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## CAUSES OF THE RECENT TEACHERS STRIKES IN KENYA

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### Abstract

**Purpose:** To establish the causes of the participation in the current teachers strike in Kenya.

**Methodology:** The study utilized a descriptive research design.

**Findings:** Results indicated that an increase in the unit change of poor remuneration would result to an increase in participation of teachers in the teachers strike by 0.379 units. Results also revealed that an increase in the unit change of lack of implementation of the collective bargaining agreement would result to an increase in participation of teachers in the teachers strike by 0.403 units. Results also showed that an increase in the unit change of delayed job group promotion would result to an increase in participation of teachers in the teachers strike by 0.108 units. Further, results revealed that an increase in the unit change in poor working conditions would result to an increase in participation of teachers in the teachers strike by 0.488 units.

**Unique contribution to theory, practice and policy:** The results of this study will be significant to the ministry of education, this study will contribute valuable information on the causes of the current teachers strike. Thus, the various stakeholders in the ministry will make decisions from an informed position of what is happening on the ground. The study findings may assist the Teachers Service Commission; as the teacher's employer in ensuring that teachers are given better working environments. The findings on the causes of the current teachers strike may help the Government to provide for the needs of its employees. The study will be used by the Government to understand the justification of the strikes and the possible remedies thereof. The study may also give more insight to KNUT officials on the causes of the current teachers' strike which would give them better direction as they advocate for their grievances. It will also provide an in depth justification of the effectiveness of dialogue and engagement, in the provision of teaching services. The study may also provide useful data to future researchers in the field of teacher's trade unions in Kenya and teachers performance.

**Keywords:** *Remuneration, Collective Bargaining Agreement, Job Group Promotion, Teachers Strike, Participation, Working Conditions*

## INTRODUCTION

### Background

In many countries, teachers have to press their employers for salary increment and good terms and conditions of service. This leads to confrontation between their trade unions and their employer which at times leads to strikes. There are certainly no doubts among scholars as to the political strength and prowess of teachers' unions (Moe, 2010). Teachers unions provide support to teachers through their ability to mobilize and represent teachers' interests nationally, as well as through their reach to teachers at the local level. All unions have some role in advocacy for teacher empowerment, professional development, job satisfaction and better working conditions; roles that have been criticized internationally as raising costs without improving the learning of students (Wöbman, 2013).

Trade unions also engage teachers in other activities, including policy analysis, participation in the global campaigns for education, and advocacy for improvements in quality. At the local level, Unions provide services to their members, including continuing professional development, empowerment campaigns, teacher professionalism, access to credit, and a recourse in the case of unfair treatment. In this way, teachers unions are evolving to function as both a support for teachers and an accountability check on the education system (Mundy, 2011).

Teacher unions in the USA have broken the bounds of industrial unionism and have created a tentative stake in organizing as mental workers rather than as industrial workers. They have begun to depart from the boundaries of wages, hours, and conditions of employment to organize what has been called the "other half of teaching," the substance of their work as opposed to the conditions under which it takes place. They have begun to define and enact standards for teaching quality, and they are claiming their place as school reformers. Both the American Federation of Teachers (AFT) and the National Education Association (NEA) have officially put themselves in the quality education business. Both have endorsed peer review, training standards for teachers, and teacher work schedules that treat professional development as part of a teacher's job and not an add-on option (Bennell & Akyeampong, 2012).

HIV/AIDS awareness training or research and job satisfaction as well as empowerment are also provided by several of the teacher unions, including those in Eritrea, Lesotho, Liberia, Uganda, and Zambia. The Lesotho Association of Teachers had projects addressing awareness, prevention and voluntary testing, teacher professionalism as well as gaining legal protection from victimization for its members. It published a book on life-skills education in partnership with the Ministry of Education and Training. Uganda's union has ongoing research on HIV, job satisfaction as well as developing a workplace HIV/AIDS policy for teachers (Bennell & Akyeampong, 2012).

A study, done by Tanzania Teachers' Union (TTU, (2011) indicated that problems facing teachers in the country are many and complex. These problems range from low salaries to low status, lack of professionalism and inadequate professional development of teachers. Teachers feel that their concerns are not addressed. If these concerns remain and the teachers feel demoralized then the quality of education is bound to suffer. There is need for various stakeholders, government and teachers themselves to come together to resolve the problems facing teachers (TTU, 2011).

