

**INFLUENCE OF ORGANIZATIONAL CULTURE ON TEACHERS' JOB
COMMITMENT IN PRIMARY SCHOOLS IN MWINGI CENTRAL
DISTRICT, KENYA**

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the Award of the Degree of Master of Education in Educational
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DECLARATION

This research project is my original work and has not been presented for an award of degree in any other university.

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DEDICATION

In memory of my late dear mum and dad, Mr. and Mrs. Nzila Mwanza.

Dedicated to my dear husband Joseph Makau and our children, Lydia Koli, Stella Mwende, Peter Mutemi, Peninah Mawia, Naomi Mbuli and Jane Mueni.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DCC	Deputy county commissioner
KCPE	Kenya Certificate of Primary Education
NACOSTI	National Commission for Science, Technology and Innovation
PTE	Personal Teaching Efficacy
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

The purpose of the study was to investigate the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya. The study sought to determine the extent to which involvement in decision making, recognition by the headteachers, support from the immediate supervisor and monetary incentives influenced primary school teachers job commitment. The study employed a co-relational research design. The sample for the study comprised of 143 teachers. Data was collected by use of questionnaires. Findings revealed that there was a positive relationship with a coefficient of 0.68 between teachers' involvement in decision making and teachers' job commitment. Correlations relationship between recognition of work done and teachers job commitment, revealed that there was strong positive (0.69) relationship recognition for work done and teachers' job commitment. Findings further revealed that there was strong positive (0.75) relationship between support give by the headteachers and teachers' job commitment. There was a positive relationship between the two variables as indicated by a correlation of 0.58. The results indicated that monetary incentives influenced teachers' job commitment. Based on the study findings, the study concluded that teachers were made to feel part and parcel of that decision making process. The headteachers used consultative in decision that allowed staff to express their views and also to contribute to discussions. The study showed that headteachers expressed confidence in staff members for proper delivery of duties which indicated that the ability of teachers to express their views on certain issues concerning the school was a key factor in teacher satisfaction leading to high commitment. It was further concluded that headteachers recognized the work done by teachers. The headteacher called them to the office to thank them for work well done. It was also concluded that headteacher did not makes friendly supervision. The study further concluded that there was a relationship between the recognition for work done and overall commitment of teachers in the school. On the effects of monetary incentives on teachers' job commitment, the study concluded that teachers pay was insufficient for their needs and that teachers that worked since they got their pay in time. The study further concluded headteacher gave teachers inadequate money whenever they went out for official duties. Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that the school administration should put up measures to motivate teachers for preventing the loss of teachers to its competitor. The researcher suggested that since the study was conducted in one District in Kenya, the study be conducted in a larger area, or in the whole of Kenya to determine the actual influence of organizational culture on teachers' job commitment in primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Culture, at the workplace, is a very powerful force, which is consciously and deliberately cultivated and is passed on to the incoming employees (Schein, 2010). It is the very thread that holds the organization together. Schein (2010) further contends that the culture of an organization is all the beliefs, feelings, behaviors, and symbols that are characteristic of an organization. Newstrom (2007) argues that organizational culture is the set of assumptions, beliefs, values, and norms that are shared by organization's members." According to Newstrom, organizational culture is a set of assumptions, beliefs, values, and norms- norms held by members of the organization. Slocum and Hellriegel (2009) argue that organizational culture reflects the shared values, beliefs, and attitudes of its members. They further argue that organizational culture is the set of assumptions, beliefs, values, and norms that are shared by organization members. Yukl (2003) noted that the function of culture is to help employees and managers understand the environment and to determine how to respond and thus reduce tension, uncertainty, and chaos. Snowden (2002) argues that the emerging culture initiated by the founders of the organization or company.

The importance of corporate culture is emphasized by Peters and Waterman (1999), who state that, without exception, the dominance and coherence of culture

provides an essential quality of the excellent companies (Mustafa, 2003). The concept of organizational culture was first noted as early as the Hawthorne studies (Mayo, 1933 in Lunenburg, 2012; Roethlisberger & Dickson, 1939 as quoted in Lunenburg, 2012), which described work group culture to job commitment. It was Terrence (1984), William (1981), Peters and Waterman's (1982) quoted in Lunenburg (2012) who popularized organizational culture by studying on it earnestly these authors have established that tenets of organizational culture such as organizational structure, channels of communication and identification with organizational mission have an effect on teachers job commitment (Insim, 2008).

Organizational culture has assumed considerable importance in this 21st century because of its impact on employee performance and job satisfaction. For example, Lunenburg, and Ornstein (2012) in their research of factors influencing teachers job satisfaction revealed that school structure had an influence of teachers job commitment. Teachers in the sampled schools were committed to their work due to how the school structure was organized (Chang, 2009). It is the imperative of every organisation to understand its own dynamic culture so that managers can capitalise on the insights generated by the cultural perspective to wield greater control over their organizations (Donaldson, 2008). The culture of an organisation such as how communication was structured and how the employees identified themselves with the schools affected how they were committed to their work which was measured by how the schools performed. Organizational culture is a

reflection of the organization that distinguishes it from other organizations. Every organization has a particular culture which is believed to accelerate the achievement of organizational goals (Fairman & Clark, 2010).

In a study carried out by Lakomski (2006) on School Climate: Measuring, Improving and Sustaining Healthy Learning Environments teachers' commitment to their job was found to have been relating to how the school administration communicated with the teachers and other subordinate staff. He further found that the more the communication channels were personal and teachers were able to work harder hence improving schools performance. Further teachers' identification with schools mission either reinforced the values of behavior at work. Various communication channels used by the school administration positively or negatively affected teachers' job commitment (Lundblad, 2006).

Fairman and Clark, (2010) found that employees involvement in decision making in the schools has a significant impact for the members of the organization because it can provide guidance and direction in the act, so that the behavior of individuals are in accordance with the behavior of the organization in the achievement of organizational goals. In a school set up, Meyer and Allen (2007) noted that when teachers were involved in decision making, that is when teachers opinions and suggestions were sought by the school administration, this increased

their commitment to their work since there was cooperative ownership of the schools decisions.

Commitment is an important aspect in the act by showing the stance as a basis for the involvement of a person. Thus it can be stated that a person who has a high commitment to the organization will work in earnest, passionate, and a good cooperation in order to achieve organizational goals effectively and efficiently. Luthans (2006) suggests the definition of organizational commitment as an attitude is first a strong desire to remain a member of the organization; secondly, the desire to strive for liking the organization, and finally, certain beliefs, and acceptance of the value and purpose of the organization. Based on Luthans statement can be argued that employees job commitment as an attitude demonstrated by a strong desire to remain as an employee at the organisation where they serve, the desire to work hard in the execution of its duties and responsibilities, and acceptance of the values of the reference and objectives in organisations where they served.

Teachers occupy such a central and vital position in any educational system that their attitudes and commitment have been of paramount interest not only to educational authorities and other stakeholders but also to many researchers (Mensah, 2009). Teachers are needed in developing countries such as Kenya but due to poor and unattractive remuneration some professional teachers have left

the classrooms to seek for greener pastures elsewhere. Teachers in Kenya have expressed a lot of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools (Muthondu, 2007). This has resulted in high teacher turnover coupled with poor results in Senior High Schools due to lack of commitment towards work. The operating conditions of service appear to fall short of teachers expectation manifesting in resignations, vacation of post, non –resumption at post after teachers leave of absence and sponsored study leave. The general mood of those remaining is not encouraging as they exhibit other forms of withdrawal behavior such as absenteeism, lateness and passive job behavior Unfortunately, in spite of the importance and complexity of these issues, there is very limited good quality literature has been published on them (Bennel, 2004).

A study carried by Bulach, (2009) found that teachers were committed to their jobs when they were involved in the decision making process. According to Minner (1992) it can be argued that teachers job commitment refers to a strong belief and accept the goals and values of the school, willingness to make efforts for the benefit of the school and the a strong desire to maintain membership in the school. As found by Blase, and Kirby (2003), teachers who identified themselves with the schools mission, that is when they valued their school mission, they were likely to make students perform better in examinations.

According to Steers and Porter (2003), can be stated that the formation of commitment occurs through three stages, namely; compliance, the stage at which a person receives the majority of influence to get something from others such payments, identification, stage in which the individual receives the influence that may cause excitement and build relationships, this time people will feel proud to be part of the organization, and internalization, the stage in which individuals find the values of the organization that are intrinsically beneficial and valuable to the value the individual values (Steers & Porter, 2003).

