

**INFLUENCE OF TRADE UNIONS ON PRODUCTIVITY OF TECHNICAL
AND VOCATIONAL EDUCATION TRAINING INSTITUTIONS IN KENYA**

JOHN WARUA MWATHE

DOCTOR OF PHILOSOPHY

(Human Resource Management)

**JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY**

2018

Influence of Trade Unions on Productivity of Technical and Vocational Education Training Institutions in Kenya

John Warua Mwathe

A Thesis Submitted in Partial Fulfilment for the Degree of Doctor of Philosophy in Human Resource Management in the Jomo Kenyatta University of Agriculture and Technology

2018

DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

Signature Date

John Warua Mwathe

This thesis has been submitted for examination with our approval as university supervisors.

Signature Date

Prof. Hazel Gachunga, PhD.

JKUAT, Kenya

Signature Date

Dr. Esther W. Waiganjo, PhD

JKUAT, Kenya

DEDICATION

I dedicate this thesis to my wife Joyce and children Jane, Jese and Joy for the assistance, effort and patience they gave me during the time I was away writing this thesis.

ACKNOWLEDGEMENT

My special thanks and heartfelt gratitude goes to my supervisors Prof. Hazel Gachunga and Dr. Esther Waiganjo both of College of Human Resource Development, Jomo Kenyatta University of Agriculture and Technology for their tireless effort, support, patience, guidance and constructive criticism throughout the whole research period. Their involvement proved to be a great deal of help that has made this study possible. I wish also to acknowledge Robert K. Muraya who supported me on data analysis. I wish also to thank all the teaching staff and non-teaching staff, ministry of Education officials, Secretary Generals of trade unions of KNUT, KUPPET, KUDHEIHA, COTU and TUC for their willingness to spare their valuable time to fill the questionnaires and respond positively during the interview. I wish to acknowledge my dear wife Joyce Njoki, daughters Jane Wambui and Joy Nyambura and son Jeseo Mwathe, for their support and patience during the time I was away carrying out this study. I also acknowledge the Officials of Technical and Vocational Education Training Institutions, for the assistance given and almighty God for giving me the knowledge, wisdom, time and ability to carry out this study. My sincere gratitude goes to my colleagues in PhD HRM (2014) class for their moral support and encouragement.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xv
LIST OF ACRONYMS AND ABBREVIATIONS	xvi
DEFINITION OF TERMS.....	xix
ABSTRACT.....	xxi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 Regional Perspective	3
1.1.2 Trade Union Movement in Kenya	4
1.1.3 Beginning and development of the Modern Industrial System in Kenya.....	4
1.1.4 Main Features of Trade Unions in Kenya.....	6
1.1.5 Trade Unions Representing Employees in Institutions	7
1.1.6 TVET institution.....	9
1.1.7 Link between the Influence of Trade Unions and Productivity.....	10

1.2 Statement of the Problem	11
1.3 Objectives of the Study	13
1.3.1 General Objective	13
1.3.2 Specific Objectives	13
1.4 Research Hypotheses.....	13
1.5 Significance of the Study	14
1.6 Scope of the Study.....	15
1.7 Limitations of the Study	16
CHAPTER TWO	18
LITERATURE REVIEW	18
2.1 Introduction	18
2.2 Theoretical Framework	18
2.2.1 Ability, Motivation, Opportunity Theory (AMO Theory).....	18
2.2.2 Universalistic theory	21
2.2.3 Equity Theory	24
2.2.4 Conflict theory	27
2.3 Conceptual Framework	29
2.4 Review of Literature on Variables	31
2.4.1 Employees Participation	31
2.4.2 Protection of Employee’s Rights	34
2.4.3 Management of Collective Bargaining Terms.....	38

2.4.4 Conflict Management Strategies.....	40
2.4.5 High Performance Work Practices	43
2.4.6 Productivity.....	48
2.5 Empirical Review	51
2.5.1 Employees Participation	51
2.5.2 Protection of Employee’s Rights	54
2.5.3 Management of Collective Bargaining Terms.....	57
2.5.4 Conflict Management Strategies.....	58
2.5.5 High Performance Work Practices	59
2.5.6 Productivity.....	60
2.6 Critique of Existing Literature	62
2.6.1 Employees Participation	62
2.6.2 Protection of Employee’s Rights	65
2.6.3 Management of Collective Bargaining Terms.....	66
2.6.4 Conflict Management Strategies.....	68
2.6.5 High Performance Work Practices	69
2.6.6 Productivity.....	74
2.7 Research Gaps	78
2.8 Summary	79
CHAPTER THREE	80
RESEARCH METHODOLOGY	80

3.1 Introduction	80
3.2 Research Design	80
3.2.1 Research Philosophy.....	80
3.2.2 Research Design	81
3.3 Target Population	83
3.4 Sampling Frame	84
3.5 Sample and Sampling Technique.....	84
3.5.1 Sample Size	84
3.5.2 Sampling Technique	86
3.6 Data Collection Instruments.....	88
3.6.1 Questionnaire.....	88
3.6.2 Interviews	89
3.7 Pilot Testing	89
3.7.1 Reliability	90
3.7.2 Validity	91
3.8 Data Collection Procedure	91
3.10 Data Analysis and Presentation.....	92
3.10.1 Statistical Measurement Model.....	93
3.10.2 Operationalization of Study Variables.....	95
3.11 Ethical Considerations.....	96
CHAPTER FOUR.....	97

CHAPTER FOUR.....	97
RESEARCH FINDINGS AND DISCUSSION.....	97
4.1 Introduction	97
4.2 Response Rate	97
4.3 Reliability analysis	98
4.4 Demographic Characteristics	98
4.4.1 Job Title of the Teaching Staff	99
4.4.2 Number of Years of Working in the Institution.....	99
4.4.3 Level of Education.....	100
4.4.4 Job Title of Non-teaching Staff	101
4.4.5 General Information about Your Trade Union	102
4.5 Analysis of Study Variables	104
4.5.1 Influence of Employees Participation on Productivity	104
4.5.2 Influence of Protection of Employee’s Rights on Productivity in TVET Institutions in Kenya.....	107
4.5.3 Influence of Management of Collective Bargaining on Productivity in TVET Institutions	112
4.5.4 Influence of conflict management strategies on productivity in TVET Institutions	117
4.5.5 Moderating Influence of High Performance Work Practices on Productivity in TVET Institutions	120

4.5.6 Productivity.....	121
4.6 Inferential Statistics.....	126
4.6.1 Correlation analysis	126
4.6.2 Hypothesis testing.....	128
4.7 Plotting of the Moderating Variable.....	140
4.8 Qualitative Data Analysis.....	143
4.8.1 Influence of Employees Participation on Productivity.....	143
4.8.2 Influence of Protection of Employee’s Rights on Productivity in TVET Institutions in Kenya.....	145
4.8.3 Influence of Management of Collective Bargaining On Productivity In TVET Institutions	147
4.8.4 Influence of conflict management strategies on productivity in TVET Institutions	151
4.8.5 Moderating Influence of High Performance Work Practices on Productivity in TVET Institutions	154
4.8.6 Productivity.....	157
4.9 Discussion	161
4.9.1 Employees’ Participation on Productivity.....	161
4.9.2 Influence of protection of employee’s rights.....	162
4.9.3. Influence of management of collective bargaining	163
4.9.4 Influence of conflict management strategies	164

4.9.5 Moderating Influence of High Performance Work Practices	165
CHAPTER FIVE	166
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	166
5.1 Introduction	166
5.2. Summary of Findings	166
5.2.1 Influence of Participation on Productivity in TVET Institutions in Kenya	166
5.2.2 Influence of Protection of Employee’s Rights on Productivity in TVET Institutions in Kenya.....	167
5.2.3 Influence of Management of Collective Bargaining on Productivity in TVET Institutions in Kenya.....	168
5.2.4 Influence of Conflict Management Strategies on Productivity in TVET Institutions in Kenya.....	169
5.2.5 Moderating Influence of High Performance Work Practices on Productivity in TVET Institutions in Kenya.....	170
5.3 Conclusions	171
5.4 Recommendations	173
5.5 Areas for Further Research.....	173
REFERENCES.....	175
APPENDICES	186

LIST OF TABLES

Table 3:1 Sample size	86
Table 3:2 Operationalization of Study Variables.....	95
Table 4:1 Reliability tests of the variables.....	98
Table 4:2 General information about Your Trade Union	103
Table 4:3 Employees Participation	104
Table 4:4 Protection of Employee’s Right.....	108
Table 4:5 Management of Collective Bargaining Terms.....	113
Table 4:6 Conflict Management Strategies.....	117
Table 4:7 Moderating Influence of High Performance Work Practices	120
Table 4:8 Correlation Matrix	127
Table 4:9 Model Summary	129
Table 4:10 ANOVA	130
Table 4:11 Coefficients Determination of Employees Participation and Productivity	131
Table 4:12 Model Summary.....	131
Table 4:13 ANOVA	132
Table 4:14 Coefficients Determination of Protection of Employees Rights and Productivity.....	133
Table 4:15 Model Summary.....	134
Table 4:16 ANOVA	134

Table 4:17 Coefficients Determination of Management of Collective Bargaining and Productivity.....	135
Table 4:18 Model Summary.....	136
Table 4:19 ANOVA	137
Table 4:20 Coefficients Determination of conflict management strategies and Productivity.....	138
Table 4:21 Parameters Showing the Influence of the Moderating Variable on the Independent Variables.....	140

LIST OF FIGURES

Figure 2:1 Conceptual Framework (adopted from Gill, 2009)	30
Figure 4:1 Job Title of the Teaching Staff	99
Figure 4:2 Numbers of Years of Working in the Institution.....	100
Figure 4:3 Level of Education	101
Figure 4:4 Job Title of Non-teaching Staff.....	102
Figure 4:5 Union Champions for Curriculum Implementation through Keeping of Recommended Documents.....	122
Figure 4:6 Trade Union Encourages Employees to Complete and Update Assigned Duties	123
Figure 4:7 Trade Union Encourages Employees, During Training, To Monitor Class Attendance, Maintain and Record Marks In the Subject Register	124
Figure 4:8 Trade Unions Exert Influence on Employees to Participate In Co- Curricular Activities	125
Figure 4:9 Moderating Effect of HPWP on P.....	140
Figure 4:10 Moderating Effect of HPWP on Relationship between PER and P	141
Figure 4:11 Moderating Effect of HPWP on relationship between MCB and P	142
Figure 4:12 Moderating Effects of HPWP on the Relationship between CMS and P.....	142

LIST OF APPENDICES

Appendix i: Letter of Introduction.....	186
Appendix ii: Survey Questionnaire.....	187
Appendix iii: Interview Guide - Secretary Generals of Trade Unions & Principal Secretary, State Department of Science and Technology and Director TVET...	193
Appendix iv: Factors Analysis and Reliability Test of the Factors	194
Appendix v: TVET Institutions and the Number of Employees	197
Appendix vi: Krejcie and Morgan’s Sample Size Table	198
Appendix vii: Research Authorization.....	199
Appendix viii: Research permit	200

LIST OF ACRONYMS AND ABBREVIATIONS

ACFTU	All-China Federation of Trade Unions
AMO	Ability, Motivation and Opportunity theory
BOM	Board of Management
CBA(s)	Collective Bargaining Agreement(s)
CGWU	County Government Workers' Union
CMS	Conflict management strategies
COK	Constitution of Kenya promulgated in August 2010
COK article 27	Equality and Freedom from Discrimination
COTU	Central Organization of Trade Unions
COTU-K	Central Organization of Trade Unions of Kenya
CPD	Continuous Professional Development
EI	Employee involvement
EMPLOYEE	Employees like Accountant, Nurse, Cook / Lecturers
EP	Employee participation
FKE	Federation of Kenya Employers
FKL	Federation of Kenya Labour
HPWP	High performance work practices
HR	Human resource
ILO	International Labour Organization

IRC	Industrial relations charter
KCSU	Kenya Civil Servants Union
KLGWU	Kenya Local Government Workers Union
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of employees
KSAs	Knowledge skills and abilities
KUDHEIHA	Kenya Union of Domestic, Hotels, Educational institutions and Hospital institutions Workers Union
KUPPET	Kenya Union of Post –Primary Education Employees
KUSU	Kenya University Staff Union
MCB	Management of collective bargaining terms
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NITA	National Industrial Training Authority
NLC	Nigeria Labour Congress
PER	Protection of employee’s rights
PRP	Performance-related pay
PUSETU-K	Public Service Trade Unions of Kenya
SHRM	Strategic human resource management
SRC	Salaries and Remuneration Commission

TKI	Thomas-Kilmann Conflict Mode Instrument
TSC	Employees Service Commission
TU(s)	Trade Union(s)
TUC	Trade union congress
UASU	University Academic Staff Union
UTENSU	University Technical Non –Teaching Staff Union
WERS	Workplace Employment Relations Survey

DEFINITION OF TERMS

Conflict management strategies: These strategies which include avoidance, accommodation, competition, compromise and collaboration, are used by Human Resources and Organizational Development consultants as a channel to open discussions on difficult issues and facilitate learning about how conflict-handling modes affect personal, group, and organizational dynamics (Rahim, 2002 cited by Longe, 2015).

High Performance Work Practices (HPWPs): These are Human resource practices that Strategic Human Resource Management theorists consider performance enhancing (Huselid, 1995 cited by Muduli, 2015).

High Performance Work Systems (HPWS): These are Human Resource systems that improve workers commitment, competencies, and productivity. (Appelbaum *et al.*, 2000; Datta *et al.*, 2005; Sels *et al.*, 2006; Combs *et al.*, 2006 cited by Muduli, 2015).

Management of collective bargaining terms: Collective bargaining is a voluntary negotiation between employers or employers' organizations and workers' organizations, with a view to the regulation of terms and conditions of employment by collective agreements (Akhaukwa; Maru, & Byaruhanga, 2013; ILO Convention No. 98 of 1949 cited in Tubey, Kipkemboi, & Bundotich, 2015).

Ordinance: This is a statute legislated in the British Parliament London and only imported into Kenya to render some semblance of democracy in labour matters (Nyaencha, 2014).

Productivity: It implies output for given levels of input. Labour Productivity is defined as value added per worker (Hirsch, 1997 cited by Khan & Khan, 2011; Republic of Singapore, 2011 cited by (Mihail, Links, & Sarvanidis, 2013).

Protection of Employee's Rights: Employees and trade union rights are those legal provisions which are meant to protect workers in the course of employment. Workers' rights can be described as a subset of human rights (Adewumi, 2012).

Trade union participation: Union participation means the collective involvement of members in union related activities which are closely related to the effective functioning of the union (Bolton *et al.*, 2007 cited in Gamage & Hewagama, 2012; Nyaecha, 2014).

TVET: These are Tertiary Educational Institutions that offer Technical and Vocational Training in Kenya. Technical and vocational education and training (TVET) is a comprehensive term referring to the educational process (UNESCO, 1984 cited in (Simiyu, 2009); Ministry Of Education, Science and Technology, 2015).

ABSTRACT

This thesis aimed at establishing the influence of trade unions functions on employee productivity in Technical and Vocational Education Training (TVET) Institutions in Kenya. The study looked at the influence of trade unions functions as a practice of employee relations in Human Resource Management. Specifically, it examined the influence of trade union participation on productivity in TVET Institutions; determined the influence of trade union's protection of employee's rights on productivity; established the influence of trade unions management of collective bargaining on employee's productivity; determined the influence of trade unions conflict management strategies on productivity; and examined the moderating effect of high performance work practices on the relationship between the influence of trade unions functions and productivity in TVET Institutions in Kenya. The study anchored on theories like Ability, Motivation, Opportunity Theory, Universalistic theory, Equity and conflict theories. This research adopted cross sectional survey research design. The target population was TVET Institutions with 5718 individuals that included Principals, Deputy Principals, heads of departments, teaching staff, non-teaching staff, a ministry of science and technology education official, Secretary Generals of KNUT, KUPPET, COTU, TUC and representative from the TVET Institutions. The sample size was 361 of which 315 responded. Purposive sampling was used to select 10% of sample size of institutions for pilot testing. Normal approximation to the binomial distribution and stratified sampling were used to arrive at the sample size. A structured questionnaire and an interview schedule were used to collect primary data. The questionnaire was pretested before data collection for validation and reliability. Secondary data was collected through evaluation of journals, reports, and publications. Both descriptive and inferential analysis methods were used to analyze statistical data. The study used a statistical measurement model with a moderating variable. Inferential statistics was used to test preset alternate hypotheses. The Statistical Package for Social Sciences (SPSS) version 22 was used for the statistical analyses, while qualitative data was analyzed thematically along the objectives of the study. The study revealed that there is a positive linear relationship between employees' participation and productivity. It also revealed a positive linear relationship between protection of employee's rights and productivity; positive linear relationship between management of collective bargaining and productivity, and a positive linear relationship between trade union's conflict management strategies and productivity. It also revealed a positive linear relationship between moderating influence of high performance work practices and productivity. This shows that the variables under study have a statistically significant influence on productivity. The study recommends that each TVET institution should have a trade union official representative, and that TVET Institutional Heads should always avoid any intimidation activities towards union officials. In addition TVET institutional heads and Ministry of Science and Technology officers should always seek to work harmoniously with trade unions instead of competing in order to enhance productivity. TVET institutional heads and the ministry officials should tap into the influence of trade unions to achieve organizational goals thereby enhancing productivity. In addition, trade union goals should be harmonized with those of TVET institutions in a way that regards productivity. The study is beneficial to Education stakeholders, trade union officials and the Government at large.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Aroge (2011) states that trade unions would like to be seen as working with employers to create a better and more competitive economy and not as organizations that stand in the way of change and increase costs for firms. There is a belief that both parties have mutual interests. Workers are better motivated if they feel their interests are being looked after by trade unions (Aroge, 2011). According to Khan and Khan (2011), workers join unions for such benefits as higher wages, better benefits, job security, safer working conditions, and the right to have input into workplace affairs.

Trade unions play different roles in different countries, for example, unions in the United States of America (USA) exercise their power through collective bargaining and organizing strikes. German unions, on the other hand, participate in employment-related decision processes in a co-determination system. Japan has a similar joint-consultation system, in which employee groups communicate with management on issues of policy, production, personnel, and finances. Unlike managers in the USA who hold anti-union attitudes, many Japanese executives begin their career as union members and union leaders, and as a result have a greater appreciation for the perspective of labor as well as management (Bernardin, 2010).

In China, about 74 percent of Chinese employees are official members of the All-China Federation of Trade Unions (ACFTU) (2009). The ACFTU carries out union functions like union organizing (Chan, 2007 cited by Wang, 2011), collective bargaining and equal consultation (Howell, 2010 cited by (Wang, 2011). According to Qingjun (2010), trade unions in communist countries have been criticized as a political tool of the ruling party to control the workers, as the unions endeavour to compromise labour interests into state agenda to avoid labour militancy. The researchers Unger and Chan, conclude that eventually, the union will evolve towards

a more representative organization for labour rights (Unger & Chan, 1995 cited by Wang 2011). Britain has a largely voluntarist system of workplace union representation and collective bargaining (Bryson, Forth, & Laroche, 2011). For the last two decades, there has been a considerable reduction in the extent of union involvement in workplace regulation (Millward, Forth, & Bryson, 2000) cited by (Bryson, Forth, & Laroche, 2011). Membership density and recognition for collective bargaining have both fallen by almost a half since the mid-1980s, with just 15 percent of private-sector employees now belonging to unions and 18 percent having their pay set by a collective agreement (Achur, 2010). Trade unions are involved in workplace regulation only where there are strong traditions of union representation and where market conditions facing the employer are harmless. The scope of bargaining is limited to core terms and conditions, like pay hours and leaves.

The institutional setting in France is quite different. Although trade union density has been decreasing among private sector employees for decades, currently standing at around 5 percent, national sectoral bargaining is common. Bryson *et al.*, (2011) indicates that in 2004, when they collected their data, French legislation allowed any of the five main union confederations in the country to designate a representative at workplace or company-level in any firm with at least 50 employees; with the right to negotiate once a year over specific terms and conditions including pay, working time, pensions and training. In firms with fewer than 50 employees only elected worker representatives could serve as union delegates but, subject to this restriction, they had the same rights to bargain with the employer. Any collective agreement that resulted from these negotiations was automatically valid, and applied to all employees in the firm, unless opposed by other unions who could demonstrate majority support within the organization (Bryson, Forth, & Laroche, 2011).

According to Nirmala and Raju (2014), in India, the trade unions undertake the following functions: achieving higher wages and better working and living conditions for members, acquire control over industry by workers, minimizing the helplessness of the individual employees by making them stand-up united and increasing their resistance power through collective bargaining, raising the status of

workers as partners in industry and citizens of society, generating self confidence among the workers, encouraging sincerity and discipline among the workers, taking welfare measures for improving the morale of the workers. The National Commission on Labor has outlined certain basic functions to which trade unions have to pay great attention. These include secure fair wages for workers, safeguard the security of tenure and improve conditions of service (Nirmala & Raju, 2014).

Several studies have shown that trade unions have beyond collective bargaining role such as role in increasing worker's productivity or efficiency, improvement of workers discipline, workplace peace and harmony and participating in decision making with management (Khan & Khan, 2011). Bryson *et al.*, (2011), states that in theory, trade unions may have a negative influence on organization performance. If they are successful in bargaining for above-market wages or in capturing quasi-rents (for example, through restrictive practices that reduce productivity) they will reduce profitability. Trade unions can enhance performance through voice effects which raise labour productivity and improve managerial decision-making (Freeman & Medoff, 1984), cited by Bryson *et al.*, (2011), by acting as an agent for the employer in monitoring workers, or in assisting with organizational change (Vroman, 1990) cited by Bryson *et al.*, (2011). Productivity seems to improve in an economy promoting policies to weaken industry-wide collective bargaining. Further research is needed in Industry-wide work rules and productivity (Lamarche, 2013).

1.1.1 Regional Perspective

In many countries, a trade union represents the precursor of the working class interests against capitalist exploitations. In the modern-day times, however, in the developing countries like Kenya, trade unions have come to assume roles that transcend the traditional role of protection of workers "welfare and class liberation". In Nigeria, trade unions fought against colonial rule and exploitation of the Nigerian State during the colonial period. The activities of trade unions, under the umbrella of the Nigeria Labour Congress (NLC) during the military dictatorship in the late 1980s and the 1990s hastened the return to democratic rule in the country (Anyim, Ilesanmi, & Alaribe, 2013).

Over the years, trade unions in Nigeria have evolved from formal to highly formal bureaucratic organizations. Despite sustained hostility from some employers and occasional state repression coupled with membership passiveness and indifference of the public, trade unions remain an enduring institution in the employment relations. Trade unions carry on many different activities, for example, those which produce direct benefit-negotiations, grievance handling, community service, and uncertain trades, job search or referral (Anyim, Ilesanmi, & Alaribe, 2013).

1.1.2 Trade Union Movement in Kenya

Nyaencha (2014) indicates that the enactment of a Trade Unions' Ordinance in 1937 by the colonial government, and its amendment in 1940, resulted in a dash for the registration of workers' unions in Kenya. From the initial three trade unions in 1937 immediately after the enactment of the ordinance, the number doubled to six in 1940. By 1963 as the country achieved independence, the number of trade unions had multiplied to 52, representing about 155,000 workers. Trade unions in Kenya especially those representing lecturers, employees, civil servants, doctors and nurses have been agitating for higher salaries, job security, improved terms and conditions of employment for their members among other things. The Constitution of Kenya (COK) 2010, which provides for industrial action under Article 41 in the Bill of Rights, has led to a fresh vibrancy in trade unionism. Some 14 trade unions have been registered since the promulgation of the Constitution on August 27, 2010, bringing the total number to 79 (Nyaencha, 2014).

1.1.3 Beginning and development of the Modern Industrial System in Kenya

According to Nyaencha (2014), the modern industrial relations system started during the late 1890s when European came to Kenya and introduced a new economic and political dispensation which brought about major changes in the ways of the lives of Kenyans. Once the decision was taken that European settlement should be encouraged in the East African Protectorate, certain policy and legal implications followed (Ghai & McAuslan pp79, 1970 cited by Nyaencha, 2014). The colonizers subjected Kenyans to hegemonic controls and imposed their procedures and practices

in all spheres of life. The indigenous populations were forced to work on the white settlers' farm for a pittance. There were many complaints which rose by workers but which were suppressed. Africans who served in the 1st and 2nd world wars returned and brought awareness of labour rights. In the late 1950s, African workers called for the establishment of trade unions. The first trade unions were registered in the 1950s. Workers' leaders like Tom Mboya and Fred Kubai organized Africans into formidable groups. The trade union movement in Kenya began in the early 1900's (cited by Nyaencha, 2014), when the settlers established plantations.

According to Nyaencha (2014), the trade union movement in Kenya was a reaction to the harsh conditions of Africans labour who felt they were being treated unfairly. The first trade union in Kenya was registered in 1949 as Ordinance No. 35 (Cited by Nyaencha, 2014) has given the factors that contributed to the establishment of trade unionism in Kenya as it is today. These included: a) The strong opposition of the elite settler employees, b) The small number of wage earners and their lack of technical know-how in trade union organization, c) The authoritarian nature of the colonial political systems, d) The restrictive labour laws; and e) The high rate of illiteracy among wage earners.

Nyaencha (2014), states that there were major happenings in trade unionism in Kenya that greatly influenced industrial relations. They include: i) The two World Wars where Kenya Africans fought and were as a result exposed to what was happening in other parts of the world in respect to industrial relations rights, ii) The war veterans returned home to press the colonial government to improve employment practices including registration of trade unions, iii) Independence in 1963 led to improvements in labour relations including reduction of discriminatory practices against Africans and increase in educational opportunities, iv) a widened political space, and increases in labour mobility and opportunities for employment. The Industrial relations charter (IRC) was one of the instruments established just before 1963 to steady labour relations in Kenya. The clamp down on freedom of association during the later part of the Kenyatta and throughout the Moi eras, which reduced trade union and political freedoms, iv) The promulgation of the new Constitution in 2010 was a rebirth for the freedoms of association and expression,

and mainstreaming of labour relation rights as part of the Bill of Rights in part IV of the Constitution. Besides these, the COK outlaws discrimination at Article 27, and calls for inclusivity in the management of public affairs which may have an impact on private labour relation.

1.1.4 Main Features of Trade Unions in Kenya

Most trade unions in Kenya are organized on an industrial basis and any union applying for registration is scrutinized and registered or refused registration on this basis (Aluchio, 1998, cited by Nyaencha, 2014). University Academic Staff Union (UASU), Kenya Union of Post–Primary Education Employees (KUPPET) and Kenya National Union of employees (KNUT) are trade unions that serve the education sector employees. Kenya Union of Domestic, Hotels, Educational institutions and Hospital institutions Workers Union (KUDHEIHA) is a cross-sectoral trade union and as such it is industry based ((KUDHEIHA, 2017). UASU and Kenya University Staff Union (KUSU) are both based in the higher education sector but represent different levels of workers, namely, academic or teaching employees and non-teaching administrative and technical employees respectively. KUSU now represents workers in the public universities who were formerly represented by KUDHEIHA and University Technical Non–Teaching Staff Union (UTENSU). UASU by its very nature is a white-collar trade union. Recognition of trade unions by employers is also based on whether the trade union covers employees of the particular organization where the union is seeking recognition. If this is not the case, the employers refuse to recognize it even when the threshold for recognition has been attained (Nyaencha, 2014). Industry-based trade unionism was agreed upon in 1957 between Federation of Kenya Labour (FKL) and Federation of Kenya Employers (FKE). This agreement was to the effect that: a) Avoiding of recognizing overlapping spheres of activity of unions in the same industry was essential. The existence of both KNUT and KUPPET is contrary to this objective of trade unionism. KUDHEIHA also represents other employees in the education sector at primary and tertiary level in the public service, b) It would be easier for the employers in the industry and the trade unions to ensure that the recognition agreement was observed (KUDHEIHA, 2017).

Central Organization of Trade Unions of Kenya (COTU) plays an important role in providing assistance to individual trade unions, whether they are its affiliate members or not. Many times COTU proffers its assistance voluntarily. UASU was initially not a member of COTU but after a bruising start UASU opted to be affiliated to COTU to get inured to the turbulence of industrial actions. KNUT, a large and powerful both craft-based and industry based union is not affiliated to COTU but they often cooperate whenever there are industrial actions by KNUT, the former offering indispensable brotherly support when they are on good terms. With the formation of Public Service Trade Unions of Kenya (PUSETU-K) this type of cooperation may not be tenable (Nyaencha, 2014).

According to studies by Nyaencha, (2014), it is emphasized that the types of trade unions in Kenya include: a) Sector or industry based, b) Craft trade unions, c) Closed shop trade unions, d) Blue-collar trade union and, e) White-collar trade unions. The main trade unions are sectoral-based unions. Closed shop trade unions are not legal in Kenya. In Kenya both blue-collar and white-collar workers can form and join trade unions under the constitution of Kenya. Even before the constitution was promulgated in August 2010, it was possible for both types of workers to join a trade union. All Local Government authority Workers have been members of the Kenya local Government Workers' Union (KLGWU). These workers are now working under the county government and are eligible to join the County Government Workers' Union (CGWU).

1.1.5 Trade Unions Representing Employees in Institutions

The trade unions representing lecturers and employees in these institutions are the KNUT and KUPPET. Kenya Union of Post Primary Education Employees (KUPPET) was registered in 1998 to respond to challenges of sectoral representation among employees/lecturers. Its Motto is service, justice and integrity. It was formed at a time when both secondary and college tutors were looking forward for a forum to voice their concerns. The birth of KUPPET was a culmination of a long struggle between the post primary employees and government in regard to a platform which would truly represent their aspirations, hopes and fears. At the moment the Union has

30,000 registered Members while other 16,000 employees have applied for membership. This trade union is an affiliate member of COTU. The potential membership is 66,000 (KUPPET, 2011).

Kenya National Union of Employees (KNUT) draws its strength from the strong spirit that led to its creation in 1957, the critical nature of the sector that it serves (education), the huge size of its membership, and the energetic leadership it has enjoyed since its inception. With more than 70 branch offices across the country and shop stewards in all the 19,000 public schools, the union is the most networked in Kenya. It represents approximately over 200,000 members countrywide. Each of these members contributes two per cent of their salaries to KNUT, giving it a solid financial base in addition to its physical presence. KNUT was formed out of a dire need by African employees for a national body to speak for them and to deal with exploitation by their various employers, namely: Missionaries (primary school employees); Government (primary and secondary school employees, mainly of European decent); and African Employees Service (for African secondary school employees).

This system put employees under diverse terms of service and conditions of work. In 1960, Mr. Kioni, who had been a trainer at Kilimambogo Teachers Training College, resigned his job to concentrate on the union work full-time. That marked the start of the building of the union into a powerful national institution. The Union was registered on 14th May 1959 (Okumbe, 2001 cited by KNUT, 2010).KNUT Constitution defines membership as all registered employees in public and private post primary institutions which shall include primary employees, high school employees, employees in technical training institutes, colleges of technology, special educational school and training centres for early childhood education. The KNUT is the most active trade union in Kenya. When the union calls its members to action, the matter becomes a national topic and a government concern. In 1997, KNUT staged one of its most intense strikes to demand a 300 per cent salary increment for employees (KNUT, 2010).

KUDHEIHA is a trade union that stands for Kenya Union of Domestic, Hotels, Education Institutions, Hospitals and Allied Workers. It is registered under the then Trade Union Act cap.233 now repealed to Labour Institution Act 2007. It is mandated by the same Act to represent employees engaged in sectors of Domestic, Hospitals, Hotels; Educational Institution either private or public owned (Universities, Polytechnics, Colleges, High and Secondary Schools, Primary and Academies and Clubs and Church owned Institutions). KUDHEIHA's rich history stretches from 1945 when the first domestic worker's association came into being. It is one of the oldest trade unions in Kenya registered on 27th November 1951. Since it has been in operation for some time, it has gathered a lot of experience and knowledge in championing for workers rights. KUDHEIHA has members in all parts of the country and has established branches in almost all the 47 counties of the republic to get closer to the membership for efficient service delivery. It performs the following functions to its members: Improves terms and conditions of service through collective bargaining procedures, negotiate with employers on pay and other conditions of work, provide legal assistance to their members, and enhance capacity for its member in dealing with labour related issues through education and training (KUDHEIHA, 2014).

1.1.6 TVET institution

In Kenya, there are over 56 Technical institutions spread across the country and offering technical and vocational training. Technical skills form the basis for the realization of industrial transformation and a meaningful quest for Kenya's Vision 2030. Technical skills are a basic requirement that enable graduates of TVET in Kenya to engage productively after graduating. This implies that employees TVET should have a higher productivity (Sang, Muthaa, & Mbugua, 2012). In a research conducted by Commonwealth Secretariat in TVET institutions in Kenya, one of the recommendations was that there is need to strengthen teacher training and professional development, particularly in terms of developing and improving a competency-based approach to teaching and assessment (Commonwealth Secretariat, 2013).

1.1.7 Link between the Influence of Trade Unions and Productivity

There are authors who believe that trade unions can improve employee productivity while others believe that union presence lowers employee productivity. Hirsch (1997), cited by Khan *et al.*, (2011) quoted studies of Maki (1973), who used aggregate Canadian data, concluded that the shock effects of unionization initially increase productivity levels but that unionism is associated with slower productivity growth. He quoted British studies of (Nickell, Wadhvani, & Wall 1992, Gregg, Machin, & Metcalf 1993 cited by Khan *et al.*, 2011) for differences in productivity growth between unionized and non-unionized firms, evidencing that unions have either a negative effect or no effect on productivity growth during the early years of their analysis but positive effects during the 1980s. About profit, Hirsch analyzed that Union salary gains lower firm profitability unless offset by productivity enhancements in the workplace or higher prices in the product market. There is evidence that managers regard trade unions as a stumbling block to workplace performance. This has resulted in union avoidance, suppression and substitution (Gill & Meyer, 2013).

However, there is also research evidence that shows that trade union can play an important and positive role in enhancing organization competitiveness through facilitating the implementation of High Performance Work Practices (HPWPs) (Gill, 2009) cited by Gill *et al.*,(2013). Trade unions can play an important role in removing barriers to the adoption of HPWPs by advocating long-term investment in change that is positive for the firm (Freeman & Medoff, 1984 cited by Gill *et al.*, (2013). They can provide the communication infrastructure that facilitates the introduction of HPWPs (Rubinstein, 2000) cited by Gill *et al.*, (2013). Trade unions can help create employee trust, co-operation and job security that HPWPs need to be introduced effectively (Gill & Meyer, 2013) It has also been argued that HPWPs can be a union substitute since they introduce direct employee individual voice which negates the need for collective employee voice (Galang, 1999) cited by Gill *et al.*, (2013).The desire for Kenya to attain global competitiveness must be anchored on sound productivity. One of the drivers of productivity is social productivity or productivity consciousness, which is arguably lacking in many sectors (education

included) of the Kenyan economy (Omolo, 2010). Trade unions perform several core functions among them trade union participation, trade union protection of employee rights, trade union and management of collective bargaining and trade union conflict resolution strategies. This study intends to examine the influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya.

1.2 Statement of the Problem

Trade Unions worldwide are facing a lot of challenges. Despite impressive performance and contribution to national economy, the Education, Health and Flower sectors are still faced with decent work deficit. Omolo (2006), cited by Odhong' & Omolo state that these could be manifested in terms and conditions of employment leading to industrial unrest in these organizations (Odhong' & Omolo, 2014). Some of the problems being faced by trade unions in Kenya are poor negotiation skills and poor procedures for collective bargaining agreements (Anyango, 2010) cited by (Morara & Gakure, 2015). The effectiveness of the collective bargaining process is often hampered by poor negotiating skills of the bargaining parties.

Examples of poor negotiation skills and poor procedures for collective bargaining agreements include among others; negotiation style that does not allow them to reach satisfactory outcomes, lack of knowledge and understanding of consensus building approaches and adversarial negotiations (ILO-COTU, 2015). The results of these poor negotiation skills and poor procedures are anger, fear, greed, and uncertainty that influence employee's productivity negatively (Ionescu, 2015). Despite much research being done by researchers like Daveri *et al.*, (2005), cited by (Damiani & Ricci, 2014) and (Gray, 2013), on the influence of trade unions on productivity, productivity across the world has been slowing for years. The findings by the Conference Board, a global business research institute cited by Gray (2013), show that productivity globally, had declined by 1.8 percent in 2012, the largest drop since 2001. This is a global problem (Gray, 2013). Technical skills form the basis for the realization of industrial transformation and a meaningful quest for Kenya's Vision 2030. Technical skills are a basic requirement that enable graduates of TVET in

Kenya to engage productively after graduating. This implies that employees in TVET should have a higher productivity (Sang, Muthaa, & Mbugua, 2012). In Kenya there has been declining labour productivity in all sectors of the country's economy, increasing unit labour cost and low levels of competitiveness. Kenya's labour productivity growth has, for example, declined from 4 per cent in 2007 to 1.4 per cent in 2012 (Odhong, Were & Omolo, 2014). There is a marked expansion of vocational and technical training institutions in Kenya but despite this, the system has some marked shortcomings. There is no feedback from the employers to training institutions leading to a supply driven training skewed in favour of technologists. The technical graduates lack hands on experience and have poor work attitudes and are inflexible to change. This is an indication of low employee productivity in TVET institutions (Republic of Kenya, 2002, cited in Makworo *et al.*, 2013).

In a research conducted by Commonwealth Secretariat in TVET institutions in Kenya, one of the recommendations was that there is need to strengthen teacher training and professional development, particularly in terms of developing and improving a competency-based approach to teaching and assessment. This is an indication that there is low employee productivity in TVET institutions (Commonwealth Secretariat, 2013). Empirical evidence from developed countries shows that salaries in the public sector are higher than in the private sector, while evidence from developing countries is either limited or lacking (Nancy, Mwange, Onsomu, & Wanjala, 2015). As a result of these glaring disparities, and coupled with the rising cost of living in the recent past, various categories of public servants (lecturers, and health employees) have "downed their tools" to demand higher wages. The trade unions (KNUT and KUPPET) representing the education sector in Kenya have been in the news (electronic and printed media) for organizing strikes due to poor terms and conditions of employment for their members. It is against this background that this study carried out research to examine the influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to examine the influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya.

1.3.2 Specific Objectives

1. To examine the influence of employees' participation on productivity in TVET Institutions in Kenya
2. To determine the influence of protection of employees' rights on productivity in TVET institutions in Kenya
3. To establish the influence of management of collective bargaining terms on productivity in TVET Institutions in Kenya
4. To determine the influence of conflict management strategies on productivity in TVET Institutions in Kenya
5. To examine the moderating effect of high performance work practices on the relationship between trade unions and productivity in TVET Institutions in Kenya

1.4 Research Hypotheses

H₁: Employees participation has no statistically significant influence on productivity in TVET Institutions in Kenya.

H₂: Protection of employee's rights has no statistically significant influence on productivity in TVET Institutions in Kenya.

H₃: Management of collective bargaining terms no statistically significant influence on productivity in TVET Institutions in Kenya.

H₄: Conflict management strategies have no statistically significant influence on productivity in TVET Institutions in Kenya.

H₅: High performance work practices have a no statistically significant moderating effect on the relationship between trade unions and productivity in TVET Institutions in Kenya.

1.5 Significance of the Study

The aim of this study was to examine the influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya. The information obtained is useful to employees, TVET Institutional Heads, Trade unions and Ministry of Science and Technology in understanding the influence of trade unions on productivity of technical and vocational education training institutions in Kenya. It has also added to the body of knowledge which adds value to the scholarly field and thus beneficial to scholars, academicians and students of Human resource management.

To employees, the technical skills form the basis for the realization of industrial transformation and a meaningful quest for Kenya's Vision 2030. Technical skills are a basic requirement that enable graduates of TVET in Kenya to engage productively after graduating. This implies that employees in TVET should be more productive (Sang, Muthaa and Mbugua, 2012). The demand of education for economic purposes due to the pressure of technological progress and modernization has been constantly on the rise in most countries during the 21st century.

International comparison has for some time highlighted the importance of increased productivity of human resources. The link between the rate of technical progress and the quality of human intervention has become increasingly evident as has the need for those active in the economy to be trained to use the new technologies to innovate. New skills are needed and educational institutions are required to meet the need by providing not only the minimum of schooling or vocational training, but also training for scientists, innovators and high level specialists (UNESCO, 1996 cited in (Makworo, Mwangi, & Wesonga, 2013). One of the focuses of United Nations Millennium Development Goals (MDG) is on basic and especially on the universal primary education. The focus neglects post-basic education and training including

technical and vocational education and training (TVET) (Fluitman, 2005) cited in (Onderi, Ajowi, & Malala, 2014). There is need to adjust development efforts and build the human resources and capabilities of the poor. There is a link between poverty reduction and skills training and increased growth, productivity and innovation, in particular for the informal sector (Fluitman 2002, cited in Onderi *et al.*, 2014).

Since in Kenya there has been declining labour productivity in all sectors of the country's economy TVET included (Odhong, Were and Omolo, 2014), the findings of this study should enable these institutions to realize the importance of trade unions in working with employers to create a better and more competitive economy and not as organizations that stand in the way of change and increase costs for institutions. Workers join trade unions for such benefits as higher wages, better benefits, job security, safer working conditions, and the right to have input into workplace affairs. It should help the TVET institutions leaders in a) designing intervention strategies for employees to join trade unions and b) improving employee's relations in the workplace.

1.6 Scope of the Study

Geographically, the research was conducted within the Technical and Vocational Education Training Institutions (TVET) in Kenya. It focused on examining the influence of employees' participation on productivity in TVET Institutions in Kenya, determining the influence of protection of employees' rights, establishing the influence of management of collective bargaining term, determining the influence of conflict management strategies on productivity and examining the moderating effect of high performance work practices on the relationship between trade unions and productivity in TVET Institutions in Kenya TVET. The study was conducted between September 2016 and 23rd September 2017. This period coincided with a time when the Kenyan Government has put more emphasis on technical education as a contributor towards industrialization and TVET is one of the flagship projects towards the national vision 2030 under the economic pillar.

This study utilized the cross-sectional survey a research design which is used in most organizational commitment and other employees' attitude studies (Kipkebut, 2010) and which allowed for use of both qualitative and quantitative research methods (mixed methodologies) of data collection and which was appropriate for this study. Data collected under this research design helps answer research questions of interest about X (predicator variable) and Y (dependent variable), that is gathered, represents what is going on at only one point in time which in this case was the period of study. The target population was comprised of unionized Principals, Deputy Principals, Heads of Departments, Teaching Staff, and Non Teaching Staff, Ministry of science and technology education officials, Secretary Generals of KNUT, KUPPET, KUDHEIHA, COTU and TUC.

