

**INFLUENCE OF TEACHERS SERVICE COMMISSION HUMAN
RESOURCE MANAGEMENT PRACTICES ON TEACHERS
COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN TETU SUB
COUNTY, NYERI**

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DECLARATION

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

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DEDICATION

I dedicate this work to my fiancée; Cosmas Ngari and my parents; Mr. & Mrs. William Kimotho whose unwavering financial and moral support has enabled me to reach this far.

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I would like to thank the Almighty God for the care, strength and good health during my study period. I give him all glory and honor.

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ABSTRACT

The aim of this study was to investigate the influence of TSC human resource management practices on teachers' commitment in Tetu Sub County, Nyeri. Specifically, the study was guided by the following objectives: To examine how the Teachers Service Commission rewards systems influence teachers' commitment in Tetu sub-county; to determine the influence of Teachers Service Commission performance appraisal on teachers' commitment in Tetu sub-county; to establish how Teachers Service Commission teachers evaluation function influence teachers' commitment in Tetu sub-county and lastly to determine how Teachers Service Commission promotion function influences teachers' commitment in Tetu sub-county. This study adopted a descriptive survey research design, the target population comprised of all the 12 principals and 191 teachers from which 133 teachers and principals were selected. The study used a self-administered questionnaire to gather primary data. Internal consistency method was determined using Cronbach's Alpha and lastly quantitative data was analyzed through descriptive statistics using frequencies and percentages. The study revealed that teachers who have high career aspirations view their jobs as preparation for higher jobs. The study showed that TSC's teacher performance appraisal (TPA) system for new and experienced teachers is designed to: promote teacher development; provide meaningful appraisals of teachers' performance that encourage professional learning and growth; identify opportunities for additional support where required; and provide a measure of accountability to the public. The findings revealed that teachers' evaluation has substantially improved instruction or expanded student learning thus improving teaching commitment. The study concludes that majority of the teachers believes if they work hard they would be promoted to a higher rank, promotion is done on merit, teachers who have high career aspirations view their jobs as preparation for higher jobs and evaluation processes carried out by TSC reflects what is needed to change to enhance commitment in teachers for more students to succeed and teachers appraisal determines contract renewal and career progression. The study recommends that TSC should implement a systematic, effective, and sustainable teacher supervision and evaluation process that enhances commitment in teachers. Also the study recommends that evaluation processes carried out by TSC should reflects what is needed to change to enhance commitment in teachers for more students to succeed. This study recommends that TSC should continue carrying out performance appraisals to improve teachers' commitment and productivity. This is because poor performing employees are identified during the evaluation cycle and given feedback on how to improve. They might also undertake some developmental activities for example, training in order to rectify performance. The study also recommends that TSC should ensure that the promotion procedures put in place are fair, TSC should implement systematic effective and sustainable teachers' supervision and evaluation process that enhances commitment in teachers and the government reward system should be re-evaluated to make teachers committed to their profession.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	:	District Educational Officials
HR	:	Human Resource
KSSHA	:	Kenya Secondary School Heads Association
KUPPET	:	Kenya Union of Post Primary Education Teachers
MoE	:	Ministry of Education
RoK	:	Republic of Kenya
TSC	:	The Teaching Service Commission
TPA	:	Teachers Performance Appraisal
SMASSE	:	Strengthening of Mathematics and Science in Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The strength of any profession depends upon the degree of commitment of its members to the goals and purposes of that organization, teaching being no exception (Nias, 2008). Numerous authors and researchers agree that teacher commitment is central to the work of teaching and functioning of education system. Firestone and Pennell (2003) pointed out that teacher commitment has since 2000's become a topic of interest in education discourse. The word has been interchangeably used to mean quality teachers or dedicated teachers (Abd, Darmawan, & Keeves, 2010). 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.

Teacher commitment is one of the most important aspects of performance and quality of school staff (National Centre for Education Statistics, 2007; Reyes, 2000). According to Nias (2008, 2009), teacher commitment distinguishes those teachers who are caring, dedicated, and who take the job seriously from those who put their own interests first. According to Coladarci (2002), commitment to teaching was defined as the "teacher's psychological attachment to the teaching profession.

Joffress and Haughey (2008) suggest that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. They claim that low levels of teacher commitment results into decreased student achievement tests, than in areas

where teachers were found not to be committed to their responsibilities, learners performed poorly. It is important to note that teachers' commitment to their duties is quite significant to pupils' performance. Committed teachers tend to produce good results at national examinations. Truman and Raggl (2008) in the study entitled "primary teacher commitment and attractions," claims that teacher commitment takes three forms, with the most important one being professional commitment. They argue that a professionally committed teacher rates their teaching abilities very highly and are committed to their professional advancement.

The problem relating to HR functions such as recruitment and retention of quality teachers has been repeatedly reported in literature and government documents in different countries. For example, in the United States, there is a shortage of qualified teachers particularly in maths and science or special education. Moreover, there is continuing concern that professionals are leaving the teaching field much earlier in their careers than are professionals from other fields (The National Center for Education Statistics, 2007; Certo & Fox, 2002). The constant leaving of good teachers from the teaching profession to other careers, such as the business and government sectors suggests that teaching is not an attractive career to prospective and in-service teachers (Ingersoll, 2008; National Center for Education Statistics, 2002).

Certainly there are many reasons accounting for the turnover of teachers. For some people, salary, status and working conditions may be determining reasons for them to

join and stay or leave the teaching profession. Ingersoll (2007) has pointed out that high rates of teacher turnover are often a result of teachers seeking to better their careers or teachers are dissatisfied with teaching as a career.

Ingersoll (2008) has pinpointed that school characteristics and organizational conditions, including lack of administrative support, salary, student discipline and motivation, class size, inadequate planning time, and lack of opportunity for advancement, have significant effects on teacher turnover, even after controlling for the characteristics of both teachers and schools. Connected with the above, stress and burnout resulting from the teaching tasks and environment (e.g. constant changes in educational policy, school and curriculum reforms, class management problems, etc) may cause teachers to feel physically and emotionally exhausted, subsequently diminish their enthusiasm and commitment to teach.

Eventually, some of them leave the teaching team with disappointment and a sense of helplessness (Chan, 2005, 2003; Ingersoll, 2008). Even worse, sad news about teachers anxieties and suicide due to high stress are repeatedly reported in newspapers in Hong Kong, raising alarm and concern to the public about teachers' working conditions that may affect their motives and commitment in teaching. Given that recruiting and retaining qualified teachers who are motivated and committed to teach is important in securing quality education, it is significant to understand the motives for teachers to take up teaching as a career and their commitment to teach; and factors which may influence their passion and commitment in teaching. The present study attempts to

examine how human resource and teachers' commitment to teach are related. The findings would provide useful information for teacher educators and school authorities to address the problems of retaining quality teachers with appropriate measures.

The Teaching Service Commission is one of State's parastatals under the supervision of Ministry of Education, charged with the management and administration of teachers at the secondary school level in the state. Invariably, personnel management became its foremost responsibility. TSC personnel functions include: Appointment, postings, transfers, promotion, dismissal and enforcing disciplinary control over secondary school teachers and other staff of the Commission, compilation and maintenance of teachers' records including registration of teachers, salary administration and payment of other allowances to teachers and officials of the Commission (Namutebi, 2006).

1.2 Statement of the Problem

According to National Center for Education Statistics (2002) teachers' turnover rate shows the first few years of teaching seem to be critical for novice or beginning teachers. Studies show that a fairly high proportion of teachers leave the teaching profession in the early years of teaching and that some potential teachers do not join the teaching profession (Baker & Smith, 2007; Ingersoll, 2008). The National Center for Education Statistics (2007) also reported that across the nation 9.3% of public school teachers left before they completed their first year in the classroom and over 1/5 of public school teachers left their positions within their first three years of teaching. Recently in Tetu sub-county there has been an increasing tendency for

school teachers seeking for early retirement or leave the teaching profession, many of them are well experienced, with 10 to over 30 years of teaching experiences owing to inadequacy in TSC human resource functions especially in relation to promotion, performance appraisal and teachers evaluation (Namutebi, 2006). The phenomenon has caused much concern in the public and the education sector.

Studies that have been carried out includes Karanja (2012) found that HR functions impact teachers' turnover and productivity in secondary schools in the private sector in Kenya. Namutebi (2006) who carried out a study on TSC reward management functions and commitment of teachers reported that there are a number of challenges affecting the use of rewards in ensuring the commitment of teachers in the secondary schools in Kajiado district in Kenya. Although other studies have been conducted on the human resource management functions in secondary school in Kenya, there exist little evidence of a study focusing on the same in Tetu sub-county. It is against this background that this study embarked to investigate the influence of teachers service commission (TSC) human resource management functions on teachers' commitment with special reference to secondary schools in Tetu sub-county and fill the existing knowledge gap.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of Teachers Service Commission human resource management practices on teachers' commitment in Tetu Sub County, Kenya.

1.4 Objectives of the Study

The specific objectives of the study were to:

- i. To examine the Teachers Service Commission rewards systems influence on teachers' commitment in Tetu sub-county.
- ii. To determine the influence of Teachers Service Commission performance appraisal on teachers' commitment in Tetu sub-county.
- iii. To establish the Teachers Service Commission teachers evaluation function influences teachers' commitment in Tetu sub-county.
- iv. To determine Teachers Service Commission promotion function influences teachers' commitment in Tetu sub-county.

1.5 Research Questions

The following research questions guided the researcher in the study:

- i. How do TSC reward systems influence teachers commitment in Tetu sub-county?
- ii. How does TSC performance appraisal function influence teachers' commitment in Tetu sub-county?
- iii. How does TSC evaluation of teachers influence teachers' commitment in Tetu sub-county?
- iv. How does TSC teachers' promotion function influence teachers' commitment in Tetu sub-county?

1.6 Significance of the Study

The study results would be invaluable to a number of people namely: the Ministry of Education (MoE), District Educational Officials, BOM, teachers, head teachers, and other related stakeholders.

The MoE officials and district education officials would use the study findings in a number of ways namely: they would have benchmarks for the effective and efficient supervision of their teachers, put in place rewarding systems and work flexibility arrangements and hence improve the quality of teachers and education and subsequently enhance teachers' commitment.

The members of the Board of Management would realize the importance of human resource functions in enhancing teacher commitment and hence put measures in place that would help teachers love and respect their profession all of which would help groom professionally responsible teachers. The study findings would enrich scholars with new knowledge, theories, and methodologies needed and in future add their researched knowledge on HR functions and teachers' commitment thereby fill the gaps that this study would leave. The study findings would enrich head teachers with proper administrative procedures needed in managing secondary schools and other institutions of learning, and also be able to make fundamental transformational changes in ensuring teacher's commitment.

1.7 Limitations

The researcher encountered various limitations that hindered access to information sought by the study. The main limitation of the study was its inability to include all public secondary schools in the county. This was a case focusing on the selected sub-county. The study could cover more public school teachers across the county so as to provide a more broad based analysis.

The researcher encountered problems of time as the research was undertaken in a short period which limited time for doing a wider research. The respondents approached were reluctant in giving information fearing that the information sought might be used to intimidate them or print a negative image about them or the employer (TSC). The researcher handled the problem by carrying with her an introduction letter from the University and assured them that the information they were to give was to be treated with confidentiality and used purely for academic purposes.

