

**INSTITUTIONAL FACTORS INFLUENCING TEACHERS' JOB COMMITMENT IN
PUBLIC PRIMARY SCHOOLS IN MWATATE SUB-COUNTY, KENYA**

BY

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ABSTRACT

This research explored the influence of institutional factors on teachers' job commitment in public primary schools in Mwatate Sub-County, Kenya. The objectives of the study were to determine the extent to which salary package and involvement in decision-making influence teachers' job commitment. We used descriptive survey research design and focused on 63 head-teachers and 315 teachers from the 63 public primary schools in the region as the target population. The sample size was 94 respondents, made up of 17 head-teachers and 95 teachers who were randomly sampled based on the 30% rule. Questionnaires were used to collect data which was analysed using appropriate descriptive statistics. The research has established that most of the teachers (82 %) in the sub-county were not satisfied with the salary package they got from their employer, thus, posing serious challenges related to job commitment. Further, (80 %) of the teachers noted that they were not involved in important decision-making processes in their schools reducing their attachment to activities that show their commitment. The study recommends that both the TSC and the BoMs of public primary schools establish monetary policies that enable teachers to work harder and enhance pupils' performance both in and outside the classroom. They need to improve the terms and working conditions of teachers by considering salary increments annually, giving inter alia hardship and house allowances, so as to increase their commitment. In addition, school managements should provide adequate decision-making platforms for teachers which could enhance job commitment and ultimately lead to better academic performance.

Key Words: Teacher Remuneration, Teacher Commitment, Public Primary Schools

1.1 INTRODUCTION

The global perspective on teacher commitment requires that countries continue upholding high standards of teachers' commitment. UNESCO (2001) insists that teachers are essential players in promoting delivery of quality education. Although many countries of the world emphasize sound educational policy formulation, curriculum design, curriculum implementation and evaluation, studies show that little focus has been made on enhancing teacher commitment. Indeed VSO (2002) reports that a lot of emphasis is done on policy framework to address teacher shortages but nothing much is said about how to address teacher commitment. This implies that the teacher's needs and working conditions in the developing world have been overlooked. This is a challenging issue towards the realization of Sustainable Development Goals (SDGs). Mark (2003) also highlights the 'conspicuously absent efforts made on how to evaluate school environmental conditions, teacher morale and teacher productivity'. The implication is that little attention has been paid to enhancing teacher commitment in order to boost their performance and productivity. Much attention has been on the quality of curriculum delivery and testing practices as the following cases show.

In Pakistan, for instance, Abdullah and Ramay (2012) investigated the relationship between factors such as salary package, socio-psychological work environment, involvement in decision making and job security in relation to commitment. From the research, all the four factors indicated a positive correlation with job security being the highest, followed by socio-psychological work environment which showed significant relationship, while salary package and involvement in decision making showing a low correlation with organizational commitment. Although their research focused on organizational commitment as a whole, they also pointed out that, affective and continuance commitment have been more and widely researched in the world, than normative commitment.

