THE EFFECT OF EMPOWERMENT ON COMMITMENT OF TEACHERS IN PRIVATE PRIMARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA

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A RESEARCH PROJECT PRESENTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

2014

DECLARATION

This research project is my original work and has not been submitted to any other university for award of a degree.

Signature ………………………………….Date…………………………………………...

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D61/72363/2011

This research project was submitted for examination with my authority as the university supervisor.

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DEDICATION

I dedicate this research project to my wife Maureen and my two daughters Patience and

Favour for their support and encouragement during the whole duration of the course.

ACKNOWLEDGEMENT

I acknowledge the efforts put by respective lecturers in the School of Business, University of Nairobi towards imparting knowledge in their respective courses. I also acknowledge my supervisor Prof. K'Obonyo for his efforts in ensuring that I undertook my project as was required. My fellow students also cannot be forgotten for their cooperation and encouragement during the entire period of study. Finally, I would like to acknowledge my colleagues at work place, for their understanding and allowing me sometimes to be absent from work, so as to complete the study.

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ABSTRACT

The purpose of this study was to establish the effect of empowerment on commitment of teachers in private primary schools in Nairobi County, Kenya. The study took the form of a descriptive survey of private primary schools in Nairobi County. The target population involved 1000 teachers working in the private primary schools. Stratified sampling was used to identify a sample size of 91 respondents. Data was successfully collected from 70 respondents using a questionnaire. The demographic data was analyzed using percentages and frequencies; empowerment practices and extent f commitment were analyzed using descriptive statistics such as mean and standard deviation. The effect of empowerment on commitment was analyzed using regression analysis. The findings were presented in tables. The study established that empowerment of teachers among private primary schools in Nairobi County takes different forms such as delegation of responsibility; taking part in the school decision making process; organizing team building events for the teachers; providing necessary study materials for the teachers; providing competitive remuneration for the teachers; encouraging teachers to seek higher education opportunities and rewarding good performance among the teachers. The commitment of the teachers is in turn exhibited through willingness to stay in school for longer hours voluntarily; minimal absenteeism from school; referring other people to the school and having a high degree of accountability. The regression results on the effect of empowerment of teachers on their commitment reveal that there is a significant relationship between the two variables. It was evident that empowering teachers has a significant positive effect on the commitment of primary school teachers in Nairobi County.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Contemporary organizations around the world operate in very competitive business environments. Thus, they face a myriad of challenges such as fast pace of changing technology, shortage of skilled employees and quick obsolescence of goods and services (Sahoo, Kumar and Tripathy, 2010). These challenges have led to cut throat competition among most organizations thus changing human resource management practices that are adopted. Organizations are now realizing the significance of being more proactive rather than reactive in order to merge the competitors (Narang and Singh, 2010). Boudrias, Gaudreau, Savoie and Morin (2009) argue that employee empowerment is one of the human resource practices that have the potential of reducing costs and increasing productivity since it ensures that employees are proactive.

Sweetland and Hoy (2000), observed empowerment is very significant in all sectors, including Education where teacher empowerment has been given attention in the last one decade. They further support four assumptions regarding teacher empowerment: first, teacher empowerment is most effective when it is oriented to increase teacher professionalism; second, empowerment has at least two dimensions: organizational and classroom; third, empowering teachers has its greatest impact on student achievement when the emphasis is on the core technology of teaching and learning in schools, fourth to be effective teacher empowerment needs to be effective.

Teacher empowerment takes two important dimensions: that of self-efficacy and status. These two dimensions are very important in predicting various school outcomes. It is therefore important for school managers to emphasize on teacher empowerment if they aspire to raise teachers' commitment to the organization and to the profession and to increase teachers' motivation toward organizational citizenship behavior or the benefit of the school. School managers need to establish working conditions that will bring teachers to perceive themselves as having a high level of competency, and experiencing high status and self-esteem (Bogler and Somech, 2004).

1.1.1 The Concept of Empowerment

According to Conger and Kanungo (1988) empowerment is the process through which an organization is able to enhance feelings of self-efficacy among its employees. This is usually done through identifying conditions that promote powerlessness and removing them through formal and informal organizational practices. They further argue that empowerment promotes the self-efficacy feeling among employees of an organization and motivates them to perform towards achieving their objectives. Empowerment is one of the most important ways of ensuring that employees are able to utilize organizational resources appropriately and bring out the desired outcomes.

Greasley, Bryman, Dainty, Price, Soetanto and King (2004) suggests that the primary objective of empowerment is redistribution of power between management and employees in most cases in the form of increasing employee authority, responsibility, and influencing commitment. Managers in contemporary organizations pursuing performance improvement typically prefer empowering employees to management control in making work related decisions (Renn and Fedor, 2001). Employees will often feel empowered

when they perceive and possess power to adequately cope with events, situations, or people they confront. An employee feels empowered due to a meaningful job, gaining confidence to perform the task, degree of autonomy in decision making, and perceives that the job and individual performance have a positive and vital impact on the organization. Job autonomy is considered as significantly and positively related to organizational commitment and performance. Employee empowerment reflects a positive link between employee participation and job satisfaction, motivation and performance, individual commitment and corporate achievement (Dewettinck and Buyens, 2006).

1.1.2 The concept of Commitment

Organizational commitment is defined as the psychological and emotional attachment of employees to their respective organizations (Morrow, 1993). Individuals committed to the organization exert extra effort, desire organizational membership; protect company assets, and share company goals and values (Meyer and Allen, 1997). Gregersen and Black (1993) assert that organizational commitment includes supervisory, attitudinal and calculative commitment which depends on organizational attributes such as values and organizational behaviours. They define supervisory commitment is as the strength of identification and recognition with the supervisor and the internalization of the supervisor's values. Internalization occurs when the subordinate adopts the attitudes and behaviours of the supervisor because the supervisor's attitudes and behaviours are congruent with the subordinate's value systems. Attitudinal commitment is the employee's emotional attachment and identification with the organizational commitment (Meyer, Allen and Smith, 1993). Employees continue with the organization because they

want to do so and feel proud to be part of the organization, respecting its values and accomplishments. Calculative commitment, also referred to as continuance and compliance, signifies the extent to which employees feel committed to their organization by virtue of the cost that they feel is associated with leaving it and their need to remain with the organization (Becker, 1992).

