of these unions is to protect the welfare of their members. On the ASUU, for instance, Iyayi (2002) says the union is a trade union, which like other TUs, is a "combination of workers or employers, whether temporary or permanent, the purpose of which is to regulate the terms

and conditions of the employment of workers". Specifically, Iyayi (2002) outlined the principles that guided the ASUU as a union as follows: integrity, transparency and accountability, professionalism, objectivity and hard work, courage, sacrifice and total commitment; internal democracy, teamwork and group solidarity; as well as patriotism, anti-imperialism and working class solidarity. In undertaking these principles, the ASUU has been at loggerheads with both the government and university authorities. At the level of government, the union has always based its agitation on three major issues; funding of the system, autonomy of the universities and conditions of service.

The issue of funding has been a source of crisis in the Nigerian educational system. Various organizations, parents and labour unions have at various fora pointed the attention of government to the poor funding of the system. For instance, Ibukun (2004) reported that between 1987 and 1997, the average expenditure on education by the federal government, as a percentage of the annual budget was 5.1%. When related to the GDP, the Federal Government expenditure on education averaged 1.1%. Besides, Arikewuyo (2004) reported that since the advent of democracy in 1999, funding of education dropped from 11.12% to 1.81% in 2003. The UNESCO (2000) reported that, unlike Nigeria which spends an average of 1.1% of its GDP/GNP on education, other countries like Ghana spent 3.6%, Kenya 62% and Zimbabwe 9.5%.

The effect of poor funding is evidenced in brain drain, a phenomenon which has seriously depleted universities in Nigeria. The country has lost most of its experienced academics to even smaller African countries like Ghana, Kenya, Rwanda and South Africa, to mention a few. Even when the student enrolment continued to increase from 325,299 in 1999/2000 session (Okogie, 2004) to 433,821 in 2000/2001 session as reported by the Federal Ministry of Education in 2003, the level of funding has been reducing. The ASUU, for instance, has gone on strike several times, namely, in 1992, 1993, 1994, 1996, 1999, 2001 and 2003 to press home its demand for increased funding for the system. Perhaps the government fails to understand the fact that the success of any school depends upon the resources available to it. Money is very important in this respect because, by it, all other vital elements in the school like school buildings, purchase of equipment, payment of teachers' salaries and allowances, and running expenses can be obtained (Aghenta, 1984).

The issue of university autonomy and academic freedom has also been a vexed matter between governments and the ASUU. The Federal Republic of Nigeria in 2004 had

recognized that the internal organization and administration of each institution (of higher learning) shall be its own responsibility; and that the traditional areas of academic freedom for the institutions are to; select their students, except where the law prescribes otherwise, appoint their staff, teach, select areas of research and determine the content of courses. However, the government has always hidden under the clause, which states that "Government shall continue to respect this freedom as long as these areas are in consonance with national goals". The question is; what constitutes "consonance with national goals"?

What is institutional autonomy? Anya (1982) defined it as "the ability conferred on institutional arrangements of the state on each university to manage its affairs, and usually consists of the corporate freedom of an institution to exercise its prerogatives in the areas of appointment of its staff and of its governing authorities; pursuit of institutional goals as defined for itself under the rules of the laws of the land; insulation of the institution in the management of its routine affairs from political, administrative, religious and other authorities. University autonomy implies that each university must be governed according to the law that establishes it. Every university has its law, edict or even decree which spells out the functions of the various organs, like Council, Senate, Congregation, Faculty, Institute and Department, among other organs and activities. But successive governments have often impinged on this autonomy, usually hiding under the cover of national interest.

The third contentious issue between the government and the ASUU is that of conditions of service for the academics. This covers areas like salary and allowances, retirement and pension, appointment, discipline and promotion of staff. It has been asserted that what academics are paid in Nigeria represented 0.0005% of the pay of their colleagues in Botswana (Onyeonoru, 1996) and even in Ghana (Asobie, 1996). The Federal Ministry of Education in 2003 reported that public universities in Nigeria remained closed for an accumulated period of about 33 months due to progressive reformulation of collective bargaining issues by university staff unions. Poor pay has led to the brain drain syndrome in the university system. According to the Federal Ministry of Education in 2003, there were a total of 18,328 academic staff to look after 433,871 students, and by the Nigerian Universities Council (NUC) staffing norms, a total of 33,951 should be in the system. Consequently, the academic staff shortfall was 15,718 (46%) in Nigerian Universities in 2000.

How then can quality in higher education be achieved? The critical element for improving quality is management leadership. Management is presented as a multifaceted

concept that can be viewed as a process, a people, discipline and career. There is need for both the UASU, as a trade union with local membership, and the University to recognize these elements. To improve and provide quality education, a holistic approach has to be incorporated by all. The relationship between the UASU and Universities' Management at the moment is mostly tense, firstly, because the Universities' leadership is not ready to share space in managing the institutions. Secondly, traditional bureaucracy and administration of the public universities in the country has not appreciated the contribution of the UASU as a trade union. Thirdly, according to Management, the UASU is to facilitate them in averting strikes and other discontents but once that is achieved then they have no role to play. Although not reported in the literature, this may imply that the UASU has a dismal impact on quality of higher education in the country.

2.3. The role of the UASU in provision of quality in higher education

2.3.1. Rationale for the formation

Attempts at formation of trade unions in universities in Kenya can be traced from the early 1990s when staff in public universities felt it was time to curb oppression and exploitation by the state. University leadership was influenced by political patronage in appointments and recruitment, which hampered the quality and standards of higher education. The academic staff rose against this challenge, where the rewards and incentives had a bias towards allegiance to university leadership, political parties and ethnic bias. The opening of democratic space and introduction of multi-party politics saw the demand by the university academics for a right to participate and make decisions that concerned them for better services at work. Despite attempts by the state to intimidate and frustrate their efforts, they continued diligently in their struggles until it was finally registered as a trade union.

Today, the UASU is striving to make changes to improve of leadership and management of public universities. For instance, in the negotiations for the 2009/2010 CBA, it demanded for inclusion and constructive participation in university structures and organs like the University Council, University Senate, the Deans' Committee, Appointments and Promotions Committee, Disciplinary Committees, Postgraduate Boards, Undergraduate Boards and all other committees. However, this has not been realized due to the legal frameworks governing the public universities, e.g., lack of harmonized policies and the effect of separate Acts of Parliament governing the individual public universities.

As a trade union, the UASU has realized representation at all Chapter levels. At this local level, the UASU membership tends to be more involved in leadership and management processes that affect them. It is also at this level of governance that local policies and their outputs are determined that include decentralized decision-making. Consequently, the role of the UASU in provision of quality education is that it; develops and maintains industrial peace, brings about a greater sense of job security to employees, ensures increased participation of workers in decision-making, guarantees the working of terms and conditions of service for its members, and ensures group dynamism and motivation of its members.

2.3.2. Players in industrial issues in Kenya

All TUs in Kenya are required to operate under the guidance of one umbrella union called the COTU K. The COTU K is recognised by the ILO. This is the representing organ of union matters to the Government. There exists a tripartite committee that is made up of the UASU, the FKE and the Government of Kenya. The Government is expected to play a mediating role, yet at the same time it is also an employer. In case of an industrial dispute, the parties present their disputes to the arbitrator (i.e., ML & MD), failure of which the parties head to the Industrial Court of Kenya.

All trade unions are recognized by the Trade Unions Act Cap 233 of the labour laws in Kenya. This Act recognizes the rights of employees and employers to form unions. The FKE is registered under this Act. The Act also specifies under what conditions such a union can be registered and the composition of membership. The Registrar of Trade Unions verifies if the union has met its basic requirements to form a union. When the union satisfies all the requirements, then it is issued with a certificate which has its title, its geographical set up and its address.

Most unions in Kenya are industrial based but in western countries there are both industrial-based and graft-based unions. The general role of trade unions is to represent employees and interests, and to regulate such relationships between the employees and employers, employees and management, employees and their trade unions, and workers and the government employers.

2.3.3 Role of trade unions in Kenya

Trade unions plays an important role in representing its members these include: organizing all Kenyan workers, improving economic conditions of the workers, safeguarding and promoting interest of workers by solving their grievances, seeking for unemployment allowance for unemployed, opposing low wages, long working hours and piece work, ask for full pay in case of sickness and compensation fully in case of death, prohibition of labour for children and compulsory labour for women, provision for suitable hygiene and sanitary facilities.

2.3.4. Functions and management structure of the UASU

As mentioned earlier, the UASU was founded in 1993 by the Universities (each university is referred to as a Chapter) and their constituent colleges in Kenya, its objectives are dedicated to the achievement of better unity among its members for the purpose of improving their terms, conditions of service, standards of living, social responsibility, empowerment, bringing fairness and dignity to the workplace, and ensuring academic freedom and social equity in the universities. The UASU does this by acting as a bargaining instrument for its members, by uniting and assembling a progressive coalition to overcome unfair wages, hours, conditions and unfair labour policies and practices wherever these exist. It creates a collective force within the labour movement that speaks on the public policies and issues that affect the lives of the teaching staff (UASU Constitution, 2006).

According to the UASU Constitution (2006), the supreme authority of the Union is vested in the National Delegates Council which is composed of the National Chairperson, Vice-Chairperson, National Secretary General, Deputy Secretary General, National Treasurer, Assistant Treasurer, National Organising Secretary, National Trustees, and Chapter Officials, Committee Members, Trustees and Delegates. The governing body of the UASU, called the National Executive Committee, is responsible for the direction of the office bearers to whom the daily management of the Union is committed; it is composed of the Chairperson, Vice-Chairperson, Secretary General, Deputy Chairperson, Treasurer, Assistant Treasurer, Organising Secretary and other officials co-opted from time to time. The structure of each Chapter mirrors the National Office but without the Secretary General.

2.4. The UASU and provision of quality in higher education

The UASU is geared to and is involved in the facilitation of; fundraising through proposal writing for research grants, setting up of thematic teams for consultancy, peer review and self-evaluation of members, staff motivation, lecturer-students relation (academic), adherence to the code of ethics and regulations, and a constructive and objective critique by monitoring and evaluation of governance and of university leadership.

As a trade union, the UASU can be more diligent in various aspects that include; improved modes in service delivery, transparent and practical employment policies, promotion criteria (based on and productivity), staff development (inductions and career development), workload (commensurate with strengths, skills and mandatory students' ratio), ensures improved facilities and availability of equipments, participation in the development of infrastructure and decision-making in levels of remuneration, rewards and incentives, and better provision of welfare and health.

2.5. Employee satisfaction

New studies by the Hay group and corporate leadership council which were cited in the Economist note that employees are getting fed up. Factors include overwork, underpayment and under appreciation. Consequently, as many as six to ten are looking to exit, 85% of not looking are staying still because the job market remains weak. A manager should, therefore, recognize that many of the employees are unhappy; they probably feel overstretched and overburdened. Additionally, a significant number distrust their senior leadership. Many feel they have made sacrifices in compensation that senior leaders have escaped. They also feel more vulnerable to cutbacks and, hence, are unlikely to voice much dissatisfaction. But as every savvy manager knows an unhappy worker is an under producing worker (Balduri, 2010).

Organizations with disengaged employees go through the motions but do not put motions forward to get the job done. Solutions are not easy for making work more tolerable. Recognition and incentive programmes work but too often such programmes address symptoms rather than the root causes of worker dissatisfaction. They serve as proverbial Band Aid for deep-seated malaise. If work has little meaning, incentivized solutions are ends unto themselves, not means to an end. Making work meaningful is not a simple matter and is

beyond the responsibility of most managers. Businesses hire managers to get the work done, not to make work enjoyable. The worst thing managers who suspect workers' dissatisfaction can do is to ignore it. Although that is the time-honoured tradition, avoiding the topic does not make it go away (Balduri, 2010).

2.6. The role of effective communication on employee satisfaction

Employee communication is essentially about involving people in the organisation. Employees will only be able to perform their best if they know their duties, obligations and rights, and have an opportunity of making their views known to management on issues that affect them (Perrin, 2003). Good communications is, therefore, essential to the management process and is crucial to the management of organisational change. Boyett and Boyett (1998), observed that by improving the quality, adequacy and timeliness of information that employees received about clients, the organization or their own work could boost their individual up to 20-50% more. About 80% of employees polled in America and the United Kingdom indicated that employee communication influenced their desire to stay with or leave an organization. Nearly a third said communication was a "big influence" on their decisions (Burton, 2006). Generally, employee satisfaction with communication in their organizations was linked to organizational commitment, productivity, job and satisfaction and other significant outcomes (Gray and Laidlaw, 2004).

A positive communication climate and effective employee communication strengthen employees' identification with their organizations, which contributes to an organization's financial and sustained success. Effective communication facilitates engagement and builds trust, which is a critical ingredient in strong, viable organizations (Berger, 2008). Engaged employees enhance business because they influence customer behaviour, which directly affects revenue growth and profitability (Perrin, 2003). To be effective, the process of employee communication must be clear, easily understood and concise. It should be presented objectively in a manageable form to avoid rejection by the recipient. Good employee communications could improve management and decision making by allowing employees to express their views and, thereby, help managers to arrive at sound decisions. This often improves, satisfaction and commitment of employees because they would perform better if they were given regular and accurate information about their jobs (Perrin, 2003; Gray and Laidlaw, 2004).

