

**INFLUENCE OF TEACHERS SERVICE COMMISSION'S HUMAN  
RESOURCE MANAGEMENT PRACTICES ON TEACHER'S JOB  
COMMITMENT IN PUBLIC SECONDARY SCHOOLS:  
A CASE OF RONGAI SUB-COUNTY, KENYA**

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**A Research Project Sumbitted to the Institute of Postgraduate Studies of Kabarak  
University in Partial Fulfillment of the Requirements for the Award of Master of  
Business Administration (Human Resource Management)**

**KABARAK UNIVERSITY**

**NOVEMBER, 2020**

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## RECOMMENDATION

The Research Project entitled “**Influence of Teachers Service Commission’s Human Resource Management Practices on Teacher’s Job Commitment in Public Secondary Schools: A Case of Rongai Sub-County, Kenya**” and written by Beatrice Jemeli Biwott is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommended it to be accepted in partial fulfillment of the requirement for the award of degree of Master of Business Administration (Human Resource Option).

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## **DEDICATION**

To God, our creator who grants us the ability to make wealth and power to excel, to my dear husband for your love, financial, and moral support which made this MBA program successful is invaluable. Special dedication to our children for your love and moral support, it is my prayer that this experience will motivate you to achieve your highest performances early in life.

## ABSTRACT

Teacher commitment is an important dimension of performance and quality assurance in the school. The World Bank observes that poor teacher management and low levels of teacher accountability afflicts many developing countries encouraging absenteeism. Low teacher commitment also affects the academic performance of the students. For instance, in Rongai Sub-county, poor academic performance among public secondary schools can be traced to low teacher commitment. Analysis of the Kenya Certificate of Secondary Education examination for the year 2017 shows that over 78% of candidates do not score grade C+ and above which is the minimum entry requirement for Kenya universities. The purpose of this research study was to assess the influence of Teachers' Service Commission human resource management practices on the job commitment of public secondary school teachers in Rongai Sub County in Nakuru County. The study objectives were to establish the influence of reward system; training and development, performance appraisal, and promotion on teacher job commitment. In this study, a descriptive research design was adopted. The population under study consisted of 390 teachers on permanent employment for all the 43 secondary schools in Rongai Sub-County. It included the principal, his deputy, Department Heads, and ordinary teachers. The research was based on the Best Practices Model and Mayer Model of commitment. The sample size for the study was 143 respondents. The selection of the respondents was done using stratified sampling. A structured questionnaire was used in this research project for the collection of primary data which was used for the study. The study administered 143 questionnaires on a drop and pick later basis, out of which 87 were returned. The research instrument was initially tested in Nakuru East Sub-County preceding the main research study in order to determine its reliability and validity. Cronbach's alpha for the study was 0.73. Both inferential and descriptive statistics were used in analyzing data with the aid of the Social Sciences Statistical Package. The descriptive statistics included frequency and percent distribution and chi-square test of the agreement while the inferential statistics were in inform of multiple linear regression and Pearson's correlation coefficients. The findings produced an  $R^2$  of 0.693 indicating that 69.3% of the variation in job commitment can be explained by the four variables while 30.7% was a result of other factors. It was further established that reward system ( $R=0.398$ ,  $P \leq 0.05$ ), teacher training ( $R=0.398$ ,  $P \leq 0.05$ ), teacher performance ( $R= -0.422$ ,  $P \leq 0.05$ ) and teacher appraisal ( $R=0.470$ ,  $P \leq 0.05$ ) were statistically significant determinants of job commitment in secondary schools. The study concludes that TSC should organize frequent training and development that is relevant to every teacher's commitment since the teaching-learning environment is dynamic. The study recommends that further studies should be carried out focusing on other variables not studied.

**Key Words:** *Human Resource Management Practices, Job Commitment, TSC Reward system, Training and Development, and Promotion*

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM:</b>	Board of Management
<b>EFA:</b>	Education for All
<b>HR:</b>	Human Resource
<b>MDGs:</b>	Millennium Development Goals
<b>MoE:</b>	Ministry of Education
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>TSC:</b>	Teachers Service Commission

## CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

**Human Resource Management Practices (HRMP):** According to Armstrong, (2005), HR practices are the means through which the human resources personnel can develop the leadership of the staff. In this study, HRMP refers to the means through which TSC develops the teachers in secondary schools. This occurs through the practice of developing extensive training courses and motivational programs, such as devising systems to direct and assist management in performing ongoing performance appraisals.

**Job Commitment:** According to Muzalifah, and Izah, (2011), Job commitment refers to the feeling of responsibility that a person has towards the mission and goals of an organization. In this study, job commitment meant allegiance to the workplace involving affective attachment (feeling), identification (value), and an exchange relationship (cognition, intentions & behavior) among teacher employed by TSC.

**Performance Appraisal:** According to (Hervie & Winful, 2018), teachers' performance appraisal is described as the method of evaluating the performance of teachers in service delivery. An appraisal is judgmental, that is, the staff's performance is measured against certain standards. According to Ahmed (2010), performance appraisal is a method by which the job performance of an employee is evaluated.

**Reward System:** According to Huselid and Becker (2005) this includes all monetary, non-monetary, and psychological benefits that an organization provides its employees in exchange for the work they do. In this study, remuneration systems refer to all financial, non-financial, and psychological payments that TSC provides to its employees in exchange for their work.

**Teacher's Promotion:** Hervie & Winful, 2018) define promotion as an advancement of an employee's rank or position in a hierarchical structure. In this study, teacher promotion refers to the process of upgrading a teacher from one job group to another besides increasing responsibility and authority.

**Training and Development:** Otieno (2010) defines training as a pointer to enhance capabilities superior skills, outlook, and knowledge of the employees that result in the of the workers' effective performance. In this study training and development refers to the activities undertaken by TSC to enhance capabilities superior skills, outlook, and knowledge of the teachers in public Secondary School.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The chapter covers the background to the study, statement of the problem, purpose, objectives, and research questions of the study. It also highlights the scope, significance, limitations, and assumptions of the research study.

### **1.2 Background to the Study**

Education is generally acknowledged as a development indicator. According to Muzalifah and Izah (2011), the production of trained human resources is one of the main purposes of education, which can overcome the development barriers of any country. In order to achieve this objective, there should be a committed workforce in the education sector. Moreover, the strength of any duty is dependent on its members committed to the objectives and goals and of the organization in which TSC is also no different (Nias, 2008). According to Jagun (2015), the commitment to teaching has been defined as the "psychological involvement of teachers in the teaching profession." Many researchers and authors agree that commitment of a teacher is key to the learning and teaching process. Firestone and Pennell (2003) pointed out that teacher commitment since the 2000s has been a theme. The term is used interchangeably to refer to high school teachers or dedicated teachers (Abd, Darmawan, & Keeves, 2010). Hervie & Winful (2018) argue that teacher commitment and participation have been found to be among the most important aspects in the future and the ultimate success of education.

The commitment of a teacher is one of the greatest and important aspects of the quality and performance of school staff (Jagun, 2015). According to Nias (2009), the commitment of teachers differentiates those teachers who care, are committed, and are serious in the execution of their duties from the ones who give gives more priority to



their welfares. Jagun (2015) suggests that teacher commitment is the most important factor in effective performance in school, a satisfaction of the teacher, and retention. Findings have shown that lower stages of teacher commitment normally leads to lower student achievement tests reasonably than areas where teachers are less committed, students performing poorly. Noteworthy it is important that teachers' commitment to their work is critical to the performance of a student.

Teachers who are dedicated often yield good results in nationwide examinations. Tzafrir (2005) in a study titled “Basic teacher commitment and attractiveness,” states that the commitment of a teacher comes in three different forms and more imperative, commitment in the workplace. They argue that a dedicated teacher measures his or her teaching skills highly and is committed to their professional development. Problems with HR activities for example the employment and retaining of top teachers have been reported severally in government documents and publications in various countries (Bernard, Nzuki, Kilika, & Nzulwa, 2014). In the United States of America, for example, there’s a scarcity of skilled teachers, especially for science and mathematics and or special education. In addition, there is a growing apprehension that teachers are exiting the teaching profession early than professionals in other fields (Jagun, 2015). The constant departure of successful teachers from their profession into other fields such as government sectors and businesses indicates that teaching is no longer employed for potential and current employees (Ahmed, 2010).

Ahmed (2010) pointed out that characteristics of a school and conditions of the organization, including lack of salary, administrative support, class size, student motivation and discipline, lack of developmental opportunities, and unplanned planning time have major impacts on the outcomes of the teacher. Linked to the above, the pressure and fatigue resulting from teaching activities and the environment can make

teachers be emotionally and physically, which thus reduce their interest and their commitment to teaching.

Ultimately, part of the teachers left the teaching group disappointed and feeling helpless (Bernard et al, 2014). Worse, tragic reports of teacher anxiety and suicide owed to high pressure are frequently reported in Hong Kong print media, causing public fears and concerns about conditions of working for teachers that could upset their goals and commitment to their job because the enrollment and maintenance of qualified and dedicated teachers remain essential for quality education. Teachers' motives for taking the teaching profession as their commitment and commitment to teaching and factors that may contribute to their commitment and dedication to teaching.

The Teaching Service Commission is one of the provinces of Kenya under the auspices of the Department of Education, which is responsible for the management and administration of teachers at the high school level in the province. At all times, personnel management became their main responsibility. The functions of TSC staff include recruitment, referrals, transfers, promotions, dismissals and disciplinary action against high school teachers and other Commission staff, consolidation, and record-keeping of teachers including teacher registration, salary management, and payment of other grants to teachers and Commission officials (Jagun, 2015).

