
TEACHERS' SERVICE COMMISSION IMPLEMENTATION OF 2017-2021 COLLECTIVE BARGAINING AGREEMENT REGARDING PROMOTIONS, AS A PREDICTOR OF JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS IN KENYA

¹John Omambia Matiang'i, ²Jeremiah M. Kalai, ³Winston Jumba Akala.

¹⁻³University of Nairobi

¹johнома2000@yahoo.com, ²jeremykalai@gmail.com, ³akala@uonbi.ac.ke

ABSTRACT

The purpose of this study was to investigate Teachers' Service Commission Implementation of 2017-2021 Collective Bargaining Agreement regarding promotions as a predictor of Job Satisfaction among Primary School Teachers in Kenya. The study sought to determine the extent to which Teachers' Service Commission Implementation of 2017-2021 Collective Bargaining Agreement on promotion served as a predictor for teachers' job satisfaction. The study was guided by the Industrial Relations (IR) theory which is concerned with relationships between employees and their employer at an organizational setting.

The study employed descriptive survey design due to its capacity to obtain both quantitative and qualitative data. The target population was 188,765 KNUT registered teachers in Kenya. Stratified and random sampling techniques were applied to select a sample of 399 primary school teachers included in the study. Two legal officers were also included in the study making the total sample to have 401 respondents.

Data was collected from teachers using a questionnaire and from the TSC and KNUT legal officers using an interview schedule. Quantitative data was fed into SPSS and used to generate frequencies, means and standard deviations used for interpretations. The mean of the variable was below average ($\mu=1.7829$) implying low levels of satisfaction with the implementation of Collective Bargaining Agreement on promotion of teachers by the Teachers Service Commission. There was a significant difference between the teachers' means of promotion and their job satisfaction. The findings suggest that most respondents do not agree with the modalities used by the Teachers Service Commission to promote teachers (based on TPAD guidelines) meaning that there are low levels of satisfaction with the implementation of Collective Bargaining Agreement on promotion of teachers by the Teachers Service Commission.

Keywords: Promotion, Primary Schools, Teachers Service Commission, Implementation, Job satisfaction

INTRODUCTION

Collective bargaining is conducted between employer and worker to: decide the working circumstances and conditions of employment, legalize relationship among employers and workers, and regularize relations involving employers and their workers (Cloutier, Denis, & Bilodeau, 2012, Godfrey, Theron, & Visser, 2007). From a global general perspective collective bargaining has influence on performance in the labour market, job quality (both economic and non-economic aspects), prevents inequalities in the changing world of work and provides a means to reach solutions in the modern world of work (OECD, 2019). The Organization of Economic Cooperation and Development, OECD (2019) asserts that, in this changing world of work, collective bargaining works well in combination with workers' voice to improve job quality if there is mutual trust between the partners. This results in formal, bargained agreements or contracts to which both parties are obliged to adhere during an agreed upon period.

Proponents agree that collective bargaining has brought about higher teacher salaries, better non-economic benefits, recruitment of more teachers, reduced class sizes and increased time for class preparations (Kahlenberg, 2006, ILO, 2015); Doellgast & Benassi, 2014).

In agreement Demitchell (2020) summarizes the benefits of collective bargaining agreements as salary, hours, tenure and recruitment. The same author points out that before 1962 collective bargaining was not allowed in USA among state workers, including teachers, and they had no participation in any decision-making process with their economic and non-economic status (Demitchell, 2020). Rather, every decision was made by the school boards and enforced by the school administrators.

The Kenyan first Collective Bargaining Agreement between teachers' unions, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET), and the employer, TSC, was signed on 25th and 26th October of the year 2016. The Collective Bargaining Agreement was to bind the parties from 2017 to 2021 so as to settle industrial disputes hence come up to fair remuneration, retain excellent professionals in teaching public schools, promotion of teachers and create clear career progression paths for all teachers whether in administration or not (Jonjo & Jonjo, 2017).

The argument above leads to the conclusion that collective bargaining provides grounds for teachers to be involved in decision making regarding their careers hence improve or even perfect their job quality.