2.7. The role of trade unions on employee satisfaction

Employee satisfaction is measured through their contribution to organizational productivity. Unions can influence industrial relations and personnel management for good or ill. The union's impact on things like apprenticeship methods, promotion policies, work behaviour, wage levels and payment systems, and grievance procedures will feed through into productivity. It is impossible to determine a priori whether such a union effect will raise or lower the level of labour productivity. It is likely that productivity-enhancing union effects and productivity-detracting effects occur simultaneously, so that the net effect must be a matter of careful empirical investigation. In this regard, the effects of the UASU on productivity remain unknown.

Rising living standards for employees, higher profits for capitalists and lower consumer prices eventually flow from the growth in productivity. Consequently, links between industrial relations institutions and processes, and the level and growth of productivity are profoundly important. It is not possible to use theory to predict unambiguously any union effect on productivity because unions can both enhance and detract the productivity and satisfaction of the workplace or firm. Union presence may lower labour productivity via restrictive work practices and industrial action, causing the firm to invest less, and if there are adversarial industrial relations, they lower trust and cooperation. Alternatively, labour productivity may be higher in the presence of a union if unions may play a monitoring role on behalf of the employer; collective voice provided by the union may have favourable consequences; unions may make managers less lethargic; and unions stop exploitation of labour, resulting in improved productivity.

Black and Lynch (1997) showed that there was a hierarchy for productivity and satisfaction. A traditional workplace with union recognition but no employee involvement does worse. In the middle are non-union plants with HPW systems, but superior productivity and satisfaction is achieved by establishments with both HPW practices and union recognition. A HRM workplace with no union has superior productivity and financial relative to a unionized workplace with no HRM. Similarly, a workplace with union recognition has the various HRM practices, and its and satisfaction is much enhanced. Consequently, in the case of growth of labour productivity, the best performing workplaces are those with both HRM and recognition. Although Egerton University has a HRM Department and the

University recognizes the UASU, the growth of labour productivity of its employees has not been reported.

2.8. Measurement of productivity

Measurement problems bedevil many studies. Ideally, labour productivity should be measured by a physical measure of output like tons of coal per man-shift. Because different organizations make different things, value added per employee is often used. If gross value added per employee is used, then it is necessary to control for both differences in capital equipment and bought-in inputs, which also contribute to value added, but this is only the beginning. Net value added per employee is the result of both quantity and price effects.

There is always the danger that what is measured as higher productivity is in fact attributable to a higher price in that organization. Alternatively, the existence of a union wage mark-up may cause higher costs and this, in turn, may induce higher prices – which show up as an apparently higher productivity level. More recently, some studies have sidestepped these issues by measuring productivity on a 5-point ordinal scale comparing the workplace with other similar workplaces in the same industry. The presence of a union has also been measured in different ways. Recognition, density or the existence of a closed shop seems unproblematic, but the coverage of collective agreements used by some authors is not the same as unionization, and may be inappropriate to capture the influence of presence of a union on labour productivity.

Most studies on the impact of unions on compare (say productivity) among otherwise similar firms or workplaces that differ according to union status. An ingenious alternative approach compares productivity according to the governance of the firm (Pencavel, 2001). The plywood mills in Washington State in the USA are of three types: classical text book (non-union), traditional unionized, and cooperative mills owned and managed by the workers. When total factor productivity was compared between cooperative and unionized mills, productivity was 14% higher in the former (Pencavel, 2001). It is suggested that the higher productivity in cooperative mills reflected greater industriousness and lower levels of supervision than in unionized mills. This seems consistent with the findings of Black and Lynch (1997) that unionized workplaces with high work practices like voice and self-managed teams had higher productivity than the more traditional unionized workplaces like the unionized plywood mills.

2.9. Why presence of a union may raise employee satisfaction

2.9.1. Union relative wage effects

Responses of firms to union relative wage effects may result in higher labour productivity. If unions achieve a wage differential over non-union workers, firms respond by increasing the capital intensity of production and employing better quality labour, both of which raise labour productivity. However, this route to higher productivity needs careful interpretation. It should come as no surprise that unions raise wages because this has always been one of the main goals of unions and a major reason that workers seek collective bargaining. How much unions raise wages, for whom, and the consequences of unionization for workers, firms and the economy have been studied by economists and other researchers for over a century (e.g., Alfred Marshall). Pierce (1999) used the new Bureau of Labour Statistics Survey of employers and the National Compensation Survey to study wage determination and found a union wage premium of 17.4%. That study was based on observations of 145,054 non-agricultural jobs from 17,246 different establishments, excluding the federal government.

Kearney and Carnevale (2001) found that in the public sector, workers with collective bargaining rights earned 5-8% more than those without such rights. One well-established finding is that unionized low level employees earn more in the public sector than those in comparable positions in the private sector. Although unions can bargain for wage increases for their members, public sector wages are often limited by budgets and, particularly, by public opinion (Shapiro, 1978; Mitchell, 1988; Kearney and Carnevale, 2001). Good working environment, attractive salary package, participative management and regular promotion are the main factors influencing workers to exhibit high career commitment (Olatunji, 2004). For instance, low salary growth and irregular promotions could be said to be responsible for low career commitment and low productivity among Nigerian workers (Popoola and Oluwole, 2007).

2.9.2. Monitoring role on behalf of the employer

Trade unions can enhance employee satisfaction through monitoring and collective voice, factors that raise employee welfare. Collective voice is in most cases demonstrated through CBAs between the employer and the employee (represented by the trade union). Pencavel (1977) emphasised the important role played by unions in monitoring work. This

author's arguments are related to, and anticipate the voice and agency arguments that: "the trade union may be interpreted as the employees' auditor of management, checking that the employer is fulfilling his part of the labour contract. Or, when the union is given a role of overseeing work and in disseminating wage payments to workers, its officials become the monitors of the employees. The degree to which these monitoring activities achieve a close association between productivity and rewards will determine the efficiency of the organization".

2.9.3. Enforced standards of workmanship

The classic study of United Kingdom shop stewards of Donovan (1968) confirmed that enforced standards of workmanship was behaviourally the shop stewards' role in communication, information and discipline, and described shop stewards as lubricants rather than irritants. Although the employer does not have to operate through the union, Pencavel (1977) points out that because the shop steward is drawn from the ranks of the workers, employees will be less suspicious when work operation rules are altered, and there may be greater cooperation between labour and capital. Consequently, labour productivity may be raised because craft unions enforce standards of workmanship, and all unions may seek to prevent malingering and shirking by individuals. This favourable productivity effect may, however, be offset by the greater role now played by unions in supporting members at both internal grievance hearings and in labour courts.

2.9.4. Cooperative behaviour of unions towards management

Cooperative behaviour of unions towards management imparts "common goals" among management and employees, particularly in overcoming economic crises facing an organization (Tachibanaki and Noda, 2000). Enterprise unionism is one of the sources of a relatively better of firms in Japan because it encourages cooperative behaviour of unions towards management. Unions want to work in close cooperation with management because they believe that a cooperative attitude produces an ultimate benefit to them. A more direct interest in the overall of the firm is ultimately more beneficial to employees than adversarial behaviour". On this basis, it might be expected that presence of a union would be associated with superior productivity and investment and, possibly, even better financial than non-union counterparts (Tachibanaki and Noda, 2000).

2.9.5. The collective voice

The collective voice provided by a union may improve efficiency within an organization. First, a collective voice is an information source on preferences of workers that should result in an effective mix of wages and personnel policies. For example, there is the standard public good (i.e., non-rival consumption) argument for a collective voice to achieve the right level of provision of health and safety; without such a voice it will be underprovided.

The collective voice may improve morale, motivation and cooperation. For instance, firm specific skills learned on the job require cooperation, and this may be forthcoming if unions lessen rivalry among individuals. Likewise, unions may provide greater security against arbitrary decisions on matters like dismissal or redundancy. Consequently, teamwork may be enhanced. A collective voice may provide a mechanism to improve the employment contract, encouraging or discouraging, e.g., related pay or a less rigid workweek. These collective voice arguments are the centrepiece of the Harvard School approach to the possibility that unions may raise productivity. A works council or some other form of consultative arrangement might do just as well. The consequences that flow from such collective voice will, in turn, also tend to raise labour productivity.

2.9.6. Improved communications

Trade unions may improve communications, leading directly to better plant layout or improved working practices – a gain in efficiency. Primarily, unions provide information to workers about benefit expectations, rules and procedures, and dispel stigmas that might be attached to receiving a social benefit (Budd and McHall, 1997). Unions can also negotiate in their contracts layoff recall procedures based on seniority and protection against firing for other than a just cause, as well as help workers build files in the case of a disputed claim (Budd and McHall, 1997). Additionally, the union-wage differential reduces the likelihood that unemployed workers will be ineligible for benefits because their pay is too low (Wenger, 2001).

2.9.7. Improved employment contract

The presence of a union may be associated with a shock effect to management and, therefore, to improvements in the management of labour. There are two prongs to this

argument which tend to conflict. Firstly, there may be an effect of unionization. When a union initially gets recognized, an organization might put better managers or equipment in place (it is a moot point as to how long the shock effect lasts and whether this argument is symmetrical when unions get de-recognized). Secondly, there is held to be a continuing effect: "managerial responses to unionism that take the form of more rational personnel policies and more careful monitoring of work to raise productivity by reducing organizational slack" (Freeman and Medoff, 1984). These two potential positive effects of unionization on labour productivity may spill over to non-union organizations, which may be kept on their toes in their attempts to keep unions out. Unions may counter unfair bargaining power on the employer's side. If unions stop exploitation of labour by raising wages, this is socially desirable. The firm will, in turn, respond by raising the capital intensity of production, resulting in improved labour productivity.

2.9.8. Investment in human capital

The presence of a union might influence investment in human capital in the workplace beyond the extra traditional effect on investment in physical capital or R&D. Such investment in the incidence and amount of training could be higher where a union is recognized for the following reasons; first, unions might widen their bargaining agenda to include investment in human capital, as a way of raising employees' living standards in the longer run. Second, unions provide a voice, thereby, lowering labour turnover, which in turn increases the incentives of both the employer and employee to invest as they would reap a return over a longer period. Third, the lower labour turnover in unionized workplaces implies greater job security, and employees will feel less threatened by alterations to working practices, which may flow from investment in human capital. Finally, a unionized workplace is more likely to have a formal procedure to identify training needs and to implement them.

Commitment to a career could be viewed as willingness to undertake further training and courses, and also an evidence of career confidence. It has been noted that employees are more committed to their careers when the careers are rewarding monetarily (Popoola and Oluwole, 2007). A study by Aryee and Tan (1992) on career commitment among teachers and nurses in Singapore, found that workers who were committed to their profession attended more training to keep up with new developments in their profession. Other studies have found a negative relationship between level of education and career commitment of workers, noting that low educational qualifications may force workers to have strong commitment to

their job (Popoola and Oluwole, 2007). However, Colarelli and Bishop (1990) reported a significant relationship between years of education and commitment of workers in service industries in the USA. The findings concurred with those of Brown et al. (2007) that the level of knowledge possessed by an individual could be appraised in terms of academic qualifications, which signify the level of success that has been attained via the academic study of a discipline.

2.9.9. Unions and training

Booth et al. (2003) argues that "some of the earlier studies found a negative impact of unions on training (e.g., Duncan and Stafford, 1980). More recent studies, however, found that the probability of receiving on-the job training and the amount of work-related training received are higher for unionized workers than non-unionized ones (e.g., Lynch 1992; Harley et al., 1995). An exception is the study by Lynch and Black (1998), which used data from a 1994 representative survey of USA establishments and reported no statistically significant impact of unionization on either the provision of formal training or the proportion of workers receiving it. It should be noted that the study concentrated on a rather specific set of formal training programmes, including computer literacy, teamwork or problem solving, literacy, numeracy or basic training, and sales or customer service.

British evidence also points to a positive impact of the presence of a union on training investments. Green et al. (1999) used nationally representative samples to analyze both the incidence and intensity of training. Related work by Arulampalam and Booth (1995a) suggested that these positive union effects held more strongly for women than men. Booth et al. (2003) also suggested that the pay-off to such training is greater for unionized workers than non-unionists. For unionized men, the post-training wage was 21% higher than the pre-training wage, but the corresponding increase for non-unionism was only 4%. This was an important finding because it contradicted the often-stated notion that egalitarian or seniority-based union wage policies reduced the return to investing in human capital (Booth 1991; Claydon and Green, 1994; Arulampalam and Booth, 1995b).

Unions could have a positive impact on training through their influence on channels of communication and management, and employee turnover. Unions provide a "voice" for individual grievances and for contributions towards productive efficiency that would often not be available for individual employees (Freeman and Medoff, 1984). Existing research

from Britain in this area, although limited, supports the consensus view that, overall, TUs tend to increase participation in training. Green (1993) reported a positive significant union coefficient in a training participation equation based on 1989 Labour Force Survey data for workers in small workplaces (less than 25 employees) and an insignificant coefficient in an equation for workers in larger workplaces.

The job of a manager in the workplace is to get things done through employees. Despite enormous research, basic as well as applied, the subject of motivation is not clearly understood and, more often than not, poorly practiced. To understand motivation, one must understand human nature itself. Motivation is the key to improvement. is considered to be a function of ability and motivation, as follows: job = f(ability)*(motivation). Ability in turn depends on education, experience and training, and its improvement is a slow and long process. The union plays the role of ensuring that the planned training programmes are implemented perfectly.

2.9.10. Job security

Unions have played a prominent role in the enactment of a broad range of labour laws and regulations covering areas as diverse as overtime pay, minimum wage, the treatment of immigrant workers, health and retirement coverage, civil rights, unemployment insurance and workers' compensation, and leave for care of newborns and sick family members. Common to all of these rules is a desire to provide protections for workers, either by regulating the behaviour of employers or by giving workers access to certain benefits in times of need (Davis, 1986; Amberg, 1998; Weil, 2003). Over the years, these rules have become mainstays of the American workplace experience, constituting expressions of cherished public values (Freeman and Medoff 1984; Gottesman 1991).