Arnold, et al, (2000) indicate that empowering team leaders involves giving emphasis to coaching, informing, leading by example, how concern, and encouraging participative decision-making. Hence, empowered employees report higher job satisfaction According to Aryee and Chen (2006) higher level of commitment fosters innovation and creativity. Commitment is largely viewed as a determinant of job performance and organizational citizenship behaviour (Meyer, Becker and Vandenberghe, 2004). Muthuveloo and Rose (2005) argue that the rationale for introducing Human Resource Policies is to increase the level of employee commitment so that positive outcomes can arise. There are a number of factors that influence employee's commitment such as the nature of work, supervision, and co-workers as well as pay but better career prospects and opportunities for training and education are found to be positively related to commitment (Caldwell, Chatman and O'Reilly, 1990). These strongly reflect management that must empower their employees so that they can be motivated, committed, and assist the organization in achieving its objectives.

1.1.3 Private Primary Schools

Nafula et al. (2007) indicates that many governments are committed to implementing education goals, including Education for All (EFA) and Universal Primary Education (UPE). However, most governments especially in developing countries are faced by resource constraints. State involvement in education has been justified on the grounds that there would be under-investment if such an important sector is left to market dynamics. The demand for education has grown so rapidly that almost no government can adequately provide adequate education facilities without the participation of the private sector, thus justifying the existence of private primary schools.

There is no proper definition of private primary schools. However, in Kenya Basic Education Act No. 14 of 2013, a private school is defined as a school established, owned or operated by private individuals, entrepreneurs and institutions. Private schools (sometimes known as nonpublic schools) exist as corporate entities separate from public schools, which are supported by the government. Although they differ widely in function, geographical location, size, organizational pattern and means of control these schools have two features in common- they are ordinarily under immediate control of a private corporation (religious or nonaffiliated), not of a government agency or board; and they are supported primarily by private funds. They are characterized by a process of double selection because the schools select their teachers and students and the parents select the schools for their children.

There has been clear indication of the declining quality of public primary school education as a result of large numbers of students, a disproportionate teacher-student ratio and highly inadequate financial and physical resources. This has led to the increase in private schools. These schools are a growing trend especially in the urban areas like Nairobi County due to their growing demand among those that are seeking quality education. This is because these institutions are performance oriented owing to the increased competition among the private schools. Teachers in these schools are committed and motivated unlike those in public schools. Better pay and better working conditions topping the list. It is estimated that in public schools 1 out of 10 teachers is absent from work on any given day according to the Policy Brief of 2012. That means that these schools operate with 70% of the teaching staff in any given day. Njuguna (2013)

1.2 Research Problem

Human Resource is one of the most critical capital to any organization be it labour or capital intensive. The physical resources such as land, machinery and finance require competent human resources for them to operate efficiently and effectively. Thus, development and success of any organization requires involvement of all its employees as they pursue organizational objectives. The vision and mission of companies give direction to all employees as they pursue organizational objectives. Empowered employees are likely to have greater commitment to the organization. Also, empowered employees are often willing to carry out various activities and perform beyond what is expected of them. They also make employees feel part and parcel of the organization;

have an impact on what is happening and have high status in the organization (Yousef, 2000).

Nairobi is among the Counties with the highest concentration of private primary schools in the country owing to the huge population residing in the County. Most of the top ranked private primary schools in Kenya are in Nairobi County, (Kenya School Report, Ministry of Education, 2014) therefore, competition among these private primary schools in Nairobi County is higher and losing teachers to competitors is also high in the County. Empowerment of teachers is likely to curtail such kind of activities and enhancing the commitment of teachers to their specific schools.

A number of studies have been done on employee empowerment. For instance, Nzuve and Bakari (2012) did a study on the relationship between employee empowerment and performance in the City Council of Nairobi, and found that employee empowerment had a significant positive influence on the performance of the City Council of Nairobi. A study carried out by Bogler and Somech (2004) on the influence of empowerment on teachers' organizational Commitment, professional commitment and organizational citizenship behavior in schools, found that professional growth, status and self-efficacy are important predictors of organizational and personal commitment. Mehrdad et al. (2013) also carried out a study on the relationship between empowerment and organizational commitment of Guilan University and Islamic University Rasht branch staff and found that there is significant relationship between empowerment and organizational commitment. Finally, Vorya et al. (2013) carried out a study to examine

the relationship between employees' empowerment and their commitment to organization of electronic in Kurdistan province in Iran. They found that there was a significant positive relationship between employees' empowerment and employees' commitment to their organization.

Despite the several studies carried out as cited above on empowerment and commitment, none of them has focused on private primary schools. More specifically, no study has attempted to study the effect of empowerment on private primary schools in Nairobi County. Nairobi County is home to many private primary schools with outstanding academic performance. It will therefore be important to establish how empowerment of teachers in these schools impacts on the commitment of teachers hence schools performance. This study therefore sought to fill the existing research gap by answering this question: What is the effect of teacher empowerment on their commitment among private primary schools in Nairobi County?

1.3 Research Objective

To determine the effect of empowerment on commitment of teachers in private primary schools in Nairobi County

1.4 Value of the Study

Upon completion, the findings of this study will benefit a number people. The study will be a very significant input into the theory and practices that govern human resource management. It will assist to shed more light on empowerment and commitment concepts that are very important in achievement of organizational objectives in various organizations.

