



Teachers' Service Commission Implementation of 2017-2021 Collective Bargaining Agreement on Medical and Commuter allowances as predictors of Job Satisfaction among Primary School Teachers in Kenya

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Abstract

Collective bargaining is an industrial instrument; a mechanism and a facet of negotiation which is appropriate to building relationship among employees and workers. The process provides a ground for employees to be involved in decision making regarding their careers, hence improving or even perfecting their job quality. Teachers working in favourable working environments are therefore expected to express high levels of job satisfaction. The purpose of the study was to investigate the influence of Teachers Service Commission implementation of the 2017-2021 Collective Bargaining Agreement (CBA) regarding medical and commuter allowances on primary school teachers' job satisfaction in Kenya. The study was guided by the Industrial Relations (IR) theory which is concerned with relationships between employees and their employer at an organizational setting. Guided by the descriptive survey design; the study had a target population of 188,765 KNUT registered teachers from whom 399 were included in the study (sample) using stratified sampling by use of Slovin's formula. In addition, two legal officers (from TSC and KNUT) were also included in the study; translating to a sample of 401 respondents. A questionnaire for teachers was used to collect data while interview schedules were used to obtain views from the legal officers. Quantitative data was fed into SPSS and used to generate frequencies, means and standard deviations used for interpretations. The qualitative data was interpreted by searching commonalities. The overall level of job satisfaction was established to rate below average, $\mu=2.0969$. The effect of implementation of the CBA by the TSC rated below average regarding agreed allowances (Medical allowance, $\mu=2.2965$ and commuter allowance, $\mu=1.5874$). Therefore, the best predictor of primary school teachers' job satisfaction in Kenya was medical allowance compared to commuter allowances. The two legal officers confirmed the same position in their qualitative submissions. However, they disagreed on the involvement of the

SRC in the collective bargaining process between the employer and the employee. The study recommends that CBA on medical and commuter allowances be fully implemented for enhancement of teachers' job satisfaction. A recommendation was made that another study be conducted among secondary school teachers to determine whether significant differences exist between primary and secondary school teachers on the variables under investigation.

Keywords: Influence, Primary Schools, Teachers Service Commission, Implementation, Job satisfaction, Allowances

Introduction

Collective bargaining is an industrial instrument or mechanism and the facet of negotiation which is appropriate to building relationship among employees and workers. It 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 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 (Organization of Economic Cooperation and Development, OECD, 2019). The 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.

In the United States of America, there are supporters and critics of collective bargaining in teachers' trade unions. The supporters 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). 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 (Jonyo & Jonyo, 2017).

Job satisfaction is defined as a feeling or state of mind of an employee towards his work and organization. Callaway (2007) refers 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.

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 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 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 & Gutiérrez, 2019).

In his study Kuria (2011) argues that employees 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). Employees 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 & Poee, 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' employer 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). However, scholarly works examining CBA implementation processes and job satisfaction are scanty. Specifically, there is a relative deficiency of studies on the influence of implementation of CBA on teachers' job satisfaction in Kenya.

Research Objective

This study investigated the influence of the Teachers Service Commission implementation of the CBA (medical and commuter allowances) between TSC and KNUT on Primary School Teachers' Job Satisfaction in Kenya.

Literature Review

This section discusses medical and commuter allowances and how they affect job satisfaction.

Employee Allowances and Employees' Job Satisfaction

Job satisfaction can be affected by a number of factors, for example, poor compensation of workers, appreciation, and awards that act as motivating factors. According to Heathfield (2012), compensation is a fixed amount of money paid to an employee by an employer in exchange for productive work performed. Parts of the compensations given to workers are house allowance, medical allowance, commuter allowance and various promotions. Employees will demonstrate pleasurable positive attitudes when they are satisfied with their job (Millan, Hessels, Thurik & Aguado, 2013, Gunerali, 2022).

Compensation is a useful instrument in the hand of the management to contribute to the organizational effectiveness and can impact positively on the behaviour and productivity of employees. Compensation determines the attraction and retention of employees to attain organization objectives. Compensation is a major factor in attracting and retaining staff. To attract, retain and be profitable, organizations need innovative reward systems that satisfy employees. Some of these rewards come in different forms, including allowances. As alluded earlier, these allowances may include medical, commuter, and house allowances