Schools like any organisations are able to achieve success only when shared values exist among members of the school community (Donaldso, 2008). Shared values can provide a strong school identity, enhance collective commitment, provide a stable social system, and reduce the need for bureaucratic controls. A healthy school climate can be described as one with a strong academic emphasis and a principal who has influence with superiors and is willing to use it on behalf of teachers, conductively to promote development of teachers' beliefs that they can influence students learning (Personal Teaching Efficacy [PTE]) (Firestone, 1999). Thus, this is an inbuilt teacher' confidences that they can reach students only by getting the support of the organization which will help to manage and teach students in a productive manner. Hence, it is the learners, teachers and school heads that must create a humane school culture in which everyone will

have total hope and confidence in the school (McGrath & Nobel, 2010 & Bear, 2011).

Taber (2005), Jiang and Klen (2009), Mckinnon (2008), Navaie-Waliser (2004), Rad (2006), Arnold (2006), Chang and Lee (2007), and Mansoor and Tayib (2010) link teachers' job commitment with many factors such as fairness of rewards, growth opportunities, participation in decision making, supervisory support and compensation. Calori and Sarnin (2011) conducted a longitudinal study, over three years, of the relationship between corporate culture and academic performance amongst five French schools. The results indicated that a clear cultural profile was associated with the schools' performance. Values like personal fulfillment, listening to others, team spirit, responsibility, trust, quality, and consistency, seemed to be positively related with the schools' relative academic performance. Further, Calori and Sarnin (1991) found that the intensity of the schools culture is positively correlated with its performance. The researchers also affirm that organizational culture seems to have more influence on students' academic performance.

Beardwell and Holden (2008) in their article on a national sample of major Japanese schools and teachers to examine the impact of culture on teacher orientation, innovativeness and students academic performance, it was found that schools, with cultures that were relatively responsive to the existing conditions

and flexible, outperformed the more internally orientated, bureaucratic (hierarchical) culture. Mathieu and Zajac (2005) conducted a study amongst 3977 teachers across a United States company to assess whether there was a relationship between organizational culture and schools' performance. The results of this study indicated that academic performance was linked to organizational culture.

Committed teachers may have strong psychological ties to their school, their students or their subject areas (Mowday, Porter & Steers, 2002). Committed teachers should be internally motivated. Teacher commitment may be directed towards a number of entities; for example, to the occupation of teaching, to student success, to specific programs, or to the school as an organization (Afarega, 2006). Schools can become effective when there are committed teachers hence, creating a positive school climate that can be a great help to build teachers committed. School heads and administrators need to know the factors that are related to school climate. A positive school culture is the critical first step administers need to create and sustain irrespective of the challenges of differences (Bowen, Radhakrishna, & Keyser, 2007). A positive school culture (Afarega, 2006) is the critical first step administers need to create and sustain irrespective of the challenges of differences. Thus, school management should be responsible in playing a neutral role in creating a pleasant working environment for the teachers; hence, it would lead to improvement of students' behaviour and scholastic

achievement (Heck, & Marcoulides, 1996). Committed teachers may have strong psychological ties to their school, their students or their subject areas. Committed teachers should be internally motivated. Teacher commitment may be directed towards a number of entities; for example, to the occupation of teaching, to student success, to specific programs, or to the school as an organization (Bowen, Radhakrishna, & Keyser, 2007).

There is substantial evidence in the literature to suggest that a school principal must first understand the school's culture before implementing change (Leithwood, 2007). Bulach (2009) stated that a leader must identify a school's corporate decision making culture. Leonard (2009) studied the dynamics and complexities of a school culture when teacher values were compatible or in conflict with school culture, with predictable results. Lakomski (2001) studied the claim that it is necessary for school leaders to bring about school communication and concluded that there is a causal relationship between the role of the leader and involvement of teachers in decision making.

Taylor and Williams (2001) argued that as accountability through tests has become a threat, school principals need to work on long-term cultural goals in order to strengthen the learning environment. Comparisons between headteachers recognition of staff and their commitment can help school principals' focus their efforts to improve student achievement. Saranson (2006) stated that if we want to

change and improve the outcomes of schooling for both students and teachers, there are features of the factors that focus teachers' commitment must be addressed.

According to Mbiti (2007), KCPE performance for all public primary education was expected to shoot up after introduction of free primary education because pupils were no longer sent home for school fees, however, this is not the case in Mwingi Central District where results are below average as shown in Table 1.1

Table 1.1 Performance of district in Mwingi Central District

District	2008	2009	2010	2011	2012
Mwingi West	239.99	243.90	241.11	236.05	242.80
Mwingi East	242.46	245.63	248.17	237.77	237.51
Mumoni District	240.32	232.30	220.30	217.36	226.75
Tseikuru District	238.21	233.11	220.032	227.52	231.78
Kyuso District	231.12	227.83	215.48	243.1	237.66
Kitui West	236.92	237.25	238.70	237.87	240.51
Mwingi Central	212.21	206.03	213.56	215.21	216.75

DEO Mwingi Central District (2014)

Table 1.1 shows that Mwingi central has been performing dismally compared to other districts.

1.2 Statement of the problem

According to Orodho (2005), teachers play a very crucial role in achieving the objectives of Kenya's vision 2030. Numerous authors and researchers agree that teacher commitment is central to the work of teaching and functioning of education system. For example, Luthans (2006) pointed out that teacher commitment has since 1980's become a topic of interest in education discourse. Elliott and Creswell (2002) argue that teacher commitment and engagement have been identified as amongst the most critical factors in the success and future of education. It contributes to teacher's work performance, absenteeism, burnout, and turnover as well as having an important influence on student achievement.

Teachers who are not satisfied with their job may not be committed and productive thus making them not perform at the best of their capabilities. This study therefore aimed at investigating the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya.

1.4 Objective of the study

The study was guided by the following objectives

- i. To assess how involvement in decision making influence teachers' job commitment in primary schools in Mwingi Central District.
- ii. To determine how recognition by the headteacher for work done influence teachers' job commitment in primary schools in Mwingi Central District.
- iii. To assess how support from immediate supervisor influence teachers' job commitment in primary schools in Mwingi Central District.
- iv. To establish how monetary incentives influence teachers' job commitment in primary schools in Mwingi Central District.

1.5 Research questions

To achieve the above objectives, the following were the research questions

- i. How does involvement by the headteacher in decision making influence teachers' job commitment in primary schools in Mwingi Central District?
- ii. How does recognition by the headteacher for work done influence teachers' job commitment in primary schools in Mwingi Central District?
- iii. In what ways does support from immediate supervisor influence teachers' job commitment in primary schools in Mwingi Central District?
- iv. To what extent do monetary incentives influence teachers' job commitment in primary schools in Mwingi Central District?

1.6 Significance of the study

It is anticipated that this study will bring to the fore probable underlying organizational culture factors that influence of teachers' job commitment in the in primary schools. It is also anticipated that the outcome of the study would assist the government in making decisions on measures required for maximum performance of primary school teachers in Kenya. The study findings may be important to school head teachers in establishing how they can involve teachers in the formulation of strategies that can increase teachers' commitment. School headteachers may benefit from the findings of the stud in that they may be equipped with knowledge on how they can increase teachers' levels of

commitment. The teachers would also find the results of the study beneficial in establishing how their commitment may affect student's performance. It is hoped that the study would encourage and stimulate more educators and students to research more on areas not covered in the study. The TSC may use the information as see the need to better remunerate its teaches to increase their motivation.

1.7 Limitations of the study

Limitation is an aspect of research that may influence the results negatively, but over which, the researcher has no control (Mugenda & Mugenda, 2003). There were cases of some respondents giving minimal cooperation, fearing that the study would detect their administrative incompetence. This was mitigated by ensuring that the information given was kept confidential. It is also possible that some teachers did not give honest information for fear that they were exposing negative qualities of their schools. The researcher however assured respondent that findings were used for academic purpose but not for policy decisions.

1.8 Delimitation of the study

The study was confined within Mwingi Central District which is a peri urban area. The study targeted public primary teachers and head teachers and teachers only as the respondents. Hence the findings were not generalized to urban schools.

1.9 Assumption of the study

The study assumed that:

- i. The respondents were willing to cooperate and give accurate information.
- ii. The respondents were honest when giving their responses.