The findings will also assist the managers of private primary schools not only in Nairobi County but also in other counties across the country to understand better on how to empower their teachers in order to enhance their commitment. It will also assist to provide an elaborate explanation on the relationship between empowerment of teachers and their commitment. It will also make them understand the significance of committed teachers to the performance of their schools.

Other institutions that are not necessarily in the education sector can also benefit from the findings of this study. They will be able to understand the significance of employee empowerment in developing commitment among employees. They will also be able to ascertain the benefits of committed employees to the organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section will present a review of the literature on the effect of empowerment on the commitment of teachers. The main areas of focus will include the theories that discuss issues related to empowerment and commitment; the effect of empowerment on commitment of employees and empirical studies that have been conducted on the effect of empowerment on commitment of employees to an organization.

2.2 Theoretical Foundation

There is one main theory that discusses empowerment in organizations. Kanter's theory of structural empowerment explains how employees in organizations are empowered. Kanter (1993) defines empowerment as the ability of an individual to independently make decisions and utilize available resources to accomplish the necessary goals. This theory of empowerment evolved from Kanter's qualitative study of work environments in a large American corporation (Julia et al. 2006). She states that if an organization is structured to provide empowerment and access to job-related empowerment opportunities, the structure will have a positive impact on employees and the effectiveness of their work. On the other hand, if the structure does not provide empowerment and access to job-related opportunities, the structure will have a negative impact on the employees and their work effectiveness. Kanter further argues that an empowerment-structured organization has the potential of leading to increased autonomy, job satisfaction, and commitment among employees. All these benefits of empowerment

will consequently result to reduction in feelings of burnout and job stress thus leading to increased work effectiveness.

Kanter (1993) in her theory of structural empowerment argues that there are three main factors that influence structural behavior in the organization. These factors include the structure of opportunity; the structure of power and the relative number or proportions and social composition. Kanter further asserts that power is the ability of a person to mobilize resources. Power can be both formal and informal. Formal power is the power of an individual. It is found in jobs that are both visible and allow for discretion in decision making. When people feel low power, they will try to retain control and restrict opportunities for the growth or autonomy of subordinates. People with high power will provide opportunities for subordinates to move along with them and will enjoy helping rather than hindering. Informal power is derived from alliances that the individual makes within the organization and with contacts outside the organization.

According to Vacharakiat (2008), the structure of opportunity as argued by Kanter is related to job conditions that provide individuals with chances to obtain promotion within the organization and allows them to develop their knowledge and skills. Opportunity is a measure of the expectation of future prospects at work. It includes the chance to learn and grow and a sense of challenge and autonomy. Opportunity for advancement is a key influence on employees' work satisfaction and productivity. When employees have access to an opportunity structure that allows for professional growth, they display higher levels of commitment to the organization as well as higher levels of motivation to

succeed and improve their careers. They take a proactive approach in solving problems that arise on the job, and they particularly actively participate in change and innovation (Kanter, 1993).

2.3 Employee Empowerment Practices

Employee involvement defines and describes how business units can improve their performance by cultivating employee interest and dedication. Major efforts to involve employees in meaningful ways include: joint decision making, whereby Spreitzer (2007) argued that decisions can better be made by involving those who are likely to be affected by the decision. Employees may participate in goal-setting, designing a job or deciding the time required for completion of a routine task. In addition, collective bargaining, which may be described as a democratic decision making process and an institution for regulating bipartite relations in industry (Patil, 1993). Job enrichment: increased complexity in a job requires more thought and involvement in it, thereby resulting in more contribution from the job holder (Griffin, 1991). Job enrichment is a widely practised empowerment mechanism in high performance organisations because it involves more effective use of skills and knowledge.

Another empowerment practice is goal setting: when teams set production targets and schedules, monitor customer feedback, get trained for quality improvement and assume ownership for the completion of an assigned task, they have high production/service responsibility and are hence, empowered (Kirkman and Rosen, 1999). Employee suggestions: individual employees possess innumerable innovative ideas regarding

improvement of work methods, material and cost-reduction and time-saving (Mills and Ungson, 2003). Moreover, team effort is responsible for quality of products or services frequently collect data to measure discrepancies and take corrective measures to ensure improved quality, thereby, gaining autonomy and discretion over their job (Guzzo et al., 1993).

Encouraging initiative: outstanding performance by an empowered employee cannot be achieved without risk taking. (Mills and Ungson, 2003). At the same time, care must be taken to reward and appreciate the initiatives taken, even though they may not always be successful. Training and development; Empowerment initiatives invariably create the need for new skills in various fields. Training and development are the means to assist employees to increase their strength in one or more knowledge areas (Guzzo et al., 1993). Finally, periodic discussion with supervisor may be conducted at the workplace which provides a platform for the employees to voice their feelings and opinions. Employees should also be encouraged to ask questions and discuss day to day work related problems. An empowering organisation emphasizes autonomy, recognition, rewards, management support and encouragement, proper information and individual participation for organisational excellence.

2.4 Employee Commitment

Meyer and Allen (1991) and Dunham et al (1994) identified three types of commitment; affective commitment, continuance commitment, and normative commitment. Affective commitment is defined as the emotional attachment, identification, and involvement that

an employee has with its organization and goals (Mowday et al, 1997, Meyer and Allen, 1993; O'Reily and Chatman). Porter et al (1974) further characterize affective commitment by three factors (1) "belief in and acceptance of the organization's goals and values, (2) a willingness to focus effort on helping the organization achieve its goals, and (3) a desire to maintain organizational membership". Mowday et al (1979) further state that affective communication is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal" (p.225). Meyer and Allen (1997) continue to say that employees retain membership out of choice and this is their commitment to the organization.

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Reichers, 1985). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985). Meyer and Allen (1997) further explain that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

Normative commitment (Bolon, 1993) is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. In 1982, Weiner discusses normative commitment as being a "generalized value of loyalty and duty". Meyer and Allen (1991) supported this type of commitment prior to Bolon's definition, with their definition of normative commitment being "a feeling of obligation". It is argues that normative commitment is only natural due to the way we are raised in society.

