

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

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Requirements for the award of the Degree of Master of Education in
Educational Administration**

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DECLARATION

This Research Project Report is my own original work and has not been submitted for award of a degree in any other University.

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DEDICATION

In memory of my late dear parents Cammy Orimba and Joan E. Atieno. Dedicated to my children Franky Brian and Randy Ochieng.

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ABBREVIATIONS AND ACRONYMS

DCC	Deputy County Commissioner
DEO	District Education Office
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KNUT	Kenya National Union of Teachers
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PTA	Parents Teachers Association
SCDE	Sub-County Director of Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

The study explored the influence of institutional based factors on teachers' job commitment in primary schools in Nyando Sub-County, Kenya. The objectives of the study were to determine the extent to which provision of monetary incentives, recognition by the head teachers, working conditions, workload and administrative support influence primary school teachers' job commitment in Ahero, Ahero, Rabuor and Nyang'ande zones in Nyando Sub-County. Descriptive survey research design was used and it focused on 99 head teachers and 707 teachers from the 99 public primary schools in the region as the target population. The sample size was 240 respondents, made comprising of 30 head teachers and 210 teachers who were randomly based on 30% rule. Questionnaires were used to collect data analyzed using appropriate descriptive statistics. The research has established that most of the teachers (84%) in the Sub-County disagreed being offered monetary incentives by their head teachers, thus, posing serious challenges relating to job commitment. Further (60%) of the teachers reported that they were not being recognized by their head teachers through promotions in their schools thus, reducing their attachment to activities that show their commitment although (82%) of them agreed that head teachers recognized their work through verbal praises. The findings showed that most teachers (72%) agreed with the condition of their classrooms while (78%) of them agreed handling manageable number of lessons. Further (90%) of the teachers agreed being offered administrative support through recommendation for trainings by their head teachers. The study recommends that both the BoMs and TSC 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 among other things hardship and house allowances, so as to increase their commitment. In addition, school administration should put up measures to motivate teachers for preventing the loss of teachers to its competitor as well as providing manageable workload and adequate support to teachers, which could enhance job commitment and ultimately lead to better academic performance. The researcher suggested that since the study was limited to one Sub-County in Kenya, further research should be conducted in other counties throughout the country to determine the actual influence of institutional based factors on teachers' job performance in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The general prosperity of an educational institution lies on teachers' commitment which depends on motivation that exists in the institution. Teacher is the focal component in instructive framework holding different crucial obligations. The general execution of schools relies on their teachers and at last their dimension of responsibility and employment fulfillment.

(Ondari, 2011), propounds that motivation entails a vast majority of material and non-material items that enhance individual commitment to accomplish tasks in any organization. Human beings have the capacity to perform their duties just well, but with some external trigger, jobs are undertaken more effectively. He further advises that personnel should be allowed to share the gains of an institution in the form of monetary rewards to boost their morale as an increased motivation to give more to such institutions. Money remains the most significant motivating strategy (Akintoye 2000).

In Somalia, Jandaya (2008) established that workers can brave working even in the most dangerous environments, if they are assured of handsome monetary rewards. She advises that workers should be treated as partners in any initiative if devotion and commitments to their duties is to be developed in them, and the people who are stakeholders must share what accrues from an undertaking.

Having done a study examining factors that influence teachers' job commitment in private institutions in the Dakar informal settlements in Senegal, Ousmane (2012) noted that most teachers preferred monetary rewards to household rewards. The teachers argued that it was their responsibility to identify what they required, since each person's needs were unique to the individual teachers. Most head teachers perceive teachers' endeavors by giving positive input, presenting teachers with trophies on prize giving days or showing gratefulness through letters (Cole, 2002). As indicated by Musila (2010), referring to Cole (1996), states that recognition is real in spite of age and instructive dimension. He focused on that acknowledgement must be true and should be founded on better than expected execution.

In Musila's study, about 67.3 percent of the respondents got persuaded when they were recognized by their contiguous supervisors. While exploring impact of working conditions on workers' commitment in Venezuela, Gay (2003), discovered that numerous workers were happy with their occupations, referring to the presence of improved workplace, especially decent residences. In her study, Nanny (2012), concentrating on employee profitability in public institutions in Sangwang-China, reported that employees will in general perform well when given conducive workplace. She noticed that the workplace, not high pay, if appropriately improved to the worker's fulfillment, they are persuaded and the out-put improves.

Dealing with a heavy workload and deadlines can be upsetting causing job commitment to gnaw at the most committed employee (Okumbe 1998). A great shift from the 7.4.2.3 system of instruction to the 8.4.4 framework established in 1985 in Kenya introduced many teaching subjects. This system came up hurriedly when teachers were not sufficiently set for it. Moreover, the huge classes brought about by

the introduction of Free Primary Education (F.P.E) in 2003 and the serious inadequate instructional materials and training aids in shackling teachers' efforts to fulfill the educational goals.

Administrative support is the engagement of administrators and other institution leaders in encouraging teachers and assisting them to improve their teaching. According to (Hirsch and Emerick, 2007), administrative support presumes an important job in providing skillful improvement chances to teachers. Various investigations relate administrative support to teachers retaining their jobs (L did, 2009). In Libya Al-Obeidi (2007) featured that, pitiable school results and the modest nature of education has made individuals and the multi-media, for example, the TV and radio to grumble, this brought about rising worries about the frames of mind of teachers toward the occupations. There is dubiousness concerning the level of commitment amongst teachers.

Bou-Rowaq (2009), expressed that the government blames teachers for lack of commitment to job, apathy, carelessness, intentional indolence, and that the teachers' dimension of proficiency and viability should not be founded on pay increment, bonus or conducive working environment. Teachers, contend about the current pay system, benefits and working environment that fail to fulfill the primary needs. In the United States, Gonzalez (1995) expressed that one of the primary issues that urban teachers face nowadays is lack of support from the stakeholders. Uma (2008), when carrying out a comparative survey between teachers' job performance in both private and public learning organizations in Kwazulu Natal Province in South Africa, confirmed that majority of teachers in public organizations referred to job security as the main bit of leeway appreciated in public organizations. As a glaring difference, most

private part teachers referred to good working environment and additional benefits on their vantage. In Nigeria Emenike (2013) conducted a research on enumerating factors influencing teachers' efficiency in public organizations discovered that; working environment, accessibility of working devices and resources, reinforced learning and abilities through normal preparing, availability to data and a feeling of acknowledgment, prevalent compensation and abundant pay back framework, are the basic elements of teachers' job commitment.

In Argentina, Otega (2011), while studying the influence of extrinsic rewards on teachers' job in public primary schools in the squatter settlements in urban inhabitants, observed that teachers were demotivated and hence teachers abandoned learners in classes, while they occupied themselves with occupations daily businesses. The researcher urged that various bonuses be availed to teachers to motivate them in order to be dedicated to the learners.

In Kenya, Omari (2010), while giving a report of his survey, a comparative study of the commitment of workers in public institutions and private organizations, noted that employees' commitment was rated highly in private organizations than in public institutions hence there was need to adopt best performance practices to improve job commitment in public institutions. In addition, Nasongo, Sylvia and Majanga (2010), did a study on the influence of teachers' commitment on classroom interaction in the aftermath of Free Primary Education (FPE). It was found that FPE caused increase in class occupancy, teacher shortage; heavy teaching workload and work for long hours were key factors in teacher de-motivation. Odul (2012) in Kenya, said that teachers come across performance challenges, in which absenteeism is common, inadequate preparation of professional documents witnessed, management of school activities are neglected, class work are scanty and normally, students are abandoned to study on

their own. According to Nyando Sub-County director of Education office, performance of the schools in the area has not been up to standards. This is because of understaffing, handling large numbers of classes, absence of parental or community back up and absence of motivation in terms of hardship allowances despite difficult working environment like Nyakach and Muhoroni Sub – Counties which are hardship zones. This influenced the need for this study, establishing institutional based factors which might affect the teachers on their job commitment among public primary school teachers in Nyando Sub-County.

According to Mbiti (2007), KCPE performance for all public primary education was expected to shoot up after introduction of free primary education because pupils were no longer sent home for school fees, however, this is not experienced in Nyando Sub-County where results are far much behind the others except for one sub -county as shown in Table 1.1

Table 1.1 Performance of Nyando Sub-County 2013-2017

SUB COUNTY	2013	2014	2015	2016	2017
Kisumu Central	299.04	301.43	310.60	303.37	264.91
Kisumu East	271.45	284.35	250.92	263.81	264.91
Kisumu West	256.20	277.92	256.46	258.86	264.91
Muhoroni	265.67	289.31	263.81	258.86	261.43
Nyakach	261.75	277.92	263.81	258.86	257.48
Seme	249.22	283.80	243.32	247.58	257.48
Nyando	251.52	290.44	250.03	247.58	257.48
County	264.98	286.39	262.20	264.91	255.92
Trend					

Source: Kisumu County Director of Education Office, (2018)

Table 1.1 shows that Nyando Sub-County has not been performing well Compared to the five other sub-counties indicated in table 1.1

1.2 Statement of the problem

The Kenyan government has made significant efforts to increase enrolment in schools to meet education for all (EFA) goals in the year 2015(Simatwa, 2011). However little effort has been made to bring all schools to the level in terms of teacher workload and general working conditions for teachers. Most affected are public primary schools.

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 Nyando Sub- County is in a declining situation.

Performance of the schools in Nyando Sub-County has not been up to standards, this is because of understaffing, handling large numbers of classes, absence of parental or community back up and absence of motivation in terms of hardship allowances.

TaitaTaveta 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 Nyando Sub-County, teachers are denied hardship allowance by TSC which the rest of the teachers in Nyakach and Muhoroni Sub-Counties receive. Some teachers quit teaching in public schools and opt for 'greener pastures' in private schools. This

raises a number of questions; such as, do monetary incentives given to the teachers have significant relationship with teachers' job commitment? Does recognition by the head teachers have any significant relationship with teachers' job commitment? Does working conditions influence commitment to the teaching job? Does workload influence teachers' job commitment? Does the school administrative support influence teachers' commitment in public primary schools in Nyando Sub-County? This is why the study was carried out to investigate the influence of variables like monetary incentives, recognition, working conditions, workload and administrative support on teachers' job commitment. This influenced the need for this study, establishing institutional based factors, which might affect the teachers on their job commitment among public primary school teachers in Nyando Sub-County.

1.3 Purpose of the Study

The purpose of the study was to investigate institutional based factors influencing teachers' job commitment in public primary schools in Nyando Sub-County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i) To establish the influence of monetary incentives on teachers' job commitment in public primary schools in Nyando Sub-County.
- ii) To determine how recognition by the head teacher for work done influence teachers' job commitment in Public primary schools in Nyando Sub-County.
- iii) To determine the extent to which teachers' working conditions influence their job commitment in public primary schools in Nyando Sub-County.

iv) To examine the influence of workload on the teachers' job commitment in public primary schools in Nyando Sub-County.

v) To determine the extent to which school administrative support influences teachers' job commitment in public primary schools in Nyando Sub-County.

