INFLUENCE OF ORGANIZATIONAL CULTURE ON TEACHERS' JOB COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN NDHIWA SUB-COUNTY, KENYA

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DECLARATION

This Research Project is my original work and has not been presented for award of a degree in any university.

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This Research Project has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this work to my husband Christopher Gabby Oyundi, whose unwavering financial and moral support has enabled me reach this far. May God always bless you.

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ABBREVIATIONS AND ACRONYMS

D.E.O   -   District Education Office(r)

K.C.P.E   -   Kenya Certificate of primary Education

M.O.E   -   Ministry of Education

N.A.C.O.S.T.I -   National Commission for Science, Technology and Innovation

S.P.S.S   -   Statistical Package of Social Sciences

T.C.M   -   Three- component model

T.S.C   -   Teachers Service Commission

ABSTRACT

Culture includes deep patterns of values, beliefs and traditions that have been formed over the course of history. In the study, the school culture is defined as the element of school environment that is developed over time. The purpose of this study was to investigate the influence of organizational culture on teachers' job commitment in public primary schools whose focus was in Ndhiwa Sub-County Kenya. It was guided by three objectives which included the following: to examine the influence of adhocracy culture on primary school teachers' job commitment; to determine the influence between job motivation and teachers' job commitment; and to determine how staff collegiality influences teachers' job commitment. The study used descriptive survey design to collect data. The target population was consisting of 224 teachers from which a sample of 196 teachers were randomly selected for study. The researcher used random sampling technique because it allows generalizability to a larger population with a margin of error that is statistically determinable. The data was gathered using questionnaires which were filled and returned by 190 teachers representing 97 percent return rate. To examine the influence of adhocracy culture on teachers' job commitment, the researcher used frequency tables to analyse the research objective; to determine the influence of job motivation on teachers' job commitment, the researcher used frequency tables and percentages to analyse the data; to determine how staff collegiality influences teachers' job commitment, the researcher used frequency tables and percentages to analyse the data. The analysis of data was aided by the Statistical Package for Social Sciences (SPSS) computer software processed data was presented in the form of percentages and tables upon which data could be interpreted easily. According to the study, 90 percent of teachers indicated that school culture influenced their job commitment positively. For example, 91 percent of the teachers were motivated due to team teaching and 88 percent of the teachers were highly committed when given permission for creativity. The teachers were asked to indicate whether job motivation influenced their job commitment, 57 percent of the teachers agreed that they are not committed due to poor remuneration. Teacher collegiality, adhocracy culture and motivation influenced their job commitment positively. For example 90.5% of the teachers who were involved in decision making were highly motivated. This could be because they felt respected, recognized, honored as teachers in their respective schools. Likewise when teachers are motivated, a culture of hard work, commitment and team spirit is enhanced which in turn affect job commitment positively. The study revealed that a number of schools embraced team teaching, teacher independence, creation of ad hoc teams, little formalization if activities, innovation, clearly stated goals, participation and decision making and having good relations with other teachers in and outside their schools. The study also revealed that teachers are not committed and motivated to their work because of poor remuneration package. The researcher suggests that the government should address these issues of poor remuneration with the concern it deserves. On conclusion, 97.8 percent of the teachers in Ndhiwa Sub-county are highly committed to their work. The study recommends that other studies on the same should be carried out in other sub-countries, to investigate whether schools in these districts are experiencing the same cultural challenges. The researcher recommends that head teachers should create a culture that acts as a standard   or a rule book for teachers to follow and adopt a leadership style that includes teachers in decision making.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organization theory and research has focused primarily on the outcomes of relevance to employers, such as turnover intention, actual turnover, and on-the-job behaviour. Today there's a growing emphasis on links to employee-relevant outcomes, including employee health and wellbeing (Meyer, 2002).The current research with antecedent variables or organizational culture involved in the development of affective, normative and continuance commitment.

An organizational culture encompasses the shared, articulated, or not articulated values, beliefs and behaviours that contribute to the unique social and psychological environment of an organization; it is the 'glue' that guides behaviour and shapes organizational decision making (Haberberg, 2008). Organizational culture is reinforced by artifacts, such as icons, stories, heroes, rites and rituals reminding people what an organization stands for (Hesket, 2011). In management circles, culture is often viewed as something which can be used to manipulate employees (Kaplan, 2004).

Organizational research originally focused strongly on the surveying of corporate climates, but in 1980s the organizational climate concepts were to some extent replaced by the concept of organizational culture (Deal & Peterson, 1999). Mackenzie (1983), notes that organizational culture is the beliefs, attitudes and behavior which characterize a school. It is the shared experiences both in school and out of school (traditions and celebrations), a sense of community of family and team staff stability and common goals permeate the school. An effective organization must be fundamentally concerned with the

personal investment of its employees. People have to be willing to give at least a day's work for a day's pay, and willing at times to adjust their needs to those of the organization (Maerh, 1989). Quality and innovation in an organization are closely related with organizational culture. The organizational culture is the key variable which is able to push the organizations' success (Khurosani, 2003).To educational researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is here defined as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work (Reyes 1990; Rowan 1990; Rosenholtz1989.)

According to Lumley (2010), organizational commitment can be used to understand intensity and stability of an employee's dedication to an organization. However, (Lambert, O'Donnell &McCarthy, 2006) suggested that organizational commitment is the structural phenomenon of trading between workers and organizations. Gbadomosi (2006) states that if an individual's attitude is more favorable towards the organization, the higher the individuals acceptance of the goal of the organization and the individual will be more willing to put more effort in the organization. In addition, if the person is highly committed, he will feel that he is working for himself and not for other people.

Besides, Maerh (1989) stated that individual is committed to an organization not because of a general positive feeling but because of extraneous interests such as pensions and family concerns. There are few situations which lead to high commitment among employees. First is when the employees own and believe in the mission and values of their organization. Second is when they are mutually ready to apply their devoted effort

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in the attainment of their organizational goals. Third is when they have intense desire to remain serving in their organizations (Robbins & Coulter, (2003); Jans, (1989); Hunt & Morgan, 1994; Mowday, Steers, and Porter, (1982). Highly committed employees possess strong intentions to oblige their organization and have low intentions to leave (Hunt and Morgan, 1994; Robbins and Coulter, (2003); Mowday, Steers & Porter, (1982). In addition Valentine, (2002) suggested that employees who are highly committed to their organization more easily accept and adhere to the organizational goals and objectives. Maser, (1997) identified that the absence of job satisfaction in employees will lead to reduced organizational commitment.

Mbiti (2007), observes that schools are social organizations with defined rules and procedures that determine the degree of activities and behavior of each member. The system of education in Kenya is highly selective even in primary level, while access to schooling is limited and advancement is solely based on students' performance in examination. Most governments view education as a vital investment and, therefore spend large sums of tax payer's money each year for provision of education at all levels. Thus, there is a serious concern on the part of the government to ensure that the money provided for education is spent wisely. In Kenya KCPE examination are used as basis to access performance level of different primary schools in the country. Examinations are used among others to measure the level of candidate achievement and clarify the candidates' level of education, training and employment. The outcome of the results is affected by various factors facing the students in the region. School culture is the key predictor of the performance in schools for both the teachers and the learners. A considerable number of educators believe that schools have cultures with them (Deal, 1990) which is why the suggestion that schools are cultures themselves (Sergiovani,

2001). (Deal and Peterson (1999) reported that "culture takes form, overtime, as people cope with problems, stumble into routines and rituals, and treat traditions and ceremonies to reinforce underlying values and belief".

Adhocracy culture is reported to be one of the cultural type that is most condusive to innovation since it emphasizes flexibility and discretion over stability and control and external differentiation over internal integration (Cameron and Quinn, 2006).Adhocracy is a flexible, adaptable and informal form of organization that is defined by a lack of formal structure .it operates in opposite fashion to a bureaucracy. In the last decades, innovation has been increasingly regarded as a crucial factor to maintain competitiveness in a globalized economy. According to Loomley (2009), innovation is a key driver of economic and social progress. Also, innovation is considered as a mechanism to enhance any organizations' ability to adapt to changing environments.

Public services, including education, although they do not tend to operate within competitive markets and have the same incentives as businesses to innovate (Lekhi, 2007), there are important arguments to push for innovation in education as a means to maximize the value of public investment.

At the teacher level, the degree of change was strongly related to the extent to which teachers interact with each other and others providing technical help. Within the school, collegiality among teachers, as measured by the frequency of communication, mutual support, help etc., was a strong indicator of implementation success (Fullan, 1991).he further discusses what he terms "the primacy of personal contact" through which teachers

can be introduced to new ideas that they can then accept, modify or reject. This is important for teachers coming for the first time into a teaching setting.

Little (1990) contends that schools benefit from promoting closer collegial networks among their teachers in other ways as well. One practical benefit is the orchestration of the daily work of teaching across classrooms. Teachers who work collegially are better prepared to support one another. Jarzabkowski, 2002 revealed that primary teachers greatly value the social and emotional aspects of teacher collegiality.

1.2 Statement of the problem

Organizational development depends on analysis and identification of the factors that contribute to the effectiveness of the organization are willing to get employees commitment, which leads to improved productivity. The complete knowledge and awareness of organizational culture should help to improve the ability to examine the behavior of an organization which assists to manage the organization (Brooks, 2006).