Normative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to one's commitment to their place of employment they often feel like they have a moral obligation to the organization (Wiener, 1982).

2.5 Effect of Employee Empowerment on Commitment

There is need for an organization to provide opportunities for employee participation both at the basic and higher levels of the organization. Employee participation has the potential of improving communication and cooperation among members of the organization which contributes towards building a strong team. It refers to a work team consisting of a group of individuals who work independently to solve problems or perform an assignment. These self-directed work teams make decisions and then act on those decisions. Empowerment opportunities are limited when employees perform routine, repetitive production and service jobs (Yukl and Becker, 2006). Job characteristics such as challenging work, variety in tasks, autonomy and high involvement are found to be significantly correlated with employee commitment because they create intrinsic motivation. Re-engineering of jobs is a major intervention of employee empowerment. Both work redesign and empowerment generate positive and direct influence on employees' commitment (Kuo et al., 2009).

An employee believes that he/she works in a supportive and nurturing environment, when it stimulates professional growth and development. This may in turn impact an employee's feeling of commitment to the organization and the profession. The more teachers perceive that they have opportunities for professional growth; the more they will strive to act for the good of the organization and the profession. Firestone and Pennell

(1993) assert that the knowledge demands of the new teaching strategies have stimulated the need to bring about the professionalization of teaching, of which professional growth is one measure. Teachers' commitment depends on their drive and will to grow professionally, a fact that has implications for the quality of instruction that the teachers will maintain.

Haris et al. (2009) observed that empowerment comes when the authority of the organizations makes decisions and resolve organizational issues and to be delegated to subordinates so that they are able to increase employee flexibility and speed. Empowerment includes the assignment of responsibilities, and authority to employees, creating conditions for mutual trust between management and employees and involving employees in decision-making. Empowerment means understanding the needs and capabilities of the employees as well as trust and to help maximize the achievement of organizational goals. Employees who are not empowered will affect to their low self-esteem. Haris et al. (2009) further argue that powerlessness of the employees is found in the context of an authoritarian leadership style. On the other hand, the organization does not provide rewards that are considered appropriate by the employee. These conditions will encourage employees to only always rely on superiors, inhibiting the opportunity to express them, and make employees lose control and freedom in making decisions.

The freedom in decision-making should satisfy the employees so that they feel empowered in the workplace. Empowerment is a change in the management philosophy that can help to create workplace environment where each individual can use his energy to achieve organizational goals. Important component in the process of empowerment is to trust each other (Dhladhla, 2011).Trusts from colleagues or partners have significant

influence on the behavior of group members, job satisfaction and organizational effectiveness. Empowerment means understanding the needs and capabilities of employees so as to maximize the organization's goals. Empowerment creates high motivation to subordinates because it is directly related to the needs to self-actualization. The fulfilled needs and desires of the employees will establish organizational commitment. This position is also held by Marius and Rothman (2009) who established that empowerment has significant effect on organizational commitment. The importance of organizational commitment especially when the company in such business competition is that requires changes in positive behavior of its employees.

The organizational commitment is a psychological condition that characterizes the relationship among employees in organization that has direct implication to the employee's decision whether they will go through or resign as organization member. Organizational commitment is one of factors that might affect the success of organizations in facing the more complex environment. The employees who have strong organizational commitment will identify their business with the organization's business, getting seriously involved in workplace as well as having loyalty and affection to the pursuit of organizational goals. Organizational commitment tends to be more closely related to job satisfaction (Al-Hussami and Mohamoud, 2008).

On the other hand, empowerment is perceived as a solution to highly regulated workplaces where creativity was stifled and workers were alienated, showing discontent both individually and collectively. An empowered and committed workforce is widely claimed to be essential for the effective functioning of modern organizations. Empowerment is on taking responsibility of work and related activities. It is a

motivational process of being enabled. In the organization empowerment reflects an active work orientation in which an individual wishes and feels 'able' to shape his or her work role or context. This feeling of empowerment has been proposed and found to facilitate commitment of workers in organization and is termed as psychological empowerment. It is defined as increased task motivation manifested in four cognitions: meaning, competence, self-determination and impact (Asforth, 1989). Meaning reflects the degree to which an individual believe sin and cares about work goals and purpose Competence refers to the self-efficacy specific to work and is rooted in individual's belief in his or her knowledge and capability to perform task activities with skill and success. Self-determination represents the degree to which an individual feels causal responsibility to work related actions, in the sense of having choice in initiating and regulating actions. Impact is the experience of having an influence on strategic, administrative or operating outcomes at work to make a difference. Together these four concepts combine additively to give the construct of psychological empowerment. Empowered employees are assumed to feel increased intrinsic work motivation and have a proactive rather than a passive orientation to their work roles (Kahalel and Gaither, 2005).

Bogler and Somech (2004) carried out a study on the Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. The study focused on the relationship between teacher empowerment and teachers' organizational commitment, professional commitment (PC) and organizational citizenship behavior (OCB) in Israel. The sample of the study involved 983 Israeli teachers in middle and high schools. Pearson correlations and multiple regression analyses indicated that teachers' perceptions of their level of
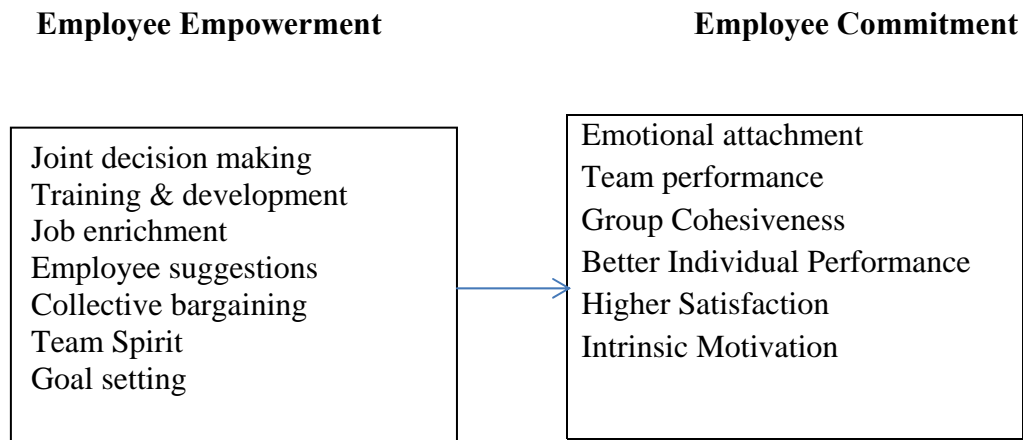
empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their OCBs. It was also clear from the study findings that teachers who view themselves as professionals or perceive opportunities to grow professionally may contribute more to the school as their commitment to the organization and to the profession increases. Principals need to recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the organization itself.