In Kenya, the Teachers Service Commission has a pay structure based on job groups in which teachers are promoted based on the years of service and responsibilities. Promotion in some job groups is automatic such as moving from the current job group K to L while higher job groups require teachers to attend an interview (Oluochi, 2006). Despite the promotion pathway, there have been reports of stagnation in particular job groups that demoralize teachers. For instance, a study carried out in Makadara sub-

county in Nairobi showed that 35% of respondents have not moved from one job group to the next in the past five years before the study (Bernard et al., 2014).

In the year 2001, the Teachers Service Commission addressed the challenges in the management of teachers in the country and revised the enrolment and placement of teachers, in which they decentralized teacher management and recruitment (Bernard et al., 2014). Practices from developing and developed countries indicate that there is little proof of the improvement of teaching quality and learning outcomes as a result of the decentralization of teacher management. This, therefore, implies that teacher morale is not necessarily increased by decentralization.

Kenya just as other countries in the world is presently working towards the improvement of quality education in order to suit society's future needs and globalization demands (Ahmed, 2010). The Kenyan government has prospered in making education universal by way of implementing Free Primary Education and the subsidized Secondary Education whose aim is to increase the secondary education available to its citizens (Oluochi, 2006). These two programs are aimed at the implementation and attainment of the Millennium Development Goals on education in line with the Education for All (EFA), Dakar Framework for Action by 2015 (Jagun, 2015).

The execution of these two programs is worthless if Kenya fails in consideration of the provision of universal quality education. The determinations in the provision of quality education demonstrated as futile if the current and future participants and policymakers do not pay attention to what affects teachers' motives and commitment in teaching. This is in consideration that hiring and retaining skilled, motivated, and committed teachers are essential in safeguarding quality education. It is noteworthy to appreciate the motivations for teachers' choice of their career and their teaching implication; and

aspects which may impact their desire and obligation, in teaching. This research project therefore, attempted to study the relationship between teaching and that of human resource practices and teachers' commitment.

### **1.3 Statement of the Problem**

Teachers' commitment to their jobs is not only vital to teachers as civil servants, leaders, employers, and educational managers but also to all learners in all institutions. Teacher commitment is a predictor of teacher retention which in turn leads to effectiveness in school. Some of the indicators of teacher commitment include low absenteeism from duty, high academic performance among learners, and low staff turnover, fewer strikes among others. Studies by UWEZO Kenya indicate serious problems in Kenya on teacher absenteeism. A survey carried out in Narok County in 2011 shows that 18% of the teacher were absent from duty daily while that conducted in 2012 showed that 21% of teachers were absent daily (Bernard et al., 2014). The World Bank observes that poor teacher management and low levels of teacher accountability afflicts many developing countries encouraging absenteeism. The report by the World Bank suggests incentives and support structures to motivate teachers and reduce absenteeism (Rogers & Vegas, 2009). Apart from teacher absenteeism, the other problem afflicting Rongai Sub-county is poor academic performance among public secondary schools. Analysis of the Kenya Certificate of Secondary Education examination for the year 2017 shows that over 78% of candidates do not score grade C+ and above which is the minimum entry requirement for University Courses in Kenya. These manifestations are a sign of low commitment on the part of teachers (Oluochi, 2006). Since job commitment is known to be related to how human resources are managed (Ndungu, 2017), this phenomenon needs to be investigated to see how selected human resource practice factors influence teacher commitment. However, from the examined literature available, it is unclear to what

extent reward, training and development, promotions, and teacher appraisal as practiced by TSC influence teachers' job commitment in Kenya. This study, therefore, sought to bridge this gap by way of establishing the Teachers Service Commission human resource practices influence on public secondary school teacher's job commitment in Rongai Sub-County which has all categories of schools ranging from National schools to Sub-County level.

## **1.4 Objectives**

### **1.4.1. General Objective**

The broad objective of the study was to examine the influence of human resource practices of the Teachers Service Commission on public secondary school teacher's job commitment in Rongai Sub-County.

### **1.4.2 Specific Objectives**

This study was guided by the following specific objectives:

- i. To examine how TSC rewards system influences public secondary school teacher's job commitment in Rongai Sub-County.
- ii. To establish how TSC teachers' training and development influence public secondary school teacher's job commitment in Rongai Sub-County.
- iii. To examine how TSC promotion influences public secondary school teacher's job commitment in Rongai Sub-County.
- iv. To determine how TSC performance appraisal influences public secondary school teacher's job commitment in Rongai Sub- County.

## **1.5. Research Hypotheses**

This study was further guided by the following research hypotheses which were in line with the specific objectives of the study.

Ho<sub>1</sub>: TSC reward systems have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County.

Ho<sub>2</sub>: TSC teachers' training and development have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County.

Ho<sub>3</sub>: TSC teachers' promotions have no significant influence on public secondary schoolteacher's job commitment in Rongai Sub-County.

Ho<sub>4</sub>: TSC teachers' performance appraisals have no significant influence on public secondary school teacher's job commitment to Rongai Sub-County.

### **1.6 Significance of the Study**

The study findings may be valuable to many stakeholders in the education sector namely: The Ministry of Education (MoE), Sub-County TSC Officials, BOM, teachers, head teachers, and other related stakeholders. The MoE officials and Sub-County TSC officials would use the study findings in many ways: 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' job commitment. The members of the Board of Management would realize the importance of human resource functions in enhancing teacher job 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 Principals 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 job commitment. The study findings may be of great importance to future scholars and academicians conducting comparative studies as it would form a basis for future research as well as provide a literature review for future scholars.

### **1.7 Scope of the Study**

The study was limited to human resource practices and teachers' job commitment in Rongai Sub-County. It involved the public secondary school teachers because they provide a range of categories from counties, extra-counties to sub-county day and boarding secondary schools. The study focused on the key HR practices carried out by TSC which include; teacher reward system, teacher training, and development and teacher promotion, teacher appraisal independent variables) and how they influence public secondary school teacher's job commitment (dependent variable) in Rongai Sub-County. The study was conducted between January 2019 and May 2019.

### **1.8 Limitations and delimitation of the study**

The study faced the problem of the concealment of material information by the respondents. To mitigate this, the study used every effort to clearly explain the research's manifest intention is only for academic purposes and would be treated with the utmost confidentiality. The research was delimited on focus and scope due to uniqueness and newness in the sector. Additionally, the study mainly focused on Rongai Sub County although there are several sub-counties in Kenya which are TSC human resource practices that remain worth studying. Nonetheless, geographical coverage selected for the study was fundamental in analyzing the trends which could be generalized to other sub-counties.

### **1.9 The assumption of the study**

The study assumed that participants would answer the questionnaires candidly and honestly. Moreover, the inclusion criteria of the sampled were considered appropriate and therefore, assume that participants have all experienced the same or similar phenomena of the study. Furthermore, the researcher assumed that participants have a

sincere interest in participating in the study and thus do not have any other motives such as impressing their supervisors, particularly during the appraisal. The study also assumed that all teachers sampled for the study would be present in their respective schools during the period of data collection.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews theory based on employee work engagement concepts and empirical studies touching on employee work engagement, and Human Resource Management Practices. The study variables which are in tandem with the study objectives are conceptualized into a framework.

#### **2.2 General Overview of Literature Related to the Main Concepts**

In this section, concepts and theories relative to commitment and employee work engagement are reviewed. The research was based on the Best Practices Model and Mayer Model of commitment.

##### **2.2.1 Best Practices Model**

In 1994, Pfeffer introduced the notion of a universal set of approaches that linked Human Resource Management (HRM) and organizational performance (Pfeffer, 1994). This was known as the 'best practice' theory and stated that an organization would enjoy strong organizational performance if they employed his system of fifteen key practices. Though this was later changed to seven best practices, the theory has continued to be both praised and contested. Acknowledging that workplaces all benefit from similar sets of guiding principles holds some merit. This is because evidence suggests that firms do gain from practices such as selective employee hiring (Boxall & Purcell, 2015). However, the best practice theory suffers from the criticisms that there are too many models attempting to find the universal practices that would work for everyone and that the context of the firm is overlooked. Shin & Konrad (2014) add to the debate by suggesting that the link might be explained by reverse causation. Besides, the notion of best fit, or the contingency

theory that considers the context of the operating firm, was discussed alongside best practice (Boxall & Purcell, 2015).

Overall, while the best fit and best practice are relevant conceptual theories neither one guide how the approaches should be implemented by the firm. The best practice is the systems theory suggesting that one universal set of HRM practices are best for the organizational performance of all firms regardless of context (Owence, Pinagase & Mercy, 2014). This theory adds to the debate around the link between organizational performance and HRM. Then at the macro level, practices said to lead to good organizational performance are considered more holistically. Here the theory establishes a persuasive argument for explaining how HRM and organizational performance are linked. This level suggests implementing one universal set of best practices into an organization.

Otieno (2010) established the set of best practices to be: employment security, selective hiring, self-managed teams or team working, high pay contingent on company performance, extensive training, reduction of status differences, and sharing information. One of the seminal works in the area conducted by Owence et al., (2014) researched this link between best practice and organizational performance. His study concluded that a link exists; positing that the outcome can be seen in reduced employee turnover, improvements in productivity, and improvements in financial performance. These so-called 'high-performance work practices (HPWP)' were considered to be one way to obtain a sustained competitive advantage in the marketplace (Owence et al., 2014).

By applying the Best Practices model to the influence of TSC's human resource management practices, the study aimed at bringing the discussion to the mainstream of teacher's job commitment. This theory was therefore used to study how reward systems,

teacher training and development, teacher's promotion, and teacher performance appraisal influence public secondary school teacher's job commitment in Rongai Sub-County.