In Kenya, employees have formed trade unions to air their grievances. Teachers are not exception. They have their legally formed trade unions such as Kenya National Union of Teachers (KNUT) for all teachers licenced and authorized to teach in Kenya and the Kenya Union of Post Primary Education Teachers (KUPPET) for licenced and authorised teachers in secondary schools and tertiary institutions in Kenya. They work hand in hand in ensuring that the plights of teachers are looked into by the government. The establishment of KNUT on 4th December, 1957 and KUPPET on 26th November, 1998, was after realizing that teacher's performance and their terms of service were not fully addressed by the employer (Nyambala, 2011).

KNUT has achieved tremendous goals for its members not only in spearheading issues affecting the welfare of teachers, but also in ensuring that the government is committed to providing quality public education. In partnership with Education International and other local and international donor organizations, the trade unions have carried out education programmes focusing on crucial areas such as professionalism and empowerment of teachers, creating job satisfaction awareness campaigns, child labour, awareness-raising activities towards the Teachers' Service Commission, and Education Bills, which directly or indirectly affect teachers in particular and education in general (Nyambala, 2011).

### **Problem Statement**

Although significant progress has been realized in teacher professionalism management over the years, the quality of education in Kenya has been hampered by limited skills, large class sizes, inadequate teachers' training and facilities and poor remuneration compared to other economy sectors. Other challenges affecting the quality of teaching services include inefficient teachers' use, continued interference in teacher management, and overlaps in the teacher managers' functions at school, district and national levels. These challenges result in frequent calls for strikes while negotiating for higher salaries (Ibrahim, 2011). A good example is Kenya whereby teachers have been involved in several industrial actions. The worst of these industrial actions is the January 2015 strike and the current one, running from 7<sup>th</sup> July to 6<sup>th</sup> October 2015; affecting service delivery in the education sector (KNUT, 2015). This study sought to establish the causes of the current teachers strike in Kenya.

### **General Objective of the Study**

The main objective of the study was to establish the causes of the participation by teachers, in the current teachers strike in Kenya.

### **Specific Objectives**

- To evaluate whether poor remuneration of teachers influences the participation in the current teachers strike in Kenya.
- To determine whether lack of implementation of the collective bargaining agreement influences the participation in the current teachers strike in Kenya.
- To assess whether delayed job group promotion in teaching service influences the participation in the current teachers strike in Kenya.

- To investigate whether poor working conditions influence the participation in the current teachers strike in Kenya.

## **THEORETICAL REVIEW**

The theories underpinning this study are job satisfaction theory, job characteristics theory and Herzberg two factor theory.

### **Job Satisfaction Theories**

Job satisfaction is referred to employee's self-recognition (Mowday, Steers, & Porter, 1979). The working environment satisfaction and work itself will subjectively reflect on individual feeling. The research of job satisfaction dimensions included management, salary, welfare, praise, promotion, colleagues, system and job conditions (Yang, 2006). Since most of workers in the social welfare and benevolent foundations are voluntary, the definition of job satisfaction is to satisfy their individual goals and to attain job achievement. In addition, Song (2000) concluded that the dimensions of job satisfaction include organization, personal interaction, individual development, and others confirmation. The organization refers to the satisfaction of welfare, equipment, and workload in organization. Personal interaction refers to the interaction and cooperation of co-workers and groups. Individual development refers to self-goal achievement. Others confirmation refers to the confirmation from organizational partners. This theory is relevant to this study in that it addresses the various aspects of job satisfaction. Amongst these dimensions is organizational culture. It argues that in organizations, organizational culture in the context of this study, influences job satisfaction. This theory informs this study in that the working conditions influence the level of satisfaction of teachers which in turn influences whether they will go on strike or not.

### **Job Characteristics Theory**

Hackman and Oldham (1976) discuss the job characteristic model. They explain five main dimensions of a job that lead to three psychological states resulting in some personal and career outcomes. These include, skill variety which is the degree to which a job needs a diverse array of tasks, task identity which is the degree to which a job involves completing an entire work from the beginning to the end, task significance which is the degree to which a job is important to the life of other people in the society or in the organization, autonomy which is the degree to which a job gives freedom to the worker in scheduling and deciding how to carry it out and feedback which is the degree to which performing the job results in getting feedback.