Medical and Commuter Allowances

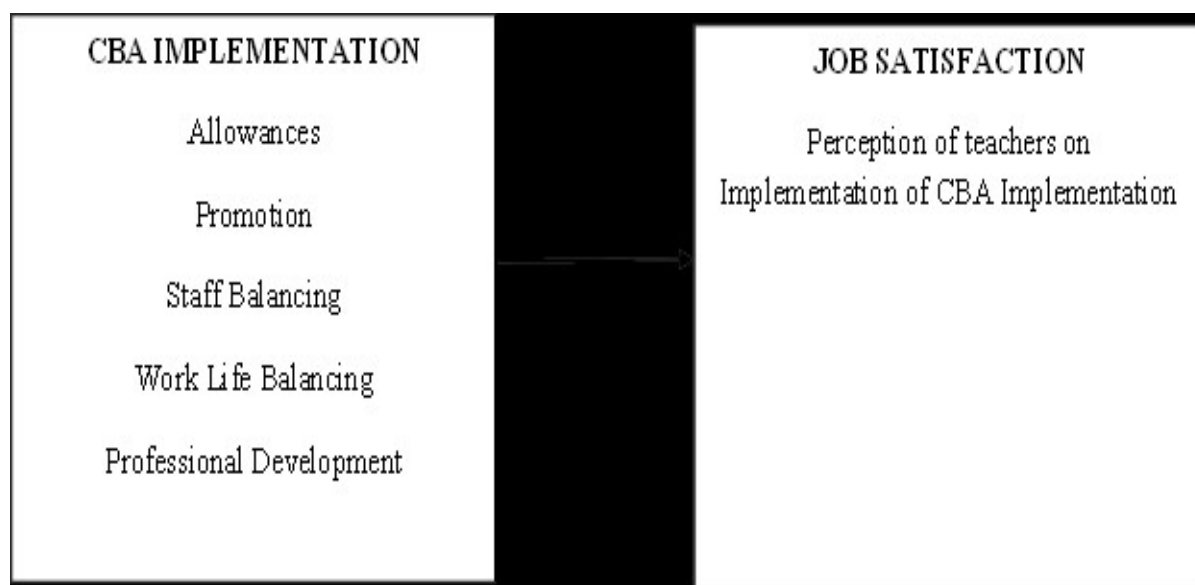
An allowance is a regularly paid fixed amount of money paid by an employer to an employee to cater for needs associated with the service provided by the employee (Mehrotra & Goyal, 2022) and always above a basic salary (Gunerali, 2022). In India, just as in Kenya, allowances paid to employees are paid monthly.

Medical allowances are paid to employees to meet possible medical expenditures encountered during the time of employment (Joseph, 2020). As Sanghi (2017) observes, in most countries, medical allowances are commonly paid as reimbursements for medical bills of the employees. This implies that employees do not get medical allowances directly in their monthly remunerations. From the Teachers Service Commission (2018) a teacher employed by the Teachers Service Commission in Kenya has a maximum of four dependents who should be his/her biological or legally adopted

children aged 18 years or up to the age of 25 years if residing with parents. If the dependent is a child with special needs age limit does not apply. However, the medical allowance for teachers in Kenya is not directly available for teachers since a portion of it is paid to AON Minet Insurance and the other portion to NHIF to cater for a comprehensive medical cover (Gesimba, 2020). According to Gesimba (2020) while the medical covers were initiated with good intentions, teachers complained that the initiative was done without their consultation but appreciate them since they work to earn a salary and be satisfied. This study delved into the implementation of medical allowance as stipulated in the 2017 CBA and the effect on job satisfaction of primary teachers.

Commuter allowance is paid to employers to subsidize employee transport expenses to duty. The Teachers Service Commission pays commuter allowances to every teacher in their pay roll depending on their respective job groups. Muguongo, Muguna and Muriithi (2015) proved using literature review that failure to implement allowances is perceived by employees as injustice which has negative effects on job satisfaction. In confirmation, Chiu et al cited in Muguongo et al (2015) hold that a sense of justice in allowances brings about job satisfaction, loyalty and retention of employees.

Theoretical Framework



Methodology

Research Design

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. Moreover, 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 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)

Target Population

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. Information about the influence 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.

Sampling Technique and sample size

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 is computed as follows:

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

Where:

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

The error of tolerance is decided first before applying the formula and is usually 0.05 or 0.02 with confidence levels of 95 percent or 98 percent respectively (Saha & Paul, 2020). For the purpose of this study the margin error was set with a confidence level of 95 percent hence 0.05. The researcher decided to use the margin error of 0.05 to obtain a larger sample which is more representative of the population targeted by the study. Therefore, the sample was calculated as shown:

$$n = 188765 \div (1 + 188765 \times 0.05 \times 0.05) = 399$$

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.