1.10 Definition of significant terms

Job commitment refer to a positive emotional state by the teachers resulting from the appraisal of one's job as meeting one's job values

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

Organizational culture refers to the way schools have put up structures to enhance teachers' commitment to work

Working conditions refer to the environment that teachers work under. For example availability of space, proper supervision and friendly environment.

1.11 Organization of the study

The study is organized into five chapters; chapter one highlights the backgrounds and statement of the problem, purpose, objectives, significance, limitations, delimitations, assumptions and definitions of significant terms of the study. Chapter two dwells on literature review based on the themes in the research objectives. This is divided into, the concept of organizational culture and job

commitment, how involvement in decision making influences teachers' job commitment, how recognition for work done influence teachers' job commitment, how support from immediate supervisor influence teachers' job commitment and lastly how monetary incentives influence teachers' job commitment. A theoretical and conceptual framework was presented. Chapter three covers research methodology under the following sub headings: research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the study, data collection procedures and data analysis techniques. Chapter four consists of data analysis and interpretation of the findings. Chapter five focuses on the summary, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The chapter presents literature on an overview of organizational culture and employee commitment, decision making and teachers' job commitment, recognition for work done and teachers' job commitment, support from immediate supervisor and teachers' job commitment and monetary incentives and teachers' job commitment. The section also presents the summary of literature review, theoretical framework and the conceptual framework for the study.

2.2 Organizational culture on employee's commitment to work

The culture of an organization such as a school is all the beliefs, feelings, behaviors, and symbols. More specifically, *organizational culture* is defined as shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values concerning the school as an organisation (Schein, 2010). The concept of organizational culture was first noted as early as the Hawthorne studies (Karugu, 1980), which described work group culture. It was not until the early 1980s, however, that the topic came into its own. Several books on organizational culture were published, including Terrence Deal and Allan Kennedy's *Corporate Cultures* (1984), William Ouchi's *Theory Z* (1981), and Tom Peters and Robert Waterman's *In Search of Excellence* (1982). These books

popularized organizational culture, and researchers began in earnest to study the topic.

Employee commitment is defined as employees' acceptance, involvement and dedication towards achieving the organizational goals. It is the willingness of employees to accept organizational values and goals and to work towards achieving these; to be fully involved and participate in all the activities both work and non-work related of the organization and to dedicate time and effort towards the betterment of the organization (Muthondu, 2007). For schools, it is either a force for change or a definite barrier to it. For teachers, it is either the glue that bonds people to the school or what drives them away. Headteachers, today, are increasingly challenged with changing a schools' culture to support new ways of accomplishing work. Schools like any other organisation faces major challenges in preventing the loss of teachers to its competitor. These challenges have, therefore, created the need to change the schools' culture to be more supportive to teachers.

According to Monsoor and Tayib (2010), people work for money, but they also work for more than money. Most teachers want to be proud of their schools, to have a good relationship with other teachers and headteachers and to believe they have worthwhile jobs. Many factors influence both individuals and groups in the schools as an organisation, but not all are considered when trying to understand

the behaviour of people at work. Among those that are most frequently are the environment and culture of the schools with which individuals are associated. This literature review attempts to look at those factors within the organizational culture that have an influence on teachers job commitment.

2.3 Decision making and teachers' job commitment

Decision making is usually defined as the act of making up your mind about something. However, the process of decision making is not as easy as it sounds. Schools like other organisations are constantly making decisions at every level (Brown, 2008). The involvement of teachers in the decision making process makes teachers feel part and parcel of the school. Decision making ranges from strategic decisions through to managerial decisions and routine operational decisions (Boeve, 2007). Decision making in schools is about selecting choices or compromises in order to meet schools objectives. However, decision making is not just about selecting the right choices or compromises. ‘Effective decisions result from a systematic process, with clearly defined elements, that is handled in a distinct sequence of steps’ (Calori & Sarmin, 2011). Headteachers’ have key roles to play throughout the effective decision making process within the school. More importantly however is how teachers are made to feel part and parcel of that decision making process. Headteachers during staff meetings allow staff to express their views and also to contribute to discussions.

Ability of teachers to express their views on certain issues concerning the school is a key factor in teacher satisfaction leading to high commitment. Hasting (2006) indicated that teachers who are allowed to make decisions in school have a high level of commitment to their jobs. Several studies have established that involvement of all stakeholders in decision making makes teachers feel part of the school running. Lakomski (2006), in a research survey on the influence of teachers participation in decision making revealed that, over half (54%) of teachers were committed to their work. In the same survey, 29 percent of teachers reported experiencing some form satisfaction with the schools that offered them opportunity to participate in decision making.

Blase, and Kirby (2003) in their study on bringing Out the Best in Teachers: What Effective Principals do found that teachers were satisfied with their jobs when the headteachers involved them in the schools decision making process. Similarly, Fairman and Clark, (2010) found that schools which involve teachers in decision making process have a corporate ownership of the decision made and hence are made to feel part of the organization. In a study carried out by Adhiambo (2002), teachers were more committed to their work when they were involved in schools decision making process. Muthondu (2006) found that teachers had high ownership of the school where the leadership style of the headteacher involved making teachers part of the decision making process. Thigira (2013) revealed that

organisations that involved their employees in decision making process had employees more committed to their work.

2.4 Recognition for work done and teachers' job commitment

Beardwell and Holden, (2008) state that recognition is basic and all human beings we need it and crave for it. He further states that employees always respond to the recognition. We respond to it. That makes appreciation basic to the success of companies, too. Research by Blyton and Turnball (2008) shows that 79 percent of people who quit their jobs cite lack of recognition as the main reason. A study by Mensah (2009) revealed that teachers become disengaged when they do not feel recognized by their employees or school heads. While there are many ways to show appreciation, recognizing an employee's years of service, or milestones, is a simple, objective, and automatic way to communicate to your employees they are valued.

Kushman (2012) stated that teachers' organizational commitment depended on certain working conditions existing in the school. These include recognition for work done. Other factors are a behavioral climate conducive to learning, a motivational climate. for the student, involvement of the teachers in decision making, and extrinsic rewards for the teachers (Norwood, 2007).

Kushman (2012) found a significant correlation between organizational commitment and recognition of teachers. Among all subscales, the degree of

correlation between effort commitment and overall teachers' commitment was highest. The degree of correlation between recognition for work done and overall commitment was more than that of motivation and overall commitment. This study indicated that the higher the organizational commitment score, the higher the motivation of teachers participating in their commitment. "I am willing to put in a great deal of effort beyond that normally expected in order to help the school be successful", "I am proud to tell others that I am part of this school", and "This school really inspires the very best in the way of my teaching" were the primary factors of organizational commitment that influenced motivation for teachers participating in in-service education. "I find that my values and the school's values are very similar" was a negative factor for teachers participating in in-service education.

2.5 Support from immediate supervisor and employee job commitment.

Organizations, private and public alike are set up to accomplish their own goals and objectives such as the provision of goods and services. Changing employment landscapes have weakened employees' physical, administrative, and temporal attachments to organizations (Chang & Lee, 2007). Employees are more mobile, more autonomous, and less dependent on their organizations for employment than ever before. To address these challenges, organizations are increasingly seeking to strengthen employees' psychological attachments by cultivating affective commitment—an attitude of emotional dedication to organizations (Mathieu &

Zajac, 2006; Meyer & Allen, 1991). Extensive research has demonstrated that affective commitment to organizations is linked to important behavioral outcomes ranging from decreased absenteeism and turnover to increased job performance. Accordingly, scholars and practitioners continue to share a deep interest in understanding how affective commitment to organizations develops. This pursuit is a foundational task for organizational scholarship (Mowday & Sutton, 1993).

Blyton and Turnbull (1994) note that work dominates the lives of most men and women and the management of employees, both individually and collectively, remains a central feature of organizational life. These observation quoted by Salamon (1998), show why most large organizations depend upon competent work in the field of teaching profession. Having spent resources to recruit, train and build on employees experience, the Ghana education service needs to develop some form of motivation plan based on analysis of why the education service is not achieving her objectives. The solution to employee motivation and its relationship with productivity is complex, but application of tactics to address the issue of motivation in individual organization is often simple, straightforward and effective (Grensing, 2006). Apart from money which is the cornerstone of employee commitment, there are other important strategies that can be used to elicit commitment of teachers. Many scholars on the front line say that satisfaction of a professional staff is not as simple as offering the new employee fatty salaries, although each of these element is part of an overall strategy.

Keeping those employees high morale depends on the institutions' willingness to reach beyond traditional approaches (Earl, 1998).

