

**INFLUENCE OF PRINCIPALS' ADMINISTRATIVE
PRACTICES ON TUTORS' LEVELS OF JOB
COMMITMENT IN PRIMARY TEACHERS TRAINING
COLLEGES, EASTERN REGION KENYA**

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**A thesis Submitted in Partial Fulfilment of the Requirements for the
Degree of Doctor of Education in Educational Administration.**

University of Nairobi

2022

DECLARATION

This research thesis is my original work and has not been presented for award of a degree in any other University.



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This thesis has been submitted for examination with our approval as

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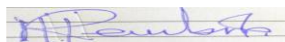
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DEDICATION

I dedicate this work to my parents Ephanitus Mbaka and Virginia Ciambaka for supporting me throughout my education and making it possible for me to realize my educational goals. To my beloved wife, Loise Muthoni and son Ranise Karani for giving me moral support. May almighty God bless you.

ACKNOWLEDGEMENT

I acknowledge the Almighty God for His care and great help that enabled me complete this work. I wish to appreciate my supervisors Prof. Jeremiah M. Kalai and Dr. Reuben Mutegi both of the Department of Educational Management, Policy and Curriculum Studies (formerly Educational Administration and Planning), of the University of Nairobi for guiding me through this research work. Your insights and tenacious guidance were very helpful in clarifying my thoughts to shape this thesis to be meaningful

My heartfelt tributes go to Dr. Humphrey Kirimi and my matrimonial dad Dr. John Ntoiti who encouraged me to go back to school for a doctorate degree. I sincerely thank my friends Doreen Mutegi, Judy Gakii, Penninah Kiende, David Murithi, Cecilia Murugi and Covenant of Grace Ministries for their support and prayers. Special thanks to Morris Gitari, late Harriet Kathio, and James Gitonga for supporting me during data collection. My appreciations are also to Casty Mugo and Joseph Wangila my data analysts. Your intellectual contributions and time are greatly appreciated. Thanks to all Primary Training Teachers College Principals, Tutors and teacher trainees in Eastern region who participated during data collection exercise. This study would not be a reality without your cooperation and esteemed inputs. May God bless you!

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ABBREVIATIONS AND ACRONYMS

AIC	Alkaike Information Criteria
ERG	Existence Relatedness Growth
HR	Human Resource
ICT	Information Communication Technology
HRM	Human Resource Management
HRMPG	Human Resource Management Practice Guide
JSC	Judicial Service Commission
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
NGOs	Non-Governmental Organizations
OLS	Ordinal Logistic Regression
POJ	Perceived Organizational Justice
PTE	Primary training Education
PTTCs	Primary Teachers Training Colleges
TPAD	Teacher Performance Appraisal Development
SEM-PLS	Structural Equation Modeling-Partial Least Square
SRC	Salary and Remuneration Commission
TSC	Teachers Service Commission

ABSTRACT

There is a widespread recognition that education is the key to the well-being of any society. Therefore, school administrators are supposed to influence their staffs, parents and other stakeholders of education to make sure their colleges successfully attain their intended objectives by making sure their tutors remain committed towards work in order to perform their responsibilities well and learners perform well in their academics as expected. The purpose of the study was to investigate the influence of principals' administrative practices on tutors' levels of job commitment in primary teachers training colleges in Eastern Region, Kenya. The study was guided by the following objectives: To determine the influence of principals' provision of incentives, support for tutors' career progression, tutors' involvement in decision making by principals, principals' provision of welfare services on tutors' levels of job commitment and establish the influence of principals' support for professional growth on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. The Existence Relatedness and Growth Theory of Motivation guided the study. Descriptive survey design was used. The dependent variable was tutors' job commitment while the independent variables were administrative practices. For this study, the target population entailed five (5) Primary Teachers Training College principals, 260 tutors and 1860 second year students of the 5 public teachers training colleges in Eastern Region. To sample the respondents, the researcher sampled the 5 college principals, 130 tutors (50%) and 223 second year students (12 %). Simple random sampling was therefore used to select the tutors and students using replacement method. Instruments used were questionnaires for tutors and teacher trainees and interview guides for principals. Data was analysed using descriptive (frequencies, means and standard deviations) and inferential statistics (p-values from ordinal logistic regression, correlation analysis and independent sample t-test). The results were graphically presented through frequency distribution tables, bar graphs, pie charts, and tables. Results from the independent t-test established that tutors' ($M=4.0543$, $SD=0.78372$) and teacher trainees' ($M=3.8158$, $SD=0.82473$) mean responses on tutor's job commitment levels differed significantly $t(256) = 3.0104$, $p=0.002869$ at 5% level of significance. Tutors reported that their interactions with trainees (22.5%), financial and health wellbeing (16.3%), enabling work environment (12.4%), and good salary with work-life balance (11.6%) were the four major factors that promoted job commitment in the colleges. According to the study, the influential factors on the tutors' job commitment levels include the following, listed in diminishing importance order: (1) support towards professional growth ($R^2=0.249$), (2) provision of welfare services ($R^2=0.186$), (3) provision of incentives ($R^2=0.146$), (4) involvement in decision making ($R^2=0.09$), (5) support towards career progression ($R^2=0.057$). The Government of Kenya through the ministry of education should invest in primary training colleges by promoting quality administrative practices to improve tutor's job commitment levels and productivity levels. Teachers Service Commission (TSC) and concerned stakeholders should leverage on supporting administrative policies which motivate tutors in primary training colleges to lower the turnover rates. Principals' training should be enhanced to enable them support their tutors' professional growth and create a conducive environment that promotes work-life balance among tutors.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal (Bronwyn, 2019; Doan & Nguyen, 2020). Job commitment can be described by three factors: a readiness to employ substantial work on the behalf of the organization, a strong belief in and acceptance of organizations' goals and tenets and strong desire to retain membership in the organization (Bronwyn, 2019; Doan & Nguyen, 2020).

A study conducted by Fabiene and Kachchhap (2016) established that job satisfaction was a key factor in enhancing employee commitment among the healthcare workers in Philippines. Today's organizational settings continue to face different challenges related to productivity and workforce commitment leading to growing interest in research on employee commitment (Estigoy, Sulasula & Guodu 2020). A variety of disciplines have continued to adopt the study of commitment to offer significant insight into human resource productivity and improved practices (Fabiene & Kachchhap 2016; Gitau & Monari 2019; Estigoy et al. 2020). For instance, Gitau & Monari (2019) study in the field of business indicates that compensation and reward are significant factors for companies to consider in promoting employee commitment. Estigoy

et al. (2020) states that work-relationship between employees and the colleagues and managers are critical in affecting their commitment at work. Scholars have established three dimensions for employee commitment. These dimensions of commitment are described as follows: First, affective commitment is the extent to which employees feel to have emotional linkage, identification and involvement with their current organization and consequently develops the desire and the need to remain in the organization (Van Waeyenberg, Peccei & Decramer, 2020). Second, continuance commitment is experienced when employees feel they cannot vacate their jobs because they have no other better options. This is demonstrated when an individual maintains commitment to the organization because he or she is unable to match remuneration and other work benefits with another employer (Chung, 2013). Third, normative commitment is associated with employees' feelings of the obligation to reciprocate a good deed accorded to him or her by the employer (Nguyen, 2020).

In the college context, it is the extent to which the tutors identify with their institution and desires to continue working or promoting the vision of the college. Job commitment is among the basic areas of concern in the fields of human resource management practices and organizational behaviour. It mirrors workers' attitudes towards their job and commitment to the organization and it is commonly held that committed employees can continually make things work properly even without excellent systems and are crucial for higher productivity in the institutions (Shahid & Azhar, 2013). This sentiment is supported by

Cherif, (2020) who affirmed that individuals with strong attachment to the organization will feel interconnected with it and get pleasure from being a member of organization.

Based on importance of employees' commitment as demonstrated by (Cherif, 2020), the human resource management in different organizations are obliged to consider the commitment levels of their juniors to lower the turnover rates, prevent high absenteeism and enhance employee productivity. This is in line with Oluwatayo and Adetoro, (2020) who argued that, the way leaders behave and treat their employees have strong impact on their job commitment. Loan, (2020) claimed that when an employee is committed towards the task, he/she will always play a very crucial role in improving the institutional performance. Additionally, they affirmed that institutional performance can be measured through many ways that may include, firm employee turnover, return on equity, absenteeism, good preparation before work, punctuality among others. Discussion above was stressed by Ana and Le Hoang Anhb,(2020), by purporting that organizational commitment is crucial for helping in holding highly qualified workers, as only satisfied and committed staffs are willing to continue their warm relationship with the institution and make considerable determinations towards realizing its objectives.

Aspect of employee commitment has been an issue of concern global wide. For instance, in India, Khan (2015); Shabbir, Wei and Guang, (2014) conducted a

study, to determine the level of employee commitment both in public and private institutions and the role of the organization in promoting employee commitment. Their findings indicated that in private school teachers were more dedicated to their job and devote extra time in schooling activities while, absenteeism and lateness tendencies were common among the teachers in public schools. Since administrators head organizations, this study sought to establish how they carry on their administrative practices and their effects on employee commitment.

Welfare facilities include housing facilities, transportation facilities, medical facilities, recreational facilities, cultural facilities, libraries, gyms and health clubs (Lonah, Ogoti & Munyua, 2018). A study by Tiwari (2014) focused on employee welfare facilities and its influence on employees' commitment and efficiency at Vindhya Telelinks limited Rewa in India. The study found out that the various welfare measures made available by the employer would have instant impact on the health, physical and mental efficiency, vigilance, morale, commitment and overall efficiency to the member of staff thus contributing to the higher output. The study further stated that the basic purpose of ensuring an employee is provided with better welfare facilities at work is to enrich his/her life and to keep them happy and focused to the goals of the institution. Ijeoma (2018) supported the argument by stating that employees now associate good employer and jobs as those that promote steady job, give them high wages, salary, bonuses and promote decent conditions, provides opportunity for

generous welfare/benefits. That if denied employees, is likely to have negative effect on their commitment to duty.

Mabaso, (2018) submitted that the employee welfare facilities help significantly in increasing the job commitment, confidence and intellectual level of an employee in an institution. In the end, this will increase employee productivity in the workstation resulting to improved motivation making the employee tasked to take on more tasks that are challenging and duties. Mohan and Paais and Pattiruhu, (2020) affirmed that welfare facilities and especially recreation services, explain healthy individuals besides increasing among their happiness and emotional satisfaction. Once employees are happy and comfortable, they will have a positive attitude towards work and remain committed leading to higher service delivery within the organization.

Decision-making can be regarded as a problem-solving activity yielding a solution deemed optimal, or at least satisfactory. It is therefore a process, which can be more or less rational or irrational and can be based on explicit or tacit knowledge and beliefs (Brockmann & William, 2016). Rehman, Khalid and Khan, (2012) examined the impact of employee involvement in decision making on organizational commitment in Banks in Pakistan. Findings showed that employee decision making rational have positive influence on workers' job commitment and organizational performance. Another similar study by Omobude and Igbudu, (2012) wrote on teachers' participation in decision-

making practice and job performances in Oredo Local Government Area of Edo State, Nigeria. The study found out that teachers' participation in decision-making do have positive influence on their job commitment. Tortorella, Miorando, Caiado, Nascimento & Portioli Staudacher, (2021) supports that giving employee a role in decision-making heightens their job commitment levels and makes them responsible towards the organizational goals. It was agreed further that, employee participation in decision making helps to improve the level of employee commitment in the work place because when workers perceive that their recommendations are respected and put into considerations, they feel encouraged to strive towards working extra hard (Management Study Guide, 2016).

In Nigeria, studies pointed out educators are not contented with their career for explanations such as; lack of monetary incentives, inadequate teaching resources and low remunerations. According to Korb and Akitunde, (2013) this, has led to teachers' job dissatisfaction hence low commitment for the job, absenteeism, high teacher turnover, teachers having stress, poor learners' performance and wastefulness. Igella, (2014) asserted that lack of job commitment results in absenteeism and professional misconduct that distract employees' duties. Another study in Nigeria by Babayi and Ijantiku, (2016), found that continuance teachers' commitment results in increased tenure, satisfactory support with the administrator, limited turnover, reduced training costs and easy realization of institutional objectives and reduced opposition within the school.

Ceptureanu, (2016) states that training is a Human resource progress activity aiming at refining the employees job commitment by furnishing them with effective and efficient skills needed for finishing duties. Jabbar, Hussin and Nazli, (2020) supported that there is relationship between training and development and employee performance and indicated that significant relationship exists between training and development and job commitment. This is because training is the process of passing on requisites' knowledge and skills, attitude and values, to equip individuals with required expertise to guide them in accomplishing their job commendably (Ocen, Francis & Angundaru 2017).

Simiyu and Mbithi (2019) interviewed the Masinde Muliro University management staff, teaching and non-teaching staff and conducted a multiple regression model to establish the relationship between career development and employee commitment. The dual found out that that increasing career development among the university staff by introducing job training opportunities enhanced development of skills, increased interest in job among the staff and made them more committed to deliver on their job. In a similar study, investigating the effect of career support on career commitment among 213 full-time healthcare workers using correlation analysis and cross-tabulation showed that supervisory career support enhances workplace wellbeing and improves job commitment among workers (Xu, Li & Wang, 2021). In line with this argument,

the study sought to establish how the college principals execute their mandate to promote tutors training and how it effects their job commitment.

On incentives, Mahmood, Hussan, Sarfraz Abdullah and Basheer (2016) outlined that it classified as either financial or non-financial rewards. According to Imran, (2014) there is a significant positive relationship between rewards and employees' work commitment for the reason that reward can inspire employees to remain devoted towards the task or responsibility given. Owusu (2012) studied the effects of motivation on employee commitment at commercial banks in Ghana. The study revealed that, employees are interested in enhanced salaries, fringed benefits, and promotion and car loans as motivating elements adequate to push employees of the bank to remain committed and give out their best. Rinny, Purba & Handiman (2020) supported the argument by a study that examined the importance of promotion among academicians, a case study of Tamil Nadul Universities and established that job promotion as among variables that positively influence job satisfaction and employee commitment. This study showed that there was need for principals in the teacher training colleges in the region to advocate for promotion of tutors.

In Ethiopia, a study by Desta (2014) found that teachers' failure to get adequate incentive and other benefits for their additional work influence their level of commitment at work place and that may discourage them to put more effort on the work. When sufficient incentives is given for achieving specific goals, the

employee is likely to put more effort and energy into the work and afterwards the incentive will be offered to the employee as a reward for helping the institution to meet the goal. In view of this therefore, the college principals should recognize what factors can influence tutors' job commitment in order to support them enrich the commitment among them.

In Uganda, Naluwemba and Okwenje (2016) outlined that, teaching is facing another shortcoming of losing many of its reliable and gifted teachers who have quit the profession on grounds of inadequate salary. They also argued that provision of welfare services to teachers is vital in determining the victory of any school because it forms the bases of inspiration of workers. Therefore, for principals to manage the tutors' performance, it was acute to provide a research study to highlight how welfare matters could be better placed within college progress as drivers of good performance. Mwangi, Boinett, Tumwet, and Bowen, (2017) supported this argument through the study of the effects of work life balances on job performance of Kabarak University in Nakuru County, Kenya. The study revealed that the employee-welfare programmes had influence on workers' job commitment in organization whereby provision of better welfare services increased their commitment towards work hence good performance. Furthermore, the study established how reasonable rewards, involving employees in decision making, support for career development opportunities, safety and good human resource policies and practices contributed to job commitment.

Career Progression refers to the upward mobility, enrichment or advancement made by tutors in terms of their career in colleges enhanced by recommendation letter for promotion, objective appraisals from college principals among others (Wong & Wong, 2010). Most of the time a promotion results in an employee taking on responsibility for supervising other staff, moving from one level of job to another or being given authority to make decision in an organization (Heathfield, 2011; Ogini, 2020). The study carried out by Chung-Chieh and Chen, (2013) established that the long stay of employees in the same job group led to development of undesirable attitude towards their job thereby affecting the employee commitment towards work. Delbari, Rajaipour and Abedini, (2020) supported that there is a meaningful positive relationship between career development and job commitment. In view of this, individuals will be influenced to contribute to their best abilities in their jobs if they are encouraged through proper recognition which may include issuance of recommendation letters for promotion.

In Kenya, trained teachers vacate teaching career to search for either occupations that they consider to be more esteemed or better remunerating. Furthermore, Kenyan teachers of all levels frequently engage the government in negotiations for better salaries and working conditions (Langat, 2016). From his study, he also concluded that there were various governance practices that related to teachers' reward system, principals' letters of recommendation and provision of

welfare services to the teachers by the principals' that influenced the teachers' job commitment.

Kitheka, (2014) confirmed that governance practices like: use of commendation letters, being involved in decision making and employee training influenced employee job commitment at the TSC headquarters. When school managers care about teachers' welfare and ensure they get requisite rewards and incentives, they keep working hard with their employers for they feel that their tenets are realized and anticipations are met (Njiru, 2014). This was supported by the outcome of the study by Wainaina, Iravo and Waititu (2014), which examined the effect of Employee Participation in Decision Making on Organizational Commitment in the Private and Public Universities in Kenya. The target population comprised of academic staff of the university. Descriptive research design and questionnaire was adopted as instrument of data collection. The study found that employee participation in decision making significantly influence university academic staffs' organizational commitment in Kenya.

Research has demonstrated that there is a solid association between successful expert development and engaging execution of schools. Kiplangat, Momanyi and Kangethe (2017), built up that director backing to instructors' expert development prompts their dedication and duration duty since they see adequate authoritative help consequently thinking that it is important to respond the palatable treatment they get from their managers with practices and mentalities

that help the organization subsequently great execution. Njiru (2014); Machumu and Kaitila (2014) confirmed that the debilitating duty of educators and leaving the calling is because of low pay, insufficient preparing openings and immense outstanding burden.

A study by Tetra Link Taylor and Associates in June 2009 on behalf of Teachers Service Commission, found that teachers in Kenya especially tutors in PTTCs colleges were discouraged by little payment and overstaying in the same job group (TSC, 2009) hence leading to tutors leaving teaching profession to pursue other careers. Another study by Muchanje, Kalai, Njuguna and Bironga (2016), on an exploration of factors influencing career progression of tutors in public primary teachers training colleges in Kenya, found that the promotion opportunities remain very low due to scarcity of funds and appointive positions in PTTCs.

The researcher recommended that promotion policies in PTTCs be flexed so that certain vacancies are created and reserved for tutors teaching in PTTCs. An example of such position is TSC substantive examinations officer, Assistant Deans, Head of Department (HOD) performance contract, Examinations officer and others that will increase chances for career growth for the tutors. Based on the findings, the study recommends that TSC should conduct a base line survey to establish the needs of tutors in terms of; TSC policy on interview posting of tutors who have high job groups and have failed in administrative duties elsewhere stagnation of tutors in job group C3 and C4.

There is a lot of stagnation for tutors at lower job groups C3 and C4. For example, in Eastern Region majority of tutors are in job group C3 and C4 and have stagnated in those job groups for a long period; beyond 10 years to majority of them (Eastern Regional Director of Education, Report 2019). The same report indicated that in Eastern Region, around 22 tutors leave PTTCs every year either on early retirement or to work in other sectors. According to TSC (2009), tutors in public teachers training colleges are lowly remunerated and stagnated in the same job grade for a long time. This resulted to absenteeism, strikes, transfer, truancy and lateness, which are signs of tutors' low job commitment. Korb and Akitunde, (2013) further opined that teacher absenteeism, strikes, transfer, truancy, and lateness are signs of non-commitment to teaching profession. Based on this background therefore the study sought to examine the influence of principals' administrative practices on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

1.2 Statement of the Problem

In Kenya, the Primary Teachers Training Colleges play a key role of training teachers who teach in primary schools. According to the TSC (2009) report, Primary Teacher Training Colleges (PTTCs) train primary school teachers, who represent more than half of all teachers hired by TSC. Due to the role played by teacher training colleges, the Government of Kenya and non-governmental organizations have put in place a lot of resources in teachers training colleges in order to enhance quality training with the aim of producing the 21st century

teacher endowed with knowledge, skills, attitude and values for handling the teacher trainees.

Despite such commitments by the Government of Kenya and NGOs to support teachers training colleges, the Eastern Regional Director of Education, Report 2019 indicated that there is a lot of stagnation for tutors at lower job groups C3 and C4. The report specifically points out that in Eastern Region, majority of tutors are in job group C3 and C4 and have stagnated in those job groups for a long period to majority going beyond ten years. Besides, the high level of teachers' stagnation in the same job group, the TSC CEO while addressing teachers in a graduation ceremony at Kamwenja teachers training college in 2019 alluded that there is high absenteeism, lateness, transfers and truancy of tutors in teachers training colleges hence compromising the quality of education in primary teachers training colleges.

The available literature on employees' level of job commitment generates controversy with some supporting and others not supporting the need for institutional management to promote employee job commitment. For instance, Mwaniki, Njuguna and Gakobo, (2020), Padmini, (2016), Asploor, (2016); Marzullo, (2018) argue that there is need for the management team in organizations to address employee level of job commitment while others like (Karami, Farokhzadian and Foroughameri, 2017); Mboga, 2010; Namutebi, 2006; Pacheco and webber, 2014), argue that the level of employee commitment is more of personal interest than management practices. Based on these controversies and

the concerns raised by TSC CEO therefore, this study sought to establish the influence of principals' administrative practices on tutors' levels of job commitment in Primary Teachers Training Colleges in Eastern Region Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of principals' administrative practices on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To determine the influence of principals' provision of incentives on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.
- ii) To establish the influence of principals' support for career progression on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.
- iii) To determine the influence of tutors' involvement in decision making by principals on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.
- iv) To analyse the influence of principals' provision of welfare services on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

v) To establish the influence of principals' support for professional growth on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

1.5 Null Hypotheses

The study was based on the following null hypotheses:

H₀₁. There is no significant difference between tutors' levels of job commitment in primary teachers training colleges in Eastern Region of Kenya. Based on whether or not principals provided incentives

H₀₂. There is no significant difference between tutors' levels of job commitment in primary teachers training colleges in Eastern Region of Kenya. Based on whether or not principals supported tutors; career progression

H₀₃. There is no significant difference between tutors' levels of job commitment in primary teachers training colleges in Eastern Region of Kenya. Based on whether or not principals involved such tutors in decision-making

H₀₄. There is no significant influence between tutors' levels of job commitment in primary teachers training colleges in Eastern Region of Kenya. Based on whether or not principals provided welfare services to tutors

H₀₅. There is no significant difference between tutors' levels of job commitment in primary teachers training colleges in Eastern Region of Kenya. Based on whether or not principals supported tutors for their professional growth

1.6 Significance of the Study

The findings of this study may be useful to various stakeholders. For instance, Kenya Educational Management Institute (KEMI) may use the findings to

identify the training needs for the principals in order to enhance their administrative practices geared towards job commitment of the employees. The findings may also form a basis for formulation of succession management plans that can be used by TSC as the main employer of tutors in Primary Teachers Training Colleges (PTTC). The findings might be an eye opener to principals by exposing the appropriate administrative practices that enhance tutors' job commitment. Future researchers in educational management might find the outcomes of this study useful for their study.

1.7 Limitations of the Study

The collection of data was done when teacher trainees had only a month left to their final examination (PTE). This was after staying at home for a long period due to COVID -19 disease outbreak making them hesitant to participate. The researcher persuaded them that the questionnaires were precise and were sanitised.

The investigation also relied upon the participation of principals and tutors who were hesitant to react to the surveys. The researcher created a rapport with the members and persuaded them that the examination was to be carefully for instructive purposes.

1.8 Delimitation of the Study

The study covered only public Primary Teacher Training Colleges in Eastern Region Kenya (that is, Meru, Embu, Kitui and Machakos counties.) The study

only focused on principals, tutors and second year students sampled to participate in the study. Second years were assumed to have required information needed by the researcher for having stayed in the institution and interacted with tutors for a long period compared to first year students. The study only focused on five administrative practices (provision of incentives, support for career progression, welfare services, involvement in decision making and provision of professional growth)

1.9 Assumptions of the Study

One of the assumptions of the study was that principals' administrative practices have influence on tutors' job commitment in primary teachers training colleges. The researcher also assumed that respondents will have time, willingness and ability to read and respond to the research instruments accurately.

1.10 Definition of Significant Terms

Administrative Practices refers to activities that the college principal engage in to ensure effective and efficient management of colleges as reflected in research objectives, which are provision of incentives, support for career progression, welfare services, involvement in decision making and provision of professional growth.

Career Progression refers to the upward mobility, enrichment or advancement made by tutors in terms of their career in colleges (enhanced by recommendation letter for promotion, objective appraisals from college principals among others)

Incentives refer to contingent motivator that makes tutors feel encouraged to do something or to work harder, for example, tangible rewards (gifts, pay, bonuses and fringe benefits) and non-tangible rewards (praise and personal recognition).

Involvement in Decision-Making refers to tutors' participation in critical decisions that directly touch their work and involve issues connected to budget, tutors' selection and timetabling and curriculum delivery.

Job commitment refers to a process of expressing identity; desire to belong to an organization and willingness to show efforts on behalf of institution by tutors' low turnover, friendly to administration, high performance, highly efficient, good lesson preparation and punctuality under both, affective, continuance and normative types of Job Commitment.

Management of Tutors' Impediments to Job Commitment entails activities carried out in college by the principal to ensure tutors remain focused and overcome obstacles to job commitment to produce required results (by ensuring promotions, incentives, appraisals, welfare services, counselling among others.)

Principal: refers to a chief executive officer, appointed by the Teachers Service Commission in primary teachers training colleges in charge of its administration.