Hackman and Oldham state that a well designed job has an effect on internal work motivation, organizational commitment, work satisfaction, and level of performance (Kerego & Muthupha, 2007). The model discusses three critical psychological states. These include; experienced meaningfulness of the work, experienced responsibility for the outcomes of the work, and knowledge of the actual results of work activities. The model also presents five guidelines for job redesign which include, combining tasks, forming natural working units, establishing client relationships, loading vertically, and opening feedback channels (Ramakrishnaiah, 2010).

The individual differences influence how employee responds to enriched jobs (Leithwood & Jantzi, 2010). They include Knowledge and skill, Growth-need strength, and satisfaction with

contextual factors. These individual differences have an impact on the relationship between job characteristics and personal or work outcomes in several important ways. Employees with the knowledge and skills needed to perform an enriched job effectively are likely to have positive feelings about the tasks they perform and on the contrary, employees unable to perform an enriched job may experience frustration, stress, and job dissatisfaction. High growth-need individuals are generally absent less and produce better quality work when their jobs are enriched. Enrichment entails the extent to which an employee desires the opportunity for self-direction, learning, and personal accomplishment at work. The extent to which employees are satisfied with contextual factors at work often influences their willingness or ability to respond positively to enriched jobs. These include the hygiene factors like organizational policies, and administration, technical supervision, salary and benefit programs, interpersonal relations, travel requirements and work conditions (lightning, heat, safety hazards, teams norms and organizational culture). The relevance of this theory to the study is that it depicts that the design of a job can either promote or demote a job. In the context of this study the promotion to the next job group is a motivating factor to teachers and can influence the occurrence of a strike.

### **Herzberg's Two Factor Theory**

This Theory suggests that human needs fall under two categories. The first category is the animal needs such as physiological needs and the second category is higher level needs such as growth. Those aspects of the job that are related to first category of needs are called hygiene factors and those aspects that are related to the second category of needs are called motivator factors (Herzberg et al., 1966). Fredrick Herzberg and his associates did a motivational study in which he interviewed accountants and engineers. He wanted to determine what makes employees feel particularly good and exceptionally bad about their job. Tabulating these good and bad feelings, Herzberg argued that there are job-satisfiers (motivators) related to the job contents and job-dissatisfiers (Hygiene factors) that are concerned with the job content. Motivators included; achievements, recognition, work itself, autonomy, Challenge, feedback, responsibility and advancement. The hygiene factors included company policy, administration, supervision, salary, interpersonal relations, supervisor, and working conditions (Herzberg et al., 1966).

Herzberg's theory is the most useful model to study job satisfaction. For instance, the researchers have found that it helps in understanding the job satisfaction in the 'educational settings' (Yang, 2006). The relevance of this theory to the study is that it unearths the factors that influence job satisfaction. For instance teachers remuneration influences their job satisfaction and can influence the occurrence of a strike.

### **METHODOLOGY OF THE STUDY**

The study used a descriptive research design. The target population was selected from all the 240,000 teachers drawn from the Kenya Union of Post Primary Education Teachers (KUPPET) and the Kenya National Union of Teachers (KNUT). The study used a formula to arrive at a sample size of 96 respondents. This study used stratified random sampling technique to select the sample. The study used a likert scale questionnaire to collect data. The questionnaire was self administered using a drop and pick method. After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer

software for analysis. The choice of SPSS to other statistical software is that it is user friendly. The statistics generated included descriptive statistics and inferential statistics. The specific descriptive statistics included percentages and frequencies while the inferential statistics included a multiple linear regression model. Microsoft excel was used to complement SPSS especially in production of diagrams and tables. The results were presented in form of charts and tables..

## RESULTS OF THE STUDY

### Response Rate

A total of 80 questionnaires were properly filled and returned. This represented an overall successful response rate of 83.3% as shown on Table1.