Literature on perceived organizational support suggests that when employees feel supported by their organizations, they develop beliefs that their organizations care about their welfare, which motivate them to strengthen their affective commitment to their organizations (Rhoades & Eisenberger, 2002). This literature draws on social exchange theory (Blau, 1964; Emerson, 2006; Homans, 2008) to propose that employees form attachments to reciprocate what they have received from organizations. However, researchers note that there are additional pathways through which commitment develops, calling for a broader understanding of the underlying mechanisms (Fuller, Barnett, Hester, & Relyea, 2003). In particular, researchers have criticized social exchange perspectives for relying on the assumption of rational self-interest (Meglino & Korsgaard, 2004): employee support programs are assumed to strengthen commitment by fulfilling employees' self-interested motives to *receive*. Researchers have yet to explore the possibility that employee support programs may strengthen commitment by fulfilling employees' other-interested motives to *give*.

2.6 Monetary incentives and employee job commitment

Employees also look for the attractive incentive packages. So to retain personnel and increase their performance has remained a problem for human resources

management practitioners (Luthans, 1998). Akintoye and Mathias (2000) asserts that money remains the most significant motivational strategy leading to commitment. As far back as 1911, Frederick Taylor and his scientific management associates described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a teacher or education professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer. Afarege (2006) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job. The desire to be promoted and earn enhanced pay may also motivate employees.

School managers put certain commitment instruments in place such as free meals for teachers in the boarding schools, Parent Teacher Association (P.T.A) motivational allowances, extra classes allowances, award during speech and prize

giving days and free accommodation for teachers. These are strategies put in place to facilitate commitment among teachers. In his research on teacher commitment and incentives packages in low income developing countries in Africa, Bennel (2004) stated that despite the importance of material and psychological needs like job satisfaction, pay and benefits, occupational status and attrition, there is very limited good quality published information available. He therefore concluded that more research in teacher motivation and incentives is urgently needed to improve the commitment level of teachers.

2.7 Summary of literature review

Insim (2003) examined the effects of teacher recognition for work done on teacher commitment. The findings were that recognition and professional development were positively related to teacher commitment. Kushman (2012) found a significant correlation between organizational commitment and recognition of teachers. Costly and Todd (1987) contend that people work for money, but they also work for more than money. Lambda (2006), in a research survey on the influence of teachers participation in decision making revealed that, over half (54%) of teachers were committed to their work. Blase, and Kirby (2003) found that teachers satisfied with their jobs when the headteachers involved them in the schools decision making process. Similarly, Fairman and Clark (2010) found that schools which involve teachers in decision making process have a corporate ownership of the decision made and hence are made to

feel part of the organization. Thigira (2013) revealed that organisations that involved their employees in decision making process had employees more committed to their work. While Beardwell and Holden (2008) revealed that recognition is basic and all human beings we need it and crave for it. This agreed with Getzels and Guba (2007) who revealed that teachers become disengaged when they do not feel recognized by their employees or school heads.

2.8 Theoretical framework

The study will employ the Herzberg's Two-factor Theory. The theory states that job satisfaction and job dissatisfaction are caused by different and independent sets of factors: the motivators and the hygiene factors. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers *motivators* and the dissatisfiers hygiene *factors*, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction (Herzberg 1968:

www.cehd.umn.edu/olpd/research/studentconf/.../stelloherzberg.pdf)

Herzberg analyzed and classified the job content factors or satisfying experiences as follows; satisfiers which are Achievement, recognition, Work itself, Responsibility, -Advancement and growth. According to Herzberg, these factors

stand out as strong determinants of job satisfaction with three of them, a sense of performing interesting and important work (work itself), job responsibility and advancement being the most important relative to a lasting attitude change. Achievement more so than recognition, was frequently associated with such long-range factors as responsibility and the nature of the work itself (Herzberg 1968: www.cehd.umn.edu/olpd/research/studentconf/.../stelloherzberg.pdf

Recognition which produces good feelings about the job does not necessarily have to come from superiors; it may come from subordinates, peers, or customers. It is interesting to note that recognition based on achievement provides a more intense satisfaction than does recognition used solely as a human relations tool divorced from any accomplishment.

The literature clearly indicates that Herzberg's two-factor theory of job satisfaction has been used as the basis of successful job enrichment programs. The theory, as proposed, is not restrictive to any particular occupation or working level. Over the years it has received fairly wide publicity and as a result is the most widely accepted job enrichment approach today. Herzberg approaches such failures rather academically and attempts to explain them away. He never really comes to gripe with any of the major criticisms levied against the basic two-factor theory. This theory is applicable to this study in that teachers need to be provided by conducive working environment so as to foster their achievement at work,

reduces dissatisfies, and hence enhances their job commitment. The conceptual framework for the study is presented in Figure 2.1.

2.10 Conceptual framework

Figure 2.1:

Interrelationship between organizational culture and teachers' job commitment

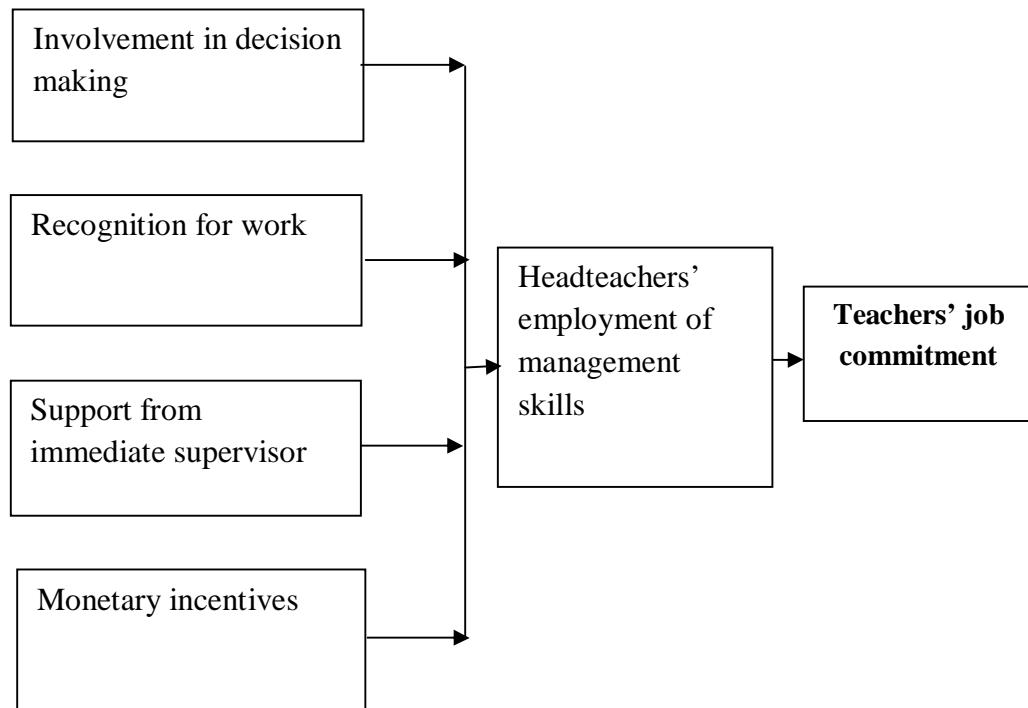


Figure 2.1 presents the diagrammatical framework for the study showing factors that lead to teacher's job satisfaction among secondary school teachers. In the figure, the teacher is considered to experience different factors that have an effect of their job commitment. These factors which are the independent variables are

the factors that are within involvement in decision making, recognition for work, support from immediate supervisor and monetary incentives. These factors will affect the teacher's level of job commitment either positively or negatively. Indicators of job commitment include desire to stay in the school, dedication towards work, readiness to participate in school activities and programmes and willingness to support the school administration.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedure that was used in conducting the study. The section focuses on research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

The researcher found it most appropriate to use a descriptive correlation design. Descriptive correlation design is a method designed to determine if two or more variables are associated with each other. According to Orodho (2005), descriptive correlation approach provides a snapshot of the current state of affairs and the relationship among variables for prediction of future events from the present knowledge. The approach as used in this study provided an adequate description imperative of making a wide range of policy decisions. It also helped the researcher to discover the relationship between the practices and commitment of teachers in primary schools in Mwingi Central District, Kenya.