1.7 Limitations of the Study

In the process of collecting data, the researcher encountered the following limitations. The population was highly heterogeneous. As such the study adopted random sampling method to give chances to all the members of the population to be chosen to be members of the sample. Targeted groups included academic staff, non-academic staff in tertiary education institutions, secretary generals of KNUT, KUPPET and COTU, Director TIVET and Principal Secretary in MOEST. The study was limited by some respondents' poor knowledge about the information related to the influence of trade unions functions on productivity. This was evident since some respondents did not return questionnaires. The researcher had sensitized the research assistant on how to handle such respondents, for example, advising them to be attending workshops organized by trade unions.

Some respondents who were supposed to be interviewed were not available for several months and when finally interviewed they evaded some questions. The questions were rephrased to enable the respondents to answer them in a positive way. The study also faced hostile respondents who were not willing to fill questionnaires.

Their reasons were that the information was sensitivity and the trade unions have not done enough to fight for their personal problems. The researcher had sensitized the research assistant on how to assure the respondents of confidentiality. This included guarding their identity. The research assistant also explained to them the channel they can follow to have their problems sorted out.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the theoretical framework, conceptual framework, empirical review, critique of existing literature, identification of research gaps and summary. The importance of the literature review is to give this insight into what has already been researched in the selected field. This information aims at addressing the missing gaps in the influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya.

2.2 Theoretical Framework

This study hinges on employee relations in workplace and the influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya. Handling the challenging situation between the employer and employees is exhausting, and hinders the success of institutions. Being intrinsically and extrinsically motivated increases job satisfaction. Therefore trade unions have an important role to play in Technical and Vocational Education Training Institutions to enhance motivation of employees and improve productivity. Motivation is the inner state causing an individual to behave in a way that ensures accomplishment of some goal. When college Principals understand what motivates different individuals and embrace the influence played by trade unions, then they can better influence their employees to accomplish organizational objectives. This study is based on the following theories; ability, motivation and opportunity theory, Universalistic theory, Equity theory and Conflict Theory.

2.2.1 Ability, Motivation, Opportunity Theory (AMO Theory)

Ability, Motivation and Opportunity, (AMO) theory from (Appelbaum *et al.*, 2000) cited by (Katua *et al.*, 2014) propose HRM-performance framework, and argue that organizational performance is served by workers who have the ability to do the work,

possess the necessary skills and knowledge, are motivated to work and have the opportunity to arrange their skills in doing their work. According to Musah (2008) cited by Katua *et al.*, (2014), performance is a function of Ability+ Motivation+ Opportunity (AMO). AMO theory advocates that there is no specific list of HR practices that may influence performance. It states that, the whole process depends on HR architecture that covers policies designed to build and retain human capital and to influence employee behaviour. HRM polices that are required in order to turn AMO into action are considered to be recruitment and selection, training and development of career opportunities, these are linked to ability and skill; rewards and incentives, are linked to motivation and involvement, team working, work-life balance, while welfare services and autonomy are linked to opportunity to participate.

This theory implies that performance at individual level, which leads to productivity, depends on high motivation, possession of necessary skills and abilities. It is important for TVET institutions to implement the HRM practices that encourage, for example, employee participation through their trade unions. According to Musah (2008) cited by Katua *et al.* (2014), skilled, motivated and flexible workforce can help develop an organization's sustainable core competencies which increase their productivity. While implementing AMO policies, employees in TVET institutions should develop organizational commitment, motivation and job satisfaction (attitudinal outcome). These attitudes are expected to lead to employee demonstrating a range of positive behavioural outcomes that is reflected in their performance and productivity.

Discretionary behaviour that is, making the right choices about how to do a job, such as speed, care, innovation and style and organizational citizenship behaviour lie at the heart of the employment relationship and are strongly connected to employee performance and productivity. Highly committed, motivated and satisfied employees perform better. Ability, Motivation and Opportunity (AMO) policies are expected to develop attitudes and feelings of satisfaction, commitment and motivation in most employees because these translate into great performance leading to high productivity (Purcel *et al.*, 2011).

The influential work of Appelbaum *et al.*, (2000) cited in Obeidat, Mitchell, & Bray), provides a basis for a stronger conceptualization of HPWP through their AMO framework. According to Appelbaum *et al.*, (2000), HR practices influence performance through their impact on employee AMO to participate. Boxall and Purcell (2003) cited in Obeidat *et al.*, (2016), argue that according to the AMO framework employees will perform well when they are able to do so (that is, abilities); they have the motivation to do so (that is, motivation); and when their work environment provides the necessary support for them to express themselves (that is, opportunity to participate). The AMO model suggests that HPWP enhance the three main components of the model and can be described along three dimensions: ability-enhancing practices, motivation-enhancing practices and opportunity-enhancing practices. Obeidat *et al.*, (2016), argue that these three dimensions broadly represent the domain of HPWP.

It is worth noting that this theory claims that employees increase their performance and productivity, if they have the necessary knowledge, skills and qualifications to do the job, they do the job because they want to (Motivation), they will improve performance if the environment they are working in provides necessary support, (provide machines or technology needed). Trade unions functions like management of collective bargaining terms leads to increased motivation. Trade unions protection of employee's rights ensures that TVET institutions provide machines or technology needed by employees to perform their duties. According to (Lepak *et al.*, 2007) organizations that adopt strategic HRM practices, including strategic training practices, strategic voice mechanisms, welfare services that are strategic and compensation strategies yield an immense employee performance and productivity.

This theory has been criticised because of the following issues; its treatment of HR practices that allows for enhanced employee performance seems both theoretically defensible and empirically successful. According to Wright (2007) motivation and opportunity oriented bundles of HR practices are positively related to commitment and negatively related to turnover. However, skill oriented practices are unrelated to commitment and positively related to turnover. This theory is relevant to TVET institutions in Kenya because it indicates that employees will improve performance if

the environment they are working in provides necessary support. This is enhanced by allowing trade unions to represent employees' interest. Trade unions functions like management of collective bargaining terms leads to increased motivation. This includes improved both financial and non-financial incentives, welfare services like health insurance, pension schemes, recognising personal achievements, and involving employees in key decision making. This makes employees accountable for their decision leading to increased productivity. Ability, Motivation and Opportunity, (AMO) theory is linked to the variables trade unions management of collective bargaining terms (which leads to increased motivation) and trade union protection of employee's rights which ensures that employees rights are safe guarded. It also links to the moderating variable of high performance work practices. According to Appelbaum *et al.*, (2000) cited in Obeidat *et al.*, (2016), HR practices influence performance and productivity through their impact on employee AMO to participate. Boxall and Purcell (2003) cited in Obeidat *et al.*, (2016) argue that according to the AMO framework employees will perform well when they are able to do so (that is, abilities); they have the motivation to do so (that is, motivation); and when their work environment provides the necessary support for them to express themselves (that is, opportunity to participate).

2.2.2 Universalistic theory

This theory is also referred to as the best practice model, which is based on the assumption that there is a set of best HRM practices, and that adopting them leads to superior organizational performance (Luthans & Summer, 2005, cited by Waiganjo, 2013). Universalistic approach also states that a fixed set of best practices can create surplus value in various business contexts (Naqvi & Nadeem, 2011). The notion of best practice was identified initially in the early US models of HRM, many of which formed the idea that the adoption of some 'best' human resource practices would result in enhanced organizational performance, manifested in improved employee attitudes and behaviours, lower levels of absenteeism and turnover, higher levels of skills and hence higher productivity, enhanced quality and efficiency and increased profitability (Marchington & Wilkinson, 2008 cited by Waiganjo, 2013). It is argued that organizations will benefit and see improvements in organizational performance

if they can identify, gain commitment to and implement a set of best HRM practices. Universalistic perspective indicates that firms will realize performance gains by identifying and implementing best practice irrespective of the product market situation, industry or location of the firm (Pfeffer, 2001 cited by Waiganjo, 2013). Timiyo (2014) indicates that the Universalist view suggests that some HR practices (or best practices) are likely to produce maximum results when adopted irrespective of the nature and type of organizations and employees. While the Contingency supporters believe that a combination of HR practices will only work best if applied within specific organizational setting or within a specific group of workers. Proponents of the Universalist view such as Wood (1995 cited in Timiyo, 2014) believe that HPWPs or— best practices can be adopted to improve employees' performance in organizations all over the world. Although, this can only be made possible if companies are able to identify the bundles of best fit and be able to diffuse such bundles effectively throughout the organization as argued by Purcell (2006 cited in Timiyo, 2014). Guest *et al.*, (2004 cited in Timiyo, 2014), conducted a study aimed at helping HR managers to address inherent problems associated with trying to identify the right bundle or combination of HPWPs which are capable of yielding superior performance. 1308 senior personnel managers were sampled and the study showed that the use of sequential tree analysis was able to prioritize lists of HR practices to show unique combinations of bundles which produce the highest outcome. Though, this study was able to resolve part of Purcell's argument but, the problem of diffusing the HR bundles remained unresolved. From a Universalist point of view, yes —best practices do exist and their impact on firms' performance cannot be denied. Although, most proponents of the Universalists view, like Neumark and Cappelli (1999), Huselid and Rau (1997) and Wright *et al.*, (2005) cited in Timiyo, (2014) are still in a dilemma to determine the effect of high performance work practices on firms' performance. This is because, some of the Universalist researches could not directly determine any positive relationship between HPWPs and firms' performance yet; there is the general notion that HPWPs improves firms' performance.

According to Naqvi *et al.*, (2011), most of the research focused on employee's motivation reflects that it is a result of the impact of different HR practices used as a system. Such a system is known as high performance work practices system (HPWPS). This system of HR management practices is focused to motivate employees by adopting best HR practices such as employment security, job design, training and skill development (Delery & Doty, 1996), selectivity in recruiting, comparatively high wages (Snell & Dean, 1992), incentive pay based on performance appraisal (Wright *et al.*, 2003), employee ownership (Huselid, 1995; Huselid & Becker, 1995), information sharing (Martín-Tapi *et al.*, 2009; Guthrie *et al.*, 2009), participation and empowerment (Delery and Doty, 1996; Godard, 2001), self-managed teams (Evans & Davis, 2005; Guthrie *et al.*, 2009), reduced status distinctions and barriers (Murphy, 2006; Macky & Boxell, 2007), and measurement of the HR practices through regular employee surveys (Huselid & Becker, 2000; Guthrie *et al.*, 2009; Martin *et al.*, 2009) cited in Naqvi *et al.*, (2011). There is consensus that bundling of HR practices develops the work system known as HPWPS which helps the organization to develop required competencies (Dyer, 1993; Levine, 1995; Pfeffer, 1994 cited in Naqvi *et al.*, (2011) that keeps employees motivated. These systems are however, developed to further the level of employees' skills and motivation so that employees become a source of sustainable competitive advantage (Levine 1995; Pfeffer 1998, cited in Naqvi *et al.*, 2011).

This study uses the universalistic perspective, as several studies have indicated that this approach can be particularly accurate for understanding the relationship between HR practices and outcome (Guest, 2001). The study's argument is drawn from the work of Delery and Doty (1996) to justify the choice for the universalistic perspective. Delery and Doty (1996) gave an extensive overview of three alternative modes of theorizing the HRM practices and performance link. Irrespective of strategy, the introduction of these practices has an additional effect on performance. The same perspective is supported by Huselid (1995) and Pfeffer (1994) in their work (Naqvi *et al.*, 2011). It is worth noting that, human resource practices are not effective independently; they operate in an interrelated complex system. In the literature of strategic human resource management (SHRM) such a system of

interrelated HRM practices is known as high performance work practices (HPWP) system (Becker & Huselid, 1998). Naqvi *et al.*, (2011), indicates that only limited theory specifies exactly how the HRM practices should be bundled together.

2.2.3 Equity Theory

Perceived equity and unionization propensity: Equity theory (Adams, 1965 cited in Wang, 2011) suggests that employees closely monitor the ratio of their job outcomes (for example, pay) and inputs (for example, effort, time, and experience) in comparison to those of others, known as referents. Employees are likely to feel unfairly paid if they believe that the ratio of what they gain from their jobs versus what they put into their jobs is less than that of their referents (Adams, 1965 cited in Wang, 2011). Once employees perceive unfairness, they are likely to be motivated to reduce their inputs by exerting less work effort; take actions to request higher pay; re-evaluate the ratio of their inputs versus outputs and the ratios of their referent others; or quit the job (Greenberg, 1989; Walster *et al.*, 1978). Moreover, employees' perception of inequity might affect their propensity to unionize (Barling *et al.*, 1992; Lawler, 1971; Tremblay and Roussel, 2001 cited in Wang, 2011). From an equity theory perspective, an organized action, such as a spontaneous protest, may be the ultimate way for employees to fight collectively for their benefits.

There are three different types of perceived equity based on three different referent sources: external equity, internal equity and individual equity. To determine external equity, people compare their ratio of inputs versus outputs against people holding similar jobs outside their organization. Internal equity is determined through the same comparison, only with people holding similar jobs within their organization. Employees calculate individual equity by comparing their current ratio of compensation versus contributions with their own past experience. In a study of unionization propensity among Canadian managers, Tremblay and Roussel (2001), cited in Wang, (2011), found that only external equity is linked with unionization propensity. The research on unions cited above was conducted mostly in Western societies, where conflicts of interests between workers and management are expected. In China, however, workers are constitutionally considered to be an

enterprise's owners. Thus, caution is needed before the theory on perceived equity and unionization is extended from Western societies to China.

The status of workers in China has changed dramatically over the past several decades. After the CCP took control of the government in 1949, it instituted a centrally controlled economic system (Lin *et.al.*, 1994; Yuan and Fang, 1998 cited in Wang, 2011). Private enterprises inherited from the old capitalistic Republic of China underwent socialistic transformation and became either state owned enterprises or collectively owned enterprises. Workers in China were considered to be the owners and were paid by the government according to a wage system that was applied to the entire nation (the so-called Iron Rice Bowl system) (Yuan and Fang, 1998 cited in Wang, 2011). Since workers' compensation was not tied to their individual performance, it would seem that the equity theory would not be applicable to China during that period.

In 1978 the Chinese Government introduced a series of economic reforms, including the legalization of private enterprises and foreign investment. Under these reforms, state enterprises were privatized for the purpose of improving productivity and the number of joint ventures with foreign investors and ventures owned entirely by foreign investors grew rapidly. The old wage system was replaced by a new wage system which was fully controlled by each enterprise's management rather than by the government (Yuan & Fang, 1998 cited in Wang, 2011). Under the new wage system, workers' individual performance is evaluated and closely tied to their income. In today's China, business enterprises bear a strong resemblance to those in Western societies in that workers' interests are often in conflict with those of their employers. Given these changes, it seems inevitable that modern Chinese workers would naturally pursue union representation that is truly dedicated to their interests. Since some research has shown equity theory to be valid in the context of modern China (Chen *et al.*, 2002; Shankar and Von Glinow, 1994 cited in Wang, 2011), it is reasonable to estimate that workers' perceived pay equity will be related to their unionization propensity as it is in Western societies.

Perceived fairness refers to a person's judgment of whether effort versus the outcome obtained is acceptable, reasonable, and just (Ajzen *et al.*, 2000 cited in Tseng & Kuo 2014). Previous research has shown that perceived fairness is one of the most important factors that affect the human exchange (Huppertz *et al.*, 1978; Bolino & Turnley, 2008 cited in Tseng & Kuo 2014). It was found that a fair distribution of resource may increase people's trust and loyalty to the exchange. An unfair outcome distribution, on the contrary, could lead to very negative consequences (Singer *et al.*, 2006; Cohen *et al.*, 2007; Fisek and Hysom, 2008 cited in Tseng & Kuo 2014). Some commercial studies also indicated that perceived unfairness held a negative impact on customer satisfaction and purchase intentions (Tax *et al.*, 1998; Homburg *et al.*, 2005 cited in Tseng & Kuo 2014), and researchers further found that an unfair treatment (such as unfair pricing or price collusion) can lead to customer switch and customer revenge (Lapidus & Pinkerton, 1995; Bolton *et al.*, 2003 cited in (Tseng & Kuo, 2014).

According to Adams (1963, 1965 cited in Tseng & Kuo 2014), fairness refers to how much people are aware of and compare themselves with other people's situations. People would attempt to maintain fairness by comparing the inputs (and outputs) that others bring to (and receive from) the same behaviour. As long as the ratio between these inputs and outputs is equal, people may perceive the given situation to be fair. The idea suggests that customers may expect to pay in the same cost when obtaining the same benefits from the same transactions. If people noticed that others were getting more benefits for their inputs, they would be dissatisfied, and that could result in an unfair feeling (Brockner *et al.*, 1986; Ajzen *et al.*, 2000; Lopes and Fletcher, 2004 cited in Tseng & Kuo 2014). The other discussions of perceived fairness also accept that perceived fairness was often rooted in a social comparative situation (Taris *et al.*, 2002; Siegel *et al.*, 2008 cited in Tseng & Kuo 2014).

Application of the theory to the study: In an organization, employees closely monitor the ratio of their job outcomes (for example, pay) and inputs (for example, effort, time, and experience) in comparison to those of others, known as referents. Employees are likely to feel unfairly paid if they believe that the ratio of what they gain from their jobs versus what they put into their jobs is less than that of their

colleague's. Once they perceive unfairness, they are likely to be motivated to reduce their inputs by exerting less work effort; take actions to request higher pay; re-evaluate the ratio of their inputs versus outputs and the ratios of their referent others; or quit the job. Employees' perception of inequity might affect their propensity to unionize. From an equity theory perspective, an organized action, such as a strike or protest, may be the ultimate way for employees to fight collectively for their benefits. Equity theory links with the variable trade unions protection of employee's rights. This is because employees' perception of inequity might affect their propensity to unionize.

2.2.4 Conflict theory

According to Speakman and Ryals (2010), conflict is a broad construct that has been studied extensively across several disciplines covering a wide range of social interactions. Some researchers exploring attitudes towards conflict have considered the consequences of conflict for individual and team performance (Jehn, 1995 cited in Speakman *et al.*, 2010) and have found that interpersonal conflict can have either positive or negative outcomes for team and individual performance (Amason, 1996 cited in Speakman *et al.*, 2010). The traditional view of conflict takes the view that conflict exists in opposition to co-operation and that conflict is wholly dysfunctional, putting the focus on resolution rather than management (Pondy, 1966 cited in Speakman *et al.*, 2010). This perspective can be traced forward to more recent work. Where conflict is defined as the process which begins when one person or group feels negatively affected by another (Thomas, 1992 cited in Speakman *et al.*, 2010), there is an implication of obstruction to either party achieving their goals, which is readily interpreted negatively. This can result in conflict avoidance or suppression of conflict management behavior, leading to perceived negative consequences on team or individual performance (De Dreu, 1997 cited in Speakman *et al.*, 2010).

Negatively-perceived conflict episodes can increase tension and antagonism between individuals and lead to a lack of focus on the required task (Saavedra et al., 1993; Wall and Nolan, 1986 cited in Speakman et al., 2010) while avoidance and suppression can also have long term negative consequences such as stifling creativity, promoting groupthink and causing an escalation in any existing conflict (De Dreu, 1997 cited in Speakman et al., 2010).

Researchers have studied the best ways to manage work-related conflict in the organization context, resulting in an impressive array of literature on conflict management and associated antecedents (Ma et al., 2008, 2017; Thompson, 1990; Tjosvold, 2006; van de Vliert, 1997; Zhang et al., 2015 cited in Meng, Yu, Ma, & Yang, (2018), which also provides empirical evidence for the effectiveness of conflict management in improving work performance (Wu et al., 2017). The dominant conflict management model in this study is the dual-concern model. Originated from the work of Blake and Mouton (1964 cited in Meng et al., 2018), the dual-concern model has many variations, all of which assume that individuals choose different styles to manage conflict based on some variations of two primary concerns that is concern for self and concern for other.

One of the best-known and often-used dual-concern models in training and consulting is that of Thomas (1992 cited in Meng et al., 2018), who identifies five different conflict-handling styles based on two dimensions: assertiveness and cooperativeness. Assertiveness measures the extent to which an individual attempts to satisfy his/her own concerns, and cooperativeness assesses the extent to which an individual attempts to satisfy the other person's concerns. These two dimensions yield five conflict management styles: collaborating (high concern for self and other), compromising (moderate concern for self and for other), competing (high concern for self, low concern for other), accommodating (low concern for self and high concern for other) and avoiding (low concern for self and low concern for other).

These five styles reflect an individual's behavioral intentions in face of conflict situations (Rahim & Magner, 1995; Womack, 1988 cited in Meng et al., 2018). Subsequent studies suggest that the interrelations among the constructs are consistent with those depicted in the model (Rahim & Magner, 1995; Ma et al., 2008; Thomas, 1992; van de Vliert & Kabanoff, 1990; Yeung et al., 2015; Zhang et al., 2017), and that the five styles derived from the two dimensions provide a solid basis for conflict management strategies (Ma et al., 2017; Sorenson et al., 1999 cited in Meng et al., 2018). Culture defines the way people approach conflicts (Chin & Liu, 2015; Zhang et al., 2017 cited in Meng et al., 2018). Conflict management styles in different cultures are therefore different from one another (Leung & Tjosvold, 1998; Zhang et al., 2017 cited in Meng et al., 2018).

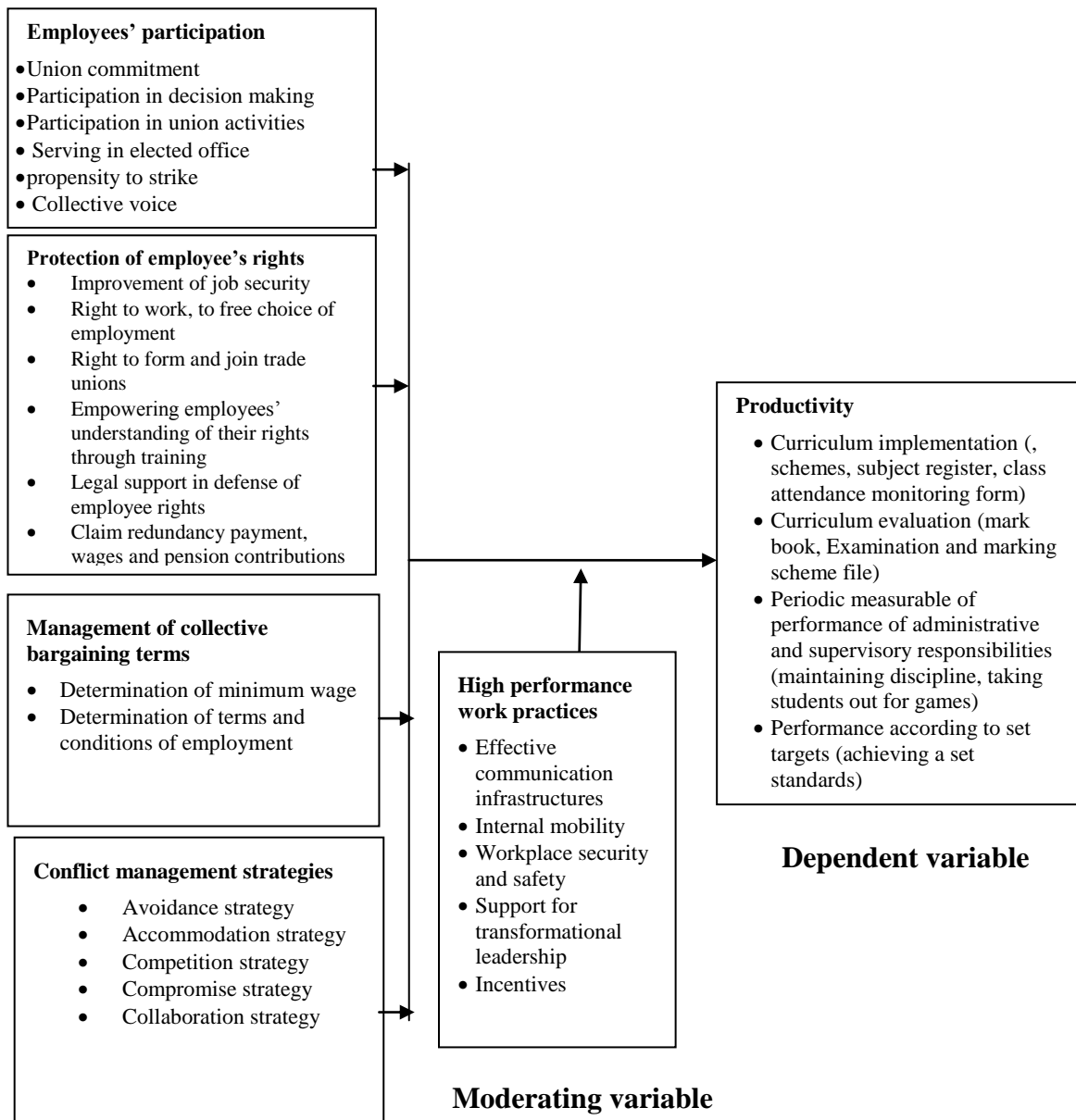
Application of the theory to the study: five conflict management styles have been identified: collaborating (high concern for self and other), compromising (moderate concern for self and for other), competing (high concern for self, low concern for other), accommodating (low concern for self and high concern for other) and avoiding (low concern for self and low concern for other). This study utilized the five strategies of conflict management.

2.3 Conceptual Framework

A conceptual framework refers to the extent a researcher conceptualizes to be the relationship between contextual variables in the study and shows the relationship graphically or diagrammatically (Mugenda & Mugenda, 2003). The relationship describes the association between the independent variables and the dependent variables. A conceptual framework is a tool researchers use to guide their inquiry; it is a set of ideas used to structure the research, a sort of map that may include the research question, the literature review, methods and data analysis (Smyth, 2004).

It is a pictorial representation where descriptive categories are systematically placed in a broad structure on explicit propositions, statements of relationships between two or more empirical properties accepted or rejected. It comprises of independent and dependent variables. The utility of a conceptual framework in supporting doctoral

study is to define the research problem, establish theoretical coherence, organize research design and implement, and frame conceptual conclusions (Berman, 2013).



Independent Variables

Figure 2:1 Conceptual Framework (adopted from Gill, 2009)

2.4 Review of Literature on Variables

This section dealt with reviewing the empirical and theoretical literature relevant to the problem being investigated showing clearly the linkage of literature review to the study's hypotheses.

2.4.1 Employees Participation

Employees' voice is experienced in organizations by allowing employees involvement and employee participation. The employee involvement (EI) and employee participation (EP) have been key areas of study in employee relations for years, generating debates about who are the initiators of such strategies and what internal and external changes in an organization's environment can cause their enactment (Ramsey, 1977) cited by (Bennett, 2010). Most recently, this has developed into discussions about how EI and EP can be framed within the concept of employee voice (Marchington, 2006).

A clear definition of employee voice that seeks to incorporate much of its EI and EP role is the ability for employees to have an impact on decisions that are made in organizations (Mathieson & Pendleton, 2007, pp. 229 cited by (Bennett, 2010). Employee voice has received a lot of research attention as one of the "high performance management practices" (for example, Arthur, 1992; Beer *et al.*, 1984) cited by Bos (2014), that can lead to organizational effectiveness. Employee voice is used as a mechanism that increases employee influence by giving them "voice" in the corporation's affairs (Bos, 2014). According to Bos (2014), future research can further establish the role of employee voice. It is clear that, the area of employee voice in the public sector merits continuing investigation in the context of the changing nature of national and international employee relations (Bennett, 2010).

According to Kim, McDuffie and Pil (2010), giving workers greater influence over how they undertake their work and encouraging their input in decision-making is beneficial for employees and employers. Studies focused on employee involvement have emphasized employees' discretion in carrying out job tasks and making workplace decisions through a variety of work organization innovations including

teams and quality circles (for example, Black & Lynch, 2004; Cooke, 1994; MacDuffie, 1995a, 1995b; Marchington and Wilkinson, 2000; Wood, 1996) cited by Kim *et al.*, (2010). The employee involvement studied by Kim *et al.*, (2010) is often restricted to workers' direct participation in day-to-day operations, through discovery, diagnosis and resolution of problems related to workplace issues. Doucouliagos and Laroche, 2003; Dundon *et al.*, 2004; Pyman *et al.*, 2006 cited by Kim *et al.*, (2010), indicates that it is only recently that more researchers have treated direct and indirect voice as viable alternatives to allowing more extensive worker influence.

Ojokuku and Sajuyigbe (2014), states that employee participation in decision making has been recognized as a managerial tool for improving organizational performance by striving for the shared goals of employees and managers. This is actualized by way of allowing workers' input in developing the mission statement; establishing policies and procedures, pay determination, promotion, and determining perks (Ojokuku & Sajuyigbe, 2014). Employee participation in decision making has become a significant topic in Human resource management (HRM), and is regarded as one of the chief ingredients of employee voice, which many management scholars have observed to be a growing management concept (UK Essays, 2013) cited by Ojokuku *et al.*, (2014).

Several studies have shown that allowing employees to participate in decision making leads to increase in motivation, job performance, and organizational growth (Kim, MacDuffie, & Pil, 2010). However, many studies also have conflicting views on whether or not an increase in employee participation directly affects organizational performance. Some critics, such as Sashkin (1976) cited by Ojokuku *et al.*, (2014) feel that participation is not only effective, but that its use by management is essential. However, Deery (2005) argue that trade unions can also have a negative effect on the organizational productivity by causing employees to stop working or to engage in sabotage in cases where trade unions mobilize their members to go on strike after failure of peaceful negotiations. Locke and Schweiger (2001) cited by Ojokuku *et al.*, (2014), believe that worker participation is just a managerial technique that can be used effectively in certain situations. Union

participation means the collective involvement of members in union related activities which are closely related to the effective functioning of the union (Bolton *et al.*, 2007 cited in Gamage & Hewagama (2012)). According to Heyes, (2000) trade unions improve the economic and social conditions of all workers in a given country besides rendering to them assistance whether or not such workers are employed or have ceased to be employed. Arguably, they may be looked at as an extension of democracy from politics to industry (Devinatz, 2011). Union participation activities are divided into two categories, namely formal and informal activities. Formal activities consist of involvement in elections, participation of meetings, voting, filing grievances and serving as an officer. Informal activities include helping other members to file grievances, reading union publications and talking about the union with others (Fullagar *et al.*, 1995 cited in Gamage *et al.*, 2012). Cohen (1994) cited in Gamage *et al.*, (2012) indicate that Union participation can be measured by using various dimensions. He empirically identified the six forms of union participation; union commitment, participation in decision making, participation in union activities, attitudinal militancy, serving in elected offices and the propensity to strike.

Hills (1985) cited in Zulkiflee and Shahrom (2013), indicates that trade union can be used by employees to voice their views and ideas. The unions are in a position to make a difference through collective platform offered by the employers. This presents a good avenue for trade unions to press for, and demand for employees' rights (Kabeer, 2004 cited in Olufun, milayo & Kola, 2014). Nyaencha (2014), states that trade unions in Kenya participate in decision-making and hence they are involved in management of organizations. For example, KNUT ensures that teachers have a say in the formulation and execution of educational policies. Opara (2014) indicates that, trade unions, on behalf of employees, make agitations for new demands and social change in the work environment. On the other hand, the government is the policy and lawmaker as well as the regulators of industrial relations in the state.

It engages in direct or indirect contact with trade unions, employers, workers, management and the society at large through the enactment of laws or policies and the various agencies established to regulate industrial and labour relations. Trade unions reason for their establishment is to re-establish the power balance between employers and employees, endowing with a “common voice” the employees and making their grievances heard.

2.4.2 Protection of Employee’s Rights

According to Adewumi (2012), since the inception of paid employment, through a combination of sustained struggles and appeals to the conscience of the rest of society, workers using the platform provided by their organizations (trade unions), have been able to secure for themselves a number of rights. These rights are predicated on, and complemented by, some constitutional provisions which confer certain rights on workers as citizens of their countries. Employees and trade union rights are those legal provisions which are meant to protect workers in the course of employment. Workers’ rights can be described as a subset of human rights. Such rights are conferred on workers and their organizations taking into consideration their special role and the need to protect them from extreme abuse and exploitation in the hands of profit-conscious employers often backed by a collaborative state (Adewumi, 2012). Trade unions are agencies for commenting on economic, social and political affairs including securing legislative protection for workers from the government by acting in accordance with existing laws and regulations, the rules of the union and good industrial relations practice; liaising with and seeking advice and assistance from the appropriate full-time trade union official (Beardwell & Claydon, 2007). According to Cote (2013), trade unions try to defend their member’s right to work and are supportive of both macro and micro economic policies that would be conducive to high employment.

These rights are embedded in conventions and recommendations of the International Labour Organization (ILO) as well as the national legislation. The ILO, which was established in 1919, has been the major international and intergovernmental body driving the need to ensure that workers, individually and collectively, enjoy certain

minimum rights. The member countries of the ILO are expected to comply with its conventions and recommendations, while national governments are expected to take a cue from the international instruments to enact similar domestic legislation. There is need to stress that worker struggles, based on the need to secure certain measures of dignity for workers, have also assisted in conceding some rights to workers. The need for these rights was also reinforced by Articles 23 and 24 of the United Nations Universal Declaration of Human Rights of 1948. Article 23 says:

“Everybody has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. Everyone, without discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented if necessary by other means of social protection. Everyone has the right to form and join trade unions for the protection of rights (cited in Committee for Defence of Human Rights (CDHR) 1996, Annual Report, 113)”. On its part, Article 24 reads: “Everyone has the right to rest and leisure, including, reasonable limitation of working hours and periodic holidays with pay.”

Although the United Nations (UN) declaration came much later after some of the core ILO conventions, it has the effect of reinforcing them as it addresses all the major issues in the employment relationship. These cited articles are enough grounds for employees and their organizations to insist on an employment relationship that respects their dignity as human beings (Adewumi, 2012). Halpern *et al.*, 1980 cited in Nyombi, (2013), indicate that the need for policy measures to rescue employees from the uncertain and distressing position they find themselves during corporate insolvencies has been a much debated issue since the enactment of the Limited Liability Act in 1855 which allowed company promoters to keep their personal assets during bankruptcy proceedings.

It was until 1949 that the International Labour Organization (ILO) sought to provide general protection for employees during employer insolvency. The organization produced a protection of wages convention, which under Article 11.1 called for employees to be treated as “privileged creditors” (ILO, 1949 cited in Nyombi, 2013). By giving national regulators the right to determine the relative priority of employee claims watered down the effect of the convention (ILO, 1982 cited in Nyombi, 2013). This meant that where a guarantee institution protected employees’ claims, such claims would not be given the priority status. The ILO strengthened the position of employees in 1982 by passing the Termination of Employment Convention (ILO, 1982). Article 11 of the convention required employers to provide employees with reasonable notice for termination of employment contracts and if they were unable to provide a reasonable notice, compensation was required. It also called for direct participation of worker representatives during redundancy, particularly due to employer insolvency (Halpern *et al.*, 1980 cited in Nyombi, 2013).

The European Union (EU) picked up where the ILO’s left off by issuing a directive calling on member states to protect employees in cases of insolvency (The Council of the European Communities, 1980 cited in Nyombi, 2013). This directive, which was updated in 2002, requires guarantee institutions to secure claims related to employment. The directive also requires outstanding to be paid claims within the period of 18 months. Equally, member states were authorized to set limits on employee outstanding claims during insolvency as long as the commission was notified. However, member states were not issued with a specific method of setting employee claims. According to the directive, employers seeking to enforce collective dismissal are supposed to consult with worker’s representatives beforehand, with the aim of reaching a more favourable outcome for both parties (Centre for Environmental Informatics, 1998 cited in Nyombi, 2013).

According Nyombi (2013), to employees' rights under insolvency procedures should be protected by trade unions. This can be achieved by including provisions that enable employees to claim redundancy payment, wages and pension contributions when a company falls under any restructuring process or rescue procedure. This applies to those who are subject to dismissal or find themselves in an uncertain position in regard to their liabilities, guarantees of their arrears and compensation.

According to Gichaba (2013), trade unions play critical role in championing for continued improvement of job security and terms and conditions of employment for employees. Further research should be carried out on these two aspects (Gichaba, 2013). Daud and Tumin (2013), states that employees are less secured than a group. Individuals gain power in their relationship with their employers by forming unions. Employees get their strength and power from the trade union they belong to. Employees expect by joining trade union, they can be protected from discrimination, unfair treatment and exploitation in the workplace.

Perlman (1928) cited by Daud and Tumin (2013), for example, suggested that employees join unions in order to obtain job security. This suggestion was confirmed by Farber and Saks (1980) cited by Daud *et al.*, (2013) who found job security and possibility of alternative employment to be linked with joining a union. Trade union can protect their members and ensure job security. Trade union plays an important role to protect their members from unethical retrenchment and unfair dismissal (Farber & Saks 1980, cited by Daud *et al.*, (2013). During economy slowdown, employers took drastic approaches to maintain their profit and to reduce business operating cost. Trade unions protect their members from unethical retrenchment and unfair dismissal

Hills (1985) cited by Daud *et al.*, (2013) found that employees with fewer alternative job options were likely to rely on the trade union to provide job security, wages, and benefits. Several characteristics of employees may be associated with attitude of joining the union. Employers who denies employees rights to be organized, violates human rights and practicing unequal treatment triggers employees motivation to join trade union. Trade union can be used by workers to voice their views and ideas.

Davis (1955) cited by Daud *et al.*, (2013) suggested that trade unions are agencies of protest and hence they reflect labor's grievances and aspirations. DeCotiis and LeLouarn (1981) cited by Daud *et al.*, (2013) contended that workers who feel isolated from employers or who are unable to influence management were likely to turn to unions. Trade unions presence can enhance job security perceptions and lead to requests for salary bonuses linked to performance and promotion (Damiani & Ricci, 2014).

2.4.3 Management of Collective Bargaining Terms

According to ILO Convention No. 98 of 1949 cited by Tubey, Kipkemboi & Bundotich (2015), collective bargaining is "Voluntary negotiation between employers or employers' organizations and workers' organizations, with a view to the regulation of terms and conditions of employment by collective agreements." Tubey *et al.*, (2015), states that collective bargaining take place at the national, industry or enterprise level. Collective bargaining is a means of settling issues relating to terms and conditions of employment. It reflects labour management relations policy such as wage guidelines and termination of employment procedures. It a means of developing policy formulation at the industry level, for example, arrangements and agreements resulting from collective bargaining provide ways in which wages could be adjusted to meet increases in the cost of living, in which event they will constitute an agreed policy on this issue. They may link a part of wage increases to productivity increases or provide for productivity gain sharing in other ways, in which event they represent policy on aspects of productivity. Nzuve (2007) cited by Wanyoike, (2013), has highlighted some of the contents of a Collective Bargaining Agreement; they include name of the parties (the employer and the trade union), duration to be covered by the agreement, provision for its renewal and signatures of the party's official, job security, termination, promotion, demotion and transfers, wage rates and fringe benefits, job classification and overtime and management rights.

Akhaukwa, Maru and Byaruhanga (2013), states that collective bargaining promotes cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resorting

to strike and lockouts. Therefore, fair and legal process result in successful collective bargaining, hence maintenance of industrial discipline and peace and vice-versa (Gomez *et al.*, 2003 cited in Akhaukwa *et al.*, (2013). Technical and vocational colleges in Kenya are considered as centres of excellence in advancing technical education which immensely contribute to national development. From theory and practice, it is evident that technical education is critical to political, social, economic, and technological growth of a country. The absence of good industrial relations environment can seriously affect the stability and training programs in Technical and vocational colleges and hence the overall national development (Akhaukwa *et al.*, 2013).

According to Gichaba (2013), the employer is expected to recognize the trade union as properly constituted and sole labour organization that can represent the interest of workers. A collective bargaining agreement is signed between the trade unions and the employer for the purpose of implementation between the two parties, serves as a memorandum of agreement between them, in matters of terms and conditions of employment. Interpretation of the agreement is vested in the joint negotiating committee of the employer and the trade union, subject to the right of arbitration by the Industrial Court of Kenya (Gichaba, 2013). Jointly agreed procedures for dealing with major issues in the workplace such as grievances, discipline, job evaluation, redundancy, work changes, safety and health, along with the right to negotiate terms and conditions through collective bargaining, provide the sound basis for unions to perform regulatory functions (Griswold, 2010). Le Queux and Peetz (2013), states that trade unions should solve global job crisis so as to remake social relations to the benefits of workers. There is need for further research on the fight for improved terms and conditions of employment of employees and their Job security (Queux *et al.*, 2013).

Gichaba (2013) indicates that trade 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. Trade unions raise salaries because this is one of the goals of unions and a major reason that employees seek collective bargaining (Gichaba, 2013). Trade unions can

enhance employee terms and conditions of employment through monitoring and collective voice, factors that raise employee productivity. Pencavel (1977) cited by Gichaba, (2013) emphasized the role played by trade unions in monitoring work. His arguments are related to, and anticipate the voice and trade union representative arguments: “the trade union may be interpreted as the employees’ auditor of management, checking that the employer fulfils his part of the labour contractor when the union is given a role of overseeing terms and conditions of employment and in disseminating salary 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 determines the efficiency of the firm”.

Collective voice is demonstrated through CBAs between the employer and the employee (represented by the trade union). The collective voice enhances team work by providing a mechanism to improve the employment contract, encouraging or discouraging, for example, performance related pay or a less rigid workweek. The collective voice mechanism forms the centrepiece of the Harvard School approach to the possibility that unions may raise productivity. The consequences that stream from such collective voice tends to raise labour productivity (Pencavel, 1977) cited by Gichaba, (2013). Trade unions improve communications, leading to improved working practices. This is a gain in efficiency. Trade unions provide information to employees about benefit expectations, rules and procedures, and dispel stigmas that might be attached to receiving social benefits (Budd and McHall, 1997) cited by Gichaba, (2013).

2.4.4 Conflict Management Strategies

Managing conflict in the workplace is acknowledged as a key challenge for all organizations (Costantino, 1996; ACAS, 2006; Ridley-Duff and Bennett, 2011 cited by Bennett, 2014). The potential efficacy of learning in reducing conflict in the workplace less well researched (Bennet, 2014). According to key finding of research conducted by Bennett (2014), there is relevance of addressing employee “well-being” through learning and lifestyle. During that time, the unions had extended their assistance by helping employees to consider broader lifestyle issues that could

improve on their well-being and eventually reduce the pressure and stress in the workplace that can be associated with individual conflict (Bennett, 2014). According to Rahim (2002) cited by Longe (2015), conflict management involves designing effective strategies to minimize the dysfunctions of conflict and enhance the constructive functions in order to optimize learning and effectiveness of an organization. Therefore, conflict management is the method by which firms and employees handle disputes so as to find a middle way alternative to increase resolution, work towards harmony and offer genuine commitment to decision-making. As observed by Uchendu, Anijaobi and Odigwe (2013) cited by Longe (2015), since conflict is unavoidable in organizations, its management determines whether it will generate positive or negative effect on the organizational performance and by extension productivity. The timely recognition and immediate clarification of the underlying tension before the conflict issues go out of hand are relevant to effective management of conflict in the workplace.

