

RELATIONSHIP BETWEEN SALARY AND COMPENSATION STRUCTURE IN COLLECTIVE BARGAINING AGREEMENT AND TEACHERS' PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN LAIKIPIA COUNTY, KENYA

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ABSTRACT

The purpose of this research will be to relationship between collective bargaining agreement and teacher's performance in public primary schools in Laikipia County, Kenya. The specific objective of the research was to investigate the influence of salary and compensation structure aspect on teacher's performance in public primary schools in Laikipia County, Kenya. A descriptive research approach was used in this study to collect data from a sample of participants using interviews or questionnaires. The study targeted the head of schools' and two teachers per school. All the teacher employees affiliated to Kenya National Union of Teachers and Kenya Union Post Primary Education Teachers in the five education officials in the sub county were targeted for the study. This study used purposive sampling to select schools, teachers, and education managers, and snowball sampling to select labour union officials. Questionnaires were used since they are less time-consuming. A pilot test was done on 5% of the population frames who were eligible but were left out of the final study to pre-test the research instruments in order to increase their reliability. The validity of the instruments was checked and improved. During the pilot phase, the instrument for this study was pre-tested to ensure that they are accurate and that the respondents can use them. To gauge the instrument's reliability, the test-retest method was employed. This entailed administering the same test once more to the same respondents, who were chosen specifically for this and are not a part of the target population. The researcher checked, code, and process the surveys as soon as they are received from the respondents. Following the

organization and recording of quantitative data in accordance with the study questions, frequency tables were created and percentages calculated. For the presentation, pie charts and other kind of presentation was exploited. The study found out that majority of the respondents were in agreement that; the trade union advocates for additional benefits such as medical and pension schemes for teachers, teachers are happy for the collective bargaining agreements addresses issues like, the benefits serve as encouragement for a teacher's performance, improved pay and benefits are actively promoted by the trade union, better pay and allowances enhance a teacher's professional performance, they are happy that collective bargaining agreement outlines specific terms, conditions, and expectations for both teachers and the educational institution in reducing misunderstandings and conflicts, allowing teachers to focus on their primary influence of educating students, improved working conditions enhance a teacher's professional performance. The study concluded that there was an average or divided mindset as regards to statements that competitive salaries and benefits, as established in a collective bargaining agreement attract skilled educators to the profession and encouraged experienced teachers to perform better while the fair compensation negotiated boosted teacher morale.

Key Words: Collective Bargaining Agreement, Salary & Compensation, Workload & Class Size Bargain, Professional Development Opportunities, Teacher's Performance

INTRODUCTION

Background of the Study

Globally, education is an important service that teachers provide to their communities. Modern society cannot function without teachers without education. Additionally, since there will not be any other professionals, their pay should be commensurate with the services they render (West & Mykerezi, 2011). In their research, Lovenheim and Willén (2019) indicate that in the classroom, outside, and in the community, teachers have a variety of formal and informal duties to play. They are recognized for their leadership abilities mostly because they spend most of their 48 hours in the instructor rooms exercising leadership tasks by assisting in managing the administration and programs of the school. According to Lovenheim and Willén (2019), teachers provide administrative processes in the school system. Teacher has always been recognized as the official title of a teacher leader. Their responsibilities include being active in activist movements, participating in union activities, serving on advisory boards, or serving as mentors in the aforementioned communities.

In the African context, Collective bargaining agreements are typically negotiated and managed at the national or local level and can vary significantly between different countries, and even within regions of a country. Additionally, these agreements may change over time due to negotiations between teachers' unions and educational authorities. Carrillo and Flores (2020) found a statistically significant association between student academic achievement and teacher education. The review of the literature for this study concentrated on online teaching and learning methodologies. According to Carrillo and Teachers are engaged under the precise terms and circumstances of service outlined in the Employment and Labour Act (Flores' Research, 2020). Some of the terms and prerequisites of service mandated by the Act comprise the following: Additionally, one must work a minimum of 40 hours per week. Additionally, instructors/teachers are required to participate in extracurricular activities that are organized by the school, uphold high standards for both teaching and learning in the classroom, and contribute to the curriculum development process.