### **2.2.2 Meyer Model of Commitment**

Meyer and Allen's (1991) model of commitment contends that commitment is composed of three different components that correspond with varying psychological states. They specified that an employee's organizational commitment is characterized by three "mindsets". Affective Commitment is well-defined as the employee's positive emotional attachment to the organization. Lamba & Choudhary (2013) defined Affective Commitment as the "desire" factor of an employee's commitment to the organization. Effectively committed employee strongly identifies with the objectives of the organization and desires to continue being part of the organization. The employee commitment to the organization is because of a personal desire to do so. Therefore, this commitment is likely to be impacted by diverse demographic characteristics such as sex, age, education, and tenure which may neither be strong nor regular. These characteristics may seem challenging considering that they can only be seen, but cannot be clearly defined. Lamba & Choudhary (2013) opined that positive relations between tenure and commitment may be owed to tenure-related variances in job quality and status. Continuation of commitment is the "need" factor or the benefits versus losses of working in an institution. "Side bets," or other investments, are the benefits and losses which may occur should an individual remain or exit the organization (Meyer & Allen, 1991).

The employee remains a member of the organization due to consideration of related high costs of losing membership in the organization (Chandrasekar, 2011) which includes economic costs such as pension accruals and social costs of losing friendship ties with

co-workers. According to Owence et al., (2014), the employee continues being an organization member because he/she "has to". On the other hand, an individual does not see the benefits of staying long in an organization. In this case, they must take into consideration the availability of options such as a new organization, disruption of personal relationships, and other "side bets" resulting from exiting the organization. A big challenge is that these "side bets" do not arise at once but instead they "accumulate with age and tenure".

Regarding normative commitment, an individual commits to remain within an organization due to moods of obligation (Lamba & Choudhary, 2013). These moods can originate from anxiety on an individual before the time of joining and later after joining the organization. Perhaps, the organization's years have financed employee training who will then have a feeling of the moral obligation of putting effort on the job and further stay within the organization in order to 'repay the debt.' Further, it may reveal take on the norm, which developed before the individual joined the organization either through family influence or other means from general socialization, which makes one be loyal to one's organization. Therefore, the employee remains within the organization because he/she "ought to". However, in general, if an individual invests heavily in the organization, they would receive advanced rewards.

Through the application of the Meyer Model of Commitment, the researcher sought to bring the discussion employees' commitment to establishing how various TSC's human resource practices influence public secondary school teacher's job commitment in Rongai Sub-County.

## **2.3 Empirical Review**

Empirical studies touching on employee job commitment and Human Resource Management Practices are reviewed.

### **2.3.1 Employee Job Commitment**

Job Commitment can be well-defined as satisfying and positive of mind (Chandrasekar, 2011). At the workplace, the term commitment is applied and described as linking positive feelings of an employee towards both work and the job (Du Preez & Bendixen, 2015). The concept implies various meanings and thus incorporates a variety of concepts which include involvement in a job, job satisfaction, dedication, vigor, engagement, and energy (Lu, Lu, Gursoy & Neale, 2016). Research on employee job commitment developed from a study on its polar opposite, the concept of exhaustion (Goering et al., 2017). This paradigm shift in the researcher's focus from the negative to the positive was mostly influenced by the positive psychology movement (Tripathi, 2014). Positive psychology inspires researchers to attend to the positive strengths and talents of humans as a substitute for concentrating on maladjustment and psychopathology (Mruk, 2013). By concentrating on employee job commitment, researchers can concentrate on the positive traits of work instead of concentrating only on the negative aspects such as burnout.

Though there is no study that has found a direct relationship between EI and employee job commitment, so far there are two studies identified which relate the usage of job-based resources towards engagement. Therefore, it is suitable for these studies to be revised since, within the framework of the COR model, EI was employed as a resource. The first study which was centered on a sample of teachers in Finland, established that job resources, including but not restricted to boss support, appreciation, and job control

reduced the effects of job demands, on work engagement (Tripathi, 2014). On the other hand, when teachers experienced a stressful state of affairs, having wealth served as a means of protection for their level of employee job commitment from weakening. The second study authors tested a burnout model (Hervie & Winful, 2018). In their study, they investigated disengagement instead of engagement. They found out a negative relationship between job resources and work disengagement. The first study is very essential as it indirectly supports the notion that job resources have a likelihood of protecting engagement levels from any stress.

Further, another study was identified which relates to family and work with an employee's commitment to the job. The researcher had an interest in ascertaining how the depletion theories (which argues that an individual normally has a fixed level of resources), and enrichment, (in which it argues that having a high number of roles may be favorable), and affected commitment in family and work roles (Buonocore & Russo, 2013). The outcomes of the study showed there exist gender differences in the relationship between the management of the two domains and work and family engagement (Buonocore & Russo, 2013). The findings established that that family did not have a negative influence on work engagement amongst men, while on the other hand family enhanced work engagement amongst women (Buonocore & Russo, 2013).

The first two research studies have indicated that it supports the thinking that job resources have a relationship with engagement. It is therefore a significant step considering that it has laid sufficient groundwork for a proposition at EI being a resource that may possibly be related to engagement. In the final study, the researcher established the existence of a relationship between employee job commitment and the work-family domains. It thus gives room for the advancement of the current study literature in

attempting to examine whether the tip is moderated by EI. Though gender differences within the work-family study propose that hypotheses can be studied for both ways of WFC, the main focus in the current study was the WIF direction due to its higher frequency at the workplace. The shortened form of the Utrecht Work Engagement Scale (UWES) was used in the measurement of engagement (Hervie & Winful, 2018). The scale consisted of 9 items designed for the measurement of the three engagement components: vigor, dedication, and absorption.

Owence et al., (2014) argued that employee engagement is theorized as a psychological existence for the assigned role in the organization. Specifically, Schaufeli et al., (2006) in defining work engagement stated as "a positive, fulfilling work-related state of mind that is characterized by vigor, dedication, and absorption". Lots of energy levels, mental stamina at work, commitment in the face of obstacles, and a willingness to put effort into one's work define Vigor. The level of commitment implies a sense of motivation, confidence, importance, passion, and workplace pressure. Absorption is content, completely centered, and profoundly immersed in one's job, with difficulty separating from work (Buonocore & Russo, 2013). Like the side impact of fatigue, the disengagement of workers makes the company a major issue. Because of the awareness that most workers become disengaged and thus perform well under their capacity, a lot of study focus has come to job involvement (Owence et al., 2014).

In circumstances where employees work, the patterns of interaction are located, and the implications are considered to be of importance to institutional productivity (Hervie & Winful, 2018). Buonocore & Russo (2013), for instance, figured out that employee involvement contributes to work performance, institutional dedication, and actions of organizational citizenship. It is, therefore, necessary to research the possible predictors of

employee engagement and to investigate the impact of differences in the Types of management on the commitment of workers.

### **2.3.2 Human Resource Practices**

Management of human resources is a distinct methodology to job administration that aims to gain comparative efficiency by deploying strongly dedicated and knowledgeable workers, leveraging a mixture of strategic, societal, and organizational staff (Owence et al., 2014). Everything and anything concerned with the administration of workplace relationships in this organization can be deemed to be included (Boxall & Purcell, 2015). HRM listed initiatives include those relating to human resource management, productivity management, training and growth, workforce relations, incentive management, healthcare and safety, community services, and institutional practices attributable to institutional development, institutional development, jobs, and task building (Buonocore & Russo, 2013). The activities of the company in carrying out the above-mentioned tasks as a cluster can impact the degree of organizational engagement and job satisfaction. (Manu, 2016).

### **2.3.3 Reward System and Teachers' Job Commitment**

Earlier studies like those of Panayotopoulou, Bourantas, and Papalexandris (2003) have concluded that management incentives and risk-taking are closely related to employee engagement. In line with this, Demeter & Tapardel (2013) argued that compensation schemes are always a way of donating workers to their organizations. Hervie & Winful (2018) agreed that incentives should be incorporated into organizational strategies as it is seen as a tool an organization can use to achieve high-quality products for purposes.

According to Owence et al., (2014), incentive payments are paid on an individual basis and therefore performance, profitability, and other measures of success. The types of



salaries they promote to inspire, guide, or regulate workers are chosen by organizations. It's quite relevant that the amount paid is connected to the mentioned previously actions or outcomes. Manu (2016) pointed out that salaries are usually paid to certain employees who have more than normal jobs. On the other hand, monetary rewards are open to all workers, depend entirely on their corporate membership.

Four forms of current incentive scheme benefits include payouts, insurance, retirement benefits, and utilities. Demeter & Apardel (2013), suggest that value should be given to two non-monetary incentives. Any of the bonuses given to different organizations include benefits such as health benefits, accommodation allowances, sick leave, travel expenses, legal privileges, and insurance and pension benefits. Simple gratitude or thank you acts as a non-financial incentive that helps inspire workers to do well. Most businesses choose new ways to enhance and decrease the difference between employee engagement and salaries. (Hervie & Winful, 2018). While the above arguments are appropriate, compensation should compete with what other employers offer to ensure employee commitment (Demeter & Tapardel, 2013).

#### **2.3.4 Training and Development and Teacher job Commitment**

Education is seen as a method of improving established abilities, expertise, training, and capabilities for individuals. According to Porter (1985), training is an organized improvement in the skills and knowledge needed for workers to manage well in a given phase, and also to operate in a far less challenging environment. It also improves the ability of the workers' panel in a more efficient way by empowering and converting it into well-organized and well-trained staff, which eventually influences the functioning of the organization. Manu (2016) describes the training as just a measure of the development of better abilities, expertise, skills, and vision for workers leading to greater

employee productivity. You may add one more item, however, that (training improves organizational effectiveness. Buonocore & Russo (2013) observed that training is an important way of allowing someone to utilize their own strengths and abilities.

Training is very important for businesses trying to make money among competitors in the market. There exist a significant argument between practitioners and scholars about what preparation is for workers and organizational objectives. One school of thought notes that training contributes to a rise in wages, while others suggest that training is a method that can contribute to higher levels of retention of workers (Hervie & Winful, 2018). Irrespective of how one joins the discussion, many other experts believe that training and development is a complicated labor force that can have a significant impact on the success of a company. Over the years, the training industry as a whole has shown tremendous development in the United States. In 1995, \$7.7 billion was invested in the salaries and wages of in-house coaches, and \$2.8 billion was spent on school refunds (Manu, 2016).