A significant negative relationship exists between job tenure and career commitment of the respondents (Popoola and Oluwole, 2007). This was corroborated by Irving and Meyer (1994) who found a significant negative relationship between job tenure and career commitment of the respondents. The findings imply that the less experienced the workers are, the stronger the career commitment in their present jobs. If employees do not trust management over job security, then they are unlikely to commit themselves to achieving organisational goals (Stuart and Lucio, 2001). In the absence of security, workers will fear that they may innovate themselves out of a job (ILO, 2004). Conversely, the more a trade

union addresses job security issues, the more trust is built up between management and employees, and the more likely employees are willing to adopt new ways of working (Ashton and Sung, 2002). As employees are trained to undertake new tasks and/ or as their skill levels increase, so do their job security become greater as their value to the organization increases (Ashton and Sung, 2002; Healey 2003; Stiles and Kulvisaechana, 2003).

2.9.11. Employee discipline

Absenteeism, generally defined as not showing up for scheduled work, has a long research history, due in part to its perennial cost to organizations and its status as an indicator of work adjustment (Johns, 1997, 2008 and 2009; Harrison and Martocchio, 1998). However, it has only become a subject of interest. Although some definitional confusion will be addressed in what follows below, the most recent scholarly conception of presenteeism involves showing up for work when one is ill. Excitement concerning the subject has been fuelled by claims that working while ill causes much more aggregate productivity loss than absenteeism (Collins et al., 2005) and by the idea that managing presenteeism effectively could be a distinct source of competitive advantage (Hemp, 2004).

There is considerable agreement across studies that presenteeism accounts for more aggregate productivity loss than absenteeism. Supervificially, this suggests an "iceberg" effect in which the more visible portion of work loss (absenteeism) is dwarfed by that portion beneath the surface (presenteeism). Conversely, this differential might reflect the fact that there are more organizational constraints on not showing up than there are on taking it easy on the job (Johns, 1991). Huberman (1964 and 1975) recognizes that discipline is sometimes necessary to manage employees, but is concerned with the punitive aspects of traditional discipline. As a manager of a plywood mill in the 1960s, Huberman reviewed the employees who had been disciplined over the preceding few years, and realized those employees were still among the least desirable employees to the company and their team(s). As a remedy to the ineffective punitive disciplinary system, Huberman (1964) created an alternative system, which avoided the use of punishment entirely "to reduce troublesome behaviour while eliminating punishment" (Huberman, 1975).

Progressive discipline is a process for dealing with job-related behaviour that does not meet expected and communicated standards. The primary purpose for progressive discipline is to assist the employee to understand that a problem or opportunity for improvement exists.

The process features increasingly formal efforts to provide feedback to the employee so that he/ she can correct the problem. The goal of progressive discipline is to improve employee saisfaction. The process of progressive discipline is not intended as a punishment for an employee, but to assist the employee to overcome problems and satisfy job expectations. Progressive discipline is most successful when it assists an individual to become an effectively performing member of the organization.

2.10. Conceptual framework

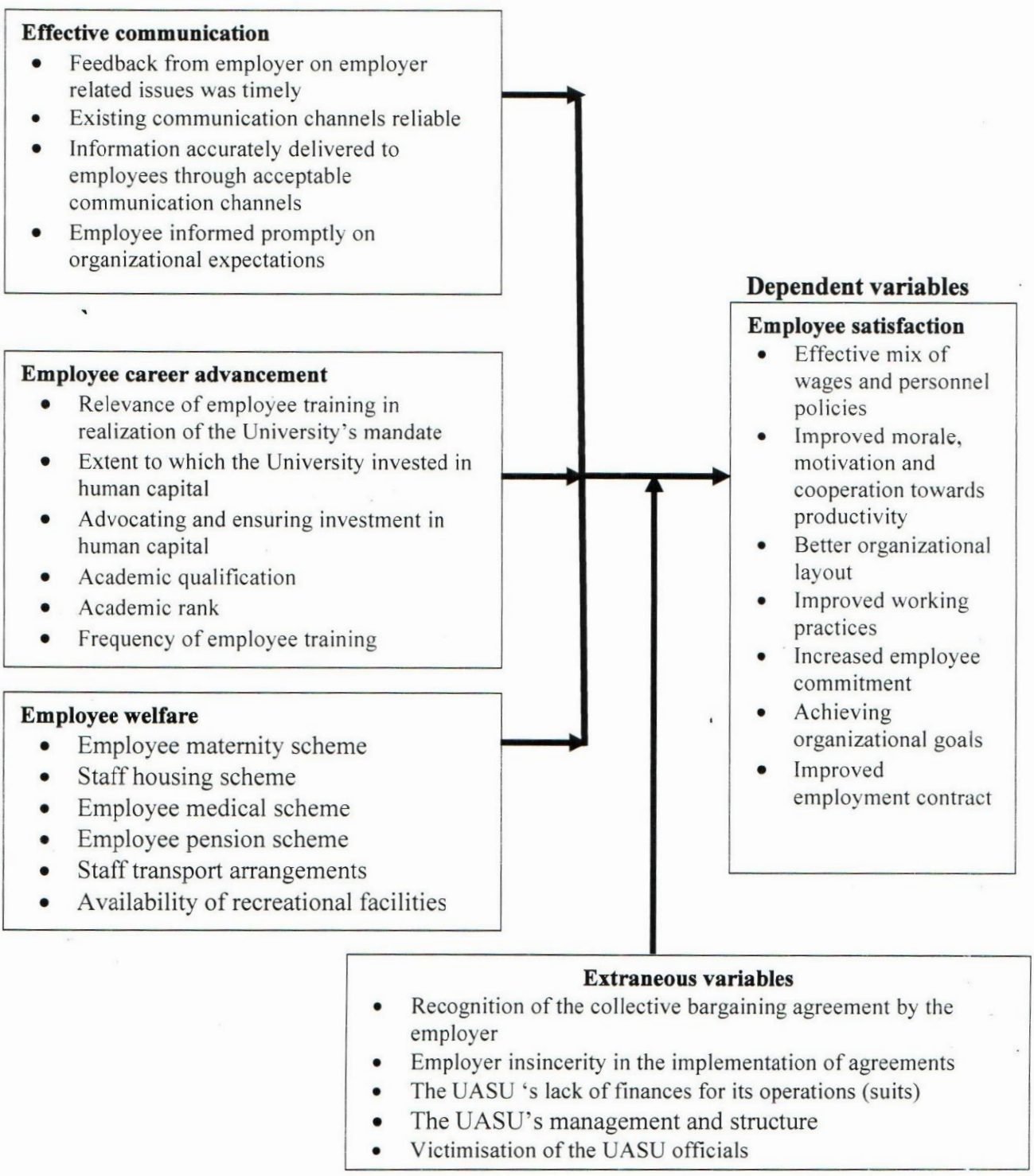


Figure 1: Conceptual framework

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter presents information on the procedure adopted in eliciting data for the study. It provides information on the study area, research design, population of the study, sample size and sample design, reliability of data collection instrument, data management, analyses and presentation, and ethics.

3.1. Study area and description of the population

3.1.1. Study area

Egerton University has three University Colleges (Chuka, Kisii and Laikipa) and two campuses (Njoro Main and Nakuru Town). The study was undertaken at Njoro Main Campus and Nakuru Town Campus. Njoro Main Campus is situated approximately 182 km South-West of Nairobi City, 25 km from Nakuru town and about 5 km from Njoro town on the way to Mau Narok. Nakuru Town Campus is in Nakuru town. The researcher also visited the UASU Regional Offices in Nakuru town located at Mache Building off the Nakuru-Eldoret road.

3.2. Research design

This study used the descriptive survey design in which opinions of University Academic Staff and the UASU Officials were sought. The data collected were both quantitative and qualitative in nature. Mugenda and Mugenda (1999) describes a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The design was chosen because it is an efficient method of collecting descriptive data regarding characteristics of a sample of a population, current practices, conditions or needs. The design was also used because it allowed the researcher to gather information regarding the respondents' opinions, perceptions, attitudes and views in a highly economical way. The study constructed questions that solicited the desired information related to the contribution of the UASU in the promotion of employee satisfaction from the target respondents. Usage of this design contributed to accurate and fair interpretation of the results.

3.3. Population of the study

Shao (1999) defines a population or universe as the aggregate of all the elements. The population in this study was, therefore, defined in terms academic staff who were the UASU members as its elements. The study was conducted amongst a population of the 435 UASU general members and the Officials of the UASU Egerton University Chapter. The UASU members and officials provided information regarding the benefits of the UASU and its impact on their welfare.

3.4. Sample size and sample design

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Mugenda and Mugenda, 1999). The sample frame consisted of general members of the UASU and the Officials of the UASU Egerton University Chapter.

The study sample was determined using systematic random sampling. This sampling method secured a representative group, which enabled the researcher to gain information about an entire population with limitations of time, funds and energy (Mugenda and Mugenda, 1999). To determine the sample size, n, for target residents with a known population, N, the study adopted the formula of Israel (1992) as shown in the equation below:

$$n = \frac{N}{1 + N(e)^2}$$

where;

n = optimum sample size,

N = number of the registered UASU members,

e = probability of error (i.e., the desired precision, e.g., 0.1 for 90% confidence level).

For example, the UASU currently has 435 members in the Chapter, implying n was 82 as derived in the equation below:

$$n = \frac{435}{1 + 435(0.1)^2} \approx 82$$

All officials of the UASU Egerton University Chapter were interviewed.

3.5. Data collection procedure

Two sets of pre-tested structured and unstructured questionnaires were used to collect primary data from the UASU members and Officials. Questionnaires were preferred because of the simplicity in their administration, scoring of items and analyses (Ary, 1979). Secondary data were obtained from records and documents (e.g., CBAs, the UASU Constitution, publications and reports) at the Union's Offices.

3.6. Reliability of data collection instrument

Reliability of an instrument is the degree of consistency with which it measures a variable (Mugenda and Mugenda, 1999). To check their reliability, the two sets of questionnaires were pilot-tested amongst the members and Officials of the UASU, Egerton University Chapter. The results of the test were used to enhance the reliability and effectiveness of the data collection tool before their administration to the respondents.

3.7. Data management, analyses and presentation

The data collected was coded, keyed into SPSS (Version 11.5) computer software database, organized and checked for any errors that could have occurred during data collection. The data was then analyzed with the aid of the SPSS and Microsoft Excel 2007 computer software. The units of analyses were the different categories of respondents, i.e., the general membership and the officials of the UASU.

To achieve the objective "to establish the contribution of the UASU to effective communication among its members and its effects on employee satisfaction at Egerton University", qualitative statistical techniques were used to describe and summarize data. Frequencies, percentages, means and modes were used to describe the contribution of the UASU to effective communication. The Friedman test (a non-parametric statistical test) was used to detect differences in the treatments across multiple test attempts. The procedure involves ranking each row (or block) together, then considering the values of ranks by columns. Pearson correlation and Principle Component Analyses were done to establish the effect of improved communication on employee satisfaction. The results were presented in the form of tabular summaries.

Frequencies, percentages, means and standard deviations were used to describe the contribution of the UASU to employee career development and its effects on employee satisfaction at Egerton University. Friedman rank test was also used to establish whether the UASU contribution to various aspects explaining career advancement varied. Pearson correlation and Principle Component Analyses were done to establish the effect of the career advancement on the employee satisfaction. The results were then presented in the form of tabular summaries.

Similarly, frequencies, percentages, means and standard deviations were used to describe the contribution of the UASU to employee welfare and its effects on employee satisfaction at Egerton University. Friedman test was also done to determine whether the extent of the UASU contribution on various aspects explaining employee welfare varied. Pearson correlation and Principle Component Analyses were then done to establish whether improved employee welfare positively or negatively affected employees' satisfaction. Results were presented in the form of tabular summaries.

3.8. Ethics

Prior authorisation to interview/ administer the questionnaires to the respondents (i.e., prior informed consent) was obtained from the Officials of the UASU. With an assurance phrase in the questionnaire, the researcher guaranteed the respondents of the confidentiality and use of the information obtained.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter discusses the results obtained from the survey and is divided into several sections according to the objectives of the study.

4.1. General characteristics of the UASU members

4.1.1. Gender, marital status and age of the respondents

Table 1 and 2 presents the general characteristics of the UASU members. As shown in Table 1, males dominated (72%) the UASU membership. This is supported by the mode value (1) in Table 2 which represents the male members. It was apparent that compared to males, women were less attached to the labour market and tended to accumulate less specific human capital. Besides, trade union services have traditionally been directed to the needs of male members. Women were, therefore, less likely to be union members. The findings concur with those of Tadić, (2005), who found a larger share of employees that possessed Master or Doctorial qualifications within the male population in Croatia. The explanation is that many employees on managerial positions were males. Studies on gender and career commitment have also shown that professional women were more committed to their careers than their male counterparts (Jack, 2004). Conversely, no significant relationship between gender and career commitment of the respondents have been found to exist (Akinyemi, 2001; Popoola and Oluwole, 2007).

Those married were the majority (89%) among the UASU members (Table 1) as also indicated by mode value (2) in Table 2 which represents those married members. It is followed by the singles (7.3%) and least was the widowed (1.2%). The married members were responsible not only for themselves but also for their families, a situation that would increase the propensity to be a union member, especially when one had children or when being the only bread earner for the family. The findings concur with those of Popoola and Oluwole (2007) that majority of the personnel in records management in the registries of Osun State Civil Service in Nigeria were married. Besides, married workers had a lower mean career commitment than the unmarried ones, implying that the married workers were more committed to their family matters than the career.

