

# INTERNATIONAL JOURNALS OF ACADEMICS & RESEARCH (IJARKE Humanities & Social Sciences Journal)

## Effects of Metaphors on Collective Bargaining Agreement: A Case of Teachers Unions and the Teachers Service Commission in Kenya

Motieri Stanely Ontiri, Kenyatta University, Kenya  
Dr. Felix Kiruthu, Kenyatta University, Kenya  
Dr. Wilson Muna, Kenyatta University, Kenya

### Abstract

Collective bargaining agreements have been the cornerstone of settling industrial disputes within the public and the private domain. The public sector is expected to be vital in helping support consistent service delivery through government agreements with various actors. Lack of effective collective bargaining agreements between the Teachers Service Commission and Teachers Unions has not received much empirical attention despite the increased strikes within the education sector. This created an empirical gap that this study sought to solve by examining the effect of metaphors on the collective bargaining agreement between the teachers' unions and the Teachers Service Commission. The study was grounded on the group theory and the institutionalism theory. The research employed a pragmatic research philosophy with descriptive study design. The population of the study was 226 participants drawn from Kenya National Union of Teachers officials, Kenya Union of Post-Primary Education Teachers officials, and Teachers Service Commission executive council. The study employed random sampling technique to draw 144 respondents who were selected from the sample set. The study used a mixed research methodology with structured questionnaires and an interview schedule being used in the data collection. The findings noted an insignificant correlation between metaphors and collective bargaining agreement. Findings led to the conclusion that metaphors 2.3% do not have an influence on the collective bargaining agreement between TSC and the Unions.

**Key words:** *Metaphors, Collective Bargaining, Teachers Union, Teachers Service Commission*

### 1. Introduction

The Kenya Institute for Public Policy Research and Analysis-KIPPRA- (2018) asserts that collective bargaining agreements (CBAs) have been central to recent scrutiny due to the increase in the perceived failure in averting industrial action and workers' productivity within the public sector. The paper reveals that the laws about the CBAs, inconsistencies in their enforcement, regulatory landscape, and lack of fiscal sustainability have laid bare the shortcomings in the process within the public sector. Atemba and Okello (2018) contend that CBAs have been an essential tool of harmonizing workers' demands and organizational goals within the private sector, but this has not been replicated within the public domain.

Wairagu (2013) points out that the role of teachers unions in advocating for better teacher relations and work conditions has been limited by lack of negotiating power and weak enforcement of the agreements signed with government representatives. KIPPRA (2018) found out that registered CBAs increased to 232 in the year 2017 from 128 in the year 2016, showing increased popularity of their utilization in the public and private domain. However, concerns have been raised on the increased and persistent strikes which have disrupted delivery of critical public services as a result of the withdrawal of services, notably in the education and health sectors in the country. The report indicates that lack of proper execution of the CBAs, delayed registration and stalled negotiations are the key issues arising within the bargaining process in the public sector. This shows there is a gap in the collective bargaining agreement process in the country, which requires an in-depth examination of the underlying issues grappling the process within the education sector.

In a study in the United States, Flavin and Hartney (2015) suggest that the government actors and policies have been altering the effectiveness of CBAs through directly subsidizing established interest groups by limiting the implementation and enforcement of bargaining agreements. This has resulted in a skewed negotiation process, which has subsequently led to the failure of CBAs. Scott and Kezar (2019) revealed that solidarity with policymakers and social justice organizations approaches are crucial to building higher bargaining power for education workers. Amadi and Precious (2015) in a review of Unions in Nigeria asserted that instrumental to avoiding the controversies surrounding the CBA process is the need to introduce a third-party in the negotiations and base subsequent process on the rules and regulations that ensured there is binding enforcement of the agreement.