An examination of school culture is important because, as Goodland's study (1984) points out, "alike as schools may be in many ways, each school has an ambience (or culture) of its own and, further, its ambience might suggest to the careful observer useful approaches to making it a better school" (p. 81).For centuries teaching has been characterized as a profession that is "emotionally taxing and potentially frustrating" (Lambert, O'Donnell, Kusherman, & McCarthy, 2006). The rate at which teachers leave the profession is significantly higher than the departure rate in other professions. In the recent past, with the creation of the county government, teachers have left teaching job for county jobs. In Ndhiwa District, teachers have been appointed to become ward

administrators, sub-county administrators, chief officers, ministers, members of the county service boards and governors. In Ndhiwa DEOs office, the data shows that 11 teachers have left teaching for the said jobs (DEOs office, Ndhiwa March 25th, 2014).

Organizational culture and commitment has tight relationship. Norms, symbols, values, beliefs and the base of assumption commitment are shaped in here. Culture is also viewed as a control mechanism to make an organization commitment. Organization which has a stronger and richer culture will have more committed and more loyal employees (Khurosani, 2013). This study is quite important because the level of teachers' job commitment in Ndhiwa District is questionable. This is evident when teachers are transferred on disciplinary grounds. Teachers are seen operating personal businesses at times they should be in school. They go as low as offering Boda Boda services to the locals. Teachers report to work late and leave work early as is evident in schools which are not situated near the roads. This study is again quite important in that the performance of pupils over the years in Ndhiwa district has been very poor. This may be as a result of teachers' Teachers' job commitment would only be seen when pupils' performance are good. This is supported by the table shown below obtained from the DEO's office on the trend in KCPE performance in Ndhiwa Sub County.

Table 1.1 K.C.P.E Performances in Ndhiwa Sub County 2008-2013

Year	2008	2009	2010	2011	2012	2013
Mean score	222.422	240.05	211.40	237.77	209.10	249.66
Rank in the county	5/6	4/6	6/6	6/6	5/6	4/6

Source: K.C.P.E

1.3 Purpose of the study

The purpose of the study was to investigate the influence of organizational culture on teachers' job commitment in public primary schools in Ndhiwa Sub-County, Kenya.

1.4 Objectives of the study

The study strived to achieve the following objectives**:**

i) To examine the influence of adhocracy culture on primary school teachers' job commitment in public primary schools in Ndhiwa sub-county, Kenya

ii) To determine the influence of job motivation on teachers' job commitment in public primary schools in Ndhiwa sub-county, Kenya

iii) To determine how staff-collegiality among the members of staff influences teachers' job commitment in public primary schools in Ndhiwa sub-county, Kenya

1.5 Research questions

i) To what extent does adhocracy culture of a school affect teachers' job commitment?

ii) What is the influence of job motivation on teachers' job commitment?

iii) How does staff-collegiality among the teachers influence teachers' job commitment?

1.6 Significance of the study

The research findings may enlighten the education stakeholders on the effects of organizational cultures on teacher's job commitment. This may help them in formulating policies geared towards addressing low commitment and high staff-turnover in the

Kenyan education system. This would help in reducing the teachers' dissatisfaction and boost their morale to make them embrace positive cultures and on the other hand change from cultures which do not ensure high job commitment.

The findings would also assist the District Education Office in finding effective solutions to the problems affecting teachers' commitment in relation to cultures of the organizations. They will design more realistic programs for improving performance in relation to making teachers committed in their work. This would also help the Ministry of Education in redesigning development training programmes for the school head teachers in order to sharpen their management skills on how to enhance teachers' job commitment by creating appropriate organizational cultures within the school.

1.7 Limitation of the study

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and application to other situations Orodho (2009). In this study, the respondents feared giving out information as some of them considered confidential. However, the researcher assured the respondents that their identity will be confidential. The study was carried out in Ndhiwa Sub County but most schools are in rural setup and so the findings might not be generalized in urban setup.

1.8 Delimitation of the study

Orodho (2003) states that delimitation is the boundary. The study was concerned with finding out the influence of organizational culture on teachers' job commitment in public primary schools in Ndhiwa district and not private schools within the district. The respondents were the teachers, leaving out parents, support staff and pupils.

1.9 Basic assumptions

In conducting this research, it was assumed that;

i) That the responses from the teachers will be a true reflection of the effects of organizational culture on teachers' job commitment.

ii) That the respondents will cooperate in giving information about effects of organizational cultures on teachers' job commitment.

iii) That the respondents will be interested in changing their organizational cultures in relation to improving teachers' job commitment if need be.

1.10 Definition of significant

Adhocracy – refers to the teachers' behaviors characterized by being creative, adaptive and flexible in response to a changing school learning environment in relation to problem solving and decision making.

Collegiality – refers to teachers' involvement with their peers on an intellectual, social and/or emotional level in a school.

Commitment– refers to the degree of positive, affective bond between the teacher and the school as well as the teacher's emotional and intellectual willingness to teach.

Motivation – refers to the forces that make a teacher to work towards achieving the goals and objectives of the school.

Organizational culture – refers to the behavior of teachers and pupils in a school and the meanings they attach to their actions. These are their habits, symbols, school vision, school mission, school motto and school values.

1.11 Organization of the study

The research project is organized in five chapters. Chapter one consists of the background of the study which is composed of the following: The background of the problem; 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; basic assumptions; definition of significant terms; and the organization of the study.

Chapter two consists of the literature review which will be considered under the following sub-headings; introduction, the concept of culture, organizational culture and teachers' job commitment, collegiality and teachers' job commitment, job motivation and teachers' job commitment, adhocracy culture and teachers' job commitment, summary of literature review, theoretical framework and conceptual framework.

Chapter three consists of the research methodology of the study which will be considered under the following sub-headings; introduction, research design; target population, sample and sampling techniques; the research instruments; instrument validity; instrument reliability; data collection procedures; and data analysis techniques.

Chapter four covers data analysis and discussions of findings. This chapter will describe the statistical design that was used and the statistical analysis that will be undertaken. The description will be set out in terms of research questions which this study will seek to test. Chapter five includes a summary of the research findings, conclusions and recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. It begins with the concept of culture, organizational culture and teachers' job commitment, adhocracy culture and job commitment, job motivation and job commitment, Staff collegiality and job commitment, summary of literature review, theoretical framework and conceptual framework.

2.2 The concept of culture

Maslowski (2001) defines school culture as "the basic assumptions, norms and values and cultural artifacts that are shared by school members, which influence their function at school" (p 8-9). In effort to prove the importance of school culture Fyans, Jr. and Maerh (1990) examined the effects of five aspects of school culture: school community, comparative achievements, academic challenges, recognition for achievement and perception of school goals. Stolp and Smith (1994) went further to say that it is the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths which may be understood, in varying degrees by members of the school community for the purpose of this study, school culture will be defined as the element of school environment that is developed over time. School culture involves the beliefs and values of its members and guided behavior, it accounts for the underlying assumptions that are present with culture. It can be predicted with confidence that teachers' job commitment will be higher when organizational culture helps in determining organizational success. The knowledge of culture prevailing in an

organization as a whole helps in better harnessing of human resources, enabling their effective development and utilization (Thompson & Luthans, 1990).

Teaching can be a highly satisfying career, especially, when you find your special niche. A teacher who feels comfortable in her school is more likely to have a positive attitude towards her work. On the other hand, a teacher who feels at odds with her school culture often finds it difficult to maintain a positive attitude towards her work (Rosenholtz, 1989). School culture can also affect how problems are solved, the way new ideas are implemented, and how people will work together. Beginners in isolated settings soon abandon their initial humanistic notions about tending to students' individual needs in favor of a routine technical culture characterized by a more custodial view, where order is stressed over learning, and where students are treated more impersonally, punitively and distrustfully (Rosenholtz, 1991).

2.3 Organizational culture and teachers' job commitment

Paul (1993) describes school culture as "the commonly held belief of teachers, students and principals" that guide their actions. According to Mintzberg and Quinn (1991), culture is not an article of fashion, but an intrinsic part of a deeper organizational 'character' in which the collective interests and unity of an organization is built up through shared beliefs, habits and traditions. The point they are making is that 'culture' should not be the subject of a temporary fad, but the focal point of long-term research into the working organizations. Schein (2004) argues that super financial models of culture should be avoided in favor of deeper, more complex anthropological models', since culture is the result of a complex group learning process, in which leaders in particular play a key role. Schein, adds two other critical elements to the concept of

sharing-(1) some level of structural stability (i.e. culture is not only what is shared openly but what is deep rooted and subconscious), and (2) patterning of integration (i.e. joining the separate elements of culture into a whole-the essence, according to Schein, of what we mean by 'culture'. (Luthans, 2011).

Cameron and Quinn (2006) observe that over the years scholars have, for the most part, documented the models and practices that have already been tried by corporate management. The reason the organizational culture was ignored as an important factor in accounting for organizational performance is that it encompasses the taken-for-granted values, underlying assumptions, expectations, collective memories, and definitions present in an organization. It represents "how things are around here." It reflects the prevailing ideology that people carry inside their heads. It conveys a sense of identity to employees, provides unwritten and often unspoken guidelines for how to get along in the organization, and it enhances the stability of the social system that they experience. (Cameron & Quinn, 2006)Once an organization is started and begins to develop, an organization should ensure that there is solidity and acceptance of core values to ensure that culture maintains itself (Luthans, 2011).