Kenya's two main unions, KNUT and KUPPET, are supporting teachers by negotiating better terms with employers to improve teachers' living conditions. The integrative influence of collective bargaining, which normally emphasizes strategic choice and reciprocal advantages, was investigated by Doellgast and Benassi, (2020). Negotiating for improved job terms and conditions helps promote productive workplace connections, which can increase output and inspiration. Negotiating better terms and conditions of service may, of course, also have drawbacks. For instance, if the business is unable to meet employee demands, it may lead to costly and disruptive industrial action. Additionally, if the discussions are conducted improperly, they could fuel anger

and hostility within the employees. Discussions about improving terms and conditions of service will ultimately turn out depending on the particular circumstances in which they occur.

Vermunt et al. (2019) observed in their research that negotiations usually for improve teacher conditions and other terms of service had had a favourable impact on the teaching profession. More skilled instructors are applying for employment as a result of the increased pay and benefits package, which has made teaching more appealing. It was found that the additional workload has helped them stay motivated because they can now clearly observe how their efforts affect students' learning. In spite of this, the execution of a collective bargaining agreement aids in the provision of services. There seems to be a gap because the study only paid attention on how CBA execution aided by trade union's influence impact teachers' performance while the current study focused on how CBA execution by trade unions impact teachers' performance in Laikipia County, Kenya.

Rwigema (2022) investigated the important influence of trade union in influencing teachers' performance in Kenya. This study focused on examining how the influence that trade union plays influence the performance of teachers in Kenya, with CBA being one of the influences that the study examined. Based to the report, teachers' unions in Kenya significantly contribute to the advancement of teachers' interests. Teacher unions undertake a vital influence in ancillary of the teacher's rights and welfare of educators. Collective Bargaining Agreements (CBAs) are negotiated contracts between the teachers' union and the school district or educational institution, outlining various terms and conditions of employment. These agreements are crucial in ensuring that teachers receive fair compensation, benefits, and working conditions.

Statement of the Problem

In the educational landscape of Laikipia County, Kenya, the relationship between the Collective Bargaining Agreement (CBA) and teachers' performance in public primary schools emerges as a critical concern. The CBA, a legally binding contract between teachers' unions and educational authorities, outlines the terms and conditions of employment, including aspects like compensation, workload, and professional development opportunities. While it is designed to safeguard the interests of both teachers and the education system, the efficacy of its provisions in enhancing teacher performance warrants a thorough examination. Firstly, the compensation structure established in the CBA plays a pivotal influence in influencing teacher motivation and commitment. Research by Muthoka et al. (2018) in the Kenyan context highlights that inadequate remuneration leads to dissatisfaction and demotivation among educators. Therefore, an in-depth analysis is essential to ascertain if the current compensation provisions within the CBA align with the economic realities and expectations of teachers in Laikipia County.

Teachers performance level increases together with the level of motivation, organizational peace

and teacher retention is the maintained through healthy institutional relations. However, criticisms exist on provision of social support programs. This fluctuating performance has resulted undesirable impacts like constant division of institutional work, no result or low productivity, students indiscipline, low satisfaction of the job and bad school image in most of the schools (Ogari and Bula, 2021).

Furthermore, workload allocation and class sizes, factors intricately tied to the CBA, have been identified as influential determinants of teacher effectiveness (Kraft & Papay, 2014). In the Kenyan context, given the diverse student populations and resource constraints, it is imperative to assess whether the workload and class size stipulations within the CBA adequately address the unique challenges faced by teachers in public primary schools in Laikipia County. Kenya, is a complex and multifaceted issue. Examining the alignment of compensation, workload, professional development opportunities, and contextual factors within the CBA with the actual needs and challenges faced by teachers in this region is imperative for enhancing educational outcomes and ensuring the welfare of educators.

Objective of the Study

The purpose of this research was to investigate the influence of salary and compensation structure CBA aspect on teacher's performance in public primary schools in Laikipia County, Kenya.

Literature Review

Salary and compensation structure refers to the monetary remuneration provided to teachers as specified in the Collective Bargaining Agreement (CBA). It includes factors like base salary, annual raises, bonuses, and other forms of financial incentives. In a comprehensive meta-analysis conducted by Johnson et al. (2018), the influence of monetary remuneration on teacher performance was examined across various educational contexts. The study synthesized data from over 50 independent studies and found a consistent positive correlation between higher levels of compensation and enhanced performance metrics. Specifically, factors such as competitive base salaries, regular annual raises, and performance-based bonuses were identified as crucial components. The findings underscore the significance of a well-structured compensation system in motivating and retaining high-performing educators.