1.5 Research questions

The research questions were as follows:

i) To what extent does the provision of monetary incentives influence teachers' job commitment in public primary schools in Nyando Sub-County?

ii) How does recognition by the head teacher for work done influence teachers' job commitment in public primary schools in Nyando Sub-County?

iii) To what extent do teachers' working conditions influence their job commitment in public primary school teachers' in Nyando Sub-County?

iv) How does the teachers' workload influence their job commitment in public primary schools in Nyando Sub-County?

v) To what extent does the school administrative support influence teachers' job commitment in public primary schools in Nyando Sub-County?

1.6 Significance of the Study

The study may help to identify key factors which influence job commitment among public primary school teachers in Nyando Sub-County; Kenya. The information may be vital as it would enable stakeholders to express their grievances to the respective authorities in non-subjective manner. It may also provide empirical evidence on how

the mentioned factors namely: monetary incentives, recognition by the head teachers, working conditions, teacher workload and administrative support are related to teachers' commitment or not. Nyando Sub-County education department would be able to provide amicable solutions to these challenges faced by the teachers and endeavor to ensure that the teachers support and their tasks are commensurable.

1.7 Limitations of the Study

Limitations are aspects of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). There were cases of some respondents showing minimal cooperation, since they feared that the study would expose their administrative incompetence. The researcher mitigated this by ensuring that the information given was kept confidential.

1.8 Delimitations of the Study

Orodho (2005), states that delimitations of the investigation allude to the limits of the study. The investigation was restricted to primary school teachers and head teachers in public schools in Nyando Sub-County. Both teachers and the head teachers were the main respondents because they are the direct implementers of the researcher's concern. The researcher used a questionnaire for collecting the data.

1.9 Assumptions of the Study

The study had the following assumptions:

- i. The respondents would cooperate and give accurate information.
- ii. The respondents would be very honest when giving their responses.

1.10 Definitions of significant terms

Teachers' job commitment refers to the teachers' dedication to obligation regarding reliability in going to exercise, giving and checking assignments, prospectus inclusion and being available in school.

Institutional factors refer to those factors relating to, constituting or involving a learning institution, in this case; monetary incentives, recognition by the head teacher, working conditions, workload and administrative support.

Public primary schools are schools developed and sustained by public funds from the government, parents and community, which offer basic education.

Monetary incentives refer to financial gifts given to teachers by the school administration to encourage them work and be committed towards achieving the institutional goals and objectives.

Working conditions refer to the environment that teachers work under. For example, adequate infrastructure, availability of space, appropriate supervision and conducive environment.

Recognition refers to a state or quality teacher being recognized by head teacher in learning institutions.

Workload- refers to work that a teacher is expected to do in a specified time. Like teaching, counseling and co-curricular activities. It can be very demanding, demanding, fairly demanding and normal.

Administrative support refers to the assistance offered by those in authority like the school head teachers.

1.11 Organization of the Study

The study consists of five sections. section one involves the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of key terms and organization of the study. Section 2 consists of literature review, which consists of introduction- overview on the general concept of job commitment as a conceptual and empirical review, summary of literature review, theoretical framework and conceptual framework. Chapter three covers research methodology. It consists of introduction, research design, target population, sample size and sampling procedures, research instruments, validity of research instruments, reliability of research instruments, data collection procedure, data analysis techniques and ethical considerations. Section four consists of data presentation, analysis and discussions of the findings. Finally, chapter five comprises summary of the study, conclusions and recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature on job commitment with its focus on institutional based factors influencing teachers' job commitment in Nyando Sub-County, Kenya. On that account, it examines literature on influence of provision of monetary incentives, recognition by the head teachers, working conditions, teaching workload and school administration support on teachers' job commitment. Besides, the chapter equally features the theoretical framework and conceptual framework upon which the study is grounded.

2.2 Concepts of teachers' job Commitment

Institutions focus employees' effort on meeting goals that are specifically planned. According to Gant (2009), planning is considered a pivotal objective that provides a clear roadmap for executing organizational tasks.

In Singapore, Gollymore (2006) when concentrating on components affecting worker responsibility in public organizations saw that establishments that once in a while occasionally give genuine consideration in meeting the prospects of the general society definitely fail to be productive. Such organizations barely withstand competition in their environs of operations and soon bow out of primary operations.

Organizations trying to win in administration arrangement to their recipients are set up with representatives whose degrees of inspiration are excessively high (Owuonda 2008). Owuonda suggests that the principle worry about efficiency should put an incredible agio on both prepared and appropriately persuaded human capital.

Owuonda further expresses that recognition through remunerations should not to be fathomed on the contention of material gain alone yet recognition and exchange of smiles between a supervisor and an employee too is motivation enough, this is evidenced in the public primary schools around.

2.3 Monetary incentives and teacher' job commitment

Akintoye and Mathias (2000) state that cash remains enormous inspirational strategy leading to commitment. Frederick Taylor and his logical administration partners, as far back as 1911 portrayed cash as the most critical factor in motivating the modern laborers to achieve progressively imperative efficiency. Taylor endorsed the constitution of motivating force wage systems as techniques for animating laborers to better, duty, and at last satisfaction. Money has essential spurring power in as much as symbolizes vague objectives, for example, control, prestige, security and a sentiment of accomplishment and achievement.

Afarege (2006) affirms that numerous managers use cash, either to remunerate or punish workers. This is executed through the way toward remunerating laborers for increased productivity by ingraining trepidation of loss of employment. The craving to be promoted and secure improved compensation may likewise motivate employees. Katz, (2005) in Sinclair, approves the inspirational influence of cash through the procedure of decision of job. Cash can pull in, hold, and spur people towards better. State, if a teacher has another extend of job, which has unclear employment opportunity qualities with his present spot of occupation, but greater financials wages, that teacher would no doubt be propelled to acknowledge the new job offer. Monsoor and Tayib (2010), says that individuals work for money, however, they also work for more than money.

2.4 Recognition for work done and teachers' job commitment

According to Cherrington (1989), as cited to by Muriithi (2007) applause and acknowledgment are feasible in persuading teachers which upgrades work execution. Most head teachers perceive teachers' efforts by offering positive feedback, giving teachers a letter of appreciation or trophies during prize giving days (Cole, 2002). This includes recognition for work done which can be upheld by verbal commendation for astounding work and public recognition through awards. Acknowledgement is essential and every single person needs it and craves for it, Beardwell and Holden, (2008). Cherringtonmore distant states that representatives dependably react to the recognition. We react to it. That makes gratefulness essential to the achievement of organizations, as well.

Blyton and Turnball (2008) research demonstrates that 79 percent of individuals who cease their jobs refer to lack of recognition as their fundamental reason. Mensah (2009) in his investigation uncovered that teachers pull back when they do not feel recognized by their employees or school heads. While there are numerous approaches to indicate appreciation, recognizing employees' years of service, or achievements, is a straightforward, goal, and programmed approach to communicate to your workers they are valued. Musila (2010), referring to Cole (1996), states that acknowledgment is a reality regardless of age and instructive level. He focused on that acknowledgment must be earnest and ought to be founded on better than expected performance. In Musila (2010), 67.3 percent of the respondents felt inspired when they got acknowledgment from their immediate supervisor.

Masengo (2011), stated in her investigation that 48.9 percent of the respondents concurred that they were happy by the manner in which their job execution was perceived in the institution. In Masengostudy, teachers revealed that they were rewarded incentives for good performance and this raised their job commitment. Kushman (2012) expressed that teachers' job commitment depended upon certain working conditions present in the institution. These incorporate recognitions for work done. Kushman found a noteworthy relationship between organizational commitment and recognition of teachers. The level of relationship between recognition for work done and large teachers' commitment was generally higher than motivation. The degree of connection between acknowledgment for work done and in general duty was more than that of motivation and overall commitment. This study showed that the higher the organizational commitment score is directly proportional to the motivation of teachers taking an interest in their commitment.

As indicated by Mensah (2011), organizations can evade teachers' inferior performance by compensating top performers. Reasonable rewards and recognition, which are feasible, have the best impact on high commitment of teachers. This infers a teacher who serves on particular grade effectively is identified with a recognizable position, for instance, a County Director, Supervisor, Headmaster, Housemaster, Senior Housemaster, and Circuit et cetera. A persevering teacher on their positions for a long time gets advancement to the following position or study leave with pay at any abnormal state of learning foundation of his decision, which will dependably lift up teachers' attitude towards work, and accomplishment of a higher target. The organization of best teacher grant with alluring prize and acknowledgment like

excellent house well-equipped and perceived testament providing for the winner is a genuine precedent.

2.5 Working conditions and teachers' job commitment

Moore (2012) on the job of the school condition on teacher dissatisfaction among US public school teachers noted that a positive school condition includes a supportive administration, requirement of guidelines by the head teachers and other teachers, shared beliefs and values, communication among head teachers and staff, cooperation and diligent work by the head teachers and the belief that the school is run well.

Olango (2011) stated that working environment offers a climate in which work is finished. Ondigo (2011) stated that more often, a few bosses request a lot of effort from subordinates in the performance of errand with little regard to give significant devices and resources required for effective venting of obligations. Research by Teachers' impression of student and community problems likewise increases teacher dissatisfaction.

Research by Ofejebe and Chinelo (2010) on teachers' motivation and its impact on quality assurance in the Nigerian educative framework focuses to the fact that satisfaction of the motivational factors prompts quality performance and high production, which improves quality performance in the education sector. They recommend a decent learning environment and great working conditions to ensure great quality assurance. Also teachers 'welfare was another significant factor of good working conditions. Great workplace infers accessibility of facilities and materials required for teachers to play out their obligations as teachers (Ofejebe and Chinelo, 2010). Mkumbo (2012) undertook a qualitative study that analyzed teachers' commitment to, and experience of, the teaching profession in six areas in Tanzania.

This study revealed that a poor teacher working condition and poor government and community dispositions towards the teaching profession were the key de-motivators for the teachers. From this study, it was prescribed that the government of Tanzania and other education partners improve teachers' working conditions, for example, housing and social welfare facilities and services. Tao (2013) cited poor working conditions and the need to generate extra pay from different businesses because of insufficient salaries as a portion of the reasons for teachers' poor performance.

Improvement of working conditions in an association is major to representative fulfillment. This clarifies why a few representatives lean toward low paying occupations with favorable condition to lucrative employments with poor workplace, Hardy (2012). Ingersoll and Smith (2003) discovered that more teachers relinquish their professions on account of working conditions (that incorporate absence of school regulatory help, student discipline issues, poor student motivation and absence of institution administrative support in essential basic leadership procedure with regard to study hall by the teachers) than that of various reasons, for instance, pay.