Table 1: Biographical characteristics of the members of the UASU at Egerton University Chapter

Variable	Aspect	Frequency	%
Gender	Male	59	72
	Female	23	28
	Total	82	100
Marital status of respondent	Single	6	7.3
	Married	73	89
	Widowed	1	1.2
	No response	2	2.4
	Total	82	100
Age of respondent (years)	Below 30	0	0
	31-35	4	4.9
	36-45	24	29.3
	46-55	41	50
	56-65	13	15.9
	Total	82	100
Length served in the University as an academic staff (years)	1-3	5	6.1
	4-6	11	13.4
	> 6	66	80.5
	Total	82	100

The age category of 46-55 years was the majority (50%) of the membership to UASU followed by the age bracket 36-45 (29.3%) and 56-65 (15.9%) as shown in Table 1. The mode value of 4 representing age in Table 2 also indicates that majority of the UASU members are within the age bracket of 46-55. It was, therefore, apparent that the majority of UASU members were relatively older. The reason why older members of the UASU were the majority may be because many organizations have reduced investment in younger employees. The reason may be lack of funds and the longer time the existing employees took to retire from the service. Previous studies have found that younger employees were more willing and eager to learn, develop themselves and have more opportunities for career development than older employees (Meyer et al., 1993). Other studies have indicated that, in any organisation, older workers were more likely to be committed to their careers than young employees (e.g., Adeleke, 2003; Robert 2005; Popoola and Oluwole, 2007).

Majority of the members (80.5%) have served in the university as academic staff for more than 6 years (Table 1) and this also tally with the mode value 4 in Table 2 which represents those members who have served in the university for more than six years.

Table 2: Medians, modes and standard deviations for biographical characteristics of the members of the UASU at Egerton University Chapter

Statistic		Gender	Marital status	Age of respondent	Length service	Length of membership
N	Valid	82	82	82	82	82
	Missing	0	0	0	0	0
Median		1.00	2.00	4.00	4.00	4.00
Mode		1.00	2.00	4.00	4.00	4.00
SD		0.45	0.56	0.78	0.56	0.83
Minimum		1.00	1.00	2.00	2.00	1.00
Maximum		2.00	5.00	5.00	4.00	5.00

SD – Standard Deviation

4.2. Contribution of the activities of the UASU on effective communication

Table 3 shows the percentage responses on whether UASU contributed to effective communication at Egerton University. Table 4 presents modes for the aspects explaining effective communication. The mode values for the variables were between 3 and 4 when rounded off which represents agreed response. Thus, respondents agreed that the activities of the UASU moderately improved communication among the members at the University.

Respectively, 30% and 38% of the respondents moderately agreed or agreed that employees were promptly informed as a result of negotiations by the UASU. Only, correspondingly, 12% and 4% disagreed and strongly disagreed (Table 3). This is also supported by the mode value of 4 in Table 4 which represents those respondents who agreed that UASU negotiations brought about prompt communication. Overall, the responses indicated that the UASU positively contributed to prompt and effective communication in the University. Burton (2006) reported that more than 80% of employees polled in America and the United Kingdom indicated that employee communication influenced their desire to stay with or leave an organization. Nearly a third said communication was a "big influence" on their decision.

On whether there was timely feedback from the employer due to negotiations by the UASU, correspondingly, 38% and 35% of the respondents moderately agreed and agreed while 20% and 2% disagreed and strongly disagreed (Table 3). The mode value (3-moderately agreed) in Table 4 concurs with the findings that majority of the respondents moderately agreed that UASU contributed to timely feedback in communication. Improving the quality, adequacy and timeliness of information that employees received about customers, the organization or their own work can improve their individual and satisfaction by as much as 20-50% (Boyett and Boyett, 1998).

Majority of the respondents also agreed that information was accurately delivered within the University to the UASU members as a consequence negotiations by the UASU. This is indicated by the mode value of 4 which represents agreed response (Table 4). This was also confirmed by 38% and 40% of the respondents who moderately agreed and agreed, respectively, compared to 11% and 1% of the respondents who disagreed and strongly disagreed (Table 3). UASU brought about existing reliable communication channels. Correspondingly, 22% and 54% of the respondents moderately agreed and agreed. Only 15% of the respondents disagreed that the communication channels were reliable (Table 3). This is further supported by the mode value (4) in Table 4 which indicate that majority of the respondents agreed that UASU improved the existing communication channels.

Table 3: Extent to which UASU activities contributed to effective communication at Egerton University

Communication	Frequency (*f*)/ percentage (%)	Degree of agreement						Total
		Strongly disagree	Disagree	Moderate	Agree	Strongly agree	No response	
Employees informed promptly	*f*	3	10	25	31	11	2	82
	%	4	12	30	38	13	2	100
Feedback from employer timely	*f*	2	16	31	29	2	2	82
	%	2	20	38	35	2	2	100
Information accurately delivered	*f*	1	9	31	33	5	3	82
	%	1	11	38	40	6	4	100
Communication channels reliable	*f*	0	12	18	44	6	2	82
	%	0	15	22	54	7	2	100

Good communication between the employee and their supervisor ensures that they do their job well. It reaps many benefits for an organisation. For example, organisations may benefit from good internal communication in terms of greater productivity, less absenteeism, improved quality of goods and services, fewer strikes, reduced costs and increased levels of innovation (Winterton, 2004). Many people who feel unrecognized or unappreciated by their employers for their hard work in turn develop decreased motivation.

Table 4: Medians, Modes and standard deviations for aspects explaining effective communication

Parameter		Employee informed promptly	Timely feedback from employer	Reliable communication channels	Information accurately delivery to employees
N	Valid	82	82	82	82
	Missing	0	0	0	0
Median		4.00	3.00	4.00	3.50
Mode		4.00	3.00	4.00	4.00
SD		1.07	0.96	0.91	0.95
Minimum		1.00	1.00	2.00	1.00
Maximum		6.00	6.00	6.00	6.00

SD = standard deviation.

Table 5 indicates the Friedman mean ranks for the factors explaining the negotiated mode of communication from the employer to employees by the UASU. As indicated earlier, all the variables explaining effective communication in were positively affected by the activities of the UASU, which also positively affected employee satisfaction. However, the extent to which the factors affected employee satisfaction differed (Friedman test: χ^2= 22.38, df= 3, P= 0.00) (Table 5). Reliability of the existing communication channels was ranked high at a mean of 2.76. Effective communication channels, therefore, enhanced employee satisfaction in the University to a larger extent. This was followed by employees being informed promptly on the organization's expectations (2.60), information accurately delivered (2.52) and, finally, timely feedback from the employer (2.12) (Table 5).

Table 5: Friedman means ranks for aspects explaining the negotiated mode of communication from employer to employees by the UASU at Egerton University

The negotiated mode of communication from employer to employee	Mean	Rank
Timely feedback from employer on employer related issues	2.12	4
Reliable existing communication channels	2.76	1
Information accurately delivered to employees through acceptable communication channels	2.52	3
Employee informed promptly on organizational expectations	2.60	2

Friedman test: $\chi^2 = 22.38$, df= 3, P= 0.00

Pearson correlation analysis was performed to test whether there was any significant impact of effective communication on satisfaction of employees as contributed by the activities of the UASU (Table 6). Timely delivery of information to employees ($r=0.257$, $p<0.05$), Accurate delivery of information ($r=0.229$, $p<0.05$) and employee informed promptly on organisational expectations ($r=0.273$, $p<0.05$) positively and significantly affected effective mix of wages and personnel policies. Accurate delivery of information ($r=0.250$, $p<0.05$) and employee informed promptly on organisational expectations ($r=0.235$, $p<0.05$) positively and significantly affected organizational layout and working practices. Accurate delivery of information ($r=0.276$, $p<0.05$) significantly and positively affected employment/contract terms and conditions of service.

Through increased employees being informed promptly on the organization's expectations, awareness was created on wages and personnel policies among members, which enabled them to take action when necessary. It has been observed that workers with collective bargaining rights earned 5-8% more than those without such rights (Kearney and Carnevale, 2001) and a premium wage of up to 17.4% (Pierce, 1999). It is important, however, to note that although unions can bargain for wage increases for their members, public sector wages were often limited by budgets and, mainly, by public opinion (Shapiro, 1978; Mitchell, 1988). Unions provide information to workers about benefit expectations, rules and procedures, and dispel stigmas that might be attached to receiving a social benefit. This in turn, directly leads to better plant layout or improved working practices – a gain in efficiency (Budd and McHall, 1997).

Furthermore, the more a trade union addresses job security issues, the more trust is built up between an organization and employees, and the more likely employees are willing to adopt new ways of working (Ashton and Sung, 2002). It is generally acknowledged that whenever there is job insecurity, career commitment among employees goes down (Irving and Meyer, 1994; Popoola and Oluwole, 2007). Principally, if the employees do not trust an organization over job security, then they are likely not to commit themselves to achieving organisational goals (Stuart and Lucio, 2001). In the absence of job security, workers fear they may be removed out of their jobs (ILO, 2004).

Table 6: Correlations between the negotiated mode of communication by the UASU at Egerton University

Aspects		Effective mix of wages and personnel policies	Improved morale, motivation and cooperation towards productivity	Better organizational layout/improved working practices	Improved employment/contract terms and conditions of service	Increased employee commitment to achieving organizational goals
Employee informed promptly on organisational expectations	Pearson Correlation	.273*	.165	.235*	.192	.145
	Sig. (2-tailed)	.013	.139	.033	.085	.193
	n	82	82	82	82	82
Timely feedback from employer on employer related issues	Pearson Correlation	.257*	.040	.164	.183	.063
	Sig. (2-tailed)	.020	.723	.140	.099	.577
	n	82	82	82	82	82
Reliable existing communication channels	Pearson Correlation	.167	.152	.138	.073	-.031
	Sig. (2-tailed)	.135	.172	.216	.517	.779
	n	82	82	82	82	82
Information accurately delivered to employees	Pearson Correlation	.229*	.175	.250*	.276*	.110
	Sig. (2-tailed)	.039	.116	.024	.012	.324
	n	82	82	82	82	82

N = 82. *Significant correlation (P < 0.05) (2-tailed).

4.3. The contribution of the UASU to employee career advancement

Table 7 presents the contribution of the UASU to employee career advancement and satisfaction. Majority of the UASU members were masters (42%) and doctorate (54%) degree holders. First degree and Higher National Diploma holders were few (1% each). On academic rank, Lecturers and Senior Lecturers were 40% and 38%, respectively. Associate Professors and Professors were, correspondingly, 3% and 1%. Academic qualification normally tied with academic ranking. Consequently, the members of the UASU who had Masters and Doctorate degrees were the majority and corresponded to the majority of the members who were Lecturers and Senior Lecturers in the ranking. The level of knowledge an individual worker has can be appraised in terms of academic qualifications, which signify the level of success that has been attained (Colarelli and Bishop, 1990; Brown et al., 2007). However, the findings of Popoola and Oluwole (2007) are at variance that low educational qualifications may force workers to have strong commitment to their job.

Table 7: Contribution of the activities of the UASU to employee career advancement at Egerton University

Variable	Level	Frequency	%
Academic qualification	Higher National Diploma	1	1
	First degree	1	1
	Masters	34	42
	Post graduate diploma	2	2
	Doctorate	44	54
	Total	82	100
Academic rank	Principal/ Chief Technologist	9	11
	Assistant Lecturer/ Tutorial Fellow	6	7
	Lecturer	33	40
	Senior Lecturer	31	38
	Associate Professor	2	3
	Professor	1	1
	Total	82	100
Frequency of employee training	High	13	16
	Moderate	52	64
	Low	14	17
	very low	1	1
	Not sure	2	2
	Total	82	100
Extent to which the activities of the UASU contributed to the University's investment in human capital	None	3	4
	Small	23	28
	Moderate	39	48
	Large extent	11	13
	Very large	4	5
	Not negotiated	1	1
	No response	1	1
	Total	82	100

Majority (80.5%) of the UASU members had more than six years of experience in lecturing at Egerton University. This was reflected in the length of membership to the UASU, whereby majority (56.1%) of them had been in the union for over six years (Table 7). Academic ranks increased with the level of salary scale. Increased salaries improved

employee morale and commitment in their careers and, consequently, made them serve in a particular organization for a longer period. Similar observations were made by Popoola and Oluwole (2007) that employees were more committed to their careers when the careers were rewarding financially. Workers who were committed to their profession attended more training and were committed to their careers to keep abreast with new developments in their profession (Aryee and Tan, 1992).

The perception of the respondents on the frequency of employee training at the University as a consequence of the activities of the UASU was moderately high. Respectively, 16% and 64% of the respondents agreed that employee training had highly and moderately improved. Correspondingly, 17% and 1%, perceived it as low and very low (Table 7). The activities of the UASU, therefore, impacted positively on the training of members, concurring with Green et al. (1999) who found a positive impact of the presence of a union on training investments. However, earlier studies found a negative impact of unions on training (e.g., Duncan and Stafford, 1980; Lynch and Black, 1998). Motivation is the key to improvement of satisfaction, and ability to perform depends on education, experience and training. The union plays the role of ensuring that the planned training programmes are implemented perfectly. It has been observed that the probability of receiving on-the job training and the amount of work-related training received are higher for unionized workers than non-unionized ones (e.g., Lynch 1992; Harley et al., 1995).