Longe (2015), states that conflict management orientation is a prominent process which can be implemented in several ways in organizations. Ford (2007) cited by Longe (2015) came up with a four-way process which includes assessment and inquiry, design, implementation and evaluation aimed at achieving effective and objective conflict decision in the workplace. This integrative approach is employed to encourage management to satisfy the needs of stakeholders in the resolution of conflict. Vigil and King (2000) cited by Longe (2015) observed that the use of integrative style of managing conflict create better result and higher commitment in individual employees than teams using non-integrative conflict management. The integrative approach broadens the understanding of the conflict problem and increases resolution.

Collective bargaining approach has been suggested as the approach for managing trade union-management conflict in firms. The strategy is internationally accepted as the legal instrument by which employees and management settle conflicts arising from employment contracts (Fajana and Shadare, 2012) cited by (Longe, 2015). Currently, according to Longe (2015), faster rates of adoption of collective bargaining strategies have been encouraged in Nigeria by the Trade Union

Amendment Act (2000) and by the positive use of this approach for resolving conflict by some multinational firms in the country. In practice, this collaborative approach involves negotiation between union and management in a process of meeting demands, discussing, presenting counter demands, and even threatening in a bid to reach collective agreement (Longe, 2015).

Arthur (1985) cited in Tubey *et al.*, (2015), indicates that collective bargaining replicates the processes by which conflict is and should always be resolved in a democracy. It projects democratic values into the workplace; it preserves the autonomy of social forces as against the pervasive influence of the state; it is faithful to - but makes more acceptable by its mobilization of countervailing power - the conventional marketplace techniques of economic ordering in a capitalist economy; it ensures the participation, and thereby the moral commitment, of those most directly concerned with outcomes; it represents a significant advance over abusive and oppressive unilateral employer control.

Thomas (1976) cited by Longe (2015) also put forward strategies for managing conflicts. Thomas-Kilmann Conflict Mode Instrument (TKI) model is based on a five-category scheme for classifying interpersonal conflict-handling modes: These are avoidance, accommodation, competition, compromise and collaboration. It is used by Human Resources and Organizational Development consultants as a channel to open discussions on difficult issues and facilitate learning about how conflict-handling modes affect personal, group, and organizational dynamics. Several studies have supported the validity of the TKI (Ben-Yoav & Banai, 1992 cited by Longe, 2015). The avoidance strategy is referred to as conflict avoidance. Any organization using this approach is sitting on a timed bomb. The accommodation strategy believes that no amount of sacrifice is too much to allow peace to prevail. It is a comforting technique which involves submission and conciliation.

The competition strategy involves the survival of the fittest and win-lose method. It does not take the other party into consideration. In the compromise approach, parties to the conflict are willing to surrender something in order to settle the conflict. Collaboration strategy is a win-win approach whereby parties to a conflict are

prepared and willing to satisfy each other demands fully. Apart from the collaboration strategy which is reflected in behaviours that are both cooperative and assertive, all other strategies depend on the structure of the organization, because they provide a short term solution to conflict situations.

Teicher and Gramberg (2014), states that Australia used to be criticized for its high levels of industrial action (strikes and picketing), and much of this was blamed on 'militant unionism'. For the past twenty years there has been a big transformation in the reported figures on industrial conflict. At the moment there are few strikes which are concentrated around the re-negotiation of enterprise agreements. At same time there has been a decline in union membership. From this observation it can be concluded that much industrial conflict was due to the influence of trade unions and that a) changing social attitudes to union membership, b) the implementation of legislation more closely regulating the conduct of industrial action, c)penalizing unlawful industrial action and, d) the suppression of organized forms of conflict such as strikes and lockouts results in alternative expressions of conflict, have brought a transformation in Australian workplaces (Teicher & Gramberg, 2014).

2.4.5 High Performance Work Practices

There are studies that indicate that trade unions moderate the relationship between HPWP and outcomes (Lloyd, 2001) (cited by Muduli, 2015). Organizations' achieve several outcomes from high-performance work practices (Ramdani *et al.*, 2014; Posthuma *et al.*, 2013; Jang & Khan, 2013; Camps & Luna-Arocas, 2009; Wienclaw, (2008); Godard & Delaney, 2000 cited by Muduli, 2015). The success of managerial practices depends on a suitable fit between the assumptions and beliefs inherent in any given managerial practice and the culturally based assumptions of those who are being managed (Chan, Marthinus, & Oerlemans, 2012). The Human Resource systems that improve workers commitment, competencies, and productivity are referred to as "high-performance work systems" (HPWSs) (Appelbaum *et al.*, 2000; Datta *et al.*, 2005 cited by (Muduli, 2015). Human resource practices that enhance performance are referred to as high-performance work practices (HPWPs) (Huselid, 1995 cited by Muduli, 2015).

HPWS refers to a set of Human Resource practices which aim to optimize utilization of workers' knowledge, skills and abilities for the benefit of the organization (Selset *et al.*, 2006) cited by (Muduli, 2015). HPWS implies a bundle of Human Resource practices designed to enhance employees' skills, commitment and involvement such that employees become a source of sustainable competitive advantage bringing productivity (Combs *et al.*, 2006 cited by Muduli, 2015). Although many scholars do not agree on a specific set of practices comprising an HPWS configuration (Becker and Gerhart, 1996; Datta *et al.*, 2005) cited by (Muduli, 2015) practices are summarized into six areas: compensation, communication, flexible job assignments, teamwork, training, and staffing. The goal of each practice is either to select, develop and retain employees, or to motivate them to produce employee output that enhances employee productivity. HPWS increase organizational effectiveness by creating conditions where employees become highly involved in the organization and work hard to accomplish its goals. This increases employees' commitment to the organization and job satisfaction (Appelbaum, Bailey, Berg, & Kalleberg, 2000 cited by Muduli, 2015).

There is evidence that some managers regard trade unions as hindrances to workplace performance (Gill & Meyer, 2013). This has resulted in union suppression, substitution and avoidance, (Bryson, Forth, & Laroche, 2011) cited by (Gill *et al.*, 2013). There is also research evidence that indicates that trade unions play a positive role in enhancing organization competitiveness through facilitating the implementation of High Performance Work Practices (Gill, 2009) cited by (Gill *et al.*, 2013), for example, a) trade unions play an important role in removing many of the barriers to the adoption of HPWP by advocating long-term investment in change that is positive for the firm (Freeman & Medoff, (1984) cited by (Gill *et al.*, 2013), b) they can provide the communication infrastructure that facilitates the introduction of HPWP (Rubinstein 2000 cited by Gill *et al.*, (2013), c) trade unions can help create employee trust, co-operation and job security that HPWP need to be introduced effectively (Bryson, 2001; Delery *et al.*, 2000; Deery *et al.*, 1994; Freeman and Medoff, 1984; Miller and Mulvey, 1993) cited by Gill *et al.*, (2013).

It has also been argued that HPWP are a union substitute because they introduce direct employee individual voice which negates the need for trade unions (Galang, 1999 cited by Gill *et al.*, 2013). However, some evidence indicates that direct individual voice is not a substitute for collective and indirect voice that allows employees to initiate issues and articulate grievances (Rubinstein, 2000 cited by Gill *et al.*, 2013). It has been proposed that employee relations moderate the impact that unions have on the adoption of productive work practices. Co-operation is critical to the successful introduction of HPWP and where there are poor employees relations, employees and unions can prevent management from introducing HPWP and negatively impact on organizational competitiveness (Freeman & Medoff, 1984 cited by Gill *et al.*, (2013).

Gill *et al.*, (2013) indicates that organizations can choose the low or high road to competitive advantage. On the “low road”, firms use traditional work practices to attain limited and replicable competitive advantage through cost minimization. This is achieved through a mechanistic work design that focuses on minimizing individual jobs to a set of simple tasks managed through supervisory control. On the “high road”, firms use HPWP that focus on the application of practices that improve employee skills and increase their involvement (Wright & Snell, 1998) quoted in Gill *et al.*, (2013). These practices create sustainable competitive advantage through processes that are difficult to imitate, such as co-operation among management, labour and co-workers (Collins & Smith, 2006 Gill *et al.*, 2013). There is substantial research linking HPWP with organizational competitiveness (Combs, Liu, Hall, & Ketchen, 2006 Gill *et al.*, 2013). A landmark study by Huselid (1995) cited by Gill *et al.*, (2013) found that they reduce workers turnover and increase productivity and corporate financial performance through practices that improve intermediate employee outcomes, such as the motivation, knowledge, abilities, skills, and engagement of employees.

Although HPWP have a positive impact on employers, they have had a negative impact on employees and unions. The positive effects of HPWP on competitiveness are obtained at the expense of workers through intensification of the work process and management by stress (Godard and Delaney, 2001; Rinehart *et al.*, 1997;

Turnbull, 1988) cited by Gill *et al.*, (2013) and that HPWP have been used as a strategy to replace trade unions (Keenoy, 1991; Turnbull, 1992 cited by Gill *et al.*, 2013). This explains initial trade union resistance to some aspects of HPWP (Gill & Meyer, 2013). It is not clear why many organizations have failed to adopt a full suite of the HPWP practices, despite the fact that there is evidence that these practices are most effective when they are implemented together as a bundle of complementary, highly-related and overlapping practices (Pfeffer & Veiga, 1999 cited in Gill *et al.*, 2013).

Research indicates that there are a several ways in which trade unions may overcome barriers to implementing HPWP and facilitate its adoption. First, trade unions promote a long-term and organization wide perspective. Trade unions take an organization wide perspective when contributing to decisions while management can make poorer decisions based on their own interests and incentives (Freeman and Rogers, 1999 cited by Gill *et al.*, 2013). The independence of trade unions allows them to challenge a) decisions that are not in the best interest of their membership and (b) the logic of management proposals. Trade union representatives are able to take a longer-term perspective since their career paths are not tied to the organization.

Secondly, trade unions enhance collective and individual voice. It has been argued that HRM provides avenues for direct and individual employee voice which negates the need for collective employee voice through trade unions. There is evidence which indicates that individual voice is not a substitute for collective voice, which allows workers to initiate issues and articulate grievances (Bryson *et al.*, 2007 cited by Gill *et al.*, 2013). There are clear differences between collective and individual employee voice. Individual voice through HRM is direct through management and part of the work process, while collective voice is indirect through trade union leadership and not part of the work process (Rubinstein, 2001 cited by Gill *et al.*, 2013). Direct voice mechanisms that are incorporated into the management chain make it difficult for workers to provide genuine input without fearing reprisals (McLaughlin and Gourlay, 1992 cited by Gill *et al.*, 2013). It is difficult for individual workers to have

an influence on managerial policy or action if it represents a direct challenge to managerial authority (Freeman and Medoff, 1984 cited by Gill *et al.*, 2013).

Research evidence indicates that trade union have more effective individual and collective voice because unions extend voice mechanisms; make direct voice more effective; and provide a collective voice which delivers different outcomes to individual and management sponsored voice (Benson, 2000; Haynes *et al.*, 2005; Millward *et al.*, 1992) cited by Gill *et al.*, (2013). Research indicates that individual and collective voice can coexist and have a synergistic effect when introducing HPWP (Kessler and Purcell, 1995; Froehlich and Pekruhl, 1996; Lloyd, 2001; Sisson, 1993) cited by Gill *et al.*, (2013). Third, trade union networks provide an effective communication infrastructure. It has been proposed that trade unions can add value by providing an efficient way of communicating and negotiating with workers. There is evidence that trade union communication infrastructure facilitates the introduction of HPWP. It has been proved that effective communication is required to introduce HPWP because they require the involvement and commitment of employees (Cooke, 1990, 1992; Eaton & Voos, 1994; Levine and Tyson, 1990; Rubinstein, 2000 cited by Gill *et al.*, 2013).

Fourth, trade unions increase employee trust and commitment. Rubinstein (2001, cited by Gill *et al.*, (2013) suggests that employees trust unions because they are independent and union leaders, unlike appointed managers, are elected to represent the interests of employees. There is evidence that workers see a positive role for trade unions in protecting their interests when change is introduced (Kochan and Osterman, 1994; Levine, 1995; Marshall, 1992) cited by Gill *et al.*, (2013). However, the strength of trade unions and the quality of the relationship between management and unions seem to moderate the ability of unions to create employee trust and commitment to management (Bryson, 2001; Deery *et al.*, 1994; Moreton, 1999; Ramirez *et al.*, 2007) cited by Gill *et al.*, 2013).

Fifth, trade unions reduce employee withdrawal. Research has proved that the collective voice of unionism leads to lower probabilities of quitting, longer job tenure and a lower lay-off rate which cuts down the costs of training and recruitment and

increases productivity (Delery *et al.*, 2000; Freeman and Medoff, 1984; Miller and Mulvey, 1993 cited by Gill *et al.*, 2013). Research carried out by Osterman's (2000) cited by Gill *et al.*, (2013), found that the presence of a trade union reduced the probability that HPWPs were associated with layoffs. Unions contribute to the effective implementation of HPWP because job tenure contributes to stable team membership, which is important to team effectiveness, and workers are more prepared to participate in employee involvement programs when they feel the union will offer job security (Black and Lynch, 2001; Levine and Tyson, 1990 cited by Gill *et al.*, 2013).

2.4.6 Productivity

Bryson *et al.*, (2011), states that, in theory, trade unions have a negative effect on organization performance. When they are successful in bargaining for above-market salaries they will reduce profitability. However, trade unions can enhance performance through voice effects which raise employee productivity and improve managerial decision-making (Freeman and Medoff, 1984 cited by Bryson *et al.*, 2011), by acting as an agent for the employer in monitoring employees, or in assisting with organizational change (Vroman, 1990 cited by Bryson *et al.*, 2011). Empirical literature shows that negative effects prevail. This is one of the causes of trade union decline (Hirsch, 2008 cited by Bryson *et al.*, 2011). However, the evidence, it appears, is almost exclusively Anglo-American and it is unclear whether this empirical regularity extends to other nations (Metcalf, 2003 cited by Bryson *et al.*, 2011). Recent studies point to a reduction of these negative effects in Britain during the 1990s (Blanchflower and Bryson, 2009 cited by Bryson *et al.*, (2011).

According to Haenisch (2012), early researchers discovered that a limited number of factors had the most effect on the productivity of workers. Taylor (1998) cited by Haenisch (2012) found that four key principles could be applied to improve workplace productivity. Taylor's principles advocated that managers should systematically design each job, scientifically select and train the employees, cooperate closely with the employees and divide the work and responsibility equally between the employee and management. Other studies focused on the argument that

the quality of leadership directly affects productivity. According to St. Charles County Business Record, (2005) cited by Haenisch (2012), the Society for Human Resource Management found that poor management was the primary cause of low productivity in organizations. An HR Focus (HR Zeroes in on Productivity, 2005) study indicated “streamlining procedures and improving communications” (p. 1) are central to productivity improvement. Pomeroy (2006) cited by Haenisch (2012), indicated that “inefficient planning of work and organizational structure by management” followed by “poor management leadership in demonstrating and leading change” (p.1) are the two greatest obstacles to productivity in U.S. corporations. From the past into the 2000s, the research into workplace productivity has resulted in consistent indicators. Koretz (1995) cited by Haenisch (2012), identified three key productivity factors that lower productivity: “inadequate supervision and employee involvement in decision-making, too much work, and insufficient rewards and chances to advance” (p.1). Leonard (2000), cited in Haenisch (2012) noted surveys indicating that less organizational bureaucracy, a greater sense of purpose, clear goals, and being able to see results were essential to productivity.

According to Hirsch (1997) cited by Khan & Khan, (2011) productivity implies output for given levels of input. An organization that is more productive than another can produce more output using the same combination of inputs or, can produce the same output using less input. When increase in productivity is attributable to trade unions, it means a shift in the marginal product schedule. Hirsch concluded from many studies that there are both negative and positive effects of unions on productivity. Other studies show negative and positive effects of trade unions on productivity at different places in the same study. Fashoyin (1997) cited by Khan *et al.*, (2011) is of the opinion that in Japan the productivity improvement movement has had a much greater influence and trade unions were an important party to the productivity improvement campaign. Human Rights Watch (1998) cited by Khan *et al.*, (2011) quoted a study of ILO, which showed that productivity in Malaysia is higher in firms where the employees are organized in industrial unions than in non-unionized organizations.

Aidt and Tzannatos (2001) cited by Khan *et al.*, (2011) are of the view that the influence of trade unions on productivity levels is empirically indeterminate. Some studies suggest a positive influence, but others imply a negative influence or no impact at all. ,for example,, trade unions seem to have a negative influence on productivity levels in the United Kingdom but a positive influence in Malaysia. Regarding profitability Aidt and Tzannatos concluded that net firm profits are to be lower in unionized firms than in similar non-unionized firms (in Japan, the United Kingdom, and the United States). There seems to be a large negative influence on profitability in firms that have product market power.

According to Booth, 1995; Lewis, (1986) cited by Bryson *et al.*, (2011), one of the most well established effects of trade unions is their ability to increase salaries above competitive levels. However, this will have a negative influence on profits unless the organization is able to pass on the cost increase to customers through higher prices. Trade unions may indirectly reduce profitability if their rent-extraction reduces shareholders' desire to invest in new capital (Grout, 1984) cited by Bryson *et al.*, (2011). Trade unions may also have a positive influence on organization performance. Freeman and Medoff's (1984) collective voice and institutional response model draws on the exit-voice dichotomy of Hirschman (1970) cited by Bryson *et al.*, (2011). By providing employees with an avenue of expressing discontent, trade unions can reduce turnover and absenteeism; this benefit the workplace because turnover can reduce productivity through a direct loss of organization - specific training (Addison and Barnett, 1982 cited by Bryson *et al.*, (2011).

Trade unions can also enhance productivity by improving communication between employees and management. Communication channels between employee and management can result in integrative rather than distributive bargaining. Trade unions may provide additional information about the preferences of workers, thus allowing the organization to choose a better mix among working conditions, workplace rules and salary levels. These can result in a satisfied and productive workforce. Trade unions may be responsible for a 'shock effect', inducing managers to alter methods of production and adopt efficient personnel policies (Freeman and Medoff, 1984) cited by Bryson *et al.*, (2011).

According to research carried out by Lamarche (2013), on industry-wide work rules and productivity (evidence from Argentine union contract data), the findings show that (i) industry-wide practices on displacement of workers and training have a negative influence on productivity; (ii) work practices do not appear to restrict economic efficiency in the post-reform period; (iii) trade union practices on technology acquisition have an adverse effect on high-productivity growth industries. Productivity seems to improve in an economy promoting policies to weaken industry-wide collective bargaining. Further research is needed in Industry-wide work rules and productivity (Lamarche, 2013).

2.5 Empirical Review

2.5.1 Employees Participation

Research carried out by Cohen (1994) cited in Gamage *et al.*, (2012) show that Union participation can be measured by using various dimensions. He empirically identified the similarities and differences among six forms of union participation; union commitment, participation in decision making (Naidoo, 2003) participation in union activities, attitudinal militancy, serving in elected offices and the propensity to strike. Most of the research on union participation considered it as a multi-dimensional construct (McShane, 1986; Cohen, 1994; Fullagar *et al.*, 1995; Tetrick *et al.*, 2007; Jinadasa & Opatha, 1999 cited in Gamage *et al.*, 2012). Shore and Newton (1995) cited in Gamage *et al.*, (2012) in their study included measures such as communication and civic virtue.

According to the literature the most important demographic variables that had been studied are gender, age and race (Gorden *et al.*, 1980; Metochi, 2002; Fullagar, 1986; Kuruvilla *et al.*, 1990 cited in Gamage *et al.*, 2012). However, in recent research attention has been paid to examine the relationship between behavioral attitudes and union participation (Metochi, 2002; Terick *et al.*, 2007; Bolton *et al.*, 2007 cited in Gamage *et al.*, 2012). Previous studies on union participation have suggested that having positive attitudes about the union is positively related to voting for unionization (Barling, Kelloway & Bremermann, 1991; Desphante & Fiorito, 1989

cited in Gamage *et al.*, 2012). Fullagar & Barling (1989) cited in Gamage *et al.*, (2012) found that union loyalty resulted in greater formal participation in union activities. It implies that, the union members who feel loyalty to their union are more likely to vote in union elections and participate in union meetings and other activities. For example, a study that drew on the data from Workplace Employment Relations Survey Series (2004) (WERS04) showed that there is a significant impact of union learning representatives in widening access to training among certain groups of employees (Hoque & Bacon, 2006).

Morrow and McElroy (2006) cited in Gamage *et al.*, (2012) found that there is a significant positive relationship between satisfaction with communication from national union leaders and union loyalty. Aryee and Debrah (1997 cited in Gamage *et al.*, 2012) by obtaining a sample from unionized employees in Singapore studied demographic factors and union participation and the model accounted for 43% variance in participation. Monnot *et al.*, (2010) cited in Gamage *et al.*, (2012) found the magnitude of the relationship between commitment and participation was moderated by status –based group members, white collar vs. blue collar. Shore, Tetrick, Sinclair, and Newton (1994) cited in Gamage *et al.*, (2012) developed another model on union commitment and participation. According to the model, organizational commitment, job satisfaction and pro-union attitudes are the antecedents of union commitment. Further the relationship between union instrumentality and union commitment is mediated by pro-union attitudes. This model was developed based on two views. The first view is aligned with the economic exchange perspective which emphasizes that people are committed to unions due to instrumentality perceptions of the union. This view implies that unions are able to improve the terms and conditions of workers. Deery, (2005) cited in Gamage *et al.*, (2012) argue that trade unions can also have a negative effect on the productivity by causing employees to stop working or to engage in sabotage in cases where trade unions mobilize their members to go on strike where peaceful negotiations fail.

The second view deals with the social exchange perspective which sees union as a source of support for its members (Shore *et al.*, 1994 cited in Gamage *et al.*, 2012). Heyes, (2000) contend that trade unions improve the economic and social conditions of all workers in a given country besides rendering to them assistance whether or not such workers are employed or have ceased to be employed. By taking five large scale service organizations in Sri Lanka as the sample, Jinadasa and Opatha (1999) cited in Gamage *et al.*, (2012) empirically investigated the impact of personal factors, job factors and perceptual factors on union participation and found age, sex, number of dependents, political activism, job experience, perception about union performance, union leaders, union management relations influence membership participation in trade union activities. A study that drew data from Workplace Employment Relations Survey Series (2004) (WERS04) showed that there is a significant impact of union learning representatives in widening access to training among certain groups of employees in order to gain job experience (Hoque & Bacon, 2006).

Several studies have found that unions continue to be the most effective mechanisms for representing worker interests, and also that non-union mechanisms produce limited benefits for management in terms of productivity (Butler, 2009; Heery, 2010 cited in Wright (2011). According to Devinatz, (2011) trade unions are looked at as an extension of democracy from politics to industry under the industrial democracy theory. Kim *et al.*, (2010) carried out research on direct and indirect voice and their implications for valued organizational outcomes. They choose team voice as the proxy for direct participation. Direct participation can occur through a variety of mechanisms (for example, two-way briefing groups; suggestion systems), but work teams represent the most significant commitment of managerial and financial resources to eliciting direct employee voice. They measured direct employee voice in terms of teams' influence on multiple work-related issues, building on literature that identifies team-level voice as both conceptually distinct from individual-level voice and also predictive of performance outcomes.

According to Addison and Belfield, (2004) cited in Kim *et al.*, (2010), many past studies assess worker representative voice by the presence of unions or union density. This team measured worker representatives' influence on several areas,

which include the allocation of work tasks, technological change, restructuring of jobs, and outsourcing. They also explored whether team voice and representative voice are complements or substitutes with respect to employee's productivity. They found that neither type of voice bears a significant relationship to labor productivity when examined solely but that team voice significantly contributes to enhance worker efficiency when considered in conjunction with representative voice. In examining the interaction of the two types of voice, they found that a combination of low team and low representative voice leads to inferior labor efficiency compared to other conditions. They also found a negative interaction between team voice and worker representative voice, supporting an interpretation that these types of voice do not complement each other with respect to worker productivity. The positive impact of each type of voice is significantly stronger at low levels of the other type of voice (Kim *et al.*, 2010).

2.5.2 Protection of Employee's Rights

Empirical investigation indicates that there is a positive relationship between job security as a motivational factor and productivity (Gabris & Simo, 1995) cited by (Aarabi, Subramaniam, Almintisir, & Akeel, 2013). Miller *et al.*, (2001) cited by Aarabi *et al.*, (2013) found that job security has significant influence on the performance of employees and employees are less motivated to work when job security is low. Researches investigating influence of job loss and having a job shows that employee behaviours start going bad as soon as they start worrying about job loss (Domenighett, 2000; Özyaman, 2007) cited by Aarabi *et al.*, (2013).

Thus, researches on this area, Şenol, (2010), Poyraz and Kama, (2008), and Özyaman (2007) cited by Aarabi *et al.*, (2013) suggest that job security provides employee with high motivation and it influences other motivation levels. Scruggs, (2002) confirmed that it is not money which serves as the most source of motivation to workers but the way employees are appreciated and recognized. For example, in Şenol's research (Şenol *et al.*, 2010) cited by Aarabi *et al.*, (2013) job security was rated as one of the three most important motivational tools in all subcategories. Poyraz and Kama's (2008) cited by Aarabi *et al.*, (2013) study on hotel staff also

showed that job security functions as an important motivational tool since it changes negative work behaviours and the thought of leaving the job. Lack of job security has been found to be the reason for high turnover of employees. While there are many studies, linking job security as a motivational factor for employees' work performance, some studies have found results to the contrary (Macleod & Parent, 2009) cited by Aarabi *et al.*, (2013). But, most studies have highlighted job security as a motivational factor for job performance and hence employee productivity.

According to Popoola and Oluwole, (2007) cited by Gichaba (2013), a negative relationship exists between job tenure and career commitment of the employees. This was corroborated by Meyer and Irving (1994) cited by Gichaba (2013) whose research, found a significant negative relationship between job tenure and career commitment of the employees. The findings indicate that the less experienced the employees 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 organizational goals and hence employee's productivity (Stuart & Lucio, 2001, cited by Gichaba, 2013).

In the absence of security, workers will fear that they may innovate themselves out of a job (International Labour Organization, 2004) cited by Gichaba (2013). On the other hand, 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 & Sung, 2002 cited by Gichaba, 2013). 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 & Sung, 2002; Healey 2003; Stiles & Kulvisaechana, 2003, cited by Gichaba, 2013).

International Labour Organization (1996-2006), indicates that, a national Job Security Index should be calculated on the basis of more indirect proxy measures than the others, and focuses on access to skilled jobs and measures to deal with discrimination in job opportunities. A combination of international and national instruments protecting employees against discrimination constitutes the set of input

indicators for job security. The variables representing these instruments are coded one (1) if they exist or if they have been ratified and zero (0) otherwise. According to ILO (2006), input indicators include: At the international level, ILO Convention No.100 establishes the principle of equal remuneration between men and women for work of equal value. This is complemented by Convention No. 111 which encourages governments to promote policies and instruments guaranteeing the equality of opportunity and treatment in employment and occupation, including access to training, advancement, tenure of job and conditions of work. Convention No. 159 extends this principle to discrimination against employees with disabilities. Convention No. 156 aims at creating effective equality of opportunity and treatment between men and women with family responsibilities (International Labour Organization, 2006). There is existence of a law on paid a) maternity leave as a guarantee for women to keep their job in case of pregnancy, b) parental leave for equal opportunities for men and women regarding their job and career.

Process indicators include components like skills. Skills is treated in the Job Security Index as an instrumental component in the sense that the higher the level, the acquisition and the access to skills, the higher the job security. It is assumed that workers with better education, access to information and representation should also better plan for their career, defend their interests and occupation. The situation of women relative to men is also explicitly considered. Outcome indicators: According to ILO (2006), direct measures of how effective are the rules and mechanisms designed to ensure job security are not available. Proxies are also difficult to identify and options debatable. One single variable has been retained which is the proportion of workers in "professional" occupations in total employment, overall and by sex. It is supposed that it is the employee in such high skilled occupations who is most likely to possess a "niche" where he or she can realize his or her personal professional potentials and derive a sense of security. A corrective variable can be included by putting a large numbers of employees on unpaid administrative leave, whatever their skill level. However in the absence of effective protective mechanisms, insecurity can grow relative to countries where such procedures have not been pursued.

2.5.3 Management of Collective Bargaining Terms

Gichaba, (2013), states that how much trade union raise wages, for whom, and the consequences of unionization for employees, organizations and the economy have been studied by economists and other researchers for more than a century. Pierce (1999) cited by Gichaba, (2013) 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% in 1997. That study was based on observations of 145,054 non 20 agricultural jobs from 17,246 different establishments, excluding the federal government.

Kearney and Carnevale (2001) cited by Gichaba, (2013) found that in the public sector, employees with collective bargaining rights earn 5-8% more than those without such rights. Trade unions lead employees in their negotiations and agreement with their employers on appropriate payment and work conditions (Manda, 2005). An established finding is that unionized low level employees earn more in the public sector than those in comparable positions in the private sector. According to Ale (2002) collective bargaining is used by workers to get organized and negotiate working conditions with their employees on expectations of wages, working hours and employment conditions. Trade unions can bargain for wage increases for their members, but public sector wages are limited by budgets and by public opinion (Shapiro, 1978; Mitchell, 1988; Kearney and Carnevale, 2001) cited by Gichaba, (2013). Pencavel (2009 cited in Gichaba, 2013), argues that elected leaders of trade unions negotiate with employers on behalf of ordinary members of the union for better working conditions. Favourable working environment, attractive salary package, participative management and regular promotion are the main factors influencing workers to exhibit high productivity (Olatunji, 2004 cited by Gichaba, 2013).

According to Amstrong, (2007) collective bargaining arrangements are set up by agreements between managements, employers' associations, or joint employer negotiating bodies and trade unions to determine specified terms and conditions of employment for groups of employees. In a research carried out by Gichaba, the terms

and conditions of employment at Kisii University (Kenya) are: probation and tenure of employment, engagement, salary scales and salary incremental dates, protective clothing/gear, tools and conditions of work, education and training, medical benefits, promotions, hours of work/duty, leaves, retirement age and union rights whereby the university is expected to respect the rights of the trade union as stipulated in the recognition agreement (Gichaba, 2013).

2.5.4 Conflict Management Strategies

In a study carried out in a Nigerian Manufacturing Firm, research findings carried out by Longe (2015), reveal collective bargaining with mean score of 4.4, compromise, 3.75 and accommodation 3.65, as the integrative conflict management strategies being used. Other methods of managing conflict rated below 2.5 include confrontation with mean score value of 1.64, competition, 1.62 and avoidance 1.50. Respondents were also asked to rate the importance of each indicator using 5-point Likert scale with end point labeled least important with numeric value (1) and most extremely important (5). Results indicate collective bargaining as the most extremely important and most productive conflict management strategy. Research findings indicate that the organization hardly uses the palliative methods of avoidance, competition and confrontation which are non-integrative conflict management strategies.

Employees who are denied the opportunity to voice their grievances take action in other ways. According to research carried out by Teicher *et al.*, 2014, there is evidence that individualized expressions of workplace conflict is on the rise. The evidence comes from the increasing number of complaints concerning employment discrimination that have been lodged with the Australian Human Rights Commission (AHRC). In its 2012/2013 annual report the AHRC states that employment complaints made up the bulk of cases lodged under the Sex Discrimination Act 1994 and the Age Discrimination Act 2004. This accounted for 86% and 57.5% of all complaints. Employment discrimination complaints contributed to more than one third of complaints lodged under the Disability Discrimination Act 1992 and a quarter of all complaints under the Racial Discrimination Act 1975. It is true that, the

number of complaints lodged on the basis of discrimination at work has been rising steadily over the past 20 years. Similarly claims of unfair dismissal have risen sharply and almost continuously since 2006 when 5173 unfair dismissal cases were heard by the tribunal, rising to 14,818 in 2013 according to the Fair Work Commission annual report for 2012/2013. Research indicates that the presence of trade unions in a workplace has operated as a mechanism for filtering, expressing and resolving conflicts (Teicher *et al.*, 2014).

Teicher *et al.*, (2014), states that the role of trade unions in conflict management cannot be underestimated. In those workplaces with an active trade union, some issues would never reach management and others would be reviewed and presented to management in a form more amenable of resolution. Individual conflict remains an issue in Australian workplaces. This is evident from a survey conducted involving 1400 managers who were responsible for HRM issues in their organization. The results indicated that the most senior manager responsible for HR issues spent four hours per week engaged in conflict resolution in firms with less than 20 employees, rising to 14 hours per week in organizations with more than 500 employees. The most frequent causes of individual disputes were discipline and personality conflicts, followed by disagreement over employment conditions. Line manager and supervisor decisions were also an important source of conflict for all sizes of organization particularly those with less than 20 workers. According to Teicher *et al.*, (2014), trade unions may have disappeared from many workplaces in Australia, but conflict has not. As a result, in the absence of suitable employee advocates, workers have resorted to whatever resources they have at hand to deal with their conflicts.

2.5.5 High Performance Work Practices

There are several studies that indicate that trade union presence has a neutral impact (Black & Lynch, 2001; Galang, 1999; Moreton, 1999 cited by Gill *et al.*, 2013) and a positive influence (Armstrong *et al.*, 1998; Black & Lynch, 2001; Freeman & Rogers, 1999; Gregg & Machin, 1988; Marginson, 1992; Pil & Macduffie, 1996; Sisson, 1993; Woodand Fenton-O'creevy, 2005 cited by Gill *et al.*, 2013) on HPWP adoption. There are studies that find that trade unions moderate the relationship

between HPWP and outcomes (Lloyd, 2001; Rubinstein, 2001; Voos, 1987) cited by Gill *et al.*, (2013). There is an indication that the quality of industrial relations moderates trade union influence with research proposing that HPWP's are less likely in organizations characterized by trade union militancy (Wells, 1993) cited by Gill *et al.*, (2013). There is also research evidence from studies reviewed by Gill, (2009) cited by Gill *et al.*, (2013), that shows that trade unions can play an important and positive role in enhancing organization competitiveness through facilitating the implementation of High Performance Work Practices. Organizational productivity can therefore be considered as the cumulative productivity of the individual members of that organization (Amah, 2013).

Among the multiple measurements used for measuring HPWSs, Pfeffer's model is the best-known one (Pfeffer, 1995) cited by Muduli, (2015). The Pfeffer model originally included 16 practices but was reduced to 7 (Pfeffer, 1998): job security, selective hiring of new personnel, autonomous teams and the decentralization of decision-making as the core to organizational design, a comparatively high salary depending on results, extensive training, a lessening of distinctions, and a substantial participation from the different departments in the company in financial information and results. In 2007, Sun *et al.*, cited by Muduli, (2015), devised a revised instrument titled high-performance human resource practices to measure HPWS. The instrument consists of 29 items which are grouped under 10 sub headings such as selective staffing, extensive training, internal mobility, employment security, clear job description, result-oriented appraisal, incentive reward, participation, teamwork and flexibility. HPWS was measured through an adapted scale derived by Sun *et al.*, 2007. All 29 items were measured on a Likert-type scale ranging from (5) highly satisfied to (1) very dissatisfied. Responses were reversely coded, and higher values indicate higher perceived effectiveness.

2.5.6 Productivity

According to Khan *et al.*, (2011), at organization level, trade unions can participate in the organization's productivity improvement efforts by helping to create the organization policies and structures that will guide and facilitate productivity

improvement, and helping their members directly to participate in the productivity improvement programs of the organization. Khan *et al.*, (2011) states that in Poland in the last three years more than 600 firms have undertaken productivity improvement programs through the joint efforts of trade unions and management, achieved growth 2 to 5 times the growth rate of the whole Polish economy. Productivity raised by 78 % (in one year) compared to 8 % in the total economy. According to Maina (2014), teacher productivity, can be conceptualized in terms of students' academic achievement. He measured this in terms of students' scores ranked as excellent (80% and above), very good (70-79), good (60-69), fairly good (50-59), poor (40-49) and very poor (below 40). Most students in the sampled schools performed poorly. This indicates to the fact that the level of teacher productivity in terms of student academic achievement was poor (Maina, 2014).

According to the Republic of Singapore (2011), cited by (Mihail, Links, & Sarvanidis, 2013) productivity can be measured by a) measures of Output: Output can be in the form of goods produced or services rendered. Output may be expressed in physical quantity, financial value, and physical quantity. At the operational level, where products or services are homogeneous, output can be measured in physical units (for example, number of customers served, books printed, lessons, examination papers marked, trips that a lecturer takes students out). Such measures reflect the physical effectiveness and efficiency of a process.

b) Measures of input. Input comprises of the resources used to produce output. The most common forms of input are labour and capital. Labour refers to all categories of employees in an organization, for example, in TVET. It includes principals, deputy principals, lecturers, secretaries, accountants, nurses etc. Labour can be measured in three ways: i) Number of hours worked. This measure reflects the actual amount of input used. It excludes hours paid but not worked (for example, holidays, paid leave), ii) Number of workers engaged. This measure is used, as data on hours worked may not be readily available. An average figure for a period is used, as the number of workers may fluctuate over time, iii) Cost of labour. Labour costs include salaries, bonuses, allowances and benefits paid to employees (Mihail, *et al.*, 2013). Capital refers to physical assets such as machinery and equipment, land and buildings, and

inventories that are used by the organization in the production of goods or provision of services. Capital can be measured in physical quantity (for example, number of machine hours), c) Intermediate Input: Major categories of intermediate input include materials, energy and business services. Such input can be measured in physical units (for example, kilogram's, kilowatt per hour) or financial units (for example, cost of energy and materials purchased) (Mihail, *et al.*, 2013).

Productivity Indicators: Productivity indicators measure the effectiveness and efficiency of a given input in the generation of output. Labour productivity and capital productivity are examples of productivity indicators. Labour Productivity is defined as value added per worker, and is the most common measure of productivity. It reflects the effectiveness and efficiency of labour in the production and sale of the output. Capital Productivity measures the effectiveness and efficiency of capital in the generation of output. It is defined as value added per dollar of capital. Capital productivity results from improvements in the machinery and equipment used, as well as the skills of the labour using the capital, processes, etc. According to the Ministry of Science and Technology, the teachers performance appraisal and development tool (TSC/TPDAD/01), indicates the following as indicators of employees productivity: Curriculum implementation, curriculum evaluation (Evaluation and monitoring of students academic performance), performance of administrative and supervisory responsibilities, managing student's discipline, organizing and supervising student's co-curricular activities, time management and setting targets (Government of Kenya, 2015).

2.6 Critique of Existing Literature

2.6.1 Employees Participation

Fullagar *et al.*, (1995) cited in Gamage *et al.*, (2012), indicate that union participation activities can be divided into two categories, namely formal and informal activities. Formal activities consist of involvement in elections, participation of meetings, voting, filing grievances and serving as an officer. Informal activities include helping other members to file grievances, reading union publications, talking about the union

with others. This is supported by Hills (1985) cited in Zulkiflee et al.,(2013), who indicates that trade union can be used by employees to voice their views and ideas. The unions are in a position to make a difference through collective platform offered by the employers. This presents a good avenue for trade unions to press for, and demand for employees' rights (Kabeer, 2004) cited in Olufunmilayo *et al.*,(2014). This agrees with Nyaecha (2014), who states that trade unions in Kenya, participate in decision making and hence they are involved in management of organizations like TVET.

This also agrees with the evidence from studies reviewed by Ojokuku *et al.*, (2014), that employee participation in decision making should be recognized as a managerial tool for improving organizational performance by striving for the shared goals of employees and managers. This is supported by evidence from studies reviewed by Pencavel (1995) cited by Khan *et al.*, (2011), that participation by workers in a firm's decision-making may raise productivity. This can be achieved by allowing workers' input in developing the strategic direction of the organization, establishing policies and procedures, pay determination, promotion, and determining employees benefits. Employee participation in decision making is now a significant topic in HRM, and chief ingredients of employee voice (Ojokuku & Sajuyigbe, 2014). This is supported by studies carried out by Gollan and Wilkinson, 2007; Kim, McDuffie and Pil, 2010; Bhuiyan, 2010 and Brown 1982; cited by Ojokuku *et al.*, (2014), which emphasize that allowing employees to participate in decision making leads to increase in motivation, job performance, and organizational growth. According to studies by Sashkin (1976) cited by Ojokuku *et al.*, (2014), it is emphasized that participation is effective and its use by management is very important.

Several studies have found that unions continue to be the most effective mechanisms for representing worker interests, and also that non-union mechanisms produce limited benefits for management in terms of productivity (Butler, 2009; Heery, 2010 cited in Wright, 2011). This suggests that employers use non-union channels more to maximize control than to enhance employee voice. According to studies by Kim *et al.*, (2010), it is emphasized that neither direct nor indirect voice bears a significant relationship to labor productivity when examined solely but that team voice

significantly contributes to enhance worker efficiency when considered in conjunction with representative voice. There is evidence from studies reviewed in Bryson (2005); Chen, (2007); Kochan *et al.*, 1986) cited by Gill *et al.*, (2013), that managers regard trade unions as a stumbling block to workplace performance. This has resulted in union avoidance, suppression and substitution. According to studies by Pencavel (1995) cited by Khan *et al.*, (2011), it is emphasized that presence of trade union and its representation of workers’ demands, views and thoughts to the management, can benefit and harm the organization. It benefits when productivity and efficiency is increased and causes harm when salaries are raised beyond the organizations “paying level” Khan *et al.*, (2011).

Trade unionism may harm organizational productivity in a number of ways, for example, when a union protects undisciplined workers from disciplinary action or when a union increases the costs of technological change, hence retarding an organization's development, or a union may successfully negotiate capital-labor ratios that oblige the firm to use more workers per machine than relative input prices would call for Khan *et al.*, (2011). This agrees with Bryson (2005; Chen, 2007; Kochan *et al.*, 1986) cited by Gill *et al.*, (2013), who states that managers regard trade unions as a stumbling block to workplace performance. This disagrees with Gill *et al.*, (2013), who support the fact trade unions play an important role in enhancing organizational and employee productivity.

This study indicates that employees see things all the time in the course of doing their work and interacting with customers and other workers: problems that are brewing, strategic issues, inefficiencies, inappropriate activities, opportunities for improvement etc. Yet they do not speak up about these observations to individuals within their organization who might be able to take action. They may not necessarily engage in voice and may instead choose to remain silent. Employee voice focuses on both ‘personnel’ and ‘business improvement’ issues. It can be used to negotiate the settlement between employer and employee and to allow employees to contribute ideas to improving their business. Team voice significantly contributes to enhance worker efficiency when considered in conjunction with representative voice. Employee participation, through trade union, in decision making should be

recognized as a managerial tool for improving organizational performance and employee productivity. Employee participation in decision making is turning out to be a significant focus in HRM, and chief ingredients of employee voice.

2.6.2 Protection of Employee's Rights

According to studies by Damiani *et al.*, (2014), it is emphasized that trade union presence can enhance job security perceptions and lead to requests for salary bonuses linked to performance and seniority. Studies by Gichaba (2013), emphasizes that trade unions play critical role in championing for continued improvement of job security and terms and conditions of employment for employees. This agrees with Gabris and Simo, (1995) cited by Aarabi *et al.*, (2013), who states that there is a positive relationship between job security as a motivational factor and employee productivity.