Why does culture exert such a powerful influence on a schools' effectiveness? Because the culture tells people in the school what is truly important and how they are to act. As(Bruce, 1992)says " the power of the school culture model lies in the recognition that movement of school towards greater effectiveness must begin with attention to the subtle, habitual regularities of behavior that comprise the culture of the school."

Insim (2002) examined the effects of teacher empowerment on teacher commitment and student achievement. The findings were that rewards and professional development were positively related to teacher commitment. Schwartz (1990) says that "many teachers in unfavorable school contexts lack strong commitment to their school social systems. "Her findings point out to a significant correlation between poor school culture and inhibited teacher collaboration. School culture is important for student and teacher motivation, teacher collaboration, school reform, problem solving, community building, and achievement.

2.4 Collegiality (team-work) and teacher's job commitment

A review of the literature indicates that collegiality relates to teachers' professional development. According to Harris& Anthony (2001), a central theme underlying many of the current attempts to promote teacher development has been the notion that collaboration and collegiality contribute to teacher's growth and development. Madiha (2011) defined collegiality as the cooperative relationship among colleagues while Barth (1990) defined collegiality as what happens when educators work collaboratively with colleagues.

According to Mullins (2005), team work and cooperation are essential in an organization. The team aims at effective work and the team members should therefore not be divided between conflict factions. The best teamwork is when there is a shared goal by members of an organization or when people are committed to the same objectives and understand their roles in achieving those objectives.

The term collegiality refers to the cooperative relationship between colleagues. However, the exact meaning of the term remains conceptually vague in the literature. It is often used interchangeably with 'collaboration'. Jarzabkowski (2002), however, tries to differentiate between collegiality and collaboration by defining collegiality as teachers' involvement with their peers on any level, be it intellectual, moral, political, social and/or emotional. According to her collegiality encompasses both professional and social/emotional interaction in the workplace while collaboration mostly relates to professional sphere of relationships.

Collegiality among educators is considered as an essential component of successful and effective organizations. Teacher collegiality is a vital determinant of a teacher commitment and high professionalism. Teacher collegiality positively influenced professional commitment among teachers Barth (1990). A strong positive impact of teacher collegiality on professional commitment among school teachers necessitates school leadership to focus on this aspect if teachers are desired to remain highly committed and developed to the teaching profession. Procedia-social and behavioural sciences. 2012 available at http.//www.sciencedinect.com. Strong collegial relationships among school teachers have consistently been highlighted as an important factor for school improvement and success (Dufour, 2004; Little, (1990). The literature on school effectiveness shows that the most promising strategy for sustained substantial school improvement is developing the ability among school personnel to function as professional collegial communities (Goldenberg, 2004; Joyce, 2004).

The negative effects caused by the psychological isolation that characterized most schools (Bruffeee, 1999; Heider, 2005) have also accelerated the adoption of a collegial approach in schools' cultures and shifted the emphasis from individual efforts to group work, from independence to interdependence. Educators are being encouraged to act as team players, in order to bring effective learning outcomes for students and management effectiveness for school organizations. Strengthening interpersonal relations among teaching personnel is thought to influence school professional culture and leads to increased involvement and ownership among teachers (Andrews & Lewis, 2002). It also plays a significant role in improving teaching and instructional practices and fostering innovation (Brownell, 2006).

Little, 1990 says that the whole community gains the confidence of a better understanding of the programs being taught. Teachers become more open to new ideas, teaching methods, and resources. They become more adaptable and self-reliant in times of change, and cope better with new demands that would normally exhaust the energy and resources of teachers working on their own.

2.5 Job motivation and teachers' job commitment

Motivation is defined as "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed" (Kreitner and Kinicki, 2001). Mathis and Jackson (2002) define motivation as "the desire within a person causing that person to act". They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void.

According to Bennell (2004), work motivation refers to psychological processes that influence an individual behavior with respect to the attainment of workplace goals and tasks. The received wisdom among the occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual l and household survival needs to be met. "Only when these needs have been met is it possible for higher order needs, which are the basis of true job satisfaction to be realized".(Bennell, 2004).

Teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale, poor incentives, inadequate controls and other behavioral sanctions. For example, the 2000 Education for All (EFA), country assessment for Pakistan notes that poor teacher motivation is a 'colossal problem', which is seriously compounded by political interference. It is widely asserted that teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior, and poor professional performance. Teacher absenteeism is acceptably high and rising, time on task is low and falling and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. The 2004 World Development Report summarizes these concerns about teachers. 'Cases of malfeasance among teachers are distressingly present in many settings: teachers show up when drunk, are physically abusive, or simply do nothing. This is not low quality teaching – this is not teaching at all (World Bank, 2004).

Today most institutions, especially private sector educational institutions are becoming aware that they must become increasingly creative and innovative when it comes to motivating and satisfying their teachers (Acheampong, (2003). Most of them are offering several incentive packages to keep their members performing higher compared to government institutions. These include free medical care, free transportation and free teachers' child education (Acheampong, 2003).

2.6 Adhocracy culture and teacher's job commitment

In an "adhocracy" culture, the organization leans towards the flexible end of the vertical axis, but it is more externally focused (Khurosani, 2004). The main goal of such an organization is to create; adaptability, creativity and agility are encouraged and the result is a high degree of innovation. Teams are quickly created and disbanded to in the best interest of the whole" (Dressler, 2006). Dressler notes that consensus is characterized by a cooperative search for solutions where disagreement is accepted as a positive force, every voice matters, and decisions are reached in the interest of the group. Dressler continues to say that the root of the word adhocracy is ad hoc – implying something temporary, and dynamic. Most people have sieved on an ad hoc task force or committee that disbands as soon as its task is completed. Adhocracies are similarly temporary. They have been characterized as "tents rather than palaces" in that they can reconfigure themselves rapidly when new circumstances arise. A major goal of an adhocracy is to foster adaptability, flexibility and creativity if uncertainty, ambiguity and information overload are typical (Cameron & Quinn, 2006).Adhocracy culture is a culture that is able to adapt to the environment. Adhocracy culture is an organizational culture that will provide a larger opportunity for its individual to develop their specific own way, on one condition that the way is consistent with the aim of an organization (Khurosani, 2004)

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All members of the organization have the authority within their areas of specialization and in coordination with other members to make decisions and to take actions affecting the future of the organization. There is an absence of hierarchy (Richard, 1996)

2.7 Summary of literature review

Schein (1992) notes that, indeed, a strong organizational culture has generally been viewed as a conservative force. However, in contrast to the view that a strong organizational culture may be dysfunctional for organizations that need to be change-oriented, he argues that just because a 'strong organizational culture is fairly stable does not mean that the organization will be resistant to change. This view was supported by Collins and Porras (1994) in their famous study (Built to last) of organizations that had strong and lasting performance.

Denning, (2011) argues that changing an organization's culture is one of the most difficult leadership challenges because it comprises an interlocking and mutually reinforcing system of goals, values, processes role practices, and assumptions; it is a large-scale undertaking and requires a well-thought-though strategy not likely to be successful, because the interlocking will take over and maneuvers the attempted change inexorably back into the existing system (Denning, 2011)

Alvin (1996) notes that adhocracies will get more common and are likely to replace bureaucracy. He also wrote that they will often come in form of a temporary structure, formed to resolve a given problem and dissolved afterwards. According to Robert

Waterman teams should be big enough to represent all parts of the bureaucracy that will be affected by their work, yet small enough to get the work done efficiently.

Patterson, Purkey, and Parker (1986) summarize the general knowledge base regarding school culture: school culture does not affect behavior and achievement of elementary and secondary school students (though the effect of classroom and student variables remains greater). School culture does not fall from the sky; it is created and thus can be manipulated by people within the school. School cultures are unique; whatever their commonalities, no two schools will be exactly alike . . . nor should they be. To the extent that it provides a focus and clear purpose for the school, culture becomes the cohesion that bonds the school together as it goes about its mission. Though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success. Culture can also be oppressive and discriminatory for various subgroups within the school. Lasting fundamental (e.g. changes in teaching practices or decision making structure) requires understanding and, often, altering the school's culture; cultural change is a slow process.

2.8 Theoretical framework

This study was based on Mc Gregor's theory Y of work motivation which is of assumption that people are not naturally lazy and view work as natural as rest. They will therefore exercise self-direction and control if committed to the objectives and that they can learn to accept or seek responsibility (Okumbe, 2007). The theory recognizes the ability of people to make innovative decisions and primary school teachers are no exception. The primary school management can effectively apply this theory in the creation of an enabling work environment where school cultures are maintained or

changed to boost the teachers' morale and hence their job commitment. A strong school culture should allow quality interpersonal relationships between the teaching staff and hence reduce antagonism which in the long run will promote teachers' job commitment. Teachers will react to situations not because they are forced to but because they will perceive work as their responsibility. This will make them be creative and innovative when carrying out school activities.