On the extent to which the activities of the UASU contributed to University's investment in human capital, respectively, 4% and 28% of the respondents believed that there was no contribution or it was small. Correspondingly, 48% and 13% believed the contribution was moderate or large (Table 7). These findings concur with those of Lynch (1992) and Harley et al. (1995) who found unionization to be significantly and positively correlated with employee training and career advancement. However, Duncan and Stafford (1980) observed a significant and negative correlation between union and employee training while Lynch and Black (1998) established no significant relationship between union and employee training.

The mode values of the aspects explaining employee's career advancement were between 3 (Moderately agree) and 4 (Agree) as shown in Table 8. This indicate that majority of the respondents agreed that UASU negotiations contributed positively to their career advancement.

Table 8: Medians, Modes and standard deviations for the aspects explaining employee career advancement and as contributed by the activities of the UASU at Egerton University

Parameter	Academic qualification	Academic rank	Frequency of employee training	Relevance of employee training	UASU contributed to human capital investment	Advocating and ensuring investment in human capital
N	82	82	82	82	82	82
Valid	0	0	0	0	0	0
Missing						
Median	4.00	3.00	3.00	3.00	3.00	3.00
Mode	4.00	3.00	3.00	2.00	3.00	3.00
SD	1.02	1.18	0.77	1.61	1.04	0.96
Minimum	1.00	1.00	2.00	1.00	1.00	1.00
Maximum	5.00	7.00	6.00	7.00	7.00	5.00

SD = standard deviation.

The Friedman mean ranks for the variables (Table 9) explaining employee career development had a mean response of between 3.21 and 3.80, indicating that the activities of the UASU moderately improved employee career development. The activities of the UASU had a similar (Friedman test: χ^2=5.59, df=3, P<0.35) impact on the employee career development (Table 9). That is, the activities of the UASU impacted equally on the training of members, investment in human capital, academic qualification, advocacy on investment in human capital, academic rank and frequency of employee training.

Table 9: Friedman means and ranks for the aspects explaining employee career advancement as contributed by the activities of the UASU

Aspect	Mean	Rank
Relevance of employee training and the realization of the University's mandate	3.47	3
Extent to which the activities of the UASU contributed to the University's investment in human capital	3.21	6
Advocating and ensuring investment in human capital	3.65	2
Academic qualification	3.45	4
Academic rank	3.80	1
Frequency of employee training	3.43	5

Friedman test: χ^2=5.59, df = 3, P<0.35.

Table 10 shows the extent to which the employee career advancement affects the employee satisfaction. The results indicate that, relevance of employee training to the realization of the University's mandate (r=-0.295, P<0.01) negatively and significantly affected effective mix of wages and personnel policies. This shows that university did not provide sufficient employee training that could have boosted their negotiation for better pay and other terms of service. Extent to which the activities of the UASU contributed to the University's investment in human capital (r=0.266, P<0.05) and advocating and ensuring investment in human capital (r=0.496, P<0.01) positively and significantly affected effective mix of wages and personnel policies. As improvement in employment terms and conditions of service increased, more qualified personnel were employed. Burney and Matherly (2007) posit that the level of satisfaction of employees relied not only on their actual skills but also on the level of motivation each person exhibits. Relevance of employee training to the realization of the University's mandate (r=-0.256, P<0.05) and frequency of employee training (r= - 0.226, P<0.05) negatively and significantly affected morale, motivation and cooperation towards productivity. This shows that employees were not frequently trained to boost their skills and, consequently, improve their wages thus discouraged. Training equips employees with adequate knowledge and skills necessary for improving their efficiency and effectiveness. However, the extent to which overall activities of the UASU contributed to the University's investment in human capital (r=0.328, P<0.01) and their effort in advocating and ensuring investment in human capital (r=0.488, P<0.01) positively and significantly affected morale, motivation and cooperation towards productivity.

Relevance of employee training to the realization of the University's mandate (r=-0.237, P<0.05) and frequency of employee training (r= - 0.226, P<0.05) negatively and significantly affected organizational layout/working practices. Extent to which the activities of the UASU contributed to the University's investment in human capital (r=0.298, P<0.01) and advocating and ensuring investment in human capital (r=0.576, P<0.01) positively and significantly affected organizational layout/working practices. The efforts of the UASU in Advocating and ensuring investment in human capital positively and significantly affected employment/contract terms and conditions of service (r=0.451, P<0.01) and employee commitment to achieving organizational goals (r=0.485, P<0.01). Motivation is an inner drive or an external inducement to behave in some particular way, typically a way that will lead to rewards. Cooperative behaviour of unions towards management imparts "common goals" among management and employees, particularly in overcoming economic crises

facing an organization (Tachibanaki and Noda, 2000). It is, therefore, essential that organizations appreciate the contributions of trade unions towards motivation to enhance higher levels of employee satisfaction.

Table 10: Correlations between employee career advancement and satisfaction

Aspects		Academic qualification	Academic rank	Frequency of employee training	Relevance of employee training as negotiated by UASU	Extent to which UASU contributed to human capital investment	Advocating and ensuring investment in human capital
Effective mix of wages and personnel policies	Pearson Correlation	.042	-.118	-.183	-.295**	.266*	.496**
	Sig. (2-tailed)	.707	.292	.100	.007	.016	.000
	N	82	82	82	82	82	82
Improved morale, motivation and cooperation towards productivity	Pearson Correlation	.063	-.138	-.226*	-.256*	.328**	.488**
	Sig. (2-tailed)	.573	.216	.042	.020	.003	.000
	N	82	82	82	82	82	82
Better organizational layout/improved working practices	Pearson Correlation	-.038	-.031	-.226*	-.237*	.298**	.576**
	Sig. (2-tailed)	.736	.782	.041	.032	.006	.000
	N	82	82	82	82	82	82
Improved employment/contract terms and conditions of service	Pearson Correlation	.056	-.067	-.033	-.101	.151	.451**
	Sig. (2-tailed)	.615	.550	.771	.366	.176	.000
	N	82	82	82	82	82	82
Increased employee commitment to achieving organizational goals	Pearson Correlation	-.051	-.131	-.205	-.094	.193	.485**
	Sig. (2-tailed)	.648	.240	.065	.399	.083	.000
	N	82	82	82	82	82	82

N= 82. **Significant correlation (P<0.01). *Significant correlation (P<0.05).

4.4. The contribution of the UASU to employee welfare and satisfaction

Table 11 shows the contribution of the UASU to employee welfare. In the current study, the activities of the UASU contributed positively to the employees' maternity scheme. This was confirmed by, correspondingly, 38% and 35% of the respondents who believed that the UASU contributed moderately or to a large extent to the scheme. Respectively, only 4% and 7% of the respondents confirmed no or a small contribution. Staff housing scheme was also positively affected by the activities of the UASU. Correspondingly, 43% and 26% of the respondents agreed that the effect of the activities of the UASU on the staff housing scheme was moderate to large. Conversely, only 10% and 9% of the respondents believed the activities of the UASU had no or a small effect on the staff housing scheme, respectively (Table 11).

The activities of the UASU positively affected the medical scheme of the members. Correspondingly, 35% and 33% of the respondents agreed that the activities of the UASU had moderate and large effect on the medical scheme. Respectively, only 4% and 20% of the respondents believed that the activities of the UASU had no or small effect on the staff medical scheme. The pension scheme was also positively affected by the activities of the UASU. The impact of the activities of the UASU on the pension scheme was reported to be moderate (40%) or large (33%). About 5% of the respondents believed that the activities of the UASU had no impact on the pension scheme while 10% believed the impact was small (Table 11).

On the impact of the activities of the UASU on transport arrangements of members, correspondingly, 35% and 23% of the respondents agreed that it was moderate or large. However, quite a large number of the respondents (28%) confirmed little impact of the activities of the UASU on transport arrangements of the members. Majority of the respondents (37%) believed that the UASU contributed moderately to the availability of recreational facilities. Those who felt no impact of the activities of the UASU on the recreational activities were also relatively many at 22% (Table 11).

Table 11: Contribution of the activities of the UASU to employee welfare at Egerton University

Welfare variable	Frequency (*f*)/ percentage (%)	Extent of the contribution of the UASU							
		None	Small	Moderate	Large	Very large	Not negotiated	No response	Total
Maternity scheme	*F*	3	6	31	29	8	1	4	82
	%	4	7	38	35	10	1	5	100
Housing scheme	*F*	8	7	35	21	8	1	2	82
	%	10	9	43	26	10	1	2	100
Medical scheme	*F*	3	16	29	27	4	1	2	82
	%	4	20	35	33	5	1	2	100
Pension scheme	*F*	4	8	33	27	9	1	0	82
	%	5	10	40	33	11	1	0	100
Transport arrangements	*F*	6	23	29	19	4	1	0	82
	%	7	28	35	23	5	1	0	100
Availability of recreational facilities	*F*	18	17	30	14	2	1	0	82
	%	22	21	37	17	2	1	0	100

Generally, the results show that UASU activities contributed positively to all aspects explaining employee welfare. Improved welfare motivates employees to work hard. This increases their satisfaction and the attainment of organizational goals. Studies have found that unionized employees had superior satisfaction due to improved welfare as negotiated by their unions (e.g., Black and Lynch, 1997; Tachibanaki and Noda, 2000).

Table 12 shows the mean contribution of the activities of the UASU on employee welfare and employee satisfaction. For all the variables estimated, the standard deviations of the means were greater than their standard errors as required for reliability of the information. Averagely, the mode response for each of the variables was 3 or 4 when rounded off, implying that respondents agreed that the activities of the UASU moderately improved medical, maternity, housing, and pension, transport and recreation welfare of the members.

Table 12: Medians, modes and standard deviations for the aspects explaining employee welfare as contributed by the activities of the UASU at Egerton University

	Maternity schemes	Housing scheme	Medical schemes	Pension schemes	Transport arrangements	Recreational facilities
N Valid	82	82	82	82	82	82
Missing	0	0	0	0	0	0
Median	4.00	3.00	3.00	3.00	3.00	3.00
Mode	3.00	3.00	3.00	3.00	3.00	3.00
SD	1.21	1.24	1.14	1.02	1.06	1.15
Minimum	1.00	1.00	1.00	1.00	1.00	1.00
Maximum	7.00	7.00	7.00	6.00	6.00	6.00

SD = standard deviation.

Table 13 presents the Friedman mean and ranks for the variables explaining employee welfare as contributed by the UASU activities.

Table 13: Means and ranks for the aspects explaining employee welfare as contributed by the activities of the UASU at Egerton University

Employee welfare	Mean	Rank
Maternity scheme	4.12	1
Housing scheme	3.80	3
Medical scheme	3.62	4
Pension scheme	3.87	2
Transport arrangements	3.11	5
Availability of recreational facilities	2.47	6

Friedman test: $\chi^2 = 67.98$, df = 5, P = 0.00

It was apparent that the activities of the UASU had a different but positive impact on the variables explaining employee welfare (Friedman test: $\chi^2 = 67.98$, df = 5, P = 0.00). Maternity scheme was ranked high at a mean of 4.12, indicating that the maternity scheme experienced greater positive impact on the employee satisfaction. It was followed by employees' pension scheme, housing scheme, medical scheme, transport arrangements and, finally, availability of recreational activities.(Table 13) These results imply that the activities of the UASU play a key role in promoting employees welfare.

Table 14 presents correlation between factors explaining employee welfare and those explaining employee satisfaction. The results indicate that, improved employee pension scheme significantly and positively affected employment and contract terms and conditions of service ($r=0.243$, $P<0.05$). That is, as a result of UASU negotiations, more workers were hired on permanent and pensionable terms. Improvement in employment terms and conditions of service boosts employee's morale thus becoming more productive. According to Ashton and Sung (2002), the more a trade union addresses job security issues, the more trust is built up between management and employees, and the more likely employees are willing to adopt new ways of working.

Table 14: Correlations between employee welfare and satisfaction as contributed by the activities of the UASU at Egerton University

Aspects		Maternity schemes	Housing scheme	Medical schemes	Pension schemes	Transport arrangements	Recreational facilities
Effective mix of wages and personnel policies	Pearson Correlation	-.002	.153	.118	.126	.058	.066
	Sig. (2-tailed)	.987	.169	.292	.259	.606	.557
	N	82	82	82	82	82	82
Improved morale, motivation and cooperation towards productivity	Pearson Correlation	.123	.194	.089	.080	-.013	.099
	Sig. (2-tailed)	.269	.081	.427	.473	.907	.374
	N	82	82	82	82	82	82
Better organizational layout or improved working practices	Pearson Correlation	.180	.123	.195	.165	.073	.098
	Sig. (2-tailed)	.106	.273	.080	.138	.517	.379
	N	82	82	82	82	82	82
Improved the employment and contract terms and conditions of service	Pearson Correlation	.137	.048	.071	.243*	.152	.046
	Sig. (2-tailed)	.218	.671	.526	.028	.174	.681
	N	82	82	82	82	82	82
Increased employee commitment to achieving organizational goals	Pearson Correlation	.130	.112	.040	.113	.083	.167
	Sig. (2-tailed)	.246	.318	.718	.313	.460	.134
	N	82	82	82	82	82	82

N= 82. *Significant correlation (P<0.05).

4.5. Views from the UASU Egerton University Chapter Officials

The biographical characteristics of the officials of the UASU Chapter, the impact of the activities of the UASU Chapter on employee satisfaction and the challenges facing the Chapter are discussed in the following subsections.