There is evidence from studies reviewed by Daud *et al.*, (2013) that employees are less secured than a group. Individuals gain power in their relationship with their employers by forming trade unions. Employees' get their strength and power from the union they belong to. Employees' expect by joining union, they can be protected from discrimination, unfair treatment and exploitation in the workplace. This agrees with studies carried out by Perlman (1928) cited by Daud *et al.*, (2013), which emphasize that employees join trade unions in order to obtain job security. This is also supported by evidence from studies reviewed by Farber and Saks (1980) cited by Daud *et al.*, (2013), that job security and possibility of alternative employment is linked with joining a union.

Trade union can protect their members and ensure job security. According to studies by Farber and Saks (1980) cited by Daud *et al.*, (2013), it is emphasized that trade union plays an important role to protect their members from unethical retrenchment and unfair dismissal. This agrees with evidence from studies reviewed by Hills (1985) cited by Daud *et al.*, (2013), that employees with fewer alternative job options were likely to rely on the trade union to provide job security, wages, and benefits. According to Cote, (2013) trade unions try to defend their member's right to work

and are supportive of both macro and micro economic policies that would be conducive to high employment. Employers who denies employees rights to be organized, violates human rights and practicing unequal treatment triggers employees motivation to join trade union. According to studies by Davis (1955) cited by Daud *et al.*, (2013), it is emphasized that trade union can be used by workers to voice their views and ideas. Studies by DeCotiis and LeLouarn (1981) cited by Daud *et al.*, (2013), emphasize that trade unions are agencies of protest and hence they reflect labor's grievances and aspirations. This agrees with Davis (1955) cited by Daud *et al.*, (2013). According to this study, in the absence of security, workers will fear that they may innovate themselves out of a job. Also, the more a trade union addresses job security issues, the more trust is built up between management and employees leading to higher employee's productivity.

2.6.3 Management of Collective Bargaining Terms

There is evidence from studies reviewed by Gichaba (2013), that trade 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. Trade unions raise salaries of employees. This has been one of the goals of trade unions and a major reason that employees seek collective bargaining (Gichaba, 2013). There is evidence from studies reviewed in Kearney and Carnevale (2001) cited by Gichaba, (2013), that in the public sector, employees with collective bargaining rights earn 5-8% more than those without such rights (Gichaba, 2013). An established finding is that unionized low level employees earn more in the public sector than those in comparable positions in the private sector. According to studies by Shapiro, (1978); Mitchell, (1988); Kearney and Carnevale, (2001) cited by Gichaba, (2013), it is emphasized that trade unions can bargain for wage increases for their members, but public sector wages are limited by budgets and by public opinion. In the public sector, employees with collective bargaining rights earn more than those without such rights (Gichaba, 2013).

There is evidence from studies reviewed in Olatunji, (2004) cited by Gichaba, (2013), that favourable working conditions, attractive salary package, participative management and regular promotion are the main factors influencing workers to exhibit high productivity (Gichaba, 2013).

According to studies by Olatunji, (2004) cited by Gichaba, (2013), it is emphasized that trade unions can enhance employee terms and conditions of employment through monitoring and collective voice, factors that raise employee productivity (Gichaba, 2013). This agrees with studies carried by Pencavel (1977) cited by Gichaba, (2013), which also emphasize on the role played by trade unions in monitoring work. His arguments are related to the fact that trade union are interpreted as the employees' auditor of management, checking that the employer fulfils his part of the labour contract (Gichaba, 2013). Studies by Pencavel (1977) cited by Gichaba, (2013), emphasize that collective voice can be demonstrated through CBAs between the employer and the employee (represented by the trade union) (Gichaba, 2013). There is evidence from studies reviewed in Pencavel, (1977) cited by Gichaba, (2013), that the collective voice enhances teamwork. The collective voice mechanism forms the centre piece of the Harvard School approach to the possibility that unions may raise productivity. The consequences that flow from such collective voice tend to raise labour productivity (Gichaba, 2013).

There is evidence from studies reviewed in Budd and McHall, (1997) cited by Gichaba, (2013), that trade unions improve communications, leading to better plant layout or improved working practices. Trade unions provide information to employees about benefit expectations, rules and procedures, and dispel stigmas that might be attached to receiving social benefits (Gichaba, 2013). This agrees with Olatunji, (2004); Kearney and Carnevale, (2001) cited by Gichaba, (2013), who support that collective voice enhances teamwork; trade unions can enhance employee terms and conditions of employment through monitoring and collective voice both of which raise employee productivity. They also indicate that an improvement in terms and conditions influences workers to exhibit high productivity (Gichaba, 2013).

2.6.4 Conflict Management Strategies

There is evidence from studies reviewed by Longe (2015), that collective bargaining, compromise, and accommodation are used as the integrative conflict management strategies in organizations. Other methods of managing conflict include confrontation, competition and avoidance. Collective bargaining is the most important and most productive conflict management strategy. The palliative methods of avoidance, competition and confrontation which are non-integrative collaborative conflict management strategies are rarely used by organizations (Longe, 2015). According to studies by Fajana and Shadare, (2012) cited by Longe (2015), it is emphasized that collective bargaining approach has been suggested as the approach for managing conflict in firms. This strategy is internationally accepted as the legal instrument by which employees and management settle conflicts arising from employment contracts (Longe, 2015). This agrees with Longe (2015), who support that Collective bargaining is the most important and most productive conflict management strategy (Longe, 2015).

According to studies by Teicher *et al.*, (2014), it is emphasized that, Australia used to be criticized for its high levels of strikes and picketing. Much of this was blamed on 'militant unionism'. However, for the past twenty years there has been a big transformation in the reported figures on industrial conflict. There is evidence from studies reviewed by Teicher *et al.*, (2014), that much industrial conflict was due to the influence of trade unions and that a) changing social attitudes to union membership, b) the implementation of legislation more closely regulating the conduct of industrial action, c) penalizing unlawful industrial action and d) the suppression of organized forms of conflict such as strikes and lockouts results in alternative expressions of conflict. This has brought a transformation in Australian workplaces.

There is evidence from studies reviewed by Teicher *et al.*, (2014), that individualized expressions of workplace conflict are on the rise in Australia. In those workplaces with an active trade union some issues would never reach management and others would be reviewed and presented to management in a form more amenable of

resolution. Individual conflict remains an issue in Australian workplaces. Research evidence also indicates that the presence of trade unions in a workplace has operated as a mechanism for filtering, expressing and resolving conflicts. According to studies by Teicher *et al.*, (2014), it is emphasized that trade unions may have disappeared from many workplaces in Australia, but conflict has not. As a result, in the absence of suitable employee advocates, workers have resorted to whatever resources they have at hand to deal with their conflicts. There is evidence from studies reviewed by Teicher *et al.*, (2014), that disputes occur when all the available channels of discussion and negotiation have been tried. A major function of trade unions in these situations is to resolve conflict by representing their members in discussions with employers (Teicher *et al.*, 2014). This agrees with Fajana and Shadare, (2012) cited by Longe (2015), who emphasize that collective bargaining approach has been suggested as the approach for managing trade union-management conflict in organizations (Longe, 2015).

This study indicates that the presence of trade unions in a workplace operates as a mechanism for filtering, expressing and resolving conflicts. These conflicts can be solved the following modes: avoidance, accommodation, competition, compromise and collaboration. In the absence of suitable employee advocates, workers resort to whatever resources they have at hand to deal with their conflicts. This results in workers complaining to state and tribunals. In some cases, less visible, but more unproductive and insidious, responses to perceived unfairness at work is inflicted on organizations leading to reduced employee productivity. Collective bargaining approach has been suggested as the approach for managing trade union-management conflict in firms. This strategy is internationally accepted as the legal instrument by which employees and management settle conflicts arising from employment contracts.

2.6.5 High Performance Work Practices

HPWP's perspectives are said to be static and rigid (Mihail *et al.*, 2013). Marchington and Grugulis, (2000) cited by Mihail *et al.*, (2013) explain that this is because they fail to evaluate the institutional forces that have an effect on the

implementation of Human Resource policies and practices. Other researchers are also doubtful about the use of HPWP's. Edwards *et al.*, (2002); Harley, (2005); Danford *et al.*, (2008) cited by Mihail *et al.*, (2013) argue that organizations may come up with such practices in order to enhance workers' commitment and involvement but at the same time undermine the influence of trade unions so that workers are less attached with the union-based forms of representation.

There is evidence from the studies reviewed by Becker and Gerhart, (1996); Datta *et al.*, (2005) cited by Muduli, (2015) that HPWS configuration practices are summarized into six categories: compensation, communication, flexible job assignments, teamwork, training; and staffing. The goal of each practice is either to select, develop and retain employees, or to motivate them to produce employee output that enhances employee productivity (Muduli, 2015). There is evidence from studies by Huselid, (1995); Becker and Gerhart, (1996); Datta *et al.*, (2005); cited by Muduli, (2015), that HPWS increase organizational effectiveness by creating conditions where employees become highly involved in the organization and work hard to accomplish its goals (Muduli, 2015).

There is evidence from studies by Bryson, (2005); Chen, (2007); Kochan *et al.*, (1986) cited by Gill *et al.*, (2013), that manager's regard trade unions as hindrances to workplace performance. This has resulted in union suppression, substitution and avoidance (Mihail *et al.*, 2013). According to studies by Bryson, 2001; Delery *et al.*, 2000; Deery *et al.*, 1994; Freeman and Medoff, 1984; Miller and Mulvey; Rubinstein, 2000; and Gill, 2009 cited, Gill *et al.*, (2013), there is also research evidence that indicates that trade unions play a positive role in enhancing organization competitiveness through facilitating the implementation of High Performance Work Practices (HPWP) (Delery, Gupta, Shaw, Douglas Jenkins, & Ganster, 2000), for example, trade unions a) play an important role in removing barriers to the adoption of HPWP by advocating long-term investment in change that is positive for the firm (Freeman & Medoff, 1984, cited by Gill *et al.*, 2013), b) can provide the communication infrastructure that facilitates the introduction of HPWP, create employee trust, co-operation and job security so that HPWP can be introduced effectively (Gill *et al.*, 2013).

A study carried out by Huselid (1995) cited by Gill *et al.*, (2013) found that HPWP reduce workers turnover, increase productivity and corporate financial performance through practices that improve intermediate employee outcomes (such as the motivation, knowledge, abilities, skills, and engagement of employees). According to studies by Kochan *et al.*, (1986) cited by Gill *et al.*, (2013), HPWP has a positive impact on employers, but have had a negative impact on employees and unions. There is evidence from studies by Freeman and Medoff (1984) cited by Gill *et al.*, (2013) that unions can have both a positive and negative impact on productivity. Unions can have a negative impact by using their monopoly position to drive up wages and to introduce restrictive work practices that inhibit management's ability to introduce productive work practices such as HPWP. Unions can also encourage management to introduce more productive work practices so they can stay competitive despite higher wages. They also propose that “unionism per se is neither a plus nor a minus to productivity. What matters is how trade unions and management interact at the organization”. There is evidence from the studies reviewed that productivity depends not on what unions and management do separately but on their relationship with one another. Cooperative industrial relations promote the positive aspects of unionism while adversarial industrial relations increase the negative aspects of unionism Gill *et al.*, (2013).

According to studies by Bryson *et al.*, (2006) cited by Gill *et al.*, (2013), when management sees a positive role for trade unions, they can ensure effective changes are introduced that facilitate the introduction of HPWP's. This agrees with studies carried out by Godard and Delaney, (2001) cited in Gill *et al.*, (2013), who indicates that to enhance the positive aspects of trade unionism, management must replace the pluralist perspective that has dominated traditional industrial relations with a partnership approach that places more emphasis on mutual gain. This ensures that the implementation of HPWP's benefits all stakeholders including employees who are critical to the successful implementation of HPWP's (Gill *et al.*, 2013).

There is evidence, from studies reviewed by Denny, (1997); Miller and Mulvey, (1993); Pantuosco *et al.*, (2001); Vedder and Gallaway, (2002) cited by Gill *et al.*, (2013), that supports the negative influence of trade unions. Several research studies

indicate that HPWP's are less likely to exist in highly unionized organizations (Gill *et al.*, 2013). But, Black and Lynch (2001), Galang (1999), Moreton (1999) cited in Gill *et al.* (2013) show contradictory studies which indicate that trade union presence has a neutral impact, while Armstrong *et al.*, (1998); Black and Lynch, (2001); Freeman and Rogers, (1999), Gregg and Machin (1988), Marginson (1992), Pil and Macduffie, (1996), Sisson, (1993), Wood and Fenton-O'creevy (2005), cited by Gill *et al.*, (2013) show a positive influence on HPWP's adoption.

According to the studies by Lloyd, (2001); Rubinstein, (2001); Voos, (1987) cited by Gill *et al.*, (2013) it is emphasized that trade unions moderate the relationship between HPWP's and outcomes like employee productivity. Studies by Freeman and Rogers, (1999) cited by Gill *et al.*, (2013), emphasize that there is indication that there are a several ways in which unions may overcome many of the barriers to implementing HPWP's and facilitate HPWP's adoption. These include promotion of a long term and organization wide perspective, enhancing collective and individual voice, effective communication infrastructure, increasing employee trust and commitment Gill *et al.*, (2013).

According to the studies by Boxall and Macky (2009) cited by Muduli (2015), it is emphasized that HPWS leads to increased trust to the extent that such actions are seen by workers as demonstrating managerial competence, reduce their perceptions of vulnerability or threat, and are therefore seen to be in the worker's interests (Muduli, 2015). Appelbaum *et al.*, (2000) cited by Muduli, (2015) in their study proposed that HPWSs are associated with practices which empower workers to participate in decision-making, which in turn enhances organization performance (Muduli, 2015). Studies carried out by Conti and Kleiner (2003) cited by Muduli, (2015) reported that teams offer greater participation, challenges and feelings of accomplishment and hence create a high-performance organization that is flexible, efficient and profitable (Muduli, 2015).

According to the studies by Delery and Shaw (2001), Combs *et al.*, (2006) cited by Muduli, (2015), it is emphasized that HPWP's increase employee KSAs, empower employees to leverage their KSAs, and motivate them to do so (Muduli, 2015). They

also influence employee discretionary creativity, effort and productivity, which in turn increase operating performance measures like job satisfaction and employee turnover further leading to increased accounting returns and market value (Muduli, 2015).

There is evidence from studies carried out by Mihail *et al.*, (2013), that the implemented HPWPS has a positive impact on main organizational outcomes, like productivity and revenue growth. Although the results of the present study are encouraging, they are far from decisive for the HPWP's paradigm. Rather they call for further investigation of multiple corporate case studies of HPWP's adoption across different industries and sectors (Mihail *et al.*, 2013). This study indicates that individual and collective voice can coexist and have a synergistic effect when introducing HPWP's. Research has proved that the collective voice of unionism leads to lower probabilities of quitting, longer job tenure and a lower lay-off rate which cuts down the costs of training and recruitment and increases productivity. Trade unions can have both a positive and negative influence on productivity. Cooperative industrial relations promote the positive aspects of unionism and adversarial industrial relations increase the negative aspects of unionism. To enhance the positive aspects of trade unionism, management must replace the pluralist perspective that has dominated traditional industrial relations with a partnership approach that places more emphasis on mutual gain. This ensures that the implementation of HPWP's benefits all stakeholders including employees who are critical to the successful implementation of HPWP's.

According to this study HPWP's perspectives are static and rigid because they fail to evaluate the institutional forces that have an effect on the implementation of Human Resource policies and practices. The relationship between indirect and direct involvement with performance outcomes is not clear. This criticism centres on the pitfalls of employment relationship which include lack of trust and presence of low levels of commitment. The issue of trust and other concerns are considered to be less problematic in "social market economies", like Germany and the Netherlands. This study also states that there are contradictory studies which indicate that trade union presence has a neutral impact and a positive influence on HPWP's adoption. This is

contradicted by other studies that find that trade unions moderate the relationship between HPWP's and outcomes. Further research is required with regard to "the nature of any intermediary processes" that affects this linkage.

2.6.6 Productivity

There is evidence from the studies reviewed by Koretz (1995) cited by Haenisch (2012), that there are three key productivity factors: "inadequate supervision and employee involvement in decision-making, too much work and insufficient rewards and chances to advance" (p. 1). According to studies carried out by Leonard (2000) cited by Haenisch (2012), it is emphasized that less organizational bureaucracy, a greater sense of purpose, clear goals, and being able to see results are essential to productivity (Haenisch, 2012). According to studies carried out by Gryna, Chua, & DeFeo, (2007, p. 18) cited by Haenisch (2012), it is emphasized that improvement in quality, results directly increase productivity. Deming's approach to total quality management also showed direct effects on productivity enhancement. Also studies by Walton, (1986) cited by Haenisch (2012) emphasize Deming's 14 points, which indicate that key elements to improve productivity, include institute training and retraining, institute leadership, breaking down barriers between staff areas, and driving out fear.

There is evidence from the studies reviewed by de Lancer Julnes and Holzer, 2001; Mandel, 2003; Williams, (2003) cited by Haenisch (2012), that there are dramatic productivity initiatives evident in the private sector, and that the quest to find ways to improve productivity in government continues. Also research finding by government-focused researchers indicate that public-sector productivity has not kept pace with that of the private sector. According to studies by Haenisch (2012), it is emphasized that the most frequently noted factors that limit productivity are poor supervision and management, poor communications, low budget or insufficient staff, and poor pay or no recognition. His studies also identified favourable workplace factors that enhance productivity as follows: autonomy and freedom, the job itself and a sense of achievement, and working as part of a team.

According to studies by Bryson *et al.*, (2011) it is emphasized that, in theory, trade unions have a negative effect on organization performance. When they are successful in bargaining for above-market salaries, they reduce profitability. This agrees with evidence from the studies reviewed by Freeman and Medoff (1984); Vroman, (1990); cited by Bryson *et al.*, (2011), that trade unions can enhance performance through voice effects which raise employee productivity and improve managerial decision-making, by acting as an agent for the employer in monitoring employees, or in assisting with organizational change. According to studies by Hirsch (1997) cited by Khan *et al.*, (2011), it is emphasized that when increase in productivity is attributable to trade unions, it means a shift in the marginal product schedule. Hirsch concluded from many studies that there are both negative and positive effects of unions on productivity. Other studies show negative and positive effects of trade unions on productivity at different places in the same study. Hirsch quoted a paper of Brown and Medoff (1978) cited by Khan *et al.*, (2011) about the effect of unions upon productivity where they concluded that unions increased total factor productivity by more than 20 percent.

There is evidence from the studies reviewed by Hirsch (1997), Nickell, Wadhvani and Wall (1992), Gregg, Machin, and Metcalf (1993), cited by Khan *et al.*, (2011), that there are differences in productivity growth between unionized and non-unionized firms. Trade unions had either a negative effect or no effect on productivity growth during the early years of their analysis but positive effects during the 1980s. According to studies by Hirsch (1997) cited by Khan *et al.*, (2011), it is emphasized that, although there is diversity in results, most studies obtained estimates that suggest that unionized firms have profits that are 10 percent to 20 percent lower than the profits of non union organizations.

According to studies by Freeman and Medoff (1984) cited by Khan *et al.*, (2011), it is emphasized that in many sectors, unionized organizations are more productive than non union organizations, while in only a few, it is less productive. This agrees with Hirsch 1997; Nickell, Wadhvani, and Wall (1992), Gregg, Machin and Metcalf (1993), cited by Khan *et al.*, (2011). The higher productivity is due to lower rate of turnover under unionism, improved managerial performance in response to the union

challenge, and cooperative labor-management relations at the factory level. Regarding profitability, when compared to non-union employers, unionized employers tend to earn a lower rate of return on capital because of increase in salaries and the amount of capital used per worker. The increased costs are not compensated for by the higher productivity of employee associated with trade unionism. There is evidence from the studies reviewed by Khan *et al.*, (2011), that at organization level, trade unions can participate in the organization's productivity improvement efforts by helping to create the organization policies and structures that will guide and facilitate productivity improvement, and helping their members directly to participate in the productivity improvement programs of the organization. According to studies by Khan *et al.*, (2011), it is emphasized that firms that undertake productivity improvement programs through the joint efforts of trade unions and management, achieve a high growth rate probably due to increased employee productivity.

There is evidence from the studies reviewed by Fashoyin (1997) cited by Khan *et al.*, (2011), that in Japan the productivity improvement movement has had a much greater influence. This was largely due to the role played by trade unions in productivity improvement campaign. According to studies by Human Rights Watch (1998) cited by Khan *et al.*, (2011) quoted a study of ILO, it is emphasized that productivity in Malaysia was higher in firms where the employees were organized in industrial unions than in non-unionized organizations. According to studies by Aidt and Tzannatos (2001) cited by Khan *et al.*, (2011) it is emphasized that the influence of trade unions on productivity levels is empirically indeterminate. Some studies suggest a positive influence, but others imply a negative influence or no impact at all, for example, trade unions seem to have a negative influence on productivity levels in the United Kingdom but a positive influence in Malaysia. According to studies by Booth (1995) and Lewis (1986), cited in Bryson *et al.*, (2011), it is emphasized that one of the most well established effects of trade unions is their ability to increase salaries above competitive levels. There is evidence from the studies reviewed in Addison and Barnett, (1982) cited by Bryson *et al.*, (2011), that by providing employees with an avenue of expressing discontent, trade unions can reduce turnover

and absenteeism; this benefit the workplace because turnover can reduce productivity through a direct loss of organization - specific training. According to studies by Freeman and Medoff, (1984) cited in Bryson *et al.*, (2011), it is emphasized that trade unions can also enhance productivity by improving communication between employees and management.

According to the reviewed literature and empirical evidence, this study indicates that there are several key productivity factors: inadequate supervision and employee involvement in decision-making, too much work, and insufficient rewards and chances to advance. Less organizational bureaucracy, a greater sense of purpose, clear goals, and being able to see results were essential to productivity. Improvement in quality results directly in an increase in productivity. Other key elements to improve productivity include institute training and retraining, institute leadership, breaking down barriers between staff areas, and driving out fear. There have been dramatic productivity initiatives in the private sector, and the quest to find ways to improve productivity in government continues. However, public-sector productivity has not kept pace with that of the private sector.

This study highlights that, some studies suggest that trade unions have a positive influence on productivity, but others imply a negative influence or no impact at all. ,for example,, trade unions seem to have a negative influence on productivity levels in the United Kingdom but a positive influence in Malaysia. This study also indicates that union firms are found to have slower productivity growth than non-union organizations. In many sectors, unionized establishment is more productive than non union establishment, only a few are less productive. The higher productivity is attributed to lower rate of turnover under unionism, improved managerial performance, and cooperative labor-management relations. Regarding profitability as compared to non-union employers, unionized employers tend to earn a lower rate of return on capital because of, for example, increase in wages. At organization level, trade unions can participate in the organization's productivity improvement efforts by helping to create the organization policies and structures that can guide and facilitate productivity improvement.

2.7 Research Gaps

Variable	Authors	Research Work Done	Findings	Knowledge Gaps
Employee's participation:	Bennett (2010) Bos (2014),	employee voice in the public sector	Merits continuing investigation in the context of the changing nature of national and international employee relations	Further investigation into employee voice important
Protection of employee's rights	Gichaba (2013) Le Queux and Peetz (2013)	improvement of job security and terms and conditions of employment	Trade unions play an important role in championing for continued improvement of job security and terms and conditions of employment for employees	Further research should be carried out on job security and terms and conditions of employment
Management of collective bargaining terms	Davies, (2003) cited by Grady (2013),	Employees retirement, pension schemes and poverty.	There is a pension crisis involving millions of employees retiring into poverty.	There is need for further research on the fight for improved terms and conditions of employment
	Rodriguez-Ruiz (2015),	Influence of trade unions on shaping worker outcomes	the low influence of unions in shaping worker outcomes	There is a need for further research into terms and conditions of employment.
Conflict management strategies	Bennett, 2014 Teicher <i>et al.</i> , (2014)	conflict in the workplace	Managing conflict in the workplace has been acknowledged as a key challenge for all organizations. trade unions in workplace provides mechanism for filtering, expressing and resolving conflicts.	There is need to carry out further research on the role of trade unions in management of conflicts in TVET institutions in Kenya
High Performance Work Practices HPWPs	Mihail et al., (2013) (Muduli, 2015).	Impact of HPWPs on organizational outcomes and productivity	HPWPs has a positive impact on main organizational outcomes, such as productivity and revenue growth, though results of the study were encouraging, they are far from decisive for the HPWPs paradigm	There is need for further investigation of multiple corporate case studies of HPWPs adoption across different industries and sectors and measurement of HPWPs through operational performance measures such as retention and productivity than financial measures such as profit, market returns or productivity
productivity	Haenisch (2012), (Lamarche, 2013).	productivity initiatives in the private sector	there are dramatic productivity initiatives evident in the private sector, and that the quest to find ways to improve productivity in government continues public-sector productivity has not kept pace with that of the private sector Productivity seems to improve in an economy promoting policies to weaken industry-wide collective bargaining.	Further research needed in Industry-wide work rules and productivity

2.8 Summary

This chapter has looked at relevant literature on trade unions influence on productivity. It has highlighted the theoretical theories on which the research was grounded and included the ability, motivation, opportunity theory (AMO theory, Universalistic Theory, Equity Theory and the Conflict theory). It has also looked at the conceptual framework that spelt out how the main variables in the study relate to each other. The main variables included independent variables (employee's participation, protection of employees' rights, management of collective bargaining terms and conflict management strategies) and the moderating influence of high performance workplace practices. The dependent variable was productivity in TVET institutions in Kenya. This chapter has also reviewed the relevant theoretical literature along the objectives of the study as well as a review of the empirical literature. The chapter has also critiqued the reviewed literature and given a summary of the research gaps in form of a table.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the description of the methods applied in carrying out the research study. It is organized under the following subheadings: Research design, location of the study, target population, sample selection, data collection techniques, research instruments, data collection procedure, pilot testing, data processing and analysis.

3.2 Research Design

3.2.1 Research Philosophy

Research designs are broadly categorized into two, positivist which prefers scientific quantitative methods, while Interpretivists prefer humanistic qualitative methods and interpretive Positivist research designs are meant for theory testing while on the other hand interpretive designs are meant for theory building (Weber, 2004). In addition while positivists assume that the reality is objectively given and is measurable using properties that are independent of the researcher and his or her instruments; in other words, knowledge is objective and quantifiable. Positivistic thinkers adopt scientific methods and systematize the knowledge generation process with the help of quantification to enhance precision in the description of parameters and the relationships among them. Positivism is concerned with uncovering truth and presenting it by empirical means (Fitzpatrick, 2012). This study adopted both approaches where in addition to testing of a hypothesis, it sought to build on existing theories.

3.2.2 Research Design

This study adopted cross-sectional survey research design as it seeks to examine the influence of trade unions on productivity in Technical and Vocational Education Training Institutions in Kenya. In this type of research study, either the entire population or a subset thereof is selected, and from these individuals, data are collected to help answer research questions of interest. It is called cross-sectional because the information about X(predictor variable) and Y (dependent variable), that is gathered, represents what is going on at only one point in time (Olsen & George, 2004). The study utilized both Quantitative and qualitative methods.

This study adopted a cross sectional survey research design which is used in most organizational commitment and other employee attitude studies (Kipkebut, 2010). This choice was determined by three factors, that is, the purpose of the study, the time period over which the data was to be collected and the type of analysis. According to Creswell (2014), it involves administering a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires or interviews and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses (Creswell, 2014).

They also interpret the meaning of the data by relating results of the statistical test back to past research studies. Survey studies describe trends in the data rather than offer rigorous explanations. Survey research has much in common with cross-sectional designs. Survey researchers correlate variables, but their focus is directed more toward learning about a population and less on relating variables or predicting outcomes, as is the focus in cross-sectional research (Creswell, 2014). According to Cohen, Manion and Morrison, (2005) cited by Kipkebut (2010), a cross-sectional study is one that produces a ‘snapshot’ of a population at a particular point in time. The main advantage of the cross-sectional research design for this study is that the researcher will be able to collect and compare several variables in the study at the same time (Kipkebut, 2010).

Kothari (2008), states that the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money (Kothari, 2008). Surveys are used to gather systematically, factual information which is necessary for decision making. This research design is suitable for this study because the objective is to provide a systematic description that would be factual and accurate as possible. Hence the purpose of this research design is to describe the information obtained (Sekaran, 2003). A sample survey was conducted in Technical and Vocational Education Training Institutions sector in selected institutions in Kenya to sample unionized members of these institutions. The study used cross-sectional designs to investigate the relationship among variables. Cross-sectional designs are useful in identification of the important factors associated with the problem (Sekaran, 2003).

According to Creswell (2014), cross-sectional designs provide an opportunity for the researcher to predict scores and explain the relationship among variables. In cross-sectional research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person (Aroge, 2011). A correlation research design is used to describe the statistical association between two or more variables. The attributes of correlations include strength and direction. The direction may be positive (both increase or decrease together), negative (one variable increases while the other decreases) or unrelated (Creswell, 2014).

The study utilized both Quantitative (survey and correlation designs) and qualitative (descriptive) research approaches. Quantitative research approach is relevant to this study because it enhance the collection of numeric data from a large number of respondents using instruments with preset questions and responses, analyze trends, compare groups, or relate variables using statistical analysis, and interpret results by comparing them with previous predictions and past research, write the research report using standard, fixed structures and evaluation criteria, and take an objective, unbiased approach (Creswell, 2014).

This study used qualitative research approach which according to Creswell, (2014) enables the researcher to explore the problem and develop a detailed understanding of a central phenomenon, use the literature review to play a minor role but justify the research problem, collect data based on words from a small number of respondents so that the participants' views can be obtained, analyze the data for description and supplement its interpretation using qualitative data then interpret the larger meaning of the findings, write the report using flexible, emerging structures and evaluative criteria, and include the researchers' subjective reflexivity and bias. Sekaran (2003) indicates that a descriptive study is carried out in order to ascertain and describe the characteristics of the variables of interest in a situation.

3.3 Target Population

The target population of this study was drawn from a sector with disputes. The trade unions representing the education sector in Kenya have been in the news (electronic and printed media) for organizing strikes due to poor terms and conditions for employees. The Kenya National Union of Teachers (KNUT) is the most active trade union in Kenya. In 1997, KNUT staged one of its most intense strikes to demand a 300 per cent salary increment for employees. When the union calls its members to action, the matter becomes a national topic and a government concern. The Remuneration of Employees Order of 1997, as the deal was called, has had an impact to date (KNUT, 2015).

The Education sector is one of the core drivers of the Kenyan economy, because it has people who are well educated and enlightened. It also plays a big role in development of Human resources in our country. The trade unions involved are KNUT, and KUPPET. The units of analysis were the unionized teaching and non-teaching staff in Technical and Vocational Education Training Institutions, Ministry of education officials at national level plus Trade union officials of KNUT, KUPPET, KUDHEIHA, COTU and TUC in Kenya. The unit of observation were the Technical and Vocational Education Training Institutions in Kenya (that is, Technical and Vocational Education Training Institutions). The target population comprised of 5718 respondents made up of 4410 teachers and 1301 non-teaching

staff, 5 trade union secretary union secretary generals, 1 Principal secretary in the ministry of Science and Technology, and 1 director of TVET. The total population is as shown in table 3.1 (Appendix IV).

3.4 Sampling Frame

A sampling frame is a list of all items where a representative sample is drawn for the purpose of research (Waiganjo, 2013). For the purpose of this study the sampling frame constituted the list of all the unionized employees. The sampling frame consisted of teaching (4410) and non teaching staff (1301), Principal secretary, State department of Science and Technology (1), Director TVET(1), TVET (1) and secretary generals of KNUT (1), KUPPET (1), KUDHEIHA (1), COTU (1) and TUC(1), (Ministry of Science and Technology, 2015) (KNUT, 2015, KUPPET 2011, KUDHEIHA, 2014, COTU, 2016, TUC, 2016). This target population had a group of individuals with some common defining characteristic that the researcher can identify and study. Within this target population, the researcher then selected a sample for study. A list containing all sampling units is known as sampling frame (Kothari, 2008). It consists of a list of items from which the sample is drawn. The most straight forward type of frame is a list of elements of the population with appropriate contact information (Bryden, 2008). In research, researchers do not study an entire population, either because they cannot identify the individuals or because they cannot obtain lists of names. In practical, operational terms, researchers study a target population (sometimes called the sampling frame). This is the list or record of individuals in a population that a researcher can actually obtain (Creswell, 2014).

3.5 Sample and Sampling Technique

3.5.1 Sample Size

This study used normal approximation to the binomial distribution since the study involved a large population. When dealing with large populations, the sample size is determined using the normal approximation to the binomial distribution (Kothari, 2008). This approximation is very accurate when the population is large and the sample size is small. It should be optimum. An optimum sample will fulfil the

requirements of efficiency, representativeness, reliability and flexibility in this study. According to Kothari (2004), a population is stratified based on different features of the population and a random sample is picked from each stratum. In this sampling method, sampling error is considerably reduced. The sampling size was determined by Table for determining Sample Size from a given population by Krejcie and Morgan as quoted from (Chuan, 2006). The table is included as appendix V. According to the table the sample was 361. The sample size was proportionately distributed. Out of 361 respondents, 7 were purposively selected from each of the trade unions (KNUT, KUPPET, KUDHEIHA, COTU and TUC) in which each had one individual sampled as well as ministry of education (in the state department of Science and Technology and Directorate of TVET. The balance (that is, 361-7 which is 354) was allocated proportionately between the teaching (whose target population is 4410) and non-teaching (whose population is 1301). This means that teaching staff took 77.22% ($4410/5711 \times 100$) of 354 while non-teaching staff took 22.78% ($1301/5711 \times 100$) of 354. The target population was 56 TVET institutions. The study purposefully sampled 50 institutions. This population was divided purposefully into the 50 institutions in which each had 7 participants who were allocated purposively between the teaching staff and non-teaching staff. Sample distribution was as shown in table 3.1.

Table 3:1 Sample size

Category	Total pop	No. sampled	Sample percentage	Research Instruments to be used
Teaching staff	4410	273	75.62	Questionnaires
Non- teaching staff	1301	81	22.42	
Secretary General, KNUT	1	1	0.28	Interview
Secretary General, KUPPET	1	1	0.28	Schedule
Secretary General, KUDHEIHA	1	1	0.28	
Secretary General, COTU	1	1	0.28	
Secretary General, TUC	1	1	0.28	
Principal Secretary, State Department of Science and Technology	1	1	0.28	
Director, TIVET	1	1	0.28	
Total	5718	361	100	

Sample size estimation using Krejcie and Morgan and Cohen Statistical Power Analysis, (Chuan, 2006)

3.5.2 Sampling Technique

Stratified random sampling technique was applied in this study in order to obtain a representative sample. According to Kothari (2008), in stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called ‘strata’) and then the researcher select items from each stratum to constitute a sample. TVET institutions in Kenya admit students with similar qualifications while the curriculum implemented is centralized. In the context of this study the only distinction between the sub-populations was through whether the respondents were either teaching, non-teaching or working for the trade unions. Since each stratum was more homogeneous than the total population, the researcher was able to get more precise estimates for each stratum. By estimating more accurately each of the

component parts, it was possible to get a better estimate of the whole. By using stratified sampling it resulted in more reliable and detailed information.

The study adopted proportional stratified sampling that ensured that the institution teaching staff with higher population (4410) has more members in the sample than non-teaching staff (1301). Proportional allocation is considered most efficient and an optimal design when the cost of selecting an item is equal for each stratum, there is no difference in within-stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic (Kothari, 2007). In non-proportional stratified sampling, the number of units selected from each stratum will be the same regardless of the relative proportion in the target population (Kothari, 2008). According to Kothari (2008), in cases where strata differ not only in size but also in variability and it is considered reasonable to take larger samples from the more variable strata and smaller samples from the less variable strata, we can then account for both (differences in stratum size and differences in stratum variability) by using disproportionate sampling design (Kothari, 2008).

In this study to arrive at the participants in each institution the following formula was used: Sample was:

Equation 1: Formula for Participants in Each Institution

$$N/x=7$$

In which N is the institution's population while x is a denominator that divides N in such a way that the answer will be seven (7). The specific participants were those occupying the xth position in the sampling frame. The sampling was the list of both teaching and non teaching in the participating institutions.

3.6 Data Collection Instruments

The study used both a standardized and a interview to collect primary data.

3.6.1 Questionnaire

A standardized questionnaire was developed that captured the variables under study, and for the independent variables, a modified questionnaire of Hartenian and Gudmundson, (2000) cited by Ojokuku *et al.*, (2014) was adopted (see Appendix II). The questionnaire was divided into three sections. Part A was the demographic section where the respondents stated their job title, academic qualifications and the number of years they have worked for the institution. Part B provided general information on Trade unions. Part C asked the respondents to provide information concerning the major areas of this study. The main instrument that was used to collect primary data for this research was a closed-ended and open ended questionnaire. Creswell (2014), states that closed-ended questions are practical because all individuals will answer the question using the response options provided. This enables a researcher to conveniently compare responses.

Closed-ended questions are useful for sensitive questions because respondents may feel more comfortable knowing the indicators of response options. They also provide a means for coding responses or assigning a numeric value and statistically analyzing the data. It also facilitates the work of tabulation and analysis after data classification through coding (Mugenda & Mugenda, 2003). They help the respondents and the researcher to make quick decisions to choose among the several alternatives and to code the information easily for subsequent analysis. The closed ended questions are aimed at giving precise information which minimizes information bias and facilitate data analysis. All questions using a nominal, ordinal or likert or ratio scale are considered closed (Sekaran, 2007). For the closed ended questions the respondents were required to select answers from among the list provided by the researcher. The open ended questions give respondents freedom to express themselves. According to Kothari (2004), the advantages of a questionnaire over other instruments include: 1) There is low cost even when the universe is large

and is widely spread geographically, 2) It is free from the bias of the interviewer; answers are in respondents' own words, 3) Respondents have adequate time to give well thought out answers, 4) Respondents, who are not easily approachable, can also be reached conveniently, 5) Large samples can be made use of and thus the results can be made more dependable and reliable.

3.6.2 Interviews

Interviews were also conducted using a structured interview guide (appendix III) which was used to collect information or primary data from officials of trade unions and Ministry of Education, science and technology. Interviews also helped to achieve personal in-depth information which was appropriate to generate more and higher quality ideas on a personal response basis and enable the study to probe deeper the issues that arose. Interviews give the opportunity for eliciting information and observe both the subject and the total situation to which he/she is responding to (Mugenda *et al.*, 2003). Secondary data was collected through evaluation of organizational journals, reports from the Ministry of Science and Technology, and publications.

3.7 Pilot Testing

To check and improve reliability and validity a pilot study was undertaken outside the research area to avoid contamination. The purpose of pilot testing was to establish the accuracy and appropriateness of the research design and instrumentation and to provide proxy data for selection of a probability sample (Saunders, Lewis, & Thornhill, 2009). Reliability analysis for testing reliability and the internal consistency of the data items was conducted using the Cronbach's alpha. The questionnaire was pilot tested on 36 respondents which is 10% of the total sample according to Mugenda *et al.*, (2003). The respondents were distributed in 6 institutions that were purposefully arrived at but which were not targeted during the main study. According to Orodho (2005), simple random sampling ensures that each unit has an equal probability of being chosen, and the random sample is the most representative of the entire population and least likely to result in bias. It has

statistical properties that allow the researcher to make inferences about the population, based on the results obtained from the sample. After pilot testing, the questionnaire and interview guide were revised to incorporate the feedback that was provided.

3.7.1 Reliability

The questionnaire was pretested to ensure clarity and content validity prior to them being administered. Reliability is the stability or consistency of scores over time and validity refers to the extent to which an instrument truly measures that which it was intended to measure or how truthful the research instruments are (Golafshani, 2003). The need to test for reliability is to ensure that scores from an instrument are stable and consistent. This is because scores should be nearly the same when researcher administers the instrument multiple times at different times. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way (Creswell, 2014).

According to Kipkebut, (2010) cited by Waiganjo, (2013), data reliability, which is a measure of internal consistency and average correlation was measured using Cronbach's alpha coefficient which ranges between 0 and 1 as cited by (Waiganjo, 2013). Higher alpha coefficient values means that scales are more reliable. If the Cronbach's alpha values of all the variables will be above 0.7, this will imply that the instruments will be sufficiently reliable for measurement. Factor analysis was done and any items that had a factor loading of less than 0.4 were dropped. As a rule of thumb, acceptable alpha should be at least 0.70 or above (Sekaran, 2003). Cronbach's alpha is a general form of the Kuder- Richardson (K – R) 20 formula. The formula is as follows:

Equation 2 K-R Cronbach Alpha Formula

$$KR20 = \frac{(K) (S^2 - \sum S^2)}{(S^2) (K - 1)}$$

Where KR_{20} = Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S^2 = Variance of all scores

s^2 = Variance of individual items

3.7.2 Validity

To ensure validity, the outcome of the pilot study was discussed with the supervisor. Validity has to do with how accurately the data obtained in the study represents the variables of the study. There is need to develop sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (AERA, APA, NCME, 1999 cited in Creswell, 2014). The pilot results led to improvements and additions in the questionnaire. Corrections suggested by the supervisor were adopted into the research instrument before the instrument was used for data collection.

3.8 Data Collection Procedure

The researcher secured a letter of introduction from Jomo Kenyatta University of Science and Technology and which stated the purpose of the study and which was used to apply for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). A research authorization letter was obtained from the Ministry of Education Science and Technology (MOEST). The researcher made a reconnaissance visit to the TVET institutions so as to set visiting days and also booked appointments with the officials of Trade Unions for notifying them of the mission and purpose of the study. Questionnaires were self-administered and two research assistants were recruited and trained so that they could obtain quality results. Questionnaires were filled and taken away the same day. The target participants were the unionized Principals of selected institutions, their Deputies, Heads of departments, teaching staff and non-teaching staff who filled in the questionnaires. Trade union officials of KNUT, KUPPET, KUDHEIHA, COTU and

MOEST officials were interviewed, since they are key informants. These target participants were easy to identify since they have adequate knowledge about how the institutions are administered and relevant insights into the institutions business.

The researcher ensured the quality of collection of data through questionnaire by constantly checking how they were been filled and timely collection of the same. Respondents who were not in a position to fill questionnaires that day, were given a week after which the research assistants returned to collect them. The number of questionnaires that were utilized to collect data for this study was 354 (361-7=354). Interviews were conducted at the offices of the respondents and detailed notes were taken during the interviews. The researcher asked the interviewees for permission to take notes before the interview was conducted. The informants of this study during the interviews were the Trade union officials of KNUT, KUPPET, KUDHEIHA, COTU, and Ministry of Education officials, since they are key informants. Few informants were interviewed per day to allow easier transcription of the information obtained immediately after each interview session to verify accuracy and completeness of the notes taken.