Insan et al. (2013) conducted a study on the effect of empowerment of the organizational commitment and the job satisfaction of the employees of the National Electricity Company (Ltd.) in South Sulawesi Province Indonesia. The main focus of the study was to investigate the impact of empowerment on organizational commitment and job satisfaction of employees. The study took the form of a survey involving a sample size of 836 employees of the National Electric Company. Data was collected through interviews and questionnaires. The study findings reveal that a significant level of empowerment has an effect on organizational commitment. It was also clear from the study that despite the fact that empowerment had no significant effect on job satisfaction directly, it was found that the indirect significant effect between empowerment on the job satisfaction through the intervening variable of organizational commitment; organizational commitment had a significant effect on job satisfaction.

A study carried out by Osborne (2002) revealed that team empowerment also leads to higher levels of commitment in the organization. It was also evident from the study that that organizational commitment bears a strong relationship to employee empowerment. It was also evident from the study that organizations that are able to attract and retain

employees despite challenging economic conditions had employees involved in decision-making process especially those which affected them. They had more autonomy and control over their jobs and enjoyed better relationships with superiors. This was described as structural empowerment. A related study by Nichoff et al. (1990) established that there is a direct relationship between employees' organizational commitment and top management actions such as allowing employee influence in decision making and supporting employee efforts, which are consistent with the components of empowerment.

Figure 2.1 Conceptual Framework

Employee Empowerment   **Employee Commitment**

| Joint decision making
Training & development
Job enrichment
Employee suggestions
Collective bargaining
Team Spirit
Goal setting | Emotional attachment
Team performance
Group Cohesiveness
Better Individual Performance
Higher Satisfaction
Intrinsic Motivation |

Source: author

As shown in Figure 2.1, there are several pillars of employee empowerment that are likely to lead to commitment. They include Joint decision making, Training & Development, Job enrichment, Employee suggestions, Collective bargaining, Team spirit and Goal setting. Consequently, the commitment of employees will be characterized by; Emotional attachment, Team performance, Group cohesiveness, Better individual performance, higher satisfaction and Intrinsic motivation within the organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was adopted by the researcher in carrying out the study. Among the issues discussed in this chapter are the research design that was used to guide the study, the data collection instruments and their administration as well as the data analysis techniques that were employed in analyzing the data collected.

3.2 Research Design

The study adopted a descriptive survey research design in investigating the effect of empowerment on the commitment of teachers in private primary schools in Nairobi City County. A descriptive survey research design allowed the researcher to study the elements in their natural form without making any alterations to them. The design also allowed the researcher to come up with descriptive statistics that assisted in explaining the relationship that exists among variables.

3.3 Target Population

The population of the study included all the private primary school teachers in Nairobi City County. According to the Kenya Open Data survey (2014) there were approximately1000 private primary schools in Nairobi City County that were spread among the 8 constituencies as follows: Makadara 30, Dagoreti 120, Westlands 70, Kamukunji 30, Kasarani 340, Embakasi 200, Langata 140 and Starehe 70. These 1000 private primary schools constituted the population of this study.

3.4 Sample Design

This study adopted stratified sampling technique in selection of the sample. The eight constituencies of Nairobi County were treated as strata from which the respondents were selected. The sample size was obtained using the formula. $n= N/1+Ne^2$

Where n= the sample size

N= the target population

e= is the margin of error

Therefore, taking the population of 1000 private primary schools, margin of error of 10%, the sample size was; $n= 1000/(1000(0.1)^2)+1$. This gave us 91; therefore the researcher picked 91 private primary schools from which he selected one respondent in each. The researcher selected a total of 91 respondents from the 8 constituencies based on the proportion of schools in each of the constituencies as illustrated in Table 3.1.

Table 3.1: Sample Design

No	Constituency	No of schools	Sample selected
1	Westlands	70	6
2	Dagoretti	120	11
3	Kasarani	340	31
4	Langata	140	13
5	Starehe	70	6
6	Kamukunji	30	3
7	Embakasi	200	18
8	Makadara	30	3
	Total	**1000**	**91**

Source: Kenya Open data survey (2014)

The sample size for each stratum was given by; $n_h=(N_h/N)n$, where n_h was the sample size for stratum h, N_h was the population size for stratum h, N was the total population size and n was the total sample size.

3.5 Data Collection

Primary data was collected for the purpose of this study. Primary data is information gathered directly from the respondents (Kothari, 2004). Respondents comprised 91 sampled teachers. The data was collected by use of a questionnaire. The questionnaire was divided into three sections. Section A contained questions on the demographic information of the respondents; section B contained questions on the extent to which teacher empowerment has been practiced among private primary schools in Nairobi City County and section C sought data on the extent of commitment of private primary school teachers in Nairobi City County.