Yonlonfoun and Agbajeola (2019) note that job output has a positive correlation on collective bargaining. The study posits that fair labour practices need to be entrenched within the education sector for fairness and consistency of employment policy. Gichuru

(2017) reviewed Kenyan CBAs and found out that they are significantly influenced by the legal framework, structures, and perceived legal weakness. The study notes that restricting arbitrary actions among the management and unilateral actions by employers is integral to fostering effective CBA within the country. Sawe, Kimutai, and Kemboi (2018) note that there is a positive link between collective bargaining agreement with dispute resolution mechanism, industrial relation training, and labour legislation. The study notes that the collective bargaining agreement contributed to a reduction in industrial disputes and allowed for better deliberations between employers and employees.

### **1.1 Metaphors**

The metaphor has a kinship with narrative, storytelling, and figures of speech such as simile and analogy (Wilmot & Hocker, 2001). Metaphors can be said to be a fundamental cognitive function. Metaphorical thinking is at the heart of the human cognitive process within its native channels, being traced to specific brain neurology (Hogler, Gross, Hartman, & Cunliffe, 2008). Metaphors have been relied upon due to their efficiency in changing the thinking of the parties, and this has been vital in the utilization of metaphors in the conflict resolution process (Behagel, Arts, & Turnhout, 2019). Kövecses (2008) notes that the metaphor has been criticized by its emphasis on concepts rather than words and a top-down approach of communication instead of bottom-up. The approach has, however, been lauded for its embodiment and success in the recent negotiations process.

### **1.2 Teachers Service Commission**

The Teachers service commission was established in 1967 by an Act of Parliament under the Teachers Service commission Act cap 212 of the laws of Kenya (Legal Notice No. 2 of 1967) (Ondicho, Ngui, & Kiboi, 2017). Article 237 (2) and (3) states the mandate of TSC to include; managing teachers in the country; reviewing education standards; training of new teachers; reviewing provision of teachers within the schools and advising the national government on issues that affect teachers (TSC Strategic Plan 2015- 2019). TSC is also entrusted with the responsibility of improving the professional capacity, maintaining the good conduct of teachers and ensuring all teachers receive the necessary support (Teacher Service Commission, 2016). However due to constant changes of the environment, the roles of TSC have exponentially grown to encompass management, information technology, human resource development and public relations. It is the only body of the government mandated to register all teachers in the country and by extension the management of their affairs relating to promotions, recruitment, transfers, remuneration and deployment (Muchai, Makokha, & Namusonge, 2018). The TSC secretariat is devolved into 47 counties directorship which is coordinated by the headquarters (Wachira & Anyieni, 2017).

## **2. Objective of the Study**

To evaluate the effect of metaphors on collective bargaining agreement between the teachers' unions and the Teachers Service Commission in Kenya.

## **3. Literature Review**

### **3.1 Theoretical Literature**

The focus of the theoretical literature was to review the various theories that anchored the research work. This study was premised on the Group theory by Bentley (1955) and the institutional theory that was introduced by Lepsiusa (1993). The review of both theories and link to the study is provided in the subsequent sections.

#### **3.1.1 Group Theory**

The contemporary group theory can be traced back to (Bentley, 1955). The main premise of the theory is that actions within the public policy are as a result of struggles between groups. The process of coming up with public interest policies culminates from the struggles between the groups, which helps in striking a balance between the contending factions and their demands (McCormick & Tollison, 2012). Bentley (1908) argues that there exists no singular individual interest; all interests are determined by group setup, and this leads to group action. Further, no single group can incorporate everybody and vice versa.

Anderson (1997) contends that many of the actions done in the interest of the public do not always take into consideration all groups' interest; hence the group theory seeks to propose a mechanism for how various groups engage with a view of achieving a favourable outcome in new public policies formulated. John (2013) notes that in any society, the locus of control will always be changing depending on the group that exerts supremacy, and thus any changes in public policy will tend to be based on the powerful group; hence any policies remain fluid in perpetuity. Young (2011) notes that interest groups such as teachers unions will always strive to perform their functions of representation through voicing concern on emerging issues despite the power struggles. Opfer, Young and Fusarelli (2008) criticises the theory for failing to identify the power struggles that occur in developing countries where the political systems and political culture is not inculcated.