An in-depth examination of the relationship between monetary incentives and teacher performance was conducted by Harris and Sass (2019). Focusing on a diverse sample of schools and districts, the study highlighted the impact of financial incentives, including bonuses for meeting performance targets and salary progression tied to experience and qualifications. The analysis demonstrated a clear association between these forms of compensation and improved teacher

effectiveness, providing empirical support for the importance of financial remuneration in driving enhanced performance outcomes.

A meta-regression analysis by Smith and Hoy (2020) delved into the nuanced relationship between teacher compensation components and their performance. The study scrutinized a wide array of factors including base salary, bonuses, and other financial incentives. It revealed that while competitive base salaries were a significant factor, targeted bonuses tied to specific performance metrics demonstrated an even stronger positive effect on teacher performance. This nuanced understanding emphasizes the importance of a multi-faceted compensation structure in influencing and elevating teacher performance.

A qualitative synthesis by Peterson and Llaudet (2017) provided valuable insights into the perceptions and experiences of teachers regarding the impact of monetary remuneration on their performance. The study incorporated interviews and surveys with educators across diverse educational settings. It revealed that beyond the monetary value itself, the perception of fairness and equity in compensation structures played a significant influence in influencing teacher motivation and dedication.

MATERIALS AND METHODS

Research Design

A descriptive research approach was used in this study to collect data from a sample of participants using interviews or questionnaires. This approach is mostly used to gather data on participants' attitudes, actions as well and opinions about a range of societal and educational concerns (Orodho & Kombo, 2003). The study's selected design was appropriate given that it tries to represent the social component, in this case, the school environment, and because it permits the utilization of standardized research open questionnaires and or interviews for data collecting and analysis. A mixed approach descriptive research methodology was utilized to ascertain the link between the influences played by trade unions and the performance of public secondary school teachers in Laikipia County, Kenya, making this research design suited for the study.

Target Population of the Study

There are 93 public secondary schools in Laikipia, and there are five education offices spread over the county's five sub-counties, (Ministry of Education, 2020). The study targeted the head of schools and two teachers per school. The survey was conducted in Laikipia County and focused on the opinions of chosen teachers from the designated public secondary schools as well as education officials from the five sub-counties. Specifically, all the teacher employees affiliated to

the Kenya National Union of Teachers and Kenya Union Post Primary Education Teachers in the five education officials in the sub county were targeted for the study.

Sample Size and Sampling Techniques

To choose the sample, this study used purposive sampling to select schools, teachers, and education managers, and snowball sampling to select labour union officials. The County Director of Education's (CDE) office provided a list of the schools in the appendices. The researcher chose a sample of public elementary schools; each school included a teacher and administrator. They were responders in the sample. The researcher used the following formula for the sample size n:

$$n = N * X / (X + N - 1),$$

where;

$$X = Z_{\alpha/2}^2 * p * (1-p) / MOE^2,$$

$$Z_{\alpha/2}^2 = 1.645$$

$$N = 93$$

$$P = 0.5$$

$$E = 0.15$$

So;

$$X = 1.645^2 * 0.5(1-0.5) / 0.15^2 = 30$$

$$n = 93 * 30 / (30.07 + 93 - 1) = 23$$

Table 1: Sample Size

Schools	Population	Sample Size
Public school teachers	186	46
Public School administrators	93	23
Representatives of KNUT and KUPPET in the sub counties	10	10
Total	289	79

Research Instruments

Questionnaires were used since they are less time-consuming. Open-ended questions allowed respondents to make available detailed nuanced well-organized responses. This provided a deeper understanding of their perspectives, experiences, and thoughts compared to closed-ended questions with pre-defined answer choices (Orodho and Kombo, 2003). One questionnaire was given to each of the institution heads. The study was disclosed to the respondents via a letter from the researcher. The surveys were sent to the intended respondents using the drop-and-pick method by the researcher.

Pilot Test

A pilot test was done on 10% of the population frame who were eligible but were left out of the final study to pre-test the research instruments in order to increase their reliability. Thus, using 10 percent of the population sample to calculate, the number of participants for the pilot test in this study was 10 teachers, 2 education managers, and 2 labour union officials (10%). In this study, the *validity* of the instruments was checked and improved. During the pilot phase, the instrument for this study was pre-tested to ensure that they were accurate and that the respondents could use them. Appropriate language was used throughout the investigation to avoid ambiguity and promote open communication between the researcher or assistants and the respondents. With the aid of mentors and incubators, the researcher was able to tweak the instruments as needed during the pilot study.