Teachers working in favourable environments are therefore expected to express high levels of job satisfaction. Job satisfaction is defined as a feeling or state of mind of an employee towards his work and organization. Callaway (2007) and Muwanguzi (2022) refer to job satisfaction as an individual's attitude towards his/her work as defined by the person's view of challenging tasks, equitable rewards, and favourable working conditions among other factors. Job satisfaction is influenced by various factors like the nature of work, quality of work, relationship with the immediate supervisor, compensation, benefits, job security, working culture and environment. Further, Sun and Hwang, (2020) define job satisfaction as satisfaction with the agreement between a person and their position.

Job satisfaction represents an individual's willingness to perform his task with a positive attitude resulting in a positive outcome and can be internal or external. Internal job satisfaction refers to the nature of work tasks as well as people's perceptions of the work they do, whereas external satisfaction is related to external motivating factors such as pay, work environment, and conditions. Whether job satisfaction is internal or external it greatly influences performance of an employee (Rai, Budhathoki, & Rai, 2021; Sugiarto, 2018;

Dachapalli, 2016; Australian Bureau of Statistics, 2020c). This means that it is a generally accepted fact that employee performance plays a crucial role in corporate success, and an employee who is satisfied with the job performs better than one who is dissatisfied. Employees' satisfaction is therefore considered as the all-around module of an organization's human resource strategies. Furthermore, job satisfaction means a function which is positively related to the degree to which one's personal needs are fulfilled in the job situation (Simatwa 2011; Cabaleiro & Gut rriez, 2019,).

In his study Kuria (2011) argues that teachers are most satisfied and highly productive when their job offers security from economic strain, when there is recognition of their effort, clear policy on grievances, opportunity to contribute ideas and suggestions, participation in decision making and managing the affairs. In addition, clear definitions of duties and responsibilities and provision of opportunities for promotion, benefits, sound payment structure, incentive plans and profit-sharing activities promote job satisfaction (Kuria, 2011). Teachers with jobs offering health and safety measures, social security, compensation, communication system and an atmosphere of mutual trust enjoy high levels of job satisfaction.

Most of what a job offers that contributes to satisfaction can be kept in check through collective bargaining.

It is imperative to point out that the relationship between job satisfaction and organizational performance is complex, the research on it is rare and theoretical and practical studies have not yielded an unambiguous answer to the real nature and strength of the connection between job satisfaction and organizational performance. In fact, some authors have found a positive correlation between job satisfaction and organizational performance (Chan, Gee, & Steiner, 2000; Ellinger, Yang, & Howton, 2002; Huselid, 1995; Koys, 2001; Latif et al., 2015, Mafini & Pooe, 2013), whilst, on the other hand, some have not discovered any statistically significant correlation between these two variables (Daily & Near, 2000). The protagonists nevertheless agree that the relationship between the two variables exists, and the difficulty only lies in the level of accuracy of the instruments used to measure it.

There are a number of research studies in collective bargaining. For example, Matsa (2010) reports on the usage of debt financing to prove firm's bargaining position; Foster et al. (2011) explored the attitude of New Zealander employers to collective bargaining and the union agents; Katchanovski et al, (2011) investigated the attitudes of

employees towards collective bargaining in universities in USA and Canada, Akhanikwa, Maru & Byaruhanga (2013) study, dealt with effects of collective bargaining process on industrial environment, International Labor Organization (2018) investigated good practices in collective bargaining, Ibsen and Keune (2018), looked at organized decentralization of Collective Bargaining. This study considers implementation of the CBA between teachers' employee in Kenya, TSC and their trade union, KNUT on their job satisfaction.

On the other hand, overwhelming research has been carried out in areas of job satisfaction and motivation (Njiru, 2014; Nwakasi & Cummis, 2018; Sun & Hwang, 2020) and influence of promotion and job satisfaction on employee performance (Razak, Sarpan & Ramlan, 2018). However, scholarly works examining how promotion affects job satisfaction are scanty. Specifically, there is a relative deficiency of studies on the influence of promotion on primary teachers' job satisfaction in Kenya. As a result, this study investigated Teachers' Service Commission Implementation of 2017-2021 Collective Bargaining Agreement regarding promotion as a predictor of Job Satisfaction among Primary School Teachers in Kenya.