Professional growth refers to activities that develop tutors' skills, knowledge, expertise and other attribute required by a PTTC tutor. These include in-service training, seminars and workshops and post graduate education.

Tutor: refers to a trainer in a Primary Teachers Training college.

Welfare services: refer to a state where the institution provides a range of free services to tutors who need them, for example, free houses and meals for tutors.

1.11 Organization of the Study

This investigation contains five sections. The principal part has presentation covering, foundation to the investigation, explanation of the issue, reason for the examination, and goals of the examination; research hypotheses, importance of the examination, delimitation, and restriction of the investigation, presumptions of the investigation and meaning of the key terms. The subsequent section is writing audit concentrating on what different researchers have found and said about administrative practices on tutors' job commitment. Theoretical and conceptual framework was also outlined.

The third Chapter contains the examination system covering: look into Research design, target populace, test size and inspecting method, inquire about instruments, instruments validity, instrument reliability, information collection strategies, information analysis procedures and moral contemplations. Fourth Chapter comprises of information analysis, translation and conversations. Fifth Chapter displays the synopsis of the examination, conclusions, and suggestions for additional investigation and recommendations were given.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents a summary of the research studies and review that have been carried out on how administrative practices outlined in the research objectives influence tutors' job commitment. The literature review paid attention to what extent did Public Primary Teachers Training Colleges principals' provision of incentives, support for career progression, provision of welfare services, tutors' involvement in decision making and tutors provision of professional growth by principals influenced tutors' commitment towards work. It also presents theoretical and conceptual framework.

2.2 Concept of Job Commitment

Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal (Bronwyn, 2019; Mwesigwa, Tusiime & Ssekiziyivu, 2020). Job Commitment is also explained as a great level of loyalty and attachment to an institution (Sigh & Gupta, 2015). Organizational commitment is said to be a significant part of the emotional state of the staffs, as well as the attitudes they generalize concerning their institution (Doaa & Nassar, 2021). Other scholars describe organizational commitment as the degree to which employees perceive themselves belonging to the institution and feel

connected to it (Nguyen, 2020; Meyer, Kam, Goldenberg & Bremner, 2013). In the same view, Doan and Nguyen, (2020) suggested that organizational commitment is the power of identity between an individual and an organization. Commitment according to Jaw and Liu, (2004) is not only a human relation idea but it also takes in causing human energy and stimulating their mind. This means therefore, without commitment towards work, the implementation and application of new ideas and initiatives will be compromised. Commitment at work has also been defined as a psychological state that can be used to connect the individual to the organization (John, Meyer & Elyse, 2010; Doaa et al., 2021). The mentioned binding force can be encountered in different ways that can go with different mind-sets including: an affective connection and involvement with the institution, a felt obligation to the institution, and consciousness of the costs that is associated with ceasing their involvement with the institution (Van Waeyenberg, et al, 2020).

Several writers have stated that while studying employees' job commitment there is also necessary to recognize the complexity with which scholars have made attempt to hypothesize and view commitment as multi-faceted (Boxall & Macky, 2009). Some studies done by (Hidalgo-Fernández, Mero, Alcivar & Santa Cruz (2020); Conway, Edell, Kathy and Monks, (2010); Owoyemi, Oyelere, Elegbede, (2011) and Gbajumo-Sheriff, (2011), recommend one such conceptualization of commitment covering three independent components which include Affective Commitment, Continuance Commitment and Normative Commitment. They gave a brief explanation of the three, each one of

them reflecting a distinctive underlying psychological state. They explained Affective commitment as the employees' emotional attachment to, involvement in and identification with the institution.

On the Affective commitment (Van Waeyenberg, Peccei & Decramer, 2020; Wong, 2010; Hidalgo-Fernández, Mero, Alcivar & Santa Cruz, 2020) opined that, in traditional, continuing employment relationships, a high level of affective commitment has been established to be related to low absenteeism, low employee turnover and improved productivity hence employees with a strong affective commitment continue remaining and working in that particular organization at their will because they are comfortable.

On the other hand, they outlined Continuance commitment as an individuals' need to remain with the institution occasioned by his/her acknowledgement of the costs such as pay, benefits, tenure, vesting of pensions and family commitment associated with leaving the organization. It may also refer to as being awareness of the costs associated with leaving the organization. (Loi & Foley, 2008) supported that by arguing that employees whose prime tie to the organization is based on continuance commitment remain in the same institution because they need to do so. Nguyen, (2020) also affirmed that in terms of normative commitment, managers should know how to create inspiration and strong attachment of the employees by commitments to values and benefits for employees when they fulfil their work. Lastly, they outlined normative

commitment as an individuals' feeling of obligation to retain organizational membership because he/she considers it is morally right to be loyal to that particular organization. Normative commitment is broadly accepted as a leading dimension of employee commitment, despite that it has been found to be extensively inter-related with affective commitment (Coyle-Shapiro, 2008). Different writers recommend that individuals may exhibit each of the above explained three forms of commitment to varying degrees. Therefore, this makes it crucial for the principals in Primary Teachers Training Colleges to be well versed with different forms of commitment and how they may influence tutors' job commitment.

According to Nwinyokpugi and Kora (2021); Loan, (2020), the outcome of employee commitment will always have benefits which consist of: improved job commitment increased job performance, better total return to shareholders, increased sales, reduced employee turnover, decreased intention to leave, reduced intention to search for alternative and low absenteeism. With this being the case then, employee commitment should be regarded as a business necessity because administrators who have trouble in retaining and replacing competent employees will find it tough to improve performance. Peace (2014); Liu, He, Jiang, Ji and Zhai (2020); Mahmood Aziz, Jabbar Othman, Gardi, Ali Ahmed, Sabir, Burhan Ismael and Anwar (2021) supports this by purporting that at the present time employee commitment is essential for every organization in order to have amazing performance for long term basis. Employees who are committed

want to give their outstanding performance at their work place and do well in the team work. The above claims commend that increase of the employees' level of commitment will actually increase the organizational performance. However, when employees lack commitment, it results in making the organization to loss the most gifted employees and also in the competitive market.

Committed employee's displays high commitment towards their jobs and dedicate their whole time and energy to realize the organizational goals and values (Hunjra, Chani, Khan, & Rehman, 2010). As a result, the organization through it manager is required to develop the commitment of the employee by embracing the finest methods for employee retention. Jain, Giga and Cooper (2009) recommended some of the methods to aid having the positive attitudes towards the institution like job satisfaction and job involvement. In addition, he argued that having the inspiration, involvement and commitment staff is considered as the key and success asset for the institution. It important to note therefore, if the organization make the employees to feel motivated, satisfied and have involvement at work place, they shall remain committed and it will lead to increase the productivity and decrease the turnover rates (Agus & Selvaraj, 2020; Ayman, 2017).

Baring this in mind, the Primary Teachers Training Colleges principals needs to understand the important of the tutors' commitment for better performance. This should be so because, employees working in an institution where organizational

commitment is great are the ones who internalized the goals and values of the organization, building more efforts for the same institution to be successful and at the same time; wish to remain in that particular organization. All these factors put into great considerations form a basis for employees longing to maintain their membership in the organization, embracement of the organizational ethics, and identity integration amongst the employees and promoting the attainment of organizational objectives and reinforcing the institutional commitment even for the new employees (Ayman, 2009).

Kabir and Paryin (2011), argues that Staff management is an important facet of organizational practices. More also, this originate from appreciating that the human resources of an organization and the organization itself are one and the same. A well-managed business institution normally considers the average employee as the main source of productivity gains. These organizations consider employees rather than capital as the basic foundation of the business and contributors to the company's progress. He continued to opine that to ensure the achievement of business goals; the institution must build an atmosphere of commitment and cooperation for its employees through strategies that enables employee satisfaction. Satisfaction of human resource leads to highly motivated employees. Motivated employees then cultivate loyalty and commitment to the business resulting to high productivity and low rates of turnover. According to Yukthamarani, Al-Mamun, Saufi, and Zainol (2013), there have been several supports on human capital development, lifelong learning and continuous

attention on soft skill development. Nonetheless, many a times, concerns are only attended to at the surface level but not to the roots of the cause. Human beings are extremely connected with emotion and intelligence. Therefore, the necessity to satisfy human need hierarchy is an important aspect especially on satisfaction and motivation.

Loan (2020) argued that employee commitment always plays a very crucial role in improving the institutional performance. They continued to say that institutional performance can be measured through many ways for example, firm employee turnover, return on equity, absenteeism among others. Ridwan, Mulyani & Ali, (2020) supported that organizational commitment has a positive effect on employee performance both in the private and public institutions. Nagar (2012) stressed that organizational commitment is crucial for helping in holding proper qualified workers, as only satisfied and committed staffs are willing to continue their cordial relationship with the institution and make substantial determinations towards attaining its aims. Tladinyane (2012) established a noteworthy positive relationship between persons' task engagement and their job commitment. In Uganda, Kagoda (2010) found that tutors must have a commitment to teaching and learning if their performance is to be upgraded. Tutor commitment is found to be the emotional connection between the educator and the school, which can contribute to inspiration to work hard hence good performance (Mart, 2013; Swarnalatha, 2016).

Evidences derived from social science investigators found that there is now a broad agreement amongst observers that high commitment work practices do improve performance, the quality of service and labour productivity (Owoyemi, Oyelere, Elegbede, & Gbajumo-Sheriff, 2011; Nguyen & Tu 2020). Although other researchers such as (Boxall and Macky, 2009) have argued that the majority of previous studies have looked at high commitment work practices from the employers' standpoint and the over dependence on such viewpoints can sometimes be misleading and will not present the factual impact of employee commitment which results in positive outcomes in institutional performance. Nevertheless, when employees positively interpret high commitment work practices, it will consecutively upsurge their commitment to the organization, thus increasing their individual performances and hence organizational performance will also increase (Owoyemi, et al., 2011).

Igella (2014) in her study factors influencing employee commitment: a case of Kenya Civil Aviation Authority recommended that the research should be carried out in another institution so as to widen the understanding of the term commitment in relation to that area. Therefore, the purpose of this study to investigate the influence of principals' administrative practices on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

2.3 Provision of Incentives and Tutors' Job Commitment

An incentive is a cash reward or any other form of reward that is given to staffs on condition that there is remarkable improvement in their performance. Institutional rewards relate to observable rewards delivered by the institution such as wage, bonuses and fringe benefits (Mulievi & Egessa, 2021; Tumi, Hasan & Khalid, 2021). Rewards have also been classified as either financial or non-financial. Financial rewards are concrete objects, such as bonuses, promotions and pay whereas non-financial rewards are non-touchable including personal acknowledgements and praise (Amstrong, 2010). Some of non-financial incentives associated with positive job performance include employees' involvement in decision-making and career progression (Chukwuemeka, 2020). According to Nzuve, (2010), non-financial incentives emotionally influence the conduct and attitude of employees towards their co-workers, work and institution. Mahmood, Hussan, Abdullah and Basheer, (2016) stated, in developing countries, staffs greatly prefer financial benefits to survive their life and the effects of reward hang on the form of rewards, how rewards are allocated and how they use the rewards to influence employees' commitment. Nzuve, (2010) added that incentives offer productive circumstances and employment terms. A study conducted among 300 bank employees in Vietnam showed that employee motivation played a significant role in retaining employees and attracting talent (Ana & Le Hoang Anh, 2020).

The reward system and provision of motivating incentives determines the level of employees' commitment and their attitude towards the task given. Dixit and Bhati (2012) noted that the major factor affecting employees' commitment and productivity to be provision of poor incentives packages. Employees who tend to be more satisfied with the rewards provided to them report higher levels of job commitment compared to those who are less satisfied with the human resource management practices including the reward system (Nor, Mohamed, Mohamed & Hassan 2020). This argument is also supported by Kowo, Popoola, Akanmu, Abudulezeez and Alhaji, (2018) by saying that many institutions are coming to agreement that they have to improve the morale of their employees by providing effective reward systems, which on the other hand improves their employees' job commitment. Organizations thus have to consider having a sense of balance between the input of an employee to the organization and the organizations' contribution to the employee. Korir and Kipkebut, (2016) finds reward systems and job commitment as being intensely related to each other.

Equal compensation packages influence the job commitment of staffs meaning that an employees' compensation should match his or her skill and qualification in order for them to be satisfied for equal treatment with colleagues of equal qualification and skill makes employees satisfied hence more committed to the task (Turinawe, 2011). From above argument it worthy for any organizational managers to note that for it to achieve it object in any competitive society,

employers of labour must have an in-depth understanding of what pushes the employees to work efficiently and reward them accordingly.

Based on Handoko, Ayuanda and Marpuang, 2021; Atanda, 2020; Sandilyan, and Miltra, 2012), making good use of reward can lead to and catch more attention from persons that can satisfy an employees' esteem and recognition needs thus propelling managers of all organizations to pay, bonuses, promotion or other types of rewards for their employees to encourage a high level of commitment. This will be so because employees would also strive to be the part of the institution which provides a worthy income, secure job and an opening for development (Ali & Anwar, 2021). They further argued that in order to reward the employees, many factors will change such as employees' performance, relationship at work place and training and chance of development. Thus, recommending that, an organizational manager must cautiously set the reward system before assessing employees' performance and then rewarding them make sure employees are always inspired hence committed to work. (Siwale, Hapompwe, Kukano & Silavwe, 2020). This is for the reason that the reward is the stronger persuader to the employees and it is very essential to reward employees that give high-performance levels to maintain their working spirit in the future. Gupta and Hyde, (2016) supported this by mentioning that an institution with rewards approach and systems can create a good inspiration to employees to realize the organizations vision.

According to MacLeod and Urquiola, (2021) there has a significant positive relationship between rewards and employees' work commitment because reward can give a strong persuading towards the employees. In order to enrich the commitment among employees, the institutional managers should recognize what factors can influence their job commitment to produce a new drive for doing their job. This was supported by Armstrong, (2012) that when rewards are well managed, preferred commitment are realized efficiently and effectively since the employees get a sense of mutual gain. This gain is always interterm with the institution as well as with the employee in the achievement of the defined target or objectives. White and Druker, (2013) emphasize that reward management systems are meant to complement and strengthen institution strategies. Korir, (2016) states that reward management in high performing institutions are planned in ways that make them to have precise predictions on their present and anticipated results. This is because total rewards management concept emphasizes on the need to reward employees so as to gain commitment while performing their duties. Furthermore, Korir, (2016) noted that obtaining employee commitment through full rewards strategy facilitates an organization to perfectly predict its present and future performance thereby assisting it to plan its operations more excellently.

According to Molahosseini, Kahnauji and Shamsiyeh, (2014), behaviour of personnel in all organizational levels is affected by the behaviour of managers resulting from their power to use resources. Therefore, managers can use rewards

so as to motivate the behaviour of workers and in so doing they are able to attain their commitment at work hence leading to achievement of required organizational results. Jiang and Xiao, (2009) note that rewards management strategies are used to manage transformation in institutions. This is because rewards management guidelines do not only mirror and admit what employees have contributed in an organization but also specify a company's strategic goals and values. Gupta and Hyde, (2016) stress that rewards systems raise the spirits of staffs' determinations and they indicate the values and ideals of an institution. Molahosseini, et al., (2014), concluded that reward management systems should be planned in a way that ensures maximum benefits for an organization. This call for rewards to be designed in a manner that leads to effective institutional performance.

Xie and Gao, (2018) affirm that rewards management systems influence the efficiency of an organization and it also supports it to achieve its objectives by increasing motivation and commitment of it staffs. Eldin, (2020), believe that rewards can be a crucial device for encouraging staffs and creating innovation hence becoming more committed to their tasks. This can therefore lead to organizational transformation through knowledge sharing. They further opined that a well-planned reward system creates a sense of belonging among workers in an institution. It enhances employees' commitment, as well as supporting their growth and development and increases their self-esteem leading to improved institutions. Thus, every institutional development is based on continued

employees' commitment and this can be achieved through total rewards management strategy.

Gupta and Hyde, 2016; Olujuwon, Omiyale and Akintan, 2021) stresses that effective reward management leads to increased employee motivation and this may return enhance employee commitment to the task given. Furthermore, they argued that motivation relies on certain intrinsic and extrinsic aspects which when pooled together lead to employees who are fully committed at work. This can in turn lead to increased institutional performance as well as to inspire employee innovations and to encourage them to back up the goals of the institution.

On the same matter, Norbu and Wetprasit (2021); Desta, (2014); Buchanan, Fletcher, Hatch, Kindle, Sanford and Woods, (2021), confirmed that if the employer can maintain the motivation and commitment of employees using incentives as a factor, it will impact staffs' actions related to their expertise and ability to achieve important long-term objectives. This means, if employees can show the good performance and contribute to the institutions they work in, they are viable to get a good reward in return for their great support and contribution to the success. Therefore, there will be competition among the employees competing for each other to get high performance and productivity and be appreciated with a rewarded for that achievement. Above arguments shows that the purpose of giving incentives to employees is to ensure their level of commitment, improved performance, to make it easier to get work done and

encourage employees to be more productive to help the administration to achieve their objectives. Moreover, the scholars likewise describe rewarding generally an important role to inspire employees to remain committed to their duties hence that enhancing growth and productivity in the organization.

According to Dubihlela and Rundora (2014), the increased global competition has triggered companies to ensure increased employee commitment so as to facilitate them to have high levels of brilliance and competitiveness in their practices. This is for the reason that committed employees have an aspiration and willingness to pursue the goals of an organization thus making the business to shine. In agreement with above claims, Al-Qathmi and Zedan, (2021) argued that reward management strategies can be used to increase employee commitment by creating a sense of belonging in the organization. This means that organizations can increase the level of employees' commitment by ensuring effective reward management strategies. Additionally, they observed that institutions need effectively and efficiently committed staffs so as to assist them to achieve their goals. Affectively committed workers have a sense of identification and belonging with an institution and this intensifies their involvement in the undertakings of that particular organization. With this in mind therefore, institutions through their managers should take full charge so as to obtain employee commitment through total reward management. In this regard, a study on the influence of principals' provision of incentives on tutors' job commitment can be valuable.

Through a survey report by the Society for Human Resource Management (2018), it was established that compensation and benefits are often among the uppermost three elements affecting job commitment of members of staff. According to Mollo (2013), employees who are recognized have a tendency to have more self-confidence, greater esteem, more readiness to be innovative and more willingness to take new and challenging tasks. According to Kibkebut, (2016), there are scarce appointive positions in colleges thus making it impossible for many teachers with experience to get promoted. This lowers their job commitment and such tutors may remain in the job to retire (Wong & Wong, 2010). It from above discussion, the researcher found it important to focus on investigating whether principals' provision of incentives on tutors' do influence their job commitment.

Some critics of this like Namutebi, (2006) while carrying out a study on reward management practices and commitment of teachers stated that there are quite a number of challenges involved in the use of rewards in ensuring the commitment of teachers in the secondary schools in Wakiso District in Uganda which included, teachers working only to attain the rewards and fail to consider working to fulfil the national goals of education. Mboga, (2010) also argue that good wages are nice, but they are not adequate to draw better educators. Due to these discrepancies in the study, the researcher found it important to focus on investigating whether principals' provision of incentives on tutors' do influence their job commitment.

2.4 Support for Career Progression and Tutors' Job Commitment

Career progression is concerned with the provision of openings for workforces to advance their abilities and their career so as to make sure that the organization has the flow of talents it desires to satisfy its aspirations (Baruch, 2004). This can be done by employers through recommendation letters for promotion, recognitions, appraisals and notifications for available opportunities for promotions (Njeri, 2014; Ngugi & Kihoro, 2016). A study conducted by Rae (2013) to investigate how empowerment and commitment perceptions impact on the job commitment. The study results revealed that in order to experience job commitment, managers require freedom, affective commitments required by all the three managerial levels. Another study was done by Reem and Uzma, (2021) to analyse the relationship between career development and employee loyalty at King Abdulaziz University, Saudi Arabia where the key findings of the work shown that all aspects of career development have a very strong relationship with organizational commitment and loyalty. The value of the correlation coefficient was approximately 0.786. Hence, concluding that there is relationship between career development and employee job commitment and loyalty.

The upgrade of an employee from one job point to another that has an upper remuneration, a higher job title and higher-level job responsibilities is called a promotion. At times a promotion results in an employee taking on responsibility for supervising or overseeing the work of other staffs. Given authority to make decision tends to come with a promotion also. Actually, a promotion moves a

staffs' job up one level on an organizational chart (Heathfield, 2011). There are two forms of promotions, explicitly; career ladder promotion which is characterized by an employee who has occupied a certain position in an organization with full potential for a certain period of time is move up to the higher grade level after proving the competency to perform duties productively and the non-competitive promotion where an employee in a career ladder position is automatically endorsed for promotion without having to submit an application or compete with other individuals for promotion in that particular position (Mamoria, 2005).

The study of Delbari, Rajaipour and Abedini (2020); Dialoke and Wabara, (2017) found that employee career growth has a significant positive effect on organizational commitment. That's to say, when employees feel that they are respected enough in the organization, be able to improve their self-worth and achieve their career goals better, they will be more recognized to the organization and more willing to stay in the organization by working harder toward their goals. At the same time, they will give more return to the organization, bringing better benefits to the organization thereby. This was supported a study by Weng, (2017) who found that the career growth of employees has a significant positive impact on their work engagement through the data test. He further demonstrated the importance of paying attention to employee career development and career growth.

Promotion is regarded as desirable by workers because of the impact a promotion has on salary, power, responsibility and the ability to influence the entire organizational decision making. Promotion always raises the status of the employee who gets a promotion which is a visible sign of esteem from the employer (Vuong, Tung, Tushar, Quan & Giao, 2021; Heathfield, 2011). When an individual feel treasured and valued for his or her contributions in the work place, it always leads to more spirited inventive atmosphere, increased employee engagement, commitment, low staff turnover and the organization grows to achieve it purpose (Paul, 2016; Waititu, 2013). This argument was affirmed by Simiyu and Mbithi (2019) arguing that appreciating human beings is an essential need and that staffs respond to appreciation conveyed through acknowledgement of their respectable work for it approves that their effort is cherished. In view of this therefore, when employees and their work are valued, their commitment and efficiency increase, leaving them motivated to advance their good work.

According to Karimi, 2010; Ogini, 2020) promotion is a significant step in human resources procurement. This is so because in any given organization, staffs take positions and others own extraordinary skills that make them suited to hold particular responsibilities. This eventually makes the human resource manager to promote some people in the process. Some are promoted through succession design while others are hired from other organization. In the past, promotion was used to measure career success of employees. Ogini, (2020) advanced that promotions should be considered as good for they lead to the job

commitment of the promoted workers' need for self-esteem, sense of belonging and job security. They also help employees by providing them with an opportunity for self-actualization through giving them challenging tasks. In view of this, people will be influenced to give their best in their jobs if they are encouraged through proper recognition which may include issuance of recommendation letters for promotion. Hence, the workers will become excitement and satisfied making them to render better services to the organization for promoted workers are easily enthused to chase after organizational goals and objectives.

Chung-Chieh and Chen (2013); Shaleen, (2020) conducted a study to establish the correlation between commitment of employees and attitude towards the job and the impact it has on quality of service in the tourism sector and garment factories in Bangladesh respectively. From the studies it was established that the long stay of employees in the same job group led to development of undesirable attitude towards their job thereby affecting their commitment towards work. Another study was carried out by Albdour and Altarawneh, (2014) to establish the employee engagement and commitment to an organization correlation in the Jordanian banking sector. The study measured employee commitment using three basic measurements: continuance, affective and normative commitment. The results established a high degree of normative and affective commitment in employees with high job and organizational engagement. Therefore, high

employee job engagement can considerably have an influence on employee continuance commitment.

Kamau, (2012) tested factors that influence organizational commitment of employees. The research focused on Kenya Plant Health Inspectorate Service Corporation. The results of the study indicated significant factors influencing commitment of workers to be education, duration of service and stagnation in the same job category. Ahmed, Almad and Joarder, (2016) in another study supported that promotion of workers to the next higher level improved job commitment. A similar study was conducted by Kowido, (2013) to examine factors contributing to employee commitment. The attention of study was a small medium furniture companies along Mombasa Road in Nairobi County. From the study all factors that were under examination were found to have impact on employee commitment towards their work. The results revealed factors like: availability of training and development, good working conditions, promotions, proper benefits and job security, were found to create commitment to employees in the organization.

Muchiri, (2017), identifies recognition of teachers' effort as one of the principals' practices that impact on teachers' job commitment and can be in form of thanks, praise, respect, awards, recommendation letters, training opportunities and the right tools to do the job. Wong and Wong (2010) note that teacher upgrade is a main problem particularly because salary levels in education unlike

in the business world are quite fixed leaving promotion as a significant reward tool through which educators can struggle to achieve standards set by their employers.

Some critics of this argument like Mwamwenda, (2004) pointed out that alleged equity of promotion of workers is not the only feature to cause a positive effect on job commitment because there are employees who will remain committed to work even without being promoted. This was through research done in Eastern Cape of South that found 48 per cent secondary teachers satisfied and 52 per cent dissatisfied when Letter of recommendation was used as the criterion for satisfaction. Due to the inconsistency in findings, the researcher sought to find out how support for career progression by principals, influence tutors' job commitment.

2.5 Involvement of Tutors in Decision- Making and Job Commitment

Decision making basically consist of mapping the likely consequences of decisions, working out the importance of individual factors and choosing the best course of action to take (Muindi, 2011). Locke and Schweiger (1979) cited in (Kuyea and Sulaimonb, 2011) describe it as combined decision making between administrators and juniors. According to them, decision making is a special method of delegation whereby the juniors achieve greater control, more freedom of choice with an aim to bridging the communication gap between the

management and the workforces. It also means the degree of employees' consideration to be involved in organizations' strategic planning activities.