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. For this study, the target population consisted of all the 714 teachers in all the 103 public primary schools in the district (Mwingi District Education Officer, 2013). The choice of teachers was based on the fact that the variables under investigation are particular to them and no other party could provide the information.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. To sample the teachers, the researcher used the 30 percent of the population as suggested by Gay and Airasian (2003) who states that a sample size of between 10% and 30% percent of the total population is representative. The researcher opted for 20% of the population hence the sample was 143 teachers in 20% of the schools which is 20 schools. The number of teachers (143) were divided by the number of schools (20) hence 5 teachers from each school. Selecting the teachers from each school involved simple random sampling where a list of all the teachers in each school was sought and then the researcher select 5 teachers randomly.

3.5 Research instruments

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp,

2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. There was one set of questionnaire which was designed for the teachers. It contained two sections: section one was the demographic data while section two contained items in a Likert type which sought respondents' opinions on the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 1999) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research objectives. The supervisors who were experts in the area of study validated the instruments. As such, the researcher sought assistance from the supervisors in order to help improve content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests

when administered a number of times. To enhance the reliability of the instrument, a pre test was conducted in schools in other schools in Mwingi district which were not included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest reliability method which involved administering the same instrument twice to the same group of subject with a 2 weeks time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x^2)][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more was simply show that there is high reliability of data. The reliability coefficient was 0.79 hence the instruments were deemed reliable.

3.8 Data collection procedures

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NCSTI) and permissions sought from the Deputy county commissioner and the District Education Officer (DEO) and thereafter wrote letters to the headteachers to be allowed to do the study. The selected schools were visited and the questionnaires administered to the

respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected immediately.

3.9 Data analysis techniques

According to Cooper and Emory (1995:67), data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. The analysis was based on descriptive statistics. This was done through using computer software Statistical Package for Social Sciences (SPSS). For practical purposes, items on the questionnaire were assigned a score using Likert and Likert (1976) rating scale. The analytical procedures to be utilized included descriptive statistics and such as frequencies and percentage and correlations. Descriptive statistics describe data in terms of measures of central tendency. Descriptive statistics are the most efficient means of summarising the characteristics of large sets of data while correlations showed the relationships between the independent and dependent variables in all the research questions. In a statistical analysis, the analyst calculates one number or a few numbers that reveal something about characteristics of large sets of data (McDaniel & Gates, 2002:488). The results have been presented in tabular format.

CHAPTER FOUR

DATA ANALYSIS AND INTERPREATION

4.1 Introduction

This study investigated the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya. The study specifically investigated how involvement in decision making, recognition for work done, support from immediate supervisor and how monetary incentives influence teachers' job commitment in primary schools. This chapter presents the data analysis and interpretation of the findings.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Of the 143 teachers, 137 (95.8%) of teachers responded and returned the questionnaire. The questionnaire return rate was above 80% and hence deemed as adequate for data collection Nachmias and Nachmias (1996) states that a questionnaire return rate of above 75% is adequate for data collection in social sciences research.

4.3 Demographic information of teachers

The demographic information of teachers was based on gender, age, duration they had served as teachers and highest academic qualification. This was done to establish and understand the general characteristics of the respondents in the study.

Gender of teachers

The researcher explored the gender of the teachers to establish the distribution of teachers in terms of gender. Table 4.1 shows gender of teachers

Table 4.1

Distribution of teachers according to gender

Gender	F	%
Male	38	27.7
Female	99	72.3
Total	137	100.0

Data shows that there were more female teachers than male in the schools. The reason for more female teachers in the district could be attributed to the fact that there are more female teachers in the teaching profession.

Age of teachers

The study sought to establish the age of the teachers because this relate to the experience acquired of the years and also maturation in decision making. Asked to indicate their age, they responded as shown in Table 4.2

Table 4.2**Teachers' distribution by age**

Years	F	%
Below 25 Years	7	5.1
25 – 30 years	15	10.9
31 – 35 years	39	28.5
36 – 40 years	15	10.9
41 – 45 years	47	34.3
46 – 50 years	14	10.2
Total	137	100.0

Table 4.2 shows that teachers were old enough to provide information on the influence of organizational culture on teachers' job commitment in primary schools.

Professional qualification of teachers

The study also sought to explore the professional qualifications of teachers. Table 4.3 indicates teachers' professional qualification.

Table 4.3**Distribution of teachers according to professional qualification**

Professional qualification	F	%
B.Ed	24	17.5
P.1	63	45.9
S1	25	18.2
Diploma in Education	25	18.2
Total	137	100.0

Data shows that teachers had acquired education qualification and hence were in a position to understand the influence of organizational culture on teachers' job commitment. The researcher further sought to establish the teachers' teaching experience in years. Teachers' teaching experience in years is shown in Table 4.3.

Table 4.4**Teachers' teaching experience in years**

Years	F	%
Below 5 years	9	6.6
5 – 10	54	39.4
11 – 15	34	24.8
16-20	13	9.5
21 – 25	19	13.9
16-20	8	5.8
Total	137	100.0

Data shows that the teachers had a considerable experience and hence they could provide information on the influence of organizational culture on teachers' job commitment.

4.3 Involvement in decision making and teachers' job commitment

The purpose of this study was to investigate influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya. Specifically, the study sought to establish the teachers' involvement in decision making and teachers' job commitment.

The teachers were asked to indicate the extent to which they agreed or disagreed that their headteachers encouraged free expression of feelings including criticisms, they responded as Table 4.5.

Table 4.5

Teachers' responses on headteachers' encouragement of free expression of feelings including criticisms

Response	F	%
Strongly Agree	6	4.4
Agree	5	3.6
Disagree	80	58.3
Strongly Disagree	46	33.5
Total	137	100.0

The data implied that teachers were not made to feel part and parcel of that decision making process. According to Boeve (2007) decision making ranges from strategic decisions through to managerial decisions and routine operational decisions. Decision making in schools is about selecting choices or compromises in order to meet schools objectives. However, decision making is not just about selecting the right choices or compromises.

The teachers were further asked to indicate whether their headteachers used consultative in decision making, they responded as presented in Table 4.6

Table 4.6**Teachers' responses on headteachers use consultative in decision**

Response	F	%
Strongly Agree	20	14.6
Agree	74	54.0
Disagree	43	31.4
Total	137	100.0

Data implies that the headteachers during allowed staff to express their views and also to contribute to discussions. This is in line with Calori & Sarmin (2011) who found that headteachers' have key roles to play throughout the effective decision making process within the school. More importantly however is how teachers are made to feel part and parcel of that decision making process. Headteachers during staff meetings allow staff to express their views and also to contribute to discussions.

One of the factors that make teachers more committed in their work is the amount of delegation that their headteachers accord them. The teachers in the study were asked to indicate whether their headteachers delegated power of responsibilities to teachers, teachers responded as Table 4.7.

Table 4.7**Teachers' responses on headteachers delegated power of responsibilities to teachers**

Response	F	%
Strongly Agree	64	46.7
Agree	40	29.2
Undecided	25	18.2
Disagree	8	5.8
Total	137	100.0

Findings indicates highest proportion of 46.7% that teachers strongly agreed that headteachers delegated power of responsibilities to teachers. When teachers are delegated responsibilities they are expected to perform well in their teaching duties and hence improving pupils performance.

Teachers were further asked to indicate the various ways in which the headteachers involved them. The data is presented in Table 4.8.

Table 4.8

Teachers' responses on headteachers involvement of teachers and their job commitment

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Expresses confidence in staff members for proper delivery of duties	71	51.8	25	18.2	41	29.9
Encourages standard performance of all teachers as a mutual agreement towards improved academic achievement	87	63.5	17	12.4	33	24.1

Table 4.8 shows that majority (51.8%) of teachers agreed that headteachers expressed confidence in staff members for proper delivery of duties, (29.9%) of teachers disagreed with the statement. Findings further shows that majority (63.5%) of teachers agreed that their headteachers encourages standard performance of all teachers as a mutual agreement towards improved academic achievement while (24.1%) of teachers disagreed with the statement. This agrees with Hasting (2006) who indicated that the ability of teachers to express their views on certain issues concerning the school is a key factor in teacher

satisfaction leading to high commitment. Teachers who were allowed to make decisions in school have a high level of commitment to their jobs.

In order to examine the relationship between involvement in decision making and teachers' job commitment the analyses were performed using the Pearson Correlation Coefficient the data is presented in table below. In performing the correlations the researcher use the mean score of all the items in the items addressing decision making. The data is presented in Table 4.9.