4.5.1. Biographical characteristics of the UASU Chapter officials

At the UASU Chapter, male officials were the majority (71.4%), with females only at 28.6%. It has been found that women are more committed to their career than their male counterparts (Jack, 2004). However, some studies have shown the contrary. For instance, Akinyemi (2001) observed no significant difference existing between male and female civil servants (nurses) in Osun State, Nigeria in terms of career commitment. However, the positive perception of women of their profession as being one of the vital occupations providing essential services and valuable information has been cited for their equal career commitment (Popoola and Oluwole, 2007).

Majority (85.71%) of the UASU officials were aged 46–55 years, with only 14.29% aged 56–65 years. No official was below 46 years and above 65 years of age, implying that relatively young and older workers were not involved in the management of the activities of the UASU Chapter (Table 15). Diverse relationships between age and workers' commitment to their careers or jobs have been reported. Popoola and Oluwole (2007) established that a significant negative relationship existed between age and career commitments of workers, i.e., younger workers were more committed to their career than older ones. Similar observations were made by Ellemers et al. (1998) for Dutch workers. However, other reports indicate that older workers were more likely to be committed to their career than younger employees in any organization (e.g., Adeleke, 2003; Robert, 2005).

Table 15: Means and standard deviations for the biographic characteristics of the UASU officials at Egerton University

Parameter	Characteristics				
	Gender	**Marital status**	**Age**	**Academic qualification**	**Duration as official**
N	7	7	7	7	7
Mean	1.29	1.71	4.14	2.57	4.00
SE	0.18	0.18	0.14	0.37	0.00
SD	0.49	0.49	0.38	0.98	0.00

SE = standard error of the mean; SD = standard deviation.

Table 16: Academic qualifications, years of experience and marital status of the UASU officials at Egerton University

Variable	Response	N	Valid %
Academic qualification	Masters	5	71.4
	Doctorate	2	28.6
	Total	7	100.0
Duration served as an UASU official	above 6 years	7	100.0
Marital status	Single	2	28.6
	Married	5	71.4
	Total	7	100.0

On academic qualification of the officials, 71.4% of the respondents had Masters Degrees while 28.6% had doctorates (Table 16). No official had a qualification below a Masters degree. A high level of academic qualification for the officials has been observed to be necessary in improving employee commitment to their jobs (Popoola and Oluwole, 2007). All the UASU Chapter officials had served the Union for over six years. It is believed that more years of experience boost one's skills, knowledge and satisfaction. However, other similar studies have found a significant negative relationship between job tenure and career commitment of workers (e.g., Popoola and Oluwole (2007), implying that the less experienced the workers, the stronger the career commitment in their present jobs. This assertion is corroborated by Irving and Meyer (1994) that on-the-job experience early in one's life plays an important role in the development of effective commitment.

Despite the notion that married workers were more committed to household matters than their jobs (Popoola and Oluwole, 2007), this study found the contrary. The UASU Chapter officials who were married were more (71.4%) than the singles (28.6%) as shown in Table 16. This shows that, despite the household chores, married employees contributed the same as the singles in running the activities of the UASU.

4.5.2. The impact of the activities of the UASU Chapter on employee satifaction

Table 17 depicts the mean responses for wage rates, employee morale, organizational layout and working practices, employment terms and conditions, employee commitment to the job, satisfaction with union , employees individual output, and employee training and development assessed in the current study. The mean responses for all the factors were greater than their respective standard deviations, indicating the information provided by the respondents was reliable.

Table 17: Mean responses of the UASU officials on the impact of the activities of the UASU on employee satisfaction at Egerton University

Parameter	Improved/ satisfaction							
	Wage rates	Employee morale	Organizational layout	Terms and conditions	Employee commitment	Union	Individual output	Employee training/ development
N	7	7	7	7	7	7	7	7
Mean	4.43	4.86	4.29	4.86	4.43	4.86	4.86	4.57
SE	0.57	0.14	0.57	0.14	0.20	0.14	0.14	0.30
SD	1.51	0.38	1.50	0.38	0.54	0.38	0.38	0.79

SE = standard error of the mean; SD = standard deviation.

The UASU Chapter officials agreed (mean=4.43) that the activities of the Union improved wage rates of the members of the Chapter (Table 17). This was corroborated by 85.7% of the officials who strongly agreed compared to 14.3% who strongly disagreed. The findings concur with those of Pierce (1999), who found a union wage premium of 17.4% (Table 18). Although unions could bargain for wage increases for their members, public sector wages were often limited by budgets and, particularly, by public opinion (Shapiro, 1978).

There was strong agreement regarding employee morale, with a mean response of 4.86 (Table 17). This showed that motivation among the members of the Chapter increased due to the services the UASU offered to them. This was supported by the fact that, among the interviewed UASU Chapter officials, 85.7% and 14.3% strongly agreed and agreed, respectively, that the morale of members improved due to the services of the UASU (Table 18). No official disagreed or was neutral to the issue. The increased morale could be attributed to the increased wage rates of the UASU members. Olatunji (2004) noted that an attractive salary package and participative management besides regular promotion influenced workers to exhibit high career commitment in any organization. Conversely, low salary growth and irregular promotions were responsible for low career commitment and productivity (Okorie, 1995).

Improved organizational layout and working practices had a mean response of 4.29 (agreed), suggesting that the Chapter officials agreed that the services of the UASU improved these aspects at the University (Table 17). The observation was supported by, correspondingly, 14.3% and 71.4% of the officials who agreed and strongly agreed that there was improvement. Only 14.3% of the officials strongly disagreed that there was improvement (Table 18). The improved workers' morale and increased output may be attributed to the improved working conditions provided by the activities of the UASU. The findings concur with those of Olatunji (2004) who found that a good working environment significantly and positively influenced commitment and satisfaction of employees. Freeman and Medoff (1984) also observed that unions could have a positive impact on competitiveness by encouraging management to introduce more productive work practices.

The Chapter officials agreed that employment terms and conditions of the employees had improved due to the services of the UASU. Among the interviewed officials, correspondingly, 14.3% and 85.7% agreed and strongly agreed with this view. No official disagreed or was neutral on

the matter (Table 18). Studies have shown that the collective voice of unionism leads to lower probabilities of quitting, longer job tenure and a lower lay-off rate, which in turn reduces the costs of training, recruitment, and increases productivity (e.g., Freeman and Medoff, 1984; Delery et al., 2000). Employees are more prepared to participate in employee involvement programs when they feel the union will protect their employment security (Levine and Tyson, 1990).

Table 18: General responses of the officials of the UASU on the impact of the activities of the UASU on employee satisfaction at Egerton University

Variable	Response	N	Valid %
Better organizational layout	Strongly disagree	1	14.3
	Agree	1	14.3
	Strongly agree	5	71.4
	Total	7	100.0
Improved employee morale	Agree	1	14.3
	Strongly agree	6	85.7
	Total	7	100.0
Improved wage rates	Strongly disagree	1	14.3
	Strongly agree	6	85.7
	Total	7	100.0
Improved terms and conditions of employees	Agree	1	14.3
	Strongly agree	6	85.7
	Total	7	100.0
Improved employee commitment	Agree	4	57.1
	Strongly agree	3	42.9
	Total	7	100.0
Satisfaction with Union	Agree	1	14.3
	Strongly agree	6	85.7
	Total	7	100.0
Improved individual output	Agree	1	14.3
	Strongly agree	6	85.7
	Total	7	100.0
Improved employee training and development	Neutral	1	14.3
	Agree	1	14.3
	Strongly agree	5	71.4
	Total	7	100.0

It was apparent that employee commitment to the job improved due to the activities of the UASU. The Chapter officials agreed (57.1%) and strongly agreed (42.9%) that the services of the UASU improved commitment of members to their jobs (Table 18). There is evidence that employee voice through unions makes an important contribution to workplace by reducing exit behaviour, including quits, absenteeism, malingering and quiet sabotage; and facilitating employee involvement (e.g., Addison, 2005; Ramirez et al., 2007). Employee commitment to employers occurs in a

cooperative industrial relations climate, with a hostile climate that leads to high commitment to unions and low commitment to management (Deery et al., 1994). Good industrial relations are associated with employee commitment to the organization and the union (Carson et al., 2006). Employee commitment to the union and the employer brings positive outcomes, which include satisfaction and morale (Moreton, 1999). It is, therefore, productive for management and unions to compete for employee loyalty.

Satisfaction with of the UASU Chapter, individual output, and employee training and development were similar (strongly agreed). The Chapter officials agreed that the services of the UASU were satisfactory (agreed 14.3%, strongly agreed 85.7%) as shown in Table 18. Previous studies have found unions performing well. For example, 34% of workers in the flower industry in Kenya indicated that union committees had been influential in improving the working environment in various ways, including; a shift from seasonal to more permanent wage labour, and increments in salary and housing allowance. Besides, the mediating role of committees had significantly reduced harassment by supervisors, and increased dialogue between the management and the workers (Smith, et al., 2004). It was apparent in the present study that the output per individual member (agreed 14.3%, strongly agreed 85.7%), and training and development of members (neutral 14.3%, agreed 14.3%, strongly agreed 71.4%) had improved (Table 18). This increased output may be attributed to the increased morale and commitment as a consequence of increased wage rate, training, improved working practices, and employment terms and conditions. The findings concurred with those of Okorie (1995) who observed that among Nigerian employees was positively related to continued commitment in their jobs.

4.5.3. The challenges facing the UASU Egerton University Chapter

Despite the positive responses on the impact of the services of the UASU among members of the Chapter, it was apparent that many challenges faced the Union. The mean responses for each of the challenges were derived and are shown in Table 19. The Chapter officials were, consequently, asked

Table 19: Mean responses of the UASU officials on the challenges facing the UASU Egerton University Chapter

Parameter	Employer	UASU							
	Union recognition	**implementation CBA**	**Inadequate finances**	**Declining membership**	**Victimization of officials**	**Inadequate members' cooperation**	**Political interference**	**Social factors***	**Leadership problems**
N	7	7	7	7	7	7	7	7	7
Mean	3.43	2.86	3.43	2.14	4.29	2.86	2.71	3.29	2.00
SE	0.57	0.51	0.48	0.46	0.18	0.34	0.29	0.61	0.66
SD	1.51	1.35	1.27	1.22	0.49	0.90	0.76	1.60	1.73

SE = standard error of the mean; SD = standard deviation.

*For instance, nepotism, tribalism and other forms of favouritism.

to rate their responses on the existence of the challenges in the scale of 1 (strongly disagree) to 5 (strongly agree). The UASU Chapter officials were divided (mean of 3.43, neutral) on whether the Union was recognized by Egerton University Management. About 14.2% of the officials strongly disagreed that the University Management recognized the UASU, 14.3% disagreed, 14.3% were neutral, 28.6% agreed and 28.6% strongly agreed (Table 20). There was little variation in the responses from strongly agree to strongly disagree and, therefore, it was difficult to infer exactly the reliability of the information provided by the Chapter officials. On whether the employer was sincere in implementation of CBAs, the mean response was 2.86 (neutral) (Table 19). This also showed some sort of great divisions on the issue among the Chapter officials as indicated by 14.2% of them strongly disagreeing, 28.6% disagreeing, 28.6% being neutral, 14.3% agreeing and 14.3% strongly agreeing that there was sincerity in the implementation of the CBA by the employer (Table 20). Consequently, the responses fail to clearly show whether the employer was really sincere in the implementation of CBAs or not.

The mean (3.43) response on the inadequacy of finances for the operations of the activities of the UASU indicated neutrality or divisions on the claim among the Chapter officials (Table 19). Cumulatively, 42.9% of the Chapter officials were neutral and strongly disagreed on the issue while 57.1% agreed and strongly agreed (Table 20). According to Schwartz (1941), the great problem facing workers' unionization is finances. The argument is that unions cannot be built on good intentions alone. Finances are required to pay salaries of officials, maintain offices, and to prepare and distribute literature.

Asked whether the UASU Chapter was affected by social factors like tribalism, nepotism and gender bias, the mean response of the Chapter officials was 3.29, indicating neutrally or divisions on the claim (Table 19). About 14.2% of them strongly disagreed on the claim, 28.6% disagreed, agreed or strongly agreed. Cumulatively, 42.8% of the officials disagreed and 57.2% agreed on the existence of social problems within the Chapter (Table 20). Despite the fact that women often constituted the majority of the workforce, Smith et al. (2004) found gender inequality existing in flower farm unions in Kenya, South Africa and Zambia. There were more male than female shop stewards on all except two farms. Both men and women workers in Kenya expressed the opinion that there were more men than women elected to committees because men made better leaders in that they better champion the workers' rights because they do not fear questioning.