Training may have a huge effect on company budgets, as there are a variety of possible training costs in organizations. Direct costs are one form of training-related expense. This may include teachers' wages, construction supplies, and surveillance. The second category of training-related costs is indirect costs. These costs are due to the outpouring of employees and to output during and after training. In this way, once the training program is finished, the efficiency of the woes will be improved. In this way, once the training program is completed, the productivity of the workforce is expected to grow. Profits will come to this company, due to increased labor and productivity, as well as labor, as productivity growth should translate into higher costs and career development opportunities (Jackson, Hollmann & Gallan, 2006).

According to Jackson, Hollmann & Gallan (2006), career counseling includes workshops, counseling, assessment, self-help books, resource centers, individual counseling, and discussions. Alam, Saeed, Sahabuddin & Akter (2013) sees a breakdown of responsibilities where people are obliged to plan work in a satisfactory and efficient, and so the company must adequately select, review, assign and grow personnel to include a team of skilled staff to fulfill potential business requirements. The Commission states that employee work planning and institutional job development can be defined by two factors: the level of personal or institutional control and the transfer of knowledge generated by an employee or an institution (Jackson, Hollmann & Gallan, 2006). Skills counseling can influence employees in the organization to improve their skills, knowledge, and job skills, and commitment.

In a study conducted among librarians in Nigeria, Manu (2016) identified that there is indeed a positive relationship between both the preparation and the engagement of the workers. Manu further stated that workers are more motivated to develop additional knowledge by training, which further gives them a wider attitude to work in the companies they work for and therefore helps to enhance the productivity and efficiency of both individuals and employers. Buonocore & Russo (2013) asserted that there is indeed a positive connection between training and the morale of workers. His study has also shown that preparation improves the development skills of workers, making it easier for them to perform challenging tasks and to achieve the desired outcomes for the organizations in which they operate. He also established a dynamic relationship between engagement, profitability, and training. He indicated that current skills development centers had a low staffing rate, which raised the organization's high commitment.

Typically, a company would measure costs and return to training in order to assess the sum of investment made (Alam, Saeed, Sahabuddin & Akter, 2013). In addition to the

direct and indirect costs mentioned above, profits play an important role in the number of investment firms to be considered. The higher the prospects for employee compensation, the less likely it is for the company to invest in them. The organization will lose all of its investment if the employee terminates the partnership upon successful implementation of the course. As a result, organizations have very significant choices to make on the amount of expenditure they want to invest in training. The training process, specificity, significance, payment options, and place of training are all aspects that managers should consider when designing a training plan. Simonson, Zvacek & Smaldino (2019) examined the possible effect of on-the-job training and training systems on different organizations.

The significance of maximizing employee retention after training can be put in the strategic approach. Organizations may attempt to achieve the objectives of the organization through the various strategies and strategies of their employees. One such approach, a strategy of commitment, is an attempt to improve the psychological connection between organization and job as a way of fulfilling objectives (Hervie & Winful, 2018). In order to ensure that workers remain with the company after training, managers can use a training strategy that promotes engagement. The training which seeks to enhance the dedication of workers will help to offset many other direct and indirect costs of profits. Whereas the engagement strategy may not be integrated with all employee-generated companies; recruiting, selection, performance evaluation, etc., the aim of this research was to establish if training could contribute to increased staff engagement and retention of child care workers (Jackson, Hollmann & Gallan, 2006).

### **2.3.5 Teacher's Promotion and Job Commitment**

The division of schools in Kenya that reflects a different situation not only for students but also for teachers offers various viewpoints and behaviors. As per Simonson et al.,

(2019), the behavior of high school teachers depends in part, on the success of students by highly motivated and motivated teachers. Therefore, admission of Kenyan students to various high schools based on their level of educational performance of primary education will provide a foundation for encouragement and drastic reductions especially due to the school environment in terms of working on national tests (Demeter & Tapardel, 2013) imposes disparities that discard other schools. It may clarify why many promotions to TSC Deputy Principals and Principals in Kenya have been made by transfer from existing schools to very low-level teachers in 'small schools' with the requisite expertise and qualifications. (Hervie & Winful, 2018) states 'non-competitive promotion' from outside the college, recognizing that it lowers the morale of teachers working at the school where the vacancy occurs.

In regards to school inequalities, KSSHA (Mugweru, 2013) has encouraged refusal to sign employment contracts until further notice. Teacher segregation and Campbell's opposition and teacher dislike of segregation (Hervie & Winful, 2018) are rooted in high schools especially the notion that student performance in national examinations reflects teacher performance in their work. Simonson et al., (2019) noted that student achievement is in line with existing school activities and as Manu (2016) observes, teachers' efforts do not lead to student performance because performance is strongly influenced by inborn abilities, characteristics, and role ideas.

Low promotional opportunities, growth, recognition, and the overall difficulty of going up in the teaching profession among Kenyan elementary and secondary school teachers cause work dissatisfaction, according to Peter (2012). For instance, Manu's (2016) analysis of non-commitment and non-commitment factors by primary school teachers in the districts of Keiyo, Kakamega, and Nyeri identified the second rise in wages as a form

of work discontentment, while Demeter and Ardapardel (2013) found job dissatisfaction among teachers such as incentives, low and low opportunities for development.

Over the years, lessons in Kenyan schools have continued to underscore the link between the promotion of teachers and the commitment of teachers, which may increase motivation to do better. For example, a study in the Githunguri section of the Kiambu district focusing on high levels of satisfaction for high school teachers (Kamau, 2003) shows that promotional policies and procedures were a major source of dissatisfaction among 70% of teachers (73% male and 67% female). Peter (2012) has confirmed similar findings in the Homa Bay region. Research undertaken by TSC (Mugweru, 2013) to assess the satisfaction of current employees found that teachers requested, among other items, an immediate increase, and enhancement of the methods used to compensate hard-working teachers. The promotional procedures were observed to be sluggish and success wasn't really deemed adequate, thus attributed to the very same working group being negatively influenced by motivation and job satisfaction.

According to Simonson et al., (2019), the implementation of the Kenyan high school teacher promotion policy seems to be inconsistent with the various categories of schools, This raises questions among teachers and stakeholder groups about the mechanism and the effect of the promotion procedure. In particular, the distribution of promotions and the choice of a small number of teachers to be elevated seems not to be simple. These thoughts were expressed by the Kenya Education Sector Integrity Report (Transparency International, 2010), which seems to be slowly growing among teachers. The Kenya Union of Post Primary Education Teachers (KUPPET) challenged the significance of the SMASSE (training course) and said that the course was not compensated mostly during promotions. Some teachers take 20 years to be promoted outside the usual setting up (L)

(Machio, 2011) without becoming effective in negotiation (Mutungi, 2011) or trained and competent, which is why they prefer to pursue ways out of their work.

Teachers in government high schools in Kenya commence at job group J while those who have attained diplomas in education and job group K for teachers with additional qualifications. Those with diploma qualifications transition to work category K after a period of three years and then ascend to L after another three years automatically. Degree holders immediately transfer to Group L after a period of three years. A certain increase in group L among all teachers is a discussion at TSC County Main offices. Promotions can be linked to the well-being of teachers through the socio-economic downturn and therefore common industrial issues in salary matters can be addressed if the levels of visibility increase slightly (Mutungi, 2011; Transparency international, 2010; He threatened; 2010).

A Kenya Secondary School Heads Association (KSSHA) study (Machio, 2011) identified that more than 600 high school teachers left teaching in other professions in 2008 only, blaming low remuneration and workplace environment as the key reasons. Such attractiveness raises the burden of the remaining teachers and hence decreases their productivity. Few educators mix teaching and other non-teaching tasks (Owence et al., 2014) in order to enhance their earnings which negatively impact their efficiency.

Promotional opportunities in Kenya remain relatively low for more than two decades (Peter, 2012), indicating that the possible detrimental impact on teaching may be granted less consideration. In regards, the adoption of the universal appointment procedure amongst all teachers, irrespective of basic differences, such as, among many other issues, school styles, district uniqueness, and heritage, may be seen as negative, thereby reducing the morale of promising educators in national schools, districts, district boards

and on regional day days (Mutungi, 2011). The TSC concept emphasizes the success of students in national examinations and examinations, among many other items, along with guidance from school administrators. It seems as though Simonson et al. (2019) prefer regional and national teachers who admit excellent students.

In addition, more national and regional schools have been provided with more resources than district schools so their students can do better in national examinations and other careers. Poor performance in science and mathematics in many high schools (Owence et al., 2014) also creates potential differences between teachers in their academic ability. Poor science and mathematics in many high schools (Owence et al., 2014) also create potential differences between teachers in their academic ability. In these cases, well-trained in-service training programs designed to strengthen teaching practices and other aspects of professional growth, as stated by (Hervie & Winful, 2018), are deemed less effective when there are rewards for promotions that many teachers perceive unacceptable.

### **2.3.6 Teacher's Performance Appraisal and Job Commitment**

Teacher assessment is described as the method of assessing the effectiveness of service delivery of teachers (Hervie & Winful, 2018). An assessment is judgmental, i.e., the performance of the workers is evaluated against certain expectations. Ahmed (2010) interpreted performance assessment as a process whereby the job performance of the employee is assessed. It is regarded as a critical factor in the effective administration of human capital (Ahmed, 2010). There are three key objectives of performance evaluation, according to Peter (2012): it shows and furnishes aspects of employee member performance, alerts employee members to the degrees of improvement required in any weaker component of their performance, and prioritizes the performance aspects in



which development is required. Rahman, Jumani, Akhter, Chisthi & Ajmal (2011) have added other objectives and roles, such as evaluating performance for institutional growth, for self-development, for enhanced pay and promotion, which is the most relevant aim of the evaluation (Owence et al., 2014).