For an organization to intensify the employees' commitment and make the workplace more humane with the plan of improving work performance and good altitude and behaviour, supervisors need to allow a high degree of employee involvement in decision making. Therefore, the institutional involvement of staffs in decision making is considered as an instrument for prompting motivation and contentment in the employees enhancing positive work attitude and commitment towards work hence high productivity (Turner, 2019).

It is believed that participation in decision making by workers do make a significant influence on their work practices, recognition and rewards which is also considered to correlate with job satisfaction and organizational commitment (Gopinath, 2020a and Gopinath, 2020b; Simiyu, et al., 2019). A study by Khezerloo, Hassani and Alishhi, (2016), on "The studies of the causal effect of participation in decision making on job commitment and Job satisfaction." The finding demonstrated a constructive and significant relation between participation and job commitment and satisfaction. In other words, individuals with a high sense of participation in decision making under conditions of high sense of job characteristics, indicated their significant levels of organizational commitment.

Mohsen and Sharif, (2020) found a positive impact of participation in decision making among 128 Afghanistan bank workers using multiple regression model on job commitment. Another study involving 1741 employees from selected public organizations in Anambra State in Niger, agreed with the findings of the current study by supporting that employee participation and engagement in organizations' decisions has a positive significant effect on self-motivation and job commitment (Chukuemeka, 2020; Malhotra, Sahadev & Sharom, 2020).

Both group learning and group commitment have been recognized as the main constituents of a work group (Mathieu & Gilson, 2012; Kukenberger, Mathieu & Ruddy, 2015). Additionally, individual knowledge within a work group is basic as it is the extent to which a work group member would perceive that his or her work specific knowledge and skills have been enhanced as a result of working together as a group. This practice is considered as group learning. It is projected to happen as a result of relationships between the worker and his co-workers. An encouraging work environment that is free from conflicts and has high amount of trust would be good to help in learning within work groups. This is support from past studies that found out that employees learn and work as a function of getting attached to their relevant work groups (Tannenbaum, Beard, McNall, & Salas, 2010).

Organizations comprise of individuals. How well the organization works and succeeds is determined by how these individuals interrelate and work together

usually along either hierarchical or process lines (McDonald, 2011). Thus, how well staff works together is a critical factor in the success of any institution. He further outlined that in the past, employers perceived employees as collections of persons held together through self-interest, rules, exercise of authority. In the current world, there are many corporations that support the formation of quality circles, self-managing teams and liaisons. This is because when observing any group of persons who work together, one can notice many social processes going on such as communicating, sharing ideas, influencing each other, cooperating with one another, competing among others (Hausknecht, 2012; Saha & Kumar, 2017).

Social processes in an institution attract the availability of opportunities to play and understand how challenges and issues are handled. The existence and efficacy of the above-mentioned processes increase employee commitment hence high productivity (Fiaz's, Su's & Saqib's, 2017; McDonald, 2011). Because consensus among group members assists the implementation of those decisions, consensus also influences worker performance and institutional productivity.

Studies of the best highly reliable organizations presented that a social relational set-up of trust and heed is necessary for employees to be committed (Conway, Edel, Kathy & Monks, 2010; Leol, Villes, Jurburg & Lomas, 2017). In addition, there are minimal errors in their performance resulting from attitudes and

practices by members in the group that enables them to pick up on problems earlier and to act on them before they develop bigger (Gupta, 2016). Some scholars view social processes in an organization as communication, influence and power, competition and pro-social behaviour. How well these processes efficiently play in the organization is highly connected to the level of commitment among the employees (Nazir & Islam, 2017).

High levels of job commitment by workers are experienced in firms where communication channels are open and transparency is well encouraged for positive competition is observed (Gantasala, 2011). Additionally, for social processes to be regarded effective in an institution set-up, the institution must have a procedure that stresses work through top-down social interactions structured around the organization chart or hierarchy which work end to end structured around their business processes which enclose into social (Mark & McDonald, 2011).

The idea of employee participation in decision making is an eye-catching method which license subordinates to participate in discussing and making various decisions which affect them (Irawanto, 2015). It is also argued that the chance for increased job involvement provided by participative methods work on the developing desire among staffs to take part in decision making affecting their jobs and to be active contributors to the system rather than simply job holders (Yelderman, Lawrence, Lyons & DeVault, 2020; Bhuiyan, 2010). Employee

participation is practices that increase the scope for employees to play a role in management at the different levels of the organizational hierarchy (Febriansyah, 2010). Participation combines administration and employee representatives in formulation of institution policies; according to Nzir, et al., (2017) participation is giving employees better chance to make-job related decisions.

MSG (2016) also agree that, employee participation in decision making helps to improve the level of employee commitment, morale, support and effectiveness in the work place because when workers perceive that their suggestions and recommendations are valued and implemented or put into practice, they feel motivated to strive towards doing more next time. Psychologically, such people are considered as an integral part of the organization for they view themselves as valued employees rather than an insignificant worker. This was asserted by Isichei and Godwin (2015) who investigated Employee Participation in Decision Making and the Performance of the Hospitality industry in Nigeria, in their study of selected hotels in the Federal Capital Territory in Abuja. Findings showed that there is a positive relationship between extent of employee participation in decision making and organizational performance.

Through shared decision-making method, educators take advantage to learn from one another's skills and enrich their teaching effectiveness by giving profitable suggestions, advices and right feedbacks to each other because tutors who play part in decision-making are expected to make genuine efforts to

implement them (Ojukuku & Sajuyigbe, 2014; Saha, et al., 2017). In the study by Moshet, (2013) to find out whether taking part of educators in school decision-making correlates to organizational commitment in senior schools in Botswana established that when teachers are allowed to participate in decision-making it leads to a more contented educator with high commitment to institutional objectives. Wainaina, Iravo and Waititu, (2014) affirmed that by carrying out a study on effect of teachers' participation in decision making on the organizational commitment amongst academic staff in the public and private universities in Kenya and findings were that decisions made in discussion with educators are more effective. Mostly, those tutors who take part in decision-making are well furnished to implement them.

Critics of these findings argue that, some research on joint-versus-separate decision-making highpoints the fact that employees' desires were likely to make them more emotional than logical (Moore & Loewenstein, 2004). Pacheco and webber (2014) conducted study on participative decision making and job satisfaction. The finding indicates that irrespective of whether the worker has Participation in Decision Making, the marginal effects of individual and situational variables are comparable in phrases of their impact on job satisfaction. However, the effect of marital status and education level follow incredible developments when rising through the ranges of occupational popularity. This view shows employees may present area of their interest leaving that of an institution. Hou (2011) also found that, while administrators seem to

have faith in participative policies, they do not indicate strong belief in their juniors' abilities. This condition can deter their aspiration to participate actively in the decision-making process. This was affirmed more by Kuyea, et al., (2011) who argued that, in cases where one member has considerably more information than the others, participative decision making tends to be wasteful of time and effort at best and harmful to decision quality if those with less knowledge outvoted the most knowledgeable member. Additionally, one of the hitches associated with it is that, it slows down resolutions because very many people are involved in decision making process. Several inputs and feedbacks offered by many people make it difficult to choose the best alternative among many suggestions (MSG, 2016). Still, it takes time and energy to validate the accurateness of information when so many people are involved which may lead to delay in decision making process. In addition, participative approach to decision making is considered inappropriate when choices are complex, difficult to define, when there is high task independence and when organizational change is high (Kuyea, et al., 2011).

Nevertheless, good managers have the capacity to attain victory through other people since they do not perform duties unaided, rather they bring on board people who are cleverer than them and delegate some duties to them (Mwololo, 2014; Khezerloo, et al., 2016). Due to these discrepancies in the study, the researcher investigated whether PTTCs administrators in Eastern Region, Kenya

and how it influences their job commitment exercise tutors' involvement in decision making as an administration practice.

2.6 Provision of Welfare Services and Tutors' Job Commitment

According to Human Resource Management Practice Guide (HRMPG, 2018) and Projects4MBA (2018), welfare can be defined as the efforts to make life worth living for employees. It is including various services, benefits and facilities offered to employees by the employers. It means maintenance of the health and good attitudes of organizations' employees. Employee welfare means better working conditions for employees in terms of their well-being (Marzullo, 2018). It also argued to be anything managers do for workers, for their comfort and enhancement over and above their salary or wages (Venkata & Lokanadha, 2015). It includes accessibility of services; facilities and amenities in or near the organization to enable employees do their duties in a fit atmosphere that is favourable to good health condition and high self-drive for both workers and their families in the most comprehensive sense.

Another study aimed to examine the effect of employee welfare on employee commitment at Judicial Service Commission, a case of JSC, Kenya. The study found out that employee welfare played a significant role towards determination of the level of employee commitment in the organization. More also, the study established that employee welfare in terms of health benefits and retirement plans affects employee commitment in the organization (Su and Swanson, 2019;

Mwaniki, Njuguna & Gakobo, 2020). A study by Park (2020) supported that by arguing that social welfare provision positively influenced perceptions of employees towards their organizations and enhanced their organizational commitment

Traditionally employees' welfare programmes were to reduce absenteeism and time off due to ailment. However, nowadays they have taken a wider scope and they take in almost all aspect that relate to an employees' wellness and personal development in the place of work (Loan, 2020). Reasonably, the provision of right welfare systems is to create an effective, healthy, loyal and committed staffs for the organization. The drive to offer such facilities is to make their work life better and to improve their standard of living (Padmini, 2016). Further, he opined that welfare of the workers among civil servants is very critical and significant for delivering quality service to the public. When these services are offered insufficiently, they do negatively affect the performance of service delivery in the public sector making it essential to put in place suitable mechanisms to ensure provision of welfare programs for staffs in the public service. From the above arguments, it in order therefore to say that employees are a treasured resource that may contribute in several different ways to an institutions' activities if the administrators give them a suitable chance.

Paais and Pattiruhu (2020) stated that improvement of employee job commitment, morale and spirit could be done by addressing the issues of

welfare. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving performance and thus reducing employee turnover. Employee welfare measures relate to certain additional activities which may be provided by an organization like housing facilities, medical facilities, recreational facilities, cultural facilities libraries, gyms and health clubs among others. Employers offer this in the hope of winning the commitment of an employee. Amirnejad and Asploor, (2016) affirmed this by finding that, the performance of university human resource is catalysed by the provision of welfare initiatives that includes; insurance services, treatment centres, housing, transportation, sporting facilities, membership to a university library for a free or half the price.

Marzullo, (2018) asserted that enhancement of employee feelings and spirit be done by addressing the issues of their welfare. Moreover, they claimed that attitude survey, welfare measures, salary addition at the right time without a fail can be some other ways of improving institutional performance thus preventing employee turnover. Welfare service of workers relates to certain extra activities, which an organization may provide like housing facilities, free transportation, medical facilities, recreational facilities, free meals, libraries services, unions, and health clubs among others. Employers should therefore offer these services in the hope of attracting the commitment index of an employee.

According to Gitau and Monari, (2019) the workers' compensation insurance must be obligatory as it provides coverage for an employee injured while on the

job. The disability allowance is also necessary to enable at least some income for a worker who was disabled due to job-related injury. These sentiments were backed up by the Belmont University, (2017) report which showed that, welfare benefits offered to employees includes; workers' compensation insurance, sick leaves, paid medical leaves, vacation leaves, paid holidays, saving plans, group banking privileges, and the retirement plans.

Jaworski, Ravichandran, Karpinski and Singh (2018) studies established a significant effect of employee benefits and incentives on job commitment among part-time hotel workers. These findings were also supported by Paais and Pattiruhu, (2020) study which investigated the effect of motivation, leadership, and organizational culture on job satisfaction and employee performance in Indonesia. The study revealed that different motivational factors including welfare services are critical in improving job commitment among employees. Another study by Mihardjo, Jermittiparsert, Ahmed, Chankoson and Hussain, (2020) added that human capital practices, provision of rewards and welfare services included influenced commitment of employees at Takaful industry in Southeast Asia.

Shefali and Shika, (2017), found that there is a positive relationship between job security and employee job commitment. Job insecurity can be said only to occur in the cases of involuntary job. Some writers hypothesize job insecurity as the perception of a possible threat to continuity (Conway, Edel, Kathy & Monks,

2010). They stressed that, since we know that the basic characteristic of mergers, lay off and downsizing is threat to continuity and also instinctive job loss, these changes therefore lead to job insecurity. Employees who have perceptions of low job security are more likely to engage in work withdrawal behaviours like absenteeism, lateness, seeking for transfers among others and register low organizational commitment (Bin, Ahmed, Shafi, & Shaheen, 2011).

Studies also found that the higher levels of job insecurity are, the lower the employees' organizational commitment and the greater the affinity to leave the organization. There is however no doubt that job insecurity affects the job commitment of employees. But many writers have put up different evidences. Some of them have discovered that a moderate amount of job insecurity leads to increased commitment at work, but some of them have found that job insecurity leads to decreased work performances (Ananthi, Narmantha, Murkesh & Periasamy, 2016).

A broadly accepted assumption is that better working environment inspires employees and produces better results (Mabaso, 2018; Robinson & Sweatha, 2017). The environment in this contest can be described in terms of physical and behavioural components. An institutions' physical environment, its design and layout can affect greatly on employees' behaviour in their workplace. Many scholars estimate that enhancements in the physical plan of the workplace may result in a 5 to 10 percent increase in employee productivity (Conway, et al.,

2010). Furthermore, studies carried out argue that the modern work physical environment is categorized by technology; computers and machines as well as general furniture and furnishings. To achieve high levels of employee commitment, institutions must make sure that the physical environment is conducive to organizational needs facilitating interaction, formality and informality, functionality and cross-disciplinarily (IJeoma, 2018).

Other researchers argue that an organizations' physical plan is designed around employee needs in order to maximize productivity and commitment. They argue that innovative places of work can be developed to encourage the sharing of ideas and networking irrespective of job restrictions by allowing communication freely across various departmental groups (Sekar, 2011; DeVito, 2019). Moreover, the physical environment is an instrument that can be used both to improve firms results and well-being of the staffs (Ijeoma, 2018). Ensuring adequate facilities are provided to employees is critical to generating greater employee commitment and productivity (Lonah, Bogota & Munyua, 2018). The provision of scarce equipment and adverse working conditions has been displayed to affect employee commitment and intention to continue working with the organization. From a safety perspective, it specifies that environmental conditions do affect employee safety perceptions that affect upon employee commitment (Paais & Pattiruhu, 2020). Robinson, (2017), working conditions affect the working staffs physically or mentally for they may become worn-out hence, exposing organizational property to threat and increasing the likelihood

of accidents, low commitment or loss of life. Due to this claim, institutions should be very careful to offer sufficient lighting, free from noise working settings and preferable temperatures among others.

Additionally, developing and ensuring a good working environment improves the overall employee performance. More also, the scholar asserted that main objective for implementing reward systems is to attract and retain excellent staffs. Organizations may opt to device pay methods based on performance to reward individuals according to performance standards and profitable goals; however, a sense of fairness and consistency should always be applied (Mihardjo, Jermsittiparsert, Ahmed, Chankoson and Hussain (2020). Moreover, forming teamwork in the workplace is of great significance whereby, teamwork means the relations between two or more persons working toward achieving particular goals and objectives of an institution. Furthermore, it enables open communication between people and when they complement each other, this eventually empowers them to perform more tasks for development of synergy is created among them. Oluwatayo and Adetoro (2020) supported this by claiming that the welfare services measures used in an institution by administrators do influence the motivation of employees towards their duties by satisfying their needs, which can advance their family lifestyle, working life and overall wellbeing. Various studies have explored the welfare services offered by institutions and established its influence on job commitment.

In Kenya, some staff welfare services are mandatory, as per the legal requirement while others are optional. Among the legally required benefits are health insurance, social security contributions and workers' compensation (Keitany, 2014). According to Arero (2013), the cost of employee benefits has been going up in developing countries.

Due to the magnitude of the expenses incurred in most institutions, the delivery of these benefits has gone down. This leaves progressive organizations to consequently turn to the idea of total remuneration that syndicates basic salary and employee benefits to attract and retain senior administrators (Kimani, Ngui & Arasa, 2017; Otieno, 2010). This is because he argues that, organizations without good remuneration are at the risk of employee exits leading to high staff turnover thereby increasing operating costs and undermining productivity. From the above discussions, the researcher found it important to focus on investigating whether principals' provision of welfare services on tutors' influences their job commitment.

Some critics of this like Namutebi (2006) while carrying out a study on reward management practices and commitment of teachers stated that there are quite a number of challenges involved in the use of rewards in ensuring the commitment of teachers in the secondary schools in Wakiso District in Uganda which included, teachers working only to attain the rewards and fail to consider working to fulfil the national goals of education. Mboga (2010) supported by

arguing that good wages are nice, but they are not adequate to draw better educators. Due to these discrepancies in the study, the researcher found it important to focus on investigating whether principals' provision of incentives on tutors' do influence their job commitment. Various studies have explored the welfare services offered by institutions and established its influence on job commitment. Due to the above discussion the researcher found it important to investigate whether Primary Teachers Training College principals in Eastern Region provides welfare services to the tutors which may influence their job commitment.

2.7 Support for Professional Growth and Tutors' Job Commitment

Training and development is a function in Human Resources Management used to for the purpose of fulfilling the gaps which exists between current and expected performance (Elnaga & Imran, 2013). Training is planned and systematic happenings which are dedicated to improving the level of skills, knowledge, and competency (Dialoke, et al., 2017). Additionally, it is the process of passing on requisites skills, programmed behavior, so as to equip individuals with required rules and procedures to guide their own behavior to accomplish their job effectively.

Training always concentrates on improving the skills necessary for accomplishing institutional goals (Reem, et al., 2021), since by the so doing it increases the efficiency of individuals, groups and organizations (Puhakka,

Nokelainen & Pylväs, 2021). Concept of development can be seen as training, gaining new capabilities and skills for personal growth hence loyalty and job commitment is improved (Jehanzeb & Bashir, 2013; Githu, 2018). It may be perceived as the all-inclusive, long-term growth of persons so as to perform upcoming roles and responsibilities.

Training and development opportunities plays crucial part in an organization for it improves employees' engagement hence its' success (Onyia, 2019). Therefore, training of an employee is a necessary HRM practice in any institution. Ceptureanu, (2016) argues that training is a human resource development activity that is intended to enhance the employees work performance by furnishing them with effective and efficient expertise needed for finishing duties.

Intentions of Training and Development the employees occur at different stages of the organization and assist individuals in attaining diverse goals. As supported by Elnaga and Imran, (2013), this effort helps individuals in reducing their anxiety or obstructions they come across while performing their duties. This is so because, when a job is not properly done and the end results are not observed as expected, the worker may not feel enthused to keep performing that particular work (Dias and Silvia, 2016). Employees who are not able to perform tasks to the expected level of performance may even decide to leave the organization, for they perceive themselves as the failures and become dissatisfied with their job. This being the case therefore, employee training and

development function as the instrument that not only enhances the competencies necessary to perform a job rightfully, but it also work as the means to assist individuals in feeling more contented with the results of their performance hence job commitment for enhanced competencies lead to better performance and retention.

Employee training and development is a very essential element of Human Resources planning activities, because apart from maximizing the returns of individuals, it may also invite better talent and gift to the organization (Bapna, Langer, Mehra & Gopal, 2013). Expansively, training and development as put by Akpan, Owhor and Nsikan, (2017) it cultivates the thinking abilities and creativity of individuals for better making of decisions, customer service, complaints handling, and generally self-efficacy. Furthermore, employee training and development provides the capabilities when individuals move from one task to another which is of a dissimilar nature and making it very necessary in providing high quality of work at all levels in the organization.

According to Mel Kleiman (as cited by Jehanzeb and Bashir, 2013; Maina & Namusonge 2018), employee training and development should be utilized to make them familiar and to enrich their managerial and operational skills. By providing fundamental proficiencies and structure throughout the employee training and development process, it increases the probability for individuals to effectively deliver the mission, while supporting others in creating a learning culture as part of the organizations' strategic goals. When organizations provide

the resources necessary to perform a job, individuals become satisfied with their jobs and more productive, while the organization becomes more successful (Jehanzeb & Bashir, 2013; Ahmed, et al., 2016). Training connect the gap between employee present competence and present job requirements while intended at improving the behavior, job commitment and performance of a person and it is a continuous process in the organization (Bhartiya, 2015). As commented by Petrova, Koval, Tepavicharova, Zerkal, Radchenko & Bondarchuk (2020), Training is positively related to job performance and commitment of employees and in the long run organizational performance is pointedly determined by training imparted to the employee therefore training is a vital aspect of performance and commitment in an organization.

Tetteh, Wu, Opata, Asirifua Agyapong, Amoako and Osei-Kusi (2020) argue that any form of organizational support motivates employees towards increased job performance and commitment. Leader behaviour and quality management of employees including supporting them in personal and professional development enhances their commitment towards the organization and improves their productivity levels (Jabbar, Hussin & Nazli 2020). Asfaw, Argaw and Bayissa, (2015); Kepha, Assumptah and Dismas, (2014); Kamau, Goren, Okemwa and Biwott, (2015); Obi-Anike and Ekwe, (2014); and Githu, 2018) agree that there is a positive and significant relationship between training and development and organizational performance contributed by their increased commitment towards their given tasks.

Good training and development structures and process that put their focus on employees' performance achievements are essential. This is because (Hlatywayo & Mpofu, (2015); Kum, Cowden and Karodia (2014) established out that training and development program for employees is highly restricted by the lack of financial resources and working conditions. Ongori and Nzonzo (2011) noted that organizational effectiveness is enhanced through employees training and as well enhances competitiveness. The study also shown the significance of training and development as reflected in the Hau and Omar (2015); Maina, (2018) that a positive relationship exists between training and organizational performance and job commitment. It was also indicated that training assemblies are working well in the services sector and it enhances organizational productivity. Following the above argument therefore, one would conclude that training and development of employees encourages, success of the institution, transfer of institutional goals, skill required in the institution, principles of quality, improved job commitment and retention of existing staff.

According to a study by Nkosi (2015) on the effects of training on employee commitment, retention and employee performance in Local Municipality in South Africa, it was established that training do impacts positively and significantly on employee job commitment. In another similar study by Ashar, Ghafoor, Munir and Hafeez, (2013) on the impact of training on employee commitment and turnover plan in Pakistan, supported that training shows the

impression of care and try to prove how valuable employees are to the institution. Puhakka, Nokelainen and Pylväs (2021); Ocean, Angudaru, and Kasekende, (2017) are other scholars who conducted a similar study and the results affirmed that training significantly and positively influences employee commitment.

A study on the effect of training on employee commitment by Bulut and Culha (2010) found that all the scopes of training had a positive influence on employee commitment. From this study, it was stated that organizations need to take note that a happy employee is a happy customer (Mba, 2010). Additionally, the same study stated that ones' business may provide best-in-class services, but what makes your firm successful is the individuals working in that particular firm; each person, no matter what level they work in, wants to feel genuinely appreciated and cared for and this can be accomplished through a commitment to support their professional advancement and personal growth. Hassan and Mahmood, (2016) affirmed that by saying that in the banking sector, because technology changes frequently, clients of various categories with varying needs and demands and new employees joining the banks from time to time call for management to uphold training because it influences employees to remain loyal, serve clients diligently and contribute to the achievement of organizational goals For this reason, the school administrators should be careful while dealing with tutors for their administrative practices may affect the tutors' job commitment.

Based on reciprocity theory (Cropanzano & Mitchell, 2005); Gathungu, Namusonga and Iravo, (2016) affirmed that training leads to more committed employees. Considering on the different types of commitment, training do affects affective commitment positively because employees want to create work experience and competencies, while normative commitment is positively influenced by training because training lay emphasis on the feeling to reciprocate. On the other hand, training affect continuance commitment negatively for training leads to better equipped with skills employees who are perhaps less troubled by the costs associated with leaving that firm (Verhees, 2012). Due to this claim, one would argue that, placing your employees up for success in their responsibility starts with ensuring that they are given all the tools and resources they need to do their job perfectly. This includes professional training.

A study by Ng'ethe, Iravo, and Namusonge (2012); Meyer, (2016) noted that openings for training and career progression are among the significant reasons why workers stay committed in an institution. Thus institutional leaders are required to offer a planned training and appropriate occupation paths for their employees. It is for this reason that tutors need to have experiences, knowledge and expertise that will enable them to pass on the desired competences to their trainees. The only way to realize this is by having a committed training program that plays part to raise and reinforce these abilities.

A study by Aydogdu and Asikgil (2011); Ocean, et al 2017), opined that job commitment affects the decision to stay or leave the firm. Other scholars such as Rowden and Conine (2005) proposed that job satisfaction and commitment can be boosted through training. This is because as a result of training, satisfied employees become committed to the organization, attend to duties, are punctual, stay with an organization, perform well and engage in doing all what is helpful to the organization (Aamodt, 2007; Wright & Bonett, 2007).

Dewi and Nurhayati (2021); Onyia, (2019) also asserted that when employees are satisfied with the job, they become more committed to the organization. However, workers who feel as if their needs are not met develop into general dissatisfaction and become increasingly attracted to competing places of employment in other organizations which may often result into voluntary termination (Tziner, 2006). The above argument shows therefore, that employees whose job satisfaction level is high tend to show greater levels of job commitment, whereas the employees who have lower job satisfaction tend to display behaviors of non-commitment to job which would harm the organization. Studies conducted by Okpara (2004); Samad and Hassan (2007); Ngugi, et al. (2017) concluded that if the employees are satisfied with their jobs, they become committed to their organization as compared to when they feel as if they don't belong to the organization they serve in.

