



INFLUENCE OF TRADE UNION PARTICIPATION ON EMPLOYEES' PRODUCTIVITY IN TVET INSTITUTIONS IN KENYA

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ABSTRACT

The study aimed at establishing the influence of trade unions participation on employee productivity in Technical and Vocational Education Training (TVET) Institutions in Kenya. The 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. The Statistical Package for Social Sciences (SPSS) version 22 was used for the statistical analyses. The study revealed that there is a positive linear relationship between trade union participation and employees' productivity. The study recommended that each TVET institution should have a trade union official representative. The study is beneficial to Education stakeholders, trade union officials and the Government at large.

Key Words: Trade Union Participation, Employee Productivity, TVET Institutions in Kenya

INTRODUCTION

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.

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 and 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 and 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 (UKEssays, 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.

Employees' 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).

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).

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.

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 (Nyaencha, 2014). 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 (Nyaencha, 2014).

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, and Wall 1992, Gregg, Machin, and 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).

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, 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 functions on employee's 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 and 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 participation on employee’s productivity in Technical and Vocational Education Training Institutions (TVET) in Kenya.

Objective of the Study

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

Research Hypotheses

H₁: Trade union participation has a positive significant influence on employees’ productivity in TVET Institutions in Kenya.

LITERATURE REVIEW

Theoretical Framework

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 (Purcell *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).

Conceptual Framework

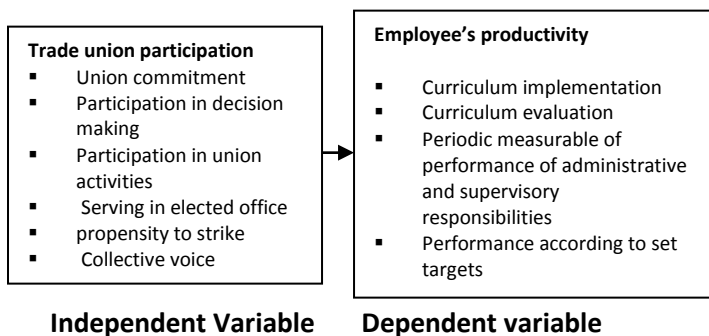


Figure 1: Conceptual Framework (adopted from Gill, 2009)

Empirical Review

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 employees' 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).

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.

RESEARCH METHODOLOGY

This study adopted cross-sectional survey research design as it seeks to examine the influence of trade unions participation on employees' productivity in Technical and Vocational Education Training Institutions in Kenya. The study utilized both Quantitative and qualitative methods. The population of this study was drawn from a sector with disputes. The trade unions representing the education sector in Kenya, the Kenya National Union of Teachers (KNUT), had been in the news (electronic and printed media) for organizing strikes due to poor terms and conditions for 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. The study adopted proportional stratified sampling that ensured that the institution teaching staffs with higher population (4410) has more members in the sample than non-teaching staff (1301). Questionnaires were self-administered and two research assistants were recruited and trained so that they could obtain quality results. 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.

RESEARCH FINDINGS AND DISCUSSION

Out of the targeted 361 respondents, 315 participated in the study meaning the response rate was 87.26%. The study obtained demographic data for the respondents. 85.71% of the respondents were lecturers. This implied that the bulk of trade union membership in TVET institutions was made up of lecturers. The study sought data on the number of years the respondents had worked in the targeted institutions. 34.42% (n=106) of respondents had worked in the current institutions for 6-10 years while 23.38 % (n=72) had worked for 11-15 years. This meant that majority of respondent had enough work experience and thus the information they gave could be relied upon. The study captured data on the level of education of the respondents. 37.34 % (n=115) of respondents were graduates while 34.09 % (n=105) were diploma holders. This means that most of respondent had high literacy levels. The study obtained the job titles of the non-teaching staffs. The total number of non-teaching staff was 66 out of the total 308 which was 21.43%. Out of this majority (27.27%) were secretaries followed by nurses who were 25.76% followed by financial officers at 24.24% then drivers at 22.73%. The study sought data on general information about the trade union respondents belonged to, length of membership and position respondents occupied. 40.9% of the respondents belonged 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 meant majority of staff working in TVET institutions in Kenya belonged to KUDHEIHA. The data further showed that 94.5% of the respondents' unions were

recognized by the institutions. This implied a huge level of recognition for trade unions in the targeted institution. 85.7% of respondents had more than 6 years of membership to the trade unions which was 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 did not occupy any position in trade union.

Influence of Trade Union Participation on Employees' Productivity

The study sought data on respondents' participation in the trade unions and presented the results of descriptive analysis in Table 1.