1.8 Delimitations of the Study

The study would focus on human resource functions and teachers' commitment in Tetu sub-county only. It would involve the public secondary school teachers because they provide a range of categories from provincial, district boarding to district day secondary schools.

1.9 Basic Assumptions of the Study

The study was based on the following basic assumptions:

- i. That the respondents will provide data to facilitate the study and enhance the achievement of study objectives.

1.10 Definitions of Significant Terms

Appraisal

In this study appraisal refers to emphasizing the forming of qualitative judgments about an activity, a person, or an organisation.

Reward Systems

In this study reward system refers to all the monetary, non-monetary and psychological payments that an organisation provides for its employees in exchange for the work they perform.

Promotion

In this study promotion refers to chances for teachers to get promoted to higher ranks and to attend training programs or courses.

Teachers Commitment

This study describes teacher's commitment as an indicator of a teacher's psychological attachment to the teaching profession.

1.11 Organization of the Study

The study comprises of five chapters: chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations, and delimitations, assumptions of the study and definition of

significant terms. Chapter two covers review of literature related to the study, conceptual framework and the theoretical framework. Chapter three is on the research methodology which includes the research design, target population, sample size and sampling procedures, research instruments, data collection procedure and data analysis techniques. Chapter four of the study deals with details on data collection, data organization, analysis and presentation, while chapter five focuses on summary of the findings, conclusions and recommendations for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains the reviewed literature on the concept of commitment, effects of administration style on teachers' commitment, effect of government reward systems on teachers' commitment, effect of performance appraisal on teachers' commitment and effect of teachers' evaluation on teachers' commitment, summary of literature review and theoretical framework showing the interactive relationships.

2.2 Concept of Employee Commitment

Delery and Doty (2006) argue that there are different forms of commitment to teaching. According to them, the nature and intensity of commitment to teaching depends on factors derived from personal and professional lives. Commitment is a word they use to distinguish those who are caring, dedicated, and who take their job seriously from those who put their own interests first. The professionally committed teachers take their job seriously and they get enjoyment from it (Elliott & Croswell, 2008).

Nias (2008) and Tyree (2006) observe that teachers who are committed are those who see their students' welfare; they care for, responding to, and meeting students' needs. They strived to improve on their practice and look at pedagogies and research. They also talk and listen to their children, at the same time they work as a team with others, appropriately prepared for their lessons, and are reflective practitioners. Another view

shared by committed teachers is that teaching is not just a job. Teachers invest their personal time even outside school contact hours. They have made teaching as a lifestyle. They often contemplate on their class programmes and students while engaging in a range of personal activities like in shower, shopping, or watching television (Tyree, 2006).

However, there are multiple objects of commitment for a teacher and teachers' commitment objects may also change across different life and career phases and in different contexts (Leithwood, Jantzi & Steinbach, 2009). A teacher, who is committed to students and makes efforts to create a supportive learning climate in the classroom, prepares his/her lessons well. Choi and Tang (2009) indicate that a teacher who is highly dedicated to student affairs evaluates/assesses the acquisition of subject matter well and prepares well for the lessons. The quality and performance of teachers has been a focused concern in education (Ballou & Podgursky, 2007; Hong Kong Government, 2002). While academic qualification, subject matter knowledge, pedagogy and teaching skill are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education (Manning & Patterson, 2005).

In other words, the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 2009). When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, they may also be motivated toward

learning (Czubaj, 2006). Teachers who are dedicated and committed to teaching might facilitate school-based innovations or reformations that are meant to benefit students' learning and development. In fact, teacher commitment and engagement has been identified as one of the most critical factors in the success of education (Huberman, 2007, Nais, 2008).

2.2.1 Reward Systems and Teachers' Commitment

Past researchers such as Panayotopoulou, Bourantas and Papalexandris (2003) have found that there is a strong relationship between management incentives and risk-taking which would subsequently lead to employee commitment. Other studies that concur with this conclusion include (Cappelli, 2008; Holtom, Mitchell & Lee, 2005) who argue that compensation systems remain a method to commit employees to their organizations. Ian, Jim and Will (2004) concurred that incentives should be incorporated to organization strategies as seen as a technique which organization can apply in order to achieve higher productivity in accordance with goals.

According to Noe, Hollenbeck, Gerhart and Wright (2000), incentive pay is pay tied to individual commitment and hence performance, profits and other measures of success. Organizations select forms of incentive pay to energize, direct or control employees' behavior. It is influential because the amount paid is linked to predefined behaviors or outcomes. Dessler (2000) mentioned that incentives are usually paid to specific employees whose work is above standard. Employee benefits, on the other hand, are available to all employees based on their membership in the organization.

There are four types of benefit plans: pay supplements, insurance, retirement benefits and services.

Burke and Ng, (2006), state that both financial and non-financial rewards should be given importance. Benefits such as health allowances, housing allowances, medical leave, travel allowances, legal benefits, insurance, and retirement benefits are some of the incentives offered in various organizations. A simple thank you or an appreciation also serves as a non-financial reward which helps motivate the employees to perform better. Many organizations opt for innovative ways to supplement and reduce the gap between employee expectation and rewards. Other scholars that concur with the above findings include (Carter & Van Auken, 2000). Though the above arguments are warranted, compensations must be competitive to what other employers are providing in order to ensure employee commitment (Williams & Dreher, 2002; Armstrong & Murlis, 2004; Judge, 2003).

2.2.2 Performance Appraisal and Teachers' Commitment

Performance Appraisal is the formal, systematic assessment of how well employees perform their jobs in relation to established standard (Huang, 2000). Fletcher (2008) defines performance appraisal as a variety of activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards. Studies that suggest that performance appraisals do result in increase in employee commitment hence organizational performance and productivity are (Zupan & Kase, 2005). This is because poor performing employees are identified during the evaluation cycle and given feedback on how to improve. They might also undertake some developmental activities for example,

training in order to rectify performance. Delery and Doty (2006) point out that results oriented performance appraisals were strongly related to return on equity and other financial measures of performance.

Employees are motivated to work at a higher level by the offer of financial incentives that are contingent on their performance, and these financial incentives are important in encouraging the retention of high performing employees (Kessler & Purcell, 2002; Milkovich & Wigdor, 2008). When these positive outcomes are not generated, it is often concluded that the fault lies with the low quality of the Performance Appraisal process (Blau, 2009).

2.2.3 Teachers' Evaluation and Teachers' Commitment

Teacher evaluation refers to reports based on one or two classroom visits using a checklist, rating form, or anecdotal record (Loup, Garland, Ellett, & Rugutt, 1996). Subjective evaluations by trained professionals and objective performance data have been identified by Rockoff & Speroni (2010) to play an important role when designing evaluation systems for teachers. This was determined with a quantitative study measuring the impact new teachers in New York City have on student achievement. Evaluation data from 4,221 math and English teachers was collected and divided into three categories of teachers: subjective evaluations of new teachers by mentors, subjective evaluations from an alternative certification program (New York City Teaching Fellows), and objective evaluations of first year teachers based on 3rd to 8th grade student achievement tests during the years 2003-2008.

The study found that teachers who receive higher subjective evaluations in their first year of teaching or in a mentor program prior to hire produce higher gains in student

achievement. Though this study was relevant to the current study it focused on new teachers in New York City and not on teachers' commitment. There is need that a similar study is carried out in developing countries like Kenya.

A well-designed evaluation program can provide educators with information in regards to teaching, encourage self-reflection, and create conversations between teachers and administrators about effective teaching skills and improve teachers' commitment to teaching (Taylor & Tyler, 2012). A sampling of midcareer elementary and middle school teachers in Cincinnati, Ohio were observed in a yearlong evaluation program (Teacher Evaluation System) during the 2003-04 through the 2009-10 school years. Data consisted of teacher evaluations that included four observations: three by a trained, high-performing, experienced teacher and one by a school administrator. The first observation was scheduled and the final three were unannounced. Informal walkthrough evaluations were the most widely used form of evaluation. Walkthrough evaluations provided a snapshot of teaching and gave principals material for feedback and discussion starters. The shorter evaluations allowed the principal opportunities to make more visits and create more opportunities for immediate feedback to stimulate teacher self-reflection (Range, Scherz & Holt, 2011). During the quantitative study teachers were evaluated on specific skills including management, instruction, content, and planning. The four evaluations were calculated for a summative score and presented to the teacher.

The score could result in tenure, promotion, peer assistance, or dismissal. The study also analyzed data on math scores for grades 4-8, looking for a connection between test scores and teacher evaluations. The study revealed well-structured evaluation systems can be expensive to maintain, but the outcome of improved teacher effectiveness may very well outweigh the cost. Despite the cost of multiple tool evaluations, several school systems are utilizing this method for teacher evaluations. Though this study was relevant to the current study it was carried out in Ohio which was not the focus of this study a similar study should be carried out in secondary schools in Kenya.

Another quantitative study suggests using multiple sources of data for teacher evaluation, which should include peer review, lesson plans, classroom observations, and portfolio reviews (Namaghi, 2010). Portfolios appear to be a promising tool to support teacher professional growth and measure teacher performance. Portfolio-based teacher evaluations are becoming a new option to make the evaluation process more time efficient, productive, and a process which is meaningful, comprehensive, and accurate. Schools should consider the use of portfolios when looking for a way to identify the standards being taught, proving accountability, and using an effective form of authentic assessment (Attinello, Lare & Waters, 2006). The Chili National Teacher Evaluation System (NTES) which was established in 2003 and mandated by law in 2004 suggests the use of evaluations consisting of four instruments with varying weights: a portfolio with teaching units, instructional materials, and student evaluations (60%); a structured interview by peer evaluators (20%); performance

appraisal questionnaires completed by two supervisors (10%); and a self-evaluation questionnaire (10%) (Tornero & Taut, 2010). Schools currently using a summative evaluation may want to incorporate a formative form of evaluation that will allow for professional development (Namaghi, 2010).

One voluntary quantitative study, consisting of eighty six teachers in an educational leadership course, determined through a Professional Appraisal Systems Survey that using effective evaluative interactions following an evaluation will increase the effectiveness of a teacher evaluation (Zimmerman & Deckert-Pelton, 2003). Teachers want the principal to have adequate time to provide encouragement and constructive, pedagogically appropriate feedback.

A sense of consistency and commitment by the evaluator must be apparent during the evaluation process, along with a presence of motivation and involvement by the principal. In the study, all of the survey answers were analyzed by the constant comparative method of analysis. Responses were put into a database by question and thematic similarities were found. General categories were then identified and created. Each thematic group was re-evaluated for conceptual parallels and this developed the basis for identifying the main variables. The variables and teachers' perceptions of evaluations generated hypotheses. The responses revealed how teachers perceive the role of the principal as evaluator including the following domains: interaction, consistency, commitment, and knowledge. The conclusion of the study states principals must have knowledge, skills, and abilities relative to teaching and

evaluations to provide effective evaluations. Principals also believe they must have knowledge of the state standards to properly rate teacher performance (Range, Scherz, & Holt, 2011). Principals must be able to adapt to changing evaluation expectations and provide the teaching staff with knowledgeable and constructive feedback.