The theory is of vital implications for this study. For one, the theory identifies the multi-faceted nature of the education policymaking process and how various actors (groups) interact to culminate in a joint outcome. Further, the theory suggests that through the policy making process interest groups (in this case teacher unions and government representatives) are able to adopt unique means and employ approaches that can help in exerting pressure and drive the recognition of their group interests. To this end this theory is critical to examination of how state actors and the teachers unions apply various argumentative approach strategies in agitating for their interests during collective bargaining.

### **3.1.2 Institutional Theory**

The institutional theory was introduced by Rainer Lepsius a German sociologist (1993). According to Kharas, Jung and Makino (2011), the institutional theory is focussed on the deeper and more resilient elements of social structure. It looks into how processes develop structures and schemes; systems, norms, and routines become established as viable strategies for social behaviour. The role played by firms in development of economics over the last 10–15 years has become a popular topic in developing countries (Halland, Beards, Land, & Schmidt, 2014).

Despite, institutional theory focussing on the structural elements of organizations and state institutions it has been realigned to be a fundamental guide in policy analysis. As a component of any institution are internal rules and regulatory patterns which inform the social functions, decision making and the policy formulation (Scott, 2013). As such, institution theory becomes relatively key, in that the various structures put in place by the bargaining parties, the arrangement and procedures directly impact policy deliberation outcomes (Lewis, 2010). The theory also argues for placement of proper mechanisms, systems and structures that fosters and supports policy development (Burch, 2007), therefore, making the theory directly applicable to this study due to the fact that the absence of institutional or governance structures could spell doom for the attainment of collective bargaining agreement. Hence, this theory can be useful in demystifying how the interaction between teachers' unions and the Teacher Service Commission can yield better outcomes in the collective bargaining agreements.

### **3.2 Metaphors and Collective Bargaining Agreement**

Cammaerts (2012) analyzed the effect of strategic adoption of the metaphors in politics and mainstream media during the 2007–11 Belgian constitutional crises. The study indicated that the need for unity, lack of leadership and direction, attributing blame as well as bargaining and teasing fitted the metaphorical application in the negotiation. The study reveals that the utilization of the metaphors helped in shaping and determining the negotiation process. The study focuses on state-level negotiation while this study examines negotiation between state players and teachers' unions. Anniken and Anne (2019) examined the utilization of metaphors during the occupational pension reform in Norway. The study noted that the approach to the discourse by different actors limited the ability of common understanding and popular support of the outcome. The study notes that the application of a single metaphor (toiler) yielded different results in negotiations, both in the private and public sector. This shows that metaphors can lead to a cognitive lock that can hamper promotion reforms and attainment of a common outcome in the negotiation process. The study does not incorporate the views of the parties to the negotiation, thus limiting the generalizability of the results to the current study context.

Liu (2018) conducted a study on Lexical metaphor as the affiliate bond in newspaper editorials. Lexical metaphors are classified as the resources utilized for enacting some form of interpersonal meaning in the applied discourse. The studies examined media editorials and indicate there is a visible pattern in the choice of lexical metaphor adopted and the values provoked and how the experiential entities cope with the values. The study notes that the utilization of lexical metaphors creates bonds of affiliation with the readers of the newspapers. The study does not, however, focus on an examination of metaphors within the CBA framework, which is the focus of this research.

Ezeifeka (2013) carried out a critical review of the strategic use of metaphors in Nigerian newspapers. The study found out that the newspapers made use of metaphors to conceal their apparent inadvertent ideological solidarity with the powerful elite in an attempt to position itself as a watchdog of the case. The findings suggest that the metaphors were adopted as either a deliberate strategic recourse or a means to exploit pre-existing conceptual frames to repress the Teachers Union demands.