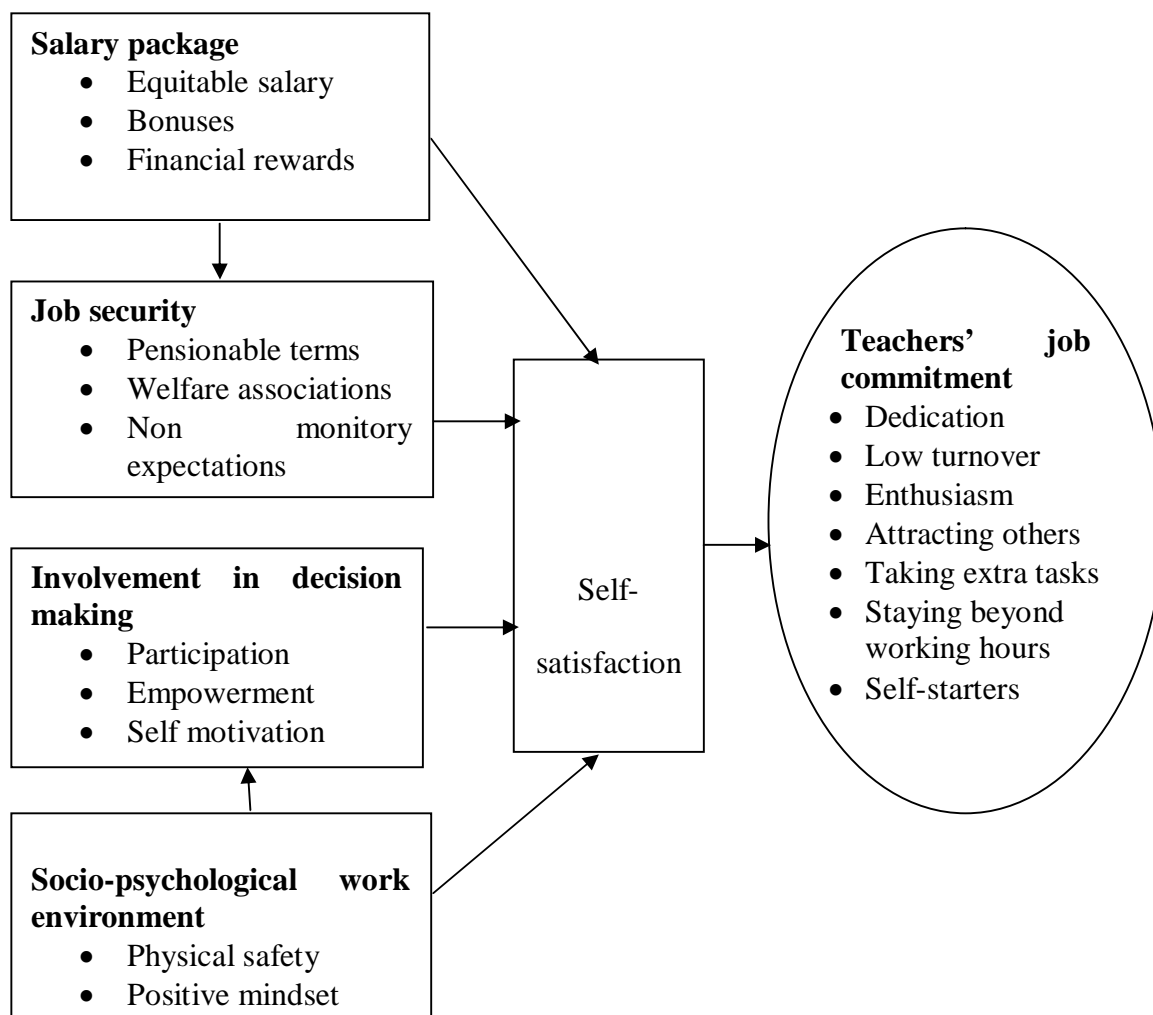
In Nigeria, Ofogbe and Ezugoh (2010) explain that teachers play an important role towards the government's mandate of provision of education to its citizens. To attain this objective, there is need to focus on teachers' motivation to ensure that they remain committed and continue to offer their full capabilities towards quality education standards. The issue of teacher commitment is an aspect that scholars insist should not be overlooked. In Tanzania, Davidson (2007) cited major setbacks like low salaries, poor housing facilities, heavy workloads, lack of benefits and disrespect, as factors that lower the level of teacher motivation and commitment. From this research, it was found that the government is making a lot of effort towards provision of classrooms and learning materials as well as increase enrolment and enhancing involvement of community in managing schools. In fact, the study points out that little consideration is given to boosting teacher commitment. It was recommended that the government should ensure that institutions offer teachers favorable atmosphere with special emphasis on factors like enabling environment, favorable working and living environment, fair treatment and manageable work load.