To gauge the instrument's *reliability*, the test-retest method was employed. This entailed administering the same test once more to the same respondents, who were chosen specifically for this and are not a part of the target population. The researcher created a data collection tool based on the study purpose, problem statement, and conceptual framework to increase reliability. The development of the measurement instruments was based on knowledge of the facts and the steps taken to create a questionnaire. Moreover, the reliability of the study was assessed through piloting, a test re-test that allowed all participants to enroll in the study. The threshold for acceptance of the reliability of the questionnaires was set at 0.7 as derived from Cooper and Schindler (2003) and was used by Gliem (2003). Variables below this threshold were edited for correctness and ambiguities were henceforth removed.

Data Analysis

The researcher checked, coded, and processed the surveys as soon as they were received from the respondents. Following the organization and recording of quantitative data in accordance with the study questions, frequency tables were created and percentages were calculated. For the presentation, pie charts and other kind of graphical was exploited. The Statistical Program for Social Sciences (SPSS version 25.0) aided in the analysis of quantitative data obtained so as to determine whether the independent variable; salary and compensation bargained for in CBA had a substantial impact on the performance, a linear regression was used to test this relationship. The variables' significance was assessed using a critical p-value of 0.05.

RESULTS AND DISCUSSION OF FINDINGS

Demographic Analysis of Respondents

The researcher issued a total of 79 questionnaires to the potential respondents who included the public-school teachers, public school administrators, and representatives of KNUT and KUPPET in the sub-counties. Out of this, a total of 65 respondents returned the questionnaires whereas a few as shown by 14% were either never returned or were returned in a faulty state and therefore

not considered in the analysis. Hence, the study gave a response rate of 82% which is considered adequate. Mugenda and Mugenda (2010) advocate that a response rate of 75% or higher is adequate for any academic research which was definitely satisfied by the current research. The majority of the respondents as shown by 26% indicated their age bracket as 36-45 years, 25% said 46-55 years, 20% said 26-35 years, 15% said 56-65 years whereas 14% said 18-25% respectively. This is an implication that the researcher tried as much as possible to reach out to different/varied age groups and hence might not have experienced data bias in the reporting.

The majority of the respondents as shown by 38% indicated that they were between 10-20 years, 29% said 6-10 years, 26% said over 20 years whereas a few as shown by 6% indicated 5 years and below. The fact that the majority had worked for an average period of time as a teaching or administrative professional makes one believe that they were qualified and understood more about the influence of collective bargaining agreements on their performance. The majority of the respondents as shown by 37% said they had bachelor's degrees, 35% said they had college diplomas, 17% said they had college diplomas whereas a few said they had postgraduate degrees as shown by 11%. This implied that the researcher tried to reach out to respondents who at least had knowledge of the issues raised in the questionnaire, the majority having degrees and certificates. According to the findings, the majority of the respondents as shown by 63% represented the teaching staff fraternity, 25% represented the administration staff and the education officers represented the education officers in the area and larger county respectively. This was an implication that the feedback was diverse as collected from the field as regards the influence of collective bargaining agreements on public primary teachers' performance in Laikipia County Kenya.

Table 2: Likert Scale Results On Salary and Remuneration structure Aspects in CBA

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean scores	Std. dev
Improved pay and benefits are actively promoted by the trade union	23	69	4	3	1	4.1	0.0021
Better pay and allowances enhance a teacher's professional performance	24	68	4	3	1	4.1	0.0011
Competitive salaries and benefits, as established in a CBA attract skilled educators to the profession and encourage experienced teachers to perform better	13	50	35	1	1	3.22	0.1023
Fair compensation as negotiated in CBA boost teacher morale	11	49	38	1	1	3.27	0.2033

According to the findings, majority of the respondents were in agreement that; improved pay and benefits are actively promoted by the trade union, better pay and allowances enhance a teacher's professional performance, and competitive salaries and benefits, as established in a CBA attract

skilled educators to the profession and encourage experienced teachers to perform better and that fair compensation as negotiated in CBA boost teacher morale as shown by the mean scores of 4.1, 4.1, 3.22 and 3.27 respectively. The result agree with the study by Carrillo and Flores (2020) is relevant to the situation of teachers in Kenya, as the teachers' unions KNUT and KUPPET are actively involved in negotiating salary increases, housing subsidies, holiday allowances, etc. on behalf of the teachers they represent and other benefits associated with the teaching profession. Teachers assist school administrations with the expectation that employers would take their claims seriously (CBA) and thus fulfil their demands. However, the very low percentages of 50% and 49% respectively indicated an average or divided mindset as regards to statements that Competitive salaries and benefits, as established in a CBA attract skilled educators to the profession and encourage experienced teachers to perform better and Fair compensation as negotiated in CBA boost teacher morale.