They will not argue that development-based assessment of employees offers how enhanced coordination between employees and senior partners can assess the structured identification of duties, obligations, priorities, and training programs that support developmental and institutional goals (Machio, 2011). Moreover, successful teacher evaluation can be used as a catalyst for the learning and advancement of teachers.

For those who see it, effective testing offers an opportunity to reflect on their performance, accomplishments, and achievements. A key indicator of the effectiveness of a development evaluation should also contribute to the development of staff (Rahmanet. Al., 2011). "Furthermore, Peter (2012) advised that to ensure that the evaluation framework or system is efficient and effective, it is important to achieve and sustain the balance between transparency and growth objectives." Assessment also helps to establish and improve the line of management control. This is achieved by improving the management skills of the assessor and developing their ability in the apprentices "(Hervie & Winful, 2018).

If used to reinforce and discipline disciplinary decisions, such as staff promotions, bar performance and salary raises, and termination of contracts, performance reviews can be efficient and successful. The main elements of effective testing are: appraiser preparation is a very important topic because it cannot be taken as a mere procedure to perform staff evaluations and annual evaluations, and is by no means a process.

Rahman et. al., (2011) asserted that the assessor needs to be qualified to develop their abilities, including writing and therapy, to address the faults and difficulties associated with performance assessment. In engaging with workers' abilities and skills, inspectors should be prepared to be versatile, constructive, and professional, and truthful. Assessors should be a professional, truthful, rational, report on students' shortcomings and strengths, and have the capacity to make appropriate and unrestricted interventions to assist and enhance the educator's potential success (Hervie & Winful, 2018). Wasonga (2010) added that " the ability of analysts to create an environment for effective dialogue becomes increasingly important for effective and efficient evaluation". Nominees will be in a tough position if they do not trust their assessors because, in realistic research, respect and trust were quite necessary.

Improved involvement in the assessment procedure has a positive relationship with the satisfaction of students and the reception of the assessment program (Kelly et al., 2008). "Teachers who are involved in designing an assessment program are more likely to know and accept performance expectations, better understand the assessment process and outcomes, and be more committed to the assessment process" (Hervie & Winful, 2018). In addition, Peter (2012) argued that confidentiality and transparency are important and ought to be monitored and verified by both the auditor and the observer. In handling the information, whether from respondents who give input, or information from the principal or documentary evidence, the appraiser must maintain full confidentiality. It is imperative that the data should not be altered or changed. It is important to maintain clear rules, engagement, confidence, and mutual respect.

According to Chow et al., (2002), the association between the appraisee and the appraiser is moderate and critical to the successful aftermath of the experiment. The appraiser must therefore be trustworthy, respected, and competent in employee

evaluation. " The analyst should be regarded as competent, competent in assessing teachers, and impartial in the assessment results which will be regarded as useful and reliable in provision of feedback aim at improving the performance of the teacher.

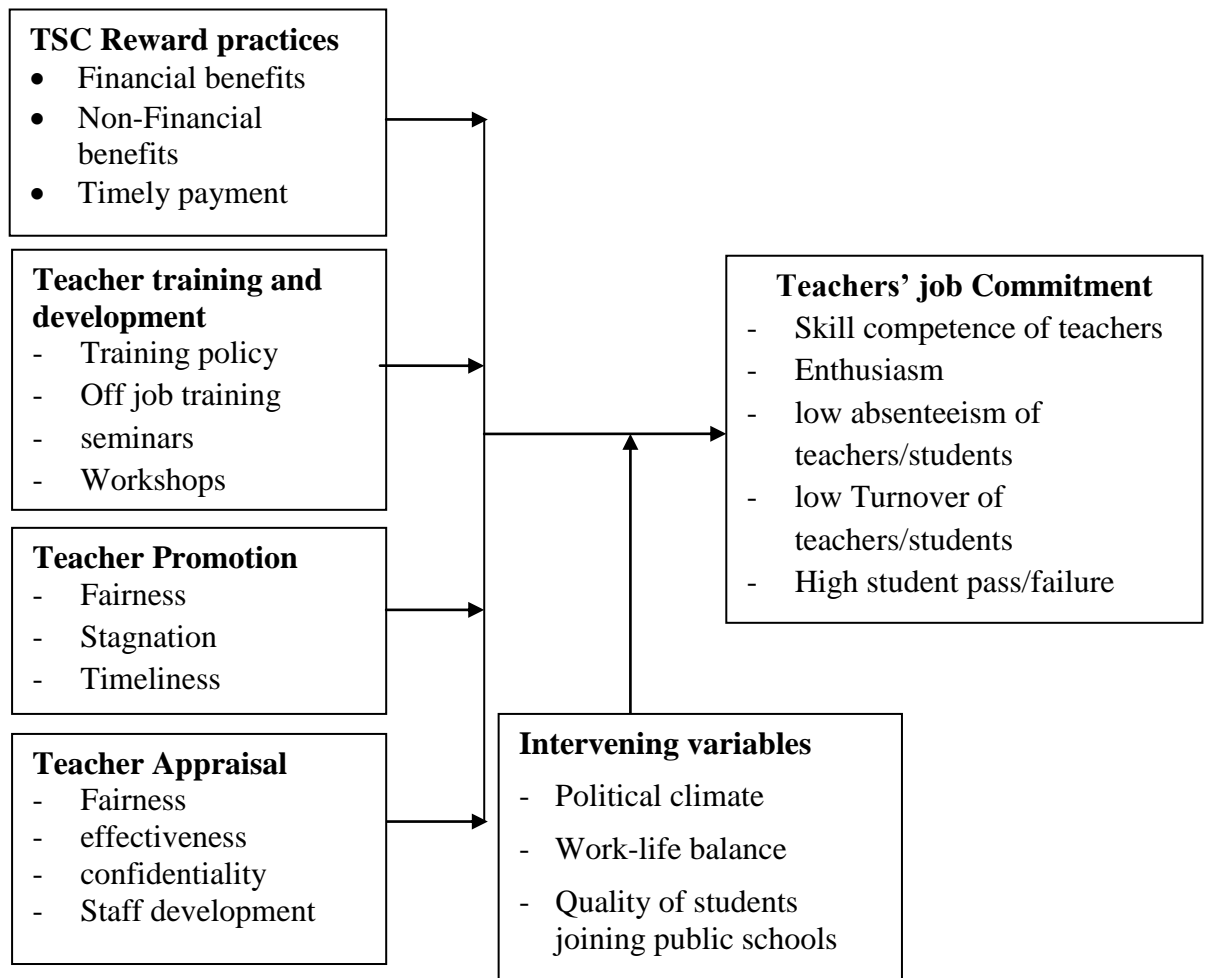
All of these matters contribute to successful evaluation that helps increase productivity and provide opportunities for employees to build a learning organization and improve their performance. Peter (2012) points out that the evaluation of the academic workforce aids to achieve the goals and objectives of the organization provides a holistic view of the level of teaching, empowers teachers to understand better their expectations, raises discipline and motivation, and inspires development and training. Performance appraisals serve as a souvenir to teachers of their key responsibility, identify workplace weaknesses and strengths, and promote effective teaching that results in teaching equity in practice (Rahman et. al., 2011).

## **2.4 Conceptual Framework**

This is a framework which illustrates independent and dependent variables relative to both selected human resource management practices and employee work engagement is shown in Figure 2.1.

## Independent Variables

## Dependent Variable



**Figure 2.1: Relationships between Human Resource Practices and Job Commitment**

The study pursued to find the effect of reward systems on the commitment of teachers. The Reward system's influence on teachers' commitment would be measured in terms of incentives and compensation systems. Machio (2011) concurred that incentives should be incorporated into organizational strategies as seen as a technique that an organization can apply to achieve higher productivity by goals.

The study also sought to establish the effect of training and development on the commitment of teachers. According to Porter (1985), training is a planned growth from the know-how skills and feelings required for members of staff in order to efficiently

execute in the existing process, and also to operate in the fundamental situation. In addition, it also improves the competencies of the employee's panel in the most effective way by encouraging them and converting them into a well-organized and mannerly workforce that in the long run affects organization the performance. This was measured in terms of Training policy, off-job training, seminars, and workshops attended by the teachers' visa vis their influence on the teachers' job commitment.

The influence of promotion on teachers' job commitment was also examined in the study. According to Wasonga, (2010), scarce promotion opportunities, recognition, advancement, and overall challenges in upward mobility within the teaching professionals in Kenya causes job discontentment. Its influence on job commitment was measured in terms of fairness, stagnation, benefits, and timeliness against the teachers' job commitment. The study further sought to ascertain the impact of teachers' appraisal on the commitment of teachers. Fairness, confidentiality, effectiveness, and staff development were applied as measures to help study the impact of appraisal practices on commitment for teachers (Wasonga, 2010).

## **2.5 Research Gaps**

Following the review of the empirical studies, several research gaps have been identified as pertinent to the teacher's job commitment. However, little has been done to establish how TSC human resource management practices influence teacher's work commitment in Kenya's public secondary schools. To fill this important gap, this research is designed specifically to enable the researcher to find out how Reward practices, teacher training and development, and teacher Promotion human resource management practices carried out by TSC influence Teachers' job commitment in Kenya's public secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explores the research design and methods that the researcher anticipates employing in order to achieve the study objectives. Furthermore, it looks into the study population, sample size and sampling technique, data collection procedure, research instrument, pilot study, and how the researcher suggests to process and analyze the collected data.