**Table 1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Returned	80	83.3%
Unreturned	16	16.7%
<b>Total</b>	<b>96</b>	<b>100%</b>

### Demographic Characteristics

The respondents were asked to describe their basic characteristics such as gender of the teachers, age of the teachers, management levels of the teachers, level of education of the teachers and years of service with the employer. Results revealed that 51.25% of the respondents were male while 48.75% of the respondents were female. Results also revealed that 45% of the teachers were aged between 26 – 35 years, 26.25% of the teachers were aged between 36 – 50 years, 15% of the teachers were aged below 25 years while 13.75% of the teachers were aged above 50 years. Results also revealed that majority of the teachers, 58.75% are normal teachers, 22.5% of the respondents indicated that they are heads of departments, 12.5% indicated that they are deputy principals while 6.25% of the respondents indicated that they are principals. Further, results revealed that most of the respondents (62.5%) indicated that they were graduates, 30% of the respondents indicated that they had attained education up to Certificate and diploma level while only 7.5% of the respondents had acquired education up to post graduate levels. Results also revealed that 27.5% of the respondents had served for more than 7 years, 27.5% had served for 5 – 7 years, 12.5% had served for less than 1 year while 32.5% of the respondents had served for 2 – 4 years.

### Descriptive Statistics

#### Participation in the Current Teachers Strike

The respondents were asked to indicate whether, since the beginning of the strike they had reported for duty for more than 1 day. Results in Table 2 show that 53.8% responded positively and indicated that they had reported for more than one day. The other 46.3% of the respondents indicated that they had not reported for more than one day.

**Table 2: Report for Duty**

Response	Frequency	Percent
No	37	46.3
Yes	43	53.8
<b>Total</b>	<b>80</b>	<b>100</b>

The respondents who indicated that they had reported for duty for more than one day were asked to indicate the number of days that they had reported. Results in Table 3 reveal that 41.9% of the respondents indicated that they had reported for 2 to 5 days, 25.6% of the respondents indicated that they had reported for 6 to 10 days while 32.6% indicated that they had reported for duty for over 10 days.

**Table 3: Number of Days**

Response	Frequency	Percent
2 to 5 days	18	41.9
6 to 10 days	11	25.6
Over 10 days	14	32.6
<b>Total</b>	<b>43</b>	<b>100</b>

Further, the respondents were asked to indicate the extent of their attitude towards participation in strikes. Results in Table 4 reveal that 92.1% of the respondents agreed that they had frequently missed reporting to duty due to the ongoing strike. Ninety three point seven (93.7%) of the respondents indicated that they recommend that all teachers should be on strike until all their demands are met and 88.7% of the respondents indicated that they propose that the Teachers Union should maintain their stand on the strike. Further, 91.3% of the respondents agreed that they would prefer if the court of law upholds the decision of teachers to strike while 75% of the respondents indicated that they recommend that other teachers including Private School teachers and University lecturers should go on strike too.

**Table 4: Attitude towards Participation in Strikes**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly agree
I have frequently missed reporting to duty due to the ongoing strike.	0.0%	0.0%	8.8%	47.1%	45.0%
I recommend that all teachers should be on strike until all the demands are met.	0.0%	2.5%	3.8%	47.5%	46.2%
I propose that the Teachers Union should maintain their stand on the strike.	0.0%	5.0%	6.2%	42.5%	46.2%
I would prefer if the court of law upholds the decision of teachers to strike.	0.0%	0.0%	8.8%	47.5%	43.8%
I recommend that other teachers including Private School teachers and University lecturers go on strike too.	7.5%	8.8%	8.8%	37.5%	37.5%



### Poor Remuneration

The respondents were asked to indicate whether poor remuneration influenced the extent of participation of teachers in the current Strike. All the respondents agreed that poor remuneration influenced the extent of participation of teachers in the current strike. The respondent were also asked to rate the basic salaries of teachers. Results in Table 5 shows that 51.2% of the respondents indicated that the basic salary of teachers is poor, 43.8% of the respondents indicated that the basic salary of teachers is fair while only 5% of the respondents indicated that the basic salary of teachers is good.

**Table 5: Rating on the Basic Salary of Teachers**

Response	Frequency	Percent
Poor	41	51.2
Fair	35	43.8
Good	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

The respondents were also asked to rate the allowances to teachers. Results in Table 6 shows that 55% of the respondents indicated that the allowances of teachers are poor, 38.8% of the respondents indicated that the allowances of teachers are fair while only 6.3% of the respondents indicated that the allowances of teachers are good.