Tickle, Chang and Kim in (2011) furthermore observed that working conditions have risen as principle wellspring of teacher work disillusionment and teacher turnover. So likewise Marvel et al. (2007) showed significance of working conditions in maintenance of teachers.

2.6 Workload and teachers' job commitment

In public institutions in the focal Sangwang-China, Damian (2012) concentrating on elements involving teachers' job performance saw that teachers will in general perform well when given conducive workplace. Damian noticed that the workplace,

not so much significant salary, if appropriately improved to teachers' satisfaction, one gets spurred and the generation is high.

There was a huge change from the 7.4.2.3 system of education to the 8.4.4 framework that was set up in 1985 in Kenya. This resulted in many subjects to be taught at the primary level. This system appeared when most teachers were not satisfactorily ready for it.

Investigations by Musau, Migosi and Muola (2013) on determinants of young girls' presentation in science, arithmetic and technology in Kitui Central, Kenya, recommends that the more the number of lessons a teacher had, the lower, the young girls' academic performance at form four levels. They found that the bigger the class estimate, the lower the young women's scholarly presentation in science, arithmetic and innovation at structure four dimensions. The researchers suggested that school management ought to give adequate classrooms, to improve communication among teachers and students, which would assist teachers with giving and right a few assignments promptly and furthermore be in position to manage students' conduct in class all the more viably.

(Education-Kenya, 2008). The teacher student ratio by the Ministry is 1:45 yet many teachers handle classes up to 70 students. This implies less individual consideration in regards to students and absence of motivation for teachers who are exhausted and stressful. Some suggestions of this study regarding the school condition in which teachers' work yet it didn't build up its impact on their performance. Falling short of deadlines result in strife among employees and supervision and raise the anxiety in the work place. With the base number of times of 50 every week and some having

upwards of 60 exercises for every week, combined with classes as large as to 70 students per class, (D.E.O office, Siaya 2012), work becomes inept.

2.7 Administrative Support and teachers' job commitment

Administrative support alludes to the contribution of principals and other school pioneers in supporting teachers' undertakings and assisting them in teaching progress. Administrative support is the institution's viability in aiding or supporting teachers with respect to student discipline, educational program, instructional strategies and adjustments in accordance with the school environment (Borman & Dowling, 2008). Administrative support presumes a substantial role in giving proficient opportunities to teachers (Hirsch & Emerick, 2007). Various studies suggest that administrative support enhances staying expectations of teachers (Ladd, 2009).

Some other study recommends that administrative support additionally influences the working environment of school, for instance, the school security and teachers influence (Johnson, 2006). As demonstrated by Leithwood and Jantzi (2006) powerful administrative support assumes an essential job in school administration practice and incorporates its four measurements, for instance, building vision of school, advancement of explicit objectives and needs, offering individualized Support and improvement of an agreeable school culture.

Loeb et al. (2005) discovered through data survey that absence of administrative support prompts turnover issues of teachers. In reliable with this understanding, Luekens (2004) likewise found that about 40% of teachers left showing calling because of absence of administrative support. In addition, Weiss (1999) featured administrative support as a standout among the most critical indicators for retention of

teachers. Boyd, Grossman, Ing, Lankford, and Wyckoff (2009) researched the effect of school settings in government funded schools of New York and discovered that administrative support as a basic factor for teacher's maintenance. Another qualitative study distinguished huge impact of administrative support on teacher quitting their jobs. (Worthy, 2005).

Liu and Meyer (2005) proposed school leadership as a huge supporter of teachers' job fulfillment and intent to stay in the profession. Essentially numerous other studies have discovered positive effect of administrative support on teachers' job satisfaction and their staying or leaving intentions in the profession. (Ingersoll and Smith, 2003; Perie et al. 1997; Ladd, 2009). The study of Choi and Tang (2009) depicted the possible advantage of administrative support to diminish turnover intent of teachers in an international context.

2.8 Summary of literature review

From the studies, the researcher has identified several factors that affect teachers' level of job commitment in public primary schools. The findings reviewed in the above literature indicate that monetary incentives, recognition, working conditions, teachers' workload and administrative support all have significant relationship with job or career satisfaction. The factors studied as presented in the review can conduce to either low or high job commitment of teachers. Insim (2003) analyzed the effects of teacher recognition for work done on teacher commitment.

The findings showed that recognition and professional advancement was decidedly identified with teacher commitment found a significant correlation between organizational commitment and recognition of teachers was reported for by Kushman (2012). Beardwell and Holden (2008) revealed that recognition is basic and all human

beings we need it and crave for it. This agreed with Getzels and Guba (2007) who revealed that teachers become disengaged when they do not feel recognized by their employees or school heads.

In view of a complete audit of the literature, Bruce and Blackburn (2004) identified supportive working conditions, difficult work, impartial awards, and cooperative workmates as fundamental determinants of job commitment. The literature revealed that the general working conditions of workers is a great factor that influences the level of teachers' job commitment. In spite of the above literature showing existing studies, measures that could have been taken to improve job commitment have not been looked at. In Nyando Sub-County, there are particular issues, for example, poor housing, low expectation for everyday life, floods, water shortage and hunger during dry seasons, and transport issues due to the fact that during rainy seasons roads are impassable. Thus, there is a reason to be keen on teachers' needs to mitigate on their commitment to job performance to redeem students' performance.

2.9 Theoretical framework

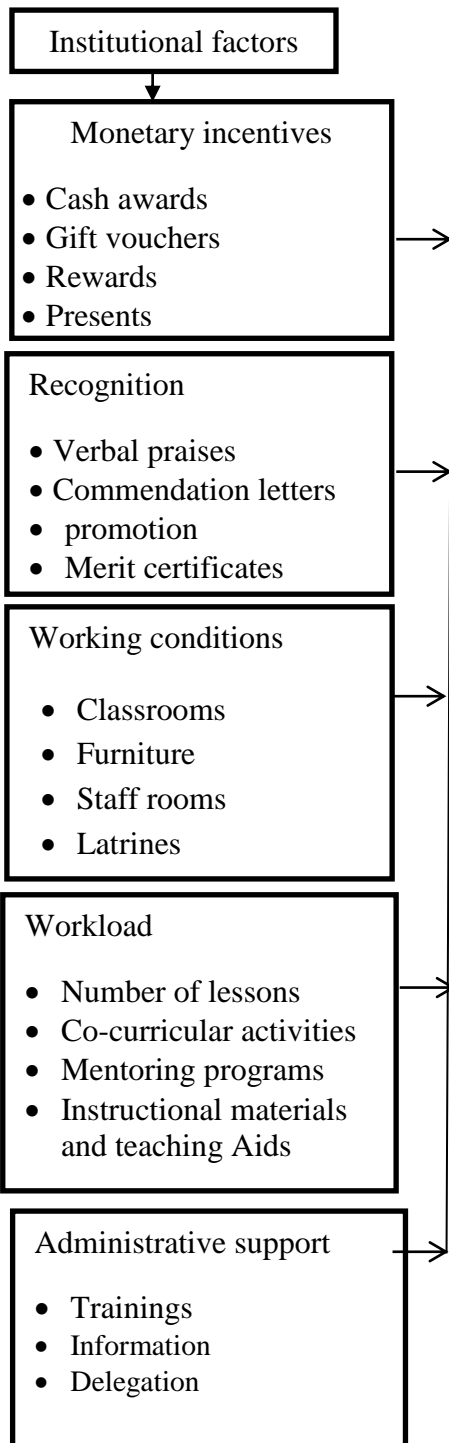
This study was guided by the Herzberg, F. (1959) theory of employee motivation and satisfaction. In this theory, two factors motivate workers, the motivators and hygiene factors whose absence will create dissatisfaction for work. Be that as it may, as per the theory, the mere presence of hygiene factors (like compensation or wages, working conditions, professional stability, age) alone won't create satisfaction. Different variables are believed to impact an individual's craving to perform work or behave in a particular way. The need-based theories clarify motivation essentially as a phenomenon that happens intrinsically, or inside a person.

Herzberg's two factor theory is, all things considered, in light of need satisfaction due to their enthusiasm for how best to satisfy workers.

Several studies were done to investigate those things that cause employees in office occupations to be satisfied and dissatisfied. The result of their study demonstrated that the factors that lead to job satisfaction when present, is not similar elements that lead to dissatisfaction when absent. In this manner, they saw job satisfaction and dissatisfaction as autonomous. The literature demonstrates that Herzberg's two-factor theory of job satisfaction has been utilized as the premise of effective job enhancement programs. The theory, as proposed, is not restrictive to any particular occupation or working level. This theory is applicable to this study in that teachers need to be provided by conducive working environment so as to foster their achievement at work, reduces dissatisfies, and hence enhances their job commitment.

2.10 Conceptual framework

Independent variables



Dependent variable

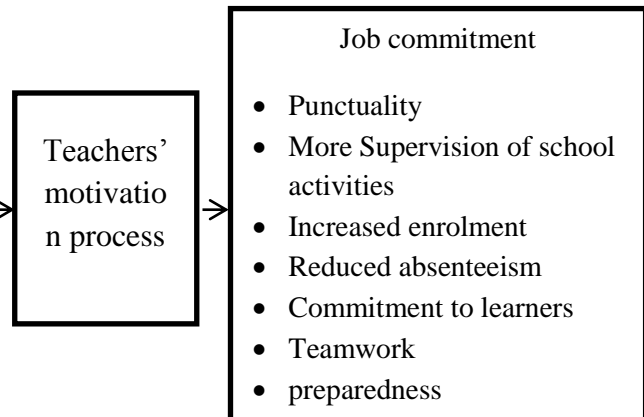


Figure 2.1 Interrelationship between institutional based factors and teachers' job commitment.

In this study the independent variables are monetary incentives, recognition by the head teacher, working conditions, workload and administrative support. The process shows the teachers motivation and how the variables may affect the commitment of teachers. The dependent variable shows the indicators of job commitment in terms of punctuality, supervision of school activities, increased enrolment, and reduced absenteeism, commitment to learners, team work and preparedness. The conceptual framework proposes that provision of monetary incentives, recognition for work done, working conditions, workload and administrative support with the interplay of motivation process influence job commitment. It is from this conceptual frame work that the study will look at the influence of institutional based factors on teachers' commitment in public primary schools in Nyando Sub- County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is divided into the following sub-sections; research design, target population, sample design, research instruments, validity of instruments, reliability of instruments, data collection procedures and data collection techniques.

3.2 Research design

Research design gives a system to plan and conduct a study. The researcher used descriptive survey design. As per Serem and Boit (2013), the design is the most suitable methodology for gathering data from a large populace that will be surveyed.