Results Based on Model of Estimation

The table below presents the model of estimation on the relationship between the studied variables.

Table 3: Model of Estimation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.896 ^a	.803	.801	.008978	.00099	3037.1	2	2	.000

a. Predictors: (Constant), Salary and Compensation Structure

b. Dependent Variable: Public secondary school teachers' Performance in Laikipia County

Researcher (2023)

Adjusted R squared is a coefficient of determination that shows the changes in the dependent variable as a result of variations in the independent variables. As can be seen from above Table 3, the adjusted R-value was at 0.803, showing a change of 99.3% on the dependent variable. This indicates that the model was a good fit in the Salary and compensation structure bargain. In addition, the adjusted multiple coefficients of determination of 0.803 indicate the high joint impact of the explanatory variable tested aspects. It means that 80.3% of changes in Public secondary school teachers' performance in Laikipia County are explained by the changes in Salary and compensation tested aspects whereas 19.7% of changes in Public secondary school teachers' performance in Laikipia County are explained by other factors such as location and demographic factors among others.

The researcher used Pearson's correlation coefficient test at alpha level 0.05 to determine the relationship between the independent variables (Salary and compensation structure bargain). It was found that there exists a significant association among the study's independent variables;

Salary and compensation structure bargain, workload and class size bargain, and professional development opportunities ($r=0.750$, $P=0.000$). Correlation analysis done also indicates a significant association at the 0.05 level (2-tailed).

Table 4: Regression model on the influence of Collective Bargaining Agreement aspects on public secondary school teachers' performance in Laikipia County, Kenya

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.114	.023	-	114.661	-
Salary and compensation structure bargain aspects	409	.019	1.226	19.883	.022

a. Dependent Variable: *Public Secondary School Teachers' Performance in Laikipia County*

Researcher (2023)

From the results above, the study established the following regression equation; $Y = 1.114 + 0.409X_1$. The study found that when independent variables (X_1 = Salary and compensation structure bargain, aspects were kept constant at zero, public secondary school teachers' performance in Laikipia County be at 1.114. A rise by a unit in salary and compensation structure bargain would result to a rise in Public secondary school teachers' performance in Laikipia County by a factor of 0.409. The study concluded that the X_1 = Salary and compensation structure bargain aspects with Y = Public secondary school teachers' performance in Laikipia County were significant at 5% level of significance and 95% level of confidence at .022.

Conclusions

The study found out that the majority of the respondents were in agreement that; the trade union advocates for additional benefits such as medical and pension schemes for teachers, and teachers are happy that the CBA addresses issues like, the benefits serve as encouragement for a teacher's performance, improved pay and benefits are actively promoted by the trade union, better pay and allowances enhance a teacher's professional performance, they are happy that CBA outlines specific terms, conditions, and expectations for both teachers and the educational institution in reducing misunderstandings and conflicts, allowing teachers to focus on their primary influence of educating students, improved working conditions enhance a teacher's professional performance. The study concluded that there was an average or divided mindset as regards to statements that competitive salaries and benefits, as established in a CBA attract skilled educators to the profession and encourage experienced teachers to perform better while the fair compensation negotiated in CBA boost teacher morale.

Recommendations

The study recommends that trade unions KNUT and KUPPET continue with the motive of ensuring that every aspect of the collective bargaining agreement (CBA) succeeds as this was found to have a significant influence on the performance of public primary schools in Laikipia County. To achieve this, the management of KNUT and KUPPET respectively need to keep pressurizing and interacting with every stakeholder and do true follow-ups on the issues that mean well to their memberships in regards to negotiations. The study recommends that the management ensure that there are competitive salaries that attract more educators to the sector as well as encourage experienced teachers to perform better and fair compensation, reasonable workload, and supportive working conditions, as negotiated in CBA boost teacher morale for these were found to be lowly significant.

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