In Kenya, the government has continued to focus on sound development in the education sector since 1963. Republic of Kenya, (2007) provides for National development initiative known as the Kenya Vision 2030 which recognizes Education and Training within the social pillar, as the cornerstone expected to transform Kenya into a newly industrializing middle income country. Education will contribute to enhance Kenya's ability to provide a high quality standards of living to all her citizens. This is why the government has made great attempts in improving access, retention and completion rates in public primary schools so that it can attain Universal Primary Education (UPE) and ultimately provision of Education For All (EFA) to its school going children. This is in

line with the declarations of UNs Convention of which Kenya is a signatory. In fulfilling this, teachers continue to play vital role towards bringing change in the education sector. They are expected to render their services which are essential towards realizing the goals of education. It is for this reason that teachers need effective system of education and training to equip them with relevant skills to carry out their roles diligently. The question still remains, though ; how can the government ensure teachers' commitment to their job?

There are institutional factors that relate practices and processes which ought to significantly influence the behavior of teachers. .On one hand, salary package and job security entails all the payments, compensation and rights entitled to a teacher by their employer .They are interrelated in the fact that they all relate to monetary and non-monetary accruals from the employer and contribute towards self-satisfaction and commitment. On the other hand, involvement in decision making and socio-psychological work environment are yet another set of institutional factors, that ought to be enhanced by the management in order to develop the spirit of teamwork, inclusiveness and sensitiveness to others and positive inspirations among teachers. This further enhances the feeling of recognition, self-satisfaction and commitment in teachers as conceptualized in Figure 1.

Figure .1: Relationship between institutional factors and teachers' job commitment



In Mwatate Sub County, both the Teachers' Service Commission (TSC) and the schools' Boards of Management (BoMs) employ teachers. All these teachers continue to work under same job descriptions as stipulated but they are remunerated differently. The issue of job security is worse for the BoM teachers who serve under temporary terms of employment with low salaries, no medical benefits, no housing allowances, no membership of social welfare associations and no pension accruals. In terms of working conditions, some schools in Mwatate sub county have failed to provide physical facilities and infrastructure as well as learning materials for handling the large classes. Some schools have semi-permanent classrooms and buildings with poor roofing. This kind of environment demoralizes both the teachers and the students. . Some teachers in parts of Mwatate work under very strenuous conditions like water shortages, insufficient means of transport and threats from wild animals from the neighboring Tsavo West national park. Yet , hardship allowance is paid by TSC to only a few teachers who are under its employ. What effect do these institutional factors have on the teachers' job commitment?

1.1.1 The Concept of Commitment

Organizational scientists have developed a number of definitions of commitment together with different scales to measure it. One of the exemplary scholarly work is by Meyer and Allen (1991) whose findings comprised a model of commitment with three components in which they indicated that there are three "mind sets" which can classify an employee's commitment to the organization. This Three Components Model (TCM) was created in argument that commitment has three different components that correspond to different psychological state of an employee. namely; - Affective commitment, Continuance commitments and Normative commitment. Other theorists refer to commitment as an employee's willingness to work positively in an organization and his or her continuance to work for it (Mow day, et al, 1982). In other words, it is an employee's continuous effort to render personal efforts to the organization regardless of the working conditions being experienced by the said employee. Buchanan (1974) also sees commitment as a sort of bond between an employee and the organization that he or she is working for. Commitment is determined by a variety of factors that are related to the employee personal behavior as well as the external environmental factors.

Job commitment entails a close relationship between the employees and the organization they work for. This close relationship ought to commence at the time when an employee is being recruited into an organization and goes on with time up to and including the employee retirement time. Commitment is an important pillar towards the successful human resource management of an organization. It greatly contributes towards the overall achievement of the aims and objectives of any organization. It is, thus, an inevitable issue that should concern the management, directors and the policy makers of an organization. It is for this reason that Shore and Martin, (1989), Siders et al,(2001) and Meyer et al, (2002) continue to insist that organizational commitment directly affects employee's performance . Committed employees contribute to the overall achievement of goals and aims as well as to life and wellbeing of any organization. Moreover organizational commitment is significantly related to satisfaction which inevitably enhances professional performance of duties assigned.