#### **3.2 Research Design**

In this study, the researcher adopted a descriptive research design which is an example of quantitative research. The collected data was quantitative and therefore, descriptive researches design as the most appropriate. According to Kothari (2004), descriptive research design attempts to answer the "what?" question. The general research question is "What are the influences of emotional intelligence on employee engagement?" It is further suggested that descriptive research offers an account of groups, individuals, or situations that forms the first stage of more complex designs (Carter & Porter, 2000). The general objective of this kind of research design opined by Mugenda & Mugenda (2003) is to discover the meaning, describe what exists, define the frequency with which something occurs, and categorize information. Mugenda & Mugenda (2009) adds that descriptive research design is non-experimental and no attempt is made to manipulate or control or interfere with the variables. Therefore, the descriptive research design chosen enabled the study to realize the research objectives.

### **3.3 Location of the Study**

The study was conducted in the public secondary schools in Rongai Sub-County in Nakuru County. Rongai Sub-County has all categories of schools ranging from National, Extra County, County and Sub County schools hence would provide information that is well distributed to make conclusions on the study objectives.

### **3.4 Population of the Study**

The population is an aggregate of subjects who have shared characteristics. In other words, it is a set that includes all measurements of interest to the researcher (Schoenherr & Tummala, 2007). In the context of the current study, the population includes TSC Teachers who are employed in Kenyan Public Secondary schools. The target population, on the other hand, is comprised of the TSC teachers in the public secondary schools in Rongai Sub-County. According to the records in the Nakuru County TSC director's office, there are a total of 43 public secondary schools in the Rongai Sub-County with a total of 390 teachers (TSC human resource data, Rongai sub-county, 2018) as shown in appendix IV. This constituted the target population.

### **3.5 Sampling Procedure and Sample Size**

#### **3.5.1 Sampling Procedure**

A sample is a subset of the target population and is necessitated when the latter is too large to be included in the study. Sampling is essential as it reduces research costs and time, but more importantly when it is impossible to study the whole population. The Nassiuma (2000) formula was employed to calculate the sample size as outlined below.

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

### 3.5.2 Sample Size

Where:  $n$ ,  $N$ ,  $C$ , and  $e$  represent the sample size, the population size, the coefficient of variation ( $21\% \leq C \leq 30$ ), and the precision level ( $0.02 \leq e \leq 0.05$ ) respectively. The formula is used to calculate the sample as shown.

$$n = \frac{390 \times 0.3^2}{0.3^2 + (390 - 1)0.02^2}$$

$$n = 142.9153$$

$$n \approx 143$$

Therefore 143 respondents were involved in the study. The sample respondents were selected using a stratified sampling method; where 'n' is the sample size of stratum h and  $N_h$  is the  $h^{\text{th}}$  stratum while n and N are as defined above. The sample distribution is as provided in Table 1.



**Table 1: Distribution of the Sample**

	School	No of Teachers	Proportion (%)	Sample $\left(\frac{n}{N}\right) N_h$
1	AicMorop	17	4.4	6
2	AicTulwobmoi	2	0.5	1
3	Akuisi	16	4.1	5
4	Athinai	29	7.4	11
5	Banita	12	3.1	4
6	Barrina	8	2.1	3
7	Bomasan	12	3.1	4
8	Boror	8	2.1	3
9	Burgesi	3	0.7	1
10	Chemasis	4	1.0	1
11	Kaisamo	3	0.7	1
12	KampiYa Moto	13	3.3	5
13	Kandutura	6	1.5	2
14	Kiamunyi	14	3.6	5
15	Kimangu	1	0.2	0
16	Kipyienan	8	2.1	3
17	Kirobon Boys	11	2.8	4
18	Kirobon Girls	18	4.6	7
19	Lake Solai	11	0.8	4
20	Leldet	3	0.7	1
21	Lenginet	5	1.3	2
22	MajaniMingi	5	1.3	2
23	Mama Ngina	18	4.6	6
24	Matuiku	8	2.1	3
25	Mawe	11	2.8	4
26	Mema	14	3.6	5
27	Mercy Njeri	9	2.3	3
28	Mimwaita	2	0.5	1
29	Muhigia	9	2.3	3
30	Ngata	9	2.3	3
31	Ogilgei	7	1.8	3
32	Ol Rongai	10	2.6	4
33	Patel Day	17	4.4	6
34	Piave	13	3.3	5
35	Rongai Day	1	0.3	0
36	Ruiru	7	1.8	3
37	Set Kobor	10	2.6	4
38	Solai Day	2	0.5	1
39	Solai Boys	20	5.1	7
40	Solai Kale	6	1.5	2
41	Springs	6	1.5	2
42	Tuiyotich	2	0.5	1
43	Bright Hope	2	0.5	2
	<b>Total</b>	<b>390</b>	<b>100</b>	<b>143</b>

Source: Teachers service commission database Nakuru Countv. 2020

### **3.6 Instrumentation**

The study exclusively employed a structured questionnaire to collect data from the sampled respondents. This means that the study depended on findings from the analysis of primary data. The questionnaire captured brief demographic information of the respondents. However, greater emphasis was on capturing data on all the study variables (independent and dependent variables) in line with the study objectives. The questionnaire had six sections: Section A captured the general individual information regarding the respondents. Sections B – E on the other hand captured data regarding the effects of TSC reward systems, TSC performance appraisal, TSC evaluation of teachers, and TSC teachers' promotion on teacher's work engagement. The questions and/or statements in the questionnaire were on a Likert scale and were drafted in a simple, explicit, and understandable language. In addition to this data on the quality of students admitted and performance in the last 5 years was collected from the sampled schools.

#### **3.6.1 Pilot Study**

Before embarking on the main study, the researcher carried out a pilot study intending to verify both the reliability and validity of the research instruments. The pilot study was conducted in Nakuru East Sub-County. The pilot study involved collecting data from 10% of the sample respondents (14 respondents) who were randomly selected.

#### **3.6.2 Validity of the Research Instrument**

Validity refers to the quality of data gathering instruments or procedures that enable the instruments to measure what it is supposed to measure. It is the extent to which the instrument covers the objective of the study (Mugenda & Mugenda; 2003). Since this validity cannot be put into a statistical test, the researcher sought an expert's opinion

from the University supervisor was sought (Kimberlin & Winterstein, 2008). Only after their successfully assessing the instrument, was deemed to be valid.

### **3.6.3 Reliability of Research Instrument**

Reliability has been defined as the relative absence of error in an instrument or the accuracy or precision of the instrument. The research instrument can give consistent results after several repeated trials (Mugenda & Mugenda; 2003). The reliability of the instrument was determined by the use of Cronbach alpha. The instrument attained alpha 0.73 and was therefore deemed reliable.

### **3.7 Data Collection Procedure**

The researcher obtained a letter from the Institute of Post Graduate Studies of Kabarak University which was used to seek permission from the National Commission for Science, Technology, and Innovation (NACOSTI) to conduct the research. A similar permit was sought from Rongai Sub-County TSC Office to be able to visit the schools. Upon visiting the schools, the researcher asked for permission from the respective principals to administer the questionnaires to the teachers and students. Questionnaires were then given to the respondents to complete. The researcher used a drop and picked a later basis for teachers and conducted interviews for the students. The researcher took 100 days to complete the exercise.

### **3.8 Data Analysis**

The collected data were processed, coded, and analyzed with the aid of the Statistical Package for Social Sciences (SPSS). The collected data was analyzed by the use of both descriptive and inferential statistics. Given that the data collected was on a Likert scale (5-strongly agree, 4-Agree, 3-Neutral, 2-Disagree, And 1-Strongly Disagree), descriptive statistics were in form of frequency distribution, frequency distribution, mean and

standard deviation. On the other hand, inferential statistics were in form of Pearson's correlation and multiple linear regressions using the weight of the categorical variables.

The regressions model was

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: Y = Teachers' job Commitment

$B_0$  = Constant

$X_1$  = TSC Reward system

$X_2$  = Teacher training and development

$X_3$  = Teacher promotion

$X_4$  = Teacher Appraisal

$\varepsilon$  = Error Term with zero mean and a constant variance

$\beta_1, \beta_2, \beta_3$  &  $\beta_4$  represent Regression coefficients of Independent variables

### **3.9 Ethical Considerations**

Ethical procedures were adhered to while conducting the study. This study was conducted after letters of permission were obtained from the director of postgraduate studies of Kabarak University, Rongai Sub-County, TSC office, and NACOSTI to carry out the research. The researcher exercised confidentiality of all information obtained from respondents and the respondents were informed about that in advance. The researcher sought the consent of the respondents before administering the research instruments. The respondents were not required to provide any identifying details.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results arising from the analysis of data collected using questionnaires. The findings are presented in tabular and graphical summaries, and their implications are discussed. The study targeted a total of 143 respondents comprising of the TSC teachers in the public secondary schools in Rongai Sub-County. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the results were as discussed in the following sections.

##### 4.1.1 The Response Rate

The study achieved a response rate of 60.84% as presented in Table 2.

**Table 2: Response Rate**

No. of Instruments Issued	No. of Instruments	
	Returned	Response Rate (%)
143	87	60.84

Out of the 143 instruments issued, a total of 87 were returned duly completed representing a response rate of 60.84%. According to Mugenda & Mugenda (2003) and Kothari (2004), a response rate of 50% is adequate for a descriptive study. The response rate of 60.84%, therefore, was acceptable for analysis since it was more than 50% as recommended.

##### 4.1.2 Reliability

The Cronbach alpha was calculated to measure the reliability of the questionnaire. This was done by subjecting the 14 questionnaires that were randomly selected. All the variables were reliable since their Cronbach alpha was above 0.7 which was used as a cut-off of reliability for the study as shown in Table 3 below.

**Table 3: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.730	.732	4

## 4.2 Biodata

### 4.2.1 Demographic Characteristics of the Respondents

The study sought to find out the background characteristics of the respondents like position held and duration in the current position, to obtain a more in-depth understanding of the research problem under study.