Table 4.9

Pearson Correlation of decision making and teachers' job commitment

		Decision making	Job commitment
Pearson	Decision making	1.000	0.68
Si 1 – tailed	Teachers job commitment	0.68	1.000
N	137	75	

The data shows that there was a positive relationship with a coefficient of 0.68 between teachers' involvement in decision making and teachers' job commitment. The results show that the level of teachers' involvement in decision making influenced teachers' job commitment.

The above findings agree with Lakomski (2006) in a research survey on the influence of teachers participation in decision making revealed that, over half

(54%) of teachers were committed to their work. In the same survey, 29 percent of teachers reported experiencing some form satisfaction with the schools that offered them opportunity to participate in decision making. Similarly, Fairman and Clark, (2010) found that schools which involve teachers in decision making process have a corporate ownership of the decision made and hence are made to feel part of the organization.

4.4 Recognition for work done and teachers' job commitment

One of the objectives of the study was to establish how recognition of teachers work by the headteachers influenced their job commitment. To establish how teachers' recognition for work done influence teachers' job commitment, the researcher posed items to the teachers that sought to establish the same. Data is presented in the following section.

The teachers were asked to indicate whether the headteachers recognized the work they did. The responses are presented in Table 4.10.

Table 4.10**Teachers' responses on headteachers' recognition the work done by teachers**

Response	F	%
Strongly Agree	7	5.1
Agree	87	63.5
Undecided	21	15.3
Disagree	7	5.1
Strongly Disagree	15	10.9
Total	137	100.0

Data indicates that teachers agreed that the headteachers recognizes the work done by teachers. Beardwell and Holden, (2008) state that recognition is basic and all human beings we need it and crave for it. He further states that employees always respond to the recognition. This shows that teachers become engaged when they feel recognized by their school heads. When teachers feel recognized by their headteachers, they feel more secure in their work and are encouraged to work hard hence their job commitment is increased.

Employees are more committed when they are appreciated by the immediate supervisors. Such appreciation makes them work more and also enhances their job commitment. The study therefore sought to establish how headteachers appreciation enhanced teachers' job commitment. The teachers were therefore

asked to indicate the extent to which their headteachers appreciated their work.

Table 4.11 shows teachers responses on whether they appreciate the way the headteacher recognizes their efforts.

Table 4.11

Teachers' appreciation on the way the headteacher recognize their efforts

Response	F	%
Strongly Agree	8	5.8
Agree	51	37.2
Disagree	74	54.0
Strongly Disagree	4	2.9
Total	137	100.0

From the Table, teachers disagreed that they appreciated the way the headteacher recognizes their efforts. Teachers agreed with the statement while some strongly disagreed that they appreciated the way the headteacher recognizes their efforts. This agrees with Kushman (2012) who indicated that teachers' organizational commitment depended on recognition for work done. Kushman (2012) stated that teachers' organizational commitment depended on certain working conditions existing in the school which includes recognition for work done.

In a further bid to establish how teachers recognition by their headteachers influenced their job commitment, the teachers were asked to indicate some of the various ways that there were recognized. The findings are presented in Table 4.12.

Table 4.12

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

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
The PTA recognizes my efforts in this school	42	30.6	4	2.9	91	66.4
Headteacher calls us to the office to thank me for work well done	70	51.0	14	10.2	53	38.7
Headteacher makes friendly supervision	61	44.5	4	2.9	72	52.5
Headteacher is always ready to sacrifice for our well being	46	33.6	20	14.6	71	51.8
Headteacher is always ready to assist	105	76.6	6	4.4	26	19.0

Table 4.12 shows that majority (66.4%) of teachers disagreed that the PTA recognizes their efforts in the school, majority (51.0%) of teachers agreed that their headteacher calls them to the office to thank them for work well done, majority (52.5%) of teachers disagreed that the headteacher makes friendly supervision. Data further shows that majority (51.8%) of teachers disagreed that the headteacher was always ready to sacrifice for their well being while majority (76.6%) of teachers agreed that the headteacher was always ready to assist. This indicates that there was a relationship between the recognition for work done and overall commitment of teachers in the school.

To determine the relationship between recognition of work done and teachers job commitment, analyses were performed using the Pearson Correlation Coefficient the data is presented in Table 4.13.

Table 4.13

Correlations for recognition for work done and teachers' job commitment

		Recognition for work done	Teachers' job commitment
Pearson	Recognition for work done	1.000	0.69
Si 1 - tailed	Teachers job commitment	0.69	1.000
N	137	75	

Data in Table 4.13 shows that there was strong positive (0.69) correlation between recognition for work done and teachers' job commitment.

4.5 Support from immediate supervisor and teachers' job commitment

To establish the influence of teachers support from immediate supervisor and their job commitment, the researcher posed items to the teachers to establish the same. Findings are presented in Table 4.14

Table 4.14

Teachers' responses on whether the management of the school inspires the very best in teachers in terms of job performance

Response	F	%
Strongly Agree	87	63.5
Agree	30	21.9
Disagree	10	7.3
Strongly Disagree	10	7.3
Total	137	100.0

As seen in Table 4.14, teachers strongly agreed that the management of the school inspires the very best in teachers in terms of job performance, 30(21.9%) of teachers agreed with the statement. This implies that when teachers feel supported by their organizations, they develop beliefs that their organizations care about

their welfare, which motivate them to strengthen their affective commitment to their teaching jobs. When asked about support from immediate supervisor they responded as shown in Table 4.15

Table 4.15

Teachers responses on the support from immediate supervisor and teachers' job commitment

Immediate supervisor	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Ensures that I work under conducive environment	82	59.9	23	16.8	32	23.4
Supports me in my profession	39	28.4	26	19.0	72	52.6

Data shows that majority, 59.9% of teachers agreed that their immediate supervisor ensures that teachers work under conducive environment while majority 52.6% of the teachers disagreed that their immediate supervisor supports them in their profession.

Table 4.16

Teachers' responses on their attitude towards their job commitment at school

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
I am extremely glad that I chose teaching profession over other professions	114	83.2	6	4.4	17	12.4
I don't have much to gain by staying at this school	30	21.9	10	7.3	97	70.8
I find it difficult to often agree with the school policies on important matters relating to its teachers	96	70.1	18	13.1	23	16.8
I really care about the fate of this school	103	75.2	6	4.4	28	20.4
For me, this is the best of all possible school to work with.	105	76.6	13	9.5	19	13.9
Deciding to work for this school was a definite mistake on my part	21	15.3	33	24.1	83	60.5

Findings indicates that majority (83.2%) of teachers agreed that they are extremely glad that they chose teaching profession over other professions, (70.8%) of teachers disagreed that they do not have much to gain by staying at the school. Data further shows that majority (70.1%) of teachers agreed that they found it difficult to often agree with the school policies on important matters relating to its teachers, majority 103(75.2%) of teachers agreed that they really care about the fate of the school. Majority (76.6%) of teachers agreed that for them, their school was best of all possible school to work with while majority (60.5%) of teachers disagreed with the statement that deciding to work for their school was a definite mistake on their part. This agrees with Earl, (1998) who indicated that satisfaction of a professional staff is not as simple as offering the new employee fatty salaries, although each of these element is part of an overall strategy. Keeping those teachers high morale depends on the institutions willingness to reach beyond traditional approaches.

In order to examine the relationship between support from immediate supervisor and teachers' job commitment the analyses were performed using the Pearson Correlation Coefficient the data is presented in table below. In performing the correlations the researcher use the mean score of all the items in the items addressing support from immediate supervisor. The data is presented in Table 4.17

Table 4.17

Correlations for support from immediate supervisor and teachers' job commitment

		Support by headteacher	Teachers' job commitment
Pearson	Support from immediate supervisor	1.000	0.75
Si 1 - tailed	Teachers' job commitment	0.75	1.000
N	137	75	

The table shows that there was strong positive (+0.75) relationship between support given by the headteachers and teachers' job commitment. The results showed that the support given to teachers influenced teachers job commitment.

4.6 Monetary incentives and teachers' job commitment

To establish the influence of monetary incentives to teachers' job commitment, the teachers were asked whether the pay they receive as teachers was sufficient for their needs. Table 4.18 tabulates the findings

Table 4.18**Teachers' response on sufficiency of payment they receive**

Response	F	%
Strongly Agree	5	3.6
Agree	45	3.6
Disagree	127	92.7
Total	137	100.0

Findings indicates that the pay that teachers received was insufficient for their needs as indicated by majority 127(92.7%) of teachers. This agrees with Mathias (2000) who asserts that money remains the most significant motivational strategy leading to commitment Asked whether they work since they get their pay in time, teachers responded as shown in Table 4.19.