The research, however, does not indicate how the utilization of the metaphors affects the negotiation outcome. Akinwotu (2019) studied the role of discursive constructions in Nigeria's Labour Conflict of 2013 between the Academic Staff Union of Universities (ASUU) and the Nigerian Government. The study found out that discursive approaches and metaphorical approaches in the labour dispute were constructed in militaristic terms as the conflict between the two factions emerged as a battle between two warring groups. The study notes that both groups, in extension, applied propagandist discourses in line with their motivations and behaviours. The study failed to indicate how the adoption of both approaches reflected in the negotiation outcomes.

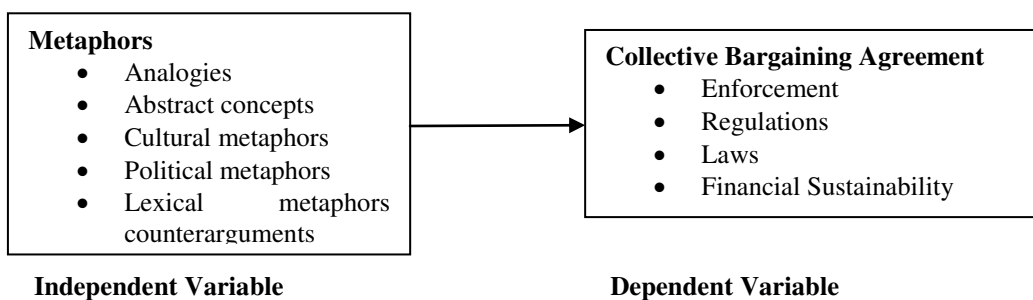
Ifeanyichukwu, Kadiri, and Ijem (2018), utilized a critical discourse analysis to investigate metaphor analysis of political discourse in Nigeria. Findings indicated that speakers use a wide range of metaphors to influence their audience. The metaphors were used to establish a bond between the political elites and the electorate, as a tool of manipulating the audience conceptually and mentally as well as the tool of polarizing the conceived enemies. The study reveals the influence of metaphors but does not

explicitly analyze the same in a negotiation process, which is core to this study focus. Kangutu (2014) examined the effectiveness of figurative language when carrying out dowry negotiation discourse among Kikamba Speakers. The study acknowledges that the informativity of figurative language has been dominant in traditional setups due to the rich cultural background and knowledge. The study adopted qualitative research with direct observations and interviews being utilized in the research process. The study found out that interpretations of the figures of speech are realized through the narrowing and broadening processes of lexical pragmatics theory and that cultural knowledge acts as a context for inference. The research views the deep and hidden meaning of figurative language to be critical in a communication discourse such as the dowry negotiation process, which can be key to an amicable outcome in the process. The study focuses on a non-education negotiation setup; hence findings may not be replicated in the current research scope.

Atieno and Njoroge (2015) analyzed the ecotourism metaphor and environmental sustainability in Kenya. With the complexities in the understanding of the term 'eco,' the study sought to establish if ecotourism is adopted as a metaphor to stimulate pro-environmental behaviour. The focus of the study was tourism players in Kenya. The research reveals that within the key areas of ecotourism, the product promotion and corporate image were the predominant concerns with the insignificant concern being directed towards environmental sustainability. The study, thus, notes that ecotourism as a metaphor is utilized for economic and social logics to serve the various players. The study fails to examine how the metaphor can be used to bridge agreements within a negotiation process.

### 3.3 Conceptual Frameworks

The conceptual framework for this research hypothesizes the interaction between argumentative approach and the collective bargaining agreement among teachers' unions and TSC in Kenya. The abstract conceptual framework guiding this research is as shown below:



**Independent Variable**  
*Fig. 1 Conceptual Framework*

**Dependent Variable**

### 4. Research Methodology

This research used a descriptive study design which utilized both quantitative and qualitative methods to collect research data. The researcher adopted this research design as it is associated with high external validity, which allowed research findings to be generalized to larger populations. Further, the descriptive design allows the study to probe into the finer details in understanding the area under investigation.

The population of the study was drawn from the KUPPET and KNUT officials drawn from all the branches in the country and TSC coordinators across the country. This research targeted the National Executive Council (NEC) members for KUPPET and KNUT, TSC Commissioners, Ministry Representatives (Education, Labour). The study population was drawn from the Ministry, TSC and the Teachers Bodies. This population is expected to yield vital information that is central to solving the research problem.