#### 4.2.1.1 Position Held in the School and Gender

The respondents were asked to state the position that they held in their respective schools and the results were as presented in Table 4.

**Table 4: Respondents Mean Age by Gender**

Leader	Gender	N Observation	Years	Std Error
Principal	Female	3	59.0	.
Deputy principal	Female	9	46.8	2.39
	Male	6	32.0	.
HOD	Female	13	44.0	3.62
	Male	12	43.1	2.73
Teacher	Female	22	36.5	2.82
	Male	22	28.5	0.94

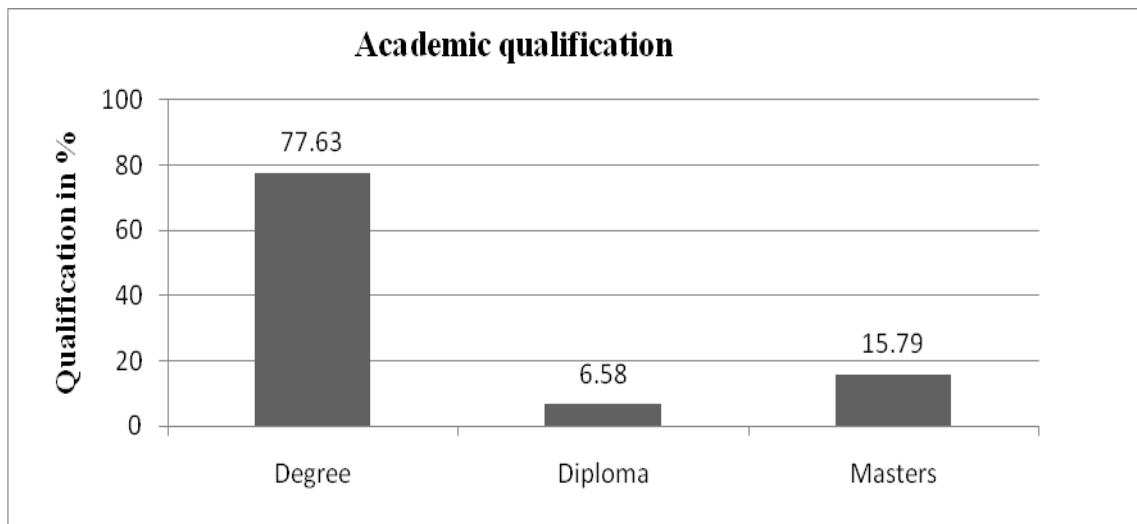
(Source: Researcher, 2020)

The findings in Table 4 indicate that all the three principals were female with a mean of 59.0 years and therefore they had gained enough experienced to perform the job appropriately. Regarding deputy principal, nine respondents were established to be female while six were male with a mean age of 46.8 years and 32.0 years respectively.

Additionally, 13 female and 12 male respondents with a mean age of 44.0 and 43.1 respectively were HOD hence indicating that most of the departments were led by female teachers. Lastly, 22 female respondents and 22 male respondents were teachers with a mean age of 36.5 and 28.5 respectively.

#### 4.2.1.2 Academic Qualification and Teacher's Position

The researcher asked the respondents to state their academic qualifications and the results were as provided in Figure 2.



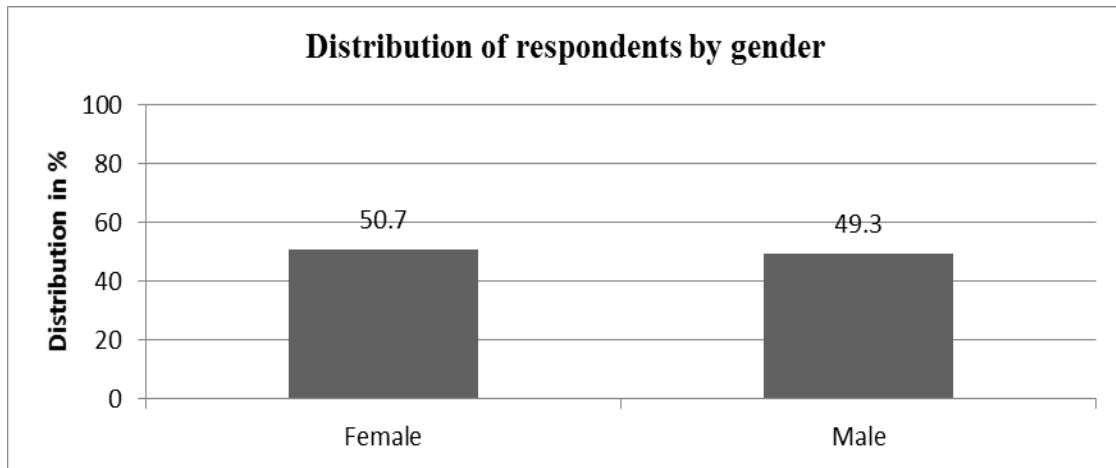
Source: Researcher, 2020

#### Figure 2: Education Level of Respondents

Figure 2 indicates that the majority (77.63%) of the respondents were holders of degrees while 15.79% of the respondents were having masters. Additionally, the researcher found that 6.58% of the respondents were diploma holders. The results, therefore, show that most of the respondents had the required level of education to offer relevant information sought by the study.

#### 4.2.1.3: Distribution of Respondents by Gender

The respondents were asked to provide their age and the results were as indicated in Figure 3.



**Figure 3: Distribution of Respondents by Gender**

Figure 3 indicates that half (50.7%) of the respondents were female while 49.3% of the respondents were male. This shows that TSC does not discriminate based on employment.

#### 4.2.1.4 Years served by Gender

The respondents were asked to indicate the duration in which they have been in their current position and the findings were as shown in Table 5.

**Table 5: Years Served by Gender**

Gender	Years served in the station				Total
	1 – 5	6 – 10	11 - 15	Above 15	
Female	17 (23.94%)	9 (12.68%)	3 (4.23%)	7 (9.86%)	36 (50.7%)
Male	20 (28.17%)	6 (8.45%)	3 (4.23%)	6 (8.45%)	35 (49.3%)
<b>Total</b>	<b>37</b> <b>(52.11%)</b>	<b>15</b> <b>(21.13%)</b>	<b>6</b> <b>(8.45%)</b>	<b>13</b> <b>(18.31%)</b>	<b>71</b> <b>(100%)</b>

Source: Researcher, 2020

The findings in Table 5 indicate half (50.7%) of the female respondents and 49.3% of the male respondents had severed in their current station. Moreover, 52.11% of the respondents which comprise of 23.94% respondents were female while 28.17% of the



respondents were male had served in their current position for a period of 1 – 5 years. This indicates that many male respondents had less experienced compared with the female doing the same work. Furthermore, 21.13% of the respondents which comprise 12.68% female and 8.45% male had served in the station for 6 – 10 years while 18.31% of the respondents which encompasses 9.86% of the female and 8.45% of the male had held their current position for a period for more than 15 years. It was also noted that 8.45% of the respondents which comprise half male and female respectively had served for their current position for between 11 – 15 years. Moreover, the findings show that time served did not depend on gender ( $\chi^2=12.8$ ,  $P \leq .17$ ). This, therefore, shows that the majority of the respondents had little experienced in the current workstation and thus they needed close supervision from the superior. It should further be noted that there are more female employees compared with male employees. Similar to Chandrasekar (2011) and Bernard et. al., (2014), training leads to an increase in turnover while the other states that training is a tool that can lead to higher levels of employee retention.

#### **4.2.2.1: Reward system and Teachers' Job Commitment**

The respondents were asked to respond to statements relating to the Reward System and Teachers' Job Commitment and the results were as shown in Table 6.

**Table 6: Reward system and Teachers' Job Commitment**

<b>Items about Reward Systems and Teachers' Job Commitment</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b><math>\chi^2</math></b>	<b>P&lt;<math>\chi^2</math></b>
TSC's reward policy is comprehensive and covers all areas.	32.94	29.41	11.76	23.53	2.35	27.5	<0.0001
Am satisfied with the reward policy	41.38	29.89	6.9	17.24	4.6	42.25	<0.0001
The policy on reward is communicated to all teachers.	36.47	21.18	18.82	20	3.53	23.17	<0.0001
I am satisfied with my pay	43.68	28.74	4.6	18.39	4.6	48.45	<0.0001
TSC benchmarks pay with the market.	44.71	18.82	22.35	10.59	3.53	41.52	<0.0001
My pay is competitive.	50	20.93	4.65	15.12	9.3	54.81	<0.0001
TSC has an equitable pay system	41.86	25.58	12.79	13.95	5.81	34.34	<0.0001
I am satisfied with my pay grade	39.53	25.58	2.33	17.44	15.12	32.48	<0.0001
My salary is paid on time	19.54	8.05	6.9	29.89	35.63	28.57	<0.0001
Salary reviews are done frequently	35.63	31.03	10.34	18.39	4.6	30.41	<0.0001
My salary is commensurate with the efforts I put into my job	56.32	27.59	4.6	8.05	3.45	88.34	<0.0001
TSC provides an array of awards to teachers	44.83	20.69	19.54	12.64	2.3	42.82	<0.0001
Good performance is rewarded with a letter of commendation	50.57	22.99	13.79	8.05	4.6	59.26	<0.0001

{ Key: SA-Strongly agree; A-Agree; N- Neutral; D-Disagree; SD- Strongly disagree }

Source: Researcher, 2020

Majority of the respondents (62.35%) (Strongly agree and agree) significantly ( $\chi^2=27.5, P \leq .0001$ ) that TSC's reward policy is comprehensive and covers all areas.