According to one study by Kimball & Milanowski (2009), evaluation accuracy and validity need to be improved prior to using evaluation tools as a means to determine teacher pay or dismissal. Accuracy in evaluations is also necessary when determining useful feedback and plans to improve student achievement. These conclusions are the result of a quantitative study that occurred in a district in the western United States with more than 60,000 students in 88 schools with 3,300 teachers. The district had been using a standards-based evaluation system for more than three years. A sample of evaluators was selected to look at how the evaluators differ in conducting teacher evaluation processes and ratings. Data and method triangulation were used to check the validity of the study assumptions. A sample of teacher evaluations was compared using scores on the district's supplemental evaluation form. Teachers were scored using four composite scores. Scores were then correlated between the four performance components and student achievement data. The data identified 23 principals with valid evaluation results.

Responses were categorized under will, skill, and context. Substantial degree variations were found between teacher performance ratings and student achievement.

The results did not provide an explanation for the differences in validity. Will, skill, and context were used to analyze the interview data and evaluation documents. Evaluator will or motivation to conduct evaluations was illustrated through descriptions of evaluation standards, purposes and goals, procedures, outcomes, and written evaluations. Evaluator knowledge or skill identified evaluator background and training. Context took into factor socio-economic status, student achievement levels, administrator experience, and relationships between evaluators and teachers. The three aspects were examined for possible interactions that could explain differences in evaluation validity. The study found substantial variations in teacher ratings and student achievement. When effective evaluation tools are identified and utilized, the results can be used to develop professional growth, promoting teacher's commitment.

2.3.4 Promotion

Schools categorization in Kenyan portraying different status for not only the students but also teachers provides divergent perceptions and attitudes. According to Kamau (2003), secondary school teachers' morale depends in part, on students' achievement with high achievers motivating teachers. Accordingly, admission of students in Kenya to different secondary schools considering their level of academic achievements in primary school may provides a basis of motivation and de -motivation respectively particularly due to the ranking of schools according to performance in national examinations which (Republic of Kenya, 2005b) entrenches disparities that condemns some schools. This may explain why most promotions to deputy principal and principals by TSC in Kenya are done through transfer from established schools to less

established schools hence less consideration of teachers in 'small schools' with necessary experience and qualifications. Durey (1976) makes an observation on 'uncompetitive promotion' from outside the institution noting that it reduces the morale of the teachers working in the school where the vacancy arose.

With respect to the disparities in schools, KSSHA (Siringi, 2012) advocated for declining to sign performance contracts until the differences were adequately addressed. Differentiation of teachers against Campbell's argument of teachers' dislike for differentiations (Campbell, 1970) is entrenched in secondary schools particularly the perception that learners' performance in national examination indicates teachers' performance in their work. English (2008) notes that students' achievement is inherent to existing schooling operations and therefore as observed by Okumbe (1999), teachers effort does not necessarily lead to performance by learners since performance is greatly influenced by innate abilities, traits and role perceptions.

Kimengi (1983), Shymala (1990), Karugu & Kuria (1991), Sifuna cited in Kamau (2003), and Ngalyuka (2003) found out that low promotion opportunities, advancement, recognition and general difficulties in upward mobility in the teaching profession among Kenyan primary and secondary school teachers was causing job dissatisfaction. For instance, Kimengi's (1983) study on factors determining commitment and non-commitment of primary school teachers in Keiyo, Kakamega and Nyeri district, found promotion opportunities second to salary as a course of job dissatisfaction while Ngalyuka (1985) found job dissatisfiers amongst teachers as

including lack of recognition, poor promotion methods and low chances of advancement.

Studies in Kenyan schools have over the years continued to underscore the link between teacher promotion and teacher satisfaction that potentially enhances motivation to perform better. For instance, a study focusing on satisfaction levels of secondary school teachers in Githunguri division in Kiambu district (Kamau 2003) shows that policies and procedures in promotion were a great source of dissatisfaction among 70 % of the teachers (73% for men and 67% for women). Similar results were confirmed by Oketch (2003) in a similar research in Homa Bay district. A survey conducted by TSC (Siringi, 2010) to find out employer/customer satisfaction found that teachers wanted among other things faster promotions and review of methods used to reward hard working teachers. Promotion procedures were found to be slow and merit was not adequately considered resulting to stagnation in the same job group which negatively affects teachers' job satisfaction and motivation.

According to Nyongesa, Manduku & Shiundu (2010), application of policy on promotion of secondary school teachers in Kenya does not seem to cater for the variety of school categories, thus eliciting concerns among teachers and stakeholders as to the criteria and consequent role of the promotion process. Further, allocation of vacancies for promotion and selection of a small group of teachers for promotion does not seem to be clear. These sentiments were echoed by the Kenya Education Sector Integrity

Report (Transparency International 2010) which observed apparent slow promotions of teachers. The Kenya Union of Post Primary Education Teachers (KUPPET) questioned the value of SMASSE (in-service training program) noting that the program does not earn merit during promotions. Some teachers take up to twenty years before promotion beyond the common establishment grade (L) (Machio, 2011) unsuccessfully attending interviews (Mutungi, 2011) even when qualified and with necessary experience hence, the tendency to seek avenues for upward mobility outside their profession.

The job groups for secondary school teachers employed by the government in Kenya start at J for teachers with a diploma in education and K for teachers with a degree in education. The diploma holders move to job group K after three years and then to L after another three years automatically. The degree holders progress automatically to job group L after three years. Any ascent beyond job group L for all teachers is through interviews held at TSC headquarters. See Appendix V the financial implication of rise in job groups for secondary school teachers in Kenya. The table shows, promotions can be linked to teachers' well-being in terms of social-economic stability and therefore the common industrial unrests over pay issues can be addressed if the apparent slow promotion rates (Mutungi, 2011; Transparency international 2010; Wasonga; 2010) that appears to have negatively affected career, personal development and optimal performance of teachers in their work is addressed.

A report by Kenya Secondary School Heads Association (KSSHA), (Machio, 2011) noted that in year 2008 alone, more than six hundred secondary school teachers left teaching for other jobs citing poor pay and conditions of service as the main reasons. Such attrition increases the workload for the remaining teachers thus reducing their effectiveness. Other teachers combine teaching and other jobs mostly unrelated to teaching (Republic of Kenya 2005a) in an effort to increase their income which negatively affect their performance in teaching.

Promotion opportunities in Kenya have remained relatively few for over two decades (Karugu & Kuria 1991; Oyaro 2010; Otieno 2010), suggesting that less attention may have been paid to their potential negative effects on the teaching profession. Furthermore, the use of common criteria of promotion of all teachers regardless of fundamental differentiation of, for example, school types, regional and historical diversities, among other issues, may be seen as in effect, unfair, thus reducing the morale of hopeful teachers, majority of who work in schools that are historically disadvantaged in terms of categorization which ranges from national, county, district boarding and district day schools. The TSC criterion that gives much consideration to students' performance in national examinations as well as extracurricular activities, and recommendations from principals of schools amongst other factors (Nyongesa, Ndiku & Shiundu 2010) seems to favor national and county school teachers whose schools enroll better performing students. In addition, most national and county schools are more endowed with facilities than district schools and therefore their learners may perform better in national examinations and other activities. Poor

performance in science and mathematics in many secondary schools (Republic of Kenya, 2005b) also creates potential differences amongst teachers according to their subject specialization. In these contexts as observed by Bennel and Akyeangpong (2007), even well intentioned in-service training programs designed to improve teaching methods and other forms of professional developments are rendered less productive if motivation through promotion criteria which many teachers perceive as insensitive to their working contexts is not addressed.

2.3 Summary of Literature Review

From the reviewed literature it has been established that management incentives lead to teachers commitment (Panayotopoulou, Bourantas & Papalexandris (2003), performance appraisals on other hand result in increase in employee commitment (Zupan & Kase, 2005). From the literature it has been established that teachers evaluation processes do not “prod teacher's to emerge from their isolation and reflect with their colleagues on what they need to change in order to enhance commitment in teachers for more students to succeed. It therefore can be concluded that there is a need to implement a teacher supervision and evaluation process that; includes a well-articulated knowledge base for teaching; has focused feedback and practice; offers opportunities to observe and discuss expertise; provides clear criteria and a plan for success and provides recognition of expertise. Lastly, this study concludes that promotional opportunity is important to worker's commitment. A teacher who perceives few opportunities for advancement will have a negative attitude toward their work and the school as well.

2.4 Theoretical Framework

The study is founded on Equity theory (Johnston, Mckeown & McEwen, 2009) which is concerned with the perceptions people have about how they are being treated as compared with others. To be dealt with equitably is to be treated fairly in comparison with another group of people (a reference group) or relevant other person. Equity involves feelings and perceptions and it is always a comparative process. It is not synonymous with equality, which means treating everyone the same, since this would be inequitable if they deserve to be treated differently.

Equity theory states, in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the processes of motivation and job satisfaction, although it may be significant in term of morale. There are two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity, which is concerned with the perceptions employees have about the fairness with which company procedures in areas as performance appraisal, promotion and discipline are being operated.

This theory is useful to this study as it emphasizes on the need for fairness when it comes to remuneration. It also emphasized on equity and fairness in procedures of promotion, appraisal, evaluation and discipline issues all of which need to be taken seriously by the Teachers Service Commission.

2.5 Conceptual Framework

The section presents a visual representation of the relationship between the dependent variable and independent variables of the study.

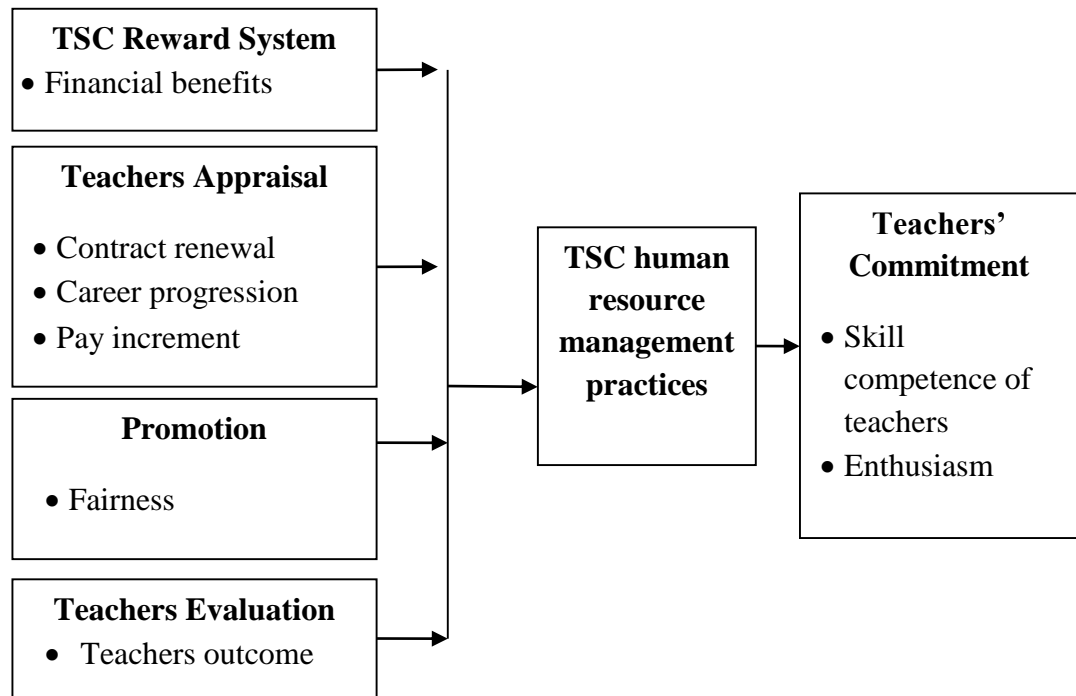


Figure 2. 1: Conceptual Framework

The study will also seek to establish the influence of reward systems on teachers' commitment. Reward systems influence on teachers' commitment will be measured in terms of incentives and compensation systems Ian, Jim and Will (2004) concurred that incentives should be incorporated to organization strategies as seen as a technique which organization can apply in order to achieve higher productivity in accordance with goals.