REVIEW OF RELATED LITERATURE

Teacher Promotion and Job Satisfaction

Different sources have defined promotion as a shifting of employee for a job of higher significance and higher compensation, the movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion, the reassignment of an employee to a higher rank of job (Lazear, 2000, Lazear, 1986, McCausland, 2005).

Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotion opportunities and job satisfaction (McCausland, 2005). The advancement of an employee from one job position to another job position that has a higher salary range, a higher job title and often more and higher-level job responsibilities is called a promotion. Sometimes a promotion results in an employee taking on responsibility for managing or overseeing the work of other employees. Decision making authority tends to rise with a promotion as well. Visually, a promotion moves an employee's job up one level on an organizational chart (Heathfield, 2011).

Nyange (2013) did a study in Voi District in Kenya and established that a majority of teachers expressed dissatisfaction with the criterion system followed in promotion of

teachers. Failure to consider teachers qualifications, merit, ability, seniority and experience suggests that promotion of teachers follows criteria unclear to them, hence prone to corruption. This finding differs with that of Bala and El-jajah (2019) who established a higher mean ($\mu=3.76$) of level of teacher promotion. A study done by Arogundade (2019) established that there was a significant relationship between staff development, promotion and job satisfaction.

METHODOLOGY

Creswell (2014) defines research design as the specific procedure involved in the research process: data collection, data analysis and report writing. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information and conducts the study in a natural setting. This study employed descriptive survey design due to its capacity to obtain both quantitative and qualitative data for the study. More so, the descriptive method is mainly used to describe who, how, when and what queries (Woodbridge, Pretorius & Perry, 2016; Saha & Paul). According to Siedlecki (2020), when conducting a given project, descriptive designs help to explain the nature of things and events. Woodbridge et al (2016) explain that descriptive survey describes one or more characteristics of the population under study.

The design uses data collected from interviews, using questionnaires, surveys and case studies to make conclusions and recommendations after a thorough examination of the research question (Woodbridge et al, 2016). This design is economical in that data is collected from a large population within a relatively short time (Mugenda & Mugenda, 2003). The data collected is then used to describe and often explain why things are the way they are (Woodbridge et al, 2016).

The study used a mixed methods approach which involves use of both qualitative and quantitative data to delve into an issue (Ngila, 2016). According to Agerfalk, 2013 cited in Ngila (2016) although in mixed methods both quantitative and qualitative methods are combined within a single study, use of, and emphasis on, each of the two methods may vary and often one dominates. In this study quantitative approach to the research problem dominates. This is of value since quantitative data presented in plots or numerical quantities are easy to understand hence make viable conclusions about a situation (Hesaje & Hesaje, 2013)

A target population is a list of objects outlined in a survey about which information is sought (OECD, 2018). The list of objects is of interest to the researcher. The study targeted 188,765 primary school teachers in Kenya who were members of Kenya National Union of Teachers as per the Kenya

National Union of Teachers registers for 2017 - 2021. Two legal officers, one from the Teachers’ Service Commission and the other from Kenya National Union of Teachers were also targeted. Information about perception of implementation of Collective Bargaining Agreement and job satisfaction was sought from the teachers and information to educate teachers on legal issues related to the CBA was sought from the two legal officers.

To obtain a representative sample of teachers included in the study as respondents, Slovin's formula was used. Slovin's formula is a random sampling formula used to estimate sample size (Kothari, 2005). According to Saha and Paul (2020) Slovin’s formula of sample determination is used when nothing is known about the population targeted by the study. For example, when demographics and type of distribution of a population are not known then Slovin’s formula is applied to determine the sample size (Saha & Paul, 2020).