Table 4.19**Teachers' responses on whether they work since they get their pay in time**

Response	F	%
Strongly Agree	10	7.3
Agree	89	65.0
Disagree	38	27.7
Total	137	100.0

Data shows that teachers agreed that they worked since they got their pay in time. This shows that money was an important factor in motivating the industrial workers to achieve greater productivity. According to Monsoor and Tayib (2010), people work for money, but they also work for more than money. Most teachers want to be proud of their schools, to have a good relationship with other teachers and headteachers and to believe they have worthwhile jobs. Many factors influence both individuals and groups in the schools as an organisation, but not all are considered when trying to understand the behaviour of people at work.

Table 4.20 tabulates teacher's responses on whether the PTA recognizes their effort by giving them monetary rewards after pupils perform well.

Table 4.20

Teacher's responses on whether the PTA recognizes their effort by giving them monetary rewards after pupils perform well

Response	F	%
Agree	42	30.7
Undecided	14	10.2
Disagree	58	42.3
Strongly Disagree	23	16.8
Total	137	100.0

Data shows teachers disagreed that the PTA recognizes their effort by giving them monetary rewards after pupils perform well. Asked whether the headteacher gave them enough money whenever they went out for official duties, teachers responded as shown in the Table 4.20.

Table 4.21

Teachers' responses on adequacy of money they receive whenever they went out for official duties

Response	F	%
Strongly Agree	10	7.3
Agree	17	12.4
Disagree	46	33.6
Strongly Disagree	64	46.7
Total	137	100.0

Table 4.21 shows that teachers strongly disagreed that the headteacher gave teachers enough money whenever they went out for official duties. A few of them disagreed with the statement while others agreed that headteacher gave teachers enough money whenever they went out for official duties.

Teachers were asked to indicate how different aspects of monetary incentives affected their job commitment. The data is presented in Table 4.22.

Table 4.22

Teachers' responses on the monetary incentives and teachers' job commitment

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
I am willing to put in a great deal of effort beyond what is normally expected in order to help my school be successful.	104	75.9	4	2.9	29	21.2
I talk about my school to my friends as a great institution to work for.	91	66.4	17	43.4	29	21.2
I feel very little loyalty to this school	25	18.2	17	12.4	95	69.3
I would accept almost any type of job assignment in order to keep working for my school	48	35.0	17	12.4	72	52.6
My values and those of my school are very similar	64	46.7	17	12.4	56	40.9
I am proud to tell others that I am part of my school	95	69.3	10	7.3	32	23.4
I could just as well be working for a different school as long as the type of work is similar	78	56.9	4	2.9	55	40.1
I am much committed to my job as a teacher	115	83.9	8	5.8	14	10.2
I am not much committed to my job due to poor remuneration.	106	77.4	27	19.7	4	42.9

Data shows that majority (75.9%) of teachers agreed that they are willing to put in a great deal of effort beyond what was normally expected in order to help their school be successful., (66.4%) of teachers agreed that they talk about their school to their friends as a great institution to work for. Data further shows that majority (69.3%) of teachers disagreed that they felt very little loyalty to their school, majority (69.3%) of teachers agreed that they were proud to tell others that they were part of their school. Findings further shows that majority (83.9%) of teachers agreed that they are much committed to their job as a teacher while majority (77.4%) of teachers agreed that they are not much committed to their job due to poor remuneration.

The data implies that money has the power to attract, retain, and motivate teachers towards higher performance. The researcher was also interested in establishing whether teachers loved to teach because of the motivational factors. Table 4.23 tabulates the findings.

Table 4.23

Teachers' responses on whether they loved to teach because of motivational factors

Response	F	%
Strongly Agree	104	75.9
Agree	17	12.4
Strongly Disagree	16	11.7
Total	137	100.0

Majority (75.9%) of teachers strongly agreed that they loved to teach because of the motivational factors, (12.4%) of teachers agreed with the statement while (11.7%) of teachers strongly disagreed that they loved to teach because of the motivational factors. Asked whether they will work with all their heart to increase performance in the institution, they responded as Table 4.24.

Table 4.24

Teachers' responses on whether they will work with all their heart to increase performance in the institution

Response	F	%
Strongly Agree	96	70.1
Agree	13	9.5
Strongly Disagree	28	20.4
Total	137	100.0

From the table, majority (70.1%) of teachers strongly agreed that they worked with all their heart to increase performance in the institution, 13(9.5%) of teachers agreed with the statement while 28(20.4%) of teachers strongly disagreed that they worked with all their heart to increase performance in the institution. This implies that most teachers want to be proud of their schools, to have a good relationship with other teachers and headteachers and to believe they have worthwhile jobs.

To examine the influence of monetary incentives and teachers job commitment, the analyses were performed using the Pearson Correlation Coefficient the data is presented in table 4.25.

Table 4.25**Correlations on monetary incentives and teachers job commitment**

		Monetary incentives	Teachers job commitment
Pearson	Monetary incentives	1.000	0.58
Si 1 - tailed	Job commitment	0.58	1.000
N	137	75	

The scores obtained on the independent variable (monetary incentives) were correlated with the teachers' job commitment. The results indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.58. The results indicated that monetary incentives factions influenced teachers' job commitment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and also provides suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya. The study was guided by four research objectives. Objective one sought to assess how involvement in decision making influence teachers' job commitment, research objective two sought to determine how recognition for work done influence teachers' job commitment, research objective three sought to assess how support from immediate supervisor influence teachers' job commitment while research objective four sought to establish how monetary incentives influence teachers' job commitment in primary schools in Mwingi Central District. The study employed a descriptive correlational design. The sample for the study comprised of 143 teachers. Data was collected by use of questionnaires. Pre-testing was done to gauge the clarity and relevance of the instrument items.

The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variables

5.3 Summary of findings

5.3.1 Involvement in decision making and teachers' job commitment

Findings how involvement in decision making influence teachers' job commitment revealed that headteachers did not encourage free expression of feelings including criticisms as indicated by majority 80(58.3%) of teachers which implied that teachers were not made to feel part and parcel of that decision making process. Majority 74(54.0%) of teachers agreed that their headteachers use consultative in decision that allowed staff to express their views and also to contribute to discussions. The study also found out that majority 71(51.8%) of teachers agreed that headteachers expressed confidence in staff members for proper delivery of duties which indicated that the ability of teachers to express their views on certain issues concerning the school was a key factor in teacher satisfaction leading to high commitment.

Findings on the correlations between involvement in decision making and teachers' job commitment revealed that there was a positive relationship with a coefficient of 0.68 between teachers' involvement in decision making and teachers' job commitment. The results show that the level of teachers' involvement in decision making influenced teachers' job commitment.

Recognition for work done and teachers' job commitment

The study also determined how recognition for work done affected teachers' job commitment. Findings from teachers revealed that headteachers recognized the work done by teachers as indicated by majority 87(63.5%) of teachers. Majority 74(54.0%) of teachers disagreed that they appreciated the way the headteacher recognizes their efforts.

Findings further shows that majority 91(66.4%) of teachers disagreed that the PTA recognizes their efforts in the school, majority 70(51.0%) of teachers agreed that their headteacher called them to the office to thank them for work well done. It was also found out that headteacher did not makes friendly supervision as shown by majority 72(52.5%) of teachers. This indicated that there was a relationship between the recognition for work done and overall commitment of teachers in the school. Correlations relationship between recognition of work done and teachers job commitment, revealed that there was strong positive (0.69) relationship recognition for work done and teachers' job commitment.

5.3.2 Support from immediate supervisor and teachers' job commitment

Findings on how support from immediate supervisor influence teachers' job commitment indicated that management of the school inspires the very best in teachers in terms of job performance as indicated by majority 87(63.5%) of teacher. Majority 82(59.9%) of teachers agreed that their immediate supervisor

ensures that teachers work under conducive environment while majority 72(52.6%) of teachers disagreed that their immediate supervisor supports them in their profession.

Findings further indicated that teachers agreed that they were extremely glad that they chose teaching profession over other professions and that they found it difficult to often agree with the school policies on important matters relating to its teach as indicated by majority 144(83.2%) of teachers. Majority 103(75.2%) of teachers agreed that they really care about the fate of the school. The study also found out that for teachers their school was best of all possible school to work with as shown by majority 105(76.6%) of teachers.