The researcher employed the design to investigate the impact of institutional put together factors with respect to instructors' activity duty in open grade schools in Nyando Sub-County

3.3 Target population

Orodho (2005) postulates that everybody viable in any field of inquiry constitutes a universe or focused on populace. The target population of this study will consist of 99 public primary schools, 99 head teachers, 707 teachers in Nyando Sub-County. Nyando Sub-County consists of four zones namely; Ahero, Awasi, Rabuor and Nyanga'nde (Source: SCDE's office Nyando Sub-County).

Table 3.1 Target population

Zone	No. of schools	No. of Head teachers	No. of teachers
Ahero	31	31	235
Awasi	25	25	171
Rabuor	24	24	195
Nyang'ande	19	19	106
Total	99	99	707

Source: SCDE's office Nyando Sub-County (2019)

3.4 Sample size and sampling procedures

Sampling is the way toward gathering various people or articles from a populace with the end goal that the selected group contains components illustrative of the qualities found in the whole gathering (Kombo and Tromp 2006). Sampling is indispensable on the grounds that one can find out about a huge gathering by contemplating a couple of the individuals. The study sample size was represented in table 3.2

Table 3.2 Sample size

Respondents	Target Population	Percentage	Sample Size
Head teachers	99	12.3	30
Teachers	707	87.7	210
Total	806	100	240

To sample the respondents, the researcher opted to use the 20 – 30 percent suggested by Mugenda and Mugenda (2003), though a higher percentage is better.

For generalization the researcher categorized the schools in four zones then select randomly per zone using the researcher employed simple random sampling method to pick a sample size of 30% of the respondents. The technique was appropriate since it

was free from prejudice. The researcher used a proportional stratified sampling technique to select samples of participants, (n= 240). The researcher used a random sample from each sub population or strata then sampled randomly within the strata using simple random sampling. The number of teachers (210) was divided by the number of schools (30) hence 7 teachers and a head teacher from each school were identified to participate in filling in the questionnaires.

3.5 Research instruments

The researcher used questionnaires to get information from the respondents. The respondents were given questionnaires. The questionnaires were sub-divided in to sections, the first section sort demographic information while the second section had information influencing teachers' job commitment in public primary schools. The instruments contained details of various institutional based factors as per objectives of the study.

3.6 Validity of the research instruments

As per Borg and Gall, (2007), questionnaire is considered to be valid when it measures the intended parameters. Content validity was ensured by the project supervisors from the department of Educational Administration and Planning by confirming whether the items in the questionnaires reflected the research questions.

3.7 Reliability of the research instruments

Mugenda and Mugenda (2003) postulate that reliability is a measure of degree to which a research instrument gives conformable results, after repeated trials. Test-retest technique of assessing reliability of the research instrument was employed. A two-week lapse was allowed between the first and second test (Orodho, 2009). Pearson's coefficient of correlation (r) was used to compare the two scores obtained,

giving an alpha value of 0.7 proving that the research instrument used was reliable, Mugenda & Mugenda (2003).

The Pearson's Product Moment formula to be used is as follows: -

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \times \sqrt{n \sum y^2 - (\sum y)^2}}$$

3.8 Data collection procedure

Kothari (2004) observes that data collection procedure entails steps and actions necessary for conducting research effectively. The researcher obtained an introduction letter from University of Nairobi then obtained a research permit from the National Commission for Science and Technology and Innovation (NACOSTI) before collecting data. The researcher then proceeded and sought authority from the County Commissioner and the County Director of Education of Kisumu County, before embarking on the research. The researcher booked appointments with the head teachers of the sampled schools to visit and administer the questionnaires and to create rapport with the respondents. The researcher later collected the duly filled questionnaires.

3.9 Data analysis techniques

The researcher checked the completion and the accuracy of the respondents' answers in the questionnaires. Analysis of data started with editing and inspection of data pieces in order to identify spelling mistakes and any other unresponded to items or wrongly answered. It was then classified according to the objectives.

Descriptive statistics such as frequency distribution and percentage were used mainly to analyze the demographic data. Items ranked on the Likert scale were analyzed using descriptive statistics while the non-ranked items were arranged to identify frequencies or opinions and views that assisted in explaining and grounding further

the findings of the study especially with regard to the research questions. The data was then computed using the Statistical Package for Social Sciences (SPSS).

3.10 Ethical Considerations

To protect the respondents in this research, the researcher ensured the following: justice and respect of human dignity upheld by maintaining honesty and openness with the respondents. Created rapport with the respondents, explained to them the purpose of the study and assured them of confidentiality and anonymity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter involves data presentation, analysis and discussion of findings based on the objectives of the study. This study investigated the influence of institutional based factors on teachers' job commitment in public primary schools in Nyando Sub – County, Kenya. The study specifically investigated whether provision of monetary incentives, recognition for work done, working conditions, workload and administrative support influence teachers' job commitment in public primary schools.

Table 4.1: Instrument return rate

Target	Samples	Response	Response Rate %
respondents			
Teachers	210	210	100
Head teachers	30	30	100

The researcher kept close monitoring of the instrument, which ensured the high instrument return rate. Mugenda and Mugenda (2003) postulated that a response rate of 50 percent is enough for analysis and reporting, a rate of 60 per cent is good and a response rate of 70 per cent and above is excellent. Therefore, this response rate was representative and was contemplated to be excellent.

4.2 Distribution of respondents by demographic characteristics

This section presents the analysis of the demographic information of the respondents as revealed from the data gathered from the study.

The section consists of the respondents' gender, age brackets, academic qualification and teaching experience.

4.2.1 Gender of respondents

The researcher explored the gender of the teachers to establish the distribution of teachers in terms of gender as presented in table 4.2. The researcher wanted to find out whether the gender of respondents influenced teachers' job performance.

Table 4.2: Distribution of respondents by gender

Gender	Head teachers Frequency	Percent	Teachers Frequency	Percent
Male	25	83.3	92	44
Female	5	16.7	117	56
Total	30	100	209	100

Table 4.2 shows that majority of head teachers 25(83.3%) were male while minority of them were female 5(16.7%). This may suggest that the male dominate the posts of head teachers, which may be attributed to different factors such as failure to apply for such posts by female teachers. Ngipuo (2015) and Ole Lempira (2014) in their studies on influence of head teachers' instructional supervision on pupils' performance found out that, positions of leadership were male dominated. It can be deduced that the appointments for headship are not in line with constitutional requirement. On the contrary, the same table indicates that there were more female teachers 117(56%) than male 92(44%) in the schools. The reason for more female teachers in the Sub-County could be attributed to the fact that there are more female teachers in the teaching profession.

4.2.2 Age of respondents

According to Kiiru (2015) in his study on influence of head teachers' instructional supervision practices over teachers on students' performance in mathematics observed that age is a factor that has been noted to affect teachers' commitment and performance. Thus the older teachers are more experienced and more effective in implementation of their roles. Head teachers' and teachers' responses were presented in figure 4.3.

Table 4.3 Respondents distribution by age

Years	Head Teachers Frequency	Percent	Years	Teachers Frequency	Percent
Below35years	2	6.7	below 25-30 years	46	21.9
36-44 years	10	33.3	31-35 years	56	26.9
45-54 years	9	30.0	36-40 years	47	22.4
55years and above	9	30.0	41-45 years	20	9.5
-	-		46-50 years	16	7.6
-	-		51years and above	23	11.0
Total	30	100.0		208	100.0

From the findings in figure 4.3, shows that both head teachers and teachers were old enough to provide information on the influence of institutional based factors on teachers' job commitment in public primary schools. Majority of head teachers 10(33.3%) aged between 34-44 years while majority of teachers 56(26.9%) aged between 31-35 years.

4.2.3 Academic qualifications

The study sought to know the academic qualifications of the respondents. The findings were presented in table 4.4.

Table 4.4Distribution of respondents by academic qualifications

Level of Qualification	Head teachers Frequency	Percent	Teachers Frequency	Percent
PhD	0	0	2	1.0
M.Ed.	3	10.0	4	1.9
B.Ed.	6	20.0	42	20.0
P.1	2	6.7	85	40.9
ATS	7	23.3	16	7.7
Diploma	12	40.0	59	28.4
Total	30	100.0	208	100.0

Data shows that teachers had acquired education qualification and hence were in a position to understand the influence of institutional based factors on teachers' job commitment. Majority of head teachers 12(40.0%) had diploma while majority of teachers 85(40.9%) were p.1. Teachers' teaching experience in years is shown in Table 4.5

Table 4.5 Teachers' teaching experience in years

Years	Frequency	Percent
Below 5	40	19.3
5-10 years	77	37.2
11-15 years	37	17.9
16-20 years	16	7.7
21-25 years	13	6.3
26 and above years	24	11.6
Total	207	100.0

Data shows that the teachers had a considerable experience and hence they could provide information on the influence of institutional based factors on teachers' job commitment. Majority of head teachers 16(53.2%) have served between 5-10 years.

Table 4.6 Head teachers' distribution by period of service

Years	Frequency	Percent
Below 5 years	5	16.6
5-10 years	16	53.2
11-15 years	3	9.9
16-20 years	4	13.3
21-25 years	1	3.3
26 and above years	1	3.3
Total	30	100

Data shows that the head teachers had a considerable experience and hence they could provide information on the influence of institutional based factors on teachers' job commitment.

Table 4.7 Distribution of teachers transferred in the last 5 years

Number of teachers	Frequency	Percent
1	4	13.3
2	13	43.3
3	5	16.7
4	2	6.7
5	1	3.3
8	1	3.3
None	4	13.3
Total	30	100.0

The number of teachers that was reported to have got transfers for the last 5 years was 2 teachers with the highest frequency of 13 (43.3%). The reasons for their transfers are presented in table 4.8 below.

Table 4.8 Distribution of reasons for transfer

Reasons for transfer	Frequency	Percent
Retirement	1	3.3
Natural attritions	1	3.3
Special requests	1	3.3
Change of location	2	6.7
Overstaying	2	6.7
Promotions	3	10.0
Balancing teachers	4	13.3
Joining spouse	5	16.7
Normal transfer	8	26.7
None	3	10.0
Total	30	100.0

The highest percentage reported by the head teachers were normal transfers which was 8 (26.7%), followed by those joining spouse at 5(16.7%), the third one being

promotions and none at 3 (10%). This affected the teachers' job commitment since there was no immediate replacement hence heavy workload.

4.3 Monetary incentives and teachers' job commitment

Monetary rewards were measured on the presence of monetary reward policy, provided to learners for attaining highest number of quality grades, teachers for number of quality grades, the most improved teacher and teachers for supervision of activities.