The sample size was computed as follows.

$$N = \frac{N}{1 + \frac{Ne}{2}}$$

Where:

N	-	Sample size
N	-	Total Population
E	-	Error of tolerance/margin error

The error of tolerance for this study the margin error was set with a confidence level of 95 percent hence an α of 0.05 (Saha & Paul, 2020). The researcher decided to use the margin error of 0.05 so as to obtain a larger sample which is more representative of the population targeted by the study. Therefore, the sample was calculated to $n=188765 \div (1+188765 \times 0.05 \times 0.05) = 399$

The calculated sample size for this study was established to be 399 primary school teachers who were obtained through stratified proportionate sampling to obtain representation from different strata, the regions, in which all sub-counties were included. From each region a primary school with the highest number of KNUT registered teachers was purposively selected. The addition of the two legal officers to the 399 primary school teachers made the overall sample size to be 401 respondents. It is important to note that each of the parties involved in the CBA, that is the Teachers' Service Commission and Kenya National Union of Teachers has only one legal officer. This justifies the fact that only two legal officers were included in the study and not more.

RESEARCH INSTRUMENTS

A questionnaire was used to collect data from primary school teachers included in the sample for the purpose of quantitative analysis.

The questionnaire was designed by the researcher based on the insights from the review of related literature and studies. The questionnaire had two main sections. The first section was intended to collect demographic information of the respondents including gender, highest level of education, job group and trade union. The respondent was to give information by indicating the response that matched his/her opinion with reference to provided options or specify other descriptions not included as options.

In the second section responses were rated against a psychometric response scale in which respondents specified their level of agreement to provided statements in the questionnaire in a four-point scale; (1) Disagree (2) Tend to disagree (3) Tend to agree and (4) Agree. The second section was further divided into three parts. The first part had ten statements designed to obtain data on the opinion of teachers of collective bargaining agreement from a general perspective. The second part was loaded with thirteen statements describing economic and non-economic aspects of opinion of teachers of implementation of CBA. The first eight statements in this section regarded economic perspectives and then five statements describing non-economic aspects.

The third section showed statements addressing medical allowances and commuter allowances (five statements each), promotions (five statements), staff balancing (six statements), work-life balance (six statements) and professional development (five statements).

TSC and KNUT Legal personal interview schedule was also used. The schedule had eight open ended questions intended to gather information to be used to build a knowledge base that explains the collective bargaining process to the stakeholders, teachers included.

Content validity of questionnaires was acquired through expert opinion of the supervisors and department lecturers besides a pilot study conducted in four schools drawn from different counties. The items of the questionnaires were presented to experts in research, the supervisors, for scrutiny to ascertain that they measured exactly what they were intended to measure as recommended by Domino and Domino (2006) who argue that the answer to whether a research instrument is valid lies mainly with experts. Using variables previously used in other similar studies brought about validity too (Odisa, 2022) as well as using statements that were not paraphrased of each other.

To determine reliability, a pilot study was carried out involving sixteen teachers, four from each school to give responses used to

test whether the teacher questionnaire was reliable or not. Data extracted from the sixteen questionnaires was fed into the SPSS and Cronbach's alpha coefficient determined at a scale of 0.05. This study used Cronbach's Alpha Coefficient as a measure of reliability and internal Consistency. Cronbach's alpha value for the whole questionnaire was 0.949.

DATA COLLECTION PROCEDURE

The researcher obtained an introduction letter from The University of Nairobi to the National Commission for Science; Technology and Innovation (NACOSTI). The researcher also submitted the approved research proposal to the Commission for analysis to determine conformity to set ethical principles. After acceptance and approval of the research proposal a permit was issued. The researcher then wrote a letter to the TSC and another to KNUT to seek their consent for data collection from their legal officers. The researcher also sought and received recommendations from KNUT to branch executive secretaries who were his research assistants. The research secretaries prepared the respondents to meet and interact with the respondent on the day scheduled for data collection. The researcher then moved to the various branches and with the guidance of the research assistants moved to the stations to collect data from teachers.

The researcher issued questionnaires to the teachers after explaining the intention of the study and assuring them of confidentiality and other ethical issues. After completing the questionnaires and giving them back to the researcher, he thanked the respondents.

DATA ANALYSIS TECHNIQUES

Quantitative data obtained from the questionnaires was organized and analyzed using Statistical Package for Social Sciences (SPSS) version 20 which is a software tool for data analysis. Qualitative data analysis involves the identification, examination, and interpretation of patterns and themes in textual data and determines how these patterns and themes help answer the research questions at hand. Descriptive statistics, especially means and frequencies were applied to analyze demographics of the population.