Muchange (2011) emphasized that the principal must be aware of the training needs for the teachers. As an instructional leader, the principal improves instructional programme in his/her institution by making sure that all teachers have the required training (Manual of Heads of Secondary Schools in Kenya, 2010). It was also affirmed that, to enhance a continuous improvement in academic performance, there requires a continuous development of the teachers' professional skills (Muyaka, Omuse, & Malenya, 2021). Due to day-to-day educational changes, the administration requires definite plans of developing the teachers' professional skills to equip them with new skills. Nyakundi (2013) in a descriptive study with 126 teachers from private secondary schools in Kenya established that training and promotion was important HRM practices in the maintenance and improvement of educators' job commitment. Gathungu, et al. (2016) in a study on the influence of HRM practices on Employee Commitment in Commercial Banks in Kenya found that training and development had a positive inspiration on retention of workers.

Although the above discussion seems to give the impression to prove that training and employee commitment are positively related, a study by Meyer and Smith (2000) examining the relationship between HR practices and employee commitment found otherwise by arguing that training does not contribute to an increase in employee commitment, pointing out other HR practices such as career development, evaluation of employee appraisal practices and other benefits offered by the organization have an effect on employee commitment.

The perception of training has been looked at differently by various different researchers, some scholars viewed training as a process of providing employees with particular skills to correct insufficiencies while effecting their job (Vasudevan, 2014), while others viewed training as human resource management intervention that changes employee behaviors in a direction that enables organization to achieve its goals (Dabale, Jagero & Nyauchi, 2014; Hassan, et al., 2016).

Regardless of the above debate, it is revealed that training and development builds employee commitment, more also it stimulates employees' performance by improving knowledge, skills, attitude, abilities, competencies, and behaviors of workers, while reducing complaints, absenteeism, turnovers as well as improving productivity and developing the capabilities necessary to achieve prearranged outcomes, goals, and objectives (Elnaga & Imran, 2013; Dias, et al., 2016).

Contrary, Karami, Farokhzadian and Foroughameri (2017) study found no statistically significant correlation between professional competency and organizational commitment among nurses at the University of Medical Sciences in Southeast of Iran. In view of the above arguments, one may conclude that when people are issued with all right instrument to do their work well and training to progress in their careers, they feel supported hence remain committed. Not only are they likely to remain in that institution for a long period, but they

will also perform better and lead to overall institutional progression. Managers' reputation for supporting employees' development might just inspire the best and knowledgeable candidates to join that organization.

2.8 Summary of Literature Review

From the above literature review, tutors needed to be highly committed so that they could do their duties to the best of their capacity. Most studies (Weng, 2017; Eldin, 2020; Ceptureanu, 2016; Paul, 2016; Park, 2020) point tutors' job commitment to the school- administrative practices. For example, EIDin (2020) study conducted to establish the relationship between monetary incentives in job commitment among workers in public organizations in Egypt found positive correlation between the variables understudy. Unlike the current study which examines both financial and non-financial incentives, the existing studies have mainly explored material incentives.

Another study by, Mohsen and Sharif, (2020) found a positive impact of participation in decision making among 128 Afghanistan bank workers using multiple regression model on job commitment. The study only used multiple linear regressions while this study used both Ordinal Logistic Regression and correlation to find out the statistical significance and relationship between principals' administrative practices on tutors job commitment. For this reason, this study appreciates the fact that the school administrators could not achieve

much without making use of their administrative practices appropriately to enhance job commitment of tutors.

However, as discussed, some critics like (Mwololo, 2014; Khezerloo, Hassan & Alishi, 2016; Karami, Farokhzadian & Foroughameri, 2017; Mboga, 2010 and Mwamwenda, 200 Pacheco, & webber, (20144;)) argue that employees may remain committed at work even without incentives, promotions and being involved in decision making. For instance, Karami, Farokhzadian and Foroughameri (2017), study found no statistically significant correlation between professional competency and organizational commitment among nurses at the University of Medical Sciences in Southeast of Iran. In view of the above arguments, one may conclude that when people are issued with all right instrument to do their work well and training to progress in their careers, they feel supported hence remain committed.

Due to these inconsistencies in research findings, the study investigated the extent to which administrative practices influenced tutors' job commitment in Public Primary Teachers Training Colleges in Eastern Region Kenya.

2.9 Theoretical Framework

Alderfers' ERG Theory of Motivation (Cited in Cautions.R, 2012) guided the study. The theory simplifies Maslow's Hierarchy of needs version into three groups of core human needs. These include Existence, Relatedness and Growth. Existence needs include Maslow's Physiological and security needs which include basic needs, job security, pay and good working conditions (Chung-Chieh, & Chen, 2013; Sargeant, Ford, & West, 2006). The security needs imply

that people must be free from physical danger and fear of losing a job. When there is provision of incentives, workers are able to meet these needs hence job commitment.

Relatedness needs focus on how people interact with one another. This aligns with Maslow's affiliation and esteem needs. Affiliation implies need to belong and accepted by others. Institutions and other organizations should thus allow employees to form unions and welfare clubs in order to improve these needs. Esteem needs according to Robbins, 2005; Merchant, Ford, & Sargeant, 2010; Tucker, 2004) include the need for status, being involved in decision making, recognition and achievement in the workplace.

Growth needs refers to need for personal development. This need makes human beings to strive to actualize their full potential. In the workplace, people satisfy this need by getting letters for promotion, receiving training, or accepting challenging assignments (Stinson & Howard, 2007; Kitheka, 2014). The college principals therefore, should have a priority list that conforms to Alderfers' ERG theory of motivation to enable colleges to sustain a highly committed workforce. The theory was relevant to the study since it contains the entire research variables in the research objectives, that is, the five administrative practices that influence tutors' job commitment.

2.10 Conceptual Framework

Conceptual Framework is a graphic or diagrammatic representation of the main concepts or variables and their presumed relationship with each other (Matula, Kyalo, Mulwa, & Gichuhi, 2018).

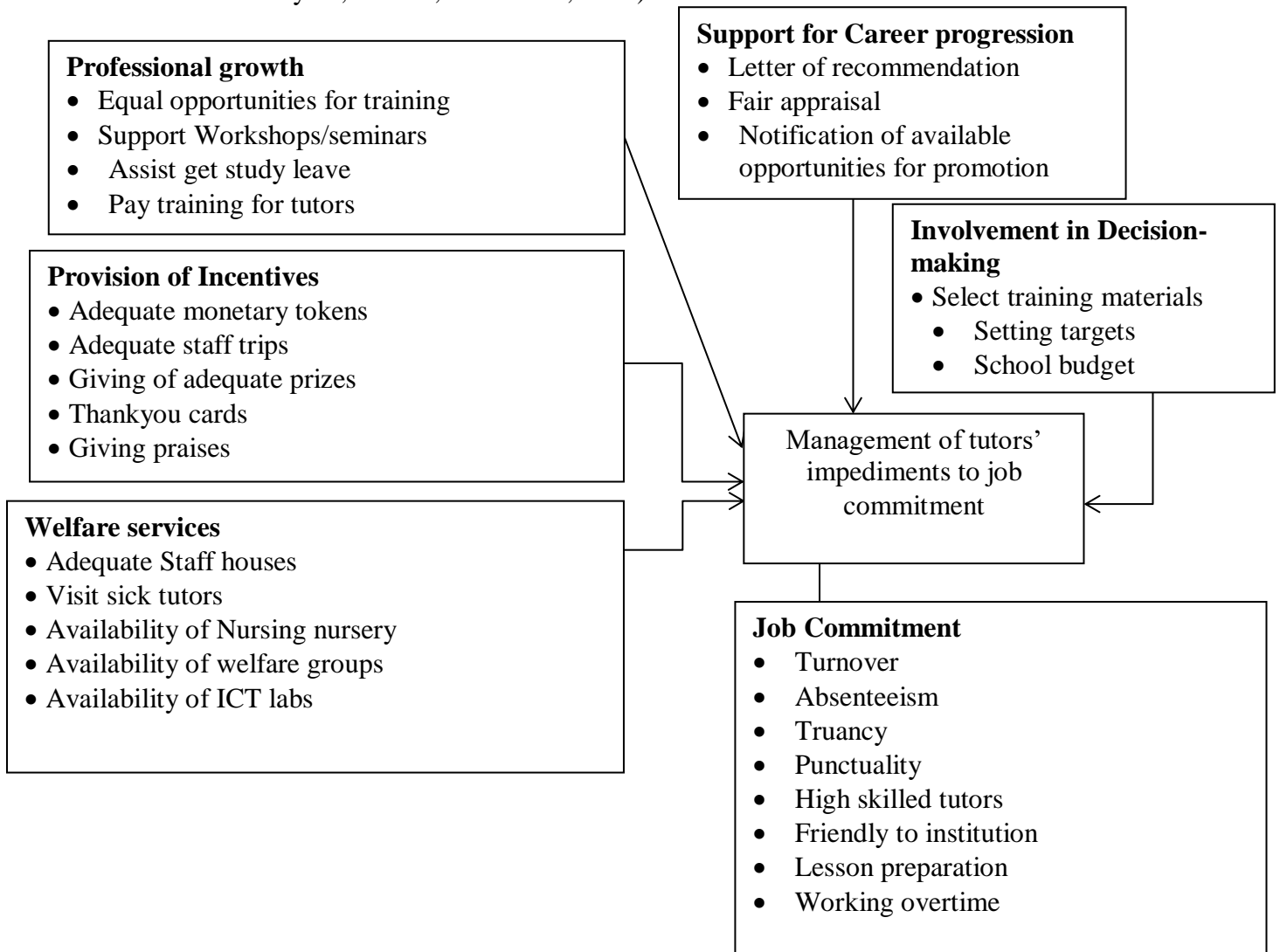


Figure 2.1: Administrative Practices and Tutors' Job Commitment.

The conceptual framework advances that the administrative practices employed by the principals is the independent variable, which has an influence on the

tutors' job commitment (dependent variable). There are variables that come into play that influence tutors' job commitment in primary teachers training colleges. There are also intervening variables such as availability of teaching and learning materials, working conditions and intrinsic and extrinsic motivators that influence tutors' commitment. Additionally, the role of principals' administrative practices is evaluated against the backdrop of existing and changing government policies on the teaching profession, teacher remuneration as stipulated by Salaries and Remuneration Commission (SRC), the approaches and methods of teachers' appraisal such as TPAD rewards for excellence as well as teachers schemes of service that determine teachers awards and promotions.

However, the researcher was of the view that no matter the situation, the administrative practices adopted by the principal will have an impact on the tutors' job commitment. The principals therefore, would create a conducive learning atmosphere by providing tutors with incentives, support for career progression, welfare services, involvement in decision making and provision of professional growth which improves their commitment hence good students' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter covered research design, target population, sample size and sampling procedure, research instruments, validity of the research instruments, reliability of the research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

According to Babbie and Mouton (2001), a research design is a plan showing how the study is intended to be carried out. The study used a descriptive survey design which lets a researcher to gather information through interviewing or administering a questionnaire to representative sample drawn from the target population without manipulating the principals' administrative practices (independent variables) and tutors' job commitment (dependent variables) (Orodho, 2012). The design was appropriate because the data was collected and analysed as it existed in the field.

3.3 Target Population

Target population refers to the population to which a researcher wants to generalize the results of a study (Matula et al., 2018). For this study, the target population entailed 5 principals, 260 tutors and 1860 second year students of the

5 public teachers training colleges in Eastern Region. This gave a total of 2125 according to Eastern Regional Director of Education report 2019.

3.4 Sample Size and Sampling Procedure

Creswell, (2012) define a sample as a group obtained from the accessible population. Census was used to pick public colleges to participate in the study because they are few in Eastern Region. To sample the respondents, the census was used to sample five (5) college principals, 130 tutors (50%) and 223 second year students (12 %). According to Best and Kahn (2006), perfect sample should be large enough to serve as an adequate representation about which the researcher wishes to generalize, hence, picking (50%) for tutors and (12%) for second year teacher trainees as presented in Table 3.1.

In every college the same formulae of 50 per cent and 12 per cent was replicated for tutors and trainees respectively to ensure proportionate sampling. To ensure gender balance proportionate sampling was used where the gender with the highest number dominated the sample size. Simple random sampling was therefore used to select the tutors and students using replacement method to give the entire individuals in the defined population an equal and independent chance of being selected to constitute the sample size.

Table 3.1 Category of Respondents and their Numbers

Categories	Target Population	Sample Size	Percentage
Principals	5	5	100
Tutors	260	130	50
Students	1860	223	12
Total	2125	358	162

3.5 Research Instruments

The study used interview guide and a questionnaire as the main instruments for data collection. The interview guide was used to gather information on administrative practices on tutors' job commitment from principals. The interview guide was considered appropriate for the study because it helped in gathering detailed information about principals' administrative practices on tutors' job commitment through probing (Matula, et al., 2018).

A questionnaire was used for tutors and teacher trainees. It had two sections, section gathering demographic information about tutors' and teacher trainees' while section B gathered data on principals' administrative practices (provision of incentives, support for career progression, welfare services, involvement in decision making and provision of professional growth) influence on tutors' commitment to work. The questionnaire comprised both closed and open-ended questions. The researcher preferred the questionnaire because it was easy to administer and it provided a chance to gather information in a quick and precise manner and also used to gather information from literate population.

3.6 Instrument Validity

According to Sapford (2007), validity refers to the extent to which the Instrument produce data that was intended to produce. It therefore, how meaningful and accurately the data obtained in the study represents the variables of the study. Content validity is defined as the degree to which the sample of an instrument item represents the content that the instruments is designed to measure (Best & Khan, 2006).

To enhance validity of the instrument, a pilot study was conducted in two selected primary teachers training colleges in neighbouring Central Region. This involved the principal, four tutors and twenty second year trainees from each college. Normally the piloting sample is between 1 and 10 per cent depending on sample size (Mugenda & Mugenda, 2003). This population was not used in the actual study. The pilot study helped to assess the clarity and relevance of the instrument items so that to improve the quality of the items hence more accurate and meaningful data.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Creswell, 2013; Best, & Kahn, 2010). Reliability of the instruments was assessed using the Test-Retest technique. In this statistical procedure, the test was administered using the same instrument twice to the same participant at different times with a time lapse

between the first and second test. Pearson's product moment correlation coefficient was computed using the Statistical Package for the Social Science (SPSS) software to determine the correlation coefficient (r) between the two sets of scores. According to Creswell, (2012), a coefficient of 0.70 or more, shows that there is high reliability of data. For this study the (r) was 0.80, marking the instrument to be considered very reliable.

3.8 Data Collection Procedures

The researcher obtained a research permit from National Commission for Science, Technology and Innovation (NACOSTI). A copy was presented to the Eastern Regional Director of Education and the principals of selected Primary Teachers Training Colleges to request for data collection. The researcher and research assistants paid courtesy call to the selected colleges, explained the purpose of the study and then administered the questionnaires at a later date. The respondents were allowed enough time to respond to the items and be collected upon completion. Arrangements for appointments were made with the interviewees so that the researcher fits in the busy schedules of the college administrators.

3.9 Data Analysis Techniques

Kombo and Tromp, 2006; Sapford, 2007) defined data analysis as the interpretation of collected raw data into useful information. The researcher started with first checking the completeness of the instruments. The data was

then categorized and coded for easy processing. All the data was analyzed by the help of Statistical Package for the Social Science (SPSS). Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics used measures of central tendency, measures of dispersion indices to describe, and percentages for data description. For the inferential statistics, all objectives were analyzed through ordinal logistic regression and correlation analysis while comparison on job commitment between tutors and teacher trainees was established through independent sample t-Test. An ordinal logistic regression model was chosen after the data violated the normality assumptions which limited the use of linear regression model. The response variable (job commitment) was reduced to three ranked categories including Disagree represented by scores 1 and 2, Neutral for 3 and Agree for 4 and 5. The Spearman coefficient correlation (R) from correlation analysis was used to establish direction and strength of the relationship between the dependent and independent variables.

The p-values from the regression analysis were used to establish whether the relationship between the dependent and independent variables was statistically significant at 5% significance level. The t-statistic of the regression coefficients were used to examine whether the administrative practices (predictor variables) had significant influence on job commitment (outcome variable) at $\alpha=0.05$. Data was presented using tables, pie charts, percentages and graphs. Qualitative

data was categorized according to themes based on the study objectives and in form of frequency tables.

3.10 Ethical Considerations

According to Orodho (2009), Ethical considerations are issues of voluntariness, informed consent, anonymity, confidentiality and data protection among others. These researchers advocate that, despite of the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity. Therefore, the researcher got a permit from NACOSTI to allow data collection and sought permission from the Eastern Regional Director of Education and Eastern Region Primary Teachers Training college principals to allow the access of the participants in their institutions. The researcher notified and explained to the respondents the purpose and the benefits anticipated from the study. The researcher requested the respondents to answer the questionnaires without coercion and not to write their names or that of the institution on the questionnaires to conceal their identity. The participants were made aware that participation was voluntary and they signed the voluntary consent forms. Lastly, researcher acknowledged all the sources of information.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation of the data and interpretation. The chapter presents the questionnaire return rate, bio data followed by influence of principals' provision of incentives on tutors' levels of job commitment; influence of principals' support for career progression on tutors' levels of job commitment; influence of tutors' involvement in decision making by principals on tutors' levels of job commitment; influence of principals' provision of welfare services on tutors' levels of job commitment and influence of principals' support for professional growth on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

4.2 Instruments Return Rate

Two sets of questionnaires for teacher trainees and tutors and an interview schedule for the principals were used to collect data for this study. The sample consisted of 5 principals, 129 tutors and 190 teacher trainees from five teacher training colleges from Eastern Region sampled for the study. This summary is stated in Table 4.1:

Table 4.1: Questionnaire Return Rate

Respondents	Questionnaires administered	Questionnaires filled and returned	Percentage
Tutors	130	129	99.2
Teacher trainees	223	190	85.2
Principals	5	5	100

Table 4.1 shows that 129 tutors from the anticipated 130; 190 teacher trainees from the anticipated 223 dully filled and returned the questionnaires while 5 principals from the anticipated 5 primary teacher training colleges were interviewed. This represented 99.2%, 85.2 and 100 per cent return rate respectively. According to Bailey (2000) assertion, a response rate of 50% is adequate, while a response rate greater than 70 per cent is very good. The instrument return rate for this study was considered high and very good.

4.3 Demographic Characteristics of the Participants

Demographic factors have a fundamental role in crafting job commitment, satisfaction, and involvement in educational institutions (Gopinath, 2020a). Academic institutions continue to face extensive competition which they strive to maintain by enhancing factors which are strongly associated with job commitment. A study conducted by Gopinath, (2020b) indicated that demographic profiles and self-actualization dimensions of academic staff have a significant influence on their daily performance and job commitment. The demographic characteristics covered by the study were gender, age bracket, and

KCSE grade for the teacher trainees, professional qualification, and length of service as a tutor, length of stay in the current college, weekly teaching load and position held in the college

4.3.1 Distribution of Respondents by Gender

The study sought to recognize disparities in gender among the respondents. This was overly essential in understanding the respondents in regard to the influence of principals' provision of incentives, career progression support, involvement in decision making, provision of welfare services, support for professional growth and tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. In order to determine the gender of the participants, a question was posed to the principals, tutors and teacher trainees to indicate their gender. The table illustrated the responses gathered as per the gender as seen in Table 4.2:

Table 4.2: Distribution of Study Respondents by Gender

Gender	Tutors		Teacher Trainees	
	F	%	f	%
Male	59	45.7	75	39.5
Female	70	54.3	112	58.1
No response			3	1.6
Total	129	100	190	100

Data in Table 4.2 show that 54.3% of tutors in primary teachers training colleges in Eastern Region Kenya were female compared to 45.7% who were male.

Similarly, there were more female trainees (58.1%) compared to 39.5% who were males. The results indicated that more females in tutorship and teacher trainees in primary teacher training colleges in Eastern Region in Kenya. The results imply that there has been a higher enrolment of girls in teacher training colleges in the region with most of them graduating and becoming tutors compared to their male counterparts. These findings matched those presented by Muyaka, Omuse and Malenya (2021) showing that boys were beginning to under participate in education despite their high potential. The study which was conducted in Kirinyaga and Busia countries in Kenya recommended gender interventions to ensure that both girls and boys participated equally in educational programs and academic programmes.

4.3.2 Distribution of Respondents by Age Brackets

The age of the participants was particularly important in determining the duration they have been in a station and their working experience. Tutors and teacher trainees were requested to indicate their age bracket. The data collected was summarized as seen in Table 4.3:

Table 4.3: Age Brackets of the Participants

Age	Tutors		Teacher Trainees	
	f	%	f	%
18 - 22 Years	-	-	85	44.7
23 - 27 Years	-	-	83	43.7
28 - 32 Years	-	-	11	5.8
Below 35 Years	25	19.4	-	-
33 - 37 Years	-	-	8	4.2
Above 37 Years	-	-	2	1.1
36 - 45 Years	24	18.6	2	11
46 - 55 Years	63	48.8	-	-
Above 56 Years	17	13.2	-	-
No response	-	-	1	0.5
Total	129	100	190	100

Data depicted in Table 4.3 show that 48.8% of tutors were between 46 – 55 years; 19.4% below 35 years while a mere 13.2% were above 56 years. In addition, 44.7% of the teacher trainees were between 18 – 22 years, 16% were between 23 – 27 years while 4.2% were between 33 – 37 years. In a study by Mwesigwa, Tusiime and Ssekiziyivu, (2020) among Ugandan public university staff, age is among other predictors of organizational commitment including the length of service, leadership styles, level of position and job satisfaction. Al-Haroon and Al-Qahtani (2020) established a positive correlation between organizational commitment and older age among nurses in Saudi Arabian hospitals. According

to the study, the youngest nurses were the least committed and were found to easily switch jobs and relocate compared to the older ones.

4.3.3 Distribution of Respondents as per KCSE Grade

The study sought to establish the KCSE grade of the teacher trainees who were sampled and the results are reflected on the Table 4.4. The grade is important in establishing the trainees' qualification before joining college and their ability to gain teaching skills that would make them committed employees in their future workplace.

Table 4.4 KCSE Grade of the Teacher Trainees

Grade	Frequency	%
C	157	82.6
C+	28	14.7
B-	2	1.1
B	1	0.5
B+	1	0.5
No response	1	0.5
Total	190	100.0

On KCSE grade of the teacher trainees, majority (82.6%) had C grade, the minimum entry grade for teacher training colleges. The other proportion (14.7%) had a higher grade of C+ which qualified them to join the teacher training colleges to become productive and committed teachers after completion. It was important for the colleges to admit qualified trainees because Gopinath, (2020b)

supports that self-actualization such as academic performance is a critical aspect of job commitment in future employment.

4.3.4 Tutors' Professional Qualification

Professional qualification of tutors was also a factor to consider in this study. Tutors' professional qualifications have a significant impact on their level of job commitment, career progression, involvement in decision making and the need of professional growth. According to Petrova, Koval, Tepavicharova, Zerkal, Radchenko and Bondarchuk (2020), investment in professional development among workers reflects their job commitment and enhances their job involvement in the organization. Organizational leaders prefer engaging qualified addend professionally developed employees in decision-making because of their potential and value they are likely to add to the entire firm. In order to determine whether the participants were well qualified and prepared for their respective duties it was imperative to establish their professional qualification. The study sought to establish tutors' educational levels. The results are shown in Figure 4.1.

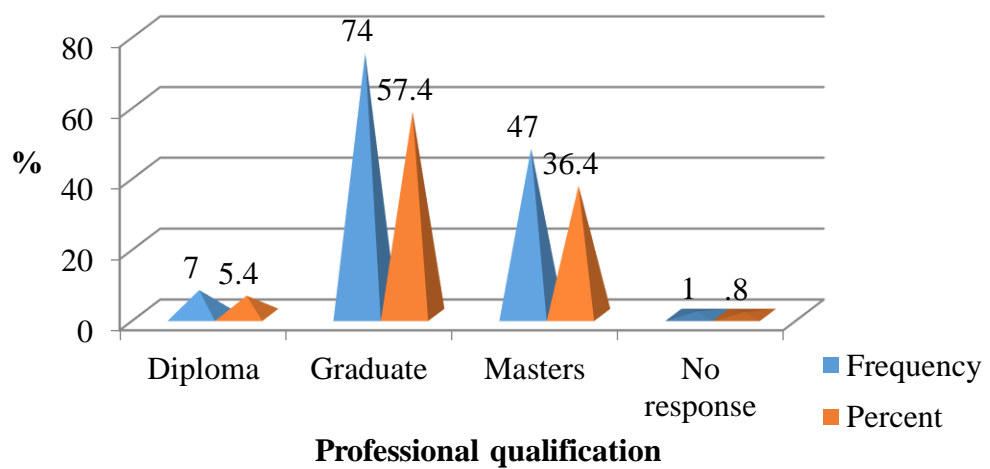


Figure 4.1: Professional Qualification of Participants

Figure 4.1 show that more than half of the tutors (57.4%) had a Bachelor degree while 36.4% were master degree holders. On the other hand, a mere 5.4% of tutors were diploma holders. Tutors’ professional qualification directly affects tutors’ levels of job commitment and their quest for professional growth in primary teachers training colleges in Eastern Region in Kenya. The findings indicated that most tutors had advanced levels of professional qualifications with very less 10% of them remaining at the diploma level. The high number of high skilled tutors reflected their high commitment levels as teacher trainers in their respective colleges (Petrova et al., 2020).