Table 4.9 Head teachers' responses on provision of monetary incentives

Monetary incentives	Frequency	Percent
Yes	8	26.7
No	22	73.3
Total	30	100.0

More often, the basis upon which monetary reward is given could indicate the extent to which such are used effectively in order to motivate teachers to fully get committed to their works. Of the head teachers 22 (73%) said that they do not give monetary incentives since there was no money in the schools. Although 8 (26%) of them agreed that they give monetary incentives to performing teachers. The respondents were asked to complete the questionnaire pointing the bases of giving monetary rewards in their schools and their responses captured as depicted below

Table 4.10 Distribution of head teachers' response on the policy

Monetary policy	Agree Frequency	Percent	Disagree Frequency	Percent
Learners for no. of quality grades	7	23.3	23	76.7
Teachers for no. of quality grades	7	23.3	23	76.7
The most improved subject teacher	9	30.0	21	70.0
Teachers for supervision of activities	6	20.0	24	80.0

Findings indicate that the head teachers did not provide monetary incentives to teachers since the school did not have money for such awards.

In measuring the influence of monetary rewards on teachers' job commitment, the researcher sought to establish if the public primary schools in Nyando had any form of monetary rewards policy from the teachers and their responses captured as depicted in Table 4.11

Table 4.11 Influence of monetary policy on teachers' job commitment

Monetary rewards	Frequency (Percentage)					MEAN
	SA	A	U	D	SD	
Learners for no. of quality grades	4(1.9%)	20(9.5%)	8(3.8%)	66(31.4%)	112(53.3%)	1.85
Teachers for no. of quality grades	5(2.4%)	19(9.0%)	9(4.3%)	71(33.8%)	106(50.5%)	1.79
The most improved subject teacher	10(4.8%)	20(9.5%)	11(5.2%)	69(32.9%)	100(47.6%)	1.91
Teachers for supervision of activities	9(4.3%)	32(15.2%)	4(1.9%)	65(31.0%)	99(47.1%)	1.97
Composite Mean						1.88

On the statement learners being offered monetary rewards for number of quality grades, 4(1.9%) strongly agreed 20(9.5%) agreed 8(3.8%) undecided 66(31.4%) disagreed while 112(53.3%). The mean for the statement was 1.85. This implies that majority of teachers disagreed with the statement. On the statement teachers offered monetary rewards for number of quality grades, 5(2.4%) strongly disagreed, 19(9.0%) agreed, 9(4.3%) undecided, 71(33.8%) disagreed while 106(50.5%) strongly disagreed. The mean for this statement was 1.79. This implies that majority of teachers disapproved of the statement. On the statement the most improved subject teacher offered monetary rewards, 10(4.8%) strongly agreed, 20(9.5%) agreed, 11(5.2%) undecided, 69(32.9%) disagreed while 100(47.6%) strongly disagreed. The mean for the statement was 1.91. This entails that majority of the teachers did not approve the statement. On the last statement monetary rewards offered to teachers for supervision of activities, 9(4.3%) strongly agreed, 32(15.2%) agreed, 4(1.9%) undecided, 65(31.0%) disagreed while 99(47.1%) strongly disagreed. The mean for this statement was 1.97. This means that teachers did not agree with the statement. Overall, the teachers' response on monetary incentives being offered to both learners and teachers had a composite mean of 1.88. This implies that majority of teachers disapproved of the statement.

Even though there were no monetary incentives in schools, teachers still showed commitment in their job. This could be because of personal commitment to the job, love for teaching, teamwork, and emphasizing aims of the institution, pointing out positive results, supervision and the TPAD. Monsoor and Tayib (2010), state that individuals work for money, however, they also work for more than money. Like in this case teachers work for more than money and that is why they show commitment in their job as the finding put it.

4.4 Head teachers' recognition and teachers' job commitment

The researcher sought the views of the head teachers if they recognized the teachers' efforts and the response was presented in table 4.12

Table 4.12 Teachers' responses on head teachers' recognition for work done by teachers

Recognition	Frequency	Percent
Yes	29	96.7
No	1	3.3
Total	30	100

Recognition is basic and all human beings we need it and crave for it (Beardwell & Holden, 2008). He further states that employees always respond to the recognition. When teachers feel recognized by their head teachers, they feel more secure in their work and are encouraged to work hard hence their job commitment is increased.

Table 4.13 Distribution of head teachers' responses on the basis of recognition for work done by teachers

Recognition	Agree Frequency	Percent	Disagree Frequency	Percent
Verbal praises	29	6.7	1	3.3
Commendation letters	21	70.0	9	30.0
Promotion	14	46.7	16	53.3
Certificate of merit	14	46.7	16	53.3

Findings indicate that 29(96.7%) of the head teachers agreed that they recognized teachers' efforts through verbal praises, 21(70.0%) appreciated teachers' efforts

through commendation letters while 14(46.7%) appreciated them through promotions and certificates of merit. To determine the influence of head teachers' recognition on teachers' job commitment teachers' recognition for work done, the researcher posed items to the teachers that sought to establish the same as presented in table 4.14

Table 4.14 Teachers' responses on head teachers' recognition for work done and teachers' job commitment

Recognition	Frequency (Percentage)					MEAN
	SA	A	U	D	SD	
Verbal praises	88(41.9%)	86(41.0%)	11(5.2%)	10(4.2%)	12(5.7%)	4.04
Commendation letters	28(13.3%)	55(26.2%)	16(7.6%)	49(23.3%)	52(24.8%)	2.66
Promotions	17(8.1%)	30(14.3%)	25(11.9%)	62(29.5%)	63(30%)	2.22
Certificates of merit	20(9.5%)	33(15.7%)	13(6.2%)	66(31.4%)	63(30%)	2.22
Composite Mean						2.79

On the statement teachers being recognized by the head teachers for work done through verbal praises, 88(41.9%) strongly agreed, 86(41.0%) agreed, 11(5.2%) undecided, 10(4.2%) disagreed while 12(5.7%) strongly disagreed. The mean for the statement was 4.04. This implies that majority of the teachers agreed with the statement. On the statement recognition done through commendation letters, 28(13.3%) strongly agreed, 55(26.2%) agreed, 16(7.6%) undecided, 49(23.3%) disagreed while 52(24.8%) strongly disagreed. The mean for this statement was 2.66. This means that majority of teachers disagreed with the statement. On the statement teachers recognized through promotions, 17(8.1%) strongly agreed, 30(14.3%) agreed, 25(11.9%) undecided, 62(29.5%) disagreed while 63(30%) strongly disagreed. The mean was 2.22. This entails that majority of teachers

disapproved of the statement. On the last statement recognition done through certificates of merit, 20(9.5%) strongly agreed, 33(15.7%) agreed, 13(6.2%) undecided, 13(6.2%) disagreed while 63(30%) strongly disagreed. The mean was 2.22. This implies that majority of teachers disapproved of the statement. The composite mean for the statement was 2.79. This means that teachers disagreed with the statement. Employees are more committed when they are appreciated. Such appreciation enables them work more and also enhances their job commitment.

4.5 Influence of working conditions on teachers' job commitment

The researcher sought the views of the head teachers if they offered good working conditions to teachers' and the response was presented in table 4.15

Table 4.15 Distribution of head teachers' responses whether they offer conducive working conditions

Working Conditions	Frequency	percent
Yes	26	86.7
No	4	13.3
Total	30	100

Data shows that 86.7 % of the head teachers offered good working conditions to teachers while 13.3% of them said otherwise. The responses were tabled in table 4.16.

Table 4.16 Distribution of head teachers' response on sufficiency of working conditions

Working Conditions	Agree Frequency	Percent	Disagree Frequency	Percent
The staffroom	24	80.0	6	20.0
The classroom	20	66.7	10	33.3
Furniture	14	46.7	16	53.3
Latrines	13	43.3	17	56.7

In table 4.16, 24(80%) of the head teachers agreed that they had sufficient staffrooms, 20(66.7%) agreed that the classrooms were sufficient, 14(46.7%) while 13(43.3%) agreed with the sufficiency of furniture and latrines respectively. The teachers were therefore asked to indicate whether their work conditions in the following areas were satisfactory. The findings are presented in the table 4.17 below

Table 4.17 Response of teachers on working conditions and teachers' job commitment

Working conditions	Frequency (Percentage)					MEAN
	SA	A	U	D	SD	
Staffroom	50(23.8%)	95(45.2%)	14(6.7%)	34(16.2%)	16(7.6%)	3.60
Classroom	44(21.0%)	107(51.0%)	7(3.3%)	38(18.1%)	13(6.2%)	3.61
Furniture	32(15.2%)	101(48.1%)	25(11.9%)	35(16.7%)	16(7.6%)	3.45
Latrines	34(16.2%)	89(42.4%)	23(11.0%)	36(17.1%)	25(11.9%)	3.30
Composite Mean						3.49

Teachers responses on working condition were as follows: Staffroom 50(23.8%) strongly agreed, 95(45.2%) agreed, 14(6.7%) undecided, 34(16.2%) disagreed while 16(7.6%) strongly disagreed. The mean was 3.60. This implies that teachers agreed with the conditions of the staffroom. On conditions of classroom 44 (21.0%) strongly agreed, 107(51.0%) agreed, 107(51.0%) undecided, 38(18.1%) disagreed while 13(6.2%) strongly disagreed. The mean was 3.61. This means that teachers agreed with the conditions of the classroom. On furniture, 32(15.2%) strongly agreed, 101(48.1%) agreed, 25(11.9%) undecided, 35(16.7%) agreed while 16 (7.6%) disagreed. The mean was 3.45. This means that teachers disagreed with the conditions on furniture. On latrines, 34(16.2%) strongly agreed, 89(42.4%) agreed, 23(11.0%)

undecided, 36(17.1%) disagreed while 25(11.9%) strongly disagreed. The mean was 3.30. This means that teachers disagreed that the conditions of latrines were good. Overall, the composite mean for the statement was 3.49. This implies that teachers disapproved of the working conditions in the school.

4.6 Workload in relation to teachers' job commitment

The researcher sought to examine the influence of workload on the teachers' job commitment. Table 4.18 shows head teachers' responses on workload in their schools

Table 4.18 Distribution of responses of head teachers on workload

Workload	Frequency	percentage
Very demanding	14	46.7
Demanding	11	36.7
Fairly demanding	3	10.0
Normal	2	6.7
Total	30	100.0

Findings indicate that 46.7% of the head teachers said the workload is very demanding, 36.7% of them said the workload is demanding; only 10% said the workload is fairly demanding while 6.7% said the workload is normal. Majority of the head teachers agreed that the workload is very demanding and hence affect the rate of job commitment.

