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## **Influence of Teachers Service Commission Implementation of 2017-2021 Collective Bargaining Agreement on Professional Development and Teachers' Job Satisfaction in Public Primary Schools in Kenya**

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### **Abstract**

*The purpose of the study was to investigate the influence of Teachers Service Commission implementation of 2017-2021 Collective Bargaining Agreement (CBA) on professional development. 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 in study themes. 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 professional development  $\mu=2.0256$ . The study recommends that CBA on professional development be 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, Professional development; Job Satisfaction; Industrial Relations; Kenya*

### **1. Introduction**

Collective bargaining is an industrial instrument or mechanism and the facet of negotiation which is appropriate to building relationships 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; Kaiga, 2021; Mduma & Mkulu, 2021; Ngabirano, Twebaze & Nyemara, 2023).

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 & Ricker, 2018). 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 25<sup>th</sup> and 26<sup>th</sup> 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 an 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; Huselid, 1995; Koys, 2001; Latif, Ahmad, Qasim, Mushtaq, Ferdoos & Naeem, 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, Rasmussen, Murrie & Laird (2011) explored the attitude of New Zealander employers to collective bargaining and the union agents; Katchanovski, Ruthman, Nevitte (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; Bala, 2019). 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.



Career development involves various alternatives such as developing abilities, preserving current skills, and getting ready for the future ahead of just receiving a promotion (Çiğdem & Belgin, 2014). In the words of Amah (2006) professional development is the building of organizational members' knowledge and skills to prepare them for new opportunities and challenges. Byars and Rue (2004) contended that "career development is defined as "an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees' and the organization's needs." Agba, Festus, and Ushie (2010) elucidate that career development involves concerted efforts directed towards assessing a worker's potential identifying likely career paths for that employee, and designing and implementing various forms of training and experience to prepare that person for a more advanced job.

Nevertheless, some empirical studies on professional development were visited. Kwamboka (2007) examined the effect of employee career development among teachers in public primary schools in Starehe District, Nairobi County. The findings of Kwamboka's study were that promotion, job mobility, redeployment, and continuous learning affect the performance of employees to a great extent. Azman, Nurul, and Rizal (2014) examined the relationship between the workplace professional development program, perceived career development support, and job satisfaction. The finding of their study indicates that there is a relationship between professional development planning and career management that was positively and significantly correlated with job satisfaction.

Yishu (2009) examined the influences of career identity on career development in China and the Netherlands. Yishu's results show that work centrality leads to content-oriented career development, and the desire for upward mobility leads to process-related career development. Zulkarnain (2013) investigated an integrative quality of work life in public service employees. Zulkarnain's results show that professional development was related to the quality of work life of employees.

Finally, professional development is established to enable employees to match their needs for personal growth and development with the needs of the organization (Amah, 2006). For employees to move to the next level in the organization, certain factors need to be considered. These include mentoring, on-the-job training, classroom instruction, job rotation, job enrichment as well as formal education (Amah, 2006). It is for this backdrop that mentoring and job enrichment were used in this study as dimensions of career advancement. This study investigated the influence of the Teachers Service Commission implementation of the collective bargaining agreement (CBA) regarding professional development between TSC and KNUT on Primary School Teachers' Job Satisfaction in Kenya.

## **2. Research Methods**

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 descriptive research design was used. 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. 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.

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.

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).

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.

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.

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.

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.

### 3. Analysis of Results





### Implementation of Professional Development and Teachers' Job Satisfaction

The objective of this study was to determine the influence of Teachers Service Commission implementation of CBA (professional development) on job satisfaction of teachers in public primary schools in Kenya. Five statements were used to collect data on influence of implementation of Collective Bargaining Agreement by the Teachers Service Commission regarding professional development of primary school teachers and its effect on their job satisfaction. Table 1 shows the results.

**Table 1: Frequency of Teachers' Responses to Implementation of Professional Development and Teachers' Job Satisfaction**

S. NO.	As a result of CBAs teachers':	Disagree	Tend to Disagree	Tend to Agree	Agree
		F(%)	F(%)	F(%)	F(%)
1	My employer contributes towards my professional development	194(48.7)	74(18.6)	87(21.8)	43(10.8)
2	Attaining higher qualifications is prerequisite to promotion	213(53.5)	68(17.1)	70(17.6)	47(11.8)
3	A teacher who performs well in school gets promoted	285(71.6)	61(15.3)	38(9.5)	14(3.5)
4	Workshops and seminars improve my curriculum delivery in school	68(17.1)	65(16.3)	130(32.7)	135(33.9)
5	Appraisal reports support my professional development	198(58.5)	64(16.1)	81(20.4)	60(15.1)

Concerning the first statement many teachers, 48.7%, confessed that their employer (TSC) does not contribute towards their professional development. A higher percentage, 58.5% perceived that appraisal reports do not even support their professional development. Many teachers, 53.5% disagreed that attaining higher qualifications is prerequisite to promotion. Yet an additional alarming proportion, 71.6%, disagreed that a teacher who performs well in school get promoted. However, a commendable number of teachers, 33.9% agreed that workshops and seminars improve curriculum delivery in school.