Frequencies and percentages dominated the tables used to address influence of implementation of Collective Bargaining Agreement by the Teachers Service Commission as perceived by primary school teachers regarding different aspects. Means and standard deviations of the responses given by teachers were generated using the SPSS and used for analyses and interpretations.

ETHICAL CONSIDERATIONS

The societal norm of behaviour expected while conducting research is stipulated in ethical considerations (Abdegader, Darwish & Nimer, 2022). Every researcher must avoid misleading, embarrassing, or emotionally hurting the respondents during the process of data collection because every human being deserves respect and privacy (Whitlatch, 2000). To achieve this, the researcher explained the objectives of the research and allowed the respondents to complete the questionnaires without pressure or coercion as Whitlatch (2000) recommends. This means that the respondents had informed consent to participate in the study. The researcher acquired trust from the respondents based on the authorization received from NACOSTI and the assurance to respondents that data collected from them would be used for no other purpose than analysis in the research and that no intimidation would come upon any of them as a result of their responses. In addition, they were asked to maintain anonymity by not writing their names or any other personal details in any part of the questionnaire. The researcher also gave honest, credible and valid reporting of the findings of the research.

RESULTS AND DISCUSSION

The study sought to investigate the Influence of Teachers' Service Commission Implementation of Collective Bargaining

Agreement in regard to Promotions on Job Satisfaction. The aspect of promotion was examined using five statements whose frequencies of responses were exhibited in Table 1. The table depicts a big proportion, 280(70.4%), disagreed and another 64(16.1%) tended to disagree that teachers are promoted upon attaining higher qualifications.

Table 1: Influence of the Implementation of Collective Bargaining Agreement on Promotions and the effect on Job Satisfaction

S. NO.	As a result of CBAs teachers’:	D	T D	TA	A
		F(%)	F(%)	F(%)	F(%)
1	Teachers are aware on modalities of acquiring promotions	151(37.9)	91(22.9)	87(21.9)	69(17.3)
2	Teachers are promoted upon attaining higher qualifications	280(70.4)	64(16.1)	29(7.3)	25(6.3)
3	Teachers are promoted according to merit and ability	246(61.8)	62(15.6)	55(13.8)	35(8.8)
4	Teachers are promoted according to seniority and	230(57.8)	82(20.6)	51(12.8)	35(8.8)

	experience				
5	Teachers are promoted after acting on given leadership responsibilities	210(52.8)	89(22.4)	63(15.8)	36(9.0)

Concerning the statement ‘teachers are promoted according to merit and ability’ 246(61.8%) disagreed with the statement while 62(15.6%) tended to disagree. Most respondents also disagreed, 230(57.8%) and tended to disagree, 82(20.6%) that teachers are promoted according to seniority and experience. Only a small proportion of the participants 36(9%) agreed that teachers are promoted after acting on given leadership responsibilities.

These statistics show that most respondents do not agree with the modalities used by the Teachers Service Commission to promote teachers. This agrees with Nyange (2013) who established that a majority of teachers (85%) expressed dissatisfaction with the criterion system followed in promotion of teachers. Failure to consider teachers qualifications, merit, ability, seniority and experience suggests that promotion of teachers follows criteria unclear to them, hence prone to corruption.

No wonder 151 (37.9%) disagreed and 91(22.9%) tended to disagree being aware on modalities of acquiring promotions following implementation of the Collective Bargaining Agreement.

After computing a variable using the five statements used to examine influence of Teachers Service Commission implementation of Collective Bargaining Agreement regarding promotion of teachers a mean of the responses given by the respondents was established and Table 2 has the results.

Table 2: Mean of Influence of Implementation of Collective Bargaining Agreement by the Teachers (Promotions)

	N	Minimum	Maximum	Mean	Std. Deviation
Promotions	398	1.00	4.00	1.7829	.73824
Valid (listwise)	N 398				

The mean of the variable was below average ($\mu=1.7829$) implying low levels of satisfaction with the implementation of Collective Bargaining Agreement on promotion of teachers by the Teachers Service Commission. This finding differs with that of Bala and El-jajah (2019) which revealed a high mean ($\mu=3.76$) of level of teacher promotion, but it is in congruence with Nyange (2013) whose study indicated low levels of job satisfaction amongst

teachers in Voi District in Kenya. One-way ANOVA was performed to determine whether the means of job satisfaction and implementation of CBA in relation to promotion were different. The results of ANOVA were then displayed in Table 3.