Table 4.19 Head teachers' responses on condition of workload

Workload	Agree Frequency	Percent	Disagree Frequency	Percent
Manageable number of lessons	21	70.0	9	30.0
Co-curricular activities are done in school	30	100.0	0	0
Mentoring programs	24	80.0	6	20.0
Instructional materials and teaching aids are available	22	73.3	8	26.7

The head teachers agreed that they ensure manageable number of lessons to teachers, co- curricular activities are done in school, that they conduct mentoring programs and provide instructional materials and teaching aids to teachers. The views of the teachers were sought by the researcher on the same and the response was presented in table 4.20

Table 4.20 Distribution of teachers' responses on workload and teachers job commitment

Workload	Frequency (Percentage)					
	SA	A	U	D	SD	MEAN
Manageable number of lessons	54(25.7%)	111(52.9%)	5(2.4%)	29(13.8%)	11(5.2%)	3.80
Co-curricular activities are done in school	97(46.2%)	102(48.6%)	5(2.4%)	3(1.4%)	3(1.4%)	4.37
Mentoring programs	59(28.1%)	111(52.9%)	6(2.9%)	21(10.0%)	13(6.2%)	3.87
Instructional materials and teaching aids are available	51(24.3%)	111(52.9%)	11(5.2%)	23(11.0%)	6(2.9%)	3.73
Composite Mean						3.94

Teachers responses on whether they were assigned manageable number of lessons, 54(25.7%) strongly agreed, 111(52.9%) agreed, 59(2.4%) undecided, 29(13.8%) disagreed while 11(5.2%) strongly disagreed. The mean was 3.80. This implies that teachers agreed that they handled manageable number of lessons. On whether co-curricular activities are done in school, 97(46.2%) strongly agreed, 102(48.6%) agreed, 5(2.4%) undecided, 3(1.4%) disagreed while 3 (1.4%) strongly disagreed. The mean was 4.37. This means that teachers approved the statement. On mentoring programs, 59(28.1%) strongly agreed, 111(52.9%) agreed, 6(2.9%) undecided, 21(10.0%) disagreed while 13(6.2%) strongly disagreed. The mean was 3.87. This means that teachers agreed that mentoring programs are available in the school. On the availability of instructional materials and teaching aids, 51(24.3%) strongly agreed, 111(52.9%) agreed, 11(5.2%) undecided, 23(11.0%) disagreed while 6(2.9%) strongly disagreed. The mean was 3.73. This implies that teachers agreed that instructional materials and teaching aids are available in the school. Overall, the composite mean was 3.94. This means that majority of teachers agreed with the statements on workload.

4.7 Influence of administrative support on teachers' job commitment

Table 4.21 Head teachers' responses on whether they offer administrative support to teachers

Administrative support	Frequency	Percent
Agree	30	100
Total	30	100

The head teachers agreed that they offer administrative support to teachers. The response on the basis of offering it is depicted in table 4.22

Table 4.22 Distribution of head teachers' responses on the basis of offering administrative support

Administrative support	Agree Frequency	Agree Percent
Assigning duty to teachers	30	100.0
Provision of information	30	100.0
Recommend teachers for training	29	96.7
Delegate duties to teachers	30	100.0

In table 4.22, 30(100%) of the head teachers agreed that they assign teachers duty, provide information to teachers, delegate duties to teachers while 29(96.7%) agreed that they recommend teachers for training. To determine the extent to which school administrative support influences teachers' job commitment. The researcher posed items to the teachers to establish the same. Findings are shown in Table 4.23

Table4.23 Teachers' responses on the basis of offering administrative support

Administrative support	Frequency (Percentage)					MEAN
	SA	A	U	D	SD	
Assign teachers' duty	99(47.1%)	105(50.0%)	0(0%)	5(2.4%)	1(0.5%)	4.41
Provide information to teachers	94(44.8%)	104(49.5%)	2(1.0%)	8(3.8%)	2(1.0%)	4.33
Recommend teachers for training sessions	76(36.2%)	112(53.3%)	7(3.3%)	11(5.2%)	4(1.9%)	4.17
Delegate duties to teachers	94(44.8%)	104(49.5%)	2(1.0%)	4(1.9%)	4(1.9%)	4.30
Composite Mean						4.30

On the statement head teachers assign teachers duty, 99(47.1%) strongly agreed, 105(50.0%) agreed, 0(0%) undecided,5(2.4%) disagreed while 1(0.5%) strongly

disagreed. The mean was 4.41. This implies that majority of teachers agreed with the statement. On provision of information to teachers, 94(44.8%) strongly agreed, 104(49.5%) agreed, 2(1.0%) undecided, 8(3.8%) disagreed while 2(1.0%) strongly disagreed. The mean was 4.33. This means that teachers approved the statement. On whether head teachers recommend teachers for training sessions, 76(36.2%) strongly agreed, 112(53.3%) agreed, 7(3.3%) undecided, 11(5.2%) disagreed while 4(1.9%) strongly disagreed. The mean was 4.17. This indicates that teachers agreed with the statement.

On the statement head teacher delegating duties to teachers, 94(44.8%) strongly agreed, 104 (49.5%) agreed, 2(1.0%) undecided, 4(1.9%) disagreed while 4(1.9%) strongly disagreed. The mean was 4.30. This implies that teachers agreed that head teacher delegates duties. Teachers' responses on the basis of offering administrative support had a composite mean of 4.30. This implies that majority of teachers agreed with the statements.

4.8 Head teachers' general job commitment

The researcher sought the views of the head teachers whether they show commitment in their work by performing the tasks listed in table 4.23 and the response was as follows.

Table 4.24 Distribution of head teachers' general job commitment

Job commitment	Agree		Disagree	
	Frequency	Percent	Frequency	Percent
Preparing schemes of work and lesson plans	29	96.7	1	3.3
Practical teaching	30	100.0	0	0
Pupil counseling	29	96.7	1	3.3
Pupil mentoring programs	25	83.3	5	16.7
Exposing pupils to life skills	29	96.7	1	3.3
Co-curricular activities like games and athletics	30	100.0	0	0
Societies such as Christian Union and Young Christian Societies	23	76.7	7	23.3
Environmental Clubs	25	83.3	15	16.7

As seen in table 4.21, 30(100%) of head teachers agreed that they do practical teaching and the co-curricular activities like games and athletes are done in their schools while 29(96.7%) of them agreed that they prepare schemes of work as well as lesson plans, do pupils counseling and that they expose pupils to life skills.

Also 25(83.3%) agreed that they practice pupil mentoring programs as well as environmental clubs while 23(76.7%) agreed that societies such as Christian Unions and Young Christian Societies exist in the schools.

4.9 Teachers commitment to duty survey and general job commitment

Table 4.25 Teachers' responses on commitment to duty survey and general job commitment

Teachers' commitment	Frequency (Percentage)					MEAN
	SA	A	U	D	SD	
I am always punctual to school	85(40.5%)	117(55.7%)	3(1.4%)	4(1.9%)	1(0.5%)	4.34
I prepare and effectively follow my schemes of work	58(27.6%)	138(65.7%)	9(4.3%)	4(1.9%)	1(0.5%)	4.18
I faithfully attend to my lessons	92(43.8%)	110(52.4%)	4(1.9%)	2(1.0%)	1(0.5%)	4.39
I give and monitor pupils' assignments	100(47.6%)	106(50.5%)	1(0.5%)	1(0.5%)	1(0.5%)	4.43
I ensure all work covered is recorded in record of work book	55(26.2%)	124(59.0%)	15(7.1%)	13(6.2%)	2(1.0%)	4.02
I keep and maintain pupils' exam records	84(40.0%)	118(56.2%)	3(1.4%)	3(1.4%)	0(0%)	4.32
I attend school regularly and do prompt class attendance	91(43.3%)	110(52.4%)	4(1.9%)	3(1.4%)	1(0.5%)	4.35
I am a good time manager	82(39.0%)	108(51.4%)	13(6.2%)	6(2.9%)	0(0%)	4.25
I complete syllabus coverage early	46(21.9%)	130(61.9%)	11(5.2%)	15(7.1%)	4(1.9%)	3.89
I go beyond the call of duties	54(25.7%)	129(61.4%)	10(4.8%)	11(5.2%)	4(1.9%)	4.01
I supervise school activities	63(30.0%)	135(64.3%)	6(2.9%)	5(2.4%)	0(0%)	4.20
I deliver the content	83(39.5%)	123(58.6%)	2(1.0%)	1(0.5%)	0(0%)	4.36
I evaluate, assess and mark learners work regularly	94(44.8%)	110(52.4%)	2(1.0%)	3(1.4%)	0(0%)	4.39
I take part in co-curricular activities	78(37.1%)	115(54.8%)	14(6.7%)	2(1.0%)	0(0%)	4.27
I carryout administrative duties when delegated to	77(36.7%)	120(57.1%)	7(3.3%)	3(1.4%)	2(1.0%)	4.26
I really care about the fate of this school	72(34.3%)	116(55.2%)	13(6.2%)	4(1.9%)	4(1.9%)	4.17
I am much committed to my job as a teacher	99(47.1%)	97(46.2%)	5(2.4%)	5(2.4%)	3(1.4%)	4.34
I carry out learners mentoring programs	54(25.7%)	125(59.5%)	13(6.2%)	8(3.8%)	8(3.8%)	3.97

I am not much committed to my job due to poor remuneration	11(5.2%)	24(11.4%)	8(3.8%)	63(30.0%)	98(46.7%)	1.9
I would not put extra effort because nobody notices my effort	6(2.9%)	13(6.2%)	8(3.8%)	53(25.2%)	129(61.4%)	1.62
Working in this school is a definite mistake on my part	9(4.3%)	8(3.8%)	16(7.6%)	51(24.3%)	125(59.5%)	1.68
I don't have much to gain by staying in this institution	8(3.8%)	8(3.8%)	12(5.7%)	54(25.7%)	125(59.5%)	1.62
I am proud to tell others that I am part of this institution	86(41.0%)	77(36.7%)	15(7.1%)	9(4.3%)	20(9.5%)	3.91
This institution inspires the very best in me in terms of job performance	87(41.4%)	85(40.5%)	18(8.6%)	13(6.2%)	6(2.9%)	4.1
I will work with all my heart to improve performance in my school	105(50.0%)	83(39.5%)	7(3.3%)	6(2.9%)	8(3.8%)	4.28
I love to teach because of motivational factors	41(19.5%)	53(25.2%)	21(10.0%)	41(19.5%)	52(24.8%)	2.92
I am extremely glad that I chose teaching profession over other professions	108(51.4%)	60(28.6%)	14(6.7%)	11(5.2%)	15(7.1%)	4.09
Composite Mean						3.79

On the statement going beyond the call of duties, 54(25.7%) strongly agreed, 129(61.4%) agreed, 10(4.8%) undecided, 11(5.2%) disagreed while 4(1.9%) strongly disagreed. The mean was 4.01. This implies that majority of teachers agreed with the statement. This is witnessed when teachers report to duty earlier than expected and leave the institutions very late. On the statement supervision of school activities, 63(30.0%) strongly agreed, 135(64.3%) agreed, 6(2.9%) undecided, 5(2.4%) disagreed while 0(0%) strongly disagreed. The mean was 4.20. This means that teachers agreed that they supervise school activities.