**Table 1: Target Population**

Category	Population	% Proportion
KUPPET NEB officials	10	4%
KNUT Branch Officials	110	48%
KNUT NSC Officials	9	4%
KUPPET County Representatives	47	20%
TSC County Coordinators	47	20%
TSC Chief Executive Officer	1	1%
KUPPET Secretary General	1	1%
KUPPET Secretary General	1	1%
Ministry Education and Labor	2	1%
<b>Population of Study</b>	<b>228</b>	<b>100%</b>

Source: Ministry of Education (2020)

The study employed random sampling in selecting the participants of the research from the 47 counties in the country. The sample respondents for the study were 145 respondents who were apportioned, as shown in the table below. The study utilized interview schedules with the senior officials from KUPPET, KNUT, TSC and Ministry representatives. The study adopted a random convenience sampling in the selection of the participants from the unions and the Ministry of Labor and Education. The research utilized the Yamane formula in determining the final sample for the survey.

n =sample size,  
 N = population size  
 e =level of precision (5%)

$$n = \frac{N}{1 + N(e)^2}$$

$$\frac{228}{1 + 228 (0.05)^2} = 145$$

The sample respondents for the study were 145-respondents who were apportioned across the different cohorts as shown on the table below;

**Table 2: Sample Distribution**

Category	% Proportion	Sample Size
KUPPET NEB officials	4%	145*4% = 6
KNUT Branch Officials	48%	145*48% = 70
KNUT NSC Officials	4%	145*4% = 6
KUPPET County Representatives	20%	145*21% = 29
TSC County Coordinators	20%	145*21% = 29
TSC Chief Executive Officers	1%	145*1% = 1
KNUT Secretary General	1%	145*1% = 1
KUPPET Secretary General	1%	145*1% = 1
Ministry Education and Labor	1%	145*1% = 2
<b>Sample Size</b>	<b>100%</b>	<b>145</b>

Source: Ministry of Education (2020)

This study relied predominantly on primary research data. The study used both structured questionnaires and interview schedules in the data collection process. Questionnaires are written set of tasks to which the subjects respond in writing (Creswell, 2014). The research questionnaire employed a 5-point Likert scale approach. The first section of the questionnaire had the background information. The second section contained questions based on the independent variables, and the third section of the instrument had statements for the dependent research variable. The study adopted interview schedules with the; KUPPET Secretary General, KNUT Secretary General, Ministry of Education, TSC (chief executive officer) and Employment Labour Court officials. The study developed a key informant interview schedule that was applied in conducting phone interviews with the sample participants.

The study sought permit from the Graduate School of Kenyatta University before commencing the research. Secondly, research license was granted by NACOSTI which allowed the researcher to seek permit from the teachers' unions (KNUT and KUPPET). Further, approvals were obtained from the Ministry of Labor and the Teachers Service Commission. The research questionnaire was distributed to the teacher's union representatives electronically. The studies employed a drop and pick approach in the data collection process. This was supplemented by the use of Google forms in the data collection process. The use of electronic media enhanced the efficiency in the data collection process. The interview was conducted using a direct face to face interaction with the ministry of education and labour officials in their offices to achieve as much in-depth information on the effect of deliberative policy analysis on the collective bargaining agreement.

The quantitative data analysis was composed of numerical values from which statistics such as the frequency, mean, standard deviation, and percentages were utilized in tabulating responses from the Likert scale questions. Inferential data analysis was conducted through correlation and regression analysis to establish the direction and strength of the relationship between the independent and dependent variable. The analyzed data was presented in the form of tables and graphs. The regression model below was employed;

$$Y = \beta_0 + \beta_1 X_1 + e$$

Where:

Y = collective bargaining agreement  
 {β<sub>i</sub>; i=1 } = Independent variable coefficient



$X_1$  = Metaphors;  
 e = error term

The hypotheses tests of the study were conducted at a 5% significance level. As a rule of the thumb, significance levels <0.05 implies null hypothesis has been rejected. Hence this was the basis of the hypotheses testing in the research.