Mc Gregor's theory Y is easy to understand and it may help focus managers thoughts on the different ways people relate to work. Its weakness is that, its methodology was flawed (his sample was not representative so the results cannot be generalized) and his conclusions were not representative of even his flawed data. Contrary to what the theory suggests, most people in his sample did not fall into the extremes of orientation towards work he suggested but tended to be a continuum between the two.

This study was also based on the e Three- component model theory of organizational commitment (TCM) by John Meyer and Natalia Allen. The model argues that organizational commitment has three distinctive components: Affective commitment is your emotional attachment to an organization. If you have a high level of affective commitment, you enjoy your relationship with your organization and are likely to stay. You stay because you want to stay.

Continuance commitment is the degree with which you believe that leaving the organization would be costly. If you have high level of continuance commitment, you will stay with an organization because you feel that you must stay. Normative commitment is the degree you feel obligated to the organization or believe that staying is

the right thing to do. Here, you believe you ought to stay. A teacher's commitment profile is the interaction between these e three components. For example, you may work at a prestigious educational institution that gives you a good salary and makes you feel important. You will have affective commitment because you enjoy your work and you want to stay, but will also have continuance commitment because you don't want to lose the pay and the prestige associated with the work. Finally, given the nature of the work, you may feel you ought to stay to help with the educational research.

The three components can have a significant effect on retention, work performance, and teacher wellbeing. There is a negative relationship between affective, normative and continuance commitment and a teacher's intention to voluntarily leave an organization. In other words, low affective, continuance and normative commitment increases the likelihood that a teacher will leave the organization while high levels of affective, continuance and normative commitment are related to retention rates.

2.9 Conceptual framework

Figure 2.1: Factors influencing teachers' job commitment
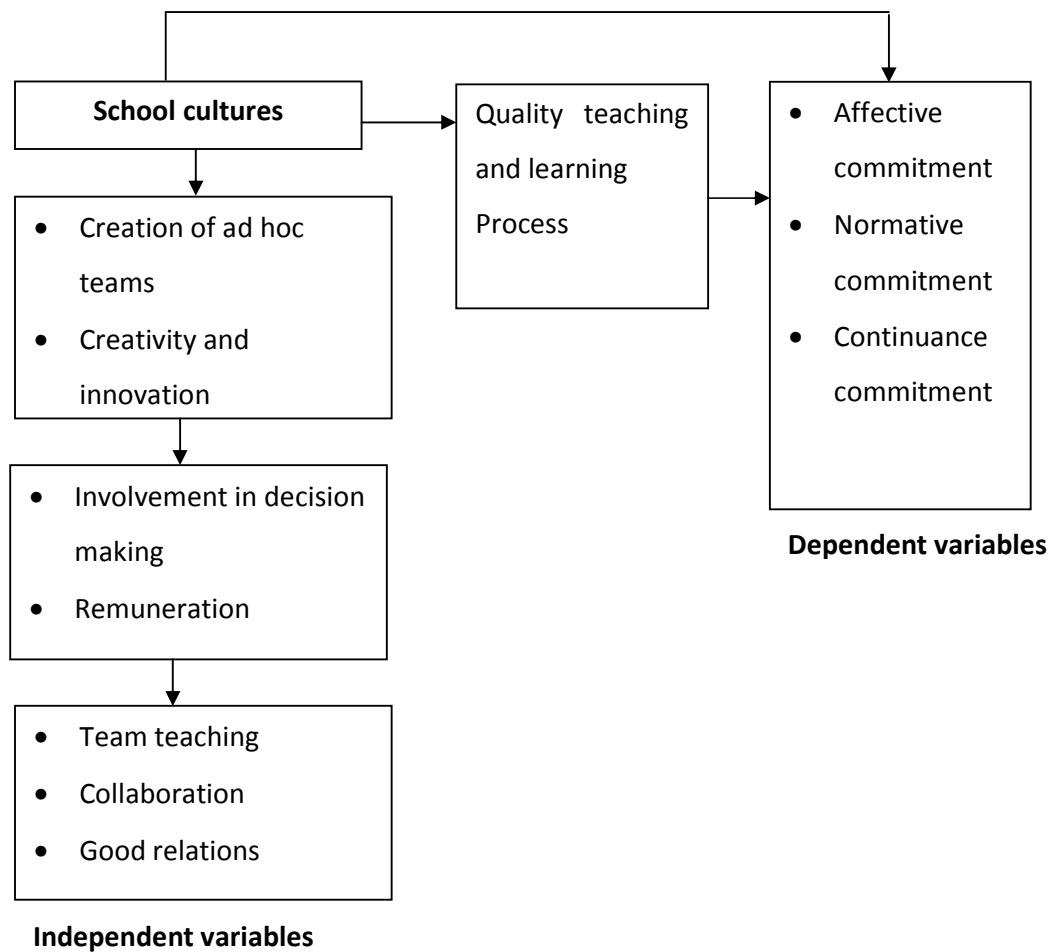
The conceptual framework is based on the input process and output. The framework shows that different types of school cultures present in a school and are explored by both the teachers and the administration, during the normal process of teaching and learning, will have an effect on the teachers' job commitment. It is conceptualized in stages; school cultures present in schools, teaching and learning process, and teachers' job commitment. School cultures include; adhocracy culture, job motivation and collegiality.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of research methodology used in the study. Methodology focuses on description of research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

Research design is the pattern that the research intends to follow, the plan or strategy for conducting the research (Oso & Onen, 2009). The study was conducted through descriptive survey design. According to Mugenda and Mugenda (2003), a descriptive study research helps the researcher to determine and report the way things are, possible behaviors, attitudes and values. This enabled the researcher to examine and describe the characteristics of the variables of teacher job commitment in primary schools in Ndhiwa Sub County Kenya that are affected by organizational culture. The design involved interviewing and administering of questionnaires to sample individuals. The researcher collected information about teachers' attitudes, opinions, habits or other issues.

3.3 Target population

Mugenda and Mugenda (2003), describe target population as that population which a researcher wants to generalize the results of a study to. Target population of this study comprise 224 teachers in Ndhiwa district, Kenya (DEOs office, Ndhiwa on March 25th. 2014).

3.4 Sample size and sampling procedure

A sample is a representative part of a population whose properties are studied to gain information about the whole, Webster, (1985).   Mugenda (1999) say that 10 percent can be picked from a large population. However, Mulasa (1990) observes that in a small population of 30 cases one or two cases can be left since they may not cause much difference in terms of resources and time.

Sampling is a procedure a researcher uses to gather people, places or things to study Orodho and Kombo, (2002). This study used random sampling technique to get the schools. Out of the224 teachers, 196 teachers were randomly selected for study.

3.5 Research instruments

A research instrument is a device or tool used for gathering and collecting data with the view to answering stated research questions (Oso & Onen 2004). The overalls aim of this study is to determine the relationship between selected elements of organizational culture and teachers' job commitment. The researcher was mainly concerned with views, opinions perceptions and attitudes and such information can be collected through use of questionnaires.

The questionnaire that was designed to collect data from the teachers had five sections. Section A collected data on the background information, section B collected data on teacher job commitment, section C collected data on influence of teacher collegiality on teachers' job commitment, section D collected data on influence of adhocracy culture on teachers' job commitment and section E collected data on influence of job motivation on teachers' job commitment.

3.6 Instrument validity

Validity is the degree to which a test measures the variables it claims to measure, (Kathuri & Pals, 1993). To enhance content validity the researcher instruments were appraised by the project supervisors. A pilot study was conducted. Ambiguous questions were modified or discarded after the teachers submitted their filled questionnaires.

According to Best and Kahn, (1993), expert judgment can be employed to check content validity of research instrument. Advice from the supervisors in the Department of Educational Administration and Planning, University of Nairobi was used given that they are experts in research writing.

3.7 Instrument reliability

Mugenda and Mugenda (2003), define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To establish the reliability of the study, the researcher used test-retest method. This involved the researcher administering the same instruments twice to the same group of subjects. There was a time lapse between the first test and the second test. The researcher selected an appropriate group of subjects and administered the test to the same subjects. Keeping all the initial conditions constant, the researcher administered the same test to the same subjects a second time thereafter correlating the scores from both testing periods.

3.8 Data collection procedures

The researcher obtained permit from the National Council of Science, Technology and Innovation. The researcher visited the DEOs office to make arrangements and create rapport. The researcher also contacted the heads of schools to inform them about the

proposed study. The questionnaires were administered and collected the same day to avoid respondents discussing questions and therefore influencing the outcome of the research.

3.9 Data analysis techniques

According to Orodho (2009) data analysis is the process of searching and arranging interview transcripts, field notes, data, and other materials obtained from the field. The researcher used tallying, coding schemes and code sheet in analyzing data which were collected during piloting of the research instrument. Calculations of frequency distributions, percentages and other statistics were done.

Qualitative data was analyzed by organizing it into categories on the basis of the themes, concepts or similar features. Quantitative data was analyzed manually. The computed data was then analyzed using descriptive statistics. The statistics calculated included frequencies and percentages. Interpretations of the data were done within the frame of reference of the research problem.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter accounts for the presentation, discussion and interpretation of the research findings whose data was collected from various respondents. The findings of this study are presented in frequency, categorized, quantified and processed using quantitative methods.

This chapter is represented in two sections as follows;

Section one deals with the demographic characteristics of the respondents, and section two deals with the findings according to the research questions which addressed the extent to which adhocracy culture affects teachers' job commitment, the relationship between job motivation and teachers' job commitment and the influence of staff collegiality on teachers' job commitment.