Research Instruments

A research instrument is a tool that a researcher uses to collect data from the sources (Sathiyaseelan, 2015). Research instruments include all techniques applied by a researcher to collect data during a research study. Sources of data may be people, animals or documents through observations and experiments. Such instruments include questionnaires, check lists, observations, interview schedules among others (Mligo, 2016; Sathiyaseelan, 2015). They are also called data collection instruments. According to Sathiyaseelan (2015) research instruments can either be designed or adopted but before a researcher uses any too validity and reliability must be confirmed. Any tool used to collect data in research must be valid and reliable.

Data Collection 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 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).

Validity and Reliability

Woods, et al (2011), states that validity and reliability are two factors which any researcher should be concerned about while designing a study, analyzing results and judging the quality of the study. This comes from the fact that an instrument can be reliable yet not valid. For instance, if an instrument has many statements paraphrased to test the same thing repeatedly it will be reliable but not valid (Kline, 2000).

Validity

Validity is often defined as the extent to which an instrument measures what it intends to measure Kothari (2014). Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). It is the degree to which the results are truthful. 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 a paraphrase of each other.

Reliability

Reliability refers to a measurement that supplies consistent results with equal values (Kothari, 2014). It measures consistency, precision, repeatability and trustworthiness of a research (Chakrabartty, 2013). It indicates the extent to which it is without bias (error free), and hence ensures consistent measurement across time and across the various items in the instruments (the observed scores). Reliability of an instrument is a measure of the extent to which an instrument can produce consistent results if research is repeatedly carried out using the same instruments and similar methods (Yusof & Kamal, 2018)

A pilot study was undertaken in four primary schools from two different counties. Hintze (2014) defines a pilot study as a pre-study of a larger study conducted to prepare for the larger study. The pilot study tested the instrument formally but in small scale, involved a few members drawn from the same population as the study sample as advised by Sim and Wright (2002). Besides a pilot study leads to identification of problems with the tools such as ambiguity, poor wording, missing items, inappropriate response options, and unclear instructions (Sim & Wright, 2002).

The pilot study involved 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. The Cronbach's alpha value for the whole questionnaires 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 recommendation 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. The researcher chose tables, bar graphs, ordinary pie charts and doughnut pie chart to present demographic data describing the population characteristics. The researcher preferred to present the data in tables and figures to create a clearer picture of how the frequencies appear in proportions relative to each other.

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.

All research questions were addressed in a similar format except the first ‘What is the perception of primary school teachers on the Teachers’ Service Commission’s implementation of Collective Bargaining Agreement of primary in Kenya?’ First frequencies and percentages of responses given by the teachers per item describing the variable in question were produced from the SPSS and presented in tables. The responses were matched according to the scale of 1(D), 2(TD), 3(TA) and 4(A) later explained in chapter four.

Using specific statements describing particular aspects of implementation of CBA as it affects job satisfaction of teachers, variables were computed using the SPSS. The computed variables were for general influence of implementation of CBA which included both economic and non-economic perspectives as perceived by the teacher, medical allowance, commuter allowance, promotions, staff balancing, work-life balancing, and professional development.

Second in the format was calculating means and standard deviations of each of the computed variable and presenting the information in a table. Thirdly, the mean of the computed variable was compared with that of job satisfaction using One-Way Analysis of Variance (ANOVA) using the SPSS to test for any significant difference between the two mean. Fourthly, Pearson Correlation Coefficient was determined in each case to examine nature of association between the two means. All the observations are presented in table forms.

After the four-step format the researcher then conducted regression to examine whether variables describing implementation of CBA by the TSC really predict level of job satisfaction of teachers in primary schools in Kenya. The researcher exercised this statistical triangulation to verify beyond doubts the relationship between implementation of the CBA by the TSC with job satisfaction of teachers.

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

Influence of TSC's Implementation of CBA (Agreed Allowances) as a Measure of Teachers' Job Satisfaction

The purpose of this study was to determine the influence of TSC's implementation of CBA (agreed allowances) on job satisfaction of teachers in public primary schools in Kenya. This was addressed by examining responses concerning medical and commuter allowances. The two sub-variables were computed each comprising of responses obtained from statements testing how the teachers perceived each of them. The means obtained were then used to make analyses and conclusions on how they relate to job satisfaction of primary school teachers in Kenya.

Influence of TSC's Implementation of CBA (Medical Allowance) on Teachers' Job Satisfaction

Five statements examined influence of TSC's implementation of CBA on teachers' job satisfaction. Frequencies of the response to each statement and their percentages were as shown in Table 1.