**Table 6: Rating on the Allowances of Teachers**

Response	Frequency	Percent
Poor	44	55
Fair	31	38.8
Good	5	6.3
<b>Total</b>	<b>80</b>	<b>100</b>

Further, the respondents were asked to indicate which bracket best illustrates their salary group. Results in Table 7 reveal that 30% of the respondents indicated that their salary group was between kes 41,000 to kes 60,000; 28.7% of the respondents indicated that their salary group was between kes 25,000 to kes 40,000; 21.3% of the respondents indicated that their salary group was less than kes 25,000 while 20% of the respondents indicated that their salary group was over kes 60,000.

**Table 7: Salary Grouping**

Response	Frequency	Percent
Less than kes 25,000	17	21.3
Between kes 25,000 to kes 40,000	23	28.7
Between kes 41,000 to kes 60,000	24	30
Over kes 60,000	16	20
<b>Total</b>	<b>80</b>	<b>100</b>

The respondents were also asked to rate themselves rate with regard to remuneration of other professions. Results in Table 8 reveal that 96.3% of the respondents agreed that compared to others professions, the basic salary of teachers is inadequate. Results also showed that 95% of the respondents indicated that compared to other professions, the allowances of teachers is inadequate, 90% of the respondents indicated that teachers in Kenya are not better paid in comparison to teachers in neighbouring countries. Further, results in table 4.8 revealed that 95% of the respondents indicated that given the cost of living in Kenya, the teachers' salaries are insufficient while 83.8% of the respondents agreed that teacher's salaries are inadequate for planning for retirement.

**Table 8: Rating Remuneration of Teachers**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly agree
Compared to other professions, the basic salary of teachers is inadequate.	0.00%	0.00%	3.70%	47.50%	48.80%
Compared to other professions, the allowances of teachers is inadequate.	0.00%	1.20%	3.80%	40.00%	55.00%
Teachers in Kenya are not better paid in comparison to teachers neighbouring countries.	0.00%	0.00%	10.00%	46.20%	43.80%
Given the cost of living in Kenya, the teachers' salaries are insufficient.	0.00%	1.20%	3.80%	52.50%	42.50%
Teacher's salaries are inadequate for planning for retirement.	1.20%	5.00%	10.00%	43.80%	40.00%

### Lack of Adherence to the Collective Bargaining Agreement

The respondents were asked to indicate whether lack of adherence to the collective bargaining agreement influenced the extent of participation of teachers in the strike. Results in Table 9 show that majority of the respondents (92.5%) agreed that lack of adherence to the collective bargaining agreement influenced the extent of participation of teachers in the current teachers strike while 7.5% of the respondents disagreed.

**Table 9: Influence of Lack of Adherence to CBA**

Response	Frequency	Percent
No	6	7.5
Yes	74	92.5
<b>Total</b>	<b>80</b>	<b>100</b>

The respondents were also asked to rate the overall adherence to the collective bargaining agreement. Results in Table 10 shows that 53.8% of the respondents indicated that the overall

adherence to collective bargaining agreement was moderate, 42.5% of the respondents indicated that the overall adherence to collective bargaining agreement was low while only 3.8% of the respondents indicated that the overall adherence to collective bargaining agreement was high.

The respondents were also asked to rate the adherence to the salary clause in the collective bargaining agreement. Results in Table 10 shows that 43.8% of the respondents indicated that the adherence to salary clause in the collective bargaining agreement was moderate, 48.8% of the respondents indicated that the adherence to salary clause in the collective bargaining agreement was low while only 7.5 % of the respondents indicated that the adherence to salary clause in the collective bargaining agreement was high.

The respondents were also asked to rate the adherence to the allowances clause in the collective bargaining agreement. Results in Table 10 shows that 48.8% of the respondents indicated that the adherence to allowances clause in the collective bargaining agreement was moderate, 45% of the respondents indicated that the adherence to allowances clause in the collective bargaining agreement was low while only 6.3% of the respondents indicated that the adherence to allowances clause in the collective bargaining agreement was high.