4.2 Response rate of the respondents

The respondents who were sampled to take part in this study were 224 participants.

Of the sampled teachers only 190 returned the questionnaires. This section therefore gives the response rate of categories of respondents. The response rate of the participants was 97% of teachers. In order to examine the influence of organizational culture on teachers' job commitment in any institution the researcher saw that the characteristics of the sampled respondents formed part of the study.

Table 4.1: Questionnaire return rate

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Target respondents	Samples	Response	Return rate %
Teachers	196	190	96.9

This implies that response rate was good for the targeted respondents since it was more than 50 percent. According to Mugenda (2003), a response rate above 50 percent is satisfactory and one should proceed to data analysis.

4.3 Demographic description of the respondents

4.3.1 Teachers gender

Every educational system at every level depends heavily on teachers for the execution of its programmes. Teachers are the greatest aid to learning and therefore, their demographic information is as important to the study just as research questions are to any given study. The respondents were asked to indicate their gender. This was to enable the researcher identify the number of teachers by gender in the sub-county. Wahn (1998) found out women to be higher in continuance commitment than men (although the difference between the two groups was somewhat modest). The findings were presented in the Table 4.2 below.

Table 4.2: Demographic description of teachers

Variable	Frequency	Percentage %
Gender		
Male	112	59
Female	78	41
Total	**190**	**100**

Source: field survey

The findings on Table 4.2 show that there were more male teachers than female teachers in public primary schools in Ndhiwa sub-county. Ndhiwa sub-county is mostly inhabited by the Luo who mostly believe that a woman is for the home. They also believe that women who are working are not disciplined as they interact with other women who are single who are believed to be immoral. This could also mean that not many female teachers secured employment chances as their male counterparts. The teachers service commission should ensure equity in employment to both genders in order to motivate pupils career selection.

4.3.2 Teachers teaching experience

The respondents were asked to indicate the teaching experience. This was to demonstrate experience of teachers in the field. Its data would assist in relating teachers' commitment and teachers experience in the sub-county. Irving and Coleman (1997) suggest that job experience early in one's career plays a prominent role in the development of commitment. It is commonly felt that experience increases the level of commitment of workers in an organization, and this may be the case under normal circumstances. The findings are presented in Table 4.3 below.

Table 4.3 Teachers teaching experience

Teaching experience	Frequency	Percentage %
0-3 years	46	24
4-6 years	59	31
Above 6 years	85	45
Total	**190**	**100**

The findings in Table 4.3 above indicated that the majority of teachers had worked in the profession for 6 years and above. Some had worked for between 4.6 years while the last category had worked for between 0-3 years.

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According to the data collected the lowest representation of teachers defines the rate at which the government employs teachers. As the elderly teachers reach their retirement age, the teaching fraternity will be faced with a crisis. The TSC in conjunction with the MOE should employ teachers to curb the shortage of teachers in public primary schools that exist currently

4.3.3 Year of Service in current station

The respondents were requested to indicate the number of years they had stayed in their current stations. Ladd (2008) revealed that, on average teachers with more than 20 years of experience are more effective and committed than teachers with more experience. This was to determine the teachers' knowledge on the activities carried out in their respective schools. The data could assist in relating the school culture and teachers job commitment in Ndhiwa sub-county. The findings are presented below in Table 4.4.

Table 4.4 Year of Service in current station

Years in current station	Frequency	Percentage %
0-3 years	120	63
4-6 years	43	23
Above 6 years	27	14
Total	**190**	**100**

The findings revealed that a majority of teachers had stayed in their current stations for between 0-3 years. This meant that in Ndhiwa sub-county, there is no overstaying in one particular school. Teachers who stay in one school for above 6 years could influence the new teachers into poor cultures. On the other hand, teachers who don't overstay in one station for long helps in bringing new and positive ideas and practices.

4.3.4 Teachers highest professional qualification

Moreover, level of education could help teachers to understand better instructional supervision practices and teaching methodology. Darling-Hammond (2000) in his study evaluating the evidence as to whether the teacher certification matters indicate that middle and high school students learn better from teachers who hold Bachelor's or Master's degree in subjects they teach and from experienced teachers than they do from less experienced ones. The respondents were asked to indicate their highest qualification status. The academic level attained by the teachers was o enable the researcher identify the influence of teachers' job commitment on their level of education. The findings are presented in the Table 4.5 below.

Table 4.5 Teachers highest professional qualification

Highest professional qualification	Frequency	Percentage %
P1	112	59
Diploma	46	24
Degree	26	14
Masters	2	1
Others	4	2
Total	**190**	**100**

The data in Table 4.5 above shows that majority of teachers interviewed were P1 certificate holders. This shows that majority of teachers in Ndhiwa sub-county public primary schools have only attained the minimum qualification in the teaching profession.

The teachers should be encouraged to join colleges for attainment of higher education qualifications. The margins between job groups in terms of salary should be magnified so as t attract other teachers in enrolling for courses which will make them attain such

salaries. The existing margin between job groups is so tinny such that the difference cannot be felt nor noticed.

The academic qualification should also lay a foundation towards teacher promotion from one level to the other. The TSC should work out a policy where highly qualified teachers are considered in terms of scholarships and promotions to boost their morale.

4.4 Findings according to the research questions

This section gives a summary of research questions of the study. The section presents and discusses the findings of the study according to the three research questions.

4.5 Response on the influence of job motivation on teachers' job commitment by teachers

4.5.1 Willingness to put great effort beyond what is normally expected

The respondents were requested to indicate the extent of their agreement on their willingness to put effort in great deal beyond what is normally expected in order to help their institutions be successful. A very committed person takes his/her identity from his/her organization's affairs and enjoys from being a member of the organization (Saronghi, 1996). The findings are presented in Table 4.6 below.

Table 4.6: Willingness to put great effort beyond what is normally expected

Extent of agreement	Frequency	Percentage %
Strongly disagree	0	0
Disagree	4	2.10
Undecided	3	1.57
Agree	73	38.42
Strongly agree	112	59.94
Total	**190**	**100**

This meant that 98.6% of teachers in Ndhiwa sub-county love their work. This could be because the teachers range highest in terms of their job satisfaction. This is seen when teachers organize with pupils to have morning tuition and evening tuitions for the pupils. Teachers can also be seen carrying books to mark during the weekends.

4.5.2 Teachers talking about their institutions with others

The respondents were asked to indicate whether they talked about their institutions with their friends. The findings are presented in Table 4.7 below.

Table 4.7 Teachers talking about their institutions

Extent of agreement	Frequency	Percentage %
Strongly disagree	1	0.5
Disagree	6	3.1
Undecided	5	2.6
Agree	91	47.8
Strongly agree	87	45.7
Total	**190**	**100**

The data revealed that 93.5% of respondents talked about their institution with their friends which are also a form of commitment. This could be because the teachers are finding their institutions welcoming and conflict free. This makes them become emotionally attached to their institutions. The fact that majority of the respondents indicated that they talked about their schools as great institutions with their friends is a good development for their schools.

4.5.3 Loyalty to the institution

The respondents were further requested to indicate whether they pledge loyalty to their institutions or not. The Table 4.8 below represents the findings.

Table 4.8 Loyalty to the institution

Extent of agreement	Frequency	Percentage %
Strongly disagree	40	21.0
Disagree	68	35.7
Undecided	12	6.3
Agree	36	18.9
Strongly agree	34	17.8
Total	**190**	**100**

According to the findings above, majority of teachers do not pledge their loyalty to their institutions. Teachers are not bound intellectually or emotionally to their institutions. This means that they are not committed to their cause of actions. TSC, MOE and the county education stakeholders should motivate teachers so that they get emotionally attached to their institutions.

4.5.4 Acceptance of almost any type of assignment in order to keep working for their institutions

The respondents were asked to indicate their degree of acceptance of almost any type of assignment in order to keep working for their institutions. The findings were presented in the Table 4.9 below.

Table 4.9 Acceptance of almost any type of assignment in order to keep working for their institutions

Extent of agreement	Frequency	Percentage %
Strongly disagree	11	5.7
Disagree	36	18.9
Undecided	23	12.1
Agree	47	24.7
Strongly agree	73	38.4
Total	**190**	**100**

The findings revealed that 63.1 percent of the respondents would accept any type of assignment in order to keep working with their institution. This meant that the respondents were cooperative and disciplined in their line of work.

4.5.5 Teachers values and the institutions values are the same

The respondents were requested to indicate whether their values and their institutions values were the same. The findings were presented in Table 4.10 below.

Table 4.10: Teachers values and the institutions values are the same

Extent of agreement	Frequency	Percentage %
Strongly disagree	13	6.8
Disagree	58	30.5
Undecided	13	6.8
Agree	67	35.2
Strongly agree	39	20.5
Total	**190**	**100**

Table 4.10 above revealed that 55.7 percent of the respondents agreed that their values and institution's values are the same. This could be because the institutions employed and cultivated anticipated values required of an institution. This helped the schools to experience peace and cohesion.

4.5.6 Proud of the institution

The teachers were also required to indicate their level of agreement on them being proud of their institution. The findings were presented in Table 4.11 below.