Table 1: Influence of the TSC's Implementation of CBA (Medical Allowance) Teachers' Job Satisfaction

S. NO.	As a result of CBAs teachers':	Disagree	Tend to Disagree	Tend to Agree	Agree
		F (%)	F (%)	F (%)	F (%)
1	Teachers and next of kin are well catered for	119(29.9)	82(20.6)	112(28.1)	85(21.4)
2	In/outpatients are taken care of	86(21.6)	81(20.4)	132(33.2)	85(21.4)
3	Ex gratia on medical callings are addressed	125(31.4)	132(33.2)	93(23.4)	48(12.1)
4	Medical compensations are provided	147(36.9)	115(28.9)	83(20.9)	53(13.3)
5	Reduction of time spent on medical admission	142(35.7)	97(24.4)	99(24.9)	60(15.1)

Over 50 per cent of respondents either tended to agree, 33.2 per cent, or agreed, 21.4 percent, that implementation of Collective Bargaining Agreement by the Teachers Service Commission has taken care of both inpatient and outpatient services of the teachers. This means that the teachers were receiving fare services concerning outpatient care as well as when admitted in hospitals. Also, a percentage of about 50 per cent implied that they, as well as their next of kin, are medically well catered for. This was evident because 28.1 percent tended to agree and 21.4 percent agreed with the first statement, 'teachers and next of kin are well catered for'. However good portions, 36.9 percent and 28.9 percent, tended to disagree and disagreed respectively that medical compensations are provided. A large proportion also indicated that their ex-gratia on medical callings are not addressed. The findings that teachers are not compensated for medical issues and that ex gratia on medical callings are not addressed could be as a result of lack of awareness on the teachers' side impacts job satisfaction negatively.

About 60.1 per cent of teachers felt that implementation of Collective Bargaining Agreement by the Teachers Service Commission had not played minimal role in reduction of time spent on medical admission. This radiates from the observation that 35.7 per cent of the respondents disagreed and an additional 24.4 percent disagreed that reduction of time spent on medical admission has resulted from implementation of Collective Bargaining Agreement by the Teachers Service Commission.

In order to understand how teachers perceived Collective Bargaining Agreement by the Teachers Service Commission in relation to medical allowance, the mean of the computed sub-variable with the five statements was established and displayed in Table 2.

Table 2: Mean of Influence of Implementation of Collective Bargaining Agreement by the Teachers (Medical Allowance) on their Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Medical Allowance	398	1.00	4.00	2.2965	.84014
Valid N (listwise)	398				

The mean of influence of implementation of Collective Bargaining Agreement by the Teachers Service Commission as perceived by teachers rated below average ($\mu=2.2965$). This means that teachers in Kenya are not satisfied with the medical allowances they get after implementation of the Collective Bargaining Agreement by the Teachers Service Commission. As displayed in Table 3 there is a significant difference between influence of agreed medical allowance of the teachers and their job satisfaction. Low levels of job satisfaction in relation to medical allowances result from the fact that medical allowances are not directly deposited into teachers' account and are managed by other parties. Teachers are also not involved in decision making concerning who should manage their medical allowances.

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

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	51.247	15	3.416	92.00	.000
Within Groups	141861	382	.371		
Total	193.108	397			

The p- value is less than the alpha value ($p=0.000$; $\alpha=0.05$) therefore the null hypothesis 'there is no significant difference between TSC's implementation of CBA on teachers job satisfaction and agreed allowances (medical allowance)' was rejected. The two means were compared (Table 4) and established which one was higher.

Table 4: Means of Influence of Medical Allowance Implementation and Teachers' Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Medical Allowance	398	1.00	4.00	2.2965	.84014
Job Satisfaction	398	1.00	3.83	2.0969	.52674
Valid N (listwise)	398				

The mean value of influence of implementation of agreed medical allowance ($\mu=2.2965$) was established to be higher than that of the teachers' job satisfaction ($\mu=2.0969$). This means that the respondents felt better with the implementation of medical allowance than they felt satisfied with their jobs. This leads to the need to explore the issue further by establishing whether there was any correlation between implementation of CBA and job satisfaction of the teachers.

Pearson product moment correlation coefficient (r) was used to investigate both strength and direction of the relationship between implementation of Collective Bargaining Agreement (medical allowance) and job satisfaction of teachers. The test, and all other similar tests in this study, was performed at a 5% (0.05) level of significance in a 2-tailed test. In order to interpret the Pearson correlation values in Table 5 the researcher used the scale provided by Cohen (1988) cited in Weinberg and Abramowitz (2008):

Table 5: Table showing Strengths of Pearson correlation Values

Value of r	Strength of Relationship
r = +/- 0.50	Strong
r = +/- 0.30	Moderate
r = +/- 0.10	Weak

Source: Weinberg & Abramowitz (2008)

With a p-value lower than the alpha value ($\alpha=0.05$; $p=0.000$), as shown in Table 6, the association between implementation of Collective Bargaining Agreement and job satisfaction of primary school teachers was significant. The Pearson Correlation value ($r=.470^{**}$) indicates that the relationship is moderately positive. Table 6 also shows that the p-value is lower than the alpha value ($p=0.000$; $\alpha=0.05$) then the association of medical allowance to job satisfaction is significant. The conclusion drawn is that a moderate positive correlation exists between implementation of medical allowance and job satisfaction of primary school teachers in Kenya.