Further, the study will seek to establish the influence of teachers' appraisal on teachers' commitment. The study will look at the variety of activities through which organizations seek to assess teachers and develop their competence, enhance performance and distribute rewards. Lastly, the study will seek to establish the influence of teachers' evaluation on teachers' commitment. Mathers and Olivia (2008) state that the evaluation of teachers promotes teachers' professional growth and measures teachers' effectiveness in the classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis technique.

3.2 Research design

This study adopted a descriptive survey research design. According to Sapford (2007), descriptive survey is the collection of qualified data for a population for the purpose of descriptions or to identify variations between variables that may point to causal relationships. The design allowed the generalization of findings from a sample to a wider representation of the population.

3.3 Target Population

Tetu sub-county has 12 public secondary schools. The target population comprised of all the 12 principals and 191 teachers. This population is chosen because it was assumed to have adequate knowledge of the subject under investigation and the research variables under investigation (See Table 3.1).

3.4 Sample Size and Sampling Procedure

From the population frame, the required number of subjects, respondents, elements or organizations was selected in order to make a sample (Cooper & Schindler, 2007). It is a physical representation of the target population and comprises all the units that are

potential members of a sample (Saunders, Lewis & Thornhill, 2010). From the population of 191 a sample for the study will be picked. The study applied the following formula for calculating sample size as derived from (Bryman & Bell, 2008).

$$n = Z^2 \cdot P \cdot Q \cdot \left(\frac{N}{E^2(N-1) + Z^2 \cdot P \cdot Q} \right)$$

Where n: is the sample size.

N: is the total population; **Z** is the value of confidence limit; **E**= Error margin or accuracy which is equal 5; **P**= is the population of respondent who will respond positive to the question; **Q**= is the population of the respondent who will have negative view (1-100) =50. If it is not even then I can use the 50/50% which is 0.5 at 95% level of confidence **Z= 1.96**

3.6 Sample Size

From section 3.5, the study arrived at the sample size as shown.

$$\begin{aligned} n &= 1.96^2 \times 50 \times 50 \left(\frac{191}{5^2(191 - 1) + 1.96^2 \times 50 \times 50} \right) \\ &= 3.8416 \times 2500 \left(\frac{191}{2500 + 3.8416 \times 2500} \right) \\ &= 133 \end{aligned}$$

The study further adopted stratified proportionate random sampling technique to determine the number of participants in every category (See table 3.2). Stratified sampling technique produces estimates of the overall population parameters with greater precision and ensures a more representative sample is derived from a relatively homogeneous population (Cooper & Schindler, 2008).

Stratified sampling technique was adopted to select the size of the respondents from every category as shown in table 3.1:

Table 3. 1: Sample Size

Category /Strata	Total Population	Ratio	Sample Size
Principals	12	0.655	8
Deputy Principals	12	0.655	8
Teachers	179	0.655	117
Total	203		133

3.5 Research Instruments

The study used a self-administered questionnaire to gather primary data. Questionnaires are a fast way of obtaining data as compared to other instruments (Mugenda and Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed ended items will be used. Questionnaires allow greater uniformity in the way questions are asked, ensuring greater compatibility in responses.

The questionnaires was in two parts; part A and part B. Part A comprised of personal data such as teachers details, details on the gender, age and teaching experience; Part B will comprise of contextual data with open ended questions which sought information on the concept of teachers' commitment, effects of administration style on teachers' commitment, effect of government reward systems on teachers'

commitment, effect of performance appraisal on teachers' commitment and effect of teachers' evaluation on teachers' commitment these questions were expressed on five point scale on their feelings human resource management functions. The five scale points were; strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). The questionnaires were modified from instruments developed by Mugenda and Mugenda, (2020), with some modification and additions guided by the review of the literature and the researcher's experience with the context of the study.

3.5.1 Piloting of Research Instruments

The questionnaire is designed based on the research questions will be pilot tested to refine the questions before it can be administered to the selected sample. A pilot test was carried out to identify weakness in design and to make available proxy data for selection of a sample. Mugenda and Mugenda (2009) states that, the accurateness of data to be collected principally depends on the data collection instruments in terms of validity and reliability.

3.5.2 Instrument Validity

According to Ngechu (2004) validity is the extent by which the sample of test items signify the content the test is meant to measure. Expert opinion was requested to comment on the significance and appropriateness of questions and give suggestions of corrections that need to be made to the makeup of the research tools. This helped to develop and better the content validity of the data to be collected.

3.5.3 Instrument Reliability

Internal consistency method was determined using Cronbach's Alpha. The alpha value ranges between 0 and 1 with reliability increasing with the increase in the alpha value. Coefficients between 0.6 and 0.7 are generally accepted that shows acceptable reliability and 0.8 or higher said to be good reliability (Mugenda & Mugenda, 2009).

3.6 Data Collection Procedures

Kombo and Tromp (2006) define data collection as gathering of information to serve or prove some facts. After the defense and approval of the proposal, the researcher issued a letter from the University to seek a research permit from the National Council for Science and Technology. After obtaining the permit, the researcher made preliminary arrangements with the school principals two weeks before the material day, in order to create sufficient rapport with the respondents, raise their confidence and awareness as to the nature and purpose of the study, as well as inform them of their freedom to make informed choice. Data was collected concurrently in all sampled schools using qualitative data collection methods.

3.7 Data Analysis Techniques

Analysis started with editing the collected information. Raw data was sorted, checked to establish accuracy, usefulness and completeness. The data was then sorted, coded and arranged serially to make it easy to identify. The coded data was entered in the computer for analysis using the Statistical package for Social Sciences (SPSS) version 17.0 computer software.

Quantitative data was analyzed through descriptive statistics using frequencies and percentages. Qualitative data was analyzed by arranging them according to the research questions and objectives. Data was analyzed and recorded using frequency distribution and percentages while the findings were presented in tables and figures.

3.8 Ethical Considerations

The researcher obtained permission from the authority before going to the field to commence data collection. The researcher avoided doing anything that would cause physical or emotional harm to the subjects for example use of abusive language. The researcher ensured personal biases and opinions do not get in the way of the research. The purpose of the research was disclosed to respondents before they were requested to complete the questionnaire. When reporting the results of the study, the researcher ensured that the research report accurately represented what was observed or what was reported by the respondents after proper analysis of all the data collected.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The data was gathered exclusively from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. To enhance data quality of data obtained, Likerts type questions were also included whereby respondents indicated the extent to which the variables were practiced. The study targeted 133 respondents in collecting data with regard to the influence of TSC human resource management functions on teachers' commitment in Nyeri County with special reference to Tetu Sub County.

4.2 Response Rate

From the data collected, out of the 133 questionnaires administered, 111 were filled and returned, which represents 83.4 percent response rate. This response rate is considered satisfactory to make conclusions for the study. Mugenda and Mugenda (2003) observed that a 50 percent response rate is adequate, 60% good and above, while 70% rated very good. This implies that based on this assertion, the response rate in this case of 82.3% is therefore very good.

4.3 Demographic Characteristics

4.3.1 Gender

This section aimed at establishing the gender of the teachers, principals and deputy principals to ascertain whether gender equality was observed by TSC when employing teachers. The findings are presented in table 4.1.

Table 4.1: Gender

Gender	Frequency	Percent
Male	60	54.0
Female	51	46.0
Total	111	100.0

Considering gender, compared to other developing countries such as the Philippines (Amada, 1997), India (Kurian, 1999), and Bangladesh (Bairagee, 2008), where the majority of teachers are females, and the US where teaching is decidedly a female occupation (Borman & Dowling, 2008), this infers that in Tetu sub county a majority 54% of teachers are males. This is consistent with the general composition of the secondary school teaching staffs in Kenya.

4.3.2 Age of the Respondents

This section inquired on the age of the teachers, principals and deputy principals to ascertain whether the age of the respondents determined their commitment to teaching.

The findings are as shown in table 4.2.

Table 4.2: Respondents' Age

Age Bracket	Frequency	Percent
21-24	9	8
25-34	28	25
35-44	50	45
45-54	17	15
55-60	8	7
Total	111	100

Hanlon (1983) has reported that teacher above the age of 44 years were indeed more committed to their jobs than were their younger counterparts. Similar to the findings of Gerald (2011) where younger teachers were found to be more committed than older ones, the findings of the present study revealed that younger teachers' (age below 26) perceptions of commitment were higher than older (age 26 and above) teachers. This implies that younger teachers feel more obligated to the teaching profession than older teachers. Borman and Dowling (2008) reported mixed findings on teachers' age and commitment. Garipağaoğlu (2013) found no significant difference in commitment with regard to age. Thus, findings on teachers' professional commitment as it relates

to age are inconclusive. The present study did not find significant effect of age as it relates to teachers' perceptions of affective and continuance professional commitment.

This implies that majority of the teachers are aged 35-44 years and thus are mature and as well energetic to deliver in their teaching career.

4.3.3 Teaching Experience

This study aimed at establishing the teaching experience of the respondents. The findings are as shown in figure 4.1.

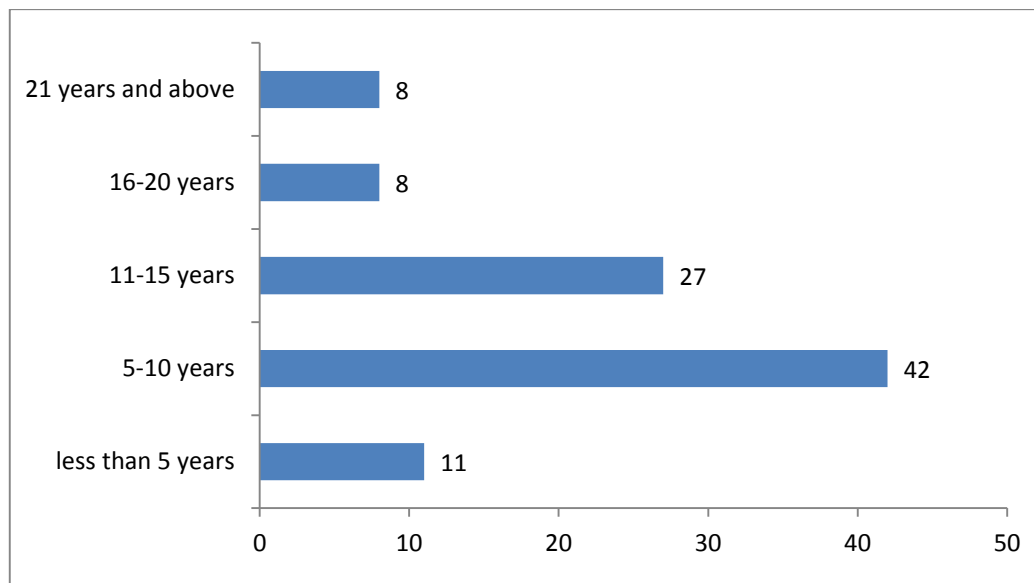


Figure 4.1: Teaching Experience

Oberholster and Taylor-V (1999) observed that teachers with more than ten years' experience are committed than first years in teaching professional. This study therefore infers that the teachers and principals in this study had enough experience in responding to the issues sought by this study.