Table 4.11: Proud of the institution

Extent of agreement	Frequency	Percentage %
Strongly disagree	2	1.0
Disagree	2	1.0
Undecided	5	2.6
Agree	67	35.2
Strongly agree	114	60.0
Total	**190**	**100**

Results in Table 4.11 above showed that 95.2 percent of the respondents are proud of their institutions. This could be because their schools offer them all that is required in

order to teach. This is a good indicator of their commitment. When you are proud of your institution that means that as a teacher you find happiness in your place of work. The school offers you what you require as a teacher.

4.5.7 Inspiration from the institution

On the question of whether their institutions inspire them, the findings were as per the Table 4.12 below.

Table 4.12 Inspiration from the institution

Extent of agreement	Frequency	Percentage %
Strongly disagree	3	1.5
Disagree	12	6.3
Undecided	14	7.3
Agree	74	38.9
Strongly agree	87	45.7
Total	**190**	**100**

On the question of whether their institutions inspire the respondents, findings in table 4.12 above indicated that majority of the teachers were inspired by their schools. This would mean that their institutions nurture their ambitions as teachers in connection to service delivery. In addition this meant that their institutions offered them instructional materials which are enough and relevant. This makes their work systematic and easier.

4.5.8 Glad to have chosen teaching profession

The respondents were asked to indicate whether they are glad to have chosen the teaching profession or not. The findings were presented in the Table 4.13 below.

Table 4.13 Glad to have chosen teaching profession

Extent of agreement	Frequency	Percentage %
Strongly disagree	3	1.5
Disagree	9	4.7
Undecided	5	2.6
Agree	47	24.7
Strongly agree	126	66.3
Total	**190**	**100**

The results indicated on the table above showed that majority of the respondents are glad they chose teaching profession. This shows a high level of commitment of the teachers to their profession. When a teacher loves to teach he will work day and night to make his work be felt in the community and the country at large. For your impact to be felt, you must be committed in your work.

4.5.9 Teachers care for the fate of the institution

The respondents were asked to indicate whether they care about the fate of their institutions. The findings were presented in Table 4.14 below.

Table 4.14 Teachers care for the fate of the institution

Extent of agreement	Frequency	Percentage %
Strongly disagree	2	1.0
Disagree	0	0
Undecided	5	2.6
Agree	76	40.0
Strongly agree	107	56.3
Total	**190**	**100**

The findings revealed that 96.3% of the teachers cared for the fate of their institutions. This could be because the teachers' are working extra hand to make their institutions better places than they found them. This was a clear indication that the teachers are committed to making their institutions a better place than they found it.

4.5.10 Best institution to work for

The respondents were further requested to indicate whether they could regard their institutions as the best institutions as the best institutions. Findings were presented in the Table 4.15 below.

Table 4.15 Best institution to work for

Extent of agreement	Frequency	Percentage %
Strongly disagree	10	5.2
Disagree	48	25.2
Undecided	12	6.3
Agree	61	32.1
Strongly agree	59	31.0
Total	**190**	**100**

Further investigations revealed in table 4.15 above that majority of the respondents indicated that their schools are the best schools to work with. This was a clear indication that a number of the institutions provided conducive and relevant teaching and learning environment which is a great motivation for teachers. The teachers were seeing their institutions as motivators in themselves.

4.5.11 Highly committed to my job

When the respondents were asked to indicate whether they were highly committed to their job, the findings were presented in Table 4.16

Table 4.16 Highly committed to my job

Extent of agreement	Frequency	Percentage %
Strongly disagree	0	0
Disagree	4	2.1
Undecided	0	0
Agree	57	30.0
Strongly agree	129	67.8
Total	**190**	**100**

The data revealed that a majority of the respondents were highly committed to their jobs. This meant that teachers are working as they are required to. They report to work and out of work at the appropriate times, which shows commitment. Meyer and Allen (1991), in an exploratory and confirmatory analysis of factors that can significantly predict job satisfaction, and organizational commitment among blue collar workers, reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic rewards, were related to commitment.

4.5.12 Not much committed due to poor remuneration

The respondents were requested to indicate whether they were not much committed because of the poor remuneration. The data on Table 4.17 below presents the findings.

Table 4.17 not much committed due to poor remuneration

Extent of agreement	Frequency	Percentage %
Strongly disagree	74	38.9
Disagree	61	32.1
Undecided	14	7.3
Agree	12	6.3
Strongly agree	29	15.2
Total	**190**	**100**

The findings revealed that a majority of the respondents were not considering the poor remuneration as a commitment factor. This means that there could be other factors other than poor remuneration that affects teachers' job commitment. These other factors should be sought and revealed measures put in place to address the issues.

4.5.13 Working whole heartedly to increase performance in my institution

The respondents were requested to indicate whether they were working with the whole of their hearts. The findings were presented in Table 4.18 below.

Table 4.18 Working whole heartedly to increase performance in my institution

Extent of agreement	Frequency	Percentage %
Strongly disagree	4	2.1
Disagree	2	1.0
Undecided	5	2.6
Agree	45	23.6
Strongly agree	134	70.5
Total	**190**	**100**

This meant that the respondents were highly committed to their job.

4.5.14 Teachers love to teach because of the monetary factors.

The respondents were further requested to indicate whether they loved to teach just because of the monetary factors. As is known always, people work because of the monetary reward thereafter. This would help the researcher to determine whether the teachers regarded teaching as a call or as a profession. The findings were presented in the Table 4.19 below.

Table 4.19 Teachers love to teach because of the monetary factors.

Extent of Agreement	Frequency	Percentage
Strongly disagree	58	30.5
Disagree	43	22.6
Undecided	6	3.1
Agree	55	25.9
Strongly agree	28	14.7
Total	**190**	**100**

Source: field survey

 The data revealed that there was a fifty-fifty reason why people teach slightly more than a half of the respondents don't love teaching because of the monetary factor while slightly below a half of the respondents love teaching because of the monetary factors.
 This is a clear indication that people chose profession because they love it while others go for teaching as a last resort; a means of putting bread on the table.

4.6 Response on the influence of staff collegiality on teachers' job commitment

The respondents were requested to indicate the extent of agreement to which the following opportunities were provided in their schools. Retallick and Butt (2004) studied the workplace relationships of Canadian teachers with their peers in relation to their professional well-being and learning. The assert that health peer inter-collegial relations are characterized by positive encouragement, support, sharing, recognition, trust and mutual respect and caring for each other.

Table 4.20 Staff collegiality factors

No.	Factors	Agree	Disagree	Undecided
1.	My school offers clearly stated goals and objectives	90.5%	6.8	5.2%
2.	Opportunities in participation in decision making and problem solving	s 90.5%	7.3%	2.1%
3.	Opportunities for team teaching	91%	1%	7.8%
4.	Opportunities for good relations with other teachers in and outside school	94.7%	4.2%	1%
5.	Opportunities for seeing other teachers in the school as best friends	97.3	1.0%	1.5%
6.	Opportunities to be helpful to others	97.3%	2.1%	0.5%

It is worth noted that majority of the teachers agreed that the above opportunities are present in their institution and motivates them to work. The extent of agreement ranges from 90% to 97%. This is a positive development for the schools. This shows that the job commitment and motivational level for the teachers are high. However, a few teachers

indicated that the factors were not present in their schools and thus low motivation and commitment level. It is important to recognize this so that the government and the education stakeholders can put some measures in place to motivate these categories of teachers to give off their best.

A majority of schools offered clearly stated goals and objectives of their schools. In a learning institution, goals and objectives of the institutions are owned by the teachers. This will make them work collectively as a staff to realize the set goals and objective when they are clearly set, teachers know exactly what is required of them and as a team work towards achieving them. Almost all schools selected for the study involve their teachers indecision making and problem solving issues. Teachers would feel recognized and honoured when their voices are heard in line with decision making. By this they will be motivated and committed towards achieving the organizational goals and objectives.

Teachers in the selected schools embrace the idea of team teaching in their schools. Teachers could be seen tackling a subject jointly in areas where someone is good at. Team teaching enhances the culture of collaboration and thus builds positive ties among the teachers of a staff. For teachers to work together, these must be good relations amongst them. This will ensure peace and cohesion in the staff, school and community at large. Presence of conflicts deters developments and lowers commitments. The respondents are having good relations in and outside their schools.

The teachers in the selected schools work in a friendly atmosphere. They regard other teachers as colleagues and assistants. The value of being helpful to others was present in most schools. Teachers work together as they lend hands to help in whenever need arises.

4.7 Response on the effects of adhocracy culture on teachers' job commitment

The respondents were requested to indicate the extent of agreement to which the following opportunities could influence their job commitment.