Coetsee (1999) studied commitment and argued that commitment and resistance are the two poles of continuum representing a polarity between the two forces within the employees' perceptions. It was found that employees portray two dimensional patterns of behaviors towards their job. This was

what he referred to as 'sequential phases of resistance and acceptance of change which is commitment. More specifically, employees' attitudes to accepting change are the genesis of commitment. Hence, commitment can be described in terms of willingness by employee to resist or accept change. and ought to be as product of commitment related concepts such as empowering the workers, supporting, and involving them in decision making.

1.1.2 Salary Package and Teachers' Job Commitment

What is the relationship between salary package and teacher' job commitment?. Dirani and Kunchike (2011) have indicated that there is a strong correlation between salary package and job commitment. Apparently, commitment comes as a result of equilibrium between salary package and the ultimate satisfaction of needs or desires. Salary package includes basic salary, allowances, and other economic rewards that an employee receives during employment. When employees join organizations to serve, they have certain needs and desires that they seek to be satisfied by the organizations. In fact, one of the top reasons for one quitting a job is needs dissatisfaction (Kalleberg; 1990).

Folger & Cropanzano, (1998) argue that an organization that supports its employees will in turn get the desired feedback from them because they feel an obligation to reciprocate. In some organizations there seem to be a commitment gap that arise between the expectations of the workers and what they are prepared to do. The degree of an employee's commitment towards the organization depends on the financial benefits and rewards accrued to the service that worker renders. This concept is further confirmed by Malhotra et al, (2007) who elaborates that the relationship is an act of reciprocity. This means that employees enter organizations and establish relationship with expectations of being given the right platform to use their abilities and capabilities and to have their needs and desires satisfied by the organization.

1.1.3 Involvement in Decision-making and Teachers' Job Commitment

Kirmizi and Deniz (2009) insists that participation in the decision-making process and involvement in organizational planning and goals setting have a positive impact on the employee's commitment towards the organization. When employees are involved in the goal setting processes and planning of courses of action on how to achieve organizational goals, their satisfaction and commitment is greatly enhanced. .These scholarly findings significantly confirm an earlier research work by Meyer and Allen (2002) which illustrates that the more the employees participate in decision making, the higher the rate of employee performance and enhanced levels in job commitment. It ensures that employees participate in making decisions about their job objectives, course of actions as well as in evaluating their output. In support of this arguement, Ahmad and Oranye (2010) explain that involvement in decision making, gives rise to employees feeling a sense of empowerment. This further energizes the employees towards self-driven tasks, devotion to work, being engaged for extra working hours and a sense of self-motivation. The study found a positive correlation between employee participation, empowerment, satisfaction and job commitment. This prompted us to ask whether there is any relationship between involvement in decision making and teachers' job commitment.

1.2 Statement of the Problem

Teaching is a demanding career that involve long hours of standing, vigorous practical lessons and adequate prior preparations. Moreover, teachers have to continue playing the vital role of imparting relevant knowledge, useful skills and desirable attitudes to the learners in order to make them fit well in their future lives, apart from just excelling in their examinations. Yet the situation of teacher commitment in public primary schools in Mwatate Sub County is in a declining situation. Taita Taveta Task force Report (2013) on Educational declining trends in the region pointed out issues that relate to teacher commitment. For instance, teachers lack devotion, dedication, energy and enthusiasm to engage themselves and to undertake extra tasks beyond working hours. In Rong'e zone teachers are denied hardship allowance by TSC which the rest of the teachers in Mwatate Sub County receive. Some teachers quit teaching in public schools and opt for 'greener pastures' in private schools. This raises a number of questions; such as, Does the salary package paid to the teachers have significant relationship with teachers' job commitment? Does job security have any significant relationship with teachers' job commitment? Does the schools' socio-psychological work environment influence commitment to the teaching job? Do teachers give their opinion on matters pertaining to their teaching job? To what extent is involvement in decision-making a factor in teachers' job commitment? This is why the study was carried out to investigate the influence of variables like salary package and involvement in decision making on teachers' job commitment.