Findings on the relationship between support from immediate supervisor and teachers' job commitment revealed that there was strong positive (0.75) relationship between support give by the headteachers and teachers' job commitment.

5.3.3 Monetary incentives and teachers' job commitment

Findings on how monetary incentives influence teachers' job commitment indicates that teachers pay was insufficient for their needs as indicated by majority 127(92.7%) of teachers. Majority 89(65.0%) of teachers agreed that they worked since they got their pay in time. The study also found out that teachers strongly disagreed that the headteacher gave teachers enough money whenever

they went out for official duties. The findings further shows that majority 104(75.9%) of teachers agreed that they are willing to put in a great deal of effort beyond what was normally expected in order to help their school be successful. Majority 104(75.9%) of teachers loved to teach because of the motivational factors. Majority 96(70.1%) of teachers strongly agreed that they worked with all their heart to increase performance in the institution. This implies that most teachers want to be proud of their schools, to have a good relationship with other teachers and headteachers and to believe they have worthwhile jobs.

Findings on the correlations between monetary incentives and teachers job commitment indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.58. The results indicated that monetary incentives factions influenced teachers' job commitment.

5.4 Conclusions

Based on the study findings, the study concluded that teachers were not made to feel part and parcel of that decision making process although headteachers used consultative in decision that allowed staff to express their views and also to contribute to discussions. The researcher concluded that headteachers expressed confidence in staff members for proper delivery of duties which indicated that the ability of teachers to express their views on certain issues concerning the school was a key factor in teacher satisfaction leading to high commitment.

It was further concluded that headteachers recognized the work done by teachers. This was done by headteacher called them to the office to thank them for work well done. The study further concluded that management of the school inspired the very best in teachers in terms of job performance and teachers' immediate supervisor ensured that teachers work under conducive environment.

From the findings on the effects of monetary incentives on teachers' job commitment, the study concluded that teachers pay was insufficient for their needs and that teachers worked since they got their pay in time. The study also concluded headteacher gave teachers inadequate money whenever they went out for official duties. It was also concluded that teachers were willing to put in a great deal of effort beyond what was normally expected in order to help their school be successful.

The researcher further concluded that teachers talked about their school to their friends as a great institution to work and they were proud to tell others that they were part of their school. It was lastly concluded that most teachers want to be proud of their schools, to have a good relationship with other teachers and headteachers and to believe they have worthwhile jobs.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. The school administration should put up measures to motivate teachers for preventing the loss of teachers to its competitors in other areas like the private sectors.
- ii. The headteachers to be involved in selecting choices or compromises in order to meet schools objectives as the involvement of teachers in the decision making process makes teachers feel part and parcel of the school.
- iii. The school Board of Management should establish an incentive wage systems as a means of stimulating teachers to higher performance, commitment, and eventually satisfaction

5.5 Suggestions for Further Research

The researcher suggested that since the study was conducted in one District in Kenya, the study be conducted in a larger area, or in the whole of Kenya to determine the actual influence of organizational culture on teachers' job commitment in primary schools.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi
School of Education
P.O Box 92
Kikuyu.

The headteacher,

_____ primary school.

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a postgraduate student pursuing a Master of Education at University of Nairobi in the Department of Educational Administration and Planning. I am conducting research on the “**The influence of organizational culture on teachers’ job commitment in primary schools in Mwingi Central District, Kenya**”. Kindly and honestly respond to all the items of the questionnaire. The questionnaire is for research purposes only and hence utmost confidentiality will be observed for the respondent. Please, do not put down your name and that of your current school anywhere on the questionnaire. Thank for your co-operation.

Yours faithfully,

Bretta Makau

APPENDIX B

TEACHERS QUESTIONNAIRE

Instructions

This questionnaire is designed to help the researcher find out the influence of organizational culture on teachers' job commitment in primary schools in Mwingi Central District, Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Demographic data

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender? Female [] Male []
2. What is your age in years?

Below 25 [] 25 – 30 yrs [] 31 – 35 yrs [] 36 – 40 yrs []
41 – 45 yrs [] 46 – 50 yrs [] 51 yrs and above []

3. What is your highest professional qualification?

PhD [] B.Ed [] P.1 []
S1 [] Diploma in Education [] B.Ed []

If any other specify
.....

4. Please indicate your teaching experience in years

Below 5 yrs [] 5 – 10 yrs [] 11 – 15 yrs []

16-20 yrs [] 21 – 25 yrs [] 16-20 yrs []

26 and over yrs []

Indicate the extent to which you agree or disagree with the following statements

using the following key:

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

SD = Strongly Disagree

	Practices	SA	A	U	D	SD
	My headteacher:					
i.	Encourages free expression of feelings including criticisms					
ii.	uses consultative in decision making					
iii.	Delegates power of responsibilities to teachers					
iv.	encourages free expression of feelings including criticisms					
v.	expresses confidence in staff members for proper delivery of duties					
vi.	encourages standard performance of all teachers as a mutual agreement towards					

	improved academic achievement.				
vii.	Recognises the work done by teachers				
viii.	I appreciates the way my headteacher recognises my efforts				
ix.	The PTA recognizes my efforts in this school				
x.	calls us to the office to thank me for work well done				
xi.	I always receive monetary rewards for work well done				
xii.	makes friendly supervision				
xiii.	is always ready to sacrifice for our well being				
xiv.	is always ready to assist				
xv.	ensures that I work under conducive environment				
xvi.	supports me in my profession				
xvii.	We receive extra pay for extra work done				
xviii.	The pay I receive as a teacher is sufficient for my needs				
xix.	I work since I get my pay in time				
xx.	The PTA recognises my effort by giving me				

	monetary rewards after pupils perform well				
xxi.	gives me enough money whenever i go out for official duties				
	Job commitment	SA	A	U	D
	SD				
xxii.	I am willing to put in a great deal of effort beyond what is normally expected in order to help my school be successful.				
xxiii.	I talk about my school to my friends as a great institution to work for.				
xxiv.	I feel very little loyalty to this school				
xxv.	I would accept almost any type of job assignment in order to keep working for my school.				
xxvi.	My values and those of my school are very similar.				
xvii.	I am proud to tell others that I am part of my school				
xviii.	I could just as well be working for a different school as long as the type of work is similar.				
xxix.	The management of this school inspires the very best in me in terms of job performance				

xxx.	I am extremely glad that I chose teaching profession over other professions.				
xxxi.	I don't have much to gain by staying at this school				
xxii.	I find it difficult to often agree with the school policies on important matters relating to its teachers				
xxiii.	I really care about the fate of this school.				
xxiv.	For me, this is the best of all possible school to work with.				
xxv.	Deciding to work for this school was a definite mistake on my part.				
xxvi.	I am much committed to my job as a teacher.				
xvii.	I am not much committed to my job due to poor remuneration.				
xviii.	I love to teach because of the motivational factors.				
xxix.	I will work with all my heart to increase performance in my institution				

Adopted from Sincich, Levine and Stephan (1999) Practical statistics by example using Microsoft Excel, Upper Saddle River, New Jersey: Prentice Hall

APPENDIX C

LETTER OF AUTHORIZATION


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI.

RE: RESEARCH AUTHORIZATION

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

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

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

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kitui County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

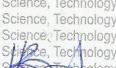
APPENDIX D

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. BRETTA KAVUTHA MAKAU
of UNIVERSITY OF NAIROBI, 146-90400
mwangi, has been permitted to conduct
research in Kitui County

on the topic: INFLUENCE OF
ORGANIZATIONAL CULTURE ON
TEACHERS' JOB COMMITMENT IN
PRIMARY SCHOOLS IN MWINGI CENTRAL
DISTRICT, KENYA

for the period ending:
31st December, 2014



**Applicant's
Signature**

Permit No : NACOSTI/P/14/0083/2483
Date Of Issue : 8th July, 2014
Fee Received : Ksh 1,000


Dr. J. M. Mwangi
Secretary
National Commission for Science, Technology & Innovation

<p>1. You must report to the County Commissioner, and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.</p> <p>2. Government Officers will not be interviewed without prior appointment.</p> <p>No questionnaire will be used unless it has been approved.</p> <p>Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</p> <p>3. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.</p> <p>4. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</p>	 <p>REPUBLIC OF KENYA</p> <p>NACOSTI</p>	<p>RESEARCH CLEARANCE PERMIT</p> <p>Serial No: A 2018</p> <p>CONDITIONS: see back page</p>
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