The study applied content analysis in presenting the responses from the key informants logically, in line with the objectives of the study. The qualitative data was obtained from the key informant interview schedule and open-ended questions from the questionnaires. The information was analyzed by describing, structuring, categorizing, and combining them into interpretable discourses and conversations along with the research variables.

## 5. Results and Discussion

### 5.1 Involvement in Collective Bargaining Agreements

The study was interested in reviewing how many times the respondents have been involved in CBA discussion within the sector and the response is presented in the table below.

**Table 3: Number of times Involved in Collective Bargaining Agreements**

	Frequency	Per cent
4-6 times	15	14.3
Less than 3 times	88	85.7
Total	103	100.0

Source: Research Data (2021)

The findings above established that 86% (n=88) of the participants have been involved in CBAs less than 3 times with 14% (n=15) having participated in CBAs for 4-6 times. These findings showed that the respondents have knowledge of how CBAs are conducted thus can provide relevant information on how deliberative policy analysis has influenced the CBAs between Unions and the Teacher Service Commission. Getting involved more than 3 times in the CBAs discussions by all respondents implies that they have stayed for a number of years in the education sector. This because collective bargaining agreement discussions are held once in every four years therefore getting all participants involved more than three times translates to more than 12 years of experience.

### 5.2 Metaphors

The other form of deliberative policy analysis that was examined and the findings are shown in the table below.

**Table 4: Analysis of Metaphors**

	N	Sum	Mean	Std. Deviation
The utilization of metaphors allows parties to clarify and highlight their positional details	103	226	3.59	1.303
The use of metaphors support shifting of perceptions in the negotiation process	103	231	3.67	.967
The utilization of metaphors facilitates effective communication through the identification of various options	103	226	3.59	1.340
The utilization of metaphors is essential in developing a cognitive approach to conflict resolution between parties	103	233	3.70	1.186
The shared meanings disseminated through cultural mapping support better outcomes	103	252	4.00	.967
Adoption of politically-specific metaphors create a shared experience which leads to better outcome	103	221	3.51	1.014

Source: Research Data (2021)

The study showed agreement among officials that shared meanings disseminated through cultural mapping support better outcomes as denoted by mean of 4.00 and deviation of 0.967. The analysis revealed agreement that the utilization of metaphors facilitates effective communication through the identification of various options as showed by mean of 3.59. The responses noted agreement that utilization of metaphors allows parties to clarify and highlight their positional details as indicated by mean of 3.59 and high variation of 1.303. The participants also agreed that adoption of politically-specific metaphors create a shared experience which leads to better outcome (mean = 3.51, Dev = 1.014).

These findings are consistent with Anniken and Anne (2019) who revealed that metaphors supported a common understanding of a theme among participants and expanded the outcome of the negotiation process. The position of the scholars above on the importance of metaphors in the negotiation process is enhanced further by the study's findings that shared meanings disseminated through cultural mapping support better outcomes. Liu (2018) showed that metaphors contributed to stronger affiliation between parties therefore in line with study's findings that metaphors allows parties to clarify and highlight their positional details. Akinwotu (2019) study showed that application of metaphors in negotiation between groups fostered the discourse and motivated the attainment of common goals. The current study upholds the above sentiments as it suggests that utilization of metaphors facilitates effective communication through the identification of various options. Kangutu (2014) found out that applying lexical metaphors in negotiations contributed positively to amicable outcome in the process. The scholar's perspective matches the study's revelations that the adoption of politically-specific metaphors create a shared experience which leads to better outcomes.