3.10 Data Analysis and Presentation

Sekaran (2003), indicates that there are three objectives in data analysis which include:- a) getting a feel for the data. A feel for the data gives the researcher an idea of how well the respondent have reacted to the questions in the questionnaire and how good the questions or items and measures are. This includes descriptive statistics such as the response rate, mean and standard deviations of the observed variables, b) testing the goodness of the data. Establishing the goodness of the data gives credibility to subsequent analysis and findings since it measures the reliability and validity of the measures used in the study, and c) testing hypotheses developed for the research. When the data is ready for analysis, the researcher is ready to test the hypothesis already developed using appropriate statistical tests (Sekaran, 2003).

The quantitative data collected was analyzed by calculating response rate with descriptive statistics such as mean, median, standard deviation and proportions using Statistical Package for Social Sciences (SPSS) version 22 and Microsoft Excel. Inferential data analysis was carried out by the use of factor analysis and correlation analysis to determine the strength and the direction of the relationship between the dependent variable and the independent variables. Regression models were fitted and hypothesis testing carried using multiple regression analysis and standard F tests and t tests.

Qualitative data was collected using a structured interview guide. This involved taking down field notes when interviewing the informants. From these field notes, thematic analysis was done in which keywords and phrases that kept on re-occurring were identified and manual themes developed, which became the basis for coding. The code categories were based on the research questions of the study and were entered into a computer that developed pattern codes to group the summaries of data into a smaller number of sets themes. The researcher used Microsoft Excel, to analyze the frequencies of the emerging themes. The frequency of appearance of a particular idea is obtained as a measure of content (Krishnaswamy, Sivakumar, & Mathirajan, 2006). Data was presented in graphs, tables and pie charts. A description of the dependent, moderating and independent variables was established and test for normality of the dependent variable done. Reliability analysis was conducted through the use of Cronbach's alpha. Correlation analysis was used to test the relationship between the variables.

3.10.1 Statistical Measurement Model

Mugenda *et al.*, (2003) states that multiple regression analysis attempts to determine whether a group of variables predict a given dependent variable and hence attempt to increase the accuracy of the estimate. The multiple regression model for this study was as follows: Multiple linear regression model with dependent variable (Y) – for productivity, independent variables X_1 (Employees participation), X_2 (protection of employee's rights), X_3 (management of collective bargaining terms), X_4 (conflict management strategies), moderating variable Z (High performance work practices)

was used to show whether the stated independent variables significantly influence productivity. The regression model is as illustrated:

Equation 3: Statistical Measurement Model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_1 X_1 Z + \beta_2 X_2 Z + \beta_3 X_3 Z + \beta_4 X_4 Z + \varepsilon$$

$\beta_i X_i Z$ = Product less interaction term of the moderating variable with each of the independent variable ($X_1 X_2 X_3 X_4$).

Where

Y = Productivity

β_0 = Constant

Z = Moderating Variable (High performance work practices)

β_i = is the coefficient for X_i (Where $i = 1,2,3,4$)

X_1 = Employees participation

X_2 = Protection of employee’s rights

X_3 = Management of collective bargaining terms

X_4 = Conflict management strategies

Z = High performance work practices

ε = Error term

β_1 = Regression coefficient of variable X_1

β_2 = Regression coefficient of variable X_2

β_3 = Regression coefficient of variable X_3

β_4 = Regression coefficient of variable X_4

β_5 = Regression coefficient of variable Z

3.10.2 Operationalization of Study Variables

Table 3:2 Operationalization of Study Variables

Variables:	Measures
Independent variables	
Employees participation	<ul style="list-style-type: none"> • Union commitment • Participation in decision making, • Participation in union activities, • Serving in elected office, • Propensity to strike • Collective voice
Protection Of Employee’s Rights	<ul style="list-style-type: none"> • Improvement of job security • Right to work and to free choice of employment • Right to form and join trade unions • Empowering employees’ understanding of their rights through training • Legal support in defence of employee rights • Claim redundancy payment, wages and pension contributions
management of collective bargaining terms	<ul style="list-style-type: none"> • Determination of minimum wage • Determination of terms and conditions of employment
Conflict Management strategies	<ul style="list-style-type: none"> • Management of conflict through avoidance • Management of conflict through accommodation, • Management of conflict through competition • Management of conflict through compromise, • Management of conflict through collaboration.
Moderating Influence of High Performance Work Practices	<ul style="list-style-type: none"> • Effect of selective staffing • Effect of extensive training • Effect of internal mobility • Effect of employment security • Effect of clear job description • Effect of result oriented appraisal • Effect of incentives • Effect of teamwork & flexibility
Dependent variable	
Productivity	<ul style="list-style-type: none"> • Status of curriculum implementation • Practice of curriculum evaluation • Periodic measurable performance of administrative and supervisory responsibilities • Management of student’s discipline • Effective time management • Performance according to set targets • Performance appraisal

3.11 Ethical Considerations

Ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured. To ensure adherence to the legal requirements the researcher obtained an introductory letter from the Board of Post-graduate Studies at the Jomo Kenyatta University of Science and Technology which was used to obtain a research permit from NACOSTI. The permit was later used to obtain authorization from MOEST. On confidentiality the researcher undertook to keep private any information given by the respondents and assured them that no private information would be divulged to any third party. The study has ensured that all the respondents' information and identity is confidential and information gathered can only be used for the purposes of the study. Informed consent was sought from the respondents before the questionnaires were issued while the nature and the purpose of the research were explained to the respondents by the researcher. The respondents were given free will to participate and contribute voluntarily to the study. The researcher has acknowledged all literature cited in the study to avoid cases of plagiarism.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysed data along the objectives of the study. This includes data on the influence of Employees Participation on productivity in TVET Institutions in Kenya, the influence of protection of employee's rights on productivity, the influence of management of collective bargaining terms on productivity, the influence of conflict management strategies on productivity and the moderating influence of high performance work practices on the relationship between trade unions on productivity in technical and vocational education training institutions in Kenya. The study used open and closed ended questionnaires and an interview schedule to collect data. Data collected was analysed using SPSS and presented using tables, pie charts and bar charts. Frequencies and percentage table are used in presentation of data. The results after analysis are as presented below.

4.2 Response Rate

Out of the targeted 361 respondents, 315 participated in the study meaning the response rate was 87.26% of which 7 were key informants and 308 responded to questionnaires. Though the researcher made efforts to reach out to other respondents to fill the questionnaires it was not successful. Due to the constraint of time, the researcher continued with the analysis since according to Best and Khan, (2006) a response rate of 50% is considered adequate, 60% good and above 70% very good. Therefore, in view of this, the response rate was considered very good and exceeded the threshold postulated by Best and Khan. On the basis of this, the researcher went ahead to analyze data as presented in the following sections.

4.3 Reliability analysis

Cronbach's Alpha was used to test reliability of the proposed constructs. The research findings indicated that employees' participation had a coefficient of 0.878, protection of employees' rights had a coefficient 0.899, management of collective bargaining terms had a coefficient of 0.883, Conflict had a coefficient of 0.899, moderating Influence had a coefficient of 0.788 while productivity had a coefficient of 0.835. According to Mugenda and Mugenda (2003) a coefficient of 0.70 or more implies high degree of reliability of the data. Therefore all the factors showed that the Cronbach's Alpha had the required coefficient of 0.70 thus the results of the study are highly reliable as indicated in Table 4.1.

Table 4:1 Reliability tests of the variables

Variables	Reliability Cronbach's Alpha	Comments
Employees Participation	0.878	Accepted
Protection of Employees' rights	0.899	Accepted
Management of Collective Bargaining	0.883	Accepted
Conflict Management strategies	0.899	Accepted
Moderating Influence of HPWP	0.788	Accepted
Productivity	0.835	Accepted

4.4 Demographic Characteristics

The study obtained demographic data for the respondents. Descriptive analysis was done and results presented in the section below.

4.4.1 Job Title of the Teaching Staff

The study obtained data on the job title of the participants and presented the findings in a pie chart in Figure 4:1.

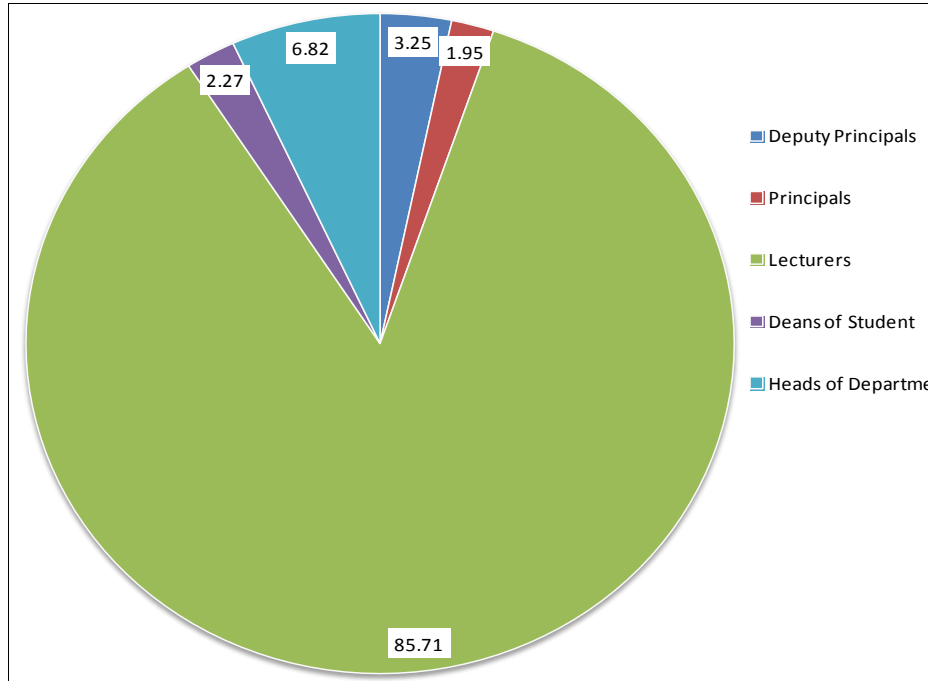


Figure 4:1 Job Title of the Teaching Staff

Figure 4:1 show that 85.71% of the respondents were lecturers. This implies that the bulk of trade union membership in TVET institutions is made up of lecturers. This is a reflection of the workforce in TVET institutions that is made up of lecturers. It implies that effects of trade unions are likely to have a wider impact on the lecturers than any other group.

4.4.2 Number of Years of Working in the Institution

The study sought data on the number of years the respondents had worked in the targeted institutions. The results are presented in a pie in Figure 4:2.

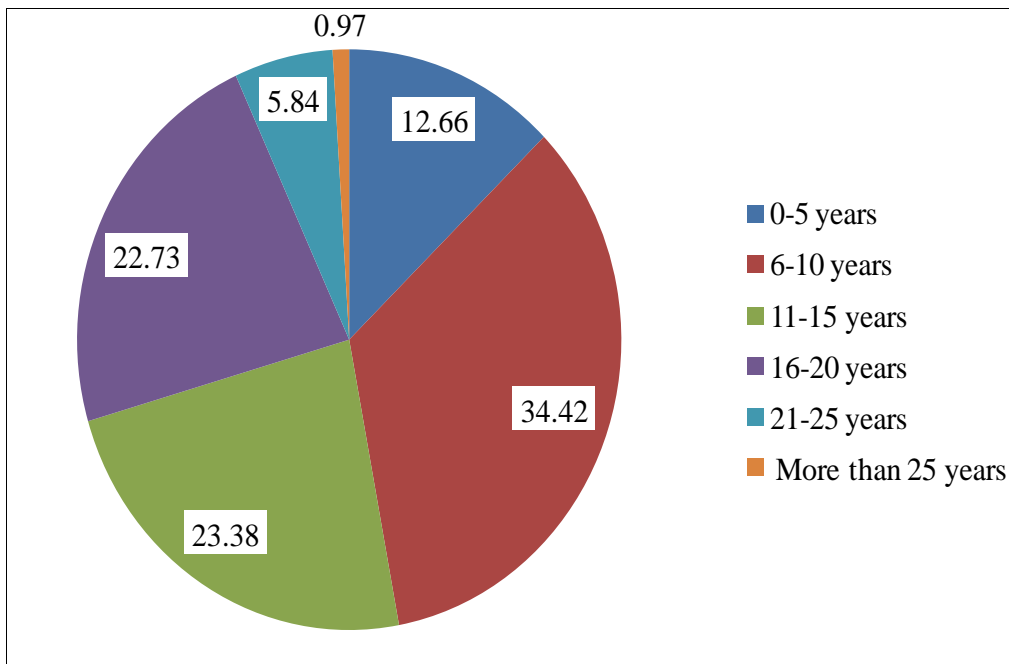


Figure 4:2 Numbers of Years of Working in the Institution

The study revealed that 34.42% (n=106) of respondents had worked in the current institutions for 6-10 years while 23.38 % (n=72) has worked for 11-15 years. This means that majority of respondent had enough work experience and thus the information they gave could be relied upon.

4.4.3 Level of Education

The study captured data on the level of education of the respondents. The results for descriptive analysis are presented in a pie chart in Figure 4:3.

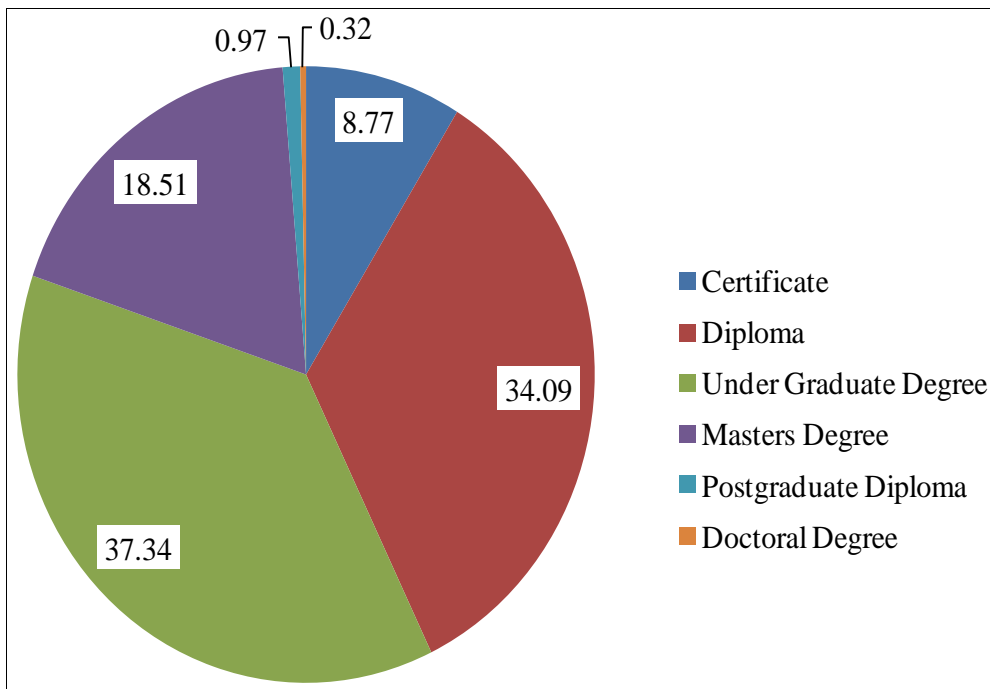


Figure 4:3 Level of Education

On academic qualification, data showed that 37.34 % (n=115) of respondents were graduates while 34.09 % (n=105) were diploma holders. This means that most of respondents had high literacy levels.

4.4.4 Job Title of Non-teaching Staff

The study obtained the job titles of the non-teaching staff and presented the findings in a pie chart in Figure 4.4.

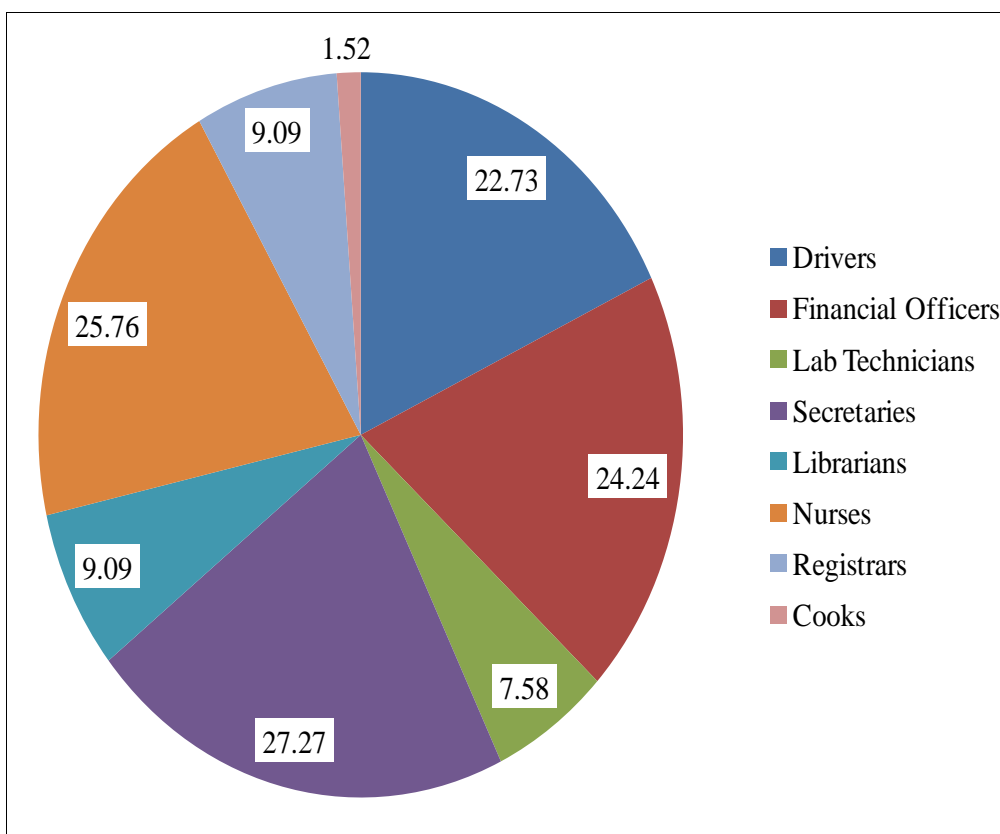


Figure 4:4 Job Title of Non-teaching Staff

The data revealed that the total number of non-teaching staff was 66 out of the total 308 which is 21.43%. Out of this as shown in Figure 4:3 majority (27.27%) were secretaries followed by nurses who were 25.76% followed by financial officers at 24.24% then drivers at 22.73%.

4.4.5 General Information about Your Trade Union

The study sought data on general information about the trade union respondents belonged to, length of membership and position respondents occupied. The results of descriptive data analysis are presented in the Table 4.2.

Table 4:2 General information about Your Trade Union

Variables	Responses	Frequency	Percent
Trade Union Belonged to	KNUT	77	25.0
	KUPPET	105	34.1
	KUDHEIHA	126	40.9
Trade Union Recognized by the Institution	Yes	291	94.5
	No	17	5.5
Length of membership to the Trade Union	<1 yr.	5	1.6
	1-3 yrs.	15	4.9
	<4-6 yr.	24	7.9
	>6 yrs.	264	85.7
Occupy a Position in the Trade Union	Yes	11	3.6
	No	297	96.4

Table 4.2 shows that 40.9% of the respondents belong to Kenya Union of Domestic, Hotels, Educational institutions, Hospital and Allied workers (KUDHEIHA), 34.1% belonged to Kenya Union of Post –Primary Education Employees (KUPPET) while 25% of them belong to Kenya National Union of Teachers (KNUT). This means majority of staff working in TVET institutions in Kenya belong to KUDHEIHA. The data further shows that 94.5% of the respondents' unions are recognized by the institutions. This implies a huge level of recognition for trade unions in the targeted institution. Table 4.1 further show that majority (85.7%) of respondents have more than 6 yrs years of membership to the trade unions which is reasonably a long period of time and thus most respondents gave information based on experience. The data further revealed that majority (96.4%) of respondents do not occupy any position in trade union. This implies most were just members and that the pursuit of their concerns is done on their behalf by others.

4.5 Analysis of Study Variables

4.5.1 Influence of Employees Participation on Productivity

The first objective of the study aimed at examining whether employees participation influences productivity in TVET Institutions in Kenya. The study sought data on respondents' participation in the trade unions and presented the results of descriptive analysis in Table 4.3.

Table 4:3 Employees Participation

Responses	SA	A	NAD	D	SD
I think every employee should be a member of a trade union	37.0	44.2	10.4	3.6	4.9
I have high confidence in my trade union	23.7	51.9	13.6	5.2	5.5
The presence of trade union representative in my institution enables employees' input in developing the strategic direction of the organization	16.2	45.1	22.7	12.0	3.9
The management considers the views of the union when discussing issues affecting employees in this institution.	18.5	40.6	24.0	6.2	10.7
The presence of trade union representative in my institution enables employees' input in establishing policies and procedures	15.9	41.9	19.2	16.2	6.8
Empowerment of workers participation in trade unions enhance productivity in the Education sector	20.5	53.9	13.3	10.4	1.9
The presence of collective voice through the trade union representative enhances workers' efficiency in this institution	20.1	48.4	22.1	6.8	2.6
Trade union solves many of the employee problems by talking to the institutions management	19.5	42.5	24.7	9.1	4.2
When trade union members have positive attitude about the union, it leads to voting for unionization	30.5	45.1	16.2	6.8	1.3
Members in this institutions are given a chance to vie for elective posts of their choice during trade union elections	41.2	38.3	14.3	3.9	2.3
My trade unions participation in protecting member's rights enables me to participate in trade union activities	24.4	45.1	20.8	7.1	2.6
Attendance of union meetings is voluntary	37.3	44.2	13.3	3.9	1.3
I am allowed to speak during trade union meetings	25.0	50.6	15.9	6.5	1.9
Trade union movement in the education sector is weak due to intimidation by the management	29.9	27.9	18.8	14.9	8.4
I pay all my dues regularly and in time through check off system	51.0	29.5	8.8	5.2	5.5
My trade union organizes protected strikes when collective agreement is not honoured.	42.5	40.9	8.4	3.2	4.9

Table 4.3 shows that majority (81.2 %, n=250) of the respondents agreed (37% strongly agree, 44.2% agreed) that every employee should be in a trade union. This implies that membership to a trade union is accepted by respondents as a norm in the TVET institutions. Heyes, (2000) contend that trade unions improve the economic and social conditions of all workers in a given country besides rendering to them assistance whether or not such workers are employed or have ceased to be employed. The data further showed that majority (75.6% n=233) of the respondents agreed (23.7% strongly agreed, 51.9% agreed) that they have confidence in the trade unions. This implies a high vote of confidence in the trade unions. Table 4:4 further shows that majority (61.3% n=189) of the respondents agreed (16.2% strongly agreed, 45.1% agreed) that the presence of union representatives in the institution enable employee input in developing the strategic direction of the union. This implies that presence of union representatives in an institution is regarded by members as a channel through which employees can contribute to the strategic direction of the union. This underlines the importance of union officials based at the institutions.

Table 4.3 further shows that majority (59.1% n=182) of the respondents agreed (18.5% strongly agreed, 40.6% agreed) that the management considers the view of the union when discussing issues affecting employees in the institution. This implies that the management regards the view of the union when discussing issues affecting employees in the institution. This corroborates views that the trade unions are accepted in the TVET institutions. In addition, the data revealed that majority (57.8% n=178) of the respondents agreed (15.9% strongly agreed, 41.9% agreed) that the presence of trade union representatives enables employee's input in establishing policy and procedures. A study that drew on the data from Workplace Employment Relations Survey Series (2004) (WERS04) showed that there is a significant impact of union learning representatives in widening access to training among certain groups of employees (Hoque & Bacon, 2006). The data further revealed that majority (74.4%, n=229) of respondents agreed (20.5% strongly agreed, 53.9% agreed) that empowerment of workers participation in trade unions enhance productivity in education Sector. This means that empowerment of workers participation in trade unions has a positive effect on productivity in education sector. This is in agreement

with the Secretary General, KNUT who observed that there is need for more trade union participation and regular engagement with the institutions in order to ensure their role has an impact. Table 4.3 further shows that 68.3%, (n=209) of the respondents agreed (20.1% strongly agreed, 48.4% agreed) that the presence of collective voice through the trade union representative enhances workers' efficiency. This implies that a collective voice through the trade union representative enhances workers' efficiency. Within the arguments of the standard economic theory trade unions normally lead to increased wages which subsequently forces management of firms to increase capital intensity at the workplace. This further leads to increase of the work force quality and eventually increased productivity. Under the industrial democracy theory trade unions are looked at as an extension of democracy from politics to industry (Devinatz, 2011). This means that that trade union can have a positive effect on workers' efficiency. The findings in Table 4.3 further shows that 62% (n=191) of respondents agreed (19.5% strongly agreed, 42.5% agreed) that Trade union solves employees' problems by talking to management. This means that trade unions help solve employees' problems by talking to the management. This means that trade unions play a mediating role in resolution of employees' problems. Table 4.3 also shows that majority (75.6% n=233) of respondents agreed (30.5% strongly agreed, 45.1% agreed) that when trade union members have positive attitude about the union it lead to voting for unionization. This implies that positive attitude of the members lead to higher participation of members through voting for the unionization.

Table 4.3 further shows that majority (79.5% n=245) of respondents agreed (41.2% strongly agreed, 38.3% agreed) that members of this institution get to vie for posts of their choice in trade unions during election time. This means that majority of trade union members in TVET institutions are given a chance to vie for elective posts of their choice during trade union elections. This further implies that TVET institutions are not prohibitive of trade union activities. The data further shows that majority (65.9%, n=214) of respondents agreed (24.45 strongly agreed, 45.1% agreed) that trade unions protection of workers' rights encourages respondents to participate in trade union activities. This implies that by protecting of workers' rights by the trade

unions is a motivator for employees to be active in their trade union. Table 4.2 further shows that majority (81.5% n=251) of the respondents agreed (37.3% strongly agreed, 44.2% agreed) that attendants of union meetings is voluntarily done. This implies that attendance of trade union meeting is voluntary. Table 4.3 further shows that majority (75.6% n=236) of respondents agreed (25% strongly agreed, 50.6% agreed) that respondents are allowed to speak in the union meeting. This means that most of respondents are allowed to speak in union meetings. Table 4.3 also shows that majority (57.8% n=178) of respondents agreed (29.9% strongly agreed, 27.9% agreed) that trade union movement in education sector is weak due to intimidation by management. This implies that to some extent trade union movement in education sector c intimidation from the management. Table 4.3however, shows that (80.5% n=248) of the respondents (51.0% strongly agreed, 29.5% agreed) agreed that respondents pay their dues regularly and in time through check off system. This implies that union members are committed to their trade unions through commitment of their finances which thus ensures financing of trade union activities. Table 4.3 further show that majority (83.4% n=257) of respondents agreed (42.5% strongly agreed, 40.9% agreed) that the trade union organizes protected strikes when collective agreement is not honoured. This implies that trade union organizes protected strikes when collective agreement is not honored by their employer. On the flip side, Deery, (2005) argue that trade unions can also have a negative effect on the organizational productivity by causing employees to stop working or to engage in sabotage in cases where trade unions mobilize their members to go on strike where peaceful negotiations fail.

4.5.2 Influence of Protection of Employee's Rights on Productivity in TVET Institutions in Kenya

The second objective of the study aimed at determining whether trade union's protection of employee's rights do influence productivity in TVET institutions in Kenya. The data obtained was analyzed and results presented in the Table 4.4.

Table 4:4 Protection of Employee's Right

Responses	SA	A	NAD	D	SD
Due to efforts made by my trade union there is reduced discrimination at work place	21.1	49.4	14.6	8.4	6.5
Trade unions safeguards the right of employees to fair hearing during appeals after unfair dismissal	24.4	54.5	15.6	3.9	1.6
Trade union has enabled reduction of unfair treatment at workplace	21.8	53.2	13.0	10.1	1.9
Due to efforts made by my trade union, employees in my institution are given just and favourable conditions of work.	17.9	47.1	22.4	9.1	3.6
Due to efforts made by my trade union, employees in my institution are given equal pay for equal work without discrimination.	14.0	31.2	35.4	8.8	10.7
Due to efforts made by my trade union, employees in my institution are given just and favourable remuneration ensuring an existence worthy of human dignity.	15.6	31.8	30.2	17.5	4.9
Due to efforts made by my trade union, employees in my institution are allowed to form and join trade unions for the protection of rights (cited in Committee for Defence of Human Rights (CDHR) 1996, Annual Report, 113)"	22.4	44.8	21.4	5.2	6.2
Due to efforts made by my trade union, employees in my institution are given the right to rest and leisure (tea and lunch breaks)	19.2	40.3	25.0	12.7	2.9
Due to efforts made by my trade union, employees in my institution are given the right to reasonable limitation of working hours (,for example, 8.00 am to 5.00pm),	22.4	51.0	13.6	8.1	4.9
Due to efforts made by my trade union, employees in my institution are given the right to Periodic holidays with pay where applicable (Maternity, paternity, sick, study and annual leaves).	23.4	45.1	21.1	7.8	2.6
Trade union enables on job training for new tasks and on job retraining	14.3	39.6	26.3	12.7	7.1
Trade union supports negotiations with management in terms of redundancy using the formula of last in first out.	14.3	37.3	30.2	9.4	8.7
Trade Unions help in requesting management to renew contracts of those employees who are on contract.	12.7	38.6	27.3	12	9.1
Trade Union offers support by encouraging staff members to join retirement benefit scheme.	15.3	43.5	26.0	6.5	8.8
Trade union has enabled reduction of unethical retrenchment	14.6	56.8	17.5	6.2	4.9
Trade union has led to increased job benefits such as security of tenure	24.0	45.8	23.1	3.9	3.2
Trade unions helps ensure that staffs are confirmed immediately after the probation period, in accordance to the Employment Act 2007 (cited in COK article 41)	21.4	49.0	19.5	4.5	5.5
Trade unions play critical role in championing for continued improvement of job security	25.0	48.4	17.9	5.8	2.9
Employees join unions in order to obtain job security	28.2	48.7	18.2	1.9	2.9
Trade unions helps persuade management to change terms of service of employees from contract to permanent and pensionable terms	25.6	43.8	21.8	6.2	2.6

Table 4.4 show that majority (70.5% n=217) of respondents (21.1% strongly agreed, 49.4% agreed) that efforts made by the trade union has reduced discrimination at work place. This means that trade unions contribute to reduction of discrimination at work place. The Table 4.4 further shows that majority (78.9%, n=243) of the respondents (24.4% strongly agree, 54.5% agree) that trade unions safeguards the right of employees to fair hearing during appeals after unfair dismissal. This implies that trade unions are important in safeguarding the right of employees to fair hearing during appeals after unfair dismissal. Data further shows that most (75% n=231) of respondents agreed (21.8% strongly agreed, 53.2% agreed) that trade unions have enabled reduction of unfair treatment at workplace implying that trade union are important in reduction of unfair treatment at work place. Jointly agreed procedures for dealing with major issues in the workplace such as grievances, discipline, job evaluation, redundancy, work changes, safety and health, along with the right to negotiate terms and conditions through collective bargaining, provide the sound basis for unions to perform regulatory functions (Griswold, 2010). Table 4.4 also show that majority (64.9%) of respondents agreed (17.9% strongly agreed, 47.1% agreed) that due to efforts of the trade union, employees in the institution are given just and favourable conditions of working. This implies that majority believed that due to efforts of the trade union, employees in the institution are given just and favourable conditions of working. According to Naidoo (2003), trade unions have positive impact on companies that have employed their members when it comes to performance. In his view, since two heads are better than one, involvement of trade unions in organization decisions enable better decisions to be made. Table 4.4 further show that majority 45.2% (n=139) of respondents agreed (14% strongly agreed, 31.2% agreed) that due to efforts of the trade union, employees in the institution are given equal pay for equal work. This implies that due to effort of the trade union, employees in the institution are given equal pay for equal work. This shows that trade unions are important in determination of pay for their members in TVET institutions. According to Manda, (2005) trade unions lead employees in their negotiations and agreement with their employers on appropriate payment and work conditions. Table 4.4 further presents that 47.4% (n=146) of respondents agreed (15.6% strongly agreed, 31.8% agreed) that due to efforts of the trade union,

employees in the institution are given just and favourable remuneration. This implies that trade union efforts enable the employees in TVET institutions to access just and favourable remuneration. Scruggs, (2002) confirmed that it is not money which serves as the most source of motivation to workers but the way employees are appreciated and recognized. Table 4.3 also shows that majority (67.2% n=207) of respondents agreed (22.4% strongly agreed, 44.8% agreed) that due to efforts of the trade unions employees in the institution are allowed to form and join unions for the protection of rights (cited in Committee for Defence of Human Rights, 1996, Annual Report, 113). This implies that due to efforts of the trade unions employees in TVET institution are allowed to form and join unions for the protection of employees' rights.

Table 4.4 further shows that majority (59.5%, n=183) of respondents agreed (19.2% strongly agreed, 40.3% agreed) that due to efforts of the trade union, employees in the institution are given right to rest and leisure. This means that to a significant extent due to efforts of the trade union, employees in the institution are given right to rest and leisure. Table 4.3 further shows that majority (73.4% n=226) of the respondents agreed (22.4% strongly agreed, 51% agreed) that due to efforts of the trade union employees in the institution are given right to reasonable limitation of working hours. This implies that trade union efforts enable employees in TVET institutions to enjoy a right to reasonable limitation of working hours. The Table further shows that majority (68.5% n=211) of the respondents agreed (23.4% strongly agreed, 45.1% agreed) that due to efforts of the trade unions employees in the institution are given periodic holidays with pay where applicable. This implies that efforts of the trade union are used in promoting allowance for paid periodic holidays for employees in TVET institution where applicable.

Table 4.4 also shows that 53.9% (n=166) of respondents agreed (14.3% strongly agreed, 39.6% agreed) that trade unions enable on job training for new tasks and on job retraining. This implies that trade unions efforts contribute to the value that TVET institutions give to on job training for new tasks and on job retraining. The Table further shows that 51.6% (n=159) of the respondents agreed (14.3% strongly agreed, 37.3% agreed) that trade union supports negotiation with management. This

means that to a significant extent trade unions supports negotiations with management. Table 4.4 further shows that majority (51.3% n=158) of respondent agreed (12.7% strongly agreed, 38.6% agreed) that trade union help in requesting management to renew contract of contracted employees. This implies that trade union contribute to requesting management to renew contracts of contracted employees. Table 4.4 further show that 58.8% (n=181) of respondents agreed (15.3% strongly agreed, 43.5% agreed) that trade union encourages staff to join retirement benefit scheme. This implies that to a significant extent, trade unions are important in encouraging staffs to join retirement benefit scheme. Table 4.4 further shows that majority (71.4% n=220) of respondents agreed (14.6% strongly agreed, 56.8% agreed) that trade unions has reduced unethical retrenchment, implying that majority view that trade unions play a role in the reduction of unethical retrenchment in TVET institutions.

Table 4.4 further show that 69.8% (n=215) of respondents agreed (24% strongly agreed, 45.8% agreed) that trade union has led to increase in job benefit. This implies that trade unions have led to increase job benefit in TVET institutions. Table 4.3 also presents that majority (70.4% n=217) of respondents agreed (21.4% strongly agreed, 49% agreed) that trade union ensures that staffs are confirmed immediately after the probation period. This implies that trade unions follow up to ensure that staffs in TVET institutions are confirmed immediately after probation. Table 4.4 further show that majority (73.4% n=226) of respondents agreed (25% strongly agreed, 48.4% agreed) that trade union play a critical role in championing for continued improvement of job security. This implies that to a significant extent trade union play a critical role in championing for continued improvement of job security within TVET institutions. 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). Table 4.3 further shows that majority (76.9% n=237) of respondents agreed (28.2% strongly agreed, 48.7% agreed) that employees join unions to obtain job security. This implies that trade union play a role in promoting job security for employees in TVET institutions. Table 4.4 also shows that 69.4% (n= 214) of respondents agreed (25.6% strongly

agreed, 43.8% agreed) that trade unions help employees move from contract to permanent and pensionable terms. This implies that to a significant extent trade unions support transition of employees from contract to permanent pensionable terms.

4.5.3 Influence of Management of Collective Bargaining on Productivity in TVET Institutions

The study's third objective sought to establish whether trade unions management of collective bargaining terms influences productivity in TVET Institutions in Kenya. The obtained data was analyzed and results of the descriptive analysis presented in the Table 4.5.

Table 4:5 Management of Collective Bargaining Terms

Responses	SA	A	NAD	D	SD
The trade unions representing employees in TVET institutions have improved my working conditions, for example, wages and benefits.	22.1	39.9	22.7	7.5	7.8
Trade unions play critical role in championing for continued improvement of terms and conditions of employment for employees	24.0	53.6	13	2.3	7.1
My trade union participates in ensuring that there is promotion and salary increase for its members	21.8	55.8	16.9	2.9	2.6
My trade union participates in ensuring that there is Job security for its members	19.8	49.4	23.7	5.2	1.9
My trade union participates in ensuring appropriate leaves are granted to employees	16.9	46.1	27.6	4.2	5.2
My trade union participates in ensuring that there is Education and training for employees	19.2	52.3	19.8	6.2	2.6
My trade union ensures job contracts provides for probation and legal tenure of employment	26.6	45.5	17.5	6.8	3.6
My trade union ensures that demotion and transfers are done according to agreed performance contract	18.2	38	25.6	14.3	3.9
My trade union participates in ensuring that there Termination of services, Job classification and overtime and management rights	23.7	53.6	13.6	6.8	2.3
Collective bargaining promotes cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resorting to strike and lockouts.	20.8	48.4	20.1	7.8	2.9
Trade unions can enhance employee terms and conditions of employment through monitoring and collective voice	22.4	53.2	16.5	4.9	2.9
The Trade unions have helped in the improvement of staff's medical benefits	16.9	51.0	23.7	6.8	1.6
The Trade union fight for recognition and merit awards on staff that deserve to be rewarded.	22.7	50.6	17.2	3.2	6.2
The trade union monitors the employer against unfair work practices	10.1	57.1	17.5	13.6	1.6

Table 4.5 show that majority (62%, n=191) of the respondents agreed (22.1% strongly agreed, 39.9% agreed) that trade unions have improved employees' working conditions. This implies to a significant extent trade unions play a role in the improvement of employees' working conditions. Pencavel, (2009) argues that elected leaders of trade unions negotiate with employers on behalf of ordinary members of the union for better working conditions. Table 4.5 further shows that 77.6% (n=239) of respondents agreed (24% strongly agreed, 53.6% agreed) that trade union ensures promotion and salary increase for its members. This means that majority viewed that trade union ensures promotion and salary increase for its members. This corroborated views from Secretary General, KUDHEIHA who observed that trade unions are involved in negotiating with employer for better terms and services for members. KNUT suggests introduction of new salary scale for lecturers who have attained Master's and Doctoral degrees. They also participate in general social-economic welfare. Table 4.5 also shows that majority (76.6% n=239) of respondents agreed (21.8% strongly agreed, 55.8% agreed) that trade unions participate in ensuring that there is promotion and salary increment for its members. Table 4.5 further show that majority (69.2% n=213) of respondents agreed (19.8% strongly agreed, 49.4% agreed) that trade union ensures that members are granted job security. The views further indicated that trade unions ensure job security for members. The Table further shows that majority (63%, n=194) either agreed (46.1%) or strongly agreed (16.9) that the trade union participates in ensuring appropriate leaves are granted to employees. This means that most of the trade unions in TVET institutions do participate in ensuring members are granted leaves.

The Table also shows that majority 71.5% (n=220) of respondents agreed (52.3.1% agreed and 19.2% strongly agreed) that trade union ensures education and training is provided for the employees. This implies majority of trade unions in TVET institutions emphasize about education and training of their members.

Table 4.5 also show that majority (72.1%, n=222) of respondents agreed (45.5% agreed 26.6% strongly agreed,) that trade union ensures that job contract provides for probation and legal tenure of employment. This means that to a significant extent trade union are concerned on whether the job contract provides for probation and

legal tenure of employment. Table 4.5 further shows majority (56.2%, n=173) either strongly agreed (18.2%) or agreed (38%) that trade union ensures that demotion and transfers are done according to agreed performance contract. This implies that most of the trade union are involved and ensure that demotions and transfers are legal. Table 4.5 also show that majority (77.3%, n=238) of respondent either strongly agreed (23.7%) or agreed (53.6%) agreed that trade union ensures that job termination, classification and overtime and management rates rights are observed . This implies that to a significant extent majority of trade union ensures that job termination, classification and overtime and management rates rights are observed. Table 4.5 also present that majority 69.2% n=213) of respondents either strongly agreed (20.8%) or agreed (48.4%) that trade unions ensures that Collective bargaining promotes cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resorting to strike and lockouts. This means majority of trade unions in TVET institutions promote cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relation issues without resulting to strike and lockouts. According to Amstrong, (2007) collective bargaining arrangements are set up by agreements between managements, employers' associations, or joint employer negotiating bodies and trade unions to determine specified terms and conditions of employment for groups of employees. The table further shows that majority (75.6%, n=233) of respondents either strongly agreed (22.4%) or strongly agreed (53.2%) that trade unions can enhance employee terms and conditions of employment through monitoring and collective voice. This means most of trade unions in TVET institutions are involved in the monitoring of terms and conditions of employment and also in the offering of collective voice.

Table 4.5 also show that majority (75.6% n=233) of respondent either strongly agreed (22.4%) or agreed (53.2%) agreed that trade union enhances employee terms and conditions of employment through monitoring and collective voice. This implies that to a significant extent trade union enhances employee terms and conditions of employment through monitoring and collective voice. Trade unions, as indicated by Ale (2002) collective bargaining is used by workers to get organized and negotiate

working conditions with their employees on expectations of wages, working hours and employment conditions. This applies not only to terms of employment such as pay, working hours and holidays, but also to the way in which individuals are treated in such aspects of employment as the redress of grievances, discipline and redundancy. Table 4.5 also shows that majority (67.9% n=209) of respondents strongly agreed (16.9%), while 51% agreed, that trade union have helped in the improvement of staff's medical benefits. This implies that majority believes that trade union have helped in the improvement of staff's medical benefits.

Table 4.5 further shows that majority (73.3%, n=226) of respondents either strongly agreed (22.7%) or agreed (50.6%) that the trade unions fight for recognition and merit awards on staff that deserve to be rewarded. This means most of trade union in TVET institutions fight for recognition and awarding of staff based on merit. The table further shows that majority (67.2%, n=207) of the respondents either strongly agreed (10.1%) or agreed (57.1%) that the trade union monitors the employer against unfair work practices. This implies that majority of trade unions in TVET institutions monitor against unfair work practices.

Qualitative data from Secretary General, KNUT showed that there is need for more effort in improving terms and conditions of employment. To achieve this, the trade union and the employer should harmonize and honour CBA as an effort to improve terms and conditions of employment. According to the Secretary General, KUPPET, the government makes effort to respond to workers complaints about wages, promotions and salary increments. An example is the setting up of the salaries and remuneration commission whose aim is to harmonize salaries in public sector and the setting of minimum wage every first of May during the Labor Day.