2.1 RESEARCH METHODOLOGY

2.1.1 Research Design

This study adopted the descriptive survey research design which was considered suitable because it provided a wide scope towards describing, recording, analyzing and interpreting data about two key institutional factors influencing teachers' job commitment namely salary package and involvement in decision making. This design was useful in describing the characteristics of respondents of a large population using the samples made, thus making the data interpretation statistically significant.

2.1.2 Target Population

Target population refers to the total number of cases in the researcher's world who are going to respond to research questions. In this study, the target population was 378 comprising of 63' head teachers and 315 teachers from the 63 public primary schools in the sub-County.

2.1.3 Sample Size and Sampling Techniques

In determining the sample size, this study used adopted stratified random sampling strategy to separate teachers from head-teachers Subsequently, 30% of the 63 schools yielded a total of approximately 19 schools to be used for the study. Of these, 2 schools were used for piloting of the research instruments; thus, giving 17 public primary schools- hence, 17 head-teachers- to participate in the actual study This is in line with Kombo and Tromp (2006) who suggested that 30% of the target population would make an adequate sample for a research study in the social sciences. Similarly, thirty percent of the teachers were sampled from the total number to get 95 teachers. The sample of the study was as shown in Table 1

Table 1:. Sample size of the respondents

Respondents	Target	Sample Size
Head Teachers	63	17
Teachers	315	95
Totals	378	112

2.1.4 Research Instruments

The tool that was considered most appropriate for data collection in this research study was the questionnaire. The researchers constructed two sets of questionnaires ; one was designed for head teachers and the other for teachers.

2.1.5 Research Objectives and Research Questions

The objectives of the study were;

1. To determine the extent to which salary package influences teachers' job commitment in public primary schools in Mwatate Sub-County.
2. To determine the extent to which involvement in decision making influences teachers' job commitment in public primary schools in Mwatate Sub-County.

In order to achieve these objectives, the study was guided by the following research questions;

1. To what extent does salary package influence teachers' job commitment in public primary schools in Mwatate Sub County?
2. How does involvement in decision making influence teachers' job commitment in public primary schools in Mwatate Sub County?

3.1RESEARCH FINDINGS AND DISCUSSION

Out of 17 questionnaires administered to the school head-teachers , 17 of them were completed and returned making a questionnaire return rate for the head-teachers to be 100 percent. For the teachers 95 out of 95 questionnaires were completed and returned making a total questionnaire return rate to be 100 percent. The return rate of 100 percent was considered representative enough. and adequate for analyzing and reporting results.

3.1.1 Research Question 1 : To what extent does salary package influences teachers' job commitment in public primary schools in Mwatate Sub County?

The first objective of the study sought to determine whether salary package influenced teachers' job commitment in public primary schools in Mwatate Sub-County Kenya. In measuring the influence of salary package on teacher's job commitment, the researchers tried to establish if the public primary schools in Mwatate had any form of policy touching on issues related to salary packages. In the light of this, the respondents were asked to complete the questionnaire indicating whether salary package influence their job commitment using the likert scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD). Headteachers' responses were as reported in Table 2.