4.3.4 Academic Qualifications

In this section, the aim was to establish the academic qualifications of the teachers, principals and deputy principals to ascertain whether their level of education was affected by TSC human resource practices that pertained to reward and promotion of teachers. The findings are as shown in Table 4.3.

Table 4.3: Academic Qualifications

Academic qualifications	Frequency	Percent
Masters	7	6.0
BED	74	66.8
PGDE	18	16.0
Other diploma	12	11.0
Total	111	100.0

This is an indication that majority of the respondents had acquired the relevant skills/academic qualifications to serve in this field.

4.2.6 Current Teaching Load per Week

In this section, the aim was to establish the current teaching load per week. Samuel and Peter (2009) state that teaching load affect teacher's commitment. The findings are as shown in table 4.4.

Table 4.4: Current Teaching Load per Week

	Frequency	Percent
Less than 10	12	11
10-20 lessons	79	71
20-30 lessons	20	18
Total	111	100

This findings show that majority of the teachers were overloaded having 10 to 20 lessons per week and only 11% of the teachers had less than 10 lessons per week. This finding is in line with Adongo (2013) that in Kenya, public schools are run by few teachers with heavy class loads and extracurricular activities which could be a reason for teachers' intention to leave the profession. This situation suggests that public secondary schools in Kenya need to reconsider recruiting more teachers in order to attract and retain committed professionals and reduce workloads.

4.2.8 Terms of Employment

This section inquired on the terms of employment of the respondents. According to Attinello et al., (2006) teachers who are employed on permanent terms are more committed to teaching than those employed by the board of the school. The findings are as shown in figure 4.2.

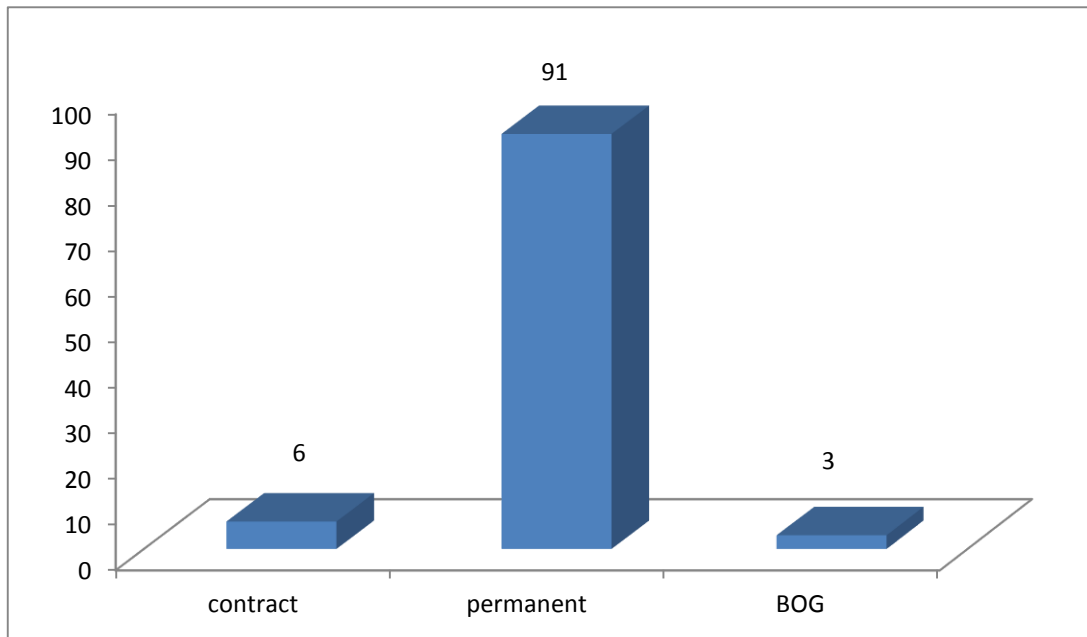


Figure 4.2: Terms of Employment

This study finding indicate that public school teachers’ employment condition from the start is always on permanent basis while some teachers’ employment is on temporary or contract basis and it appears that these teachers intend to leave the teaching profession at the end of their terms of contract.

4.2.8 Respondents Conceptualization of Teacher Commitment

The respondents further inquired why the respondents chose teaching as a career.

4.2.8.1 Teachers’ Commitment as a ‘Passion’

The respondents were asked to describe their commitment to teaching to establish whether they had passion for their job. The findings are as presented in Figure 4.3.

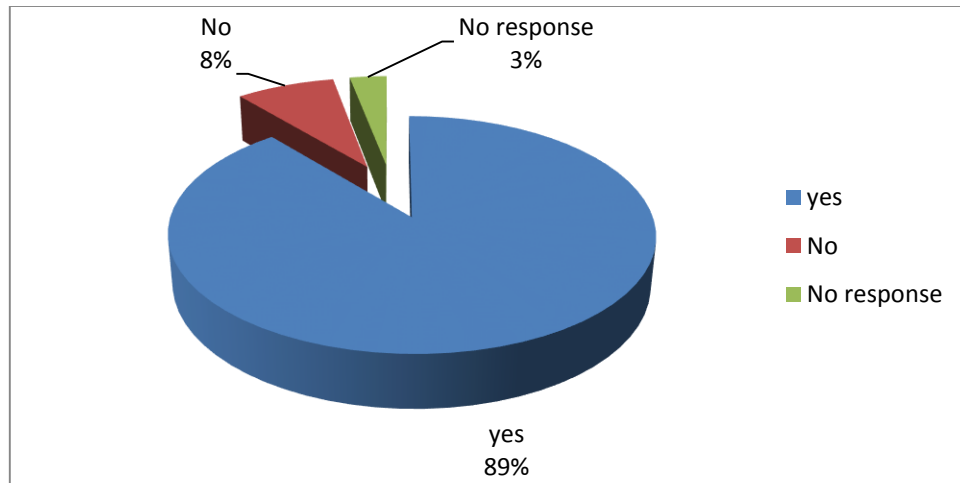


Figure 4.3: Teachers' commitment as a Passion

Manning and Patterson (2005) state that teachers who hold conceptions that teaching commitment is a passion believe that there needs to be certain level of emotional attachment to some aspect of teaching for teachers to be committed to work. This study infers that for some teachers their emotional attachment is to something very specific within their perceived role as teacher. For such group of teachers, their conceptions clearly define internal horizons that delineate their specific conception of teacher commitment from the general work of teaching. Whether that passion is for contact with students, teaching a certain subject or developing particular types of relationships, for these teachers, their focus is centered on their on-going success in these areas. However not all teachers value the same thing, or are willing to invest time and energy into the same areas.

Accompanying this notion Chapman (2013) cites that a committed teachers has a passion for some aspects of teaching is the idea that this passion or love of the job is what that sustains and motivates these teachers in what many of them consider this

emotional attachment or passion to be a crucial element of a teacher commitment. This implies that passion as an intrinsic reward rather than any external reward, is an element that sustains and maintains teachers' interest in the job and willingness to remain in the profession.

4.2.8.2 Teacher Commitment as a Focus on the Student

The respondents were asked to describe their commitment to teaching. The findings are as presented in Figure 4.4.

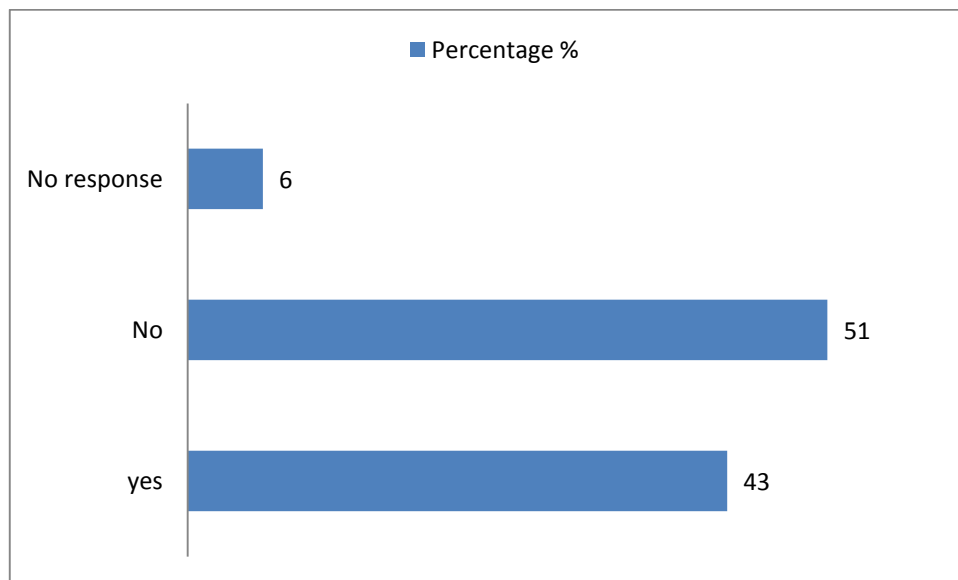


Figure 4.4: Teacher Commitment as a Focus on the Student

According to Fischer (2011) teachers who refer to teacher commitment as a focus on the student place a high value on the individual students within their care and believe that focusing on the various needs of students is central to the task of teaching. This study infers that having a genuine care of the kids leads many teachers into making strong emotional connections with their students. These emotional

connections/relationships appear to enhance the duty care or the feelings of responsibility that teachers have for the well being of students.

Ascribing to these types of conception of teacher commitment as a focus on student needs is not without personal cost to the teachers involved. Teachers who hold these types of conceptions are more likely to consider their personal needs as secondary to the students in their care.

4.3.8.3 Teacher Commitment as Maintaining Professional Knowledge

The respondents were asked to describe their commitment to teaching. The findings are as presented in Figure 4.5.

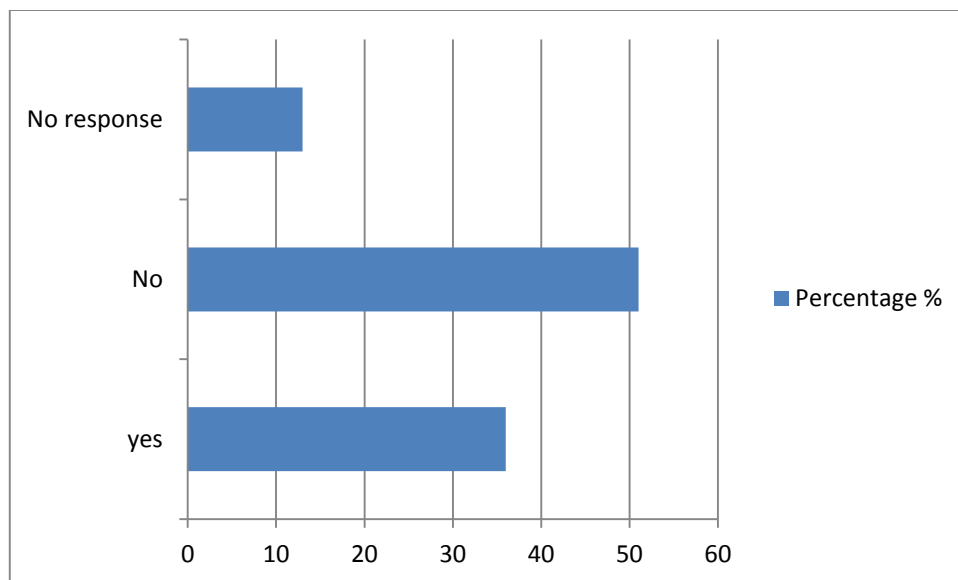


Figure 4.5: Teacher Commitment as Maintaining Professional Knowledge

According to Aron and Coups (2008) it is widely recognized that teachers need to continually update their professional responsibilities. Teachers who hold the

conceptions that construct value on going professional learning. They are concerned with keeping up with the latest trends and information about education.