Table 4.21 Adhocracy culture on job commitment

No.	Factors	Agree	Disagree	Undecided
1.	Opportunities to use special abilities or aptitudes	86.8%	6.8%	6.3%
2.	Permission for creativity	88.4%	6.8%	4,7%
3.	Opportunity to be innovative and advance knowledge	95.2%	2.6%	2.1%
4.	Opportunities for creation of ad hoc teams	74.2%	11.0%	14.7%
5.	Opportunities for little formalization of activities on problem solving	70%	17.8%	12.1%

Creative teachers are always filled with enthusiasm and love for their work. Teaching with and for creativity are included in all the characteristics effective teaching such as high motivation, high expectations, the ability to notice, engage and motivate (Morris, 2006). They will always exercise their potentials and feel that they are satisfied. A culture of creativity will enhance teachers' commitment. Table 4.21 above indicated that majority of the respondents agreed that presence of opportunities to use special abilities or aptitudes influenced their job commitment. Only 6.8% disagreed and 6.3% were undecided. Teachers who are given freedom to use their special abilities feel recognized,

appreciated and wanted in their various schools. This will make the teachers to have an inner drive to make their institutions a better place than they found them. Teaching is a noble profession. Teacher who advance their knowledge come out to be good teachers in terms of new ideas and/or content matter. The way they handle their lessons is advanced and thus creates job satisfaction and job commitment.

Creation of ad hoc teams, panels or committees are very important in a learning institution when need arises. This helps the managers to run schools smoothly and issues arrested before emergencies are realized.

When formalization of issues is reduced, teachers are free to decide on whatever is good and needs to be done. This will enhance teachers' commitment to accomplishing whatever was started by them.

Further findings showed that majority of the respondents agreed that when given permission for creativity they would be highly committed to their work. Creativity makes teaching and learning so real and enjoyable. Ad hoc teams help in strategic planning and operational planning in schools. Respondents were also requested to indicate their extent of agreement on whether little formalization of activities on problem solving influences their job commitment.. Little formalization of issues helps in arresting potential problems and that makes the teachers to be creative and innovative.

It is worth noting that a majority of the respondents agreed that their level of job commitment would go up when the above opportunities are availed in their institutions.

This highlights on what needs to be done or strengthened in public primary schools to make teachers love their work.

4.8 Response on job motivation

The respondents were requested to indicate their feelings about job motivation in their schools. The findings are presented in the Table 4.22 below.

Table 4.22 Job motivation factors

No.	Factors	Agree	Disagree	Undecided
1.	Teachers always receive the honour that should be accorded to me	63.6%	27.8%	8.4%
2.	Teachers like the order of activities in the institution	74.2%	16.3%	9.4%
3.	Teachers being proud of the degree of independence in the institutions	90.0%	6.3%	3.6%
4.	Feeling of not much motivated due to poor remuneration	57.8%	34.7%	7.3%
5.	Teaching because of the motivational factors	37.3%	57.8%	4.7%
6.	Working with all their hearts to make the institutions a better place than they found it	88.9%	3.1%	7.8%

Table 4.22 above revealed that 63.6% of the respondents agreed that they receive the honor that should be accorded to them as teachers. This means that the government should protect her teachers from unnecessary harassments from the public so that their

motivation and commitment levels are raised. Teachers should receive honour from the pupils, fellow teachers, administration and the community as a whole.

When our schools have order in their operations, conflicts are reduced and teachers have a systematic way of performing different duties. When activities are put in a particular order issues of role conflicts are reduced and activities are performed at the right stipulated times. The respondents were further asked to indicate whether they are proud of the degree of teacher independence in their schools. Results showed that a majority 90% of the respondents enjoy teacher independence in their institutions. This is a great development. Teachers who are independent are always free to make decisions and to perform their duties in time. These raise their self-esteem and eventually work with all their hearts. On the question whether they were not much motivated to their work due to poor remuneration, 57.8% agreed they are not motivated because of the poor pay. Motivation cannot be only monetary. Akintoye (2000) asserts that money remains the most significant motivational strategy as far back as 1911, Fredrick Taylor and his scientific management associate described money as the most important factor in monitoring the industrial workers to achieve greater productivity. The government should see into it that teachers are motivated by giving them incentives, good allowances, promotions in the right procedures etc. This is a reasonable percentage. This means the government should work ways of motivating the teachers to enjoy their work.

The respondents were further requested to indicate whether they only love to teach because of the motivational factors. Results revealed that 57.8% disagreed. Only 37.3% said that they teach only because of the motivational factors. On the question whether the teachers work with all their hearts to make their institutions a better place than they found

it, a majority of 88.9% were working with all of their hearts to make their institutions a better place than they found it. Only 3.1% disagreed while 7.8% were undecided. This means a majority of teachers are highly motivated and therefore committed to their job.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the research findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of selected elements of organizational culture on teachers' job commitment in Ndhiwa sub-county Kenya. The findings addressed the objectives and research questions as highlighted earlier. The objectives of the study were to examine the influence of adhocracy culture on primary school teachers' job commitment, to determine the influence of job motivation on teachers' job commitment, to determine how staff collegiality among members of staff influences teachers' job commitment.

Past studies, for example, Kiambati (2012) examined the effect of selected elements of organizational culture on students' performance in Kenya certificate of secondary education in Maara District, Kenya. The findings, however, revealed that there is a high influence of organizational culture on students' performance in K.C.S.E. As a teacher, the researcher has observed the need to study the influence of organizational culture on teachers' job commitment since it is important for teachers to see the need of creating positive cultures to enhance and improve teachers' job commitment.

The study employed a descriptive study research to collect data from a large population in order to establish the relationship between variables where the population consisted of teachers in Ndhiwa sub-county.

The researcher applied random sampling techniques to get the schools. Random sampling allows generalizability to a larger population with a margin of error that is statistically determinable. It also allows the use of inferential statistics; statistical indices calculated on the sample can be evaluated to determine the degree of which they accurately represent the population parameters. Out of 224 teachers, 196 teachers were randomly selected for study. The researcher used self-administered questionnaire for teachers to determine reliability of the questionnaire, pre-testing through piloting was done. Permission to carryout research was obtained from the National Commission for Science Technology and innovation. The researcher had a courtesy call to the District Education officer, Ndhiwa sub-county.   The return rate was 96.9%. After collection of the questionnaires, the researcher read through to ascertain their numbers and to see whether all the items had been responded to. The researcher analysed the data and presented the data inform of percentages, frequencies and tables upon which the data findings could be interpreted easily.

5.3 Summary of findings of the study

5.3.1 Demographic information.

According to the study it was revealed that there were more male respondents than females. This shows that more male teachers are employed than females in Ndhiwa Sub County Kenya. This might be because the area is inaccessible and so female teachers do

not prefer to be employed in the area. Their male counterparts   are hardy and can survive the harsh conditions.

The study also revealed that 63 percent of the teachers who responded to the questionnaire had served between 0- 3 years in their current stations. This showed that most of the respondents had not stayed in their current stations for long.

The study found out too that, the 59 percent of the teachers who responded on the highest level of education had obtained P1 certificate. This meant that they were qualified to teach in primary school. This group with P1 certificate represented 59 percent of the teachers interviewed. The rest of the respondents 24 percent had Diplomas, 14 percent Bachelors, 1 percent Masters and 2 percent other qualifications implying that they had advanced pedagogy in teaching.

It was seen that from 190 teachers, all had the right qualifications to teach, unfortunately the study revealed that, it is one thing being professionally qualified and being committed to the job is another.

5.3.2 Feeling of teachers about their job.

On how teacher feel about their job, the study revealed that 98.3% of the respondents are willing to put in great deal of effort beyond what is normally required to help their institutions. It is evident therefore, that the respondents had their institutions at heart. Teachers put in great deal of effort when they go extra mile to make their institutions excel in examinations and co-curricular activities.

The study also revealed that 93.5% of the respondents talk to their friends about their institutions as great schools to work for. The studies found out that majority of the respondents were loyal to their institutions. The study revealed that most of the teachers interviewed were loyal to their institutions. Being loyal to an institution shows how a teacher is committed to achieving the institutional goals and objectives. For a teacher to work towards achieving the same, he must be committed to his job.

The study revealed that 95.2% of the teachers interviewed were proud of their institution which is a good indicator of their commitment to their jobs. On the other hand 63.6% to 90% of the teachers were highly motivated by being honored as teachers, their schools having orderly activities, high teacher independence and having their institution at heart. On whether the respondents got inspiration from their institutions, the study found out that, the majority of the respondents 84.6% got inspired by their schools. The study further revealed that 91% of the respondents were glad to have chosen the teaching profession and had no regrets, 63.1% teachers interviewed indicated that their schools were the best institutions to work for while 30.4% disagreed. Concerning commitment to job, 97.8% of the respondents indicated that they were much commitment to their job. This was further anchored on the finding that 63.6% to 90% of the teachers were committed.

The study further revealed that 21.5% of the respondents did not show much committed to their job because of poor remuneration while 71% of them showed commitment despite low remuneration.

5.3.3 Influence of staff collegiality on teachers' job commitment.

The study revealed that 90.5% to 97.3% of the teachers agreed that staff collegiality highly influenced teachers' job commitment. Teachers who work together towards achieving clearly set goals and objectives of a school will always be motivated. Participation in decision making and problem solving makes teachers to feel a sense of recognition and appreciation in an institution which eventually makes them committed to the decisions they make. Teachers who work as a group promotes team teaching, goods relations, friendship and sense of seeing others as helpful in their profession. This makes teachers to have makes teachers to have high self-esteem and hence feel motivated

5.3.4 Adhocracy culture on job commitment

The study further revealed that 70% to 95.2% of the teachers agreed that adhocracy culture affect teachers' job commitment positively. When teachers are given the opportunities to use their special abilities or aptitudes, they tend to give their best. Permission for being creative in schools promote a culture of creativity and innovation. When teachers are given the opportunity to advance their knowledge, they come back with new teaching methods and skills which make teaching enjoyable to both the teachers and the learners. When you enjoy teaching you are motivated to teach. Creation of ad hoc teams which get disbanded thereafter engages teachers in problem solving or decision making. This makes them use their critical thinking abilities and thus sharpens their understanding of their institutions. The findings revealed that when there's little formalization in the schools, teachers feel acknowledged, honoured and recognized as professionals and not as good-for-nothing. This makes them highly committed in their job.