Table 2:. Headteachers' perception on influence of salary package on teachers' job Commitment

Items	SA		A		NS		D		SD	
	F	%	f	%	f	%	f	%	F	%
I am satisfied with the salary package am offered currently.	2	11.7	1	5.9	0	0.0	3	17.6	11	64.7
There is fairness in payment for the service I offer.	3	17.6	1	5.9	2	11.8	5	29.4	6	35.3
There are teachers paid less than others who do similar work.	8	47.1	5	29.4	0	0.0	1	5.9	3	17.6
Teachers work overtime to finish a task even without extra pay.	15	88.2	2	11.8	0	0.0	0	0.0	0	0.0
I would continue working for my current employer even if there is no promotion.	2	11.8	3	17.6	1	5.9	7	41.2	4	23.5

From Table 2 it is clear that a , majority of the headteachers (82%) expressed a dissatisfaction with the salary package they were currently offered. A large number of them (65%) were of the opinion that there was no fairness in payment for the service offered. It is also telling that 76% of the headteachers believe that there were teachers who were paid less than others who do similar work. The salary packages given to teachers were not motivational enough for them to be committed to their work. The data also implies that a vast majority of the respondents were from schools that did not recognize the need for motivating teachers using fiscal resources. The results concur with Emenike (2010) who indicated that workers were not likely to perform well and report on duty regularly if they work in an organization that does not set quantifiable salary packages which are commensurate with their work output. This in turn lowers their performance and job commitment. The same tool was also used on the teachers to collect their views on the influence of salary package on their job commitment. Table 3 presents the study findings.

Table 3:. Teachers' perception on influence of salary package on job commitment

Items	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
I am generally satisfied with the amount of Salary package and fringe benefits I receive in this organization.	4	4.2	9	9.5	6	6.3	12	12.6	64	67.4
I am paid fairly for what I contribute to my employer.	12	12.6	7	7.4	0	0.0	23	24.2	53	55.8
I am paid less than others who are doing similar work.	49	51.6	22	23.2	2	2.1	9	9.5	13	13.7
I will stay overtime to finish a task, even if I am not paid for it.	73	76.8	16	16.8	0	0.0	2	2.1	4	4.2
I would go on working in this organization, even if I did not need to earn money.	64	67.4	9	9.5	2	2.1	9	9.5	11	11.5

Table 3 shows that, majority of the teachers were in agreement with their school heads on the influence of salary package on teachers' job commitment. For instance, 76 (84%) teachers strongly disagreed that they are generally satisfied with the amount of Salary package and fringe benefits they receive. Moreover, 80 percent of teachers did not feel that the salary paid by their employer quantify their effort. This was an indication that salary packages did not enable teachers to be committed to their job. What is of importance, though, is that ninety eight (98) percent of teachers reported that they would stay overtime to finish a task, even if they were not paid for it; while seventy-seven percent (77%) of them would be willing to work even without earning money. This implied that a majority of the teachers were committed to their work without necessarily being motivated by the salary package awarded to them. This last category of teachers actually consisted of those teachers employed by the BoMs who were hoping that their dedication could earn them a permanent and pensionable engagement from the TSC.

More often, the basis upon which monetary reward in form of salary package is given could indicate the extent to which such financial incentives are used effectively in order to motivate teachers to fully get committed to their works. However, should financial incentives be given for dubious reasons, the end result may ironically be frustration rather than commitment on the part of the teachers. Salary package should therefore be contingent upon accomplishment of certain tasks. On that account, the respondents were asked to complete the questionnaire indicating the basis of giving salary package in their schools and their responses were as captured in Table 4

Table 4:. Basis of giving salary package and teachers' job commitment

Salary Reward Basis	Head teachers		Teachers	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Performance of Tasks	1	5.9	12	12.6
Reporting to Work	0	0.0	7	7.4
Supervision of Activities	3	17.6	23	24.2
Experience	13	76.5	53	55.8
Total	17	100.0	95	100.0

Table 4 shows that most public primary schools in Mwatate Sub-County had not embraced the culture of money-induced teacher motivation as indicated by the responses from both teachers and head-teachers, given that a pattern indicating systematic rewards was conspicuously absent especially for teachers with little working experience. This is in contrast with the study done by Mugikuu (2012) who asserted that teachers in secondary school are financially rewarded based on performance of classroom tasks to ensure their job commitment.