4.3.5 Length of Service as a Tutor

The study sought to find out the length of service of tutors in different teacher training colleges. Mwesigwa et al. (2020) study established that employees’ length of service at their current workstation is a significant predictor of job

commitment. Liu, He, Jiang, Ji and Zhai, (2020) established a statistically significant difference in transactional psychological contract fulfilment between long-serving employees and those who had joined the company within a year. The long-service workers indicated a stronger organizational identification and showed stronger efforts towards the company’s growth and productivity compared to their short-term serving counterparts. Tutors’ years of service would determine their teaching experience, their understanding about the influence of provision of incentives, career progression, involvement in decision making, principals’ provision of welfare services and support for professional growth on tutors’ level of commitment. Data was collected and summarized as shown in Figure 4.2.

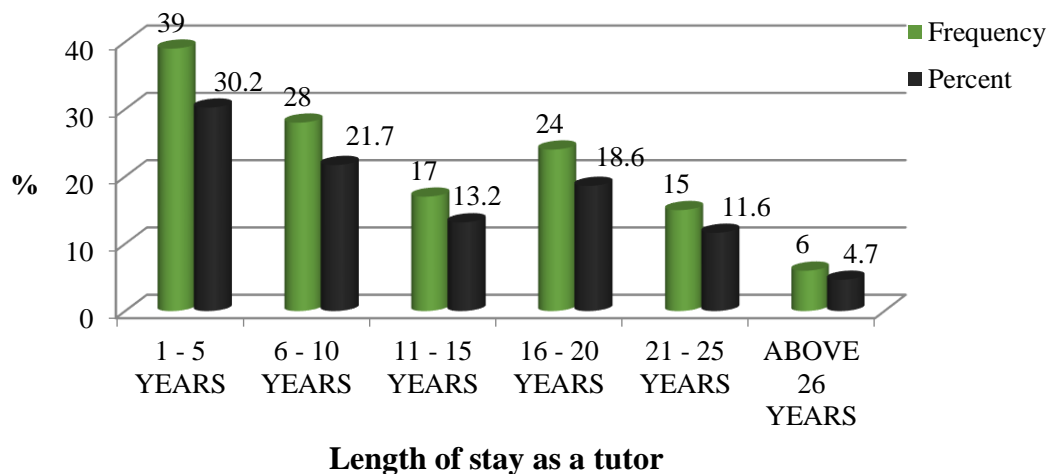


Figure 4.2: Length of Service as a Tutor

The results from Figure 4.2 indicate that tutors had been training teacher trainees in different colleges for a significant period of time. For instance, more than a quarter of them (30.2%) had served for a period of between 1 – 5 years with

4.7% serving for more than 25 years. This showed that 58.2% of the tutors had been working for more than 5 years which reflects their dedication and commitment to the career. The high tutors' experience showed by the length of service was important in identifying areas that principals should offer incentives, support for career progression, involvement in decision making, welfare services that require attention and areas that require support for professional growth among tutors.

4.3.6 Tutors' Length of Stay in the Current College

Tutors' length of stay in the college will enable them state clearly incentives in place, principals' support for career progression, level of involvement in decision making by the principals, welfare services in place and principals' support for professional growth that will entice tutors' level of job commitment in teachers' training colleges. Agus and Selvaraj, (2020) stated that there is a strong relationship between employees' intention to stay in an organization, their quality of work life and job commitment. Tutors were required to indicate the length of service they had been in the current college a reflection of their intention to stay. The following feedback was obtained as seen in Figure 4.3:

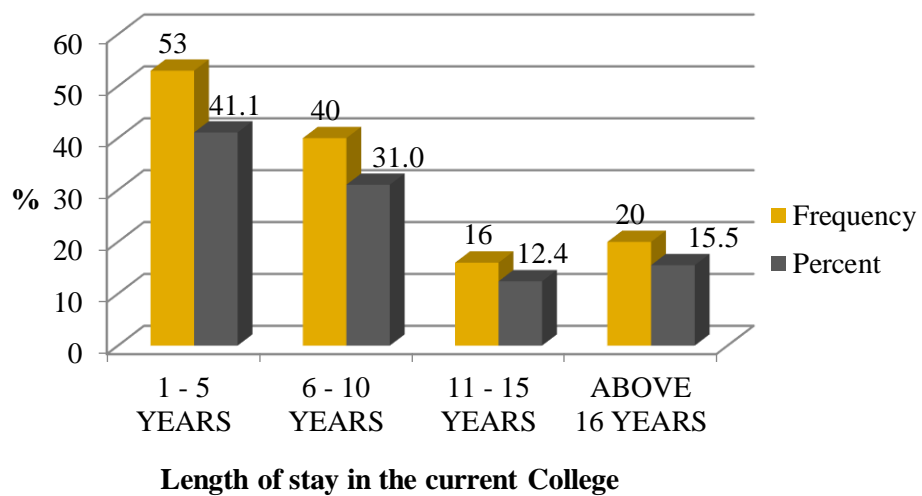


Figure 4.3: Length of Stay in the Current College

These results suggested that an overwhelming majority of Tutors (72.1%) were serving in their current colleges for a period of below 10 compared 27.9% who had stayed for a period of over 10 years which presented an opportunity for tutors to be well versed with the trends of incentives, career progression support, tutors involvement in decision making, welfare services on offer, support given on professional growth by principals which finally translated to tutors' job commitment in teacher training colleges.

4.3.7 Tutors' Weekly Teaching Load and Position in College

Weekly teaching load and position in college of tutors will determine their level of motivation, commitment and their participation in raising welfare issues that are in line with their organization. The self-determination theory indicates that the perceived organizational justice (POJ) influences employees' identification with organization and job and impacts on their job commitment and involvement

(Malhotra, Sahadev & Sharom, 2020). The three forms of POJ including distributive, interactional, and procedural determines their person-organization fit and affects their psychological need satisfaction. Tutors were requested to indicate the weekly teaching load and position in college and the following feedback was obtained as seen in Table 4.5.

Table 4.5 Tutors’ Weekly Teaching Load and Position in College

Weekly Teaching Load	Position in College			Total f (%)
	Subject Tutor f (%)	Class Tutor f (%)	Head of Department f (%)	
16 lessons and below	34 (26.3)	18 (14)	4 (3.1)	56 (43.4)
16 - 20 lessons	22 (17.1)	18 (14)	3 (2.3)	43 (33.3)
21 - 25 lessons	12 (9.3)	7 (5.4)	2 (1.6)	21 (16.2)
26 lessons and above	2 (1.6)	3 (2.3)	3 (2.3)	8 (6.2)
No response	-	-	-	1 (0.8)
Total	70 (54.3)	46 (35.7)	12 (9.3)	129 (100)

From cross tabulation, the highest number of tutors (43.4%) including 26.3% subject tutors 14% class tutors and 3.1% departmental Heads had 16 lessons and below as weekly teaching load. Only 6.2% of the tutors among them 1.6% subject tutors, 2.3% class tutors and 2.35 head of department had 26 lessons above. From these results one could easily conclude that as tutors acquired more responsibilities their weekly work load tended to decline drastically. The results reflect tutors’ job involvement within the respective colleges.

4.4. Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region

This study considered job commitment as the response variable predicted by several administrative practices. This section presents results on different measures of job commitment as predicted by the administrative practices. The study focuses on affective because of its multidimensionality in enhancing productivity and performance (Van Waeyenberg, Peccei & Decramer, 2020). Organizational commitment is crucial for helping in holding highly qualified workers, as only satisfied and committed staffs are willing to continue their warm relationship with the institution and make considerable determinations towards realizing its objectives. Peace (2014) and Mahmood Aziz, Jabbar Othman, Gardi, Ali Ahmed, Sabir, Burhan Ismael and Anwar (2021) supported this assertion by purporting that at the present time employee commitment was essential for every organization in order to have amazing performance for long term basis. Committed employees give their outstanding performance and report low absenteeism, low employee turnover and improved productivity hence employees with a strong affective commitment continue remaining and working in that particular organization at their will because they are comfortable.

Teacher trainees and tutors were requested to indicate tutors' level of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became

Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.13 and Table 4.6

Table 4.6 Tutors' Job Commitment and Administrative Practices Information

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
Tutors are punctual in attendance to their allocated tasks	32 (16.9)	11 (5.8)	146 (76.8)	1 (0.5)	190 (100)
Tutors are always available for tutorials	30 (15.7)	16 (8.4)	141 (74.2)	3 (1.6)	190 (100)
Tutors adequately avail themselves for consultation	46 (24.2)	15 (7.9)	128 (67.3)	1 (0.5)	190 (100)
Tutors are emotionally attached to teaching	37 (19.5)	30 (15.8)	121 (63.7)	2 (1.1)	190 (100)
There is clarity of presentation from my tutors	17 (8.9)	21 (11.1)	149 (78.4)	3 (1.6)	190 (100)
Tutors have excellent command of knowledge	18 (9.5)	7 (3.7)	161 (84.8)	4 (2.1)	190 (100)
My tutors are actively involved in co-curricular activities	43 (22.6)	13 (6.8)	132 (69.5)	2 (1.1)	190 (100)
My tutors serve behold their call of duty in the college	41 (21.6)	23 (12.1)	120 (63.2)	6 (3.2)	190 (100)
Tutors are actively involved in teacher trainee's mentorship	26 (13.7)	18 (9.5)	143 (75.2)	3 (1.6)	190 (100)
I consider my tutors committed to their job	17 (8.9)	11 (5.8)	161 (84.7)	1 (0.5)	190 (100)

Data captured in Table 4.6 show that majority of the teacher trainees indicated that tutors had excellent command of knowledge (84.8%) and were committed to their job (84.7%). There was clarity of presentation from tutors (78.4%) and

punctuality in attendance to their allocated tasks (76.8%). Tutors were actively involved in teacher trainees' mentorship (75.2%) and were always available for tutorials (74.2%). The results in tutors' job involvement in different activities showed their high level of commitment. Additionally, tutors were actively involved in co-curricular activities (69.5%) and adequately availed themselves for consultation (67.3%). They had emotional attachment to teaching (63.7%) and served beyond their call of duty in the college (63.2%).

Table 4.7 Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region

Statement	Disagree	Undecided	Agree	No response	Total
	f (%)	f (%)	f (%)	f (%)	f (%)
The feeling of going to college gives me immense pleasure	30 (23.3)	16 (12.4)	82 (63.5)	1 (0.8)	129 (100)
Teaching in college gives me the prestige I desire	36 (27.9)	17 (13.2)	74 (57.4)	2 (1.6)	129 (100)
Tutors prepare and make use of schemes of work effectively	7 (5.5)	12 (9.3)	106 (82.2)	4 (3.1)	129 (100)
Tutors are emotionally attached to teaching	23 (17.8)	17 (13.2)	89 (69)	-	129 (100)
Tutors prepare and update lesson notes before going to class	16 (12.4)	10 (7.8)	102 (79.1)	1 (0.8)	129 (100)
Tutors encourage each other to complete the task timely with full dedication and accuracy to increase productivity	11 (8.5)	8 (6.2)	107 (83)	3 (2.3)	129 (100)
I prepare for lesson adequately before going to class	6 (4.7)	2 (1.6)	121 (93.8)	-	129 (100)
I serve behold my call of duty in the college	6 (4.7)	8 (6.2)	114 (88.3)	1 (0.8)	129 (100)
Tutors are actively involved in teacher trainees mentorship	21 (15.5)	7 (5.4)	101 (78.3)	1 (0.8)	129 (100)
Tutors takes co-curricular activities roles without complain	20 (15.5)	14 (10.9)	95 (73.6)	-	129 (100)

From Table 4.7 an overwhelming number of tutors indicated that they were emotionally attached to teaching (93.8%), served beyond their call of duty in the college (88.3%), encouraged each other to complete the task timely with full dedication and accuracy to increase productivity (83%), prepared and made use of schemes of work effectively (82.2%), prepared and updated lesson notes before going to class (79.1%), were actively involved in teacher trainees mentorship (78.3%), took co-curricular activities roles without complain (73.6%), were emotionally attached to teaching (69%), took co-curricular activities roles without complain. These responses reflect the high levels of affective organizational commitment which according to Hidalgo-Fernández, Mero, Alcivar and Santa Cruz, (2020) is reflected through different employees' roles and activities including their cooperation and support to the organization's management.

The feeling of going to college gave tutors immense pleasure (63.5%), and teaching in college gave them the prestige they desired (57.4%). These results revealed that most of the tutors were passionate towards teaching and dedicated much of their effort and strength in developing their career and serving the teacher trainees. These results imply that tutors demonstrated high levels of job satisfaction which according to Mahmood Aziz's et al. (2021), study has a positive relation with employee commitment.

4.4.1. Comparison of Tutors' and Teachers Trainees' Responses on Tutors' Job Commitment Levels

The group statistics of the tutors and teacher trainee responses on job commitment levels were generated to establish whether the means were any different from each other. Table 4.8 presents those results

Table 4.8 Means and Standard Deviations of Tutors' and Trainees' Job Commitment Levels

	Groups	N	Mean	Std	Std. Error Mean
Job Commitment Levels	Tutors	129.00000	4.0543	.78372	.06900
	Trainee	190.00000	3.8158	.82473	.05983

From Table 4.8, there were more trainees (N=190) responding to job commitment scores compared to the tutors (N=129). The two groups have different mean responses with tutors reporting a higher mean response of 4.0543 (SD=0.78372) compared to trainees (M=3.8158, SD=0.82473). The results show different means and standard deviations between responses for the two groups. Judgement differences which cause misalignment of the feedback from evaluates and evaluators in an organization (Handoko, Narsa & Basuki, 2021) can explain

the differences in mean responses between the two groups. A similar study conducted by Buchanan, Fletcher, Hatch, Kindle, Sanford & Woods (2021) indicate that participants tend to generate different dispositional attributions when they assume the actor and observer conditions. A Levene's Test was conducted to check the equal variance assumption of the t-test (Gaur & Gaur 2006). The results are shown in Table 4.9.

Table 4.9: Levene's Test for Homogeneity of Variance

Group	Df	F value	P-value
Tutor	4	2.1416	0.07958
Trainees	124		

The assumption of t-test is that the two variable outcomes from the groups should have equal variances. Results from Table 4.9 is a Levene Test which assumes equality of variances ($F(4,124) = 2.1416, p=0.07958$) in commitment levels between tutors and teacher trainees.

Table 4.10 Independent T-Test to Compare Mean Responses on Job Commitment Levels between Tutors and Teacher Trainees.

Groups	t-value	df	p-value
Job& commitment-tutors	3.0104	256	0.002869
Job & commitment trainees			
95% confidence interval:		0.1072409 0.5129142	

The t-test results for mean equality indicate that the mean responses between tutors and trainees are significantly different at $\alpha=0.05$ ($p=0.002869$). The confidence interval does not include a zero, which confirms that the mean responses on job commitment levels between the two groups are significantly different (0.1072409, 0.5129142). The study shows that there is a 95% confidence that mean responses between the tutors and trainees differed significantly. According to Yelderman, Lawrence, Lyons and DeVault (2020), differences in attributions emerge from actors and observers' differences in knowledge of event details and assessment of the outcome. The actors tend to have more access to personal and situational information compared to the observers. This explains why tutors' mean responses are higher compared to that of the teacher trainees given that the latter are the observers and the tutors are actors.

4.5. Influence of Principals' Provision of Incentives on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya.

The first objective sought to determine the influence of the principal's provision of incentives on tutors' level of commitment in primary teachers training colleges in Eastern Region of Kenya. When sufficient incentives are given for achieving specific goals, the employee is likely to put more effort and energy into the work and afterwards the incentive will be offered to the employee as a reward for helping the institution to meet the goal. In view of this therefore, the college principals should recognize what factors can influence tutors' job commitment in order to support them enrich the commitment among them. Tutors were requested to indicate the influence of principals' provision of incentives to their level of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.11:

Table 4.11: Principals' Provision of Incentives on Tutors' Levels of Job Commitment

Statement	Disagree	Undecided	Agree	No response	Total
	f (%)	f (%)	f (%)	f (%)	f (%)
My principal gives me monetary tokens for work achievement	96 (74.4)	10 (7.8)	21 (16.3)	2 (1.6)	129 (100)
My principal gives tutors rewards during prize giving days	94 (72.8)	9 (7)	26 (20.2)	-	129 (100)
My principal gives full praise for work done	108(83.7)	4 (3.1)	17 (13.2)	-	129 (100)
My principal provides for out of college trips	80 (62)	7 (5.4)	41 (33.8)	1 (0.8)	129 (100)
Tutors get full recognition from principal for work well done	95 (73.6)	14 (10.9)	18 (13.9)	2 (1.6)	129 (100)

From the data depicted in Table 4.11, an overwhelming majority of tutors indicated that principals never gave full praise for work done (83.7%). Principals of teacher primary training colleges did not give tutors monetary tokens for work achievement (74.4%), tutors never got full recognition from principals for work well done (73.6%), principals did not give tutors rewards during prize giving days (72.8%) and principals never provided out of college trips (62%).

When no incentives are given for achieving specific goals, tutors were likely to put less effort and energy into the work and this will ultimately result into relatively low job commitment. This finding concurred with the findings of Desta (2014), who found that teachers' failure to get adequate incentive, other benefits for their additional work influenced their level of commitment at work place, and that discouraged them to put more effort on the work.

Principals of primary teacher training colleges were further requested to indicate whether they gave incentives tutors who registered good grades in a subject and to state examples of these incentives. The question elicited the following responses from the principals as indicated in Table 4.12.

Table 4.12 Incentives Given to Tutors who Register Good Grades in a Subject by Principals.

		Names of Incentives and percentages				
		Recomm endation letters f (%)	Cash and gifts f (%)	Verbal apprais als f (%)	Sponsori ng trips for tutors to areas of their interest f (%)	Total f (%)
Do you give incentives to	YES					
tutors who register good		2 (40)	1 (20)	1 (20)	1 (20)	5 (100)
grades						
Total		2 (40)	1 (20)	1 (20)	1 (20)	5 (100)

From the cross tabulation, all the principals indicated that they gave incentives to tutors who registered good grades. Forty per cent of the principals gave recommendation letters. Other incentives given included cash and gifts (20%), verbal appraisals (20%) and sponsoring trips for tutors to areas of their interest (20%). There were a limited number of incentives offered by principals to tutors for exemplary work done. These assertions from the principals tended to contradict the position taken by the tutors on incentives awarded. The disparity in responses between principals and tutors is explained by the actor-observer bias, which results from judgement differences (Handoko et al., 2021; Buchanan et al., 2021). Tutors equivocally indicated that they received no incentives nor benefits from their principals and this greatly affected their level of job commitment in the colleges. Failure to reward tutors was most likely to slow

down the efficiency of an organization, demotivate tutors, make them less innovative and eventually lower their commitment.

A Spearman’s rank correlation test was conducted to determine the existence, strength and direction of a linear relationship between provision of incentives and tutors’ levels of job commitment. This type of correlation was chosen because the data failed to meet the normality assumptions, which are required with Pearson correlation test as illustrated in the plots in Appendix V. Table 4.13, shows the correlation between provision of incentives and job commitment.

Table 4.13: Correlations between provision of incentives and job commitment

	Test static value	p-value	Cor-coeff (rho)
Output	238480	0.0001129	0.3334072

In Table 4.13, the results showed that there was a positive significant correlation between tutors’ job commitment and principals’ provision of incentives ($r=0.3334072$, $p=0.0001129$). This implies that provision of incentives by the principal’s results in increased job commitment among the tutors. These results agree with Chukwuemeka (2020), study that established a positive correlation between incentives and job commitment. El-Din (2020) study conducted to establish the relationship between incentives on job commitment among workers in public organizations in Egypt came up with the similar results.

Unlike the current study that examines both financial and non-financial incentives, the existing studies have mainly explored material incentives.

A regression analysis using ordinal logistic model was preferred because the response category (job commitment) was an ordinal measure of scale and it had a linear relationship with different predictor variables (Powers & Xie, 2008). The collinearity between all the variables in the studied data set indicated an acceptable correlation (Appendix VI). Table 4.14 shows the regression between incentives and job commitment.

Table 4.14: Ordinal Logistic Regression Model on the Influence of Principals’ Provision of Incentives on Tutors’ Job Commitment Levels

	Value	Std. error	t.value	p-value	Odd ratio	Percent age effect
Incentives	0.5875	0.2413	2.4341	0.0149	1.799	79.95
Disagree Neutral	-1.5991	0.8806	-1.8160	0.0694	0.202	-79.79
Neutral Agree	0.6224	0.7852	0.7926	0.4280	1.863	86.34
Pseudo-R2: 0.146						
Residual deviance: 151.833						
AIC: 157.833						

Results from Table 4.14 indicates that provision of incentives to tutors by principals has a significant impact on tutors’ job commitment levels (t= 2.4341, p=0.0149). There is 95% confidence that for every 1% increase in principals’ provision of incentives in teacher training colleges in Eastern region Kenya, the

odds of a tutor experiencing high job commitment level increases by 79.95% with all other administrative practices remaining constant. The value of the intercepts Disagree Neutral implies that the odds of tutors rating their job commitment levels as low is -79.79% versus rating their job commitment as medium or high. On the other hand, the odds of agreeing that they have low or medium job commitment levels is 86.34% compared to agreeing that they are highly committed to their job. This implies that without provision of incentives by principals, tutors are likely to rate their job commitment levels low. The intercept values in this model are not statistically significant which indicates that the variable incentive improves the model significantly. This is also shows that provision of incentives is a significant factor in influencing job commitment levels in this study. The results indicate that principals' investment in incentives enhances tutor's job commitment substantially (79.95%). MacLeod and Urquiola (2021) in the US best research universities, which was trying to establish why effective incentive systems are related to improved performance, confirm this through a study.

The results are also similar to a cross-sectional questionnaire study conducted among 100 medical laboratory technologists to establish the impact of existing incentive management system on employees' motivation and commitment (Al-Qathmi & Zedan 2021). The study that measured job commitment in terms of turnover rates and quality outcomes established a significant influence of incentives on job commitment within the healthcare system. The current study

which focused on an educational setting, used an ordinal logistic regression model used more measures of job commitment compared to Al-Qathmi & Zedan (2021) study which used OLS model for analysis.

After the above concrete analysis of first objective on influence of Principals' provision of incentives on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya, the researcher presents the analysis for the second objective as discussed below in section 4.6.

4.6. Influence of Principals' Support for Career Progression on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

The second objective sought to determine the influence of the principal's support for career progression on tutors' level of commitment in primary teachers training colleges in Eastern Region of Kenya. Tutors were requested to indicate the influence of principals' support for career progression on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.15.

Table 4.15: Principals' Support for Career Progression on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
My principal issues tutors with recommendation letters for promotion	35 (27.2)	19 (14.7)	74 (57.4)	1 (0.8)	129 (100)
My principal does not consider tutors who have been in college for long when there are promotion opportunities	80 (62)	23 (17.8)	24 (18.6)	2 (1.6)	129 (100)
I have stagnated in one job group for long	59 (45.8)	27 (20.9)	39 (30.2)	4 (3.1)	129 (100)
Colleges have equal opportunity policies on promotion	29 (30.2)	3 (2.3)	83 (64.4)	4 (3.1)	129 (100)
Tutors work for long before getting substantive appointment by TSC	23 (17.9)	12 (9.3)	91 (70.6)	3 (2.3)	129 (100)

From Table 4.15, a substantial number of principals of primary teacher training colleges (57.4%) issued tutors with recommendation letters for promotion compared to 27.2% who did not. These results suggested that there was a substantial number of primary teacher training colleges in Eastern Region where principals gave tutors recommendation letters for promotion. Despite this achievement, there were, a relatively smaller number of principals who were not issuing tutors with recommendation letters and this was more likely to derail

them from attending interviews or emerging successful in the TSC interviews. Further, 62% of principals did not consider tutors who had been in college for long when they were promotion opportunities.

This finding suggested that principals were unmoved with tutors' length of stay in a college and could not intervene on their behalf for consideration by TSC for promotion. This could be attributed to TSC interviews which were being conducted in a transparent and open and fair manner and principals had very little role in influencing the outcome other than to give recommendation letters.

Further, 45.8% of tutors indicated that they had stagnated in one job group for long compared to 30.2% who stated otherwise. According to Ngaruiya, Muchanje and Odundo (2015), failure to support career progression results in tutor dissatisfaction and attrition. From the results of the current study where the approval of tutors in primary teacher training colleges was below the half mark of 50%. Further pointed on the need to streamline the marking scheme so that the length of stay in a college could be incorporated and given a higher rating in the interview scheme and marks awarded against the number of years a tutor had stayed in a college or had served as a tutor to avoid further stagnation in one job group. This finding resonated with the findings of TSC, 2009; Chung-Chieh and Chen, 2013; Korb and Arkitude, 2013; and Kamau, 2012) who established that the long stay of employees in the same job group led to development of undesirable attitude towards their job thereby affecting the

employee commitment towards work. This finally resulted to absenteeism, strikes, transfer, truancy and lateness, which are signs of tutors' low job commitment.

Majority of the tutors (64.4%) indicated that colleges had equal opportunity policies on promotion compared to 30.2% who indicated differently. Equal opportunities on promotion to tutors will impact on salary, power, responsibility and the ability to influence the entire organizational decision-making process. This will raise the financial and self-esteem status of the tutor. Finally, an overwhelming majority of tutors (70.6%) indicated that tutors work for long before getting substantive appointment by TSC compared to 17.9% who thought differently. This aspect of tutors working for a lengthy period without being promoted was more likely to lead to the development of undesirable attitude by tutors towards their job thereby affecting their commitment towards work as observed in a study conducted by Chung-Chieh and Chen (2013).

Tutors were further required to indicate if they had ever been invited for interviews for promotion and the question yielded the responses as summarized in Figure 4.4.