**Table 10: Rating of Adherence to CBA**

<b>Adherence</b>	<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Overall adherence to the CBA	Low adherence	34	42.5
	Moderate Adherence	43	53.8
	High Adherence	3	3.8
	<b>Total</b>	<b>80</b>	<b>100</b>
Adherence to the salary clause	Low adherence	39	48.8
	Moderate Adherence	35	43.8
	High Adherence	6	7.5
	<b>Total</b>	<b>80</b>	<b>100</b>
Adherence to the allowance clause	Low adherence	36	45
	Moderate Adherence	39	48.8
	High Adherence	5	6.3
	<b>Total</b>	<b>80</b>	<b>100</b>

### **Delayed Job Group Promotion**

The respondents were asked to indicate whether delayed job group promotion has influenced the participation of teachers in the current strike. Results in Table 11 show that majority of the respondents (90%) indicated that indeed; delayed job group promotions has influenced the participation of teachers in the current strike while 10% were of the contrary opinion.

**Table 11: Influence of Delayed Job Group Promotion**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
No	8	10
Yes	72	90
<b>Total</b>	<b>80</b>	<b>100</b>

The respondents were also asked to rate the promotion policy of the Teachers Service Commission. Results in Table 12 show that 53.8% of the respondents indicated that the policy of the Teachers Service Commission was unfair, 38.8% of the respondents indicated that the policy of the Teachers Service Commission was moderately fair while only 7.5% of the respondents indicated that the policy of the Teachers Service Commission was very fair.

**Table 12: Rating Of Promotion Policy**

Response	Frequency	Percent
Unfair	43	53.8
Moderately Fair	31	38.8
Very fair	6	7.5
<b>Total</b>	<b>80</b>	<b>100</b>

Further, the respondents were asked to indicate whether the Teachers service commission considers the qualification and experience aspects when effecting promotions. Results in Table 13 show that 56.3% of the respondents agreed that the Teachers service commission considers the qualification aspects when making promotions; 82.5% of the respondents indicated that the Teachers service commission considers the experience aspects when making promotions while 88.8% of the respondents agreed that the Teacher service commission considers other aspects when making promotions.

**Table 13: Considerations of TSC While Effecting Promotions**

	Response	Frequency	Percent
TSC considers qualification attributes when making promotions.	No	35	43.8
	Yes	45	56.3
	<b>Total</b>	<b>80</b>	<b>100</b>
TSC considers experience attributes when making promotions.	No	66	82.5
	Yes	14	17.5
	<b>Total</b>	<b>80</b>	<b>100</b>
TSC considers other attributes when making promotions.	No	71	88.8
	Yes	9	11.3
	<b>Total</b>	<b>80</b>	<b>100</b>

### Poor Working Conditions

The respondents were asked to indicate whether poor working conditions has influenced the participation of teachers in the current teachers strike. Results in Table 14 show that majority 85% agreed that poor working conditions have influenced the participation of teachers in the current teachers strike.

**Table 14: Influence of Poor Working Conditions**

Response	Frequency	Percent
No	12	15
Yes	68	85
<b>Total</b>	<b>80</b>	<b>100</b>

The respondents were also asked to rate the working conditions in their schools. Results in Table 15 revealed that 88.8% of the respondents disagreed that there is poor security of staff and students in their schools. Results in Table 15 also revealed that 93.8% of the respondents agreed that there is poor lighting of school facilities in their school, 90% of the respondents agreed that there is inadequate clean drinking water in the schools. Further, results in Table 15 shows that 92.4% of the respondents agreed that there is inadequate transport and road infrastructure for accessing their schools while 81.3% of the respondents indicated that there is inadequate sanitation facilities and waste disposal facilities in the schools.

**Table 15: Rating Of Working Conditions**

Statement	Strongly Disagree	Disagree	Moderately Agree	Agree	Strongly agree
There is poor security of staff and students at our school.	48.80%	40.00%	7.50%	3.80%	0.00%
There is poor lighting of school facilities.	1.20%	1.20%	3.80%	40.00%	53.80%
There is inadequate clean drinking water in the school.	0.00%	1.20%	8.80%	47.50%	42.50%
There is inadequate transport and road infrastructure for accessing the school.	0.00%	3.80%	3.80%	51.20%	41.20%
There is inadequate sanitation facilities and waste disposal facilities in the school.	5.00%	5.00%	8.80%	43.80%	37.50%

### Inferential Statistics

Inferential analysis was conducted to show the relationship between the independent and dependent variables. The analysis generated model of fitness, and analysis of the variance and regression coefficients.