Table 20: General responses of the UASU officials on the challenges facing the UASU Egerton University Chapter

Variable	Response	N	Valid %
Union recognition by the employer	Strongly disagree	1	14.2
	Disagree	1	14.3
	Neutral	1	14.3
	Agree	2	28.6
	Strongly agree	2	28.6
	Total	7	100.0
Employer sincerity in the implementation of CBAs	Strongly disagree	1	14.2
	Disagree	2	28.6
	Neutral	2	28.6
	Agree	1	14.3
	Strongly agree	1	14.3
	Total	7	100.0
Inadequate finances for its operations	Strongly disagree	1	14.3
	Neutral	2	28.6
	Agree	3	42.9
	Strongly agree	1	14.2
	Total	7	100.0
Declining membership	Strongly disagree	3	42.9
	Disagree	1	14.3
	Neutral	2	28.6
	Agree	1	14.2
	Total	7	100.0
Victimization of the UASU officials	Agree	5	71.4
	Strongly disagree	2	28.6
	Total	7	100.0
Lack of cooperation from members	Disagree	3	42.8
	Neutral	2	28.6
	Agree	2	28.6
	Total	7	100.0
Political interference	Disagree	3	42.9
	Neutral	3	42.9
	Agree	1	14.2
	Total	7	100.0
Social factors affecting the UASU	Strongly disagree	1	14.2
	Disagree	2	28.6
	Agree	2	28.6
	Strongly agree	2	28.6
	Total	7	100.0
Leadership problems facing the UASU	Strongly disagree	5	71.4
	Agree	1	14.3
	Strongly agree	1	14.3
	Total	7	100.0

Regarding existence of leadership problems within the UASU Chapter, the mean response was 2.00 (disagree) (Table 19). The majority of the Chapter officials strongly disagreed (71.4%), with 14.3% agreeing or strongly agreeing (Table 20). Although, no problem appeared to exist, it is important to acknowledge that since the officials were leaders,

none of them would be expected to criticize his/ her actions. Workers in Kenyan flower farms agreed that leadership problems existed in their union. They argued that committee members were too fearful of management to represent workers competently, or that if any became too active, management promoted them in order to suppress their influence (Smith et al., 2004). It has also been established that union leaders who had radical affiliations propagated public opinion against worker strikes, resulting to vigilante violence. Additionally, the leaders put the interests of union workers second to those of the political organization, ending in ineffectiveness and corruption in the union (Schwartz, 1941).

Majority of the UASU Chapter officials agreed that there was no declining membership at the Chapter, with a mean response of 2.14 (disagreed) (Table 19). On this question, 42.9% of the officials strongly disagreed, 14.3% disagreed, 28.6% were neutral and 14.2% agreed (Table 20). Cumulatively, 57.2% of the Chapter officials disagreed and strongly disagreed on whether membership was declining compared to 42.8% who were neutral and agreed on the same matter. Smith et al. (2004) observed that trade unions in Kenya and South Africa experienced difficultly in recruiting members due to low wage levels, which made workers reluctant or unable to pay membership fees. Besides, some of the members believed that management was opposed to unions and, therefore, membership could lead to loss of employment. Others felt that the benefits gained did not justify the fees paid.

On whether victimization of the UASU Chapter officials by University Management was experienced, the mean response was 4.29 (agreed) (Table 19). There was a clear cut difference between those who agreed (71.4%) and strongly disagreed (28.6%) on victimization (Table 20). The Chapter officials were also divided on whether their members failed to cooperate with the officials. This was indicated by a mean response of 2.86 (neutral). About 42.8% of them disagreed on the claim while 28.6% agreed and 28.6% were neutral (Table 20). Smith et al. (2004) established that many flower farm workers in South Africa and Zambia failed to cooperate and trust their union because they felt the committees were ineffective in service delivery. Conversely, some workers from other companies in these two countries agreed that union officials were trying their best and, therefore, were satisfied with the of unions.

Ask if political interference was a challenge in execution of their activities, the UASU Chapter officials were also divided, with a mean response of 2.71 (neutral or division) (Table 19). Approximately, 14.2% of the Chapter officials agreed that political interference was a

challenge, 42.9% were not sure, while 42.9% totally disagreed with the claim (Table 20). Adebisi (2005) noted that one could not rule out political interference in union affairs because the composition of the leadership positions was often influenced by ethno-cultural and geo-political considerations. For instance, the political authorities in Nigeria had not positively assisted to any extent union effectiveness and leadership; instead they promoted intra-union conflicts and divisions.

It is important to note that with the new constitutional dispensation in Kenya, which has established The Salaries and Remuneration Commission Act, 2011 (Article 230, Constitution of Kenya 2010), the role of the UASU may, subsequently, become limited to only a few welfare matters. The functions of the Commission are, inter alia, to inquire into and determine the salaries and remuneration to be paid out of public funds to State officers and other public officers, keep under review all matters relating to the salaries and remuneration of public officers, and determine the cycle of salaries and remuneration review upon which Parliament may allocate adequate funds for implementation (Article 11, The Salaries and Remuneration Commission Act, 2011). The Constitution provides for the nomination of only one person by an umbrella body representing trade unions to The Salaries and Remuneration Commission.

4.6. Characterization of factors affecting employee satisfaction as contributed by the activities of the UASU

Principal Component Analysis (PCA) analysis was conducted to gain insight into the patterns of association among factors affecting employee satisfaction (effective communication, employee career advancement and improved employee welfare). Bartlett test of sphericity was done to test for overall significance of all correlations within the correlation matrix. Bartlett test is an approximate chi-squared test with a test statistic that is a function of the determinant of the correlation matrix. A VARIMAX rotation was applied to the retained components in order to obtain factor pattern coefficients to facilitate the interpretation of the factors without changing their statistical explanatory power. Factor loadings of $\geq \pm 0.30$ were used to interpret the retained principal components (PCs). Factor loadings indicate the extent to which the factor in question influences the dependent variable. That is, the higher the factor loading of a given variable, the greater the effect it has in influencing the dependent variable.

4.6.1. Principle component analysis of factors affecting employee satisfaction

Based on Kaiser-Guttman criterion, PCA yielded five PCs, accounting for 66.05% with a significant (p=0.000) Bartlett's test of sphericity for goodness of fit of the data (Table 21). The rotated correlation coefficients of these factors on the original variables are shown in Table 22.

Table 21: Principal components for factors affecting employee satisfaction

Principle components	Eigen values	Total variation (%)	Cumulative variations (%)
1	3.447	21.54	21.54
2	2.952	18.45	39.99
3	1.680	10.50	50.49
4	1.357	8.48	58.97
5	1.132	7.07	66.05
6	0.922	5.76	71.81
7	0.854	5.33	77.14
8	0.805	5.02	82.17
9	0.731	4.56	86.74
10	0.490	3.06	89.80
11	0.390	2.43	92.24
12	0.346	2.16	94.40
13	0.321	2.00	96.41
14	0.255	1.59	98.00
15	0.184	1.15	99.15
16	0.135	0.84	100.00

Bartlett's Test: χ^2 = 480.22; df = 120; Sig. Level = 0.000

Table 22: Rotated correlation coefficients for factors affecting employee satisfcation

Factors affecting employee satisfaction	Principle components				
	1	2	3	4	5
Feedback from employer on employer related issues is timely	.905	.062	-.004	.065	.015
Existing communication channels reliable	.884	-.015	-.027	-.058	-.049
Information accurately delivered to employees through communication channels	.864	.142	.073	.009	-.052
Employee informed promptly on organizational expectations	.816	-.037	-.070	-.056	-.071
Relevance of employee training with respect to the realization of the University mandate	.108	.106	.102	.741	.089
Extent to which the activities of the UASU contributed to University's investment in human capital	.074	-.046	.853	-.201	-.055
Advocating and ensuring investment in human capital	.188	.037	.173	-.626	-.081
Academic qualification	.043	.024	.335	.167	.685
Academic rank	-.141	.103	-.216	.070	.741
Frequency of employee training at the University	.030	-.186	-.131	.626	.014
Employee maternity schemes	-.212	.407	.591	-.064	.097
Staff housing scheme	.132	.723	.221	-.184	.216
Employee medical schemes	-.026	.598	.450	.085	-.230
Employee pension schemes	.089	.554	.140	.015	-.565
Staff transport arrangements	.036	.849	.000	.078	.011
Availability of recreational facilities	.018	.836	-.105	-.133	-.001

The effect of improved effective communication on employee satisfaction

The factors explaining effective communication included in the PCA were; timely feedback from employer on employer related issue, reliability of existing communication channels, accurate delivery of Information to employees through acceptable communication channels and employee informed promptly on organizational expectations (Table 22). The rotated correlation coefficients of these factors on the original variables are shown in Table 22. Based on their coefficient loadings ($\geq \pm 0.30$), PC1 was labeled; timely feedback from employer on employer related issues (0.905), reliable existing communication channels (0.884), information accurately delivered to employees through communication channels (0.864) and employee informed promptly on organizational expectations (0.816) factors which are the heavy loadings (Table 22).

Factors in PC1 show that all the factors explaining effective communication as negotiated by the UASU positively affected employee but differently. That is, timely feedback from employer on employee related issues had more positive effect on employee as indicated by its factor loading. It is followed by reliable existing communication channels, information accurately delivered to employees and employees being informed promptly on organizational expectations respectively (Table 22). Availability of effective communication system enabled employees to demand for better employment terms and conditions of service, better organizational layout/ improved working practices and effective mix of wages and personnel policies, and, therefore, incentives responsible for the increased employee morale, motivation, commitment and productivity towards achieving the organizational goals. It also positively affects employee morale, motivation and cooperation, increasing their productivity and commitment to achieving organizational goals.

The effect of employee career advancement on employee satisfaction

The factors explaining employee career advancement included in the PCA as shown in Table 22 were; relevance of employee training in realization of the University's mandate, extent to which the University invested in human capital, advocating and ensuring investment in human capital, academic qualification, academic rank and frequency of employee training. The rotated correlation coefficients of these factors on the original variables are shown in Table 22. Based on the coefficient loadings ($\geq \pm 0.30$), PC4 was labeled; advocating and ensuring investment in human capital (-0.626), relevance of employee training with respect to

the realization of the university mandate (0.741), frequency of employee training at the university (0.626) factors with heavy loadings. The PC5 was labeled; academic rank (0.741), academic qualification (0.685) and employee pension schemes (-0.565), which were factors with heavy loadings. The PC3 was labeled; extent to which the activities of the UASU contributed to university investment in human capital (0.853), academic qualification (0.335), employee maternity schemes (0.591) and employee medical schemes (0.450), which were factors with heavy loadings.

Factors in PC4 show that in spite of the UASU advocating and ensuring that the University invested in human capital this did not affect positively the employee . However, having the University appreciating the relevance of training employees in order to achieve the organizational goals, coupled with frequent training of the same employees, had brought about positive effect on the their . Training employees helps to equip them with knowledge and skills necessary and sufficient for achieving organizational goals. Factors within PC5 indicate that promotion of employees to higher ranks had a more positive effect on the of the employees, followed by the improved academic qualification of the same employees. Even with employee academic qualification and promotions provided to them, the pension scheme did not improve and, therefore, affecting negatively the employee's . Academic qualifications and promotions provided to employees without increasing their pay will never motivate them and, consequently, less productive. The factors within PC3 indicate that the members of the UASU agreed that the UASU contributed to the University's investment in human capital had the greater effect on employee and productivity. It was followed by improved maternity scheme, improved medical scheme and least by employee promotion to higher ranks.

The effect of improved employee welfare on employee satisfaction

The factors explaining improved employee welfare included in the PCA were; employee maternity scheme, staff housing scheme, employee medical scheme, employee pension scheme, staff transport arrangements and availability of recreational facilities. The rotated correlation coefficients of these factors on the original variables are shown in Table 22. Based on their coefficient loadings ($\geq \pm 0.30$), PC2 was labeled; employee maternity schemes (0.407), staff housing scheme (0.723), employee medical schemes (0.598), employee pension schemes (0.554), staff transport arrangements (0.849), availability of recreational facilities (0.836), factors which had heavy loadings. The PC5 was labeled; academic rank (0.741) and academic qualification (0.685) and employee pension schemes (-

0.565). The PC3 was labeled; extent to which UASU activities contributed to the University's investment in human capital (0.853), academic qualification (0.335), employee maternity schemes (0.591) and employee's medical schemes (0.450).

Among the factors explaining employee welfare in PC2, improved staff transport arrangement had the greatest positive effect on employee . Availability of cheap and reliable transport services for the employees saves time and costs and, therefore, enable employees to accomplish their tasks on time with less financial stress. Availability of recreational facilities was the second in increasing employee . It is followed by improved staff housing scheme, medical scheme, pension scheme and lastly maternity scheme. The reason why improved maternity scheme had the least effect on improving employee is that the scheme benefits only females who happen to be few among the UASU members.

The PC5 shows that academic rank played a key role in motivating employees to increase their productivity more than an improvement in academic qualification. The reason is that having academic qualification without promotion to higher ranks is a necessary condition but not sufficient to motivate employees to improve their productivity. Employees are more motivated when their academic qualification is appreciated by job promotions accompanied by increased wages/ salaries. Employee pension scheme had a negative effect on employee . The reason may be that despite employees attaining more academic papers, there were no or little promotions that resulted to little pay and a poor pension scheme. Generally, as employee welfare increased, there was increased morale, motivation and cooperation towards productivity, organizational layout/ improved working practices, wages and personnel policies, employment terms and conditions of service, and increased employee commitment to achieving organizational goals among the employees.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions and recommendations from the study. These are what are specific and unique to the study. Overall, the UASU contributed positively to employee general welfare and satisfaction of its members.

5.1. Conclusions

Frequencies, percentages, means and standard deviations were used to describe the respondent's biographical information. They were also used to describe the impact of activities of the UASU on effective communication, employee career advancement and employee welfare. Friedman ranking test was used to determine whether the impact of activities of the UASU significantly differed on various aspects explaining effective communication, career advancement and employee welfare. Finally, pearson correlation analyses were done to establish the effect of improved communication, career advancement and employee welfare on employee .

The results show that males dominated the UASU membership, indicating that women were less attached to the labour market and tended to accumulate less specific human capital. Married employees were the majority of the UASU membership, suggesting responsibility of not only themselves but the entire family on their part and, therefore, the need to join the trade union. The age category of 46-55 years was the majority, with no members being less than 30 years of age. This may suggest a poor staff succession plan by the University. It may also indicate that older employees were more interested in job security than the relatively younger employees and, consequently, in union membership as an implicit insurance.