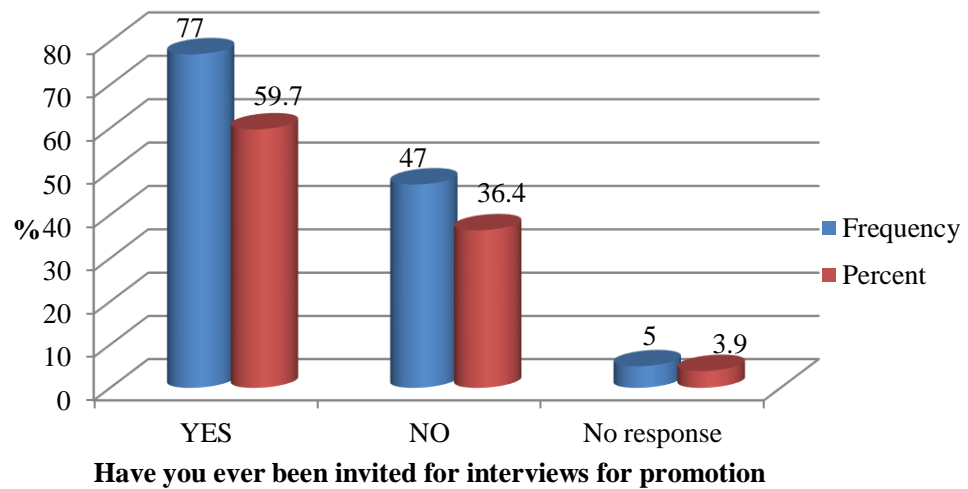


Figure 4.4: Tutors’ Response on Invitations for an Interview for Promotion

Data obtained indicated that 59.7% of the tutors had been invited for interviews on promotion compared to 36.4% tutors who had not been interviewed for the same. From the cross tabulation, the responses were obtained based on invitation for interviews for promotion based on gender, professional qualifications and duration as a tutor as summarized in Table 4.11. Rinny, Purba and Handiman (2020) examined the importance of promotion among academicians, a case study of Tamil Nadul Universities and established that job promotion as among variables that positively influence job satisfaction and employee commitment. This study showed that there was need for principals in the teacher training colleges in the region to advocate for promotion of tutors.

Table 4.16: Tutors' Response on Invitations for Interviews for Promotion Based on Gender, Professional Qualifications and Duration as a Tutor.

		Invited for interviews		
		Yes f	No f	Total F
Gender	Male	37	20	57
	Female	40	27	67
	No response-		-	5
	Total	77	47	129
Professional qualification	Diploma	1	6	7
	Graduate	42	28	70
	Masters	33	14	47
	No response-		-	5
	Total	77	47	129
Duration as a tutor	1 - 5 Years	13	25	38
	6 - 10 Years	13	14	27
	11 - 15 Years	11	5	16
	16 - 20 Years	21	2	23
	21 - 25 Years	14	0	14
	Above 26 Years	5	1	6
	No response	-	-	5
	Total	77	47	129

Data postulated in Table 4.16 shows that the larger number of tutors being invited for the interviews for promotions were female (40), graduates (42)

followed closely with tutors with masters as professional qualifications (33) and had served for a duration of between 16 – 20 years as tutors (21). Tutors who had served for duration of 21 – 25 years also were being invited for interviews for promotion. In summary the higher the duration a tutor had served the higher the chances for the tutor to receive invitation for the interview for promotion. The results show that tutors had to invest more in education and gain a significant experience for them to get promoted. Gopinath, R. (2020b) stated that educational institutions have a highly competitive environment which demands high level of human development among employees.

4.6.1. Factors Considered for Promotion to the Next Job Group

Teacher appraisal systems continue to be a subject of increasing concern in Kenya and other African countries given the increasing inconsistencies in teacher development and downward trends in quality of teaching (Philip, 2020). The Teacher Performance Appraisal Development (TPAD) raises several credibility issues given the poor-quality education. As a result, the Teachers' Service Commission (TSC) is yet to adopt an individualized teacher feedback. Similarly, tutors require a tutor feedback model on tutor appraisal to ensure all issues they face are addressed. This model will be achieved by allowing tutors to give their opinions to different appraisal issues including promotion. In this study, tutors were required to indicate factors that were being considered for promotion to the next job group and the question yielded the following responses as indicated in Table 4.17.

Table 4.17 Tutors' responses on Factors Considered for Promotion to the Next Job Group

Factors considered for promotion to the next		
job group	Frequency	Per cent
Available vacancies	6	4.7
Length of service in the current job group	47	36.4
How active the tutor is in the delivery of service in the college	5	3.9
Mean grade of the college and academic performance of the college	25	19.4
Professional and academic qualifications	8	6.2
Filling of TPAD	8	6.2
The panel carrying out the interview	2	1.6
Performance, commitment and scholarly work	2	1.6
Good leadership exhibited by the tutors	1	.8
No response	25	19.4
Total	129	100.0

From Table 4.17, 36.4% of the tutors suggested length of service a tutor had served in the current job group to be considered in the TPAD tool. They also agreed with TSC guidelines that the college mean grade and academic performance (19.4%) were important for promotion to the next job group. These findings resonated with the findings of Kamau (2012) and Gopinath (2020a) who tested factors that influenced organizational commitment of employees. This study indicated that education, duration of service and stagnation in the

same job category were significant predictors of job commitment. Other minor factors considered included professional and academic qualifications of the tutors (6.2%), filling of Teachers Performance Appraisal and Development (6.2%), available vacancies (4.7%) and how active the tutor was in delivery of services in the college (3.9%), the panel carrying out the interview (1.6%), performance, commitment and scholarly work of the tutor (1.6%) and good leadership exhibited by the tutors (0.8%).

From the interviews conducted, principals were required to state if they wrote recommendation letters for promotion that aided tutors in their career progression and the factors they considered when issuing these recommendation letters and the question had findings as reflected in Table 4.18:

Table 4.18 Recommendation Letters Issued to Aid Tutors in Career Progression

		Factors to be considered				
		The best grade or class that produces the best results	performance in co-curricular activities, community Service, performance contracting	performance in appraisal reports	Commitment to duty with minimum supervision	Total
		f (%)	f (%)	f (%)	f (%)	f (%)
Recommendation letters for promotion	YES	2 (40)	1 (20)	1 (20)	1 (20)	5 (100)
Total		2 (40)	1 (20)	1 (20)	1 (20)	5 (100)

Table 4.18 show that all the principals issued out recommendation letters to tutors in order to aid them in career progression. Among the key factors that they considered included: the best grade or class that produced the best results (40%), performance in co-curricular activities, community service and performance contracting (20%), performance in appraisal reports (20%) and commitment to duty with minimum supervision (20%). These findings resonated with the findings by Kowido (2013), who established that factors like: availability of training and development, good working conditions, promotions, proper benefits and job security, created commitment to employees in the organization.

Principals were required to indicate whether they recommended tutors for study leaves for career development and whether the recommendations led to improvement in tutors' level of job commitment. The question elicited the following responses as summarized in Table 4.19 below.

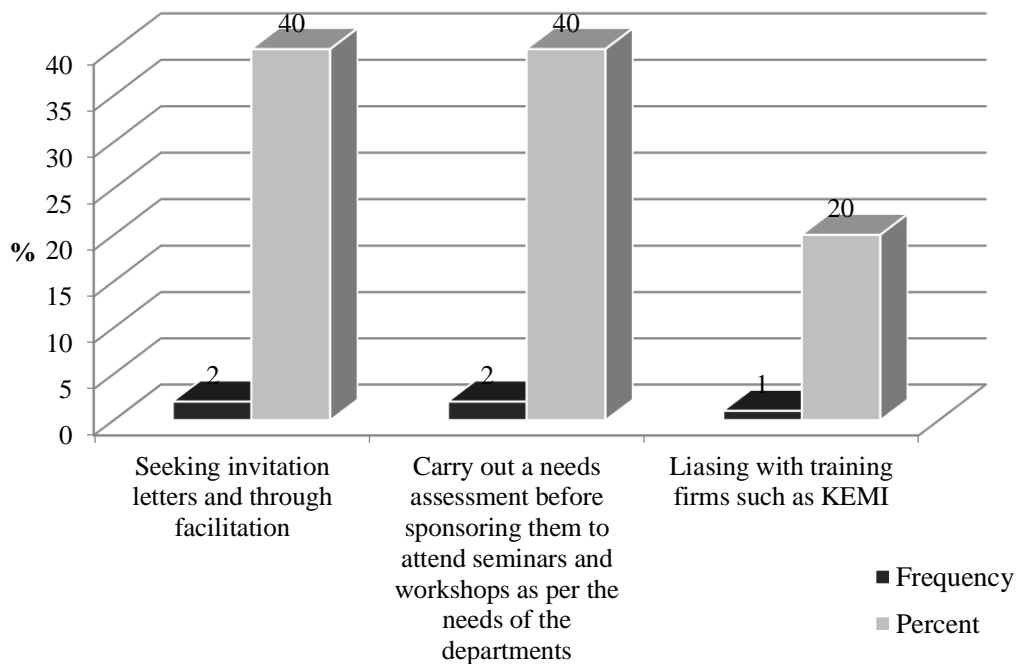
Table 4.19 Recommendation for Study Leaves and the Level of Improvement in Tutors' Level of Job Commitment

Do you recommend tutors to get study leaves for career development * How has it led to the improvement in tutor's level of job commitment Cross tabulation					
		How has it led to the improvement in tutor's level of job commitment			
		Has encouraged tutors to further their education and be proficient in their subject areas f (%)	After the study leave, they do not want to miss any lesson f (%)	Encouraging them to progress career wise and seek for promotions f (%)	Total f (%)
Do you recommend tutors to get study leaves for career development	YES	2 (40)	1 (20)	2 (40)	5 (100)
Total		2 (40)	1 (20)	2 (40)	5 (100)

Data captured in Table 4.19 show that all principals recommended tutors for study leaves for career development. Principals noted that the recommendation for study leaves had led tutors to further their education and be proficient in their subject areas (40%), after the study leave, tutors do not want to miss any

lesson (20%) and it encouraged tutors to progress career wise and seek for promotions.

Principals were also required to indicate how their offices organized staff to attend workshops and seminars and the following feedback was obtained.



Role of principals' office for tutors to attend workshops and seminars

Figure 4.5 Principals' Role for Staff to attend Workshops and Seminars

Data postulated in Figure 4.5 show that principals' office organize staff by seeking invitation letters and facilitating staff to attend workshops and seminars (40%), principals carry out a needs assessment before sponsoring tutors to seminars and workshops to meet the needs of the departments (40%) and liaised with training firms such as KEMI to conduct trainings in the colleges (20%). Principals were further required to indicate other methods that could be used to

appraise tutors fairly and objectively in support of their career progression as summarized in Table 4.20.

Table 4.20: Other Methods used to Appraise Tutors fairly and objectively in Support of Tutors’ Career Progression

Other methods used to appraise tutors fairly and objectively	F	%
Sponsoring tutors to attend seminars and workshops	1	20
Using predetermined tools such as targets agreed upon by both parties	1	20
Provision of incentives and by increasing capacity of the tutor through seminars and workshops	1	20
Performance in co-curricular activities, attending in-service training and community development activities	1	20
No response	1	20
Total	5	100

From Table 4.20, principals indicated that they sponsored tutors to attend seminars and workshops, they used predetermined tools such as targets agreed upon by both parties, provided incentives by increasing capacity of the tutor through seminars and workshops and they gauged the performance of tutors in co-curricular activities, attending in-service training and community development activities.

A correlation test was conducted to determine the existence of strength and direction of a linear relationship between principal's support for career progression and tutors' levels of job commitment.

Table 4.21: Correlations between Career Progression and Job Commitment

	Test static value	p-value	Cor-coeff (rho)
Output	281851	0.01578	0.2121782

The results showed that correlation is positive ($r=0.21$) and significant ($p=0.01578$) implying that as support for career progression by the principal's increased, job commitment increased as well. Delbari, Rajaipour and Abedini (2020), supports that there is a meaningful positive relationship between career development and job commitment. Contrary, Karami, Farokhzadian and Foroughameri (2017), study found no statistically significant correlation between professional competency and organizational commitment among nurses at the University of Medical Sciences in Southeast of Iran. Regression analysis results on the influence of career progression support on job commitment levels of tutors using an ordinal logistic model are shown in Table 4.22.

Table 4.22: Ordinal Logistic Regression Model on the Influence of Principals' Support towards Career Progression on Tutors' Job Commitment Levels

	Value	Std. Error	t-value	p-value	Odd ratio	Percentage effect
Progression	0.5380	0.2618	2.0544	0.0399	1.713	71.25
Disagree Neutral	-1.7923	0.9243	-1.9390	0.0525	0.1666	-83.34
Neutral Agree	0.4095	0.8294	0.4937	0.6215	1.5061	50.61
Pseudo-R2: 0.057						
Residual deviance: 153.745						
AIC: 159.745						

The hypothesis that supports towards career progression by principals has no influence on tutors' job commitment levels is rejected at 5% level of significance ($p=0.0399$). We report with 95% confidence that for, a 1% increase in support in career progression by principals in teacher trainee colleges found in Eastern region of Kenya, the odds of tutors' job commitment increase by approximately 71% without considering all other administrative factors. When principals fail to support tutors' career progression, the odds of tutors reporting low or medium job commitment levels is about 50% higher compared to them reporting high commitment levels. This implies that by supporting career progression, principals promote low absenteeism, high punctuality, low turnover, and low truancy. According to the current study, support in career progression encourages tutors to be friendlier to the institutions and increase their skill levels. Simiyu and Mbithi (2019) interviewed the Masinde Muliro University management staff, teaching and non-teaching staff and conducted a multiple regression model to establish the relationship between career

development and employee commitment. The dual found out that that increasing career development among the university staff by introducing job training opportunities enhanced development of skills, increased interest in job among the staff and made them more committed to deliver on their job. In a similar study investigating the effect of career support on career commitment among 213 full-time healthcare workers using correlation analysis and cross-tabulation showed that supervisory career support enhances workplace wellbeing and improves job commitment among workers (Xu, Li & Wang 2021). The study was based on the theory of career motivation, which is similar to Alderfers' ERG theory of motivation used in this study. Having discussed the analysis of how Principals' Support for Career Progression influences Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya, the third objective was discussed below on section 4.7.

4.7 Influence of tutors' Involvement in Decision Making by Principals on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

The third objective sought to determine the influence of tutors' involvement in decision making by the principal on tutors' level of commitment in primary teachers training colleges in Eastern Region of Kenya. A survey conducted among 712 managerial employees in public sector in India showed that organizations that allowed employees to actively participate in decision making by taking their opinions on different issues increased employees' attachment and identification with the organization and consequently enhanced their level of job commitment (Kumar & Saha 2017). Tutors were requested to indicate the

influence of tutors' involvement in decision making by principals on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.23.

Table 4.23: Tutors' Involvement in Decision Making by Principals on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
Tutors participate in selection of syllabus and training materials	54 (41.9)	16 (12.4)	58 (44.9)	1 (0.8)	129 (100)
My principal initiate tutors to discuss on various academic issues	15 (11.7)	11 (8.5)	102 (79)	1 (0.8)	129 (100)
My principal invites tutors to participate in budget making process.	67 (52)	18 (14)	42 (32.6)	2 (1.6)	129 (100)
Tutors participate in setting subject grade target	12 (9.3)	1 (0.8)	114 (88.4)	2 (1.6)	129 (100)
Tutors participate in determining the class size	79 (61.2)	15 (11.6)	35 (27.2)	-	129 (100)

Table 4.23 indicated that 44.9% tutors participate in selection of syllabus and training materials compared to 41.9% who thought otherwise. Tutors across the colleges were evenly divided on their participation in selection of syllabus and training materials further indicating that their involvement in decision making on selection of syllabus and training materials was not being observed at college but at ministerial level. Majority of the tutors (79%) noted that the principals initiate tutors to discuss on various academic issues. Further, 52% of the tutors noted that principals do not invite them to participate in budget making process compared to 32.6% who indicated otherwise. It was apparent in many primary teacher training colleges that budget making process was only a preserve of a few and tutors at all levels were not involved in the process. A staggering 88.4% of tutors indicated that they participated in setting subject grade target compared to a mere 9.3% who stated differently. Principals of many primary teacher training colleges heavily relied on tutors in grade target setting for it overwhelmingly touches on every trainee and tutors at different subject levels.

Finally, 61.2% of tutors did not participate in determining the class size and hence this decision was heavily left at the discretion of the principals and school administration. Failure to involve tutors in decision making on matters touching on budget making process and determination of class size was most likely to affect the level of tutors' commitment, morale, support and effectiveness in the work place because when workers perceive that their suggestions and recommendations were not valued and implemented or put into practice, they

feel demotivated to strive towards doing more next time as observed by Management Study Guide, (2016).

Teacher trainees were required to indicate the adequacy of teaching and learning materials in the teacher training colleges and the question elicited the following feedback as summarized in Figure 4.4.

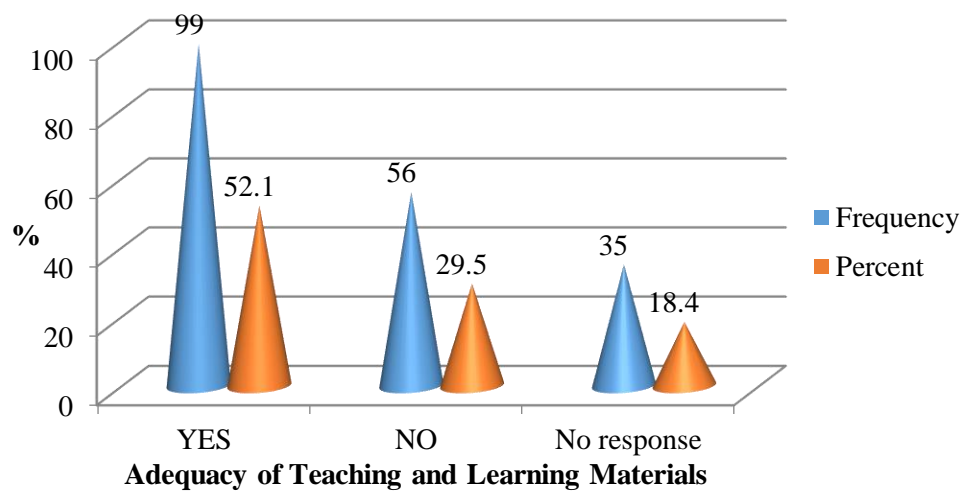


Figure 4.6: Adequacy of Teaching and Learning Materials

Data postulated in Figure 4.6 show that more than half of the teacher trainees (52.1%) indicated that teacher training had adequate teaching and learning materials compared to 29.5% who thought otherwise. This fair approval of availability of teaching and learning materials required further attention to ensure that teacher trainees have adequate resources for reference especially when issued with assignments by their tutors. This will finally translate to increased level of contentment in tutors' career among leading to improvement in the level of job commitment. Further, the researcher was interested in

establishing the specific areas where there was adequacy of teaching and learning materials and the question elicited the following responses as indicated in Table 4.24.

Table 4.24 Explanation to Adequacy of Teaching and Learning Materials

Explanation	f	%
There are always reference materials provided when necessary	43	22.6
Most are accessible from the library	7	3.7
Materials are inadequate especially revision materials	43	22.6
Not in all subjects such as Art and Craft learning materials are inadequate	1	0.5
There are no enough braille materials	1	0.5
Teacher trainees were expected to buy teaching practice materials such as ink and fabric	2	1.1
No response	93	49.5
Total	190	100.0

From Table 4.24 22.6% of the teacher trainees indicated that there were always reference materials provided when necessary. The teaching and learning materials were accessible from the library (3.7%). Some teacher trainees noted that materials were inadequate especially revision materials (22.6%). A relatively small number of teacher trainees noted that they were expected to buy teaching practice materials such as ink and fabric, braille materials which were inadequate and teaching and learning materials were also inadequate especially in Art and Craft subjects. From the interviews, principals were required to

indicate how their offices involved tutors to participate in decision making and the following feedback was generated as postulated in Figure 4.7.

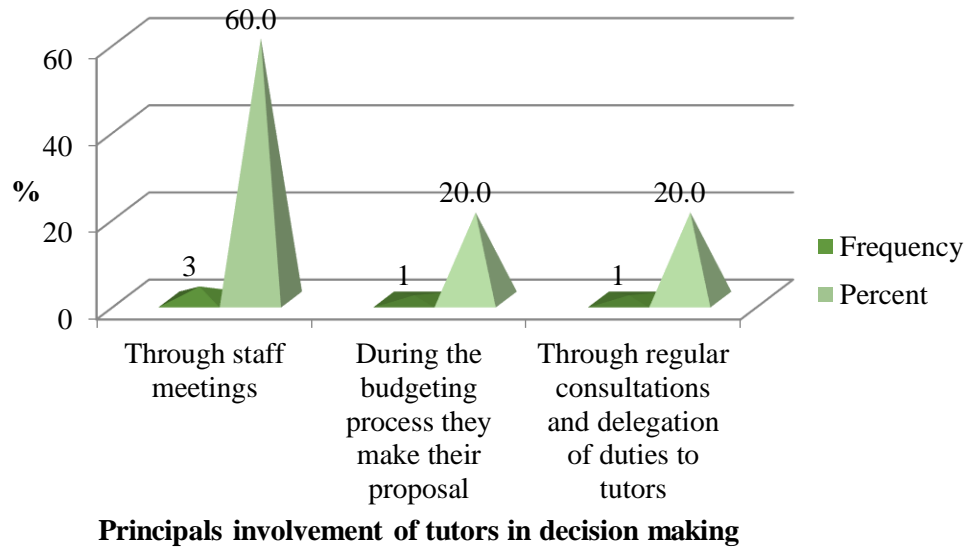


Figure 4.7 Principals’ Involvement of Tutors in Decision Making

Data captured in Figure 4.7 show that majority of the principals involved tutors in decision making through staff meetings (60%), during the budgeting process where tutors make their proposals (20%) and through regular consultations and delegations of duties to tutors (20%). Disparities between the positions taken by the principals and the tutors on the level of involvement on decision making process on the budgeting could be attributed to the fact that tutors were involved in the process through their heads of departments and subject heads in the proposals presented via the departments.

Principals were further required to state whether they considered the ideas or suggestions of tutors while making a decision and to what extent it influenced

their tutors' level of job commitment and the question yielded the following response.

Table 4.25: Extent to which Principals Considered Tutors' Ideas in Decision Making

Do you consider the ideas or suggestions of tutors while making a decision? *					
		To what extent Cross tabulation			
		To what extent			
		They feel part of the system by considering their input	They participate in what that concerns them and their students	It motivates them and makes them own the policies formulated	Total
		f (%)	f (%)	f (%)	f (%)
Do you consider	Yes				
the ideas or suggestions of tutors while making a decision?		3 (60)	1 (20)	1 (20)	5 (100)
Total		3 (60)	1 (20)	1 (20)	5 (100)

From the cross tabulation, all the principals considered the ideas or suggestions of tutors while making decisions to the extent the tutors felt part of the system when their input was considered (60%), tutors participated on matters that concerned them and their students (20%) and they were involved in decision making that motivated tutors and made them feel they owned the policies formulated (20%). Through shared decision making method, educators take advantage to learn from one another's skills and enrich their teaching effectiveness by giving profitable suggestions, advices and right feedbacks to each

other because tutors who play part in decision-making are expected to make genuine efforts to implement them (Saha and Kumar, 2017). These findings seem to resonate with the findings of Turner, 2019; Simiyu, et al., (2019); Khezerloo, Hassani and Alishhi, (2016) who found that employee decision making rational had a positive influence on workers' job commitment and organizational performance.

A correlation test was conducted to determine the existence of strength and direction of a linear relationship between decision making and tutors' levels of job commitment. The results are in Table 4.26.

Table 4.26. Correlations between involvement in decision making by tutors and job commitment

	Test static value	p-value	Cor-coeff (rho)
Output	283541	0.01832	0.2074541

There was a significant positive correlation between tutors' involvement in decision-making and their level of job commitment ($r=0.2074541$, $p=0.01832$). This implied that the more principals involved tutors' in decision making the more they became committed to their work. Gopinath (2020a) and Gopinath (2020b) are convinced that involving employees in decision making makes them feel part of the organization and enhances their job satisfaction and consequently job commitment. Tortorella, Miorando, Caiado, Nascimento and Portioli Staudacher (2021) supports that giving employee a role in decision

making heightens their job commitment levels and makes them responsible towards the organizational goals.

An ordinal logistic regression model was conducted to investigate the extent to which decision making by tutors enhanced their job commitment levels. Results are shown in Table 4.27.

Table 4.27: Ordinal Logistic Regression Model on the Influence of Principals' Involvement of Tutors in Decision Making on Job Commitment

	Value	Std. error	t.value	p-value	Odds ratio	Percentage effect
Decision	0.6204	0.2591	2.3943	0.0167	1.8597	85.98
Disagree Neutral	-1.6214	0.8819	-1.8385	0.0660	0.1976	-80.24
Neutral Agree	0.6031	0.7897	0.7636	0.4451	1.8278	82.78
Pseudo-R2: 0.098						
Residual deviance: 152.0946						
AIC: 158.0946						

From the findings on Table 4.27, there is a 95% confidence in reporting that 1% increase in tutors' involvement in decision making increases the odds of job commitment levels by approximately 86%. The effect of tutors' participation in decision when all other administrative factors are not considered is significantly different from zero ($p=0.0167$). This implies that when tutors are involved in making decisions pertaining target setting, school budget, and selecting training materials, they are likely to become more committed in their job almost 86%. Also, when not involved in decision making, the tutors are 82.78% more likely

to report low or medium job commitment levels compared to reporting high. The model intercept is not-significant an indication that setting the variable decision zero, the model is not significant. Therefore, tutors' role in decision making plays a significant role in improving their level of job commitment. Several studies in different fields have established a similar relationship between decision making and job commitment among employees. For instance, Mohsen and Sharif (2020) found a positive impact of participation in decision making among 128 Afghanistan bank workers using multiple regression model on job commitment. Another study involving 1741 employees from selected public organizations in Anambra State in Niger, agreed with the findings of the current study by supporting that employee participation and engagement in organizations' decisions has a positive significant effect on self-motivation and job commitment (Chukuemeka 2020). The two studies used multiple regression technique to analyse the data while on this study both Ordinal logistic regression and correlation coefficient were employed. Ordinal logistic regression established the statistical significance at 5% significant level while the Spearman rank correlation coefficient established the relationship between tutors' involvement in decision making by principals on tutors' job commitment. The researcher further analysed the data on Tutors' Involvement in Decision Making by Principals on their levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya below on section 4.8.