### Regression Analysis

The results presented in Table 16 present the fitness of the regression model used in explaining the study phenomena. Poor remuneration, lack of implementation of the collective bargaining agreement, delayed job group promotion and poor working conditions were found to be satisfactory variables in explaining the participation of teachers in the current teachers strike. This is supported by coefficient of determination also known as the R square of 80.9%. This

means that poor remuneration, lack of implementation of the collective bargaining agreement, delayed job group promotion and poor working conditions explain 80.9% of the variations in the dependent variable which is participation of teachers in the current teachers strike. These results further mean that the model applied to link the relationship of the variables was satisfactory.

**Table 16: Model Fitness**

Indicator	Coefficient
R	0.9
R Square	0.809

In statistics significance testing, the p-value indicates the level of relation of the independent variable to the dependent variable. If the significance number found is less than the critical value also known as the probability value (p) which is statistically set at 0.05, then the conclusion would be that the model is significant in explaining the relationship; else the model would be regarded as non-significant.

Table 17 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. Further, the results imply that the independent variables are good predictors of the causes of the participation in the current teachers strike in Kenya. This was supported by an F statistic of 15.229 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level.

**Table 17: Analysis of Variance**

Indicator	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8.084	4	2.021	15.229	0.000
Residual	32.512	245	0.133		
Total	40.596	249			

Regression of coefficients results in Table 18 shows that there is a positive and significant relationship between poor remuneration, lack of implementation of the collective bargaining agreement, delayed job group promotion and poor working conditions and participation of teachers in the current teachers strike as supported by beta coefficients of 0.379, 0.403, 0.108 and 0.488 respectively. These results show that an increase in the unit change of poor remuneration would result to an increase in participation of teachers in the teachers strike by 0.379 units. These results also show that an increase in the unit change of lack of implementation of the collective bargaining agreement would result to an increase in participation of teachers in the teachers strike by 0.403 units. Further, these results show that an increase in the unit change of delayed job group promotion would result to an increase in participation of teachers in the teachers strike by 0.108 units while an increase in the unit change in poor working conditions would result to an increase in participation of teachers in the teachers strike by 0.488 units.

**Table 18: Regression of Coefficients**

Variable	B	Std. Error	t	Sig.
(Constant)	0.66	0.032	20.331	0.000
Poor Remuneration	0.379	0.099	3.827	0.000
Lack of adherence to collective bargaining agreement	0.403	0.134	3.006	0.003
Delayed job group promotion	0.108	0.0548	1.97	0.027
Poor working conditions	0.488	0.134	3.649	0.000

## CONCLUSIONS

The study concluded that majority of the teachers under the union of KNUT and KUPPET were frequently missing to report to duty in their schools due to the current teachers strike. The study also concluded that the teachers were poorly remunerated since their basic salary was poor, and their allowances were poor. Results also led to a conclusion that there was low adherence to collective bargaining agreement. The level of adherence had an influence on the teachers strike. Results implied that there were high delays in job group promotions. This had a positive effect on the participation in the current strike conducted by teachers. Those who were likely to rate that there was delayed job group promotions were also likely to participate in the ongoing teachers strike. It was concluded that poor working conditions led to the demotivation of teachers. The poor working conditions included lack of sanitation facilities, infrastructure, and lighting among others. Those who indicated that there were poor working conditions also indicated that they were likely to participate in teachers strike.

## RECOMMENDATIONS

The study recommended that the remuneration of teachers needs to be improved. For instance, the basic salaries need to be increased. In addition, their allowances need to be increased to cater for the high cost of living. This would reduce the frequency of teachers' strikes. The study also recommended that the employer should respect the clauses that are stipulated in the collective bargaining agreement. In particular, the clauses on salaries and allowances and on the right to join and participate in strikes should be adhered to. This would reduce the frequency of teacher's strikes in Kenya. The results of this study will be significant to various groups of people. These groups include the Government, KNUT, TSC, the Ministry of Education and other scholars.

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