Two issues are outstanding in this finding; first teachers did not have professional development opportunities provided by their employer, and second, they are not motivated to undertake professional development courses due to lack of reward on basis of qualification and merit. No wonder the teachers have generally low levels of job satisfaction. During the time of data collection, the teachers were awaiting determination of their fate concerning TPD. Their employer, Teachers Service Commission, was by then pushing for teachers to pay for and attend the courses for professional development, which is a possible cause of job dissatisfaction. The issue of TPAD introduced recently for teachers' appraisal seemed to play minimal role in their professional development and job satisfaction. Failure to provide teachers with continual professional development opportunities has been associated with low levels of job satisfaction (McJamesa, Parnell, O'Shea, 2018).

A computed variable using the five statements in Table 1 was used to determine the mean from descriptive statistics whose results were placed in Table 2.

**Table 2: Mean of Implementation of Professional Development and Teachers' Job Satisfaction**

	N	Minimum	Maximum	Mean	Std. Deviation
Professional Development	398	1.00	4.00	2.0256	.73175
Valid N (listwise)	398				

The mean ( $\mu=2.0256$ ) rated below average. The influence of implementation of the Collective Bargaining Agreement for teachers (professional development) rated below average.

One-Way ANOVA was performed using means of influence of implementation of CBA by the TSC and job satisfaction of teachers (Table 3). This was used to test the hypothesis  $H_0$  'There is no significant difference between Teachers' Service Commission perceived levels of implementation of professional development and teachers' job satisfaction in public primary schools in Kenya'



**Table 3: One Way ANOVA of Implementation of Professional Development and Teachers' Job Satisfaction**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	71.945	15	4.796	47.957	.000
Within Groups	38.205	382	.100		
Total	110.150	397			

ANOVA's alpha value was set at 0.05 ( $\alpha=0.05$ ) and the p value was established to be less than 0.05 ( $p=0.000$ ). 'There is no significant difference between Teachers' Service Commission perceived levels of implementation of professional development and teachers' job satisfaction in public primary schools in Kenya' was rejected. The level of implementation of professional development of teachers was quite different from that of their job satisfaction.

**Table 4: Comparison of Means of Implementation of Professional Development and Teachers' Job Satisfaction**

	N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	398	1.00	3.75	2.0969	.52674
Professional Development	398	1.00	4.00	2.0256	.73175
Valid N (listwise)	398				

The two means were found to rate below average though that of job satisfaction was higher than that of implementation of professional development. A Pearson correlation coefficient was determined to test the hypothesis **H<sub>02</sub>** There is no significant relationship between Teachers' Service Commission perceived levels of implementation of professional development and teachers' job satisfaction in public primary schools in Kenya. The results of the test were as displayed in Table 5.

**Table 5: Association of CBA Implementation (Professional Development) with Teacher's Job Satisfaction**

		Job Satisfaction	Professional Development
Job Satisfaction	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
Professional Development	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	398	398

From Table 5 the p value is less than the alpha value ( $p=0.000$ ;  $\alpha=0.05$ ) showing a significant correlation between perception of implementation of CBA (Professional Development) with job satisfaction. The value of r shows that the relationship between the two variables is strongly positive ( $r=0.541$ ). In conclusion, job satisfaction is strongly associated with implementation of professional development.

#### 4. Discussion

The study informs that there is significant correlation between perception of implementation of CBA on professional development with job satisfaction and that job satisfaction is strongly associated with implementation of professional development. The mean of the values of the responses given by the subjects was established to be below average ( $\mu=1.7920$ ), translating to very low job satisfaction. Teachers who responded to the statements revealed levels of job satisfaction rating very low (below average). Teachers expressed inadequate motivation to undertake professional development because attaining higher qualifications through such courses is not a prerequisite to promotion. The issue of TPAD introduced recently for teachers' appraisal seemed to play a minimal role in their professional development and job satisfaction. During data collection, the teachers were awaiting the determination of their fate concerning TPD. Their employer, the Teachers Service Commission, was by then pushing for teachers to pay for and attend the courses for professional development. A computed variable using the five statements in Table 1. was used to determine the mean from descriptive statistics, which rated below average ( $\mu=2.0256$ ), implying that the influence of implementation of the professional development rated below average.

One-way ANOVA was used to test the hypothesis 'There is no significant difference between Teachers' Service Commission perceived levels of implementation of professional development and teachers' job satisfaction in public



primary schools in Kenya.' The hypothesis was rejected since the p-value was exposed to be .000 with an alpha value of .05. Meaning that the two variables were significantly different.

Pearson correlation coefficient used to test the hypothesis 'There is no significant relationship between Teachers' Service Commission perceived levels of implementation of professional development and teachers' job satisfaction in public primary schools in Kenya.' established a p-value of 0.00 against an alpha value of .05 and an r-value of .541. The association between the two variables was meaningful, significant, and strongly positive.

## 5. Conclusion.

This study found that there was ass significant difference between the implementation of professional development and teachers' job satisfaction in primary schools in Kenya. In addition, the implementation of professional development had a significant association with job satisfaction which was strongly positive. Job satisfaction of teachers in primary schools in Kenya as well as the level of implementation of agreed allowances, rated below average. Teachers' job satisfaction was rated higher than the implementation of professional development.

## 6. Recommendations

Basing on the findings of this study makes the following recommendations:

1. The Teachers' Service Commission should implement the Collective Bargaining Agreement in totality within the stipulated time to tap all the benefits associated with the process to both parties.
2. 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 the technological skills required in the field of education. Promotions should consider teachers who attend such courses to motivate others to attend.

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