The findings indicated that the application of metaphors and 66% of the respondents noted they prefer using metaphors (strategic linguistic tool) to draw their party's presuppositions. The findings also showed that 79% (n=81) of the participants noted that metaphors are key as they bear fruits in the negotiation process. The union respondents provided various justifications for adoption of this form of deliberative policy analysis during negotiation process. One, the metaphors provide a simple and factual process that allows the involved parties to bring and support their position they have. Secondly, metaphors allow for better illustration thus enhance the ease of understanding between the parties. Thirdly, metaphors are important as they emphasize on what people are trying to achieve and help bring their points across. Further, they provide relevant scenarios where metaphors have helped in negotiations. The application of metaphors also helps in bringing up a point without injuring the other party and creates real life images in the narration which reduce misinterpretation of facts (Union Officials, 2022).

The study results showed that 33% (n=21) noted that during their tenure, there has been a situation when metaphors have worked best with 67% (n=42) of the respondents dissenting. This form of deliberative policy analysis has been adopted during CBA negotiation and conflict solving situations, during lock-outs and strikes, solving misunderstandings, when defending a member who has an interdiction issue, when negotiating for teachers pay increase allowances and during campaigns for office positions.

### 5.3 Correlation Analysis

The study sought to determine the correlation between metaphors and the collective bargaining agreements. The study utilized Likert statements hence adoption of Spearman rank correlation was appropriate tests in this situation. The correlation tests findings are shown in the table below.

**Table 5: Correlation Matrix**

		Collective Bargaining Agreement	Metaphors
Spearman's rho	Collective Bargaining Agreement	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	103
	Metaphors	Correlation Coefficient	.126
		Sig. (2-tailed)	.326
		N	103

Source: Research Data (2021)

The findings showed a weak, insignificant relationship between metaphors ( $r = .126$ ,  $sig = .326 > .05$ ) and the collective bargaining agreement between unions and TSC in Kenya. This is consistent with Anniken and Anne (2019), who found out those metaphors, did not significantly contribute to positive outcomes in labour relations. Ezeifeke (2013) research also showed that metaphors had been utilized to repress the Teachers Union demands. The findings are not consistent with Cammaerts (2012), who showed that utilization of the metaphors strengthened the negotiation process outcomes. Ifeanyichukwu, Kadiri, and Ijem (2018) examination showed that metaphors had been applied to manipulate the audience conceptually and mentally and the tool of polarizing the conceived enemies and do not necessarily impact the negotiation outcomes.

### 5.4 Regression Analysis

The objective of this research was to determine the relationship between argumentative approach and collective bargaining agreement within the teachers' unions and the Teachers Service Commission in Kenya. The study employed simple linear regression.

The study reviewed the effect of argumentative approach on collective bargaining agreement between the teachers' unions and the Teachers Service Commission in Kenya and the regression results are shown below.

**Table 6: Regression for Metaphors and Collective Bargaining Agreement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.083 <sup>a</sup>	.007	-.009	4.71318		
<b>a. Predictors: (Constant), Metaphors</b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.357	1	9.357	.421	.519 <sup>b</sup>
	Residual	1355.056	102	22.214		
	Total	1364.413	103			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.165	2.484		11.743	.000
	Metaphors	.071	.109	.083	.649	.519

a. Dependent Variable: Collective Bargaining Agreement  
Source: Research Data (2021)

The findings of the regression for the variable metaphors resulted in a coefficient of determination  $R^2 = .007$ , this implied that less than 1% of the changes in the collective bargaining agreement can be determined by metaphors. The ANOVA results showed an F-value of .421, Sig = .519 > .05 revealing a positive and insignificant relationship between metaphors and collective bargaining agreement between the teachers unions and the TSC in Kenya. The resulting regression coefficient  $\beta_4 = .071$ , Sig = .519 > .05 indicating no significant effect of metaphors on the collective bargaining agreement between the teachers unions and the TSC in Kenya.

The research noted that 66% of the participants were of the view that adoption of metaphors bear fruits in the negotiation process. Analysis revealed that metaphors are central to the CBA as they provide simple and factual process to support the parties. The analysis also showed that metaphors provide a mechanism of advancing a point without injuring the other party and create real life images in the narration which reduce misinterpretation of facts. The correlation showed a positive but insignificant effect of metaphors on the collective bargaining agreement between Teachers unions and TSC.