4.8. Influence of Principals' Provision of Welfare Services on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

The fourth objective sought to analyse the influence of the principal's provision of welfare services on tutors' level of commitment in primary teachers training colleges in in Eastern Region of Kenya. Employee welfare facilities help significantly in increasing the job commitment, confidence and intellectual level of an employee in an institution. Provision of welfare facilities will ultimately increase employee productivity in the workstation resulting to improved motivation making the employee to be challenged to take on more challenging tasks and duties. Tutors were requested to indicate the influence of principals' provision of welfare services on tutors' levels of job commitment in primary teachers training colleges. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.28:

Table 4.28: Principals' Provision of Welfare Services on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
My principal provides free meals	113 (87.6)	5 (3.9)	10 (7.8)	1 (0.8)	129 (100)
Provides free transportation to and from college	113 (87.6)	5 (3.9)	10 (7.8)	1 (0.8)	129 (100)
Staff houses are provided to tutors	44 (34.1)	12 (9.3)	46 (51.1)	7 (5.4)	129 (100)
Principal welcome questioning by tutors on matters related to staff affairs	35 (27.1)	16 (12.4)	75 (58.1)	3 (2.3)	129 (100)
There is a strong welfare-group in college such as for visiting sick	14 (10.8)	10 (7.8)	96 (74.5)	9 (7.0)	129 (100)

Data depicted in Table 4.28 show that an overwhelming majority of the tutors (87.6%) indicated that principals did not provide free meals. Failure to offer free meals such as tea and snacks in the colleges was most likely to consume Tutors' working hours as they take breaks to visit restaurants and Kiosks in the colleges in search of decent meals and drinks. Further, the study noted that 87.6% of the principals do not provide free transportation to and from college. This was most

likely to encourage tutors to seek alternative means of transport to and from the colleges.

Additionally, 51.1% of tutors indicated that staff houses were provided to tutors in the primary teacher training colleges compared to 34.1% who indicated otherwise. The issue of adequacy in staff houses remains a challenge in several primary teacher training colleges and required urgent redress in order to boost tutors' job commitment and especially for the newly recruited tutors who did not own houses. Failure for primary teacher training colleges to offer tutors with free meals and adequate housing was more likely to lower tutors' work output in the colleges as more time will be utilized in search of these facilities elsewhere. Further, 58.1% of tutors noted that principals welcomed questioning by tutors on matters related to staff affairs. This offers an opportunity to tutors to present their welfare issues that required urgent redress by the college administration via the principals compared to 27.1% who indicated otherwise. This also shows there is room for improvement in several colleges where the tutors noted that the principals did not welcome questioning.

Finally, a staggering 74.5% of the tutors noted that there was a strong welfare-group in college such as for visiting sick. This group was most likely to champion tutors' welfare issues with the college administrations thus boosting their level of commitment in the colleges. These findings tend to concur with the findings of Tiwari (2014) study who found out that the various welfare measures made available by the employer will have instant impact on the health,

physical and mental efficiency, vigilance, morale, commitment and overall efficiency to the member of staff thus contributing to the higher output. These findings were also in line with the Shaleen (2020), who stated that improvement of employee job commitment, morale and spirit could be done by addressing the issues of morale. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving performance and thus reducing employee turnover. Employee welfare measures relate to certain additional activities which may be provided by an organization like housing facilities, medical facilities, recreational facilities, cultural facilities libraries, gyms and health clubs among others.

Principals from the interviews conducted with the researcher were also required to indicate whether they were concerned with the interest and welfare of the tutors while making decisions and the extent it promoted tutors' level of job commitment. A question was posed and the principals reiterated the following as summarized in Table 4.29.

Table 4.29 Principals Concern for Tutors Welfare and their Level of Job Commitment

According to your judgment are you concerned with the interest and welfare of the tutors whole making decisions * Explain how and to what extent Cross tabulation						
		Explain how and to what extent				
		They are concerned with their health and health of their family members	By encouraging tutors to volunteer in carrying out tasks and by considering their workable suggestions	Boosts their morale and makes them work with minimum supervision	No response	Total
Are principals concerned with	YES	1 (20)	1 (20)	1 (20)		3 (60)
the interest and welfare of the						
tutors while making decisions						
No response		-	-	-	-	2 (20)
Total		1 (20)	1 (20)	1 (20)	2 (40)	5 (100)

Data shown in Table 4.29, show that principals (60%) were concerned with the interest and welfare of the tutors while making decisions to the extent they were concerned with their health and health of their family members (20%), principals encouraged tutors to volunteer in carrying out tasks and by considered their workable suggestions (20%) and principals boosted tutors' morale and made them work with minimum supervision (20%). These findings concurred with Shaleen, (2020) who stated that improvement of employee job commitment, morale and spirit could be done by addressing the issues of morale. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving performance and thus reducing employee turnover.

4.8.1 Importance of Tutors Housing towards Tutors' Job Commitment

Fallahi and Mehrad (2015) study shows that housing as one of the societal challenges today has become core in influencing people's quality of life and satisfaction. Colleges and universities are at the forefront to adopt workforce housing development objects and ensure that their employees can afford to live near their workplaces and have adequate time for job-related activities (Arnold 2020). Tutors' housing in a particular teacher training college was found to have an influence on tutors' level of job commitment towards work. Therefore, the study was to establish whether housing was a contributing factor to tutors' level of commitment at work as part of their welfare services. The results were then tabulated as shown in Table 4.30.

Table 4.30. Tutors' Housing

Where you are housed	Frequency	Percent
College house	29	22.5
Own house	56	43.4
Rental house	43	33.3
No response	1	0.8
Total	129	100.0

From Table 4.30, a 43.4% of the tutors owned their house, 33.3% were in rental house while 22.5% were in college house. This represented a small number of tutors who were operating in college houses and especially for tutors who were recently recruited and required accommodation in order to improve their level of commitment in the primary teacher training colleges in the Eastern Region. There was need for the college principals to invest more on housing in order to cater for tutors who were operating on rental houses. A correlation test was conducted to determine the existence of strength and direction of a linear relationship between provision of welfare services and tutors' levels of job commitment.

Table 4.31 Correlations between provision of welfare services and job commitment

	Test static value	p-value	Cor-coeff (rho)
Output	231884	4.336e-05	0.3518436

There was a positive and significant relationship between provision of welfare services by principals and the job commitment levels among tutors ($r=0.3518436$, $p=4.336e-05$). The results implied that as provision of welfare services by the principals' increased, the tutors' level of job commitment increased as well. A study by Park (2020) showed that social welfare provision positively influenced perceptions of employees towards their organizations and enhanced their organizational commitment. The effect of welfare services' provision by principals on tutors' level of job commitment was investigated by the use of an ordinal logistic regression model. Table 4.32 shows the results.

Table 4.32: Ordinal Logistic Regression Model on the Influence of Provision of Welfare Services on Job Commitment Levels

	Value	Std.error	t.value	p-value	Odds ratio	Percentage effect
Welfare services	0.7974	0.2910	2.7401	0.0061	2.220	121.98
Disagree Neutral	-1.0230	0.9828	-1.0410	0.2979	0.360	-64.05
Neutral Agree	1.2142	0.9027	1.3451	0.1786	3.368	236.76
Pseudo-R2: 0.186						
Residual deviance: 149.7794						
AIC: 155.7794						

The hypothesis that providing welfare services to tutors does not influence their job commitment levels is rejected at 5% level of significant concluding that welfare provision is a significant predictor of job commitment among tutors in the selected teacher trainee colleges ($p=0.0061$). The welfare coefficient value indicates that for every 1% increase in welfare services provided by principals to the tutors, the latter's job commitment levels increased by 121.98%, all other

factors held constant. This indicates that welfare services in the selected teacher trainee colleges have a huge influence in job commitment levels. This is also reflected by the intercept value Neutral /Agree which shows that tutors' odds of reporting low or medium job commitment levels when denied welfare services by the principals are 3.368 more than reporting high level of job commitment. The high odds in this model imply that welfare services have a huge impact in influencing the level of job commitment among the tutors. The results of the current study are similar to those of Jaworski, Ravichandran, Karpinski and Singh (2018) ,study which established a significant effect of employee benefits and incentives on job commitment among part-time hotel workers. These findings are also supported by Paais and Pattiruhu (2020), study which investigated the effect of motivation, leadership, and organizational culture on job satisfaction and employee performance in Indonesia. The study revealed that different motivational factors including welfare services are critical in improving job commitment among employees. Another study by Mihardjo, Jermisittiparsert, Ahmed, Chankoson and Hussain (2020) added that human capital practices, provision of rewards and welfare services included influenced commitment of employees at Takaful industry in Southeast Asia. Conversely, Su & Swanson (2019) was more concerned with the impact of organizations' implementation of corporate social responsibility on employees' wellbeing and engagement in green behaviour. Though the study examines the effect of welfare services on employee's commitment to work, it is specific towards

employees' commitment to green activities and the social welfare implementation by organizations.

4.9. Influence of Principals' Support for Professional Growth on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

The fifth objective sought to determine the influence of the principal's support for professional growth on tutors' level of commitment in primary teachers training colleges in Eastern Region of Kenya. Continuance employee support from the administration of an organization always resulted in increased tenure, satisfactory support with the administrator, limited turnover, reduced training costs and easy realization of institutional objectives and reduced opposition within the school. Lack of support resulted in employees' absenteeism and professional misconduct that distract employees' duties. Tutors were requested to indicate the influence of principals' support for professional growth on tutors' level of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 4.33

Table 4.33 Principals' Support for Professional Growth on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
Tutors are aware of TSC policy on staff development	15 (11.6)	16 (12.4)	95 (73.7)	3 (2.3)	129 (100)
Principals encourage tutors to participate in continuous professional growth	18 (14)	16 (12.4)	94 (72.9)	1 (0.8)	129 (100)
Tutors' remuneration after in-service training is attractive	73 (36.6)	24 (18.6)	30 (23.3)	2 (1.6)	129 (100)
Tutors are given equal opportunities for professional development	45 (34.9)	23 (17.8)	59 (45.8)	2 (1.6)	129 (100)
Principal willingly assist me acquire study leave	43 (33.3)	37 (28.7)	34 (26.3)	15 (11.6)	129 (100)

As postulated in Table 4.33, 73.7% of tutors were aware of TSC policy on staff development compared to a mere 11.6% who indicated differently while 12.4% were undecided. Further, 72.9% of tutors indicated that principals encouraged tutors to participate in continuous professional growth has supported by Elnaga and Imran (2013); Dias and Silvia, (2016), that this effort helped tutors in reducing their anxiety or obstructions they come across while performing their duties, 36.6% of tutors noted that tutors' remuneration after in-service training was not attractive compared to 23.3% who indicated differently while 18.6% were undecided. The unattractive nature of tutors' remuneration after in-service training was a deterrent towards tutors' commitment to tutorship in the primary teacher training colleges.

Further, 45.8% of tutors indicated that they were not given equal opportunities for professional development compared to 34.9% who indicated otherwise. This could be attributed to TSC policies on professional growth that were not very clear. Finally, 33.3% of tutors indicated that principals were not willingly assisting tutors acquire study leaves compared to 26.3% who indicated otherwise while 28.7% were undecided on the matter. A correlation test was conducted to determine the existence of strength and direction of a linear relationship between professional growth and tutors' levels of job commitment. A correlation test was conducted to determine the existence of strength and direction of a linear relationship between support towards tutors' professional growth and tutors' levels of job commitment.

Table 4.34 Correlations between Professional Growth Support by Principals and Job Commitment

	Test static value	p-value	Cor-coeff (rho)
Output	218763	5.368e-06	0.3885207

The results indicated a significant correlation between professional development support by principals and tutors' job commitment levels ($r=0.3885207$, $p=5.368e-06$). The results implied that as tutors experience more support for professional growth from principals their level of job commitment was increasing. Tetteh, Wu, Opata, Asirifua Agyapong, Amoako & Osei-Kusi (2020) argues that any form of organizational support motivates employees towards increased job performance and commitment. Leader behaviour and quality management of employees including supporting them in personal and professional development enhances their commitment towards the organization and improves their productivity levels (Jabbar, Hussin & Nazli 2020).

Continued support towards professional growth through training, workshops and seminars among other support enhances tutors' commitment to their job. Ordinal logistic regression model was employed to establish the effect of professional growth support by tutors on job commitment (Table 4.35).

Table 4.35: Ordinal Logistic Regression Model on the Influence of Principals' Support towards Professional Growth on Tutors' Job Commitment Levels

	Value	Std. error	t.value	p-value	Odd ratio	Percentage effect
Professional growth	1.0319	0.2741	3.7649	0.0002	2.8064	180.64
Disagree Neutral	-0.5273	0.8699	-0.6061	0.5444	0.5902	-40.98
Neutral Agree	1.8293	0.8160	2.2418	0.0250	6.2295	522.95
Psuedo-R2: 0.249						
Residual deviance: 142.0723						
AIC: 148.0723						

Results in Table 4.35 establishes a significant impact of principals' support towards professional growth on job commitment among tutors in teacher trainee colleges ($p=0.0002$). Principals' investment in professional growth of tutors by 1% leads to about 180.64% growth in their job commitment levels. The tutors ranking of their job commitment level was about 523% more likely to remain low or medium compared to high when principals withdrew their support on professional growth. This implies that tutors job commitment remains low when professional growth is not supported. These results show that professional growth is among the critical predictors of job commitment among tutors. In their study, Dewi & Nurhayati (2021) found out that career development had a negative impact on turnover effect and organizational commitment using Structural Equation Modelling-Partial Least Square (SEM-PLS). This was similar to the current study which used an ordinal logistic regression model to

regress job commitment against professional growth support by principals and established a positive impact of the latter on the former. A similar study by Puhakka, Nokelainen & Pylväs (2021) to assess the impact of workplace learning on turnover intention and job satisfaction showed that high levels of professional competence and competence need satisfaction among employees result in low turnover intentions. The current study, which uses turnover as a measure of job commitment, shows a positive impact between principals' investment in professional development and job commitment.

4.10 Factors that Influence Tutors' Commitment to Work

This section presents a summary of results on different administrative practices believed to influence tutors' job commitment levels. The diagnostic tests of fits including the Pseudo R² and the Akaike Information Criteria (AIC) for different ordinal logistic regression models representing the five administrative practices including incentives provision in Table 4.14 (R²=0.146, AIC=157.83), support towards career progression in Table 4.22 (R²=0.057, AIC=159.75), involvement in decision making in Table 4.27 (R²=0.098, AIC=158.09), provision of welfare services in Table 4.32 (R²=0.186, AIC=155.77) and support towards professional growth in Table 4.35 (R²=0.249, AIC=148.07) indicates the practice with the highest influence and least influence in job commitment levels. The model with professional growth has the highest value of R²=0.249 which implies that the predictor variable explains the highest variation in job commitment. Also, the same model has the lowest AIC=148.07

when compared to other models which implies that it is the best fit model. The R² and AIC for these models indicates that professional growth has the highest influence on job commitment followed by welfare services, incentives, decision making with career progression having the minimal influence on tutors' job commitment levels in the teacher trainee colleges in the Eastern Region Kenya. A similar study conducted to assess the factors influencing doctors' loyalty and satisfaction levels in public hospitals in Vietnam showed that the following were the significant factors listed in diminishing importance; income, relationship with colleagues, quality of medical examination and treatment, hospital resources, autonomy at work, training and promotion opportunities (Vuong, Tung, Tushar, Quan & Giao 2021).

The results also provide some suggestions on what other important factors that tutors believed would be critical in enhancing affective job commitment. From the interviews, principals were required to indicate administrative practices they used that improved tutors' level of job commitment. Table 4.36 provides the feedback.

Table 4.36 Tutors' Responses on Administrative Practices used to improve their Levels of Job Commitment

Incentives used to improve tutors' level of job commitment	F	%
Reward system, involvement in decision making, and consideration for promotion	1	20
Involving them in decision making and being fair and firm in decisions made	1	20
Proper monitoring and evaluation with good rewards and sanctions procedures in place	1	20
Capacity building and through guidance and counselling	1	20
Regular meetings to address their issues, delegation of duties and motivation programmes	1	20
Total	5	100

From the Table 4.36, principals used administrative practices such as: reward system; involvement in decision making and consideration for promotion; involving tutors in decision making and being fair and firm in decisions made; proper monitoring and evaluation with good rewards and sanctions procedures in place; capacity building and through guidance and counselling; and regular meetings to address their issues, delegation of duties and motivation programmes. Companies and institutions are investing highly in a variety of motivational factors to ensure that their human resources increasingly remain productive and committed (Norbu & Wetprasit, 2021). The results show that the principals gave equal attention to all the five administrative practices to

motivate employees. They employed both financial and non-financial motivation approaches to enhance tutors' job commitment levels.

Though several studies including Fabiene et al. (2016); Gitau (2019); Atanda (2020); Estigoy et al. (2020) among others have established different factors including enumeration, motivation, compensation and reward which affect job commitment, the list has not been exhausted from these studies. This study went further to investigate some of the already studied variables among teacher training colleges in Eastern Region and several other factors that are significant predictors of job commitment. The results are presented in Table 4.14 and 4.15.

Tutors were asked to indicate factors that influence tutors' commitment to work and the following feedback was elicited as summarized in Table 4.37.

Table 4.37 Factors that Influence Tutors Commitment to Work

Factors that Influence Tutors' Commitment to Work	F	%
Satisfaction (intrinsic) in moulding/training teacher trainees	11	8.5
Academic interaction with the teacher trainees	29	22.5
Health and financial stability	21	16.3
A good salary and a flexible working Schedule	15	11.6
Appreciation by the principal and other stakeholders	7	5.4
Sizeable workload and strict management	6	4.7
The fear of God and teaching is a calling and a service to the community	12	9.3
Conducive working environment	16	12.4
Personal integrity, sense of prestige attached to the job	1	.8
When students perform well in the PTE examinations	1	.8
Availability of teaching and learning resources	2	1.6
Stagnation in one job group	1	.8
Ample time to prepare for the lessons	1	.8
No response	6	4.7
Total	129	100.0

From Table 4.37, academic interaction with the teacher trainees (22.5%), health and financial stability (16.3%), favourable working environment (12.4%) as observed by Atanda (2020) that a better working environment inspires employees and produces better results, and a good salary with a flexible working schedule (11.6%) were considered as main factors that influenced tutors' commitment to work. Other factors included: fear of God and teaching is a calling and a service to the community, the and satisfaction (intrinsic) in moulding/training teacher trainees, appreciation by the principal and other

stakeholders, sizeable workload and strict management, availability of teaching and learning resources, personal integrity, sense of prestige attached to the job, when students perform well in the PTE examinations, stagnation in one job group and ample time to prepare for the lessons.

Table 4.38 Important Factors that Contribute to Tutors' Commitment

Important factors that contribute to overall tutors' commitment	F	%
Welfare	15	11.6
Remuneration	39	30.2
Motivation	23	17.8
Tutors' recognition by the college administration	6	4.7
Professionalism and students' overall performance	3	2.3
Conducive working environment	13	10.1
Fear of God, love for the job and moral consideration	12	9.3
Team work by all stakeholders	2	1.6
The administration approach to teachers' welfare	1	.8
Availability of teaching resources	1	.8
Opportunities for promotion	1	.8
Dedication to impart knowledge to the trainees and passion for teaching	1	.8
Personal integrity, sense of prestige attached to the job, personal accountability	2	1.6
Appreciation by students when they are through with their studies	1	.8
No response	9	7.0
Total	129	100.0

Table 4.38 shows that remuneration of tutors (30.2%), motivation (17.8%), tutors' welfare (11.6%) conducive working environment (10.1%) and fear of

God, love for the job and moral consideration (9.3%) were considered as the major important factors that contributed to overall tutors' job commitment. This finding was in line with the survey report by the Society for Human Resource Management (2012), who established that compensation and benefits are often among the uppermost three elements affecting job commitment of members of staff. Atanda (2020) established a positive correlation between remuneration and work environment on job commitment from a sample of 59 librarians from public libraries in Akwa Ibom and Cross River States. This was also supported by Siwale (2020) that rewards motivate the behaviour of workers and in so doing they are able to attain their commitment at work hence leading to achievement of required organizational results.

4.11 Suggestions Regarding Changes in Tutors' Job at the College

Self-actualization is a critical component of employees' human development. As a result, employees put efforts to achieve full potential and contribute to organization's development (Gopinath, (2020b). This study considered obtaining tutors' responses on areas of improvement on administrative practices related to job commitment. Table 4.39 provides the following responses.

Table 4.39. Suggestions Regarding Changes in Tutors' Job at the College

Suggestions for changes for tutors' job at the college	F	%
It should be made automatic for a tutor to be promoted to the next job group after some years	3	2.3
Promotion should be regular and the scheme of service should be improved	50	38.8
Administrators to support teaching and learning by sourcing adequate teaching and learning resources and rewards	8	6.2
Salary increment	8	6.2
Reduction in the workload	4	3.1
Internal and external motivation to be addressed	3	2.3
Avoid stagnation in one job group for long	7	5.4
Provision of the public address in classes with a big number of teacher trainees	3	2.3
Promotion on merit rather than corruption	1	.8
There should be consultations, team work and budgeting for resources	1	.8
Study leaves should be given without fail	3	2.3
Promotion of tutors should be based on the number of years they had served	4	3.1
Conducive working environment	2	1.6
Tutors be involved in preparation of teaching materials when there is a change in the syllabus	1	.8
Provision of services such as Wifi and internet connection, ICT labs, art rooms to help in content delivery	3	2.3
Organize trips and reward tutors on merit	2	1.6
Provision of good meals	1	.8
Better staff quarters for tutors and a better working environment free of dictatorship	1	.8
Improvement of risk, housing and commuter allowances	3	2.3
Enhancing modes of professional development and appropriate motivation	1	.8
Regular trainings and building capacity and expansion of the college library	1	.8
Improvement on Teacher Performance Appraisal Development	1	.8
Research on the subject for purpose of improvement	1	.8
No response	17	13.2
Total	129	100.0

Table 4.39 show that a significant per cent of the tutors suggested that promotion should be regular and the scheme of service improved (38.8%). Salary increment (6.2%), administrators' support towards teaching and learning by sourcing adequate teaching and learning resources and rewards (6.2%), avoid stagnation in one job group (5.4%), reduce the workload (3.1%), promotion of tutors should be based on the number of years they had served (3.1%), improvement of risk, housing and commuter allowances (2.3%).

Shefali and Shika, (2017), observed positive relationship between job security and employee job commitment, provision of services such as WIFI and internet connection, ICT labs, art rooms to help in content delivery (2.3%). On the other hand, Robinson and Sweatha, (2017) found out that better working environment inspires employees and produces better results. Study leaves should be given without fail (2.3%), provision of the public address in classes with a big number of teacher trainees (2.3%), internal and external motivation to be addressed (2.3%), and it should be made automatic for a tutor to be promoted to the next job group after some years (2.3%).

Other minor suggestions consideration included: provide a conducive working environment in the colleges, organize trips and reward tutors on merit, organize trips for tutors, promotion on merit rather than corruption, there should be consultations, team work and budgeting for resources, tutors be involved in preparation of teaching materials when there is a change in the syllabus,

provision of good meals, better staff quarters for tutors and a better working environment free of dictatorship, enhancing modes of professional development and appropriate motivation, regular trainings and building capacity and expansion of the college library, and improvement on TPAD Research on the subject for purpose of improvement. These results are supported by Nwinyokpugi and Kora (2021), study which found out that employee development, recreation, work environment, and remuneration policy were significant predictors of job commitment measures such as loyalty and efficiency. The study involved civil servants in River States, Nigeria and recommended adoption of dimensions of employee welfare to enhance job commitment among employees. In a similar study to establish the predictors of job performance and commitment among 200 school teachers in Lagos, Nigeria Olujuwon, Omiyale and Akintan (2021), found out that work environment, reward system, work-life balance, and opportunities' availability to teachers, and leadership styles were strong predictors of job commitment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study based on specific objectives, conclusions based on the findings and recommendations for improving tutors' level of job commitment in primary teachers' colleges in Eastern Region in Kenya. The main aim of the study was to investigate the influence of principals' administrative practices on tutors' level of job commitment in primary teachers training colleges in Eastern Region Kenya.