Table 3: One Way ANOVA of Influence of CBA (Promotions) Implementation of and Job Satisfaction of Primary School Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47.249	15	3.150	8.249	.000
Within Groups	145.860	382	.382		
Total	193.108	397			

The p-value is below the alpha value ($P=0.000$; $\alpha=0.05$) hence rejection of the null hypothesis ‘there is no significant difference between the effect of TSC’s implementation of CBA (promotions) and job satisfaction of primary school teachers in Kenya’. In other words, there was a significant difference between the means of promotions and job satisfaction of teachers. The level of job satisfaction of teachers is therefore significantly higher than the effect of TSC’s implementation of CBA (promotions). This is evident in Table 4 with the means of the two variables indicated.

Table 4: Means of Influence of Implementation of CBA (Promotions) and Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Promotions	398	1.00	4.00	1.7829	.73824
Job Satisfaction	398	1.00	3.75	2.0969	.52674
Valid N (listwise)	398				

Both means rate below average ($\mu=1.7829$ for promotions and $\mu=2.0969$). However, the two means were found to be significantly different going with the results Table 5 presents. In addition, the two aspects showed strong positive correlation when a Pearson correlation coefficient was determined.

Table 5: Association of Perception of Implementation of CBA (Promotions) with Job Satisfaction of Respondents

		Teacher Collective Bargaining Agreement and Job Satisfaction	Promotions
Job Satisfaction	Pearson Correlation	1	.461**
	Sig. (2-tailed)		.000
Promotions	Pearson Correlation	.461**	1
	Sig. (2-tailed)	.000	
N		398	398

According to information displayed in Table 5 the p-value ($p=0.000$) is lower than 0.05 suggesting that an association exists between job satisfaction and promotion of teachers by the Teachers’ Service Commission. The null hypothesis ‘there is no significant relationship between teachers’ job satisfaction and implementation of TSC’s implementation of the CBA concerning promotions’ is rejected. The association between the two variables is moderate and positive ($r=0.461$). The finding is consistent with Bala and El-jalala (2019) who also exposed a statistically significant relationship between promotion and job satisfaction amongst teachers.

CONCLUSION AND RECOMMENDATIONS

The findings suggest that most respondents do not agree with the modalities used by the Teachers Service Commission to promote teachers. Meaning that there are low levels of satisfaction with the implementation of Collective Bargaining Agreement on promotion of teachers by the Teachers Service Commission. There was a significant difference between the means of promotions and job satisfaction of teachers. In addition, the two aspects showed strong positive correlation when a Pearson correlation coefficient was determined.

CONCLUSION:

From the finding of the study, it was concluded that compliance with the CBA on promotion of teachers tended to be associated with increased job satisfaction.

Recommendations

This study recommends that the Teachers Service Commission complies with CBA requirements of 2017-2021 because its adherence to the provisions of the CBA is a predictor of teachers' job satisfaction; and hence a possible determinant of teachers' performance in their roles and responsibilities. In addition, the Ministry of Labour as an umpire in the implementation of CBA needs to bring the parties involved in the CBA more often to ensure compliance.

Promotion policies and modalities should be made clear to teachers through educating them, they should be considerate of the teacher's level of qualification and teachers should be involved in formulating such policies. The Circular doing away with Schemes of Service as a guideline to promotion needs to be revisited. Teachers should be sponsored for professional development courses, seminars and workshops to sharpen their professional skills, update them on curriculum changes and equip them with technological skills required in the field of education. Promotions should consider teachers who attend such courses in order to motivate

others to attend. A further study needs to be done on teachers' levels of satisfaction with the implementation of 2017-2021 CBA by Teachers Service Commission on different aspects of the CBA in relation to teachers' job satisfaction, job morale and job commitment.

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