On the statement taking part in co-curricular activities, 78(37.1%) strongly agreed, 115(54.8%) agreed, 14(6.7%) undecided, 2(1.0%) disagreed while 0(0%) strongly disagreed. The mean was 4.27. This indicates that majority of teachers agreed with the statement. On the statement much committed to job as a teacher, 99 (47.1%) strongly agreed, 97 (46.2%) agreed, 5 (2.4%) undecided, 5 (2.4%) disagreed while 3 (1.4%) strongly disagreed. The mean was 4.34. This means that majority of teachers agreed that they are committed to the job since teaching is a noble profession.

Teachers' responses on the statement not much committed to job due to poor remuneration, 11(5.2%) strongly agreed, 24(11.4%) agreed, 8 (3.8%) undecided, 63 (30.0%) disagreed while 98 (46.7%) strongly disagreed. The mean was 1.9. This implies that majority of teachers strongly disagreed with the statement. On the statement not putting extra effort because nobody notices teachers' effort, 6 (29%) strongly agreed, 13 (6.2%) disagreed, 8 (3.8%) undecided, 53(25.2%) disagreed while 129 (61.4%) strongly disagreed. The mean was 1.62. This entails that teachers disapproved of the statement.

On the statement working in the institution was a definite mistake on the teacher's part, 9 (4.3%) strongly agreed, 8 (3.8%) agreed, 16 (7.6%) undecided, 51 (24.3%) disagreed while 125 (59.5%) strongly disagreed. The mean was 1.68. This implies that teachers did not agree with the statement. On the statement teachers love to teach because of motivational factors, 41 (19.5%) strongly agreed, 53 (25.2%) agreed, 21(10.0%) undecided, 41 (19.5%) disagreed while 52(24.8%) strongly disagreed. The mean was 2.92 meaning that teachers disapproved the statement. Overall, composite mean was 3.79; this means that teachers agreed that they are committed to duty in spite of poor remuneration, lack of recognition amongst others. This concurs with

Earl, (1998) who stated that satisfaction of a professional staff is not as simple as offering the new employee fatty salaries, although each of these element is part of an overall strategy. Keeping these teachers high team spirit depends on the institutions willingness to reach beyond traditional approaches.

4.10 Measures of improving job commitment among teachers

4.10.1 Head teachers' response on other factors other than the ones mentioned above they would consider responsible for teachers' job commitment

Table 4.26 Distribution of head teachers' response on other factors other than the ones mentioned above they would consider responsible for teachers' job commitment

Responses	Frequency	Percent
Attitude	3	10.0
Unity among staff	4	13.3
Motivation to work hard	5	16.7
ICT	1	3.3
Parents/stakeholders involvement in academic improvement	6	20.0
Sourcing of teaching materials	1	3.3
Child counseling	2	6.7
Writing professional records	1	3.3
Training teachers	1	3.3
Outreaches for variation purposes	2	6.7
Time management	1	3.3
Promotions	1	3.3
None	1	3.3
Learners assessment records	1	3.3
Total	30	100.0

Findings indicated that 6(20%) of teachers mentioned parents'/stakeholders involvement in academic improvement, 5(16.7%) mentioned motivation to work hard, 4(13.3%) mentioned unity/good relation among staff, 3(10.0%) mentioned attitude, 2(6.7%) mentioned child counseling as well as outreaches for variation purposes while 1(3.3%) mentioned, ICT, sourcing of teaching materials, writing professional records, training teachers, time management, promotions, learners assessment records and none.

4.10.2 Head teachers, response on what they would do to enhance job commitment in the schools.

Table 4.27Distribution of head teachers' responses on what they would do to enhance job commitment in the schools

Responses	Frequency	Percent
Provision of incentives	5	16.7
Teachers appraisal	1	3.3
Provision of instructional materials	2	6.7
Promotion	3	10.0
Peace and harmony	1	3.3
Doing SWOT analysis	2	6.7
Doing regular meeting and evaluations	1	3.3
Encourage team work among staff	2	3.3
Motivation	6	20.0
Good working environment	2	6.7
Teachers sensitization on their roles	2	6.7
Sufficient physical infrastructure	1	3.3
Community attitude	2	6.7
Total	30	100.0

The head teachers who suggested motivation as one of the practices they would do to enhance job commitment in their schools, were 6(20%), 5(16.7%) of them suggested provision of incentive to teachers, 3(10.0) head teachers suggested promotions of teachers. Of the head teachers, 2(6.7 %)suggested the following: provision of instructional materials, doing SWOT analysis, encouraging team work among staff, providing good working environment, teachers sensitization on their roles and enhancing community attitude. Data shows that 1(3.3%) of the suggested teacher appraisal, peace and harmony, doing regular meeting and evaluations as well as sufficient physical infrastructure as some of the ways to enhance teachers' job commitment in the schools.

4.10.3 Head teachers, response on what they would like education stakeholders to look into towards improving teachers' job commitment in their Sub- County

Table 4.28 Distribution of head teachers, response on what they would like Education stakeholders to look into towards improving teachers' job Commitment in their Sub- County

Responses	Frequency	Percent
Promotion	7	23.3
Recommendation letters	3	10.0
Improve salary	7	23.3
Improve sanitation of classroom	1	3.3
Enhance teachers' welfare	1	3.3
Assist in guidance and counseling	3	10.0
Conduct teachers' sensitization	2	6.7
Infrastructure provision	2	6.7
Mentorship programs	2	6.7
Organize trainings, workshops, seminars	2	6.7
Total	30	100.0

In table 4.28, the findings show that 7(23.3%) of the head teachers mentioned promotion and improved salary as some of the things the stakeholders should look into to improve teachers' job commitment in the Sub-County. Of the head teachers, 3(10%) mentioned doing recommendation letters to teachers as well as assisting in guidance and counseling. Data shows 2(6.7%)of head teachers mentioning conducting teachers' sensitization, infrastructure provision, mentorship programs and organizing trainings, workshops and seminars, while 1(3.3%) of them mentioned improving sanitation of classroom as well as teachers' welfare.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study, conclusions derived from the study findings, recommendations and proportions for further research.

5.2 Summary of the study

The purpose of the study was to investigate institutional based factors influencing teachers' job commitment in public primary schools in Nyando Sub-County, Kenya.

The objectives of the study were:

- i. To establish the influence of monetary incentives on teachers' job commitment in public primary schools in Nyando Sub-County.
- ii. To determine how recognition by the head teacher for work done influence teachers' job commitment in Public primary schools in Nyando Sub-County.
- iii. To determine the extent to which teachers' working conditions influence their job commitment in public primary schools in Nyando Sub-County.
- iv. To examine the influence of workload on the teachers' job commitment in public primary schools in Nyando Sub-County.

Descriptive survey design was employed. The target population of the study was 30 head teachers, 210 teachers and 30 primary schools in Nyando Sub-County; thirty percent of target population for both head teachers, schools and twenty percent for teachers were sampled giving a sample size of 240 respondents in 30 primary schools.

The head teachers, teachers and the schools were stratified per zones and selected by

simple random sampling method to participate in the study. The sample consisted of 240 respondents.

Data was collected by use of questionnaires and was analyzed. The sorted and coded data was fed into the SPSS program to generate frequency tables and percentages. The experts in the field of Educational Administration ascertained content validity through piloting of the questionnaire. Reliability of the instruments was determined by a test-re-test technique and a coefficient of stability for the teachers' questionnaire found to be 0.86. Permission to collect data in Nyando Sub- County was accorded by the National Council of Science and Technology. A letter of introduction was given in every school visited before data was collected.

5.3 Summary of findings

5.3.1 Monetary incentives and teachers' job commitment

Findings on how monetary incentives influence teachers' job commitment

Indicates that 177 (84.3%) of teachers disagreed that they are rewarded for number of quality grades. The study also found out that teachers strongly disagreed that the head teacher gave money to the most improved teacher as well as for supervision of school activities. However, the findings further show that 94(44.7%) of teachers liked to teach because of the motivational factors. Majority 188 (89.5%) of teachers agreed that they would work with all their hearts to improve performance in their schools. This implies that most teachers want to be proud of their schools. The results indicated that monetary incentives practice influenced teachers' job commitment.

5.3.2 Recognition for work done and teachers' job commitment

The study also determined how recognition for work done affected teachers' job commitment. Findings from teachers revealed that head teachers recognized the work done by teachers through verbal praises as indicated by majority 174(82.9%) of teachers. 32(9.9%) of teachers disagreed that the head teachers recognize their efforts through verbal praises. Findings further shows that majority 101(48.1%) of teachers disagreed that the head teachers recognize their efforts in the school through commendation letters, 83(39.5%) of the teachers said otherwise. Majority 125(59.9%) of teachers disagreed that their head teacher recognized them through promotions. 129(61.4%) of the teachers disagreed that the head teachers recognized their efforts through certificates of merit.

5.3.3 Working conditions and teachers' job commitment

Working environment differ in school type, location and characteristics of students, parents and teachers. (Becker 1993). Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. 30.5% of the teachers were never satisfied with the state of the staffrooms in the schools. The study further established that 27.6% of the teachers were not satisfied with the classrooms in the schools. 36.2% of the teachers were not satisfied with the furniture in the schools whereas 40% of them were not satisfied with the conditions of latrines in the schools. The researcher further concluded that there is uneven distribution of teachers in public schools when it comes to gender. There are more male head teachers as opposed to female head teachers. On the other hand, there are more female teachers as opposed to male teachers. The ministry should consider equal distribution of both genders.

5.3.4 Workload and teacher's job commitment

Concerning the question which examined the influence of workload on teachers' job commitment, this study found out that 40 (19%) of teachers disagreed that they handle manageable number of lessons while 6 (2.8%) of them disagreed that co-curricular activities are done in their schools. 34(16.2%) of teachers disagreed that mentoring programs are conducted and whereas 29 (13.9%) of them disagreed that instructional materials and teaching aids are available in the schools.

The general opinion was that teachers should handle manageable workload to enhance their job commitment. The teachers suggested that the government should employ more teachers to help reduce the amount of workload that teachers currently have due to high enrolment rates for better performance.

5.3.5 Administrative support and teacher's job commitment

Findings on how administrative support influences teachers' job commitment indicated that management of the school inspires the very best in teachers in terms of job performance as indicated by majority 172(81.9%) of the teachers. Majority 188 (89.5%) of teachers agreed that they really care about the fate of their school. 105(50%) of teachers agreed that the head teachers assign them duties 53.3% agreed head teachers recommend them for training sessions while 49.5% agreed that head teachers delegate duties to them, however, a small percentage disagreed that they receive administrative support. Findings further indicated that 168 (80%) of teachers agreed that they were extremely glad that they chose teaching profession over other professions. The study also found out that teachers disagreed that working in their school was a definite mistake on their part as shown by majority 176(83.8%) of teachers.