Table 6: Association of Implementation of CBA (Medical Allowance) with Teachers' Job Satisfaction

		Job Satisfaction	Medical Allowance
Job Satisfaction	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	398	398
Medical Allowance	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	398	398

A healthy teacher would be more motivated to work in a more positive way. Full and proper implementation of health allowance would boost the teachers' job satisfaction. In agreement Gesimba (2020) concludes that teachers experience job satisfaction when they receive their medical benefits easily.

Influence of TSC's Implementation of Agreed Allowances (Commuter Allowance) on Teachers' Job Satisfaction

Five statements were used to examine effect of implementation of Collective Bargaining Agreement with reference to commuter allowance. The frequencies of the responses to each statement were as shown in Table 7.

Table 7: Influence of TSC's Implementation of Collective Bargaining Agreement (Commuter Allowance) on Teachers' Job Satisfaction

S. NO.	As a result of CBAs teachers':	Disagree	Tend to Disagree	Tend to Agree	Agree
		F(%)	F(%)	F(%)	F(%)
1	Teachers commute to work with ease	202(50.5)	95(23.9)	63(15.8)	39(9.8)
2	Teachers travel to training centers with ease	217(54.5)	103(25.9)	53(13.3)	25(6.3)
3	Movement from one school to another on transfer is catered for	266(66.8)	71(17.8)	43(10.8)	18(4.5)
4	Compensation on travel while on duty is met	244(61.3)	90(22.6)	46(11.6)	18(4.5)
5	Teachers' family members travel is catered for	333(83.7)	37(9.3)	21(5.3)	7(1.8)

From the table, an inflated share of the respondents involved in the study, 83.7 per cent, indicated that the travel of family members of teachers is not taken care of during implementation of the Collective Bargaining Agreement of teachers. Over 50 per cent of the teachers disagreed with the statement 'teachers commute to work with ease' implying that they experience difficulties as they commute to school. Another 54.5 per cent disagreed that they travel to training centers easily. An even bigger proportion of 66.8 percent disagreed on the statement that as a result of implementation of CBA by the TSC their movement from one school to another is taken care of. The frequencies of the responses in Table 7 show that the teachers' commuter costs are not met by the implementation of the Collective Bargaining Agreement on commuter allowances by the Teachers Service Commission.

Table 8: Mean of Influence of TSC's Implementation of Collective Bargaining Agreement (Commuter Allowance) on teachers' Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
Commuter Allowance	398	1.00	4.00	1.5874	.66805
Valid N (listwise)	398				

The mean of the computed variable using the five statements testing influence of implementation of the Collective Bargaining Agreement by the Teachers Service Commission regarding commuter allowances ($\mu=1.5874$) was below average as Table 8 shows. This translates to below average level of dissatisfaction with the implemented commuter allowances of the respondents in the study.

A further investigation was done to test whether the level of satisfaction of teachers with implementation of commuter allowance was significantly different to their level of job satisfaction. One –way ANOVA was used to determine if the difference in the two means was significant. Results of ANOVA are in Table 9 below.

Table 9: One Way ANOVA of Influence of CBA (Commuter Allowance) Implementation on Teachers' Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	71.603	15	4.774	15.007	.000
Within Groups	121.505	382	.318		
Total	193.108	397			

There is a significant difference of the mean of teachers' job satisfaction and the mean of influence of implementation of Collective Bargaining Agreement by the Teachers Service Commission on the teachers with the mean of the latter being lower. Teachers find their job more satisfying than their commuter allowance.

Conclusion and Recommendations

The impact of implementation of the CBA by the TSC rated below average regarding agreed allowances (Medical allowance, $\mu=2.2965$ and commuter allowance, $\mu=1.5874$). On the contrary, concerning agreed allowances, many teachers indicated that implementation of the CBA by the TSC had their inpatient and outpatient care improved.

This study made the following recommendations:

1. Medical allowances of teachers should include their next of kin. Medical compensations should be made promptly and time spent before admission of teachers for medical care should be reduced.
2. Commuter allowances given to teachers should be fair enough to cater for the transport expenses to the place of work.

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