The questionnaire was in form of 5 point Likert scale but also contained some open ended questions. The draft questionnaire was presented to private primary school managers in some few selected schools to give their comments on the relevance of the content. Their input was used to draw up a final questionnaire. The reliability of the document was tested through a pre-test of the questionnaire. A reliability coefficient was calculated and a value of one indicated that the document was reliable.

3.6 Data analysis

The descriptive data was analyzed using Statistical packages for social sciences (SPSS) while data from open ended questions was analyzed by content analysis. The demographic data was analyzed using percentages and frequencies; empowerment practices and extent of commitment were analyzed using descriptive statistics such as mean and standard deviation. The effect of empowerment on commitment was analyzed using regression analysis. The findings were presented in tables.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to establish the effect of empowerment on commitment of teachers in private primary schools in Nairobi County, Kenya. The study utilized a sample size of 91 respondents. Data was successfully collected from 70 respondents thus achieving a response rate of 76.9%. This was considered sufficient to enable the researcher generalize the findings of the study on private primary schools in Nairobi County.

4.2 Demographic information

The findings on demographic data are presented in Table 4.1.

Table 4.1: Demographic information

Variable	Response	Frequency	Percent
Gender	Male	42	60
	Female	28	40
Age	21-30 years	21	30
	31-40 years	35	50
	41-50 years	7	10
	51-60 years	7	10
Marital status	Married	56	80
	Single	14	20
Academic qualification	Certificate	28	40
	Diploma	35	50
	Degree	7	10
Teaching experience	1-3 years	21	30
	4-6 years	14	20
	Over 6 years	35	50
Duration in current school	1-3 years	14	20
	4-6 years	42	60
	Over 6 years	14	20

It was established from the research findings as presented in Table 4.1 that 60% of the respondents were males and 40% females. The study also revealed that 50% of the respondents were between the ages of 31-40 years; 30% were between 21-30 years; 10% between 41-50 years and 10% 51-60 years. It was further established that 80% of the respondents are married while 20% are single. The study also confirms that 50% of the respondents have attained a diploma; 40% certificate qualifications and 10% degree qualifications. The findings also indicate that 50% of the respondents have teaching experience of over 6 years; 30% have a teaching experience of 1-3 years and 20% a teaching experience of 3-6 years. Finally on demographic information it was established that 60% of the respondents have been in the current school for 4-6 years; 20% for 1-3 years and 20% for over 6 years.

4.3 Extent of empowerment

The study sought to establish the extent to which private primary schools in Nairobi City County have empowered their teachers. The findings are presented in Table 4.2.

Table 4.2: Extent of empowerment

	N	Minimum	Maximum	Mean	Std. Deviation
Delegation of responsibility	70	1	5	2.30	1.196
Providing study materials	70	1	4	2.70	.906
Participation in school decisions	70	1	5	2.90	1.385
Encouraging further education	70	1	5	3.00	1.624
Rewarding good performance	70	1	5	3.10	1.456
Organizing team building sessions	70	1	5	3.10	1.309
Competitive remuneration	70	1	5	3.10	1.589
Training teachers in pedagogy	70	1	5	3.50	1.577
Training teachers basic management skills	70	1	5	4.10	1.309

The researcher sought to find out the extent to which private primary schools in Nairobi City County delegate responsibilities to teachers. It was established as shown in table 4.2 above that delegation of responsibility has a mean of 2.3 and a standard deviation of 1.196. This implies that private primary schools in Nairobi City County practice delegation of responsibilities as one way of empowering teachers. Providing necessary study materials to the teachers as one way of empowering teachers of private primary schools in Nairobi City County has a mean of 2.70 and a standard deviation of 0.906. This means that private primary schools in Nairobi City Count provide study materials to a great extent. It is also an indication that private primary schools in Nairobi City County empower their teachers through the provision of necessary study materials.

The findings also reveal that participation of teachers in school decision making among private primary schools in Nairobi City County has a mean of 2.90 and standard deviation of 1.385. This is a confirmation that teachers participate in school decisions to a very great extent. This is an indication that private primary schools in Nairobi City County provide their teachers with the opportunity to participate in making decisions. The researcher wanted to investigate whether private primary schools in Nairobi City County encourage their teachers to go for further education as a way of empowering them. The findings tabulated above reveal that encouraging teachers to go for further eduction has a mean of 3.00 and standard deviation of 1.624. This confirms that most of the schools empower their teachers by encouraging them to go for further education.

The researcher also wanted to know the extent to which private primary schools in Nairobi City County reward good performance by their teachers. It was established from the study results tabulated above that rewarding good performance has a mean of 3.10

and a standard deviation of 1.456. This confirms that private primary schools in Nairobi City County reward their teachers for good performance as one way of empowering them. It was further evident from the findings that organizing team building sessions and providing competitive remuneration also have a mean of 3.10 and standard deviation of 1.309 and 1.589 respectively. This implies that private primary schools in Nairobi City County organize team building sessions and provide competitive remuneration as some of the ways of empowering the teachers.

The researcher sought to establish if private primary schools in Nairobi train their teachers in pedagogy as one of the ways of empowering them. It was established as illustrated in the Table 4.2 that training teachers in pedagogy has a mean of 3.50 and standard deviation of 1.577. This means that private primary schools in Nairobi City County do not adequately train teachers in pedagogy as a way of empowering them. It was also revealed from the findings that providing training on basic management skills to teachers has a mean of 4.10 and standard deviation of 1.309. This is an indication that private primary schools in Nairobi do not provide significant basic management skills training to their teachers as one way of epowering them.

4.4 Extent of Commitment

The study sought to establish the extent of commitment among the teachers in private primary schools in Nairobi City County. The findings are presented next.