This study infers that alongside this perception of maintaining professional knowledge is the notion of yet further need for investment of personal time to continue this professional learning. With the current climate of reform and the widely acknowledged intensification of the teaching role, it has become increasingly difficult for teachers and schools to integrate professional learning into the school day. Therefore, to take on the responsibility for maintaining their professional knowledge many teachers are sacrificing personal time to continue learning.

Embedded in this notion of on-going learning is the idea that a committed teacher is willing to learn from colleagues and share personal knowledge and expertise with colleagues.

4.2.9 Responsibility at School

This section inquired on the responsibility of the respondents at school. The findings are as presented in figure 4.5.

Table 4.5: Responsibility at School

	Frequency	Percent
Panel member	30	27
Class teacher	56	50
HOD	22	20
Deputy principal	3	3
Total	111	100

4.4 Survey for Public School Teachers

4.4.1 Teachers Preference

The study inquired on whether the teachers preferred working in a private school. The findings are as presented in figure 4.6.

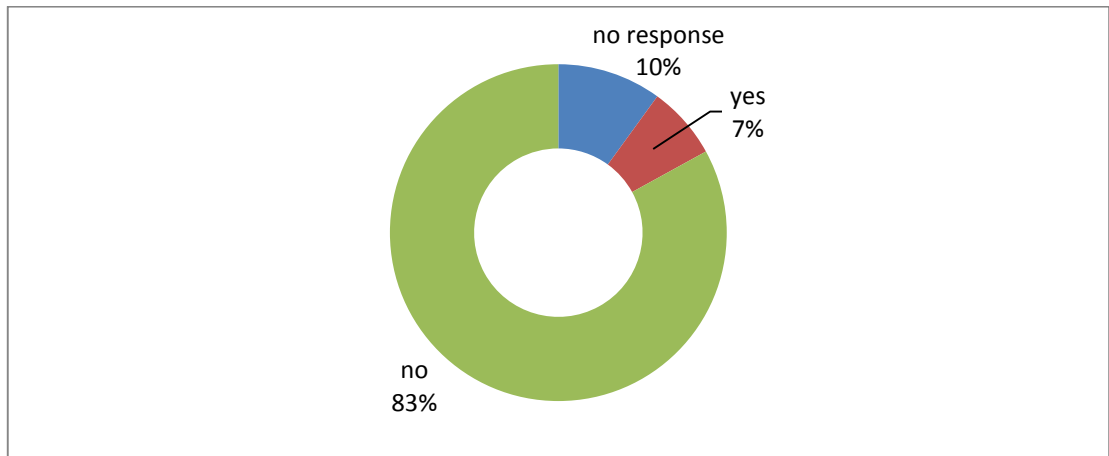


Figure 4.6: Teachers Preference

Results depicted in figure 4.6 showed that a majority of the respondents did not prefer working in private school as was shown by 83 percent while only 7 percent preferred

working in a private school. Respondents who preferred working in a private school cited various reasons such as remuneration, quality student character and opportunity for self development.

Previous studies have shown higher commitment of private school teachers than public school teachers (Gupta & Gehlawat, 2013; Park, 2005). In contrast, this study revealed that teachers in public secondary school than private secondary schools perceived higher Professional commitment. This may be due to more job security in public schools than private schools, and government incentive plans such as opportunities for free scholarship and other benefits. Another reason could be attributed to the working and employment conditions. In Kenya, many private schools are run by few teachers with heavy class loads and extracurricular activities which could be a reason for teachers' intention to leave the profession. Still another reason could be that public school teachers' employment condition from the start is always on permanent basis while some of private school teachers' employment is on temporary or contract basis and it appears that these teachers intend to leave the teaching profession at the end of their terms of contract. This situation suggests that private schools in Kenya need to reconsider terms of employment of teachers in order to attract and retain committed professionals.

4.5 Promotion

In this study promotion refers to chances for teachers to get promoted to higher ranks and to attend training programs or courses.

4.5.1 Hard Work and Promotion to a Higher Rank

This study required the teachers and head of department to indicate their level of agreement based on the statement that they believed if they work hard TSC would promoted to a higher rank. The findings are as presented in figure 4.7.

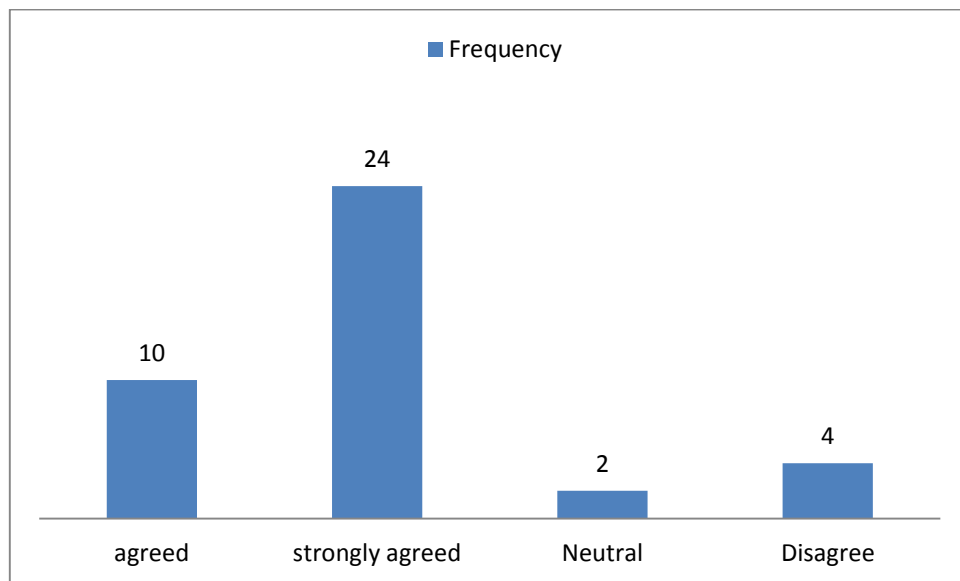


Figure 4.7: Hard Work and Promotion to a Higher Rank

It is speculated that the performance and commitment of teachers in teaching are influenced by their motives in taking up teaching as a career, their confidence level, efficacy and concerns in teaching (Day, 2004; Joeffres & Haughey, 2001). Qualified teachers lacking the motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fails to work to his/her full capacity and becomes less effective. In concrete terms, the result is lack of planning, resistance towards change, and general negligence. Thus; understanding the motives of teachers

in choosing teaching as a career and maintaining teacher motivation in the teaching profession is an important issue if we are concerned about teachers' commitment and quality of education.

4.5.2 TSC Procedures and Fair Promotions

The teachers and principals were required to indicate their level of agreement based on the statement that the TSC has put procedures in place for fair promotions. The findings are as presented in table 4.6.

Table 4.6: TSC Procedures and Fair Promotions

	Frequency	Percent
Strongly Agree	36	32
Agree	67	60
Neutral	4	4
Disagree	0	0
Strongly disagree	4	4
Total	111	100

Several studies were carried out by Pennington (1995) to examine the work satisfaction, motivation, and commitment focuses on unique needs and issues in the profession of teaching. Two closely related variables such as stress and burnout were particularly examined. Results across several studies highlighted the need to reward and cultivate professionalism in the field. This implies that efforts have to make concrete improvement in the promotion structure and motivational efforts directed at public secondary schools teachers.

4.5.3 Awareness of the Criteria Used to Select Teachers for Promotion

The principals and the teachers were required to give their level of agreement with the statement regarding their awareness of the criteria used to select teachers for promotion. The findings are as presented in table 4.7.

Table 4.7: Awareness of the Criteria Used to Select Teachers for Promotion

	Frequency	Percent
Strongly Agree	60	54
Agree	29	25
Neutral	22	20
Total	111	100

This finding agrees with Lenana (2013) observations that the teachers who were aware of the promotion criteria TSC applied were committed to their work.

This implies that for teachers' promotion to be both effective and meaningful, the procedures governing them must be sound. Within the structure of the TSC teachers' promotion criteria, principals and teachers should collaborate to find ways of making choices that contribute to a positive outcome. The criteria should hold promise for bringing about improvements in both teaching practice and student achievement.

4.5.4 Further Educational Training

Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006). The study sought to find out the extent of agreement regarding further educational training. The findings are as presented in table 4.8.

Table 4.8: Further Educational Training

	Frequency	Percent
Strongly Agree	68	61
Agree	17	15
Neutral	19	17
Disagree	1	1
Strongly disagree	7	6
Total	111	100

The principals, teachers, heads of department and the technical staff were required to give their level of agreement with the statement that in their schools they are encouraged to seek further educational training. Table 4.8 illustrates that 61% strongly agreed that in their schools they are encouraged to seek further educational training.

Armstrong (2006) believes that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed and Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of teachers, increase their skill and knowledge, and also expands the intellect on overall personality of the teacher thus enhancing teaching commitment. This study therefore infers that training is a motivational factor which enhances the knowledge of the teacher towards the job. By the help of training teachers become proficient in their jobs and they become able to give better results.

4.6 TSC Reward System

4.6.1 Teachers High Career Aspirations and Higher Jobs

The principals were required to give their level of agreement with the statement that teachers who have high career aspirations view their jobs as preparation for higher jobs. The findings are as presented in table 4.9.

Table 4.9: Teachers High Career Aspirations and Higher Jobs

	Frequency	Percent
Strongly Agree	60	54
Agree	28	25
Neutral	23	20
Total	111	100

This finding agrees with Schneider, Gunnarson and Wheeler (1992) that promotional opportunity is important to job commitment. Schneider (1992) cited that employees who perceive few opportunities for advancement have negative attitudes toward their work and their organizations.

According to Sutter (2013) the importance of career advancement to job commitment is that teachers who have high career aspirations view their jobs as preparation for higher jobs. This is consistent with the thinking of Gorton and Kalamani (1985) who wrote that many teachers expect to have jobs as principals.

4.6.2 Teachers' Belief about Future Chances of Promotion

The respondents were required to indicate their level of agreement based on their beliefs about future chances of promotion. The findings are presented in table 4.10.

Table 4.10: Belief About Future Chances of Promotion

	Frequency	Percent
Strongly Disagree	10	9
Agree	34	31
Neutral	0	0
Disagree	16	14
Strongly agree	51	46
Total	111	100

This finding agrees with Sutter (2013) that because many teachers believe they would someday be promoted, they view their current jobs as preparation for higher ranking jobs and are satisfied in their current positions.