Table 1: Trade Union 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 1 showed 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 implied that membership to a trade union was accepted by respondents as a norm in the TVET institutions. Heyes, (2000) contend that trade unions improved the economic and social conditions of all workers in a given country besides rendering to them assistance whether or not such workers were employed or had 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 implied a high vote of confidence in the trade unions. Table 1 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 implied 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 1 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 implied 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 1 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 implied 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 lead 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 1 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 meant that trade unions help solve employees' problems by talking to the management. This meant that trade unions played a mediating role in resolution of employees' problems. Table 1 also shows that majority (75.6% n=233) of respondents agreed (30.5% strongly agreed, 45.1% agreed) that when trade union members had positive attitude about

the union it lead to voting for unionization. This implied that positive attitude of the members lead to higher participation of members through voting for the unionization.

Table 1 further showed that majority (79.5% n=245) of respondents agreed (41.2% strongly agreed, 38.3% agreed) that members of this institution got to vie for posts of their choice in trade unions during election time. This meant that majority of trade union members in TVET institutions were given a chance to vie for elective posts of their choice during trade union elections. This further implied that TVET institutions were not prohibitive of trade union activities. The data further showed 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 implied 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 1 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 1 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 1 however, 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 1 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.

Employees' Productivity

The study however sought data on employee's productivity, which was the dependent objective. 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). Majority (76.62%, n=236) of respondents agreed (35.39% strongly agreed, 41.23 % agreed) that trade unions played 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 implied that most trade unions are involved in championing for curriculum implementation through keeping of

recommended documents as required by the employer.

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). 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 implied that trade unions in TVET Institutions encouraged their members through training; to complete and update assigned duties. This corroborates 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.

The study sought data on whether Trade unions encourages employees, during training, to

Table 2: Model Summary

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

Table 2 provided the R and R-Square value. The R value was 0.526, which represented the simple correlation. It indicated a relatively strong degree of correlation. The R-Square value indicated how much of the dependent variable, "employees'

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 encouraged employees, during training, to monitor class attendance, maintain and record marks in the subject register.

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. 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.

Hypothesis testing

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

Model Summary

productivity", could be explained by the independent variable, "trade unions participation". In this case, 27.6% could be explained, which was strong to a fair extent.

ANOVA of Trade Union Participation against Employee Productivity

The study obtained the ANOVA of Trade Union Participation against Employee productivity and presented the results in Table 3.

Table 3: 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: Employee Productivity

b. Predictors: (Constant), Trade Union Participation

ANOVA results in Table 3 indicate that the regression model predicts the outcome variable significantly. This indicated 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 alternate hypothesis that states that Trade union participation has a positive significant influence on employee’s productivity in TVET Institutions in Kenya is true and therefore accepted.

Model Coefficient

The study determined the coefficient of Trade Union Participation against Employee Productivity and presented the results in Table 4.

Table 4: Coefficients Determination of Trade Union Participation and Employee Productivity

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

a. Dependent Variable: Employee productivity

Table 4 provided the information needed to predict employee productivity from trade unions participation. Trade union participation contributes significantly to the model, this means that a unit increase of trade unions participation would result to 0.1666 increase in employee productivity. The regression equation was presented as follows;

$$\text{Employee Productivity} = 0.590 + 0.1666 (\text{Trade Union Participation}).$$

According to Moeti-lysson & Ongori (2011) unions raise productivity was 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.

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.

Influence of Trade Union Participation on Employees' 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 rather passive role.

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 employees' 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.

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).

Employees' Productivity

Regarding what trade unions should do to enhance employees' 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 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 employees' 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 employees' 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 employees' 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 employees' productivity.

Secretary General, KNUT showed that trade union influences employees' 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 employees' productivity by supporting curriculum implementation for example through performance appraisal and supervisory responsibilities. According to Secretary General, COTU trade unions do contribute to employees' productivity. For

example, KUPPET participated in the designing of appraisal form that is currently in use. According to Director, TIVET, trade union influences employees' 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 employees' 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 employees' 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 employees' 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.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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 honor 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.

Conclusions

On the influence of Trade Union Participation on Employees' Productivity, the study concludes that members have confidence in the trade unions, but those TVET institutions with trade unions resident officials had more participation from members in which case the trade union representatives facilitates employee's input in establishing policy and procedures in their institutions. TVET management regards the view of the union when discussing issues affecting employees in the institutions. 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. Empowerment of workers' participation in trade unions has a positive effect on productivity in the education sector. 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 shows employees show their active participation too by paying their dues regularly and in time through check off system. There is a positive linear relationship between Trade Union Participation and

Employees' Productivity and thus alternate hypothesis that Trade union participation has a positive significant influence on employee's productivity in TVET Institutions in Kenya is true and therefore accepted.

Recommendations

Membership to a trade union is accepted by respondents in the study as a norm in the TVET institutions. The study recommends that employees at TVET should be encouraged to become members and be active participants in their institutions.

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 TIVET 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 in to 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 programmes in TVET institutions within a changing education context in Kenya.

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