The survey was premised on the Group theory and the institutional theory. A pragmatic approach was adopted in solving the study problem by utilizing both quantitative and qualitative research data. The study utilized a descriptive study design that anchored the examination of the association between the research variables. The population for the survey was drawn from 225 participants drawn from KUPPET, KNUT, TSC and Ministry of Education and Ministry of Labour. The final sample for the study that was 145 respondents distributed across the unit of observation. The survey findings showed that 74% of the sample respondents were able to be involved in the main research. The study results showed that majority of the responses 53% (n= 58) were obtained from representatives of KNUT, with 24% (n= 26) of the participants drawn from KUPPET officials, 18% (n=19) were drawn from the representatives of TSC county coordinators and five interviews were conducted among union secretary generals, ministry representatives and TSC Chief Executive Officer.

## 6. Conclusion

The study concluded that deliberative policy analysis has a positive and significant relationship with the collective bargaining agreement between Teachers unions and TSC. The study concluded that metaphors were viewed to have a little influence on the collective bargaining agreement. The study further concluded that metaphors did not have a significant effect on the collective bargaining agreement process. Having demonstrated to be vital in CBA matters elsewhere in the globe, the study recommends teachers unions and teachers service commission to adopt the art of metaphors in their future engagements.

## References

- Behagel, J. H., Arts, B., & Turnhout, E. (2019). Beyond argumentation: a practice-based approach to environmental policy. *Journal of Environmental Policy & Planning*, 21(5), 479-491.
- Bentley, A. F. (1955). *The process of government*. . Рипол Классик.
- Burch, P. (2007). Educational policy and practice from the perspective of institutional theory: Crafting a wider lens. *Educational Researcher*, 36(2), 84-95.
- Clark, V. L., & Creswell, J. W. (2015). *Understanding Research ; A Consumer;s Guide (2nd ed.)*. . Upper Saddle River: Pearson Education.
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. . Los Angeles: Sage Publications, Inc.



6. Halland, H., Beards, W., Land, B., & Schmidt, J. A. (2014). *Resource Financed infrastructure: A discussion on a new form of infrastructure financing*. . Washington, D.C: International Bank for Reconstruction and Development.
7. Hogler, R., Gross, M. A., Hartman, J. L., & Cunliffe, A. L. (2008). Meaning in organizational communication: Why metaphor is the cake, not the icing. . *Management Communication Quarterly*, 21(3), 393-412.
8. Kothari, C. R. (2012). *Research methodology methods and techniques*. . New Delhi: Age International Publishers.
9. Lewis, J. (2010). How institutional environments facilitate co-operative negotiation styles in EU decision-making. *Journal of European Public Policy*, 17(5), 648-664.
10. McCormick, R. E., & Tollison, R. D. (2012). *Politicians, legislation, and the economy: An inquiry into the interest-group theory of government (Vol. 3)*. Springer Science & Business Media.
11. Muchai, H. W., Makokha, E. N., & Namusonge, G. (2018). Effects of remuneration system on organizational performance of teachers' service commission, Kenya. . *European Journal of Business and Management*, 10(11), 132-141.
12. Ondicho, G., Ngui, T., & Kiboi, A. W. (2017). Effect Of Employee Motivation On Employee Performance In The Kenyan Public Sector: A Case Of Teachers Service Commission. . *International Journal of Human Resources and Procurement*, 6(10), 190-207.
13. Saunders, M., Lewis, P., & Thornbill, A. (2012). *Research methods for business students, (6th ed.)*:. New York: Pearson Education Limited.
14. Teacher Service Commission . (2016). *T.S.C Strategic Plan 2015-2020*. Teacher Service Commission .
15. Wachira, L., & Anyieni, A. (2017). Effect of change management practices on performance of teachers service commission. . *International Journal of Science and Research*, 6(5), 525-531.
16. Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal Conflict Dubuque*. WOB Brown & Benchmark Publishers.