According to Nwachukwu (2000) it is possible that the direct effect of a teachers career aspirations and opportunity for advancement on teachers commitment may be negative in that the higher the desire of a person to be promoted, the less satisfied the person may be with the current position; however, several writers do not support this hypothesis (Sutter, 1994). This study concludes that as teachers become older, career Aspirations and opportunity for advancement decrease because they have become more satisfied with their current positions, and the opportunity to advance seems less likely than it did when they were younger

4.6.3 Advancement in Rank or Position and Higher Pay

The teachers and principals were required to give their level of agreement with the statement that advancement in rank or position is associated with higher pay. The results are presented in Table 4.11.

Table 4.11: Advancement in Rank or Position is Associated with Higher Pay

	Frequency	Percent
Strongly disagree	9	8
Agree	30	27
Neutral	2	2
Disagree	20	18
Strongly agree	50	45
Total	111	100

While advancement in rank or position is associated with higher pay, and thus is an extrinsic motivator, opportunity for advancement is considered an intrinsic motivator. The opportunity to advance means more to a worker than material gain. Vroom (1982) interpreted promotional opportunity as a desired, positive, personal goal. He stated that promotional opportunity is a goal most workers desire and that an individual's performance is related to the degree to which the individual believes that being promoted is related to performance on the job and how strongly the individual desires the promotion.

4.6.4 Job Related Advancement Opportunities and Teachers' Commitment

It was important to ascertain the teachers' level of agreement with the statement that job related advancement opportunities will increase teachers' commitment. The results are presented in Table 4.12.

Table 4.12: Job Related Advancement Opportunities and Teachers' Commitment

	Frequency	Percent
Strongly Agree	61	54
Agree	28	25
Neutral	22	20
Disagree	0	0
Strongly disagree	0	0
Total	111	100

4.7 Teacher Evaluation and Teachers Commitment

The study sought to ascertain the teachers and the principals' level of agreement with the statement on Teacher evaluation and teachers commitment. The results are presented in Table 4.13.

Table 4.13: School Administrators' Attention to Implementation of ICT Policies

	Frequency	Percent
Strongly Agree	37	33
Agree	59	53
Neutral	10	9
Disagree	1	1
Strongly disagree	4	4
Total	111	100

From the findings majority strongly agreed that teachers' evaluation has substantially improved instruction or expanded student learning.

4.7.2 TSC Evaluation Processes and Commitment in Teachers

The study sought to ascertain the principals and the technical staffs' level of agreement with the statement on school administration planning implementation of current technology in their schools. The results are presented in Table 4.14.

Table 4.14: TSC Evaluation Processes and Commitment in Teachers

	Frequency	Percent
Strongly disagree	9	8
Agree	12	11
Neutral	10	9
Disagree	62	56
Strongly agree	18	16
Total	111	100

4.7.3 TSC Supervision and Evaluation Process and Teachers Commitment

The principals and the teachers were required to give their opinion regarding a statement on TSC success in implementing a systematic, effective, and sustainable teacher supervision and evaluation process that enhance commitment in teachers. The results are presented in Table 4.15.

Table 4.15: TSC Supervision and Evaluation Process and Teachers Commitment

	Frequency	Percent
Strongly Agree	71	64
Agree	28	25
Neutral	11	10
Disagree	1	1
Strongly disagree	0	0
Total	111	100

From the findings majority strongly agreed that TSC struggles to implement a systematic, effective, and sustainable teacher supervision and evaluation process that enhance commitment in teachers.

4.8 TSC Teachers Appraisal Function

TSC’s teacher performance appraisal (TPA) system for new and experienced teachers is designed to: promote teacher development; provide meaningful appraisals of teachers’ performance that encourage professional learning and growth; identify opportunities for additional support where required; and provide a measure of accountability to the public.

4.8.1 Teachers’ Appraisal Determines Contract Renewal

The teachers and principals were required to indicate their levels of agreement based on the statements on appraisal by TSC. The results are presented in Table 4.16.

Table 4.16: Teachers’ Appraisal Determines Contract Renewal

	Frequency	Percent
Strongly Agree	37	33
Agree	59	53
Neutral	10	9
Disagree	1	1
Strongly disagree	4	4
Total	111	100

From the findings majority strongly agreed that teachers’ appraisal determines contract renewal. This finding is in line with Mutegi (2009) observations that TSC performs teachers’ appraisal activities to ensure that all teachers have documented evidence of their competency and by providing a documented process to deal with instances where a teacher’s performance is unsatisfactory and determine contract renewal or termination.

This study recommends that secondary school boards must make every effort to ensure that teachers comply with TSC TPA system. Board requirements are mandated by legislation and regulation, with the goal of promoting teachers’ professional growth and development that in turn can lead to improvements in student achievement.

The principals and the teachers were required to give their opinion regarding a statement on career progression. The results are presented in Table 4.17.

Table 4.17: Teachers’ Career Progression and Teachers’ Appraisal

	Frequency	Percent
Strongly Agree	71	64
Agree	28	25
Neutral	11	10
Disagree	1	1
Strongly disagree	0	0
Total	111	100

Actively participating in each appraisal is vital to a teacher’s ongoing growth and development. For new teachers, the appraisal process builds on the orientation, mentoring, professional development, and training provided through the NTIP to help them develop into confident and proficient Ontario teachers. For experienced teachers, it provides an effective and supportive way to help them improve their teaching practice.

4.8.2 Teachers’ Appraisal Result in Increased Commitment

The teachers and principals were required to indicate their levels of agreement based on the statements on appraisal and commitment. The results are presented in Table 4.18.

Table 4.18: Teachers' Appraisal Result in Increased Commitment

	Frequency	Percent
Strongly Agree	37	33
Agree	59	53
Neutral	10	9
Disagree	1	1
Strongly disagree	4	4
Total	111	100

The TPA system helps strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development. Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. An appraisal system in which both teachers and principals are actively engaged provides a framework for assessing teachers' practices in a way that meets their professional learning needs. The TPA system engages principals and teachers in professional dialogue that deepens their understanding of what it means to be a teacher, as reflected in the Ontario College of Teachers' Standards of Practice for the Teaching Profession.

4.9 Teachers Commitment

Teacher commitment is one of the most important aspects of performance and quality of school staff (National Centre for Education Statistics, 1997), teachers commitment distinguishes those teachers who are caring, dedicated, and who take the job seriously

from those who put their own interests first. According to Coladarci (1992), commitment to teaching was defined as the "teacher's psychological attachment to the teaching profession" (p.326). When teachers are not committed to the teaching profession, they would leave their work early.

This section sought to establish the principals and the teachers' level of agreement based on statements on teachers commitment.

4.9.1 Commitment and Doing Quality Work

This study required the teachers and head of department to indicate their level of agreement based on the statement that they felt committed to doing quality work. The results are presented in Table 4.19.

Table 4.19: Commitment and Doing Quality Work

	Frequency	Percent
Strongly Agree	37	33
Agree	59	53
Neutral	8	9
Disagree	1	1
Strongly disagree	4	4
Total	111	100

This finding concurs with Joffres and Haughey (2001) who found that teacher commitment was associated with teachers' sense of efficacy. The teachers'

commitment shifted and/or declined when they felt unsuccessful and felt unable to influence the students' learning and/or the other community members.

4.9.2 Feeling of Exhaustion and Fatigue and Teaching Level

This study required the teachers and head of department to indicate their level of agreement based on the statement that they felt exhausted and fatigued as a teacher.

The results are presented in Table 4.20.

Table 4.20: Feeling of Exhaustion and Fatigue and Teaching Level

	Frequency	Percent
Strongly Agree	59	53
Agree	1	1
Neutral	11	10
Disagree	30	27
Strongly disagree	10	9
Total	111	100

In a study investigating the relationship between several components of teacher burnout and various professional factors of Indian teachers, Kudva (1999) found that there was a significant negative relationship between feeling exhaustion and fatigue and teaching level. Professional commitment was also found to have a significant negative relationship with development of negative attitudes towards students and lack of personal achievement. The results suggest the possible negative factors on teachers' commitment in teaching.

4.9.3 Teachers Inspiration to Meet Goals

This study required the teachers and principals to indicate their level of agreement based on the statement that they felt they felt inspired to meet their goals at work. The results are presented in Table 4.21.

Table 4.21: Teachers Inspiration to Meet Goals

	Frequency	Percent
Strongly Agree	33	30
Agree	63	57
Neutral	10	9
Disagree	1	1
Strongly disagree	4	4
Total	111	100

This finding are in line with Day (2004) that the performance and commitment of teachers in teaching are influenced by their motives in taking up teaching as a career, their confidence level, efficacy and concerns in teaching. Qualified teachers lacking the motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fail to work to his/her full capacity and become less effective. In concrete terms, the result is lack of planning, resistance towards change, and general negligence. Thus; understanding the motives of teachers in choosing teaching as a career and maintaining teacher motivation in the teaching profession is

an important issue if we are concerned about teachers' commitment and quality of education.

4.9.4 School Principals' Supportive Behavior and Teachers' Commitment

This study required the teachers to indicate their level of agreement based on the statement that they their school principal supportive behavior enhanced their commitment to teaching. The results are presented in Table 4.22.

Table 4.22: School Principals' Supportive Behavior and Teachers' Commitment

	Frequency	Percent
Strongly Agree	29	26
Agree	62	56
Neutral	11	10
Disagree	4	4
Strongly disagree	4	4
Total	111	100

This finding agrees with Turan (1998) who conducted a study on 900 high school educators to investigate the relationship between supportive principal behavior and the teachers' commitment in Turkish public high schools. The results of this study indicated that there was a significant positive relationship between overall supportive principal behavior of the school and the teachers' organizational commitment whereas a negative relationship was found between frustrated teacher behaviour and the teachers' organizational commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.1 Introduction

From the analysis of data collected, the following discussions, conclusions and recommendations were made.

5.2 Summary of Findings

The aim of this study was to investigate the influence of TSC human resource management practices on teachers' commitment in Tetu Sub County, Nyeri. Specifically, the study was guided by the following objectives: To examine how the Teachers Service Commission rewards systems influence teachers' commitment in Tetu sub-county; to determine the influence of Teachers Service Commission performance appraisal on teachers' commitment in Tetu sub-county; to establish how Teachers Service Commission teachers evaluation function influence teachers' commitment in Tetu sub-county and lastly to determine how Teachers Service Commission promotion function influences teachers' commitment in Tetu sub-county.

This study adopted a descriptive survey research design, the target population comprised of all the 12 principals and 191 teachers from which 133 teachers and principals were selected. The study used a self-administered questionnaire to gather primary data. A pilot test was carried out to identify weakness in design and to make available proxy data for selection of a sample. Internal consistency method was

determined using Cronbach's Alpha and lastly quantitative data was analyzed through descriptive statistics using frequencies and percentages.

The study revealed that teachers who have high career aspirations view their jobs as preparation for higher jobs. This finding agrees with Schneider, Gunnarson and Wheeler (1992) that promotional opportunity is important to job commitment. Schneider (1992) cited that employees who perceive few opportunities for advancement have negative attitudes toward their work and their organizations.