Findings on the Influence of Management of Collective Bargaining on Productivity in TVET Institutions rhymes with the principles of the equity theory perspectives that posits that an organized action, such as a strikes or protest, may be the ultimate way for employees to fight collectively for their benefits.

4.5.4 Influence of conflict management strategies on productivity in TVET Institutions

The fourth objective of the study aimed at determining whether trade unions conflict management strategies influences productivity in TVET Institutions in Kenya. The data obtained was analyzed and the results presented in the Table 4.6.

Table 4:6 Conflict Management Strategies

Responses	SA	A	NAD	D	SD
My trade union enables disputes, complaints, grievances and disciplinary procedures to be identified at an early stage	10.1	57.1	17.5	13.6	1.6
My trade union encourages me to report concerns relating to minor issues involving disputes and complaints to line managers	14.6	39.0	31.2	14.3	1.0
My trade union encourages collaboration whenever a conflict arises at the place of work	17.2	49	21.8	7.1	4.9
My trade union avoids conflicts whenever possible	14.3	51.0	23.7	8.8	2.3
My trade union is accommodating when it comes to conflict management	20.5	49.4	23.1	5.8	1.3
There are instances when my trade union is competitive during conflict management	18.2	53.2	21.8	5.8	1.0
My trade union enables collective bargaining	31.5	52.32	9.7	2.6	2.9
The management facilitates union operations in TVET institutions	21.8	45.1	19.8	9.7	3.6
Management attitude towards the union is favourable	20.5	35.1	26.9	14.9	2.6
Management and the union share information freely	15.3	39.3	28.6	15.3	1.6
During conflict parties negotiate in good faith	16.2	46.8	23.1	11.7	2.3
More often my trade union encourages compromise during labor conflicts	13.6	55.8	22.7	6.5	1.3
When I support mass action, I do so voluntarily	33.4	50.0	12.0	2.6	1.9
Union inform members whether or not strikes are protected- NOT included in the description	23.1	63.3	6.5	5.5	1.6

Table 4.6 shows that majority (67.2% n=205) of respondents agreed (10.1% strongly agreed, 57.1% agreed) that trade union enables disputes, complaints, grievances and disciplinary procedures to be identified at an early stage. This means that trade union do play a role in identifying disputes, complaints, grievances and disciplinary procedures at an early stage which is a proactive role in conflict management. Table 4.6 further shows that majority (53.6% n=165) of the respondents agreed (14.6% strongly agreed, 39 % agreed) that trade union allows members to report minor issues involving dispute and complaints to line managers. This implies that trade union allows members to report minor issues involving dispute and complaints to line managers to a significant extent. Table4.6 also show that majority (63.2% n=204) of respondents agreed (17.2% strongly agreed, 49% agreed) that trade union encourages collaboration whenever a conflict arises at the place of work. This implies that majority of trade union encourages collaboration whenever a conflict arises at the place of work. According to Secretary General, KUDHEIHA, when it comes to conflict management, KNUT participates within the limits of memorandum of understanding between the employer and members. Conflicts are reduced when labor laws are followed during conflict resolution. The Trade unions always come up with a CBA covering four years. Labor relations courts are also used positively in solving conflicts between TVET institutions and lecturers.

Table 4.6 further shows that 65.3% (n=201) of respondents agreed (14.3% strongly agreed, 51% agreed) that trade union avoids conflict whenever possible implying that to a significant extent trade union avoids conflict whenever possible. The data analysis further revealed that majority (69.9% n=215) of respondents agreed (20.5% strongly agreed, 49.4% agreed) that trade union is accommodating when it comes to conflict management. This implies that majority of trade unions in TVET institutions are accommodating when it comes to conflict management. The Table 4.6 further shows that majority (71.4% n=220) of respondents agreed (18.2% strongly agreed, 53.2% agreed) that trade union is at times competitive during conflict management. This implies that majority of trade unions are at times competitive during conflict management. Table 4.6 also shows that whereas majority (53.6% n=164) of respondents agreed, 31.7% (n=97) strongly agreed that trade union enables collective

bargaining which cumulatively was 85.3% (n=261). This implies that trade union in TVET institutions are plays an important role in collective bargaining.

Table 4.6 further shows that majority (66.9% n=206) agreed (45.1%, n=139 agreed, 21.8% n=67 strongly agreed), that management facilitates union operation in TVET institution. This implied that in most of TVET institutions, management facilitates union operation. Table 4.4 further show that majority (55.6% n=171) of respondents agreed (35.1% agreed, 20.5% strongly agreed,) that management attitude to union is favourable. This means that in most of TVET institutions, management has a favourable attitude towards the trade union.

Table 4.5 further show that majority (54.6% n=168) of respondents agreed (39.3% agreed, 15.3 % strongly agreed,) that management and trade union share information freely. This implies that to significant extent management share information freely with trade union and thus there is a cordial relationship between the two. Table 4.6 also shows that majority (63% n=194) of respondent agreed (46.8% greed, 16.2% strongly agreed) that during conflict parties negotiates in good faith. This implies that during conflicts parties (employer and employee) negotiate in good faith. Table 4.6 further shows that majority (69.4% n=214) of respondent agreed, (55.8% agreed, 13.6% strongly agreed) that at times the union encourages compromise during labor conflict. This means that the trade union encourages compromise during labor conflict management. According to key informant 6 the roles and capacities of trade unions towards achievement of industrial harmony is great. It's the unions that bring the employee and the employer together through various works committees in the individual institutions. The unions have the capacity to do so because of togetherness and solidarity. Table 4.6 also show that majority 83.4% (n=257) of respondents agreed (50% agreed, 33.4% strongly agreed) that respondent voluntarily support mass action. This implies that majority of respondents in the study voluntarily supports mass action.

4.5.5 Moderating Influence of High Performance Work Practices on Productivity in TVET Institutions

The fifth objective of the study aimed at examining the moderating effect of high performance work practices on the relationship between trade unions and productivity in TVET Institutions in Kenya. The results of data analyses are presented in Table 4.7.

Table 4:7 Moderating Influence of High Performance Work Practices

Responses	SA	A	NAD=3	D	SD
My trade union has enhanced both collective and individual voice at my workplace	10.1	57.1	17.5	13.6	1.6
My trade union focuses on effective communication infrastructure at workplace	20.8	52.3	14.9	9.1	2.6
My trade union supports for adequate compensation for equal job principle	21.1	58.8	11.0	6.5	2.3
Trade union advocates for flexible job assignments	19.5	51.9	20.5	6.2	1.9
Trade union advocates for workplace security and safety	45.1	42.9	7.1	3.9	1.0
My trade Union supports transformational leadership	36.0	45.8	13.3	4.2	.6

Table 4.7 shows that majority (67.8% n=207) of respondents agreed (10.1% strongly agreed, 57.1% agreed) that trade union has enhanced both collective and individual voice at workplace. This implies that trade union play a role in enhancing both collective and individual voice at TVET institution in Kenya. Organizational productivity does not occur on its own or in a vacuum, in fact; there can never be organizational productivity without people. Seen through this lens, organizational productivity can therefore be considered as the cumulative productivity of the individual members of that organization (Amah, 2013). Table 4.7 further show that majority (73.1%, n=225) of respondents agreed (52.3% agreed, 20.8% strongly agreed) that trade union focuses on effective communication infrastructure at the

workplace. This implies that trade unions are concerned with effective communication infrastructure at TVET institution in Kenya.

Table 4.7 further shows that majority (79.9%, n=246) of respondents agreed (58.8% agreed, 21.1% strongly agreed) that trade union supports adequate compensation for equal job principle. This implies that most of trade union supports the principle of adequate compensation for equal job principle in TVET institutions. Table 4.7 further shows that majority (71.4%, n=220) of respondents agreed (51.9% agreed, 19.5% strongly agreed) that trade union advocates for flexible job assignments. This implies that to significant extent trade union advocates for flexible job assignments within TVET institution in Kenya. Table 4.7 further shows that majority (88%, n=271) of respondent agreed (45.1% strongly agreed, 42.9% agreed) that trade union advocates for workplace security and safety. This implies that most trade unions advocate for workplace security and safety at TVET institutions. Table 4.7 further shows that majority (81.8%, n=252) of respondents agreed (36% strongly agreed, 45.8% agreed) that trade union supports transformational leadership. This means that most trade unions are concerned with transformational leadership at TVET institutions.

Findings agree with the AMO theory discussed in chapter two which agree with findings under high workplace productivity practices since its principles mean that performance at individual level, which leads to productivity is dependent on high motivation, possession of necessary skills and abilities. It is important for TVET institutions to implement the HRM practices that encourage, employee participation through their trade unions. Similarly, perspectives under universalistic theory supports HPWP in that firms will realize performance gains by identifying and implementing best practice irrespective of the product market situation, industry or location of the firm.

4.5.6 Productivity

The study however sought data on productivity, which was the dependent objective. The results are presented in the bar graphs in the section below.

Union Champions for Curriculum Implementation Through Keeping of Recommended Documents

The study sought data on whether the Trade unions play critical role in championing for curriculum implementation through keeping of recommended documents as required by the employer (mark book, schemes, subject register, and class attendance monitoring form). The results are presented in Figure 4.5.

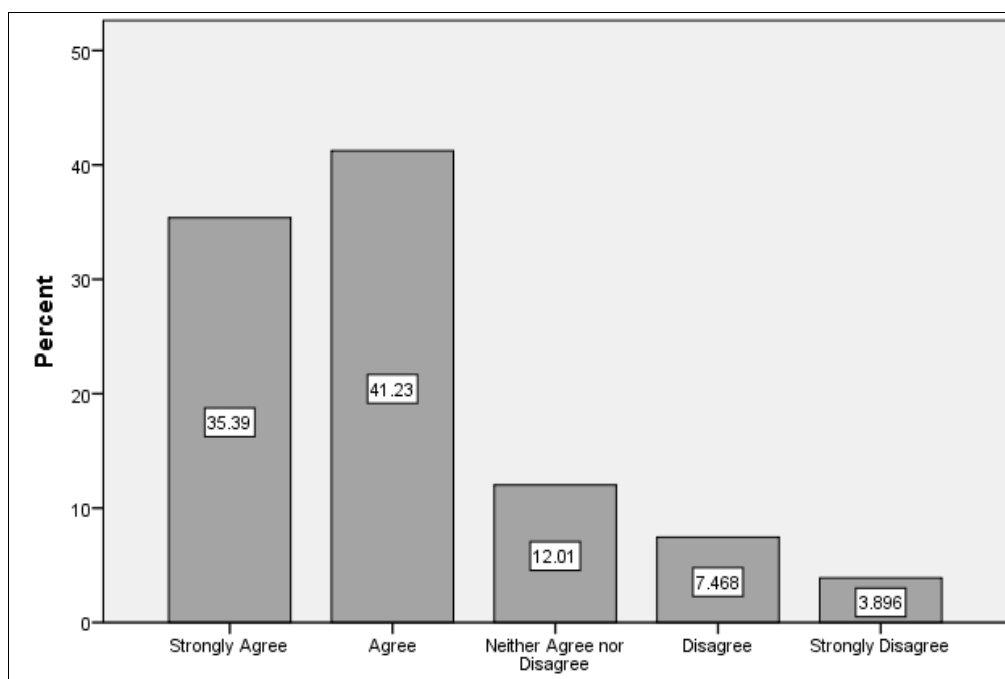


Figure 4:5 Union Champions for Curriculum Implementation through Keeping of Recommended Documents

Figure 4.5 show that majority (76.62%, n=236) of respondents agreed (35.39% strongly agreed, 41.23 % agreed) that trade unions play a critical role in championing for curriculum implementation through keeping of recommended documents as required by the employer (mark book, schemes, subject register, class attendance monitoring form). This contrasts findings by Mutuku (2015) in a study that investigated Kenya National Union of Teachers' Initiative Influencing Provision of Quality Education in Primary Schools in Machakos County, Kenya that revealed that 36.2 percent of teachers were not satisfied with KNUT'S sensitization programmes on curriculum implementation while only a small number, 12 percent

were highly satisfied. This implies that most trade unions are involved in championing for curriculum implementation through keeping of recommended documents as required by the employer.

Trade Union Encourages Employees to Complete and Update Assigned Duties

The study sought data on whether Trade union encourages employees, during training, to complete and update assigned duties (assigned duties, mark books, schemes of work preparation and teaching syllabus on time, weekly record of work, subject register). The results are presented in a graph in Figure 4.6.

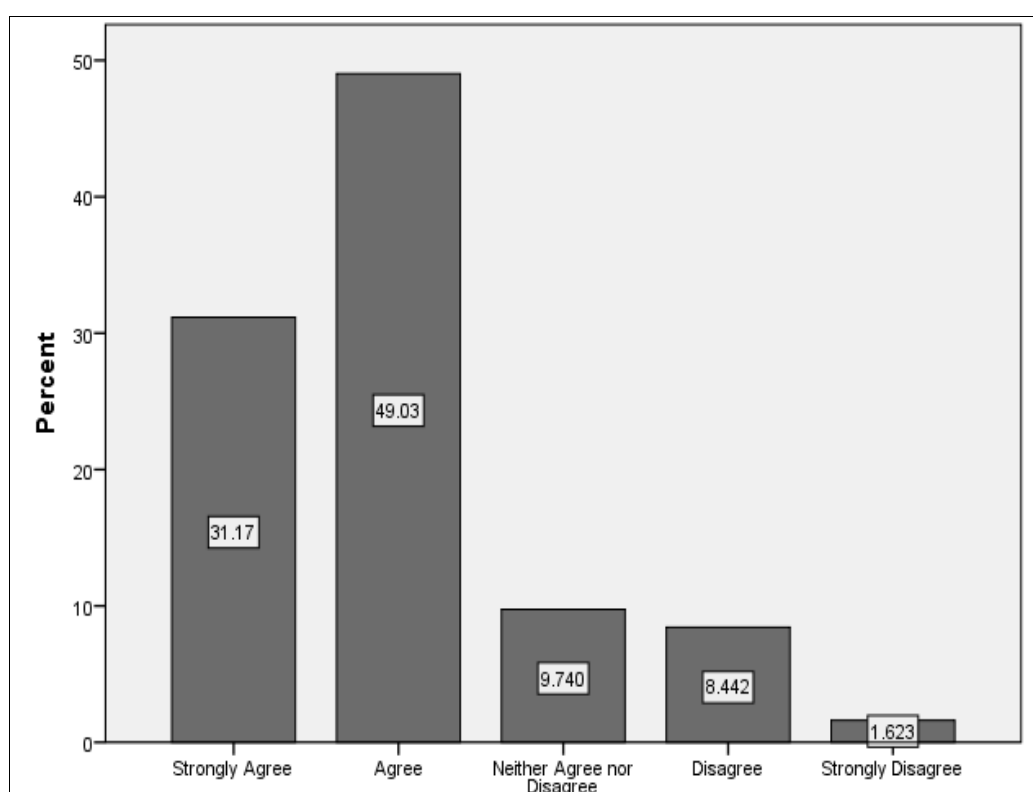


Figure 4:6 Trade Union Encourages Employees to Complete and Update Assigned Duties

Figure 4.6 further shows that majority (80.23%, n=247) of respondents agreed, (31.17% strongly agreed, 49.03% agreed) that trade union encourages employees, during training, to complete and update assigned duties (assigned duties, mark books, schemes of work preparation and teaching syllabus on time, weekly record of

work, subject register). This implies that trade unions in TVET Institutions encourage their members through training; to complete and update assigned duties. This corroborated by Wairagu (2013) in a study that assessed the effectiveness of trade unions' strategies in enhancing teacher professional performance in public secondary schools in Kieni West District, Kenya that revealed that Teachers professional performance in assessing students' assessments and homework was rated highly by majority (70%) of the head teachers. However, punctuality and lesson preparation was rated average by most of the head teacher. This shows that trade unions have a role in encouraging employees to complete and update assigned duties.

Trade unions encourages employees, during training, to monitor class attendance, maintain and record marks in the subject register

The study sought data on whether Trade unions encourages employees, during training, to monitor class attendance, maintain and record marks in the subject register. The results of data analysis are presented in Figure 4.7.

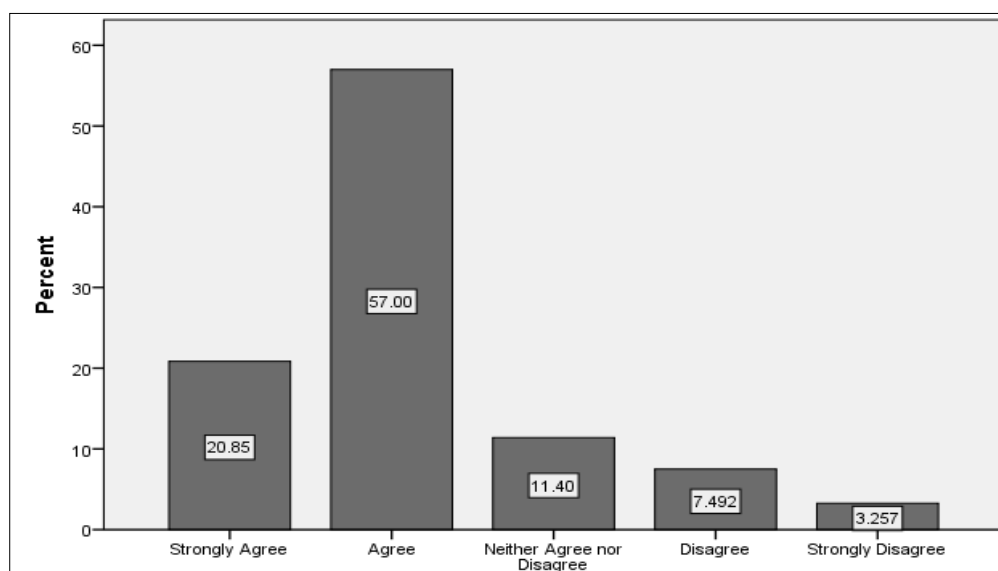


Figure 4:7 Trade Union Encourages Employees, During Training, To Monitor Class Attendance, Maintain and Record Marks In the Subject Register

The analyzed data further revealed that majority (77.85% n= 239) of respondent agreed, (57% agreed, 20.85% strongly agreed) that trade union encourages employees, during training, to monitor class attendance, maintain and record marks in the subject register.

Trade unions exert influence on employees to participate in co- curricular activities

The study sought to establish whether the trade unions influence on employees to participate in co-curricular activities like music, athletics, handball, basketball, soccer and volleyball. The results are presented in Figure 4.8.

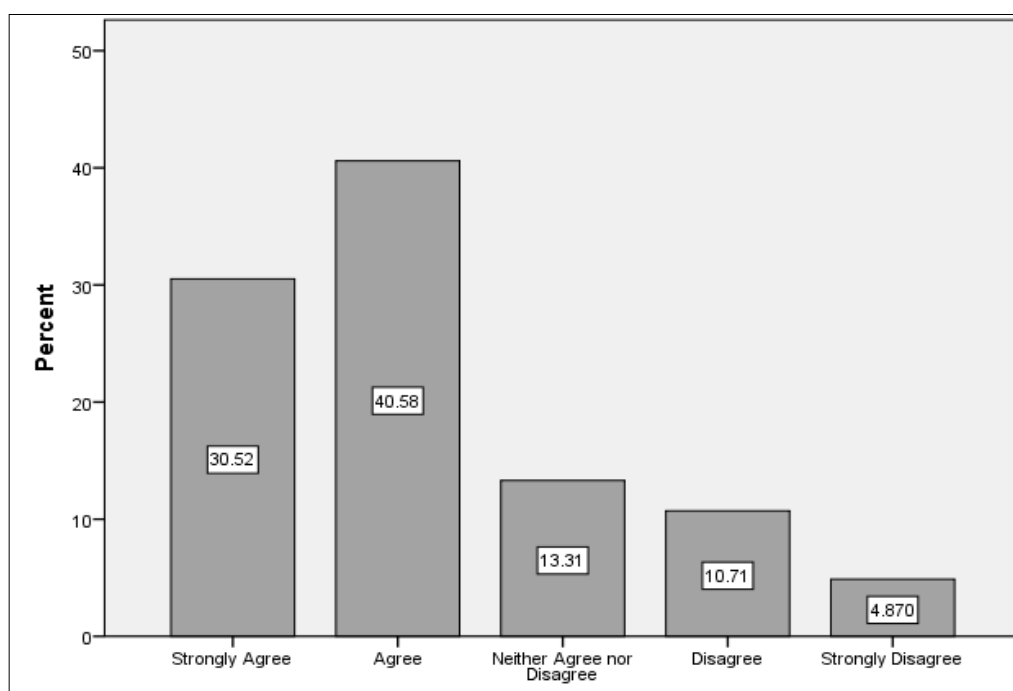


Figure 4:8 Trade Unions Exert Influence on Employees to Participate In Co-Curricular Activities

The study as shown in Figure 4.8 showed that majority (71.1%, n= 219) of respondents agreed (40.6% agreed, 30.5% strongly agreed) that trade unions exert influence on employees to participate in co-curricular activities like music, athletics, handball, basketball, soccer, and volleyball. This means that trade unions do encourage their members in the TVET institutions to participate in co- curricular

activities. This contrasts a study by Mutuku (2015) that showed that involvement of KNUT in improvement of teachers' welfare did not influence learners' participation in co-curricular activities.

4.6 Inferential Statistics

4.6.1 Correlation analysis

Table 4.8 shows that employees participation in trade unions has a strong positive significant relationship to the productivity with a Pearson correlation coefficient $r=0.538$, p -value <0.01 which was significant at 0.01 level of significance. This shows the participation of trade unions do influence productivity at the TVET institutions.

Trade union's protection of employees' rights has a strong positive relationship with a Pearson correlation coefficient $r=0.523$, p -value <0.01 which was significant at 0.01 level of significance. This shows that trade union's protection of employees' rights do influence productivity at the TVET institutions.

Trade Unions Management of Collective Bargaining has a positive relationship to the productivity with a Pearson correlation coefficient $r=0.507$, p -value <0.01 which was significant at 0.01 level of significance. This shows that Trade Unions Management of Collective Bargaining do influence productivity at the TVET institutions.

Trade union's conflict management strategies have a positive relationship to the productivity with a Pearson correlation coefficient $r=0.554$, p -value <0.01 which was significant at 0.01 level of significance. This shows that Trade union's conflict management strategies do influence productivity at the TVET institutions.

High Performance Work Practices has a positive relationship to the productivity with a Pearson correlation coefficient $r=0.670$, p -value <0.01 which was significant at 0.01 level of significance.

Table 4:8 Correlation Matrix

		Productivity	Employees Participation	Trade Union Protection	Trade Union Management	Trade Union Conflict	Moderating Influence
Employees Productivity	Pearson Correlation Sig. (2- tailed)	1					
Trade Union Participation	Pearson Correlation Sig. (2- tailed)	.538**	1				
Trade Union Protection	Pearson Correlation Sig. (2- tailed)	.523**	.580**	1			
Trade Union Management	Pearson Correlation Sig. (2- tailed)	.507**	.576**	.735**	1		
Trade Union Conflict	Pearson Correlation Sig. (2- tailed)	.554**	.621**	.658**	.704**	1	
Moderating Influence	Pearson Correlation Sig. (2- tailed)	.670**	.519**	.574**	.544**	.593**	1

** . Correlation is significant at the 0.01 level (2-tailed).

4.6.2 Hypothesis testing

F test (ANOVA- analysis of variance) was done to establish the significance of the multiple linear regression models. This test checked the significance of the whole regression model with the hypothesis that all the independent variables that is, employees participation, protection of employee's rights, trade unions management of collective bargaining terms, conflict management strategies and high performance work practices have no influence on the dependent variable that is $H_0: \beta_1=\beta_2=\beta_3=\beta_4=\beta_5=0$ and the alternative hypothesis, that at least one of the independent variable is not equal to zero that is $H_1: \beta_j \neq 0; j=1, 2, 3, 4, 5$.

The null hypothesis was rejected if the p-value is greater than the common alpha level of 0.05, which indicates that it is not statistically significant. The null hypothesis is rejected if $F_{\text{calculated}} > F_{\text{critical}}$ hence concluding that at least one of $\beta_1, \beta_2, \beta_3, \beta_4$ or β_5 is not equal to zero. The following formula was used to compute the F statistic;

Equation: F-test for significance of coefficient.

Equation 4: Equation for F-test for significance of coefficient

$$F = \frac{R^2 / (K-1)}{(1-r^2) / (n-k)}$$

Where, R is multiple coefficient of correlation,

k is the number of variables involved,

n is the number of paired observations;

In this study k was 5 and n was equal to 5718 employees. This test was performed by entering tables of F distribution with k-1 freedom for the variance in numerator and n-k for degrees of freedom for variance in denominator. If F calculated will be less

than table value, then the decision would be that there will be no statistical evidence of significance correlation at 5% level of significance.

In this study, an analysis of partial correlation between variables was also determined. Kothari (2008) points out that partial coefficient of correlation measures separately the relationship between two variables in a way that the effects of other related variables are eliminated; the aim of the analysis is to measure the relationship between an independent variable on the dependent variable holding all other variables constant; thus each partial coefficient of correlation measures the effect of its independent variable on dependent variable as cited by Ojokuku *et al.*, (2014).

Hypothesis 1: Employees Participation Has a Positive Significant Influence on Productivity in TVET Institutions in Kenya

Model Summary

Table 4:9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526 ^a	.276	.236	.827

Table 4.9 provides the R and R-Square value. The R value is 0.526, which represents the simple correlation. It indicates a relatively strong degree of correlation. The R-Square value indicates how much of the dependent variable, "productivity", can be explained by the independent variable, "employees participation". In this case, 27.6% can be explained, which is strong to a fair extent.

ANOVA of Trade Union Participation against Employee Productivity

The study obtained the ANOVA of Employees Participation against productivity and presented the results in Table 4.10.

Table 4:10 ANOVA

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	75.965	16	4.748	6.942	.000 ^b
Residual	199.032	291	.684		
Total	274.997	307			

a. Dependent Variable: Productivity

b. Predictors: (Constant), Employees Participation

ANOVA results in Table 4.10 indicate that the regression model predicts the outcome variable significantly. This indicates the statistical significance of the regression model that was applied. An F statistic of 6.942 indicated that the model was significant. This was supported by a probability (p) value of 0.000 that is below 0.05, and indicates that on overall, the model applied can statistically significantly predict the outcome variable. This is further supported by the F-critical obtained at 95% probability where the degree of freedom 1 is 15 and the degree freedom 2 is 292 which was 1.7. This was lower than the observed value of F (6.492), which means that the null hypothesis that states that Employees participation has a no statistically significant influence on productivity in TVET Institutions in Kenya is false and therefore rejected.

Model Coefficient

The study determined the coefficient of Employees Participation against Productivity and presented the results in Table 4.11.

Table 4:11 Coefficients Determination of Employees Participation and Productivity

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	.590	.190		3.095	.002
Employees Participation	0.1666	0.074	0.18	2.234	.026

a. Dependent Variable: Productivity

Table 4.11 provides the information needed to predict productivity from trade unions participation. Employees' participation contributes significantly to the model, this means that a unit increase of Employees participation will result to 0.1666 increase in productivity. The regression equation is presented as follows;

$$\text{Productivity} = 0.590 + 0.1666 (\text{Employees Participation}).$$

According to Moeti-lysson and Ongori (2011) unions raise productivity is likely to be higher under unionism but under strict circumstances in which industrial relations are good with management and unions working together to produce a bigger pie.

Hypothesis 2: Protection of Employee's Rights Has a Positive Significant Influence on Productivity in TVET Institutions in Kenya .

Model Summary

Table 4:12 Model Summary

Model 1	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.588 ^a	.346	.300	.790

a. Predictors: (Constant), Protection of Employees Rights

Table 4.12 provides the R and R-Square value. The R value is 0.588, which represents the simple correlation. It indicates a relatively strong degree of correlation. The R-Square value indicates how much of the dependent variable, "productivity", can be explained by the independent variable, "Protection of Employees Rights ". In this case, 34.6% can be explained, which is fairly strong.

ANOVA

The study did ANOVA for Protection of Employees Rights against productivity.

Table 4:13 ANOVA

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	93.142	20	4.657	7.468	.000 ^b
Residual	175.854	282	.624		
Total	268.997	302			

Dependent Variable: Productivity

Predictor: Protection of Employees rights

ANOVA results in Table 4.13 indicate that the regression model predicts the outcome variable significantly. This indicates the statistical significance of the regression model that was applied. An F statistic of 7.468 indicated that the model was significant. This was supported by a probability p- value of 0.000 that is below 0.05, and indicates that on overall, the model applied can statistically significantly predict the outcome variable. This is further supported by the F-critical obtained at 95% probability where the degree of freedom 1 is 19 and the degree freedom 2 is 288, which was 1.62. This was lower than the observed value of F (7.468), which means that the null hypothesis that protection of employee's rights has a no statistically significant influence on productivity in TVET Institutions in Kenya is false so it is rejected.

Model Coefficient

The study determined the coefficient of protection of employees' rights on productivity and presented the results in Table 4.14.

Table 4:14 Coefficients Determination of Protection of Employees Rights and Productivity

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.296	.196		1.511	.132
Protection of Employees rights	0.246	0.078	0.26	3.162	.002

a. Dependent Variable: Productivity

Table 4.14 provides the information needed to predict productivity from trade unions Protection of Employees Rights. Protection of employees' rights contributes significantly to the model; this means that a unit increase of Protection of Employees Rights will result to 0.246 increases in productivity. The regression equation is presented as follows;

$$\text{Productivity} = 0.296 + 0.246 (\text{Protection of Employees Rights})$$

The growth of the individual rights framework has made representational role for trade unions to be complex, but nonetheless, those organisations that demonstrate commitment to genuine employee protection have the potential to boost productivity (ACAS Organization, 2008).

Hypothesis 3: Management of Collective Bargaining Terms Has a Positive Significant Influence on Productivity in TVET Institutions in Kenya

Model Summary

Table 4:15 Model Summary

Model1	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.482 ^a	.232	.195	.852

a. Predictors: (Constant); Management of Collective Bargaining

Table 4.15 provides the R and R-Square value. The R value is 0.482, which represents the simple correlation. It indicates a relatively strong degree of correlation. The R-Square value indicates how much of the dependent variable, " productivity", can be explained by the independent variable, "Management of Collective Bargaining ". In this case, 23.2% can be explained, which is fair.

ANOVA

The study did ANOVA for Management of Collective Bargaining against productivity. The results are presented in Table 4.16.

Table 4:16 ANOVA

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	63.342	14	4.524	6.237	.000
Residual	209.654	289	.725		
Total	272.997	303			

Dependent Variable: Productivity

Predicator: Management of Collective Bargaining

ANOVA results in Table 4.16 indicate that the regression model predicts the outcome variable significantly. This indicates the statistical significance of the regression model that was applied. An F statistic of 6.237 indicated that the model was significant. This was supported by a probability value of 0.000 that is below 0.05, and indicates that on overall, the model applied can statistically significantly predict the outcome variable. This is further supported by the F-critical obtained at 95% probability where the degree of freedom 1 is 13 and the degree freedom 2 is 295 which was 1.75. This was lower than the observed value of F (6.237), which means that the null hypothesis that states that management of collective bargaining terms has no statistically significant influence on productivity in TVET Institutions in Kenya is false and therefore rejected.

Model Coefficient

The study determined the coefficient of Management of Collective Bargaining on productivity and presented the results in Table 4.17.

Table 4:17 Coefficients Determination of Management of Collective Bargaining and Productivity

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	.643	.196		3.284	.001
Protection of Employees rights	.186	.076	.179	2.449	.015

a. Dependent Variable: productivity

Table 4.17 provides the information needed to predict productivity from Management of Collective Bargaining. Management of Collective Bargaining contribute significantly to the model; this means that a unit increase of Management

of Collective Bargaining will result to 0.186 increase in productivity. The regression equation is presented as follows;

$$\text{Productivity} = 0.643 + 0.186 (\text{Management of Collective Bargaining})$$

According to Edwards (2009) though payment of labour is a core element of the employment relationship and the most conspicuous focus of collective bargaining, in the recent years the influence of trade unions has been under pressure due to increased internationalized competition in the labour market. This is because pay is a price of labour that is subject to globalized market forces.

Hypothesis 4: Conflict Management Strategies Have a Positive Significant Influence on Productivity in TVET Institutions in Kenya

Model Summary

The model summary is presented in Table 4.18.

Table 4:18 Model Summary

Model1	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.577 ^a	.333	.301	.793

a. Predictors: (Constant): Conflict management strategies

Table 4.18 provides the R and R-Square value. The R value is 0.577, which represents the simple correlation. It indicates a relatively strong degree of correlation. The R-Square value indicates how much of the dependent variable, “productivity”, can be explained by the independent variable, “conflict management strategies”. In this case, 33.3% can be explained, which is fairly strong.

ANOVA

The study did ANOVA for conflict management strategies against productivity. The results are presented in Table 4.19.

Table 4:19 ANOVA

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	90.658	14	6.476	10.285	.000b
Residual	181.329	288	.630		
Total	271.987	302			

Dependent Variable: Productivity

Predictor: Conflict management strategies

ANOVA results in Table 4.19 indicate that the regression model predicts the outcome variable significantly. This indicates the statistical significance of the regression model that was applied. An F statistic of 10.285 indicated that the model was significant. This was supported by a probability value of 0.000 that is below 0.05, and indicates that on overall, the model applied can statistically significantly predict the outcome variable. This is further supported by the F-critical obtained at 95% probability where the degree of freedom 1 is 15 and the degree freedom 2 is 292 which was 1.75. This was lower than the observed value of F (10.285), which means that the null hypothesis that states that conflict management strategies have no statistically significant influence on productivity in TVET Institutions in Kenya is false and therefore rejected.

Coefficient

The study determined the coefficient of conflict management strategies on productivity and presented the results in Table 4.20.

Table 4:20 Coefficients Determination of conflict management strategies and Productivity

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	.088	.191		.462	.645
Trade Union Protection of Employees rights	.290	.093	.295	3.126	.002

a. Dependent Variable: Productivity

Table 4.20 provides the information needed to predict productivity from conflict management strategies. Conflict management strategies contribute significantly to the model, implying that a unit increase of conflict management strategies will result to 0.29 increases on productivity. The regression equation is presented as follows;

$$\text{Productivity} = 0.088 + 0.29 (\text{Conflict management strategies}).$$

Longe (2015) reports that there is significantly positive relationship between both compromise and accommodation conflict-management strategies and organizational performance while non-integrative conflict management strategies (competition, domination and avoidance) had a negative statistically determinate effect on organizational performance. Union-management conflict was discovered as the most prevalent type of industrial conflict in the organizations meaning that the approach trade unions give to conflict management is a significantly important in organization's performance.

Hypothesis 5: High Performance Work Practices Have a Moderating Effect on the Relationship between Trade Unions and Productivity in TVET Institutions in Kenya

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_1 X_1 Z + \beta_2 X_2 Z + \beta_3 X_3 Z + \beta_4 X_4 Z + \varepsilon$$

$\beta_i X_i Z$ = Product less interaction term of the moderating variable with each of the independent variable ($X_1 X_2 X_3 X_4$).

Where

Y = Productivity (EP)

β_0 = Constant

Z = Moderating Variable (High performance work practices)

β_i = is the coefficient for X_i (Where $i = 1, 2, 3, 4$)

X_1 = Employees participation (EP)

X_2 = Protection of employee's rights (PER)

X_3 = Management of collective bargaining terms (MCB)

X_4 = Conflict management strategies (CMS)

Z = High performance work practices (HPWP)

ε = Error term the statistical analysis shows that

$$\text{Productivity} = 0.317 + 0.1666 (\text{EP}) + 0.246 (\text{PER}) + 0.186 (\text{MCB}) + 0.29 (\text{CMS}) + 0.1666 * 0.265 (\text{EP}) + 0.246 * 0.265 (\text{PER}) + 0.186 * 0.265 (\text{MCB}) + 0.29 * 0.265 (\text{CMS})$$

$$\text{Productivity (P)} = 0.317 + 0.1666 (\text{EP}) + 0.246 (\text{PER}) + 0.186 (\text{MCB}) + 0.29 (\text{CMS}) + 0.44149 (\text{EP}) + 0.0636 (\text{PER}) + 0.04929 (\text{MCB}) + 0.07685 (\text{CMS}).$$

4.7 Plotting of the Moderating Variable

The study plotted the moderated results for each variable and presented the results in the section below. The parameters used in plotting are presented in the Table 4.21.

Table 4:21 Parameters Showing the Influence of the Moderating Variable on the Independent Variables

Variable	Regression Coefficient		Constant	Interaction
	IV	Moderator		
EP	0.1667	0.44149	0.59	0.249
PER	0.246	0.0636	0.296	0.348
MCB	.86	0.04929	0.643	0.344
CMS	.088	0.07685	0.29	0.447

Table 4.21 shows the parameters that show the effect of the moderating variable on the independent variables that was used in plotting the moderating effect in the section below.

- i. Moderating Effect of High Productivity Workplace Practices on Relationship between Employees Participation and Productivity

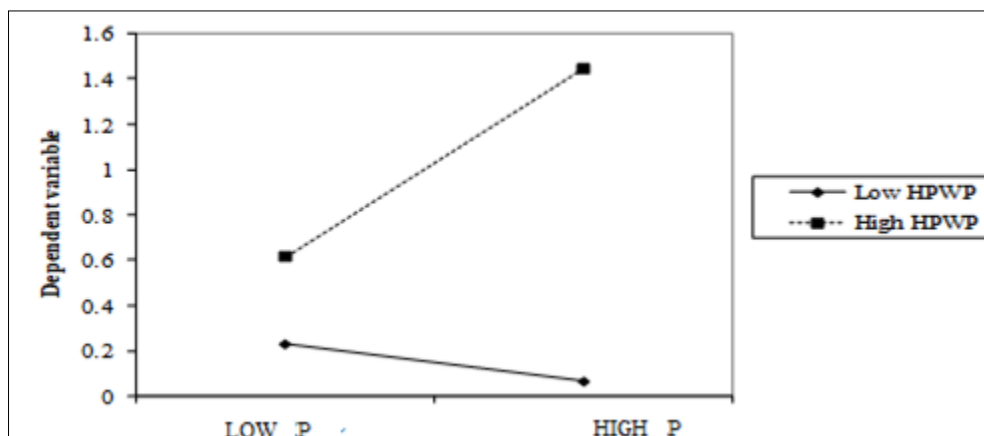


Figure 4:9 Moderating Effect of HPWP on P

Figure 4.9 shows moderating influence of HPWP on both TUP and EP, when it is either high or low. The interaction value of the moderation variable on the relationship between TUP and EP is 0.249 and the constant is 0.59 which shows it is statistically significant. A moderator (M) variable is a variable that alters the strength of the causal relationship (Dawson, 2014). Most moderator analysis measure the causal relationship between X and Y by using a regression coefficient. Although classically, moderation implies a weakening of a causal effect, a moderator can amplify or even reverse that effect (Kenny, 2015).

- ii. Moderating Effect of High Productivity Workplace Practices on relationship between Protection of Employees Rights and Productivity

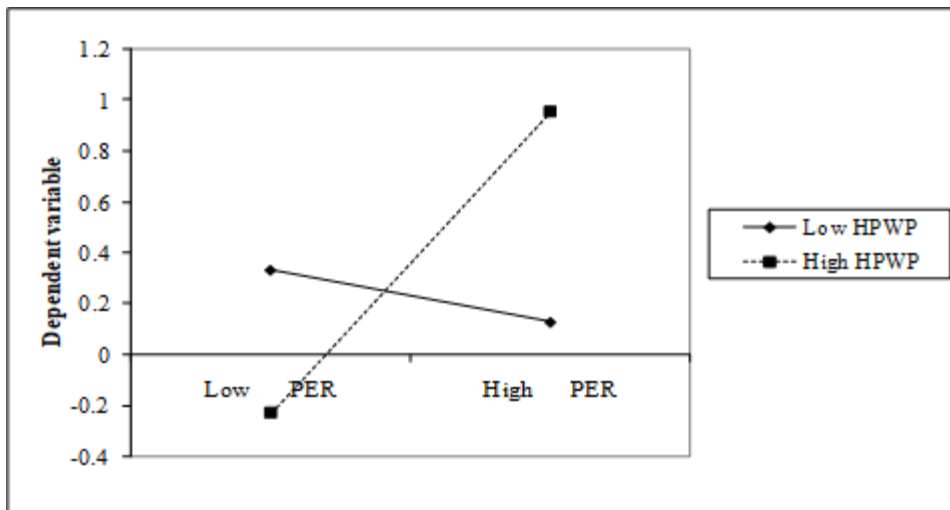


Figure 4:10 Moderating Effect of HPWP on Relationship between PER and P

Figure 4.10 shows moderating influence of HPWP on both PER and P, when it is either high or low and the extent it alters the strength of the causal relationship (Kenny, 2015). The moderation variable HPWP on the relationship between PER and P is 0.348 and a constant of 0.296 meaning it is statistically significant.

- iii. Moderating Effect of High Productivity Workplace Practices on Relationship between Management Of Collective Bargaining Terms and Productivity.

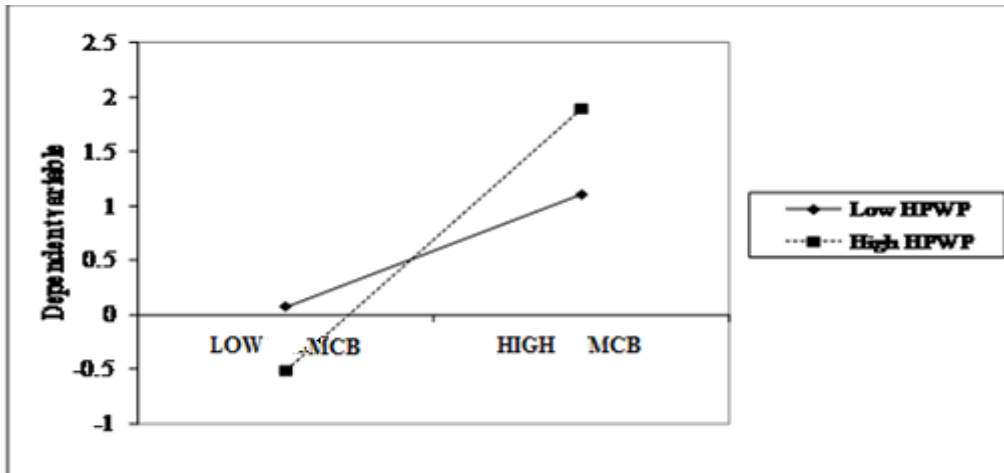


Figure 4:11 Moderating Effect of HPWP on relationship between MCB and P

Figure 4.11 moderating influence of HPWP on both MCB and P, when it is either high or low and the extent it alters the strength of the causal relationship (Kenny, 2015). The interaction value of the moderation variable on the relationship between MCB and P variables is 0.344 and a constant of 0.643 showing it statistically significant.

iv. Moderating Effect of High Productivity Workplace Practices on Relationship between conflict management strategies and productivity

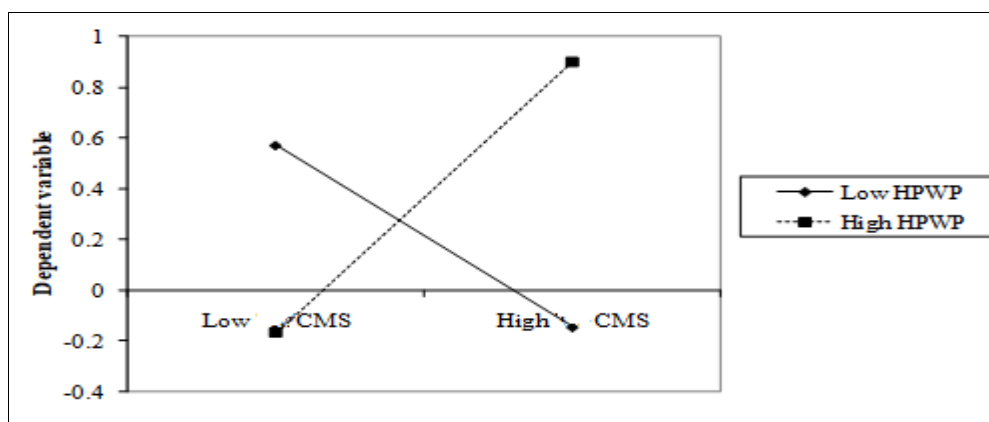


Figure 4:12 Moderating Effects of HPWP on the Relationship between CMS and P

Figure 4.12 shows moderating influence of HPWP the causal effect of CMS on P when it is either high or low (Kenny, 2015). The interaction value of the moderation variable on the relationship between CMS and P is 0.447 while the constant is 0.29 that shows the influence is statistically significant.