Majority of the members of the UASU held Masters and Doctorate degrees. This was contrary to popular belief that the interest in representation may fade away once employees knew that they were successful in the labour market. Lecturers and Senior Lecturers dominated the UASU membership, with majority of them having experience of more than six years in lecturing at Egerton University. This could explain why majority of them had been in the union for over six years.

The contribution of the UASU on the factors affecting employee communication significantly differed. Reliability of existing communication channels was ranked high followed by employees being informed promptly on organizational expectations. Feedback from the employer on employer related issues was not very timely. The perception of the respondents on the frequency of employee training in the University as attributed to the activities of the UASU was moderately high.

The UASU activities contributed in terms of career development, with academic rank being top followed by advocating and ensuring investment in human capital. The latter positively and significantly affected the mix of wages and personnel policies and organizational layout. It was clear that improvement in employment contract terms and conditions attracted more qualified personnel. Additionally, the activities of the UASU contributed positively to the general welfare of employees. In descending order of importance, maternity, pension, housing and medical schemes were some of the beneficiaries of the activities of the UASU. However, availability of recreational facilities received least attention from the Union. The prompt and effective communication also contributed positively to employee in the University. For instance, there was a positive correlation between employees being informed promptly on organizational expectations and effective mix of wages and personnel policy. Similarly, timely delivery of information to employees positively and significantly affected organizational layout and working conditions.

Availability of favourable employment contract terms and conditions (e.g., frequency of salary increase) ranked top followed by favourable welfare and, least, was availability of high occupational health and safety standards. Effective mix of wages and personnel policies, and improved morale, motivation and cooperation towards productivity ranked high among the factors affecting employee that were influenced by the UASU activities. Increased employee commitment to achieving organizational goals was least influenced by the activities of the UASU. Overall, the contribution of the UASU to employee was positive and has greater potential to do more to ensure sustainable delivery of quality products and services in the University.

Majority of the Chapter officials interviewed agreed that wage rate, employee morale, organizational layout and working practices, employee commitment to their job, output per individual member, and employee training and development had improved due to the services of the UASU. The improved welfare and of members was attributed to the collective action

within the UASU Chapter. It was, therefore, evident that availability of the UASU in Kenya or any other workers' union played a key role in employee welfare and through raising the voices of the workers and addressing their grievances effectively. However, responses from the UASU Chapter officials failed to clearly indicate whether some of the challenges reported really existed or not, i.e., the officials could not unanimously agree or disagree on the existence of such problems within the Chapter. Aspects like recognition of the UASU by the employer, employer sincerity in implementation of CBAs, lack of finances, political interference and effects of social factors like tribalism and nepotism had a mean response equivalent to neutral. The officials agreed that there was victimization of officials by University Management. Conversely, the Chapter officials disagreed on the existence of declining membership and leadership problems.

Factors in PC1 showed that all the factors explaining effective communication as negotiated by the UASU positively affected employee but differently, indicating that timely feedback from employer on employee related issues had more positive effect on employee as indicated by its factor loading. The factors within PC3 indicated that the members of the UASU agreed that the Union contributed to the University's investment in human capital had the greater effect on employee and productivity. It was followed by improved maternity scheme, improved medical scheme and least by employee promotion to higher ranks. The PC5 showed that academic rank played a key role in motivating employees to increase their productivity more than an improvement in academic qualification, implying that having academic qualification without promotion to higher ranks is a necessary condition but not sufficient to motivate employees to improve their productivity.

5.2. Recommendations

From the study, recommendations are as enumerated below:

(i) The UASU should ensure employee commitment to achieving organizational goals in order to create a win-win situation between it and University Management.

(ii) The UASU should impress upon University Management to enhance investment in human capital and training.

(iii) Feedback from employer on employer related issues to employees should be encouraged.

(iv) The UASU should engage in negotiating for staff recreational facilities, transport arrangements, and occupational health and safety standards.

(v) There is need to engage the UASU in all the University activities. This would ensure sustainable delivery of quality products and services in the University.

(vi) To stop victimization of UASU officials, the government should ensure that their rights and those of the employees are respected and protected as per existing labour laws.

(vii) To make an informed decision, a further investigation is desirable to establish why the officials were divided on challenges facing the Union, i.e., whether or not the challenges really existed.

(viii) Since the presence of the UASU improves the welfare and of employees, it should, therefore, be maintained and strengthened to further improve on the delivery of the services to the members.

(ix) There is need to re-align the activities of the UASU to the new constitutional dispensation.

(x) Generally, the study should be refined as more data becomes available, and include a larger sample, to accurately determine the various factors that influence the effectiveness of the contribution of the UASU to employee and welfare. Additionally, owing to the peculiarity of issues like location of Egerton University, membership and leadership style, the findings of the current study will have to be generalized to other institutions with caution.

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APPENDICES

Appendix I: Letter of permission to carry out research work

(Chairman, UASU Egerton University Chapter)

The Chairman,

UASU, Egerton University Chapter,

P.O. Box 15949 - 20100

NAKURU

Dear Sir / Madam,

RE: PERMISSION TO INTERVIEW UASU OFFICIALS AND GENERAL MEMBERS

I am a Master of Human Resource Management Student at Egerton University conducting a research study entitled *"An Evaluation of the Contribution of Trade Unions in the Promotion of Employee Satisfaction: The Case of the UASU, Egerton University Chapter"*.

The purpose of this letter is to request you for permission to interview the Officials of the UASU Egerton University Chapter and members of the UASU using copies of the Questionnaires attached hereto. The information obtained is strictly for academic purposes and shall be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Asaneth Chepkoech Lagat

Appendix II: The UASU Members (unionised Academic Staff) Questionnaire

No.....

Dear Sir/ Madam,

I am a Postgraduate student at Egerton University. In partial fulfilment of the requirements for the conferment of the Master of Human Resource Management degree, I am conducting a research titled "*An Evaluation* of *the Contribution of Trade Unions in the Promotion of Employee Satisfaction: The Case of the UASU, Egerton University Chapter*".

I wish to request you to kindly assist in providing the required information, by filling in the questionnaire provided below, as your views are considered important to this study.

Please note that any information given will be treated with utmost confidentiality and will only be used for the purposes of this study.

Thank you.

Yours faithfully,

Asaneth Chepkoech Lagat

Appendix III: Research Questionnaires

Questionnaire for the UASU members

No.....

Part A: General Information

1. Kindly indicate your gender

   A. Male [ ]
   B. Female [ ]

2. Kindly indicate your marital status

   A. Single [ ] B. Married [ ]
   C. Widowed [ ] D. Separated [ ]

3. Please indicate your age bracket from the choices below

   A. Below 30 years [ ]
   B. 31-35 years [ ]
   C. 36-45 years [ ]
   D. 46-5 years [ ]
   E. 56-65 years [ ]
   F. 66-70 years [ ]

4. Kindly indicate your highest academic qualification

   A. First Degree Graduate [ ]
   B. Masters [ ]
   C. Post-Graduate Diploma [ ]
   D. Doctorate [ ]
   E. Any other (Specify).....

5. Kindly indicate your current rank as an academic staff at the University

A. Principal/ Chief Technologist [ ]
B. Assistant Lecturer/ Tutorial Fellow [ ]
C. Lecturer [ ]
D. Senior Lecturer [ ]
E. Associate Professor [ ]
F. Professor [ ]

6. How long have you served as an academic staff at the University?

A. Below 1 year [ ]
B. 1 year to 3 years [ ]
C. 4 years to 6 years [ ]
D. Above 6 years [ ]

7. How long have you been a member of the UASU?

A. Below 1 year [ ]
B. 1 year to 3 years [ ]
C. 4 years to 6 years [ ]
D. Above 6 years [ ]

PART B: Role played by the UASU in the promotion of employee

8. The negotiated mode of communication from employer to employee can be described as follows: Please indicate your level of agreeing using the scale below.

Statement	5	4	3	2	1
Employees are informed on organizational expectations promptly					
Feedback from employer on employee related issues is timely					
Existing communication channels are reliable					
Information is accurately delivered to employees through the communication channels					

9. Frequency of the trainings

How would you describe the frequency of employee training at the University?

a. Very High [ ]
b. High [ ]
c. Moderate [ ]
d. Low [ ]
e. Very Low [ ]

10. Relevance of the training

How would describe the relevance of employee training as negotiated by the UASU in respect to the realization of the University mandate

a. Very relevant [ ]
b. Relevant [ ]
c. Moderate [ ]
d. Not relevant [ ]
e. Not sure [ ]

11. Employee satisfaction with the training

How would you describe the level of employee satisfaction with training at the University?

Very High [ ]
High [ ]
Moderate [ ]
Low [ ]
Very Low [ ]

12. To what extent do the following UASU-Egerton University Management negotiated employee welfare aspects enhance employee at Egerton University? Please answer using the scale below.

Very large extent [5]

Large extent [4]

Moderate extent [3]

Small extent [2]

No extent [1]

Scheme/ facility	5	4	3	2	1
Employee maternity scheme					
Staff housing scheme					
Employee medical scheme					
Employee pension scheme					
Staff transport arrangements					
Availability of recreational facilities					

13. To what extent would you say that "investment in human capital by the University is attributed to the activities of the UASU"? Please answer using the scale below.

Very large extent [ ]

Large extent [ ]

Moderate extent [ ]

Small extent [ ]

No extent [ ]

Employee general welfare

14. The following factors are positive contributions of the UASU in the enhancement of employee welfare. Please indicate whether you agree with the arguments using the scale below.

Strongly Agree [5] Disagree [2]

Agree [4] Strongly Disagree [1]

Moderate [3]

Factor	5	4	3	2	1
Availability of favourable terms and conditions, including frequency of salary increase					
Availability of a favourable welfare scheme					
Availability of employee medical and insurance scheme					
Availability of high occupational health and safety standards					

15. To what extent has the union performed the following roles: Using the scale provided below, please indicate by applying a tick in the right box

Very large extent [5] Small extent [2]

Large extent [4] No extent [1]

Neutral [3]

Role	5	4	3	2	1
Increased relative wage of its members					
Monitoring role on behalf of the employer					
Promoting effective communication, information and discipline					
Enforcement of standards of workmanship					
Advocating and ensuring investment in human capital					
The union trusts management over job security					

16. The activities of the UASU at the University have resulted into the following factors influencing employee productivity. To what extent do you agree with them?

Using the scale provided below, please indicate by applying a tick in the right box

Strongly agree [5] Agree [4] Neutral [3] Disagree [2] Strongly Disagree [1]

Activity	5	4	3	2	1
Effective mix of wages and personnel policies					
Improved morale, motivation and cooperation towards productivity					
Better organizational layout or improved working practices					
Improved the employment contract (i.e., terms and conditions of service)					
Increased employee commitment to achieving organisational goals					

Appendix IV: The UASU Officials, Egerton University Chapter Questionnaire

No.....

Dear Sir/Madam,

I am a Postgraduate student at Egerton University. In partial fulfilment of the requirements for the conferment of the Master of Human Resource Management degree, I am conducting a research entitled "*An Evaluation of the Contribution of Trade Unions in the Promotion of Employee Satisfaction: The Case of the UASU, Egerton University Chapter.*"

I wish to request you to kindly assist in providing the required information, by filling the questionnaire provided below, as your views are considered important to this study.

Please note that any information given will be treated with utmost confidentiality and will only be used for the purposes of this study.

Thank you.

Yours faithfully,

Asaneth Chepkoech Lagat

Questions

1. Kindly indicate your gender

A. Male [ ]
B. Female [ ]

2. Kindly indicate your marital status

A. Single
B. Married
C. Widowed
D. Separated

3. Please indicate your age from the choices below

A. Below 30 years [ ]
B. 31-35 years [ ]
C. 36-45 years [ ]
D. 46-5 years [ ]
E. 56-65 years [ ]
F. 66-70 years [ ]

4. Kindly indicate your highest academic qualification

A. First degree [ ]
B. Masters [ ]
C. Postgraduate diploma [ ]
D. Doctorate [ ]
E. Any other (Specify).....

5. How long have you served as an Official of the UASU?

A. Below 1 year [ ]
B. 1 to 3 years [ ]
C. 4 to 6 years [ ]
D. Above 6 years [ ]

6. The following statements relate to the of the UASU's: Please using the scale provided below, indicate to what extent you agree with the statements.

Strongly agree [5] Agree [4] Neutral [3] Disagree [2] Strongly disagree [1]

	5	4	3	2	1
There is improved wage rates and, therefore, a motivation to employees					
There is improved morale, motivation and cooperation towards productivity due to the CBAs					
Better organizational layout or improved working practices due to negotiated benefits					
There is improvement on the terms and conditions of service, leading to employee loyalty					
There is increased employee commitment to achieving organisational goals					
The workers are satisfied with the Union's					
The Union encourages the workers to work very hard and, therefore, this has a direct positive effect on their individual output					
The Union advocates for employee training and development					

7. The following challenges face the UASU, Egerton University Chapter and, therefore, interfere with its efficiency in service delivery: Please using the scale provided below, indicate to what extent you agree with the statements

Strongly agree [5] Agree [4] Neutral [3] Disagree [2] Strongly disagree [1]

Challenges	5	4	3	2	1
Recognition of the Union by the employer					
Employer's insincerity in the CBA implementation as signed by the parties					
Lack of finance for its operations (e.g., for filing suits)					
Declining membership					
Victimisation of the UASU officials					
Lack of cooperation from the members					
Political interference					
Social factors such as tribalism, nepotism and gender bias					
Leadership problems at the Union offices (corruption, leadership wrangles)					

8. Kindly give your suggestions on what you think the Union should do to enhance employee satisfaction.

(i) .....

(ii) .....

(iii).....

(iv).....

(v) ....

THANK YOU!