According to Sutter (2013) the importance of career advancement to job commitment is that teachers who have high career aspirations view their jobs as preparation for higher jobs. This is consistent with the thinking of Gorton and Kalaman (1985) who wrote that many teachers expect to have jobs as principals.

The study also showed that the teachers believed that they will someday be promoted. This finding agrees with Sutter (2013) that because many teachers believe they would someday be promoted, they view their current jobs as preparation for higher ranking jobs and are satisfied in their current positions. According to Nwachukwu (2000) it is possible that the direct effect of a teachers career aspirations and opportunity for advancement on teachers commitment may be negative in that the higher the desire of a person to be promoted, the less satisfied the person may be with the current position; however, several writers do not support this hypothesis (Sutter, 1994). This study concludes that as teachers become older, career aspirations and opportunity for advancement decrease because they have become more satisfied with their current

positions, and the opportunity to advance seems less likely than it did when they were younger

According to the findings 45% of the teachers and principals strongly agreed that their advancement in rank or position is associated with higher pay. While advancement in rank or position is associated with higher pay, and thus is an extrinsic motivator, opportunity for advancement is considered an intrinsic motivator. The opportunity to advance means more to a worker than material gain. Vroom (1982) interpreted promotional opportunity as a desired, positive, personal goal. He stated that promotional opportunity is a goal most workers desire and that an individual's performance is related to the degree to which the individual believes that being promoted is related to performance on the job and how strongly the individual desires the promotion.

The study showed that TSC's teacher performance appraisal (TPA) system for new and experienced teachers is designed to: promote teacher development; provide meaningful appraisals of teachers' performance that encourage professional learning and growth; identify opportunities for additional support where required; and provide a measure of accountability to the public.

From the findings majority 25(55%) strongly agreed that teachers' appraisal determines contract renewal. This finding is in line with Mutegi (2009) observations that TSC performs teachers' appraisal activities to ensure that all teachers have documented evidence of their competency and by providing a documented process to

deal with instances where a teacher's performance is unsatisfactory and determine contract renewal or termination.

This study recommends that secondary school boards must make every effort to ensure that teachers comply with TSC TPA system. Board requirements are mandated by legislation and regulation, with the goal of promoting teachers' professional growth and development that in turn can lead to improvements in student achievement.

From the findings 64% strongly agreed Teachers' appraisal determines career progression. Actively participating in each appraisal is vital to a teacher's ongoing growth and development. For new teachers, the appraisal process builds on the orientation, mentoring, professional development, and training provided to help them develop into confident and proficient secondary school teachers. For experienced teachers, it provides an effective and supportive way to help them improve their teaching practice.

From the findings teachers' appraisal result in increased commitment. The TSC performance appraisal system helps strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development. Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture.

The study revealed that teachers' evaluation has substantially improved instruction or expanded student learning thus improving teaching commitment. The study also

showed that the evaluation processes carried out by TSC reflects what is needed to change to enhance commitment in teachers for more students to succeed. This findings are in line with Sofia (2013) findings that the TSC's teacher performance appraisal (TPA) system for new and experienced teachers is designed to: promote teacher development; provide meaningful appraisals of teachers' performance that encourage professional learning and growth; identify opportunities for additional support where required; and provide a measure of accountability to the public.

The study further revealed that teachers' appraisal determines contract renewal. This finding is in line with Mutegi (2009) observations that TSC performs teachers' appraisal activities to ensure that all teachers have documented evidence of their competency and by providing a documented process to deal with instances where a teacher's performance is unsatisfactory and determine contract renewal or termination.

The study found that majority of the teachers believes if they work hard they would be promoted to a higher rank. This finding is in line with Day (2004) that commitment of teachers in teaching are influenced by their motives in taking up teaching as a career, their confidence level, efficacy and concerns in teaching. Qualified teachers lacking the motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fails to work to his/her full capacity and becomes less effective. In concrete terms, the result is lack of planning, resistance towards change, and general negligence. Thus; understanding the motives of teachers in

choosing teaching as a career and maintaining teacher motivation in the teaching profession is an important issue if we are concerned about teachers' commitment and quality of education.

5.2 Conclusions

The study concludes that TSC promote teachers and promotion is done on merit. Also the study revealed that teachers in Tetu Sub County believed if they work hard they would be promoted to a higher rank, they are encouraged to seek further educational training and that they are aware of criteria used to select teachers for promotion and that they are provided with relevant training. However, the respondents were neutral over the statement that the TSC has put procedures in place for fair promotions and lastly the study concludes that majority of the teachers were not satisfied with their position.

The study concludes that teachers who have high career aspirations view their jobs as preparation for higher jobs. The study also revealed that job related advancement opportunities would increase teachers' commitment.

Also the study concludes that evaluation processes carried out by TSC reflects what is needed to change to enhance commitment in teachers for more students to succeed. Teachers' appraisal result in increased commitment. The study concludes that teachers' appraisal determines contract renewal and also determines career progression. Lastly, the study concludes that teachers' appraisal does not necessarily affects pay increments.

5.4 Recommendations

The study showed that teachers' promotion is done on merit. This study recommends that TSC should ensure that the promotion procedures put in place are fair. Ngalyuka (2003) found out that low promotion opportunities, advancement, and recognition and general difficulties in upward mobility in the teaching profession among Kenyan primary and secondary school teachers was causing job dissatisfaction.

The study recommends that TSC should implement a systematic, effective, and sustainable teacher supervision and evaluation process that enhances commitment in teachers. Also the study recommends that evaluation processes carried out by TSC should reflect what is needed to change to enhance commitment in teachers for more students to succeed.

This study recommends that TSC should continue carrying out performance appraisals to improve teachers' commitment and productivity. This is because poor performing employees are identified during the evaluation cycle and given feedback on how to improve. They might also undertake some developmental activities for example, training in order to rectify performance.

5.5 Suggestions for Further Research

While this study successfully examines the variables, it also presents rich prospects for several other areas to be researched in future. The present study was only confined to a specific Sub County. It would however be useful to carry out a similar study in other Counties. This study focused on teachers' commitment in Tetu Sub County in

Kenya. It would be useful to carry out the same type of research across East Africa and beyond and see whether the same results would be replicated.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi

NAIROBI

9 April 2015

Dear Respondent,

RE: COLLECTION OF SURVEY DATA

I am currently a postgraduate student at University of Nairobi, Kikuyu campus carrying out a field research in partial fulfillment of the course. This research is aimed at investigating the influence of TSC human resource management functions on teachers' commitment with special reference to public secondary schools in Tetu sub-county in Nyeri County.

You have been selected due to your role as a secondary school teacher in Tetu Sub county. Your responses will be held in strict confidence and used only for research. None of the information will be published in a manner which would enable any individual, school, teacher, or principals to be identified. Your cooperation and sincerity in completing the attached questionnaire will be highly appreciated.

Thank you in advance.

Yours faithfully,

Esther Kunyiha

Appendix II: Questionnaire for Teachers

Instructions:

This questionnaire consists of four parts. Please fill in the blank spaces and tick (√) where appropriate. Please complete the questionnaire as accurately as you can.

Section A: General Information

1. Gender Male Female
2. Age Less than 21 21-24 25-34
 35-44
 45-54 55-60 61 and above
3. Teaching experience
 Less than 5 years 5-10 years 11-15 years
 16-20 years 21 years and above
4. What is your highest academic qualification?
 PhD Masters BEd Other degree
 PGDE Other Diploma Certificate
 Others: (Please specify)_____
5. What is your current teaching load per week?
 Less than 10 10-20 lessons 20-30 lessons
 > 30 lessons
6. Are you employed on:
 Contract Permanent BOM Other (please specify)

7. If on contract, how long is it for
 1 year 2 years 3 years Other (please specify)

8. How long was your probation period (if any)
 0-3 months 4-6 months 7-9 months >10 months
9. Which subjects do you teach?
 Arts Sciences

10. Why did you choose teaching as a career? (select all that apply)
- Passion for teaching Most accessible job
- Opportunity to take responsibility Personality compatibility
- Others: Please specify _____
11. How many learners on average are there in your classes?
- Less than 20 21-40 41-60 60 and above
12. What responsibility do you hold at the school? (select all that apply)
- Panel member Class teacher HOD Deputy
Principal
- Principal Other _____

Section B: Survey for Public School Teachers

13. Would you prefer to work in a private secondary school?
- Yes No

Part A: Promotion

14. Please state the extent to which you agree or disagree with the following statements by placing an X in the appropriate box: **Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.**

	1	2	3	4	5
15. I believe if I work hard I will be promoted to a higher rank					
16. The TSC has put procedures in place for fair promotions					
17. I am satisfied with my position					
18. I am aware of criteria used to select teachers for promotion					
19. Am provided with relevant training					
20. In this school I am encouraged to seek further educational training					

Part B: Reward System

21. Please state the extent to which you agree or disagree with the following statements by placing an X in the appropriate box: **Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.**

Statements about reward system	1	2	3	4	5
22. Teachers who have high career aspirations view their jobs as preparation for higher jobs					
23. I believe I will someday be promoted					
24. Advancement in rank or position is associated with higher pay					
25. Job related advancement opportunities will increase my commitment					

Part C: TSC Teachers Evaluation function

26. Please state the extent to which you agree or disagree with the following statements by placing an X in the appropriate box: **Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.**

Statements about Teachers evaluation	1	2	3	4	5
27. Teacher evaluation has substantially improved instruction or expanded student learning					
28. Evaluation processes carried out by TSC reflects what is needed to change to enhance commitment in teachers for more students to succeed					
29. TSC struggles to implement a systematic, effective, and sustainable teacher supervision and evaluation process that enhance commitment in teachers					

Part D: Teachers' appraisal

30. Please state the extent to which you agree or disagree with the following statements by placing an X in the appropriate box: **Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.**

Statements about Teachers' appraisal	1	2	3	4	5
31. Teachers' appraisal determines contract renewal					
32. Teachers' appraisal determines career progression					
33. Teachers appraisal affect pay increments					
34. Teachers appraisal result in increased commitment					
35. Performing teachers are identified during the appraisal process and given feedback on how to improve					

Part E: Measures of Teachers Commitment

36. Please state the extent to which you agree or disagree with the following statements by placing an X in the appropriate box: **Use a scale of 1 to 5 where 1 = strongly agree; 2= agree; 3= neutral; 4= disagree 5 = strongly disagree.**

	1	2	3	4	5
1. I feel committed to doing quality work					
2. To me, my job is challenging					
3. school principal supportive behavior enhance my commitment to teaching					
4. I am inspired to meet my goals at work					

37. In your own opinion please suggest what should be improved to increase teachers commitment in your school

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.....

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.....

**THANK YOU FOR YOUR PARTICIPATION IN THE STUDY AND
SINCERITY IN ANSWERING THE QUESTIONS.**

Appendix III: Teachers Basic Pay

Job group	J	K	L	M	N	P	Q	R
Monthly basic pay (Kenya shillings)	25,895	31,996	35,275	42,877	49,636	81,404	98,947	120,270

Source: Education news, April 17, (2011)

Appendix IV: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref: No.

Date:

21st July, 2015

NACOSTI/P/15/2342/6936

Esther Wandia Kunyiha
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of TSC Human Resource Management functions on teachers commitment in public secondary schools in Tetu Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending **30th September, 2015.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.



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