Table 4.3: Extent of commitment

	N	Minimum	Maximum	Mean	Std. Deviation
Minimal teacher absenteeism	70	1	2	1.30	.462
Teachers stay longer hours in school	70	1	5	1.60	1.209
High teacher accountability	70	1	3	1.60	.668
Recommending others to school	70	1	3	1.70	.645
Feeling part of school	70	1	5	2.20	1.175
Increased consultation among teachers	70	1	5	2.90	1.652
High school performance	70	1	4	2.90	1.052
Little teacher supervision	70	1	5	3.40	1.507
Highly motivated teachers	70	1	5	3.70	1.564
Low teacher turnover	70	2	5	4.00	1.351

The study sought to establish whether minimal teacher absenteeism is considered a sign of commitment among private primary schools in Nairobi City County. The findings as illustrated in Table 4.3 confirm that minimal teacher absenteeism has a mean of 1.30 and stndard deviation of 0.462. This is a confirmation that most of the respondents strongly agree that minimal teacher absenteeism is considered a sign of commitment. This implies that empowered teachers have minimal absenteeism from school. The findings also reveal that teachers staying longer hours in school has a mean of 1.60 and standard deviation of 1.209. This means that most of the respondents strongly agree that they stay long hours in school as a sign of their commitment.

On high teacher accountability as an indication of commitment among empowered teachers, the study established that it has a mean of 1.6 and standard deviation of 0.668. This is an indication that committed teachers have high accountability. The study further

established that recommending others to the school has a mean of 1.7 and standard deviation of 0.645. This implies that most of the respondents strongly agree that committed teachers recommend people to the school. I was also evident that feeling part of the school has a mean of 2.2 and standard deviation of 1.175. This is a confirmation that most of the respondents agree that committed teachers feel part and parcel of the school community.

It was further revealed from the findings that increased consultation among teachers and high school performance has a mean of 2.9 and standard deviations of 1.652 and 1.052 respectively. This is a confirmation that majority of the respondents agree that committed teachers in private primary schools in Nairobi City County assist in enhancing the performance of the schools and have increased consultation among themselves. It was also evident from the study findings that committed teachers require less supervision as supported by a mean of 3.40 and they are also highly motivated as evidenced by a mean of 3.70.

4.5 Effect of Empowerment on Commitment of Teachers

The study sought to establish the effect of empowerment on teacher commitment among private primary schools in Nairobi City County. The average mean response from the extent of empowerment was regressed against average mean response from level of commitment. The results obtain are presented in Tables 4.4, 4.5 and 4.6 respectively.

Table 4.4: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 [a]	.318	.308	.536

a. Predictors: (Constant), Commitment of teachers

The findings from the study on the effect of empowerment on the commitment of teachers as illustrated in Table 4.4 above reveal that there is an R square value of 0.318. This is an indication that empowerment of teachers explains 31.8% of the variance on commitment of teachers. This means that there are many other factors other than empowerment of teachers that explain the remaining variance of 68.2%. However, 31.8% variance that is explained by empowerment is such a significant percentage that private primary schools need to give serious attention.

Table 4.5: Analysis of variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.134	1	9.134	31.743	.000 [a]
	Residual	19.566	68	.288		
	Total	28.700	69			

a. Predictors: (Constant), Empowerment

b. Dependent Variable: Commitment of teachers

It is also evident from the analysis of variance in Table 4.5 above that the effect of empowerment on commitment of teachers has a significance of 0. This significance is less than 0.05, an indication that there is a significant relation between the two variables that cannot be taken for granted or ignored.

Table 4.6: Model coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.410	.141		17.049	.000
	Empowerment	.229	.041	.564	5.634	.000

a. Dependent Variable: Commitment of teachers

Finally it is evident from Table 4.6 on model coefficients that the constant is 2.410 and the beta value for empowerment is 0.229. The effect of empowerment on commitment of teachers in private primary schools in Nairobi County can therefore be represented by a simple linear regression in the form of Y= 2.410 +0.229X. This equation explains 31.8% of the variance on the effect of empowerment on commitment of teachers.

4.6 Discussion of the Findings

The study established that involving teachers in decision making within the school is one of the ways used by private primary schools in Nairobi City County to empower the teachers. This finding agrees with that of Spreitzer (2007) who also argued that decisions can better be made by involving those who are likely to be affected by the decision. Employees may participate in goal-setting, designing a job or deciding the time required for completion of a routine task. The study also established that private primary schools in Nairobi City County empower their teachers through encouraging them to go for further education; training them in pedagogy and organizing team building activities. This is line with the findings of Guzzo et al., (1993) who asserts that training and development are important empowerment initiatives that invariably create the need for new skills in various fields. Training and development are the means to assist employees to increase their strength in one or more knowledge areas.

It was also evident from the research findings that empowered teachers have minimal absenteeism from school; they also stay longer in school and feel part of the school community. All these are indications of teachers who feel that they have a moral obligation to discharge their duties because they have been empowered to do so. These results agree with the findings of Wiener (1982) who argues that normative commitment involves a feeling by an employees as being obligated to perform some functions for the organization because he or she has been empowered to act in that capacity.

It was also established from the study findings that empowerment of teachers has a significant effect on their commitment. Teachers who are empowered are more committed and can assist their schools to realize high performance, refer people to the school, feel part of the school and have increased consultation among themselves. The results agree with that of Dhladhla (2011) who also indicates that the freedom in decision-making should satisfy the employees so that they feel empowered in the workplace. Empowerment is a change in the management philosophy that can help to create workplace environment where each individual can use his energy to achieve organizational goals. Important component in the process of empowerment is to trust each other.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study was carried out to establish the effect of empowerment on commitment of teachers in private primary schools in Nairobi City County, Kenya. This chapter presents a summary of the research findings, conclusion and recommendations made from the research. It also provides suggestions for further research.

5.2 Summary

The study established that the extent of teacher empowerment among private primary schools in Nairobi City County can be exhibited in various ways. It was clear that the schools practice delegation of responsibilities to the teachers as a means of empowering them. It was evident that when teachers are given the authority to handle various responsibilities they feel more empowered. It was further established that the schools provide the teachers with an opportunity to participate in the decision making process within the school. Participation in the decision making process, serves as one of the ways through which the private primary schools in Nairobi County are able to empower teachers.