5.4 Conclusions

The findings showed that teachers strongly disagreed that the head teachers gave monetary incentives to the learners and teachers for number of quality grades, the most improved teacher and teachers for supervision of activities. It was further concluded that head teachers recognized the work done by teachers. This was done by head teacher through verbal praises for work well done. The study further concluded that management of the school inspired the very best in teachers in terms of job performance and the head teachers ensured that teachers work under conducive environment. From the findings on the effects of workload on teachers' job commitment, the study concluded that teachers are much committed to their jobs and that they go beyond the call of duties, they also take part in co-curricular activities this is because they cared about the fate of their schools and they agreed that they would with all their hearts to improve the performance in the schools.

On the administrative support, the study further concluded that the head teachers provided administrative support to teachers by assigning them duties, providing information to them, recommending them for training sessions also delegating duties to them. It was lastly concluded that most teachers were proud to tell others that they were part of their institutions with majority of teachers disagreeing that working in their schools was a definite mistake on their part.

5.5 Recommendations

The study advocates the following:

The study recommends that both the BoMs and TSC 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

among other things hardship and house allowances, so as to increase their commitment. In addition, school and stakeholder should put up measures to motivate teachers for preventing the loss of teachers to its competitor as well as providing manageable workload and adequate support to teachers, which could enhance job commitment and ultimately lead to better academic performance. They should also ensure fairness in promotion procedure process, create constant promotion activities and should increase salary if a teacher is being promoted. This can be achieved by ensuring that promotion should be done on merit, team work, experience and skills.

It was also recommended that teachers should be remunerated well to motivate them in their commitment. Finally, as established by the study on teacher training and development, the study recommends that teachers should attend in-service training to update their skills. By attending trainings, teachers will develop confidence in teaching their subjects and become motivated and committed to their work.

5.6 Suggestions for further research

This study limited itself to one Sub-County in Kenya. Further research should be conducted in other counties throughout the country to determine the actual influence of institutional based factors on teachers' job performance in public primary schools.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi

School of Education

P.O Box 92

Kikuyu.

The head teacher,

_____ Primary School.

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a postgraduate student pursuing a Master of Education at University of Nairobi in the Department of Educational Administration and Planning. I am conducting research on the **“Institutional based factors influencing teachers’ job commitment in public primary schools in Nyando Sub- County, Kenya.”**

Kindly and honestly respond to all the items of the questionnaire. The questionnaire is for research purposes only, hence utmost confidentiality will be observed for the respondent. Please, do not write your name and that of your school anywhere on the questionnaire.

Thank you for your co-operation.

Yours faithfully,

Grace Orimba.

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

Instructions

This questionnaire is designed to help the researcher find out the institutional based factors influencing teachers' job commitment in public primary schools in Nyando Sub- County, Kenya. The information you give will be used for the purpose of the study only. Kindly give as honest answers as possible. Indicate the correct option by inserting a tick (√) in the appropriate box.

PART A: Demographic information

1. What is your gender? Female () Male ()

2. What is your age?

Below 25 – 30 years () 31 – 35 years () 36 – 40 years ()

41 – 45 years () 46 – 50 years () 51years and above ()

3. What is your highest academic qualification?

PhD () M.Ed. () B.Ed. () Diploma () P.1 () ATS ()

If any other specify.....

4. Please indicate your teaching experience in years

Below 5 years () 5 – 10 years. () 11 – 15 years ()

16-20 years () 21 – 25 years () 26 and over years ()

Part B: Factors influencing teachers' level of job commitment

5. Rate your job commitment in relation to monetary incentives using the following key by inserting a tick (√) in appropriate box provided.

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree

SD = Strongly Disagree

A	Monetary incentives	SA	A	U	D	SD
i.	In this school learners are awarded cash for attaining the highest number of quality grades					
ii.	Teachers are awarded cash for number of quality grades in subjects they teach					
iii.	The most improved subject attracts cash awards.					
iv.	Teachers receive cash awards for supervision of activities.					
B	Recognition- My head teacher does the following forms of recognition;					
i.	Verbal praises					
ii.	Commendation letters					
iii.	Promotions					
iv.	Certificates of merit					
C	Working conditions My work conditions in the following areas are satisfactory:	SA	A	U	D	SD
i.	The staffrooms					
ii.	The classrooms					
iii.	Furniture					
iv.	Latrines					

D	Workload	SA	A	U	D	SD
	My head teacher ensures the following:					
i.	Manageable number of lessons.					
ii.	Co-curricular activities are done in school					
iii.	Mentoring programs					
iv.	Instructional materials and teaching aids are available in school.					

E	Administrative support	SA	A	U	D	SD
	The administration:					
i.	Assign teachers' duty.					
ii.	Provides information to teachers.					
iii.	Recommend teachers for training sessions					
iv.	Delegates duties to teachers					

F	Teachers commitment to duty survey	SA	A	U	D	SD
i.	I am always punctual to school					
ii.	I prepare and effectively follow my schemes of work					
iii.	I faithfully attend to my lessons					
iv.	I give and monitor pupils assignments					
v.	I ensure all work covered is recorded in record of work book					

vi.	I keep and maintain pupils' exam records					
vii.	I attend school regularly and do prompt class attendance					
viii.	I am a good time manager					
ix.	I complete syllabus coverage early					
x.	I go beyond the call of duties					
xi.	I supervise school activities					
xii.	I deliver the content					
xiii.	I evaluate, assess and mark the learners work regularly					
xiv.	I take part in co-curricular activities					
xv.	I carry out administrative duties when delegated to					
xvi.	I really care about the fate of this school					
xvii.	I am much committed to my job as a teacher					
xviii.	I carry out learners mentoring programs					
xix.	I am not much committed to my job due to poor remuneration					
xx.	I would not put extra effort because nobody notices my effort					
xxi.	Deciding to work for this school was a definite mistake on my part					
xxii.	I don't have much to gain by staying in this institution					

xiii.	I am proud to tell others that I am part of this institution					
xiv.	This institution inspires the very best in me in terms of job performance					
xxv.	I will work with all my heart to improve performance in my school					
xvi.	I like to teach because of motivational factors					
xvii.	I am extremely glad that I chose teaching profession over other professions					

THANK YOU.

APPENDIX 3: QUESTIONNAIRE FOR HEADTEACHERS

You are requested to participate in this study by filling in this questionnaire. Your identity is confidential.

Kindly give as honest answers as possible. Indicate the correct option by inserting a tick (✓) in the appropriate box.

PART A: Demographic information

1. What is your gender? Female () Male ()
2. Please indicate your age bracket,
below 35years () 36–44years () 45–54years () 55 years and above ()
3. What is your highest academic qualification? PhD ()
M.Ed. () B.Ed. () P.1 () ATS () Diploma in Education ()
If any other specify.....
4. How long in years have you served as a teacher? Below 5years ()
6 – 10 years () 11 - 15years () above 15years ()
5. State the number of years you have worked as a head teacher.
Below 5 years () 5-10 years () 11-15 years () 16-20 years ()
21-25 years () 26 and above years ()
6. (a) How many of your teachers have been transferred in the last 5 years?
- (b) Give reasons for their transfers

Part B

Factors influencing teachers' level of job commitment

Answer all questions as indicated by either filling in the blank or ticking the option that applies

- 7) Do you believe that your school has a monetary reward policy? Yes () No()

if your school has a monetary reward policy, what are the main highlights of the policy?

A. Monetary incentives are provided for:	Agree	Disagree
a) Excellent performance in allocated tasks		
b) Regular attendance to lessons		
c) Supervision of activities		
d) Most improved		

8.) Do you recognize the teachers' efforts in the school? Yes () No ()

if there is recognition, in what basis do you recognize teachers?

B. Recognition is done on the basis of:	Agree	Disagree
a) Punctuality in school		
b) Outstanding academic performance		
c) Early syllabus coverage		
d) Efficiency in performance of tasks		

9) Do you believe that your school offer conducive working environment?

a) Yes () b) No () if yes, are they sufficient?

C. Sufficiency of working conditions in:	Agree	Disagree
a) Classrooms		
b) Furniture		
c) Staffrooms		
d) Latrines		

10) How is the workload in your school? a) Very demanding ()

b) Demanding () c) Fairly demanding() d) Normal()

D. Workload: I ensure the following:	Agree	Disagree
a) Provision of instructional materials and T/ L aids		
b) Fairness in distribution of workload in school		
c) Team teaching		
d) Manageable number of lessons to teachers		

11) Do you offer administrative support to teachers in your school?

a) Yes()b) No()

if there is administrative support, on what basis do you offer it to teachers?

E. Administrative support is provided for:	Agree	Disagree
a) Efficiency in carrying out duties		
b) Outstanding academic performance		
c) Most improved subject scores		
d) Supervision of school activities		

12) General job commitment

Job commitment: I show commitment by encouraging:	Agree	Disagree
a) Preparation of schemes of work and lesson plans		
b) Practical subjects		
c) Pupils counseling		
d) Pupils mentoring programs		
e) Exposing pupils to life skills		
f) Co-curricular activities like games and athletics		
g) Music, drama, choral verse, science fairs and skits		
h) Societies such as Christian Union and Young Christian Societies		
i) Scouting movement and Girl Guides		
j) Environmental clubs		

13) What other factors other than the ones mentioned above would you consider responsible for teachers' job commitment in your school?

14) Kindly give suggestions on what you would do to enhance job commitment in your school

15) What suggestions would you give education stakeholders to look into towards improving teachers' job commitment in your Sub –County?

APPENDIX 4: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/70351/30261**

Date: **7th May, 2019**

Grace Awino Orimba
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional based factors influencing teachers job commitment in Public Primary Schools in Nyando Sub County Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **7th May, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO



Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

APPENDIX 5: RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MISS. GRACE AWINO ORIMBA of UNIVERSITY OF NAIROBI, 0-40132 Rabuur, has been permitted to conduct research in Kisumu County</p> <p>on the topic: INSTITUTIONAL BASED FACTORS INFLUENCING TEACHERS JOB COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN NYANDO SUB COUNTY KENYA</p> <p>for the period ending: 7th May, 2020</p> <p style="text-align: center;"><i>Grace Awino Orimba</i> Applicant's Signature</p>	<p>Permit No : NACOSTI/P/19/70351/30261 Date Of Issue : 7th May, 2019 Fee Received :Ksh 1000</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>Director General National Commission for Science, Technology & Innovation</p> </div>
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