4.8 Qualitative Data Analysis

Qualitative data obtained from the study was analyzed thematically along the objectives of the study, then the results obtained discussed in the section that follows.

4.8.1 Influence of Employees Participation on Productivity

The following section discusses the contribution of trade unions on participation on productivity. Regarding the views on trade unions on developing the strategic direction of TVET institutions, two diverse themes emerged namely, a) Trade unions are active, b) Trade unions play a passive role.

(a) Trade Unions are Active

Most of the respondents stated that trade unions are very active and that they participate actively and positively towards establishing policies, pushing for better pay for lecturers and promotion of lecturers. The presence of trade union representatives facilitates employee's input in establishing policy and procedures in their institutions. In addition, they also negotiate on behalf of employees while developing policies aimed at safeguarding the interests of the employees. Different key informants supported this view. According to Secretary General, KUPPET trade Unions participate actively and positively towards establishing policies while Secretary General, COTU, observed that KUPPET participates in determination of pay, promotion, benefits and strategic direction while TVET institutions handle policy setting. Initially, KUPPET contributed to policy formulation for TVET institutions but not currently. Similar views were given by Director, TIVET who observed that trade unions participate in establishing policies and procedures, pay determination and determination of perks, at ministerial level. According to Principal Secretary, State Department of Science and Technology, participation of trade unions

in all institutions has been very crucial and has played a great role especially in establishing policies and procedures, pay determination and promotions, though this mostly applies to those institutions with recognition agreements with trade unions. The recognition agreement creates a forum for negotiation between the employer and the employees through the trade unions. On the level of representation, Secretary General, TUC noted that COTU representation in TVET institutions is through National Industrial Training Authority (NITA) whereby its nominee sits in the training committee, the policy making body.

These findings are in consistent with Nyaecha (2014), who indicates that trade unions in Kenya, participate in decision making and hence they are involved in management of organizations, for example, KNUT ensures that teachers have a say in the formulation and execution of educational policies. This agrees with Ojokuku and Sajuyigbe (2014), who states that employee participation in decision making, has been recognized as a managerial tool for improving organizational performance by striving for the shared goals of employees and managers. This is actualized by way of allowing employees' input in developing the mission statement; establishing policies and procedures, pay determination, promotion, and determining perks. This disagrees with Deery (2005 cited in Gamage *et al.*, 2012) who argues that trade unions can also have a negative effect on the productivity by causing employees to stop working or to engage in sabotage in cases where trade unions mobilize their members to go on strike where peaceful negotiations fail.

(b) Trade Unions are passive

Some respondents reported that Trade Unions are passive. A number of respondents reported that there is need for more trade union participation and regular engagement with the institutions in order to ensure their role has an impact. Opara (2014) confirms this by stating that trade unions are establishment to re-establish the power balance between employers and employees, endowing the employees with a "common voice" and making their grievances heard. These findings agree with Hills (1985) cited in Zulkiflee and Shahrom (2013), who indicates that trade unions can be used by employees to voice their views and ideas. The unions are in a position to

make a difference through collective platform offered by the employers. This presents a good avenue for trade unions to press for, and demand for employees' rights (Kabeer, 2004 cited in Olufunmilayo & Kola, 2014).

4.8.2 Influence of Protection of Employee's Rights on Productivity in TVET Institutions in Kenya

Success of Trade Unions

As for the extent and areas trade unions have succeeded in ensuring employees are given just and favourable conditions of work in TVET institutions, the following themes emerged.

(a) Fighting for the rights of the employees

Most of the respondents pointed out that trade unions have succeeded to a moderate extent especially in fighting for the rights of employees. According to Secretary General, KNUT, there has been a fair attempt by trade unions to fight for employees' right, while encouraging and supporting the members to have income generating activities in addition to the regular employment. Secretary General, KUPPET observed that largely trade unions have succeeded in ensuring employees are given just and favourable conditions of work in the institutions. According to Secretary General of KUPPET, trade unions participate actively and positively in pushing for better pay and promotion for lecturers. Similar views were given by Secretary General, KUDHEIHA who observed that KNUT is directly concerned with their representative in developing policies that run the sector such as discussing the development and review of Education Act. This further shows that trade unions are highly regarded at TVET institutions. This agrees with Cote (2013), who indicates that trade unions try to defend their member's right to work and are supportive of both macro and micro economic policies that would be conducive to high employment.

Trade unions are agencies for securing legislative protection for workers from the government by acting in accordance with existing laws and regulations, the rules of the union and good industrial relations practice; liaising with and seeking advice and assistance from the appropriate full-time trade union officials (Beardwell & Claydon, 2007).

(b) Favourable conditions of work

Other respondents stated that largely trade unions succeeded in ensuring employees are given just and favourable conditions of work in the institutions. A number of other respondents reckoned that that better terms have been realized through Collective Bargaining Agreements. Secretary General of KUPPET observed that to a large extent trade unions have succeeded in ensuring employees are given just and favourable conditions of work in the institutions. According to Secretary General, KUDHEIHA, there is no increment of pay that has come easily without the intervention of trade unions. For example, KNUT has organized for strikes to force Teachers Service Commission to increase salaries that have been sustained by cases in court that KNUT has won. This further corroborates the views from Secretary General, COTU, who observes that KUPPET has succeeded in participating in coming up with collective bargaining agreement, since there has been implementation of its suggestions. This has touched on pay, promotions and other benefits like house, medical, hardship and travel allowances. Employees' rights are conferred on workers and their organizations taking into consideration their special role and the need to protect them from extreme abuse and exploitation in the hands of profit-conscious employers often backed by a collaborative state (Adewumi, 2012). This is further supported by ILO. Trade unions protections of employee's rights are embedded in conventions and recommendations of the International Labour Organization (ILO) as well as the national legislation. The employees' struggles, based on the need to secure certain measures of dignity for workers, have also assisted in conceding some rights to workers. The need for these rights is reinforced by Articles 23 and 24 of the United Nations Universal Declaration of Human Rights of 1948. Article 23 says:

“Everybody has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented if necessary by other means of social protection. Everyone has the right to form and join trade unions for the protection of rights (cited in Committee for Defence of Human Rights (CDHR) 1996, Annual Report, 113)”. On its part, Article 24 reads: “Everyone has the right to rest and leisure, including, reasonable limitation of working hours and periodic holidays with pay.”

This disagrees with ILO (2006), which states that in the absence of effective protective mechanisms from trade unions, job insecurity can grow relative to countries where such procedures have not been pursued.

4.8.3 Influence of Management of Collective Bargaining On Productivity In TVET Institutions

Secretary General, COTU was of the views that KUPPET has succeeded in participating in coming up with collective bargaining agreement, since there has been implementation of its suggestions that covered issues such as pay, promotions and other benefits that include housing, medical cover and both hardship and travel allowances. COTU ensures that collective bargaining agreements include favourable terms and conditions of work such as proper social protection, enshrining workers rights and providing opportunities for dialogue. According to Secretary General, COTU, KUPPET participates in coming up with collective bargaining agreements.

Challenges faced by the government

Regarding challenges the Government encounter in an effort to meet the requests set by trade unions the following themes emerged.

(a) Funding

Inadequacy of funding from the government to meet all the demands and requests made by trade unions was cited as a challenge. In the case of KUPPET, the Government always claims that there are not enough funds and subsequently it is not factored in the national budget.

(b) Stakeholders not honouring promises

Inability by the Government to honour promises and its unwillingness to implement the collective bargaining agreement was cited. According to Secretary General, KUDHEIHA, KNUT has in the past won cases in court in terms of earnings increments but teachers have not received the pay increment. Secretary General, TUC observed that most employers came to dialogue unwillingly while according to Secretary General, KUDHEIHA, during negotiations, comparing teachers and civil servants in terms of pay as a pretext of blocking salary increment for them. Subsequently, there are instances when the civil servants are given salary increment but teachers are left out. According to Secretary General, TUC

‘When COTU demanded for raising of minimum wage for employees in 2016, the Government declined to do so on the labour day of May. However, it made a promise to do so in 2017’

Secretary General, COTU opined that the Kenyan Government is not committed to honouring salaries and wages increment citing the agreement made between TSC, KNUT and KUPPET in 2014 that led to a 50 to 60 percent increment in salaries. Civil servants have higher benefits compared to teachers leading to in-equality and subsequent low productivity. According to Principal Secretary, State Department of Science and Technology views, Government shows no commitment to matters related to employees’ working conditions such as minimum wages, promotions and salary increments. Director, TIVET observed that the Government is reluctant to implement matters related to employees’ working conditions unless when the trade unions organize a strike or industrial unrest. The informant observed that the Government has never had a scheme of service for TVET lecturers but it treats them

inferior than their counterparts in primary and secondary despite their working conditions. For illustration, the TVET lecturers in addition have two professional certificates; that is the teaching and their areas of specialization; the Government pays for the teaching profession but ignores the professional certificate. In conclusion, the qualitative responses showed that though the trade unions agitate for better working terms for their members in primary, secondary and TVET lecturers, the Government has been reluctant to harmonize the pay packages with other professionals in the public service.

These challenges agrees with Shapiro, 1978; Mitchell, 1988; Kearney and Carnevale, 2001 cited in Gichaba, (2013), who states that trade unions can bargain for wage increases for their members, but public sector wages are limited by budgets and by public opinion. Pencavel (2009 cited in Gichaba, 2013), argues that elected leaders of trade unions negotiate with employers on behalf of ordinary members of the union for better working conditions. This disagrees with Le Queux and Peetz (2013), who states that trade unions should solve global job crisis so as to remake social relations to the benefits of workers. Gichaba (2013) also indicates that the employer is expected to recognize the trade union as properly constituted and sole labour organization that can represent the interest of workers.

Response by the Government to Trade Unions demands

Regarding Government's response to matters related to employee's working conditions such as minimum wages, promotions and salary increments the following themes emerged.

(a) Setting minimum wage

The government makes an effort to respond to workers complaints about wages, promotions and salary increments. This is evidenced by setting up of the; a) salaries and remuneration commission to harmonize salaries in public sector and b) minimum wage during labour celebrations every first of May. However, there is need for more effort in improving terms and conditions of employment. This corroborates with Gichaba (2013) who indicates that trade unions achieve a wage differential over non-

union workers. Trade unions raise minimum wage in conjunction with the government because this is one of their goals and a major reason that employees seek collective bargaining.

(b) Discrimination on implementation of salary increments

Some respondents observed that there was discrimination of teachers when it came to salary increments. As one respondent stated, “Teachers have always been compared with civil servants in terms of pay. When it comes to salary increment, they are equated with civil servants to block salary increment. According to Secretary General, COTU:

“There are instances when the civil servants are given salary increment but teachers are left out. When it comes to promotions, those teachers with postgraduate degree are given three yearly increments but later stopped; why; - because teachers are graduating at high numbers than expected.”

Secretary General, COTU showed that though KUPPET negotiated for teachers in TIVET institutions to be upgraded to the next job group this need has not been met by the Teachers Service Commission.

(c) Indifferent to call for salary increments

According to Secretary General, TUC the national Government is not keen on workers welfare while most decisions that are made are political. Secretary General, COTU opined that the government has more often ignored the plight of TVET employees’ working conditions evidence by slow promotions, lack of salary increment due to lack of budget allocation or politicization of salary increment. Responses indicated that the national Government regularly ignores workers welfare and politicizes the process; for example demand by COTU for minimum wage increment for employees in 2016 was declined but the Government offered to do so on first of May 2017 which is an election year.

(d) Government non-committal to implementation

The Government is reluctant to implement matters related to employees' working conditions unless when the trade unions organize a strike or industrial unrest. The Government has never had a scheme of service for TVET Lecturers but it treats them inferior than their counterparts in primary and secondary. The trade unions agitate for better working terms for their members in primary, secondary and TVET teachers but the Government has been reluctant to harmonize the pay packages with the other professionals in the public service. This is in consistent Akhaukwa *et al.*, (2013), who indicates that absence of good industrial relations environment, especially when promises are not honored, can seriously affect the stability and training programs in technical and vocational colleges. This disagrees with Akhaukwa Maru and Byaruhanga (2013), who states that collective bargaining promotes cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resorting to strike and lockouts.

4.8.4 Influence of conflict management strategies on productivity in TVET Institutions

As for the roles of trade unions and the Government in contributing towards achievement of industrial harmony in TVET institutions in Kenya through conflict management strategies, the following themes emerged: Arbitration, fighting for the better working conditions and conflict management.

(a) Arbitration:-When conflicts arise in place of work, trade unions use arbitration and negotiation process. It ensures each party is represented, accommodated and listened to during conflict management, b) Fighting for better working conditions:-When agitating for better working terms there is always conflict between the employees and the government most of which is harmonised by the trade unions playing a big role in bargaining. Trade unions and government must listen to the cry of employees even regarding issues like Acceptable and Humane payment, Equal Ethnic and gender consideration regarding promotion and transfers. c) Conflict Management:-When it comes to conflict management, KNUT participates within the

limits of memorandum of understanding between the employer and members. Conflicts are reduced when labour laws are followed during conflict resolution. Trade unions always come up with a CBA for four years. Labour relations courts are used positively in solving conflicts between TVET institutions and lecturers. A lot of consultations are done between KNUT and TVET institutions when handling internal conflicts. Each party accommodates one another in the process of conflict management, hence KNUT uses accommodation strategy. KNUT also uses competition strategy especially where it appears that the employer is exerting more influence on employee and in the process leaves out the trade union. When KNUT comes in, then there appears to be a competition between the employer and trade union.

Consultations and representation in Conflict:-Qualitative data revealed that conflict and its management is a continuous phenomenon between the trade unions and the employer. According to Secretary General, KUDHEIHA, consultations go on between KNUT and TVET institutions when handling internal conflicts and in which each party accommodates one another in the process of conflict management, hence KNUT uses accommodation strategy. According to Secretary General, KNUT, when conflicts arise in place of work, trade unions uses arbitration and negotiation processes, ensuring each party is represented, accommodated and listened to during conflict management. Secretary General, KUPPET observed that when agitating for better working terms there is always conflict between the employees and the government most of which is harmonized by the trade unions playing a big role in bargaining. According to Secretary General, KNUT,

‘Trade unions and government must listen to the cry of employees even regarding issues like acceptable and humane payment, equal ethnic and gender consideration regarding promotion and transfers’

KNUT also uses competition strategy especially where it appears that the employer is exerting more influence on employee and in the process leaves out the trade union. When KNUT comes in then there appears to be a competition between the employer and trade union. Secretary General, COTU observed that KUPPET uses conflict

management strategies like accommodation and collaboration to solve conflicts in institutions as when they arise. For example the trade union representatives bring all parties on board (Institutions administration and the concerned lecturer or worker), and help them understand the conflict and then solve it.

On a wider scale, Director, TIVET indicated that COTU uses tripartite set up made up of the Government, employer and trade union's representatives in conflict management. Each party accommodates one another when listening to the conflict at hand. Conflicts are reported to trade union through Industrial relations officer who intervenes with employers in cases where members are registered or refer to labor commissioner in case they're not members of a trade union. If conflict persists without being sorted through this channel, it is referred to the Industrial court. COTU's capacity to deal with conflict is vested in industrial relations officers and several experts on conflict resolutions. It also lies in its rich background of labour laws which help to judge the case (s) whether they are genuine or not. Director, TIVET observed that when conflicts arise in place of work, trade unions use arbitration and negotiation process, and negotiate with employer. It may also go to court when there is no agreement during a conflict.

These findings agree with Costantino, 1996; ACAS, 2006; Ridley-Duff and Bennett, 2011 cited by Bennett (2014), who state that managing conflict in the workplace is acknowledged as a key challenge for all organizations. As observed by Uchendu, Anijaobi and Odigwe (2013) cited by Longe (2015), since conflict is unavoidable in organizations, its management determines whether it will generate positive or negative effect on the productivity. These findings are consistent with Thomas-Kilmann Conflict Mode Instrument (TKI) model developed by Thomas (1976) cited by Longe (2015), which is based on a five-category scheme for classifying interpersonal conflict-handling modes: These are avoidance, accommodation, competition, compromise and collaboration. Trade unions in TVET Institutions use accommodation, competition and collaboration strategies to solve conflicts. This agrees with Ben-Yoav & Banai, 1992 cited by Longe, (2015), who conducted several studies which supports the validity of the TKI Model. According to their studies, the accommodation strategy believes that no amount of sacrifice is too much to allow

peace to prevail. It is a comforting technique which involves submission and conciliation. The competition strategy involves the survival of the fittest and win-lose method. It does not take the other party into consideration. Collaboration strategy is a win-win approach whereby parties to a conflict are prepared and willing to satisfy each other demands fully. This disagrees with Ford (2007) cited by Longe (2015) who came up with a four-way process which includes assessment and inquiry, design, implementation and evaluation aimed at achieving effective and objective conflict decision in the workplace. This integrative approach is employed to encourage management to satisfy the needs of stakeholders in the resolution of conflict. Fajana and Shadare, 2012 cited by (Longe, 2015), also disagrees by stating that collective bargaining approach has been suggested as the approach for managing trade union-management conflict in firms. The strategy is internationally accepted as the legal instrument by which employees and management settle conflicts arising from employment contracts.

Descriptive analysis of the influence of conflict management on productivity shows that trade unions borrow from the conflict management theory to handle conflict in TVET institutions. In this approach, five conflict management styles: collaborating (high concern for self and other), compromising (moderate concern for self and for other), competing (high concern for self, low concern for other), accommodating (low concern for self and high concern for other) and avoiding (low concern for self and low concern for other) are all used to different extents at the TVET institutions.

4.8.5 Moderating Influence of High Performance Work Practices on Productivity in TVET Institutions

On the influence of High Performance Work Practices on productivity in TVET Institutions the following themes emerged: a) facilitation learning: b) Support for performance measurement.

a) Facilitating Learning:- According to Secretary General, KNUT, trade unions play a role in enhancing high performance work practices in TVET Institutions such as organizing trainings sessions or workshops in conjunction with TVET institutions

that are aimed at sensitizing their members on emerging issues like introduction of new technology. Secretary General, KUPPET further stated that Trade unions contribute to high performance practices like insisting that employees' training. In furtherance of training, currently the Government is sponsoring trainings purely on technical areas such as electrical and electronics, building and civil engineering, automotive engineering, mechanical engineering and institutional management. Secretary General, KUDHEIHA, opined that KNUT carries out induction courses for new lecturers, campaigns on issues like gender based violence, socio-economic activities like encouraging lecturers to form co-operatives, buy plots, and initiate benevolent education funds.

b) Support for Performance Measurement

On the contribution of performance contracting, Secretary General, KUDHEIHA observed that KNUT is not against performance contract but the parameters used should be achievable. The informant observed that

‘KNUT advocates that, the employer should consider different challenges and environment that lecturers face in their institutions. Lecturers should be given necessary tools that enable them to deliver their services’.

According to Secretary General, COTU, KUPPET is involved in extra training, as well as participating in result oriented appraisal; for example where it was involved in designing the appraisal form that is currently being used by Teachers service commission. Director, TIVET pointed out that COTU contributes to high performance work practices, through extensive training. The education department at COTU trains employees on their rights and obligations focusing on shop stewards. The ordinary member training is conducted with an aim of leading to a responsible worker who co-operates with employer. This in turn leads to higher productivity. Therefore, any work place with a need to maintain desirable labour relations has to carry out training which enhances high productivity.

c) Role of HPWP in Harmonizing Productivity Expectations

According to Director, TIVET, It is in the employees' domain that the unions cannot agitate for better terms yet the employees are not delivering. But it's also important to note that the employer must also contribute towards high performance and productivity by ensuring that the welfare of the workers is taken care of with or without unions. Views from Director, TIVET showed that trade unions contribute to high performance work practices like insisting employment of more teachers, organizing in-service or workshops in conjunction with the employer, encouraging teachers to further their education and produce desirable grades. The informant observed that the Government is currently sponsoring trainings on technical areas that include electrical and electronics, building and civil engineering, automotive engineering, mechanical engineering and institutional management. However secretarial courses, information communication technology, accounting, community development and social work and other related business courses are ignored.

This agrees with Black and Lynch, 2001; Levine and Tyson, 1990 cited by Gill *et al.*, (2013), who state that trade unions contribute to the effective implementation of HPWP. Employees are more prepared to participate in employee involvement programs like training when they feel the union will offer job security. This is consistent with Gill (2009, cited by Gill *et al.*, 2013), who states that trade unions play a positive role in enhancing productivity through facilitating the implementation of High Performance Work Practices. For example, trade unions play an important role in removing many of the barriers to the adoption of HPWP by advocating long-term investment in change like extensive training that is positive for the firm (Freeman & Medoff, (1984) cited by (Gill *et al.*, 2013).

These findings are consistent with, Sun *et al.*,(2007) cited by Muduli, (2015), who devised a revised instrument titled high-performance human resource practices to measure HPWS. The instrument consists of 29 items which are grouped under 10 sub headings such as selective staffing, extensive training, internal mobility, employment security, clear job description, result-oriented appraisal, incentive reward, participation, teamwork and flexibility. This disagrees with Pfeffer, (1995) cited by

Muduli, (2015) who came up with Pfeffer's model. This is among the multiple measurements used for measuring HPWSs. The Pfeffer model originally included 16 practices but was reduced to seven (Pfeffer, 1998): job security, selective hiring of new personnel, autonomous teams and the decentralization of decision-making as the core to organizational design, a comparatively high salary depending on results, extensive training, a lessening of distinctions, and a substantial participation from the different departments in the company in financial information and results. This disagrees with Bryson, Forth, & Laroche, 2011) cited by (Gill *et al.*, 2013) who states that there is evidence that some managers regard trade unions as hindrances to workplace performance. This has resulted in union suppression, substitution and avoidance.

4.8.6 Productivity

Regarding what trade unions should do to enhance productivity the following themes emerged:- Enhance staff professionalism through training, push for enactment of laws; provide all the necessary tools to the lecturers and awarding employees, setting clear objectives, managing exams, managing of teachers and students' discipline, supporting curriculum implementation.

According to Secretary General, KNUT and Secretary General, TUC, to enhance productivity, there is a need to enhance staff professionalism through training. These views corroborate with Secretary General, COTU who opined that, in order to enhance productivity, trade unions should push for Continuous Professional Development (CPD) in the areas of teaching and training. Lecturers should instil discipline in their students, while workshops should be held at branch level to sensitize lecturers so that they avoid being victims of indiscipline for example absenteeism, desertion of duties, failure to set and mark exams. In addition, they should be sensitized on employment policies, and on issues that affect their health and productivity in their workplace for example HIV/AIDs, drugs addiction. Furthermore, there should be timely provision of adequate tools and equipment by Ministry of Education, Science and Technology.

According to Secretary General, TUC, COTU influence productivity since it participates through training committees which give their views on how employees can further be trained to enhance their productivity. Similar views were obtained from key informant Principal Secretary, State Department of Science and Technology, who observed that trade unions influence employee's productivity, for example, through introduction of scheme of service for the employees and also setting of goals. It also assists in the management of programs involving various target groups of the institutions through Collective Bargaining Agreements (CBA) that also caters for progressions in all areas such as professionalism and academic. Secretary General, TUC opined that trade unions should do more training on employees' rights and roles in their workplace and a more adherence towards the CBA. There is need to provide trainers with uniform, and risk allowances while on duty too. Principal Secretary, State Department of Science and Technology opined that in order to enhance productivity; the unions should continue to agitate for more and more and with greater improvement on CBAs because CBAs caters across in almost each all areas. These findings agree with Addison and Barnett, 1982; cited in Bryson *et al.*, (2011), who indicates that by providing employees with an avenue of expressing discontent, trade unions can reduce turnover and absenteeism; this benefit the workplace because turnover can reduce productivity through a direct loss of organizations specific training.

According to Secretary General, KUPPET trade unions should push for enactment of laws that allow employees to participate in curriculum development implementation, staff promotions and improving working environment for the lecturers. This agrees with Khan *et al.*, (2011), who indicate that at organization level, trade unions can participate in the organization's productivity improvement efforts by helping to create the organization policies and structures that will guide and facilitate productivity improvement, and helping their members directly to participate in the productivity improvement programs of the organization.

In addition, responses from Secretary General, KUDHEIHA showed that TVET institutions should provide all the necessary tools to the lecturers and on time. KNUT should champion for favourable working environment for employees through

provision of adequately trained staff, quality tools, and quality working environment. Secretary General, KNUT also indicated that there is need to provide trainers with uniform, and risk allowances while on duty. This corroborates with Olatunji, 2004 cited by Gichaba, 2013), who states that favourable working environment, attractive salary package, participative management and regular promotion are the main factors influencing workers to exhibit high productivity.

According to Director, TIVET, productivity can be enhanced if principals of TVET institutions award trophies, cash, certificates and recognition to employees who enhance academic, sports, athletics, drama and music festivals' performance in their institutions, during education and prize giving days. Trade unions should ensure employees in TVET institutions are paid higher salaries commensurate with semi developed countries like Kenya. The need to use reward in TVET Institutions, is in agreement with Koretz (1995) cited by Haenisch (2012), who states that insufficient rewards can lead to low productivity.

Secretary General, KNUT showed that trade union influences productivity by giving and managing exams, managing of teachers and students' discipline, through timely attendance to allocated duties and in setting targets. Views from Secretary General, KUPPET showed that trade unions influence productivity by supporting curriculum implementation for example through performance appraisal and supervisory responsibilities. According to Secretary General, COTU trade unions do contribute to productivity. For example, KUPPET participated in the designing of appraisal form that is currently in use. According to Director, TIVET, trade union influences productivity by supporting the use of performance appraisal (as long as it's not used as a tool to discipline teachers), giving and management of exams, management of teachers and students' discipline, timely attendance to allocated duties and setting targets, and coverage of lost time (through make up lessons). This agrees with Republic of Singapore (2011), cited by (Mihail, Links, & Sarvanidis, 2013) who indicates that labour productivity is defined as value added per worker, and is the most common measure of productivity. It reflects the effectiveness and efficiency of labour in the production of goods and provision of services. These findings also agree with the Ministry of Educations' teachers performance appraisal and

development tool (TSC/TPDAD/01), which indicates the following as indicators of employees productivity: Curriculum implementation, curriculum evaluation (Evaluation and monitoring of students academic performance), performance of administrative and supervisory responsibilities, managing student's discipline, organizing and supervising student's co-curricular activities, time management and setting targets (Government of Kenya, 2015).

These findings are also consistent with the Republic of Singapore (2011), cited by (Mihail, Links, & Sarvanidis, 2013) who confirms that productivity can be measured by a) measures of Output: Output can be in the form of goods produced or services rendered, b) Measures of input: Input comprises of the resources used to produce output. The most common forms of input are labour and capital. Labour refers to all categories of employees in an organization, for example, in TVET Institutions, and includes principals, deputy principals, lecturers, secretaries, accountants, nurses and other employees. c) Intermediate Input: Major categories of intermediate input include materials, energy and business services offered by employees.

To improve productivity, Secretary General, KNUT, suggested that clear objectives should be formulated in two ways, that is, objectives for fighting for workers' rights, and for enhancing staff professionalism, production and ethics. This agrees with Leonard (2000), cited by Haenisch (2012), who noted surveys indicating that less organizational bureaucracy, a greater sense of purpose, clear goals, and being able to see results were essential to productivity. The informant observed that the government should provide an insurance cover for employees. This is because the working environment is characterized with risky machines which can affect the health of the lecturers and other employees. The trade unions should recognize TVET trainers as professionals and push for scheme of service for the lecturers as well as agitate for training and development for all trainers in order to meet the prevailing technological and economical levels in the world.

Secretary General, KUDHEIHA observed that trade unions influence productivity though the influence can be positive or negative. This corroborates with Hirsch (1997) cited by Khan and Khan, (2011) who concluded from many studies that there

are both negative and positive effects of unions on productivity. Other studies show negative and positive effects of trade unions on productivity at different places in the same study. It is positive if what (for example, working tools) the trade Union is pursuing for, on behalf of teachers, is provided on time. It is negative if necessary working tools are not provided on time. As a result, teachers will give minimum effort or teach theoretically. This also agrees with Fashoyin (1997) cited by Khan *et al.*,(2011) who is of the opinion that in Japan the productivity improvement movement has had a much greater influence and trade unions were an important party to the productivity improvement campaign. Human Rights Watch (1998) cited by Khan *et al.*, (2011) quoted a study of ILO, which showed that productivity in Malaysia is higher in firms where the employees are organized in industrial unions than in non-unionized organizations.

4.9 Discussion

The following section presents the discussion as per each study objectives in greater details. It combines a synthesis of findings under descriptive, inferential and qualitative findings.

4.9.1 Employees' Participation on Productivity

On the influence of Employees Participation on Productivity, the study findings show that members have confidence in the trade unions, but those TVET institutions that had resident trade unions officials had more participation from members. This is because the trade union representatives facilitates employee's input in establishing policy and procedures in their institutions. The study further showed that TVET management regards the view of the union when discussing issues affecting employees in the institutions. Trade unions also participate actively and positively in establishing policies, in pushing for better pay and in fighting promotion for lecturers and in discussing the development and review of Education Act and are highly regarded at TVET institutions. Empowerment of workers' participation in trade unions has a positive effect on productivity in the education sector too. This is further seen through the mediating role played by trade unions in resolution of employees'

problems, in their collective voice, in their voting for the unionization, in vying for posts of their choice in the trade unions during election time and in attendance and speaking at trade unions' meeting, which they do voluntarily. The trade unions protection for employees' rights is a motivator for the staff members to be active in their trade union. The study reveals the employees active participation too who pay their dues regularly and in time through check off system. There is a positive linear relationship between Employees and Productivity and thus null hypothesis that employees' participation has a no statistically significant influence on employee's productivity in TVET Institutions in Kenya is false and therefore rejected.

4.9.2 Influence of protection of employee's rights

On the influence of trade union's protection of employee's rights on employee's productivity in TVET Institutions in Kenya, the study findings show that trade unions contribute to reduction of discrimination at work place and also safeguard the right of employees to fair hearing during appeals after unfair dismissal. They also attempt to fight for employees' right and ensure employees are given just and favourable conditions of work in the institutions. The trade unions efforts contribute to the value that TVET institutions give to on-job training for new tasks. The study further concludes that due to efforts by trade unions, employees in TVET institution are given just and favourable conditions of working that include equal pay for equal work. The study further revealed that trade unions have participated in coming up with collective bargaining agreements that touch on pay, promotions and other benefits like housing, medical-cover and hardship allowance, travel allowances, right to rest and leisure, right to reasonable limitation of working hours and accessing allowance for paid periodic holidays. In addition, the study concludes that due to efforts of the trade unions employees in the institution are allowed to form and join unions for the protection of their rights. The study also concludes that trade unions efforts contribute to on-job training for new tasks while supporting requests for management to renew contracts of contracted employees, in ensuring staffs are confirmed immediately after the probation period, supporting reduction of unethical retrenchment in the TVET institutions and play a critical role in championing for continued improvement of job security within TVET institutions. Trade unions also

encourage staffs to join retirement benefits scheme. Trade unions have also led to increased job benefit in TVET institutions and play a role in promoting job security for employees. The study established a positive linear relationship between protection of employee's rights and productivity, therefore the null hypothesis that protection of employee's rights has no statistically significant influence on productivity in TVET Institutions in Kenya is false so it is rejected.

4.9.3. Influence of management of collective bargaining

On the influence of management of collective bargaining on productivity in TVET Institutions the study findings revealed that trade unions play a role in the improvement of employees' working conditions through negotiation on such issues as better terms and services for members, participate in general social-economic welfare and in strategic direction and policies setting at TVET institutions. Trade unions ensure promotion and salary increase for its members and that the members are granted both job security and appropriate leaves. They also ensure that job contract provides for probation and legal tenure of employment and that that demotions and transfers are legal. They also ensure that job termination, classification and overtime and management rates rights are observed and that TVET institutions emphasize about education and training of their members. Trade unions in TVET institutions promote cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relation issues without resulting to strikes and lockouts. They are also involved in the monitoring the terms and conditions of employment and in offering a collective voice over such issues such as pay, working hours, holidays and in improvement of staff's medical benefits. They also fight for recognition and awarding of staff based on merit while monitoring against unfair work practices. They enable identification of disputes, complaints, grievances and disciplinary procedures at an early stage, which is a proactive role in conflict management. They also encourage collaboration whenever a conflict arises at the place of work.

The study also revealed a positive linear relationship between management of collective bargaining and productivity, which means that the null hypothesis that stated that management of collective bargaining terms no statistically significant influence on productivity in TVET Institutions in Kenya, is false and therefore rejected.

4.9.4 Influence of conflict management strategies

On the Influence of conflict management strategies on productivity in TVET Institutions, the study revealed that to a significant extent trade unions avoid conflict whenever possible while majority are accommodating when it comes to conflict management. However, they are at times that trade unions are competitive during conflict management but they play an important role in collective bargaining. The study also revealed that in most of TVET institutions, management facilitates union's operation and in most of TVET institutions management has a favourable attitude towards the trade unions. There is a cordial relationship between the trade unions and the management to a significant extent. The study further revealed that during conflict, parties (employer and employee) negotiate in good faith while trade unions encourage compromise during labour conflict management. The study further reveals that that the roles and capacities of trade unions towards achievement of industrial harmony are great in that they bring the employee and the employer together. The study also showed that during mass action and when called upon by the trade unions, members voluntarily support it. When conflicts arise, trade unions attend arbitration and negotiation process ensuring that each party is represented, accommodated and listened to. The study established a positive linear relationship between conflict management strategies and productivity which means that the null hypothesis that stated that conflict management strategies have no statistically significant influence on productivity in TVET Institutions in Kenya is false and therefore rejected.

4.9.5 Moderating Influence of High Performance Work Practices

On the Moderating Influence of High Performance Work Practices on productivity in TVET Institutions the study revealed that trade unions play a role in enhancing both collective and individual voice at TVET institutions in Kenya and are concerned with effective communication infrastructure at the institutions. Most trade unions support the principle of adequate compensation for equal job principle while advocating for flexible job assignments. Most trade unions advocate for workplace security and safety at TVET institutions while they are also concerned with transformational leadership. Trade unions are enhancing high performance work practices in TVET Institutions through organizing trainings sessions and workshops in conjunction with TVET institutions, sensitizing their members on emerging issues such as new technology, induction courses for new lecturers, campaigns on issues like gender based violence, socio-economic activities like encouraging lecturers to form co-operatives, buying plots, and initiation of benevolent and education funds. The study further reveals there is a positive linear relationship between moderating influence of high performance work practices and productivity which means that the null hypotheses that states High performance work practices has no statistically significant moderating effect on the relationship between trade unions and productivity in TVET Institutions in Kenya is false and thus rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings of the study, discussions and conclusions. It then outlines the recommendations derived from the findings.

5.2. Summary of Findings

The following section presents a summary of findings.

5.2.1 Influence of Participation on Productivity in TVET Institutions in Kenya

In TVET institutions, employees have high confidence in the trade unions and they regard membership to trade unions as the norm. The presence of a union representatives in the TVET institution enable employees' input in developing the strategic direction of the union thus promoting more participation from members. In most of the institutions, the management regards the view of the union when discussing issues affecting employees. The presence of trade union representatives in a TVET institution facilitates employee's input in establishing policy and procedures in their institutions. Trade unions do participate actively and positively in establishing policies, pushing for better pay and promotion for lecturers and in discussing the development and review of Education Act and are thus highly regarded at TVET institutions.

In majority of TVET institutions, empowerment of workers participation in trade unions has a positive effect on productivity and efficiency in the education sector, which is enhanced by the collective voice through the trade union's representative within the institution. In most of the TEVT institutions, trade union solves employees' problems by talking to management meaning that trade unions play a mediating role in resolution of employees' problems. The trade unions are also able to organize protected strikes when their employer does not honour collective

agreement. The positive attitude of the members on their trade union leads to their higher participation through voting for the unionization, and in which most of respondents vie for posts of their choice in trade unions during election time. Most respondents are motivated and do voluntarily participate because the trade unions do protect the workers' rights and allows them to speak freely especially during union meetings. They also pay their dues regularly and in time through check off system thus ensuring the trade unions are able to finance their activities. However, there is a significant weakness of trade union movement in education sector due to intimidation by management. There is a positively linear relationship between employees' participation and Productivity and therefore null hypothesis that employees participation has a no statistically significant influence on employee's productivity in TVET Institutions in Kenya is false and rejected.

5.2.2 Influence of Protection of Employee's Rights on Productivity in TVET Institutions in Kenya

In most of the TVET institutions trade unions contribute to reduction of discrimination at work place through negotiations with management aimed at safeguarding the right of employees. They facilitate fair hearing during appeals after unfair dismissal, or request management to renew employees' contracts. In most of TVET institutions trade union are important in reducing unfair treatment at work place such as unethical retrenchment. They also ensure that staffs are confirmed immediately after the probation period while championing for continued improvement of job security. The trade unions efforts contribute to the value that TVET institutions give to on-job training for new tasks. To a significant extent, trade unions support transition of employees from contract to permanent pensionable terms. They also make a fair attempt to fight for employees' rights and ensure employees get just and favourable conditions of work, ensures justified equal pay for equal work plus a right to rest and leisure and a right to enjoy reasonable limitation of working hours, including accessing allowance for paid periodic holidays for employees where applicable.

TVET institutions encourage and support members to have extra income generating activities. Trade unions are also important in encouraging staffs to join retirement benefits schemes and in enhancing increased job benefits. Normally pay increment does not occur without trade union intervening through coming up with collective bargaining agreements that touch on pay, promotions and other benefits like housing, medical cover, hardship allowance and travel allowances. However, there are several challenges that trade unions face in their effort to meet their goals which includes reluctance on the part of the Government to honour its part in the bargain. Nonetheless, trade unions have succeeded because better terms have been realized through CBAs. In most situations, trade union efforts enable employees in the institutions to form and join unions for the protection of employees' rights. There is a statistically significant relationship between protection of employee's rights and productivity, therefore the null hypothesis that protection of employee's rights has no statistically significant influence on productivity in TVET Institutions in Kenya is false and therefore rejected.

5.2.3 Influence of Management of Collective Bargaining on Productivity in TVET Institutions in Kenya

To a significant extent, trade unions play a role in the improvement of employees' working conditions while ensuring promotion and salary increase for members. They are involved in negotiating with employer for better terms and services for members while ensuring job security, demotions and legality of transfers for members. They also ensure employees get appropriate leaves, that job contract provides for probation and there is legal tenure of employment. They also ensure observation against illegal job termination, jobs' classification and overtime and work-rate rights. They also fight for recognition and awarding of staffs promotion, based on merit. Majority of trade unions in TVET institutions emphasize about education and training of their members and in the improvement of staff's medical benefits. They also promote cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relation issues without resulting to strike and lockouts. They enable identification of disputes, complaints, grievances and disciplinary procedures at an early stage, which is a proactive role in conflict

management. They are involved in the monitoring the terms and conditions of employment and in offering a collective voice over such issues such as pay, working hours and holidays, and also the way in which individuals are treated in such aspects as employment, redress of grievances, discipline and redundancy while monitoring against unfair work practices. The study established a statistically significant relationship between management of collective bargaining and productivity, which means that the null hypothesis that trade unions management of collective bargaining terms no statistically significant influence on productivity in TVET Institutions in Kenya, is false and thus rejected

5.2.4 Influence of Conflict Management Strategies on Productivity in TVET Institutions in Kenya

When it comes to conflict management, trade union in TVET institutions plays an important role in collective bargaining while avoiding conflict and are accommodating whenever possible. When conflicts arise in place of work, trade unions attend arbitration and negotiation process ensuring that each party is represented, is listened to and is accommodated. Trade unions and government must listen to the cry of employees on issues such as acceptable and humane payment, equal ethnic and gender consideration and regarding promotion and transfers. However, they get competitive during conflict management at times. In most of TVET institutions, management has a favourable attitude towards the trade union and facilitates the union operations. Management also shares information freely with trade union meaning there is a cordial relationship between the two to a significant extent.

During conflicts, parties (employer and employee) negotiate in good faith while trade unions encourage compromise during labour conflict management. The roles and capacities of trade unions towards achievement of industrial harmony is great in that they bring the employee and the employer together through various works committees in the individual institutions, due to togetherness and solidarity. However, most members voluntarily support mass action when called upon by the trade unions. The trade union allows members to report minor issues involving

dispute and complaints to managers while encouraging collaboration whenever a conflict arises at the place of work. They usually participate within the limits of memorandum of understanding between the employer and members and always come up with a CBA covering four years. Labour relations courts are used in solving conflicts between TVET institutions and union members. However, the Government is reluctant in implementing matters related to employees' working conditions until the trade unions organize a strike or industrial unrest. The Government has also been reluctant to harmonize the pay packages with other professionals in the public service.

On a wider scale, COTU uses tripartite set up made up of the Government, employer and trade union's representatives in conflict management. Failure to solve conflict through the channel results in the conflict referral to the Industrial court. The study established a statistically significant relationship between conflict management strategies and productivity which means that the null hypothesis that stated that conflict management strategies have no statistically significant influence on productivity in TVET Institutions in Kenya is false and was therefore rejected.