5.3.5 Job Motivation.

The study revealed that 37.3% to 90% of the teachers agreed that job motivation influences teachers' job commitment. The respondents agreed that when they are honoured as teachers in and outside school, they feel highly motivated. This shows that their work is appreciated. Institutions which have order in carrying out of their activities makes teachers motivated because there won't be role conflicts and time wastage will be limited. When teachers are given the opportunity to be independent, this motivates them. Teacher will work hard in order to achieve what is required of him. This will also give an opportunity to be creative and innovative. The study revealed that the teachers are not motivated due to poor remuneration. This is a concern and the government should see into it that it is addressed the best way possible. Teachers don't just love to teach because of the motivational factors. There are other factors which influence their lobe for teaching and these include the institutional factors.

5.4 Conclusions

It can be concluded that organizational culture has got a very high influence on teachers' job commitment in public primary schools. The study revealed that 97.8% of the teachers in Ndhiwa sub-county are highly committed to their work. This could be because of their schools cultures and motivational factors. Guest (1991) concludes that high organizational commitment turnover and absence, but there is no clear link to performance. it is probably wise not to expect too much from commitment as a means of making a direct and immediate impacts on   performance. Generally culture like earlier cited includes a range of activities and ideas of a group with shared traditions, which are transmitted and reinforced by members of the group that is artistic and social pursuits, expression and tastes valued by the organization such as its accepted and practiced

manners and dress. It can therefore be concluded from the findings that the teachers in Ndhiwa sub-country are committed to their job the way they are due to their school cultures.

All teachers working in Ndhiwa sub-county are teachers who are highly qualified and have their schools' interest at heart .Learning institutions should provide a conducive teaching and learning environment as revealed by the study that 90.5% of the teachers involved in decision making and teacher independence. That make teachers feel a sense of recognition sand appreciation which eventually motivates them. The teachers feel that they are poorly remunerated. This makes them not committed to their job. The government should come in to arrest this situation so that teachers feel wanted and honored like the other civil servants.

5.5 Recommendations

Motivation strategies should be put in place, especially in the area of teachers' salaries .It calls to the government to address this issue with the seriousness and attention it deserves because when teachers are not satisfied in their job, there is likelihood of them being not committed to their job. How this happens, the consequences are many and are always to the disadvantage of the learners. Teachers should be positive change their altitude position and view their work as more of call than a profession because when learners are' killed' a whole nation feels the impact. They should be dedicated to their work and create pleasure in their work. Head teachers should create a culture that acts as standards or role book for teachers to follow. There should be a good rapport among all the education stakeholders.

The study revealed that 90.5% of the teachers appreciate involvement in decision making. Head teachers should adopt a leadership style that includes the teachers in decision making. Teachers should be given opportunities to express their opinions and suggestions before a decision that will affect them or the institution is arrived at. This would diminish resistance to changes and eventually shape their discipline and ways of seeing things positively. This would in turn translate to teachers being committed.

5.6 Suggestions for further research

Based on scope and limitations of this study, the following areas for further studies are suggested.

i) A replica of the study should be carried out in other sub-counties other than Ndhiwa sub-county, to explore whether primary schools in different sub-counties are exposed to the same cultural challenges.

ii) A study on relationships between school culture and KCPE performance should be investigated for comparative purpose.

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APPENDICES

Appendix: A

Introduction letter

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 30197

Nairobi

Dear Sir/Madam,

REF: INFLUENCE OF ORGANIZATIONAL CULTURE ON TEACHERS'

JOB COMMITMENT: A STUDY OF NDHIWA DISTRICT; KENYA

I am a post graduate student in the department of Educational Administration and Planning, School of Education, University of Nairobi, pursuing a Masterss Degree in Education (Corporate Governance). I am collecting data on influence of organizational culture on teachers' job commitment; "in Ndhiwa Sub - County, Kenya"

I therefore request for your cooperation and assistance in filling this questionnaire. Your identity will be confidential and the information you give will be used for the purpose of this study only.

Thank you,

Yours Faithfully,

Florence Achieng' Orindah

Appendix: B

Questionnaire for teachers

You are kindly required to respond to the items in the questionnaire with the highest degree of honesty. Do not write your name anywhere in the questionnaire. This questionnaire is strictly meant for the study therefore please feel free to respond since the information provided will be used for the purpose of this study and your identity will be confidential.

SECTION A

Background information

1. (a) Please indicate your gender   Male ☐   Female ☐

   (b) How many years have you served as a teacher?

      0-3years   ☐   4-6 years ☐   Above 6 years   ☐

   (c) How many years have you served in your current station...?

      0-3years ☐   4-6 years ☐   Above 6 years   ☐

   (d) What is your highest level of education? P1   ☐ Diploma ☐Degree ☐

      Masters ☐

      Any other specify……………………………………………

Job commitment

The following statements describe how you feel about your job. Read and indicate

by ticking the extent to which each describes your feeling.

No.	Item	Strongly disagree	Disagree	Un-decided	Agree	Strongly agree
1)	I am willing to put in great deal of effort beyond what is normally expected in order to help this institution be successful					
2)	I talk about my institution to my friends as a great institution to work for					
3)	I feel very little royalty to this institution					
4)	I would accept almost any type of job assignment in order to keep working for this institution					
5)	My values and the institutions values are the same					
6)	I am proud to tell others that am part of this institution					
7)	I could just as well be working for					

	a different institution as long as the type of work is similar					
8)	This institution inspires the very best in me in terms of job performance					
9)	In will take very little change in my present circumstances to cause me leave this institution					
10)	I am extremely gland that I choose teaching profession over other professions					
11)	I don't have much to gain by staying in this institution					
12)	I find it difficult to often agree with this institution policies on important matters relating to its employees					
13)	I really care about the fate of this institution					
14)	For me this is the best of all possible institutions for which to work					
15)	Deciding to work for this institution a definite mistake on					

	my part					
16)	I am much committed to my job as a teacher					
17)	I am not much committed to my job due to poor remuneration					
18)	I will work with all my heart to increase performance in my institution					
19)	I love to teach because of the motivational factors					

SECTION C

Teacher collegiality (teamwork)

The following statements describe how you feel your school provides the given opportunities. Read and indicate by ticking the extent to which each describes your feeling.

No.	My school provides the following	Responses Tick as appropriate				
		Strongly agree	Disagree	Undecided	Agree	Strongly agree
1)	Clearly stated goals and objectives					
2)	Opportunities for participation in decision making and problem solving					
3)	Opportunities for team teaching					
4)	Opportunities for good relations with other teachers in and outside school					
5)	Opportunities for seeing other teachers in the					

	school as my best friends					
6)	Opportunities to be helpful to others					

SECTION D

Adhocracy culture

The following statements describe how you feel your ways of doing things influence job commitment. Read and indicate by ticking the extent to which each describes your feeling.

No.	My school provides the following	Responses Tick as appropriate				
		Strongly agree	Disagree	Undecided	Agree	Strongly agree
1)	Opportunities to use special abilities or aptitudes					
2)	Permission for creativity					
3)	Opportunity to be innovative and advance knowledge					
4)	Opportunities for creation of ad hoc teams					
5)	Opportunities for little formalization of activities on problem solving					

SECTION E

Job motivation

The following statements describe how you feel your job motivation influences job commitment. Read and indicate by ticking the extent to which each describes your feeling.

No.	My school provides the following opportunities	Responses Tick as appropriate				
		Strongly agree	Disagree	Undecided	Agree	Strongly agree
1)	I always receive the honor that should be accorded to me					
2)	I like the order of activities in this institution					
3)	I am proud of the degree of teacher independence in this institution					
4)	I am not much motivated to my job due to poor remuneration					
5)	I love to teach because of the motivational factors					
6)	I will work with all my heart to make this institution a better one than I found it					

Appendix: C

Research authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.   Date:

28th October, 2014

NACOSTI/P/14/7650/3975

Florence Achieng' Gabby
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of organizational culture on teacher job commitment in Ndhiwa District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for a period ending **31st December, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Homabay County.

Appendix: D

Research permit

THIS IS TO CERTIFY THAT:
MS. FLORENCE ACHIENG GABBY
of UNIVERSITY OF NAIROBI, 66-40302
ndhiwa,has been permitted to conduct
research in *Homabay   County*

on the topic: *INFLUENCE OF*
ORGANIZATIONAL CULTURE ON
TEACHERS JOB COMMITMENT IN
NDHIWA DISTRICT,KENYA

for the period ending:
31st   December,2014

Permit No   : NACOSTI/P/14/7650/3975
Date Of Issue : 28th October,2014
Fee Recieved :ksh 1000

....
Applicant's
Signature

....
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 2772

CONDITIONS: see back page

Appendix: E

Study location