It was also evident from the study that private primary schools in Nairobi City County also practice teacher empowerment through rewarding good performance. The study established that teachers who perform well are richly rewarded by the schools as one of the ways of empowering them to perform better. It was further clear that the schools also organize team building sessions for their teachers as one way of empowering them. The

study confirmed that team building sessions organized by the schools play a significant role in empowering them. The other way of empowering the teachers as established by the study is through provision of necessary study materials for the teachers. The schools were found to provide necessary materials for study to empower the teachers effectively.

It was also confirmed from the study results that teacher empowerment among the private primary schools in Nairobi took the form of competitive remuneration. It was found out that half of the schools consider competitive remuneration as one way of empowering the teachers. It was further evident that encouraging the teachers to go for further education was also one of the ways through which the schools empowered the teachers. The results revealed that a large number of the schools encouraged the teachers to go for further education.

The study revealed that there a number of ways through which commitment is reflected among empowered teachers. One of the ways through which commitment is reflected according to the research findings is through spending long hours in school voluntarily. It was clear from the research findings that committed teachers spend long hours in school voluntarily. It was also discovered from the study results that teachers who are empowered show their commitment through limited absenteeism in school. The findings confirmed that committed teachers rarely stay away from school. It was further evident from the research findings that committed teachers consult heavily among themselves. The study also revealed that committed teachers recommend others to the school and have a very high degree of accountability in what they do. The study also established that empowerment of teachers by private primary schools in Nairobi County has a significant effect on the commitment of the teachers. The findings revealed that teacher

empowerment explains a significant percentage of the commitment of teachers in the private primary schools in Nairobi County. However, it was also clear that there are many other factors not within the scope of this study that greatly affect the commitment of teachers in private primary schools in Nairobi County.

5.3 Conclusion

The regression results on the effect of empowerment of teachers on their commitment reveal that there is a significant relationship between the two variables. It was evident that empowering teachers has a significant positive effect on the commitment of primary school teachers in Nairobi City County.

5.4 Recommendations

It is evident that rewarding good performance is one of the ways of empowering teachers among private primary schools in Nairobi County. It will be important for all the private primary schools to consider rewarding teachers for good performance as a way of adequately empowering the teachers.

It is clear from the research findings that competitive remuneration is one way of empowering teachers although it is practiced by half of the schools in the County. All schools should be encouraged to provide competitive remuneration as a way of empowering their teachers.

The study established that teacher empowerment has an effect on the level of commitment exhibited by the teachers. It will be important for all the private primary schools in Nairobi City County to practice teacher empowerment in order to improve their commitment.

5.5 Limitations of the Study

Obtaining data from some of the teachers was very challenging since most of them had concerns with confidentiality. The teachers in private primary schools have no structured union to defend them in case of any issues and most teachers feared that they may be victimized if identified.

Most private primary schools in Nairobi County are located in the outskirts of the City of Nairobi. Commuting to these places was also a challenge due to cost constraint, but the researcher finally managed to achieve the study objective.

5.6 Suggestions for Further Research

This study focused on private primary schools in One County, it will be important to conduct a survey involving all the 47 counties in Kenya. This will provide a more elaborate understanding on the effect of empowerment on commitment of teachers.

The study focused on private primary schools in Nairobi City County, it would be better if a research was done to find out how employee empowerment practices are employed in all our learning institutions.

This study can also be replicated after some time to establish whether there are any significant changes in the current position.

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Appendix I: Research Questionnaire Section

A: Demographic Information

Please provide your answer with a tick (   ) in the appropriate box

1. Gender Male ☐   Female ☐

2. Age   ☐ 21-30 years   ☐ 31-40 years   ☐ 41- 50 years   ☐ 51-60 years

3. Marital status

    ☐   Married

    ☐   Single

    ☐   Any other, (specify)………………………

4. Please indicate the highest teaching qualification obtained (Select only one option)

    ☐   Certificate

    ☐   Diploma

    ☐   Postgraduate Diploma

    ☐   Undergraduate Degree

    ☐   Masters Degree

    ☐   Doctorate Degree

    ☐   Other (Specify)………………………

5. Experience (in years)

    ☐   1-3 years

    ☐   4-6 years

    ☐   More than 6 years

6. Duration in Current school

    ☐   1-3 years

    ☐   4-6 years

☐ More than 6 years

Section B: Extent of empowerment among private primary schools in Nairobi County

Kindly indicate the extent to which the following aspects of teacher empowerment are practiced in the school where you teach

Use the following key: 1= very great extent 2= great extent 3= moderate extent 4 small extent 5 very small extent

No	Extent of Empowerment	1	2	3	4	5
1	Delegation of responsibility					
2	Participation in school decisions					
3	Rewarding teachers for good performance					
4	Training teachers in basic skills of management					
5	Training teachers in pedagogy					
6	Organizing team-building sessions					
7	Providing necessary study materials to teachers					
8	Remunerating teachers competitively					
9	Encouraging teachers to go for further studies					

Section C: Commitment of teachers in private primary schools in Nairobi County

Kindly indicate the extent to which you agree with the following statements concerning the commitment of teachers among private primary schools in Nairobi County.

Use the scale of 1= strongly agree 2= agree 3= not certain 4= disagree 5= strongly disagree

No	Extent of Commitment	1	2	3	4	5
1	Teachers stay longer hours in the school without demanding extra pay					
2	There is minimal teacher absenteeism in this school					
3	There is lower turnover of teachers in this school					
4	Teachers always consult each other among and between themselves					
5	The performance is always very high in this school					
6	Teachers are highly motivated					
7	There is very little supervision of the teachers by the management					
8	Do you feel like being part of this school community?					
9	Would you recommend a friend to apply for teaching job in this school?					
10	Accountability among the teachers is very high					