5.2.5 Moderating Influence of High Performance Work Practices on Productivity in TVET Institutions in Kenya

Trade unions play a role in enhancing both collective and individual voice at TVET institution in Kenya and are concerned with effective communication infrastructure at TVET institution in Kenya. Most of trade union supports the principle of adequate compensation for equal job principle in TVET institutions while majority advocates for flexible job assignments within TVET institution in Kenya. Most trade unions advocate for workplace security and safety at TVET institutions and are concerned with transformational leadership at the institutions. Overall, trade unions play a role in enhancing high performance work practices in TVET Institutions. For example, they participate in organizing trainings sessions and workshops in conjunction with TVET institutions aimed at sensitizing their members on emerging issues such as;- introduction of new technology, induction courses for new lecturers, campaigns on issues like gender based violence, socio-economic activities like encouraging

lecturers to form co-operatives, buying plots, and initiation of benevolent and education funds.

In furtherance of high performance work practices, the study showed that currently the Government is sponsoring trainings on technical areas such as electrical and electronics, building and civil engineering, automotive engineering, mechanical engineering and institutional management. On role of performance contracting, trade unions are not against it but they point out that the parameters used should be achievable. In addition, in recognition of different challenges and environment that lecturers face in their institutions, trade unions advocate that lecturers should be given necessary tools so as to deliver their services. Trade unions contribute to high performance work practices through insisting employment of more teachers, organizing in-service or workshops in conjunction with the employer, encouraging teachers to further their education and encouraging production of desirable grades. The study concludes there is a statistically significant relationship between moderating influence of high performance work practices and productivity which means that the null hypotheses that states High performance work practices have no statistically significant moderating effect on the relationship between trade unions and productivity in TVET Institutions in Kenya is false and was rejected.

5.3 Conclusions

On Employees' Participation, Trade unions participate actively and positively in establishing policies, in pushing for better pay and in fighting promotion for lecturers and in discussing the development and review of Education Act and are highly regarded at TVET institutions, though this better in institutions with a resident union official. Empowerment of workers' participation in trade unions has a positive effect on productivity in the education sector. There is a statistically significant and positively linear relationship between employees' participation and Productivity and thus null hypothesis that employees participation has a no statistically significant influence on employee's productivity in TVET Institutions in Kenya is false and therefore rejected.

On the influence of protection of employee's rights on employee's productivity in TVET Institutions in Kenya, the study concludes that trade unions contribute to reduction of discrimination at work place, safeguards the right of employees to fair hearing during appeals after unfair dismissal and fight for employees' right to ensure they are given just and favourable conditions of work, including equal pay for equal work. The study established a statistically significant and positive linear relationship between protection of employee's rights and productivity, therefore the null hypothesis that protection of employee's rights has no statistically significant influence on productivity in TVET Institutions in Kenya is false so it is rejected.

On the influence of management of collective bargaining on productivity in TVET Institutions the study concludes that trade unions play a role in the improvement of employees' working conditions through bargaining for comprehensive bargaining agreements on pay, promotions and benefits like housing, medical-cover and hardship allowance, travel allowances, right to rest and leisure, right to reasonable limitation of working hours and accessing allowance for paid periodic holidays and in monitoring the terms and conditions of employment. The study established a statistically significant positive linear relationship between management of collective bargaining and productivity, which means that the null hypothesis that stated that trade unions management of collective bargaining terms no statistically significant influence on productivity in TVET Institutions in Kenya, is false and therefore rejected.

On the Influence of conflict management strategies on productivity in TVET Institutions, the study concludes that during conflict, parties (employer and employee) negotiate in good faith while trade unions encourage compromise during labour conflict management. When conflicts arise, trade unions attend arbitration and negotiation process ensuring that each party is represented, accommodated and listened to. The study established a statistically significant positive linear relationship between conflict management strategies and productivity which means that the null hypothesis that stated that conflict management strategies have no statistically significant influence on productivity in TVET Institutions in Kenya is false and therefore rejected.

On the Moderating Influence of High Performance Work Practices on productivity in TVET Institutions the study concludes that trade unions are enhancing high performance work practices in TVET Institutions through organizing trainings sessions and workshops in conjunction with TVET institutions, sensitizing their members on emerging issues such as new technology, induction courses for new lecturers, campaigns on issues like gender based violence, socio-economic activities and initiation of benevolent and education funds. The study concludes there is a statistically significant positive linear relationship between moderating influence of high performance work practices and productivity which means that the null hypotheses that states High performance work practices have no statistically significant moderating effect on the relationship between trade unions and productivity in TVET Institutions in Kenya is false and thus rejected.

5.4 Recommendations

The study recommends that employees at TVET should be encouraged to become members and be active participants in their institutions. Every TVET institution should have a trade union official representative. TVET Institutional Heads should always avoid any intimidation activities towards union officials since the trade union is important in reduction of unfair treatment at work place. TVET institutional heads and Ministry of Science and Technology officers should always seek to work harmoniously with trade unions instead of competing in order to enhance productivity of lecturers and other members at the TVET institutions. TVET institutional heads and the ministry officials should tap into the influence of trade unions to achieve organizational goals at TVET institutions and thereby enhance productivity. Both Trade union leaders and TVET institutional heads should harmonize trade union goals with those of TVET institutions so as to enhance the productivity. Ministry of Science and Technology officials should use trade union structures to enhance productivity of lecturers and other staff members at the TVET institutions.

5.5 Areas for Further Research

The study suggests further research into the effect of trade unions in policy formulation in the ministry of education science and technology. The study further suggests an influence of trade unions on TVET curriculum reforms, the influence of trade unions on strategic human resource management in the TVET institutions and the role of trade unions in the strategic orientation of technical and vocational training in Kenya. It also suggests investigation into the effect of trade union movement in the growth of technical education in Kenya and the role of trade unions in the Human Resource Development in the TVET institutions. The study also suggests an investigation into the influence of trade unions in entrenchment of high productivity work place practices in the TVET institutions and a study into the role of trade unions on the working environment of unionisable staffs in technical institutions in Kenya. The study further suggests research into the influence of trade unions in the organizational communication practices at technical education institutions and in the resolution of labour conflicts in these institutions. The study also suggests an investigation into the influence of trade unions on transformative leadership programs in TVET institutions within a changing education context in Kenya.

REFERENCES

- Aarabi, M., Subramaniam, D., Almintisir, A., & Akeel, A. (2013). Relationship between Motivational Factors and Job Performance of Employees in Malaysian Service Industry. *Asian Social Science Journal*; 9(9), 1911-2017.
- ACAS Organization. (2008). Employee Representatives: Challenges and changes in the workplace. *Acas Policy Discussion Papers* , 1-6.
- Achur, J. (2010). *Trade union Membership 2010*. Retrieved from Gov.uk: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32191/11-p77-trade-union-membership-2010.pdf
- Adewumi, F. (2012). The Global Economy, Trade Unions and The Protection of Workers' Rights in Nigeria. *The Journal of Labor and Society*, 15, 529–547.
- Akhaukwa, P. J., Maru, L., & Byaruhanga, J. (2013). Effect of Collective Bargaining Process on Industrial Relations Environment in Public Universities in Kenya. *Mediterranean Journal of Social Sciences* .
- Anyim, F., Ilesanmi, A., & Alaribe, J. (2013). Diminishing and Disappointing Role of Trade Unions in the 21st Century: The Nigerian Experience. *International Journal of Management Sciences*, 1(2), 58-66.
- Aroge, S. (2011, November). Productivity Improvement and Corporate Survival: Challenges to Trade . *International Journal of Business Administration*, 2(4), 136.
- Beardwell, J., & Claydon, T. (2007). *Human resource management: a contemporary approach*. New York: Pearson Education.
- Bennet, T. (2014). *Do learning partnerships reduce conflict in the workplace*. Liverpool: IROWE Lancashire Business School.

- Bennett. (2010). Do union-management learning partnerships reduce workplace conflict? *Employee Relations*, 36 (1), , 17-32.
- Berman, J. (2013). Utility of a Conceptual Framework within Doctoral Study. *Issues in Educational Research*, v23 n1 , 1-18.
- Bernardin, H. J. (2010). *Human resource an Experimental Approach 5th edition*. Boston: Mcgraw Hill.
- Best, J., & Khan, J. (2006). *Research in Education*. New York: Pearson/Allyn and Bacon.
- Blanchflower, D. G., & Bryson, A. (2009). Union Decline in Britain,. *CEP Discussion Paper No. 864* .
- Bos, B. V. (2014, March 3rd). *The Impact of Employee Voice on Innovative Behaviour Mediated by Effective Commitment*. Retrieved from essay.utwente: <http://essay.utwente.nl/64673/1/VandenbosBAHRM.pdf>
- Bryden. (2008). Police performance and activity measurement. *T rends and Issues in Crime and Criminal Justice Series, No. 180* , 1-6.
- Bryson, A., Forth, J., & Laroche, P. (2011). Evolution or revolution? The impact of unions on workplace performance in Britain and France. *European Journal of Industrial Relations* 17 (2) , 171-187.
- Chan, K.-Y. A., Marthinus, W. P., & Oerlemans, L. A. (2012). A relational view of knowledge transfer effectiveness in small new technology-based firms: An empirical analysis of a South African case. *African Journal of Business Management Vol. 6(11)* , 3930-3940.
- Chuan, C. L. (2006). Sample Size Estimation Using Krecje and Morgan and Cohen Statistical Power Analysis: A Comparison. *Jurnal Penyelidikan IPBL* , 79-86.

- Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, 59: , 501-528.
- Commonwealth Secretariat. (2013). *Analysis of Technical Vocational Education and Training systems in five Commonwealth Countries (Bangladesh, Gambia, Jamaica, Kenya, Papua New Guinea)*. . London: Commonwealth Secretariat.
- Cote, M. (2013). *Productivity and labor unions*. CA Magazine, 146(4), 56.
- COTU. (2016). *COTU*. Retrieved from Cotu-kenya.org: <http://cotu-kenya.org/>
- Creswell, J. S. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Ed*. Boston, MA: Pearson Educational Inc.
- Danish Trade Union Council for International Development Cooperation . (2014). *Kenya Labour Market Profile*.
- Damiani, M., & Ricci, A. (2014). Decentralised bargaining and performance-related pay Evidence from a panel of Italian firms. *International Journal of Manpower*, 35 (7), 1038-1058.
- Daud, Z., & Tumin, S. (2013). The Relationship between Employees' Need and the Formation of Trade Union: The Malaysian Manufacturing Company's Experience. *International Journal of Business and Social Science* .4 (13) , 124-126.
- Dawson, J. (2014). *Interpreting interaction effects*. Sheffield, UK: Sheffield University Management School.
- Delery, J., Gupta, N., Shaw, J., Douglas Jenkins, J., & Ganster, M. (2000). Unionization, Compensation, and Voice Effects on Quits and Retention. *Industrial Relations* 39(4) , 625-645.

- Edwards, P. (2009). *Industrial Relations: Theory and Practice*. London: John Willy and Sons.
- Fashoyin, T. (2010). *Collective Bargaining and Employment Relations in Kenya*. Geneva, Switzerland: Industrial and Employment Relations Department, International Labour Organization.
- Fitzpatrick, P. (2012). *Positivism vs Interpretivist approach*. New York, USA.
- Gamage, P. N., & Hewagama, G. (2012). V Determinants of Union Participation of Public Sector Organizations in Sri Lanka. *Sri Lankan Journal of Human Resource Management*, 3 (1).
- Gichaba, S. (2013). *Perceived influence of trade unions on terms and conditions of service and job security of employees at kisii university-kenya (research project)*. Kisii University.
- Gill, A. (2009). Union impact on the effective adoption of High Performance Work Practices. *Human Resource Management Review* 19 , 39-50.
- Gill, C., & Meyer, D. (2013). Union presence, employee relations and high performance work practices. *Personnel Review*, 42 (5) , 508-528.
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report* , 698-606.
- Grady, J. (2013). Trade unions and the pension crisis: defending member interests in a neoliberal world. *Employee Relations*, 35 (3) , 294-308.
- Gray, J. (2013). *Corporate governance, e-book*. Retrieved from world finance: www.worldfinance.com,
- Haenisch, J. (2012). Factors Affecting the Productivity of Government Workers. *SAGE Journals* , 1-14.

- Hirsch, B. (2003). What do unions do for economic performance? *Journal of Labor Research*, 25 (3) , 415-456.
- ILO-COTU . (2015). ILO-COTU Workshop On Collective Bargaining At Tom Mboya Labour College. *ILO-COTU Workshop On Collective Bargaining At Tom Mboya Labour College*. Kisumu: ILO-COTU.
- International Labour Organization. (2006). *International Labour Organization* . International Labour Organization .
- Ionescu, R. (2015). *Negotiation Training*. Retrieved from negotiations.com: <http://www.negotiations.com/articles>
- Katou, A. & Budhwar, P. (2007) The Effect of HRM Policies On Organizational Performance in Greek Manufacturing Firms. *Thunderbird International Business Reviews*, 49(1), 1-35.
- Katou, A.A. (2008). Measuring impact of HRM on Organizational Performance. *Journal of Industrial Engineering and Management*, 1(2), 119-142.
- Khan, M., & Khan, N. (2011, September). Efficiency and profitability: Role of labor unions beneficial for employer. *Far East Journal of Psychology and Business* 4 (3) , 58.
- Kenny, D. A. (2015). Moderation. Storrs, , Connecticut, USA.
- Kim, J., MacDuffie, J., & Pil, F. (2010). Representative influence Employee voice and. *Team versus. Human Relations* , 371-394.
- Kipkebut, D. (2010). *Organizational commitment and job satisfaction in higher educational institutions: the Kenyan case. PhD thesis*. Middlesex University.
- KNUT. (2015). *Kenya national Union of Teachers*. Retrieved from KNUT: <http://www.knut.or.ke/>

- Kothari, C. R. (2008). *Research Methodology- Methods and Techniques*. New Delhi:: New Age international (P) Ltd,.
- Krishnaswamy, K., Sivakumar, A., & Mathirajan, M. (2006). *Management Research*.
- KUDHEIHA. (2014). *What does KUDHEIHA stand for?* Retrieved from Kudheiha.org: <http://www.kudheiha.org/about%20us.html>
- KUDHEIHA. (2017). About Us- What we do. Nairobi, Kenya: Kenya Union of Domestic, Hotels, Education Institutions and Hospital Institutions Workers Union.
- KUPPET. (2011, July 29th). *About KUPPET*. Retrieved from Kuppet.or.ke: http://www.kuppet.or.ke/index.php?option=com_content&view=article&id=19&Itemid=27
- Lamarche, C. (2013). Industry-wide work rules and productivity: evidence from Argentine union contract data. *IZA Journal of Labor & Development* , 11.
- Le Queux, S., & Peetz, D. (2013). Between —too big to fail and —too small to matter!: The borderless financial crisis and unions. *International of manpower* 34 , 198–213.
- Longe, O. (2015). Impact of Workplace Conflict Management on Organizational Performance: A Case of Nigerian Manufacturing Firm. *Journal of Management and Strategy* 6, (2) , 83- 92.
- Maina, M. N. (2014). Quality and Productivity of Teachers in Selected Public Secondary Schools in Kenya. *Mediterranean Journal of Social Sciences*, 5 (5) , 103-115.
- Makworo, E. O., Mwangi, S., & Wesonga, J. N. (2013). Linking TVET Institutions and Industry in Kenya. *Journal of Economy, Management and Social Sciences*, 2(4) , 91-96.

- Marchington, M. (2006). Employee voice systems. In P. Boxall, J. Purcell, & W. P. (eds), *Oxford Handbook of Human Resource Management* (pp. 230-250). Oxford: Oxford university press.
- Metcalf, D. (2003). Unions and productivity, financial performance and investment', . In e. J.T. Addison and C. Schnabel, *International Handbook of Trade Unions* (pp. 118-171). Cheltenham, UK: Edward Elgar.
- Meng, Y., Yu, H., Ma, Z., & Yang, Z. (2018). The Impact of Young Chinese Employees' Notions of Work on Conflict Management Styles: An explorative Study. *International Journal of Conflict Management* , 29 (3), 306-326.
- Mihail, D. M., Links, M., & Sarvanidis, S. (2013). High performance work systems in corporate turnaround: a German case study. *Journal of Organizational Change Management*, 26 (1) , 190 – 216.
- Ministry of Science and Technology. (2015). *List of TIVET Institutions*. Nairobi: Government Printer.
- Moeti-lysson, J. S., & Ongori, H. (2011). Effectiveness of Trade Unions in Promoting Employee Relations in Organizations. Gaborone, Botswana.
- Morara, M., & Gakure, R. (2015). Factors contributing to poor performance of trade unions in Kenya (a case study of Kenya pipeline company trade union). *International Journal of Social Sciences Management and Entrepreneurship* (1) , 80-89.
- Muduli, A. (2015). High performance work system, HRD climate and organizational performance: an empirical study. *European Journal of Training and Development*, 39 (3), 239-257.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods: Quantitative & Qualitative Approaches*. Nairobi: Acts Press.

- Mutuku, K. G. (2015). *Kenya National Union of Teachers' Initiative Influencing Provision of Quality Education in Primary Schools in Machakos County, Kenya*. Nairobi: University of Nairobi.
- Nancy, N., Mwange, N., Onsomu, E., & Wanjala, B. (2015). *Wage disparities in Formal Sectors Policy options for Kenya*. Retrieved from Kenya Institute for Public Policy Research and Analysis: <http://www.kippra.org>.
- Naqvi S.M.M. R., & Nadeem S.(2011). Impact of High Performance Work Practices System On Motivation. *Interdisciplinary Journal of Contemporary Research In Business*, 2011, Vol 3
- Nirmala, V. N., & Raju, B. N. (2014). Role of Trade Unions – A Critical Dimension on Organizational Climate: A Study in Two Thermal Power Stations- Ntpts & Ktps. *Global journal for research analysis*, -3, (-9) , 816.
- Nyaencha, E. (2014). *Employee relations, principles, Processes and Practice*. Focus Publishers Limited.
- Nyombi C., (2013), "Employees' rights during insolvency", *International Journal of Law and Management*, Vol. 556 pp. 417 - 428
- Obeidat, S. M., Mitchell, R., & Bray, M. The link between high performance work practices and organizational performance: Empirically validating the conceptualization of HPWP according to the AMO model. *Employee Relations*, 38 (4), 578 – 595.
- Odhong', E., & Omolo, J. (2014). An Analysis of the Factors Affecting Employee Relations in the Flower Industry in Kenya, a Case of Waridi Ltd, Athi River. *International Journal of Business and Social Science* , 148-160.
- Odhong', E., Were, S., & Jacob, O. (2014). Re-thinking Industrial Relations for Enhanced Organizational Performance in Kenya. *2014 International Annual Conference on Sustainable Research and Innovation, Volume 5*,

7th- 9th May. Nairobi: African Institute for Capacity Development (AICAD), Jomo Kenyatta University of Agriculture and Technology.

Ojokuku, R., & Sajuyigbe, A. S. (2014). Effect of employee participation in decision making on performance of selected small and medium scale enterprises in lagos, Nigeria. *European Journal of Business and Management* , 93.

Olsen, C., & George, D. M. (2004). *Cross-Sectional Study Design and Data Analysis*. Retrieved from collegeboard.com: http://www.collegeboard.com/prod_downloads/yes/4297_MODULE_05.pdf

Olufunmilayo, F., & Kola, O. O. (2014). In Pursuit of the Employees' Welfare in the Workplace: Issues and Perspectives. *Mediterranean Journal of Social Sciences* .

Omolo, J. (2010). The Dynamics and Trends of Employment in Kenya. *IEA Research Paper series no. 1/2010* , pp. 36-43.

Onderi, H., Ajowi, J., & Malala, G. (2014). Restructuring Technical and Vocational Education and Training (TVET) For Sustainable Development in Sub-Saharan Africa. *International Journal of Interdisciplinary Research and Innovations ISSN 2348-1226 (online) 2, (1)* , 40-45.

Opara, L. C. (2014). The Legal Frame Work of Trade Union Activism and the Role of National Industrial Court (NIC) in Handling Trade Dispute. *International Journal of Humanities and Social Science*, 4 (3).

Rodríguez-Ruiz, Ó. (2015). Unions' response to corporate restructuring in Telefónica: locked into collective bargaining? *Journal of Employee Relations* , 83 – 101.

Sang, A. K., Muthaa, G. M., & Mbugua, Z. (2012). Challenges Facing Technical Training in Kenya. *Creative Education 2012..3,(1)* , 109-113.

- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students (5th edition)*. New Jersey: Prentice hall.
- Sekaran, U. (2003). *Research Methods for Business. A Skills Building Approach, 4th edition*. New York: John Wiley & Sons.
- Shelley, S. (2007). Multiple partnerships in trade union learning. In S. Shelley, & C. (Eds), *Learning with Trade Unions: A Contemporary Agenda in Employment Relations*. Aldershot, England: Ashgate Publishing Ltd.
- Simiyu, J. (2009). *Revitalizing A Technical Training Institute In Kenya. A Case Study Of Kaiboi Technical Training Institute; .* Bonn, Germany: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training .
- Smyth, R. (2004). Exploring the usefulness of a conceptual framework as a research tool: A researcher's reflections. *Issues In Educational Research, Vol 14, .*
- Speakman, J., & Ryals, L. (2010). A Re- evaluation of Conflict Theory for the Management of Multiple, Simultaneous Conflict Episodes. *International Journal of Conflict Management , 21, 186-201.*
- Teicher, J., & Gramberg, B. (2014, October 28th). *Demise of unions fails to stymie workplace conflict.* Retrieved from Workplace info: <http://workplaceinfo.com.au>
- Timiyu A.J. (2014). *High Performance Work Practices: One best-way or no best-way. IOSR Journal of Business and Management (IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319-7668. 16, (6). Ver. I (Jun. 2014), PP 08-14*
- Tseng, L. M., & Kuo, C. L. (2014). Customers' Attitudes Towards Insurance Frauds: an Application of Adams' Equity Theory. *International Journal of Social Economics, 14 (11), 1038-1054.*

- Tubey, R., Kipkemboi, J., & Bundotich, M. (2015). An Overview of Industrial Relations in Kenya. *Research on Humanities and Social Sciences*, 5 (6), 2224-5766.
- TUC. (2016). *Trades Union Congress*. Retrieved from tuc.org: <https://www.tuc.org>
- Vroman, S. B. (1990). The union-nonunion wage differential and monitoring costs. *Economics Letters*, 32(4): , 405-409.
- Waiganjo, E. (2013). *Effect of competitive strategies on the relationship between strategic human resource management and firm performance of Kenya's corporate organizations. (PhD thesis)*. Juja: Jomo Kenyatta University of Agriculture and Technology.
- Wairagu, G. W. (2013). *Effectiveness of Trade Unions' Strategies in Enhancing Teacher Professional Performance in Public Secondary Schools in Kieni West District, Kenya*. Nairobi: University of Nairobi.
- Wang, L. (2011). Perceived Equity and Unionization Propensity in China. *Management Research Review*, 34 (6), 678-686.
- Wanyoike, H. N. (2013). Challenges Hindering Smooth Dispute Resolution By Trade Unions And Employers In Kenya. *International Journal of Business & Law Research* , 34-48.
- Weber, R. (2004). The Rhetoric of Positivism Versus Interpretivism: A Personal View. *MIS Quarterly*, 28 (1).
- Wright, C. F. (2011). *What role for trade unions in future workplace relations? .* Retrieved from www.acas.org.uk/researchpapers
- Zulkiflee, D., & Shahrom, T. (2013). The Relationship between Employees' Need and the Formation of Trade Union: The Malaysian Manufacturing Company's Experience. *International Journal of Business and Social Science*, 4 (13), 124.

APPENDICES

Appendix I: Letter of Introduction

Department of Entrepreneurship,
Technology and Leadership Management,
Jomo Kenyatta University of Agriculture & Technology,
College Of Human Resource Development,
School Of Entrepreneurship, Technology and Management,
P.o Box 62000-00200
Nairobi.

Dear Sir/Madam

Re: Academic Data Collection

I am a PhD student at Jomo Kenyatta University of Agriculture and Technology, School of Entrepreneurship & Procurement, Department of Entrepreneurship & Technology. The title of my study is: *Influence of trade unions on productivity of Technical and Vocational Education Training Institutions in Kenya*. The specific objectives will be to examine the influence of employees' participation, protection of employee's rights, management of collective bargaining terms, to determine the influence of conflict management strategies and find out the moderating influence of high performance work practices on the relationship between the influences of trade unions and productivity. As part of the PhD program requirement, the researcher is supposed to collect data. It is my humble request that you agree to participate in this survey, through filling the questionnaire provided. The information provided will only be used for academic purposes only and will be treated with a high level of confidentiality.

Thank you for taking your valuable time to complete this questionnaire.

Yours faithfully,

John Warua Mwathe

Appendix II: Survey Questionnaire

SECTION A: Demographics

Please answer all questions by writing a tick (✓) in the box that closely matches your view or please write in the space provided. Kindly do not write your name in this questionnaire. Thank you for participating in this academic research.

1. Job Title:

a) Teaching Staff. Kindly specify

b) Non-teaching staff. Kindly specify

2. How many years have you worked for the institution?.....

3. What is your highest academic qualification?

a.) Certificate

b.) Diploma

c.) Under Graduate degree

d.) Masters degree

e.) Diploma/Postgraduate Diploma

f.) Doctoral degree

g.) Any other (Specify).....

SECTION B: General Information about Your Trade Union

1. Which Union do you belong to?

a.) KNUT b.) KUPPET c.) KUDHEIHA

2. Are these trade unions recognized in your institution?

YES NO

3. How long have you been a member of your Trade Union?

a.) Below 1 year

b.) 1 year to 3 years

c.) 4 years to 6 years

d.) Above 6 years

4. Do you occupy a position in the trade union?

Please Tick (✓) where you agree 187

Yes No

SECTION C. Employees participation

Please indicate by ticking to show the extent you agree with the following statements that show how trade unions promote participation in your institution

Key: 1= Strongly Agree, 2= Agree, 3= Neither Agree nor Disagree 4 = Disagree, 5= Strongly Disagree

Statement	SD=5	D=4	NAD=3	A=2	SA=1
I think every employee should be a member of a trade union					
I have high confidence in my trade union					
The presence of trade union representative in my institution enables employees' input in developing the strategic direction of the organization					
The management considers the views of the union when discussing issues affecting employees in this institution.					
The presence of trade union representative in my institution enables employees' input in establishing policies and procedures					
Empowerment of workers participation in trade unions enhance productivity in the Education sector					
The presence of collective voice through the trade union representative enhances workers' efficiency in this institution					
Trade union solves many of the employee problems by talking to the institutions management					
When trade union members have positive attitude about the union, it leads to voting for unionization					
Members in this institutions are given a chance to vie for elective posts of their choice during trade union elections					
My trade unions participation in protecting member's rights enables me to participate in trade union activities					
Attendance of union meetings is voluntary					
I am allowed to speak during trade union meetings					
Trade union movement in the education sector is weak due to intimidation by the management					
I pay all my dues regularly and in time through check off system					
My trade union organizes protected strikes when collective agreement is not honoured.					

SECTION D: Protection of employee's rights

Please indicate by ticking to show the extent you agree with the following statements that show how trade unions protect employee rights in your institution.

Key: 1= Strongly Agree, 2= Agree, 3= Neither Agree nor Disagree, 4 = Disagree, 5= Strongly Disagree

Statement	SD=5	D=4	NAD=3	A=2	SA=1
Due to efforts made by my trade union there is reduced discrimination at work place					
Trade unions safeguards the right of employees to fair hearing during appeals after unfair dismissal					
Trade union has enabled reduction of unfair treatment at workplace					
Due to efforts made by my trade union, employees in my institution are given just and favourable conditions of work.					
Due to efforts made by my trade union, employees in my institution are given equal pay for equal work without discrimination.					
Due to efforts made by my trade union, employees in my institution are given just and favourable remuneration ensuring an existence worthy of human dignity.					
Due to efforts made by my trade union, employees in my institution are allowed to form and join trade unions for the protection of rights (cited in Committee for Defence of Human Rights (CDHR) 1996, Annual Report, 113)”					
Due to efforts made by my trade union, employees in my institution are given the right to rest and leisure (tea and lunch breaks)					
Due to efforts made by my trade union, employees in my institution are given the right to reasonable limitation of working hours (,for example, 8.00 am to 5.00pm),					
Due to efforts made by my trade union, employees in my institution are given the right to Periodic holidays with pay where applicable (Maternity, paternity, sick, study and annual leaves).					
Trade union enables on job training for new tasks and on job retraining					
Trade union supports negotiations with management in terms of redundancy using the formula of last in first out.					
Trade Unions help in requesting management to renew contracts of those employees who are on contract.					
Trade Union offers support by encouraging staff members to join retirement benefit scheme.					
Trade union has enabled reduction of unethical retrenchment					

Trade union has led to increased job benefits such as security of tenure					
Trade unions helps ensure that staffs are confirmed immediately after the probation period, in accordance to the (Employment Act 2007 cited in COK article 41)					
Trade unions play critical role in championing for continued improvement of job security					
Employees join unions in order to obtain job security					
Trade unions helps persuade management to change terms of service of employees from contract to permanent and pensionable terms					

SECTION E: Management of collective bargaining terms

Please indicate by ticking to show the extent you agree with the following statements that show how trade unions manage collective bargaining terms in your institution.

Key: 1= Strongly Agree, 2= Agree, 3= Neither Agree nor Disagree, 4 = Disagree, 5= Strongly Disagree

Statement	SD=5	D=4	NAD=3	A=2	SA=1
The trade unions representing employees in TVET institutions have improved my working conditions, for example, wages and benefits.					
Trade unions play critical role in championing for continued improvement of terms and conditions of employment for employees					
My trade union participates in ensuring that there is promotion and salary increase for its members					
My trade union participates in ensuring that there is Job security for its members					
My trade union participates in ensuring appropriate leaves are granted to employees					
My trade union participates in ensuring that there is Education and training for employees					
My trade union ensures job contracts provides for probation and legal tenure of employment					
My trade union ensures that demotion and transfers are done according to agreed performance contract					
My trade union participates in ensuring that there is termination of services, Job classification and overtime and management rights					
Collective bargaining promotes cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resorting to strike and lockouts.					
Trade unions can enhance employee terms and conditions of employment through monitoring and collective voice					

The Trade unions have helped in the improvement of staff's medical benefits					
The Trade union fight for recognition and merit awards on staff that deserve to be rewarded.					
The trade union monitors the employer against unfair work practices					

SECTION F: Conflict Management strategies

Please indicate by ticking to show the extent you agree with the following statements that show how Conflict Management Strategies in your institution.

Key: 1= Strongly Agree, 2= Agree, 3= Neither Agree nor Disagree, 4 = Disagree, 5= Strongly Disagree

Statement	SD=5	D=4	NAD=3	A=2	SA=1
My trade union enables disputes, complaints, grievances and disciplinary procedures to be identified at an early stage					
My trade union encourages me to report concerns relating to minor issues involving disputes and complaints to line managers					
My trade union encourages collaboration whenever a conflict arises at the place of work					
My trade union avoids conflicts whenever possible					
My trade union is accommodating when it comes to conflict management					
There are instances when my trade union is competitive during conflict					
My trade union enables collective bargaining					
The Management facilitates union operations in TVET institutions					
Management attitude towards the union is favourable					
Management and the union share information freely					
During conflict parties negotiate in good faith					
More often my trade union encourages compromise during labour conflicts					
When I support mass action, I do so voluntarily					
Union inform members whether or not strikes are protected					

SECTION G: Moderating Influence of High Performance Work Practices

Please indicate by ticking to show the extent you agree with the following statements on high performance work practices in your institution.

Key: 1= Strongly Agree, 2= Agree, 3= Neither Agree nor Disagree, 4 = Disagree, 5= Strongly Disagree

Statement	SD=5	D=4	NAD=3	A=2	SA=1
My trade union has enhanced both collective and individual voice at my workplace					
My trade union focuses on effective communication infrastructures at workplace					
My trade union supports for adequate compensation for equal job principal					
Trade union advocates for flexible job assignments					
Trade union advocates for workplace security and safety					
My trade Union supports transformational leadership					

SECTION H: Productivity

Please indicate by ticking to show the extent you agree with the following statements on productivity in your institution.

Key: 1= Strongly Agree, 2= Agree, 3= Neither Agree nor Disagree, 4 = Disagree, 5= Strongly Disagree

Document	SD=5	D=4	NAD=3	A=2	SA=1
Trade unions play critical role in championing for curriculum implementation through keeping of recommended documents as required by the employer (e. mark book, schemes, subject register, class attendance monitoring form)					
Trade union encourages employees, during training, to complete and update assigned duties (for example mark books, schemes of work preparation and teaching syllabus on time, weekly record of work, subject register)					
Trade union encourages employees, during training, to monitor class attendance, maintain and record marks in the subject register					
Trade unions exert influence on employees to participate in co- curricular activities like music, athletics, handball , basketball, soccer, volleyball etc					

THANK YOU

Appendix III: Interview Guide - Secretary Generals of Trade Unions & Principal

Secretary, State Department of Science and Technology and Director TVET

1. What are your views regarding employees participation in TVET institutions (for example, in developing the strategic direction of TVET institutions, establishing policies and procedures, pay determination, promotion, determining perks and others)?
2. In your opinion, to what extent do you think trades unions have succeeded in ensuring employees are given just and favourable conditions of work in TVET institutions? Please indicate the challenges you and the Government encounter in an effort to meet the requests set by trade unions.
3. What are your views regarding Government's response to matters related to employee's working conditions such as minimum wages, promotions and salary increments among others?
4. Trade Unions have been involved in agitating for better working terms for their members that has often led to labour conflicts. What are the roles and capacity of trade unions and the Government in contributing towards achievement of industrial harmony in TVET institutions in Kenya?
5. Please give your views on whether trade unions contribute to high performance work practices in areas such selective staffing, extensive training, result oriented appraisal and participation in TVET institutions?
6. Do you think trade unions influence productivity in TVET institutions through their involvement in areas such curriculum implementation and evaluation, periodic employees' performance appraisal of administrative and supervisory responsibilities, management of students' discipline, time management and setting targets?
7. What are your suggestions on what trade unions should do to enhance productivity in TVET institutions in Kenya?

Appendix IV: Factors Analysis and Reliability Test of the Factors

Employees Participation		
Every employee should be a member of a trade union	1.000	.802
I have high confidence in my trade union	1.000	.837
Representatives enables employees input	1.000	.765
The management considers the views of the union	1.000	.812
Representatives enables employees input in establishing policies	1.000	.824
Empowerment enhances productivity	1.000	.837
Collective voice enhance workers efficiency	1.000	.826
Trade union solve problems through talking	1.000	.859
Trade unions members have positive attitude about the union	1.000	.820
Members are given chance to vie for elective posts	1.000	.894
Participation in protecting members rights enables me to participate in activities	1.000	.800
Protection of employee rights		
Efforts by trade union there is reduced discrimination at work place	1.000	.787
Trade unions safeguards the rights of employees to fair hearing	1.000	.823
Trade union has enabled reduction of unfair treatment at work place	1.000	.769
Employees are given just and favorable conditions of work	1.000	.800
Employees are given equal pay for equal work without discrimination	1.000	.868
Employees are given just and favorable remuneration	1.000	.806
Employee in the institution are given the right to rest and leisure	1.000	.841
Employees are given right to reasonable limitation of working hours	1.000	.810
Employees are given right to periodic holidays	1.000	.863
Trade unions enables on job training for new tasks and job retraining	1.000	.794
Trade unions support negotiations with management in terms of redundancy	1.000	.762
Trade unions help in requesting management to renew contracts	1.000	.714
Trade unions encourage staff members to join retirement benefit scheme	1.000	.740

Trade unions has enabled reduction of unethical retrenchment	1.000	.748
Trade unions has led to increased job benefits such as security tenure	1.000	.773
Trade unions ensure that staff area confirmed immediately after probation	1.000	.855
Trade unions play a critical role in championing for continued improvement of job security	1.000	.784
Employees join to obtain job security	1.000	.808
Trade unions help management to change terms of service of employees from contract to permanent and pensionable terms	1.000	.737
Management of collective bargaining terms		
Employees in TVET have improved working conditions	1.000	.698
Trade unions play role in championing for continued improvement of terms and conditions of employment for employees	1.000	.874
Trade unions ensure promotion and salary increase	1.000	.836
Trade unions ensure job security for its members	1.000	.584
Trade union ensures appropriate leaves are granted to employees	1.000	.778
Trade unions ensure there is education and training for employees	1.000	.790
Trade unions ensures job contracts provides for probation and tenure of employment	1.000	.821
Trade union ensures that demotion and transfers are done according to greed performance	1.000	.883
Trade unions ensure termination of services	1.000	.838
Trade unions promotes cooperation and mutual understanding	1.000	.853
Trade unions can enhance employee terms and conditions	1.000	.748
The trade unions fight for recognition and merit awards on staff that deserve to be rewarded.	1.000	.767
Trade union monitors the employer against unfair work practices	1.000	.835
Conflict Management Strategies		
Trade union enables disputes complaints grievances and disciplinary procedures to be identified at an early stage	1.000	.791

Trade union encourages to report concerns relation to minor issues involving disputes and complaints to line managers	1.000	.849
Trade union encourage collaboration whenever a conflict arises	1.000	.837
Trade union avoid conflicts whenever possible	1.000	.813
Trade union is accommodating when it comes to conflict management	1.000	.782
There are instances when my trade union is competitive during conflict	1.000	.745
Trade union enables collective bargaining	1.000	.672
Management facilitates union operations in TVET institutions	1.000	.827
Management attitude towards the union is favorable	1.000	.809
Management and union share information freely	1.000	.785
During conflict parties negotiate in good faith	1.000	.876
Trade union encourages compromise during labor conflicts	1.000	.496
Voluntary support of mass action	1.000	.752
Union inform members whether or not strikes are protected	1.000	.774
Moderating influence of high performance work practices		
Trade union focuses on effective communication infrastructure	1.000	.857
Union supports for adequate compensation for equal job principal	1.000	.668
Union advocates for flexible job assignments	1.000	.698
Union advocates for work place security and safety	1.000	.767
Productivity		
Curriculum implementation through keeping of recommended documents	1.000	.882
Encourages employees during training to complete and update assigned duties	1.000	.886
Encourages employees during training to monitor class attendance, maintain and record marks	1.000	.940
Influence to participate in co-curricular activities	1.000	.911

Appendix V: TVET Institutions and the Number of Employees

S/N	INSTITUTION	COUNTY	NO OF EMPLOYEES (TSC & BOM)	NON TEACHING STAFF	Total
1	MAWEGO TTI	HOMABAY	69	23	92
2	GUSII IT	KISII	212	59	271
3	KTTC	NAIROBI	108	33	141
4	ELDORET POLY	UASIN	192	54	246
		GISHU			
5	RIAT	KISUMU	111	34	145
6	BUMBE IT	BUSIA	48	15	63
7	SIAYA IT	SIAYA	65	22	87
8	SIGALAGALA	KAKAMEGA	165	46	211
9	BUSHIANGALA TTI	KAKAMEGA	24	8	32
10	SHAMBERERE TTI	KAKAMEGA	56	17	73
11	KIRWA TTI	MERU	39	13	52
12	KISUMU POLY	KISUMU	146	41	187
13	OL'LESSOS TTI	NANDI	123	37	160
14	KAIBOI TTI	NANDI	75	26	101
15	KEROKA TTI	KISII	74	25	99
16	RVIST	NAKURU	219	61	280
17	MERU TTI	MERU	141	43	184
18	MUKIRIA TTI	MERU	23	8	31
19	MATHENGE TTI	NYERI	69	23	92
20	N'KABUNE TTI	MERU	58	20	78
21	COAST IT	VOI	86	26	112
22	MASAI TTI	KAJIADO	88	27	115
23	P.C. KINYANJUI TTI	NAIROBI	99	30	129
24	NAIROBI TTI	NAIROBI	86	25	111
25	KATINE TTI	MACHAKOS	16	5	21
26	NEP TTI	GARISSA	43	12	55
27	KABETE TTI	NAIROBI	179	50	229
28	NYANDARUA IST	NYANDARU	56	17	73
		A			
29	RVTTI	UASIN	214	60	274
		GISHU			
30	WOTE IT	MAKUENI	54	18	72
31	SANG'ALO IST	BUNGOMA	118	33	151
32	KISIWA TTI	BUNGOMA	69	23	92
33	KIAMBU IST	KIAMBU	133	37	170
34	MOMBASA TTI	MOMBASA	143	40	183
35	KITALE TTI	TRANS-NZOIA	159	45	204
36	THIKA TTI	KIAMBU	156	44	200
37	NYERI TTI	NYERI	134	45	179
38	FC KAIMOSI	VIHIGA	45	13	58
39	MICHUKI TTI	MURANG'A	54	15	69
40	BARINGO TTI	BARINGO	24	7	31
41	EMINING TTI	BARINGO	21	6	27
42	BURETI TTI	KERICHO	11	3	14
43	SOT TTI	BOMET	9	3	12
44	ALDAI TTI	NANDI	19	5	24
45	ZIWA TTI	UASIN	48	14	62
		GISHU			
46	KARUMO TTI	MERU	7	2	9
47	MITUNGUU	MERU	15	4	19
48	BONDO TTI	SIAYA	8	3	11
49	MACHAKOS TI FOR BLIND	THEMACHAKOS	42	12	54
50	MUKURWE-INI TTI	NYERI	13	3	16
	TRADE UNIONS (GENERAL)	(SEC.KNUT	1	0	1
		KUPPET	1	0	1
		KUDHEIHA	1	0	1
		COTU	1	0	1
		TUC	1	0	1
	MIN. OF SCI. ED. & TECH.	DIRECTOR	1	0	1
	TIVET	DIRECTOR	1	0	1

SOURCE: Ministry of Science and Technology (TVET Division, 2015), KNUT, KUPPET, COTU, TUC

Appendix VI: Krejcie and Morgan's Sample Size Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Appendix VII: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/16/45940/13656**

Date:
23rd September, 2016


John Warua Mwathe
Jomo Kenyatta University of Agriculture
And Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of trade unions' functions on employees productivity in Technical and Vocational Education Training Institutions in Kenya*," I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **23rd September, 2017**.

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

**COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 36124-00100, NBI
TEL: 341666**


The County Directors of Education
All Counties.



Appendix VIII: Research permit

THIS IS TO CERTIFY THAT:
MR. JOHN WARUA MWATHE
of JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY,
0-20300 NYAHURURU, has been
permitted to conduct research in
All Counties
on the topic: INFLUENCE OF TRADE
UNIONS' FUNCTIONS ON EMPLOYEES
PRODUCTIVITY IN TECHNICAL AND
VOCATIONAL EDUCATION TRAINING
INSTITUTIONS IN KENYA
for the period ending:
23rd September, 2017

Permit No : NACOSTI/P/16/45940/13656
Date Of Issue : 23rd September, 2016
Fee Received :Ksh 2000



[Signature]
Applicant's Signature

[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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



REPUBLIC OF KENYA



**National Commission for Science,
 Technology and Innovation**

**RESEARCH CLEARANCE
 PERMIT**

Serial No. **11055**

CONDITIONS: see back page