It is possible to reward teachers only to learn later that, the beneficiaries are disappointed and become completely demoralized because the amounts given were inadequate. On that account, the respondents were asked to complete the questionnaire indicating how adequate the salary package offered was and their responses are as depicted in Table 5

Table 5 Influence of adequacy of salary package on teachers' job commitment

Level of adequacy	Headteachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Very adequate	8	47.1	9	9.5
Adequate	7	41.2	12	12.6
Not adequate	2	11.8	74	77.9
Total	17	100.0	95	100.0

From the findings in Table 5 , it is observable that salary packages that were given to teachers in most public primary schools in Mwatate Sub-County did not meet the thresholds of motivators and hence teachers were unlikely to commit to their respective tasks as indicated by 77.9%of the respondents. This is in line with Zakela (2010) who noted that workers need superior remuneration as it is the greatest determinant to accept a job or decline taking up one. He noted that workers never mind working overtime provided that such additional duties and engagement come with some substantial fringe benefits.

At times, it does not matter the amount of salary package offered to teachers , rather it is vital to establish the monetary incentives that are additional from the employer. In the light of this, the respondents were asked to complete the questionnaire indicating which monetary incentives in their salary package would greatly improve their commitment and their responses are displayed in Table 6.

Table 6:. Monetary incentives in salary package to enhance teachers' job commitment

Frequency	Headteachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Hardship allowance	11	64.7	63	66.3
House allowance	2	11.8	25	26.3
Commuter allowance	6	35.3	7	7.4
Total	17	100.0	95	100.0

Table 6 shows that a majority of the head teachers and teachers (64.7% and 66.3% respectively) in Mwatate Sub-County feel that apart from the salary package, other fringe benefits were necessary incentives and would greatly enhance their commitment to the job. In other words, hardship allowance, housing allowance and commuter among other allowances influence teachers' job commitment. The findings are in line with Emenike (2010) who indicated that institutions that had embraced the culture of rewarding teachers frequently with financial rewards are found to perform exemplarily high and workers are more comfortable.

3.1.2 Research Question 2 : How does involvement in decision making influences

teachers' job commitment in public primary schools in

Mwatate Sub - County?

The second research objective sought to determine whether involvement in decision making influenced teachers' job commitment in public primary schools in Mwatate Sub-County Kenya. This variable was measured on the parameters of, involvement in decision making, open consultations, and valuing of individual's opinions. In measuring the influence of participatory decision making the researchers focused on matters pertaining to school operations and how this influenced teachers' job commitment. In the light of this, the respondents were asked to complete the questionnaire using the likert scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD). The Headteachers' responses are captured in Table 7

Table 7:. Influence of Participatory decision making on teachers' job commitment as perceived by headteachers

Item	SA		A		NS		D		SD	
	f	%	F	%	f	%	f	%	F	%
I ask teachers to give their opinions concerning their work.	8	47.1	3	17.6	0	0.0	2	11.8	4	23.5
Teachers are actively involved in making decision on their job.	12	70.6	5	29.4	0	0.0	0	0.0	0	0.0
Teachers' inputs is important to the school and the employer.	16	94.1	1	5.9	0	0.0	0	0.0	0	0.0
Decision making does not require consulting.	1	5.9	1	5.9	0	0.0	2	11.8	13	76.5
Teachers can give positive suggestions that can improve efficiency.	9	52.9	7	41.2	0	0.0	1	5.9	1	5.9