5.2. Summary of the Study

School administrators are supposed to influence their staffs, parents and other stakeholders of education to make sure their colleges successfully attain their intended objectives by making sure their tutors remain committed towards work in order to perform their responsibilities well and learners perform well in their academics as expected. The purpose of the study was to investigate the influence of principals' administrative practices on tutors' levels of job commitment in primary teachers training colleges in Eastern Region, Kenya. The study was guided by the following objectives: To determine the influence of principals' provision of incentives, support for tutors' career progression, tutors' involvement in decision making by principals, principals' provision of welfare services on tutors' levels of job commitment and establish the influence of principals' support for professional growth on tutors' levels of job commitment

in primary teachers training colleges in Eastern Region Kenya. The findings of this study may be useful to various stakeholders. For instance, Kenya Educational Management Institute (KEMI) may use the findings to identify the training needs for the principals in order to enhance their administrative practices geared towards job commitment of the employees. The Existence Relatedness and Growth Theory of Motivation guided the study. Descriptive survey design was used. The dependent variable was tutors' job commitment while the independent variables were administrative practices. For this study, the target population entailed five (5) Primary Teachers Training College principals, 260 tutors and 1860 second year students of the 5 public teachers training colleges in Eastern Region. To sample the respondents, the researcher sampled the 5 college principals, 130 tutors (50%) and 223 second year students (12 %). Simple random sampling was therefore used to select the tutors and students using replacement method. Instruments used were questionnaires for tutors and teacher trainees and interview guides for principals. Data was analysed using descriptive (frequencies, means and standard deviations) and inferential statistics (p-values from ordinal logistic regression, correlation analysis and independent sample t-test). The results were graphically presented through frequency distribution tables, bar graphs, pie charts, and tables

The first objective showed that principal's provision of incentives to tutors in primary teachers' colleges enhances tutors' motivation levels and job commitment (effect=79.95%, $p=0.0001129$). However, as noted from tutor's

responses on different forms of incentives offered by their principals, monetary rewards were relatively low compared to praise and recognition. The study showed that there was need for principals in these colleges to put emphasis on incentive provision to enhance job commitment among tutors.

The second objective established the role of principals' support on career progression on tutor's job commitment levels. It was evident that support towards career progression by principals is a predictor of increased job commitment levels as shown by the regression model (effect=71.25%, $p=0.0399$). Despite some significant efforts by principals to enhance career progression through issuance of promotion letters, tutors reported high delay in promotions and high reluctance in formulation of policies to support career progression in the colleges.

The third objective focused on establishing whether tutors' involvement in decision making would enhance their job commitment in the primary training colleges. The findings from correlation ($\rho=0.21$, $p=0.01832$) and regression analysis (effect=85.98%, $p=0.0167$) showed that the decision making of tutors have a significant impact on job commitment levels. Majority of tutors reported to having been highly involved in setting trainees' grade tests, syllabus selection, and in the choice of training materials. However, few tutors agreed that they were involved in budget-related decisions.

Objective four sought the influence that welfare services had on tutors' job commitment. Regression (effect=121.98%, $p=0.0061$) and correlation ($\rho=0.35$, $p=0.0000433$) showed that welfare services have a significant impact on job commitment levels. Findings of this study revealed that substantial proportion of principals were concerned about tutors' welfare. As a result, they ensured that the staff had houses, encouraged welfare groups to address some social and emotional problems among staff, and other staff affairs that boosted their job commitment.

Lastly, the study established that professional growth support by principals had significant influence on job commitment of tutors in the colleges (effect=180.64%, $p=0.0002$). Findings supported that increased support towards tutor's professional growth resulting in increased job commitment ($\rho=0.39$, $p=0.000005368$). Though principals seemed to support professional growth among tutors by a large extent and tutors were equally aware of the TSC policy on the same, the latter reported limited opportunities for professional growth in their respective colleges. Also, majority of the principals were unwilling to aid tutors' study leave to facilitate professional growth.

5.2.1 Principals' Provision of Incentives

It was evident from the results that more than 50% of the tutors were never praised for work done, not given monetary token for work achievements and neither were they recognized by the principals for the good work they had done.

More than half of the sampled tutors also ascertained that the principals never gave them reward during prize giving days nor did they provide out of college trips. Regression results showed that increasing provision of incentives by principals by 1% would promote job commitment levels of tutors by approximately 80%. The p-value $p < 0.05$ implying that provision of incentives had a statistically significant effect on tutors' level of job commitment. Failure to give incentives given for achieving specific goals, tutors are likely to put less effort and energy into the work and this will ultimately result into relatively low job commitment.

5.2.2 Principals' Support for Career Progression

Based on the results majority of the principals issued the tutors with recommendation letters for promotion and the principals were also said to disregard the length of time the tutors had been working with the institution whenever promotion opportunities were advertised. This finding suggested that principals were unmoved with tutors' length of stay in a college and could not intervene on their behalf for consideration by TSC for promotion. This could be attributed to TSC interviews which were being conducted in a transparent and open and fair manner and principals had very little role in influencing the outcome other than to give recommendation letters.

In addition, the tutors were stagnant in one job group for long. From these results where the approval of tutors in primary teacher training colleges was below 50%, it was pointed out on the need to streamline the marking scheme so that

the length of stay in a college could be incorporated and given a higher rating in the interview scheme and marks awarded against the number of years a tutor had stayed in a college or had served as a tutor to avoid further stagnation in one job group.

Furthermore, most of the tutors indicated that colleges had equal opportunity policies on promotion. Equal opportunities on promotion to tutors had impact on salary, power, responsibility and the ability to influence the entire organizational decision-making process. This raises the financial and self-esteem status of the tutor. It was also discovered that tutors work for long before getting substantive appointment by TSC which is most likely to lead to the development of undesirable attitude by tutors towards their job thereby affecting their commitment towards work.

The regression results indicated that by principals investing 1% in career progression projects within the teacher trainee colleges, tutors' job commitment levels would raise by about 71%. The p-value ($p=0.0399$) less than 0.05 indicated that career progression had a statistically significant effect on tutors' level of job commitment.

5.2.3 Tutors' Involvement in Decision-making

Based on the findings tutors participated in selection of syllabus and training materials at college level but the decisions regarding the syllabus and training materials were being made at ministerial level and not at the colleges. Tutors

were also found to be part of the discussion involving academic issues but they were not part of the budget making process. The tutors were also found to be participants in setting subject grade target. It was also noted that tutors did not participate in determining the class size and hence this decision was heavily left at the discretion of the principals' and school administration.

Correlation analysis indicates that increasing involvement in decision making by tutors leads to a rise in their job commitment levels ($\rho=0.21$, $p=0.01832$). In addition, the regression analysis indicates that tutor's involvement in decision making by only 1% influences job commitment levels by almost 86%. The regression analysis implied that the tutors' influence on decision making by the principals had statistically significant difference on tutors' level of job commitment ($p=0.0167$). The findings show that, failure to implement tutors' input or concerns in decision making could result to lack of tutors' commitment, morale, support and effectiveness in the work place.

5.2.4 Principals' Provision of Welfare Services

The results of the study provided sufficient evidence to show that the tutors were not provided with free meals and neither were they provided with free transportation to and from the colleges. The tutors also affirmed that the housing facilities for staffs were provided in the colleges though they were insufficient. Further, the tutors ascertained that the principals' welcomed tutors' concerns regarding staff welfare. This also shows there is room for improvement in

several colleges where the tutors noted that the principals had not sought their views. In conclusion, the tutors had a strong welfare-group in college which enabled the tutors to champion their welfare issues with the college administrations thus boosting their level of commitment in the colleges. The correlation coefficient rho was 0.35 indicating a positive relationship between provision of welfare services and job commitment ($p=0.00004336$). The ordinal logistic regression model showed a significant influence of welfare services on job commitment among tutors ($p=0.0061$).

5.2.5 Principals' Support for Professional Growth

Majority of the tutors were found to be aware of TSC policy on staff development and they also affirmed that the principals encouraged them to participate in continuous professional growth. Thirty-six per cent of tutors noted that tutors' remuneration after in-service training was not attractive compared to 23.3% who indicated differently while 18.6% were undecided. However, the in-service training had an unattractive remuneration which demotivated the tutors, thus hindering their commitment at work. Further, the tutors were not being given equal opportunities for professional development and that the principals were not willing to help them acquire study leaves.

The results showed that 1% increase in support towards tutors' professional growth improves tutors' job commitment levels by approximately 181%. The p -value= 0.0002 was less than 0.05 implying that the effect of professional growth was statistically significant on tutors' level of job commitment.

5.3 Conclusions

From the findings of this study in relation to existing empirical review, there are some convergences in the literature where administrative practices have enhanced tutors' level of job commitment. The administrative practices that have been applied are provision of incentives, career progression, decision making, provision of welfare services and professional growth. In many learning institutions including the teachers training colleges the administrative practices have been key factors essential for motivating tutors to improve on their level of job commitment.

Provision of incentives was found to have a significant impact on tutors' level of job commitment and the third most important factor; thus, it is suitable in predicting the tutors' level of job commitment. Appreciation of tutors' achievements at the teachers training college motivates them to work efficiently so as to achieve the set objectives of the institution. From the literature review citing previous studies and supported by the results analysis from this study when no incentives are given for achieving specific goals, tutors are likely to put less effort and energy into the work and this will ultimately result into relatively low job commitment.

Career progression on the other hand also had a significant effect on tutors' level of job commitment but had the least influence at the teachers' training colleges in Eastern Region Kenya. Based on the results career progression was found to

be an important factor in predicting the tutors' level of job commitment. This was attributed with equal opportunity policies to promotions and issuance of recommendation letters to tutors for promotion.

Decision-making is one of the factors that contribute to the growth of an institution. Tutors' involvement in decision making by the principals in the teachers training colleges in Eastern Region Kenya can improve on the tutors' level of job commitment. Though according to the results, the tutors were barely involved in decision making in the colleges making the predictor the second least important in influencing job commitment at the institutions. The administrative practice was found to be an important factor in predicting the tutors' level of job commitment at the teachers training colleges in Eastern Region in Kenya since its effect was statistically significant.

Furthermore, provision of welfare services by principals was also an essential and second most important factor in influencing tutors' job commitment levels at the teachers' training colleges in the Eastern Region. Provision of housing facilities and listening to concerns regarding staff welfare motivates the tutors to work efficiently at the teachers' training colleges in the Eastern Region Kenya.

Professional growth was an essential and the most influential factor in determining the tutors' level of job commitment in teachers training colleges in

Eastern Region Kenya. Professional growth also had a significant effect on tutors' level of job commitment at the colleges and was a significant variable in predicting the tutors' level of job commitment at the teachers' training colleges in Eastern Region Kenya. The findings of this study can help other teachers training colleges in other regions in handling administrative practices to achieve the institution goals.

5.4 Recommendations

Based on the findings of this study, the researcher made the following recommendations that may be important to the Ministry of Education, Kenya Education Management Institute (KEMI), Teachers Service Commission, principals and Primary teacher training college tutors in Kenya.

5.4.1 Ministry of Education

The study findings may be used to highlight how right principals' administrative practices in educational organizations could be enhanced for educational excellence in public primary teachers' colleges in Kenya by improving tutors job commitment. This could be done through KEMI and other Educational Management Training Institutes. Therefore, it is good to have well placed sound policy to promote principals' training emphasizing on their support for professional growth followed by provision of welfare services hence enhancing academic performance in Primary Teachers Education Examination because of tutors' job commitment.

5.4.2 Teachers Service Commission

The Teachers Service Commission should ensure that there is staff balancing and as well as offering clear cut points for promotion. TSC should revise tutors' salary through CBA with teachers' union and ensure all teachers unions remain strong to help them get tutors' needs which failure to addressing may compromise their job commitment. The commission should help tutors acquire study leaves when need be, to support professional development which has impact on tutors' job commitment.

5.4.3 Boards of Management

The primary teacher training colleges through Board of Management should seek the cooperation of parents, sponsors and other stakeholders in developing the infrastructure. The infrastructure development should embrace the ICT technology such as internet, WiFi and ICT labs. The staff houses through their initiatives should be constructed to motivate tutors who hail from far.

5.4.4 Principals

For the teachers training colleges to attract more tutors it should be able to maintain good administrative practices such as provision of incentives, career progression, decision making, provision of welfare services and professional growth so as to improve on tutors' level of job commitment. Appreciation of tutors, provision of recommendation letters when other opportunities emerge, provision of equal opportunities to promotions, availability of housing facilities and listening to tutors' concerns regarding the staff welfare motivates the tutors

to improve on their level of job commitment at the teacher's training college in the Eastern Region Kenya.

For tutors to perform much better, it is recommended by the researcher that the principals at the teachers training colleges should have decision making policies that involve tutors and their opinion should also be implemented so as to boost their confidence as part of the institution.

5.5 Suggestions for Further Studies

This study recommends further studies in areas such as;

- i. Determining the factors influencing principals' support for professional development on tutors' job commitment in primary teachers training colleges.
- ii. Establish the influence of administrative practices on teacher trainees' academic performance in public primary teachers training colleges.
- iii. Determining the influence of tutors' job commitment on teacher trainees' academic performance in public primary teachers training colleges.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi,

Department of Educational Management, Policy and Curriculum Studies

P.O. BOX 92 0902,

KIKUYU.

Date

The Principal

..... Training College.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR COLLEGE.

I am a student pursuing a Doctorate degree in Educational Administration at University of Nairobi. I am carrying out an academic research on the “**Influence of principals’ Administrative Practices on Tutors’ levels of Job Commitment in Primary Teachers Training Colleges, Eastern Region, Kenya.**” I will be grateful if you allow me to involve you, some of your tutors and second year teacher trainees in this study. The information obtained will be used for the purpose of the research and the respondents’ identities will be kept confidential. Thank you.

Yours faithfully,

KenKelvin K. Mbaka

REG. NO. E96/50211/2017

Appendix II: Key Informants' Interview Guide: Principals

This interview is meant to obtain information on the principals' administrative practices that influence tutors' job commitment in primary teachers training colleges in Eastern Region. Please respond to the questions appropriately.

1. Do you give incentives to tutors who register good grades in subject? If yes, please give example of incentives given?

.....
.....

2. Do you write recommendation letters for promotion to aid tutors in their career progression? If yes, what factors do you consider?

.....
.....

3. What other methods can be used to appraise tutors fairly and objectively in support of their career progression?

.....
.....

4. How does your office involve tutors to participate in decision- making?

.....
.....

5. Do you consider the ideas/suggestions of tutors while making a decision? If yes, to what extent does this influence their tutors' level of job commitment?

-
-
6. According to your judgement, are you concerned with the interest and welfare of the tutors while making decisions? If yes, explain how and to what extent does it promotes tutors' level of job commitment?
-
-
7. Do you recommend tutors to get study leave for career development? If yes, how has this led to improvement in tutors' level of job commitment?
-
-
8. How does your office organize staff to attend workshop and seminars?
-
-
9. What administrative practices used by principals would you say improves tutors' level of job commitment?
-
-

Appendix III: Questionnaire for Tutors

This questionnaire is divided into two sections A and B. The questionnaire seeks to find out the principals' administrative practices that influence job commitment among tutors in primary teachers training colleges. The information obtained is strictly for research purposes. Kindly, tick (✓) the appropriate box that indicates your correct details. Do not write your name or your schools' name to ensure confidentiality.

Section A: Personal data

1. What is your gender?
a) Male [] b) Female []
2. What is your age bracket?
a) Below 35 years [] b) 36 - 45 years []
c) 46 - 55 years [] d) above 56 years []
3. What is your professional qualification?
a) Diploma [] b) Graduate [] c) Masters [] d) Doctorate []
4. For how long have you been a tutor?
a) 1 – 5 years [] b) 6 – 10 years []
c) 11 - 15 years [] d) 16 – 20 years []
e) 21 - 25 years [] f) Above 26 years []
5. For how long have you been a tutor in the current college?
a) 1 – 5 years [] b) 6 – 10 years []
c) 11 - 15 years [] d) Above 16 years []

6. What is your weekly teaching workload?
- 16 lessons and below [] 16-20 lessons []
- 21-25 lessons [] 26 lessons and above []
7. What position do you hold in the college?
- Subject-teacher [] Class-teacher []
- Head of Department [] Deputy Principal []
8. Where are you housed? College house [] Own house [] Rental house []

Section B: Job Commitment and Administrative Practices Information

This section provides you with items related to your work. The items are divided into sub-items. Please indicate your level of job commitment in each sub-item by putting a tick in the number that represents your feelings.

KEY: 1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

Statements					
Administrative Practices	1	2	3	4	5
1. My principal gives me monetary tokens for work achievement					
2. My principal gives tutors rewards during prize giving days					
3. My principal gives full praise for work done					
4. My principal provides for out of college trips					
5. Tutors get full recognition from principal for work well done					
	1	2	3	4	5
6. My principal issues tutors with recommendation letters for promotion					
7. My principal do not consider tutors who have been in college for long when there are promotion opportunities					
8. I have stagnated in one job group for long					
9. Colleges have equal opportunity policies on promotion					
10. Tutors work for a long before getting substantive appointment by TSC.					

	1	2	3	4	5
11. Tutors participate in selection of syllabus and training materials					
12. My principal initiate tutors to discuss on various academic issues					
13. My principal invites tutors to participate in budget making process.					
14. Tutors participate in setting subject grade target					
15. Tutors participate in determining the class size					
	1	2	3	4	5
16. My principal provides free meals					
17. Provides free transportation to and from college					
18. Staff houses are provided to tutors					
19. Principal welcome questioning by tutors on matters related to staff affairs					
20. There is a strong welfare-group in college e.g. for visiting sick					
	1	2	3	4	5
21. Tutors are aware of TSC policy on staff development					
22. Principals encourage tutors to participate in continuous professional growth					
23. Tutors remuneration after in-service training is attractive					
24. Tutors are given equal opportunities for professional development					
25. Principal willingly assist me acquire study leave					
Job Commitment by Tutors	1	2	3	4	5
26. The feeling of going to college gives me immense pleasure					
27. Teaching in college gives me the prestige I desire					
28. Tutors prepare and make use of schemes of work effectively					
29. Tutors are emotionally attached to teaching.					
30. Tutors prepare and update lesson notes before going to class					
31. Tutors encourage each other to complete the task timely with full dedication and accuracy to increase productivity					
32. I prepare for lesson adequately before going to class					
33. I serve behold my call of duty in the college					
34. Tutors are actively involved in teacher's trainees mentorship					
35. Tutors takes co-curricular activities roles without complain					

36. Have you ever been invited for interviews for promotion?

37. What are the factors considered for promotion to the next job group?

.....
.....

38. What do you consider as the most important factors that contribute to overall tutors' commitment?

.....
.....

39. List factors that influence your commitment to work

.....
.....

40. Give suggestions regarding changes that you would like to be made in your job as a college tutor

.....
.....

Thank you for your participation.

Appendix IV: Questionnaire for Teacher Trainees

Kindly answer the following questions to the best of your ability. This questionnaire is entirely for the purpose of carrying out a study on educational matters. Do not write your name on this questionnaire put a tick (✓) where applicable.

Section A: Demographic Information

1. What is your gender?

Male () Female ()

2. Indicate your age?

18-22 years () 23-27 years () 28-32 years ()

33-37 years () above 37 years ()

3. What is your KCSE grade

C (), C+ (), B- (), B (), B+ () others

Specify

4. Are teaching and learning materials adequate in the college?

Explain.....

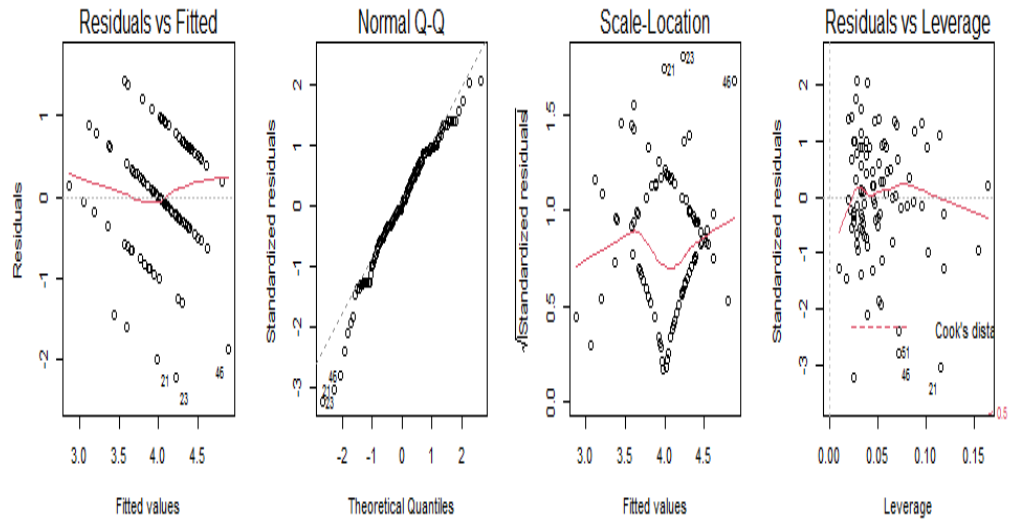
Section B: Tutors Job Commitment and Administrative Practices Information

Please read each statement carefully and give your opinion to it in any one of the alternatives given. Tick to show the most appropriate response.

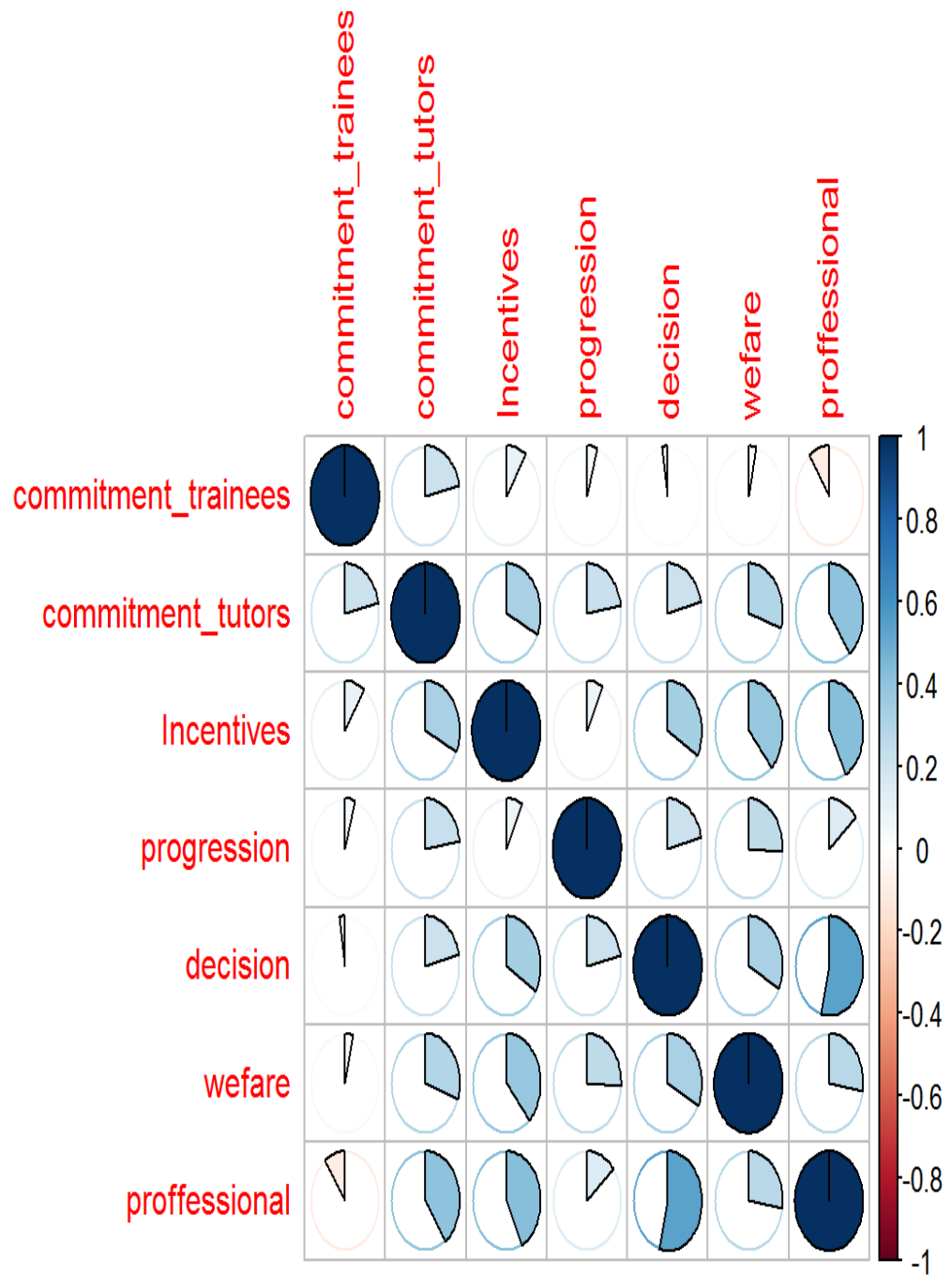
KEY: 1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

Statements	1	2	3	4	5
Job Commitment					
1. Tutors are punctual in attendance to their allocated tasks					
2. Tutors are always available for tutorials					
3. Tutors adequately avail themselves for consultation					
4. Tutors are emotionally attached to teaching.					
5. There is clarity of presentation from my tutors					
6. Tutors have excellent command of knowledge					
7. My tutors are actively involved in co-curricular activities					
8. My tutors serve behold their call of duty in the college					
9. Tutors are actively involved in teacher trainee's mentorship					
10. I consider my tutors committed to their job					






Appendix V: Diagnostic Plots for a Linear Regression Model



Appendix VI: Correlation Plot between the Studied Variables



Appendix VII: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 385531	Date of Issue: 09/June/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. kenkelvin KENKELVIN kimathi of University of Nairobi, has been licensed to conduct research in Embu, Kitui, Machakos, Meru on the topic: INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON TUTORS' LEVELS OF JOB COMMITMENT IN PRIMARY TEACHERS TRAINING COLLEGES, EASTERN REGION KENYA for the period ending : 09/June/2021.</p>	
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Appendix VIII: Eastern Province Map