Information collected from majority of the headteachers showed that involving teachers in the decision making process enhanced their commitment to their work. For instance, 8(47.1%) headteachers strongly agreed that they ask teachers to give their opinions concerning their work. Twelve (70.6%) headteachers indicated that teachers in their schools are actively involved in making decision on their job, while, 16 (94.1%) headteachers strongly felt that teachers' inputs is important to the school and the employer. This implied that teachers involvement in the schools' and the affairs of their profession' was important to ensure that they claim ownership of the teaching process thus, showing their commitment to the job. These results also show that when given a chance teachers involvement in decision making was an essential element to enhance job commitment which in turn will lead to improved efficiency. The findings were consistent with arguments from Ahmad and Oranye (2010), who stated that when teachers are consulted in decision making process they build confidence in the profession and are committed to the job they are performing. They further state that involving workers in critical decision making ensures that the employees own the process, performance and output of organizational goals since the objectives are easily communicated to them. Employees who are expected to execute already made decisions are not productive since they lack in-depth understanding of the organizational objectives unlike their counterparts in organizations with participatory decision making systems.

The same tool was administered to the teachers in a bid to establish the influence of participatory decision making on teachers' job commitment. The findings are reported in Table 8

Table 8: Influence of Participatory decision making on teachers' job commitment as perceived by teachers

Item	SA		A		NS		D		SD	
	F	%	F	%	f	%	f	%	f	%
My Head teacher asks me for my opinion and thoughts when determining my work objectives.	4	4.2	9	9.5	6	6.3	12	12.6	64	67.4
I feel involved in important decisions in my teaching job.	12	12.6	7	7.4	0	0.0	23	24.2	53	55.6
Teachers who will be affected by decisions are asked for their inputs.	2	2.1	0	0.0	0	0.0	30	31.6	63	66.3
I feel free to suggest changes in my job.	9	9.5	12	12.6	3	3.2	4	4.2	68	71.6
I participate in decision-making with regard to work related issues.	4	4.2	9	9.5	6	6.3	12	12.6	64	67.4

Data presented in Table 8 shows that majority of the teachers refuted headteachers' response on their involvement in decision making process in their schools. For instance, whereas the headteachers indicated that they involve teachers' in the decision-making process, majority of the teachers (67.4%) strongly disagreed that their Head teachers ask for their opinion and thoughts when determining their work objectives. Sixty three (66.3%) teachers indicated that those teachers who were affected by administrative decisions are not even asked for their inputs. The implication is that most public primary schools in Mwatate Sub-County were not keen on putting in place a formidable participatory decision making process programme in order to motivate the teachers to be committed to their jobs. From Table 7 and Table 8, it would appear that the headteachers covered up for the lack of involvement of teachers in important decision making in their schools while the teachers showed the true picture on the ground. by revealing that they were not consulted on important decisions regarding their work objectives. This situation does not facilitate job commitment as Malhotra et al, (2007) argue that work commitment is enhanced by participatory decision making.

4.1 CONCLUSIONS AND RECOMMENDATIONS

4.1.1 Conclusion

This study on institutional factors influencing teachers' job commitment has established that most of the public primary schools in Mwatate sub-county did not recognize the need for motivating teachers using monetary incentives this has created serious challenges to teachers' job commitment. Lack of an adequate salary package in the school especially for those teachers who were employed by the BoMs had a great impact on teacher motivation. Secondly, the consequence of not involving teachers in the decision making process in the school is that no matter how energetic, enthusiastic and committed a teacher may be, his or her effort and level of commitment might not produce the required results in learners' academic achievement. This is because the teachers' exclusion from decision-making has led to their poor job commitment.

4.1.2 Recommendations of the Study

Based on the findings of the study, it is recommended that:

1. TSC should ensure that they formulate policies that improve the terms and working condition of teachers by considering salary increment annually, giving hardship allowances, house allowance among other salary packages so as to improve their level of job commitment.
2. BOMs in public primary school should ensure that they establish monetary policies that give teachers impetus to work harder and enhance pupils' performance both in class and outside classroom.
3. School management should provide adequate decision making platforms for teachers to take part in making crucial decisions which could enhance job commitment and which ultimately could lead to better output which is good academic performance.

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