Concerning reward policy, the majority (71.29%) of the respondents (Strongly agree and agree) significantly ( $\chi^2=42.25$ ,  $P \leq .0001$ ) that they were satisfied with the existing current reward policy. Furthermore, 57.65% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 23.17$ ,  $P \leq .0001$ ) that the policy on reward was being communicated to all teachers. 72.42% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 48.45$ ,  $P \leq .0001$ ) that they were satisfied with the payment they received. With regards to benchmark pay with the market, 63.53%% of the respondents (Strongly agree and agree) significantly ( $\chi^2 = 41.52$ ,  $P \leq .0001$ ) that TSC benchmarks pay with the market.

Moreover, 70.93% of the majority of the respondents (Strongly agree and agree) significantly ( $\chi^2= 54.81$ ,  $P \leq .0001$ ) that their payment was competitive. Concerning the pay system, (67.44%) of the respondents (Strongly agree and agree) ( $\chi^2= 34.34$ ,  $P \leq .0001$ ) that TSC has an equitable pay system. Regarding pay grade, 65.11% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 32.48$ ,  $P \leq .0001$ ) that they were satisfied with their pay grade while 65.52% of the respondents (strongly disagree and disagree) significantly ( $\chi^2= 28.57$ ,  $P \leq .0001$ ) that their salary was paid on time. 66.66% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 30.41$ ,  $P \leq .0001$ ) that their salary reviews were being done frequently.

Additionally, 83.91% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 88.34$ ,  $P \leq .0001$ ) that their salary was commensurate with the efforts that they put

in the job. 65.52% of the respondents (Strongly agree and agree) significantly ( $\chi^2=42.82$ ,  $P \leq .0001$ ) that TSC provides an array of awards to teachers. 73.56% of the respondents (Strongly agree and agree) significantly ( $\chi^2=59.26$ ,  $P \leq .0001$ ) that good performance is rewarded with a letter of commendation. Similar to other authors (Boxall & Purcell, 2015; Meyer & Allen, 1997), the researcher found that an individual commits to and remains with an organization because of feelings of obligation. Additionally, Demeter and Tapardel, (2013) argued that many organizations opt for innovative ways to supplement and reduce the gap between employee expectations and rewards.

#### 4.2.2.1.1: Motivation to Work

Respondents were asked to indicate some of the factors which motivate them to work and the following were their outcomes as presented in Table 7.

**Table 7: Motivation to Work Hard**

<b>Response from respondents</b>	<b>Frequency</b>	<b>Percent</b>
Student performance	25	28.7
Better pay	12	13.8
Self-motivation	21	24.1
Desire to make a difference	20	23
Others	9	10.3
Chi-Square	13.4	
P>Chi square	0.001	

Source: Researcher, 2020

Table 7 indicates that the majority (28.70) of the respondents are motivated to work hard due to the performance of the students while 24.1% of the respondents indicate that they work hard because of the self-motivations. Moreover, 23.0% of the respondents indicated that they work hard due to their desire to make a difference. However, 13.8% of the respondents indicated that they work hard because of the better pay that they are

given as compensation. Nonetheless, there were 10.30% of the respondents indicated that they work hard due to other reasons apart from the one stated. The findings further indicate that about 29%, ( $\chi^2=13.4$ ,  $P\leq.0001$ ) of respondents reported that motivation to work catalyzed student performance

#### 4.2.2.2: Teacher Training and Development and Teacher Job Commitment

The respondents were asked to respond to statements relating to the reward system and teachers' job commitment and the results were as shown in Table 8.

**Table 8: Teacher Training and Development and Teacher Job Commitment**

Statement	SA	A	N	D	SD	$\chi^2$	
TSC has a functional training and development policy in place	25.58	37.21	9.3	20.93	6.98	26.32	<0.0001
I am satisfied with the training and development practices offered by TSC	33.72	32.56	15.12	16.28	2.33	29.93	<0.0001
The policy on training and development is communicated to all teachers	31.4	34.88	13.95	16.28	3.49	29	<0.0001
I am satisfied with the seminars I attend for training and development.	32.94	34.12	5.88	21.18	5.88	32.58	<0.0001
TSC organizes training and development exercises frequently	41.18	34.12	9.41	12.94	2.35	47.64	<0.0001
The skills obtained from this seminar are relevant to my teaching job	20.93	17.44	20.93	25.58	15.12	2.72	<0.0001
Attended seminars are recognized through the awarding of certificates	36.59	18.29	12.2	25.61	7.32	27.78	<0.0001
I have benefited professionally through the training offered by TSC	37.21	27.91	11.63	17.44	5.81	27.32	<0.0001

{Key: SA-Strongly agree; A-Agree; N- Neutral; D-Disagree; SD- Strongly disagree}

Source: Researcher, 2020

Table 8 indicates that the majority of the respondents (62.78%) (Strongly agree and agree) significantly ( $\chi^2=26.32$ ,  $P \leq .0001$ ) that TSC has a functional training and development policy in place. Concerning training and development practices offered by TSC, (66.28%) of the respondents (Strongly agree and agree) ( $\chi^2=29.93$ ,  $P \leq .0001$ ) that they were satisfied with the training and development practices offered by TSC. 65.52% of the respondents (Strongly agree and agree) significantly ( $\chi^2=29.00$ ,  $P \leq .0001$ ) that the policy on reward was being communicated to all teachers. 67.06% of the respondents (Strongly agree and agree) significantly ( $\chi^2=32.58$ ,  $P \leq .0001$ ) that they were satisfied with the seminars which they were attending for training and development. 75.30% of the respondents (Strongly agree and agree) significantly ( $\chi^2=47.64$ ,  $P \leq .0001$ ) that TSC was organizing for them training and development exercises frequently.

Moreover, 38.37% of the respondents (Strongly agree and agree) significantly ( $\chi^2=2.72$ ,  $P \leq .0001$ ) that the skills which they obtained from this seminar are relevant to their teaching job. 54.88% of the respondents (Strongly agree and agree) significantly ( $\chi^2=27.78$ ,  $P \leq .0001$ ) that the seminars which they were attending were being recognized through awarding of certificates. 63.2%% of the respondents (Strongly agree and agree) significantly ( $\chi^2=65.12$ ,  $P \leq .0001$ ) that they had benefited professionally through the training offered by TSC. Similar to Rahman et al., (2011) study, the findings established that backgrounds of engagement were located in conditions under which people work and that the consequences are thought to be of value to organizational effectiveness. Moreover, Porter (1985) asserted that training increased from the know-

how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in the underlying situation. In agreement with Hervie & Winful (2018) and Peter's (2012) findings, the study that training enables an individual to make use of his capability and his potential capability.

#### 4.2.2.2.1: Motivation to stay longer in a Station

The respondents were asked to respond to statements relating to what motivates them to stay longer in a station and the results were as shown in Table 9.

**Table 9: Motivation to stay Longer in a Station**

<b>Responses from respondents</b>	<b>Frequency</b>	<b>Percent</b>
Good working condition	28	32.2
Student performance	15	17.2
Employment	17	19.5
Family and payment	18	20.7
Others	9	10.3

Source: Researcher, 2020

The findings in Table 9 show that the majority (32.2%) of the respondents are motivated to stay in a station for long due to good working conditions while 20.7% of the respondents indicated that they stayed longer in a station due to family and payment. On the other hand, 19.5% of the respondents indicated that they stayed in a station for long because of employment while 17.2% of the respondents indicated that they stayed longer due to the performance of the students.

It was further established that about 32%, ( $\chi^2=10.5$ ,  $p \leq .03$ ) of respondents reported that good working conditions motivated them to stay longer in the station.

#### 4.2.2.3 TSC Promotion and Teacher Commitment

The respondents were asked to respond to statements relating to promotion and teachers' job commitment and the results were as shown in Table 10.

**Table 10: Teacher Promotion and Job Commitment**

Statements	SA	A	N	D	SD	$\chi^2$	$P < \chi^2$
There is equal opportunity for career advancement in TSC	41.18	30.59	5.88	14.12	8.24	39.64	<0.0001
Job promotions are awarded fairly and without bias	36.05	36.05	10.47	12.79	4.65	38.41	<0.0001
Uncompetitive promotion' from outside the institution reduces the morale of the teachers working in the school where the vacancy arose	48.84	33.72	5.81	8.14	3.49	70.27	<0.0001
Continuity of leadership is achieved through effective succession planning by TSC	45.88	29.41	5.88	14.12	4.71	52.11	<0.0001
TSC promotes teachers regularly	42.86	21.43	8.33	19.05	8.33	33.5	<0.0001
TSC Promotion procedures are slow and merit is not adequately considered resulting in stagnation in the same job group	44.71	29.41	7.06	15.29	3.53	49.29	<0.0001

{Key: SA-Strongly agree; A-Agree; N- Neutral; D-Disagree; SD- Strongly disagree}

Source: Researcher, 2020

Majority of the respondents (71.18%) (Strongly agree and agree) significantly ( $\chi^2=39.64$ ,  $P \leq .001$ ) that there was equal opportunity for career advancement in TSC.

Concerning job promotions, (72.10%) of the respondents (Strongly agree and agree) ( $\chi^2= 38.41$ ,  $P \leq .001$ ) that job promotions are been awarded fairly and without bias.



82.56% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 70.27, P\leq.001$ ) that uncompetitive promotion' from outside the institution reduces the morale of the teachers working in the school where the vacancy arose. 75.27% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 52.11, P \leq .001$ ) that continuity of leadership is achieved through effective succession planning by TSC. Moreover, 64.29% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 33.5, P\leq.001$ ) that TSC promotes teachers regularly. 74.12% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 49.29, P\leq.001$ ) that TSC Promotion procedures are slow and merit is not sufficiently considered which results in stagnation within one job group.

Similarly to Jackson, Hollmann, and Gallan (2006) findings, the study established that Sa well-intentioned in-service training programs were designed to improve teaching methods and other professional developments forms are rendered not productive if incentive through promotion criteria which many teachers consider bot being not sensitive to their operations contexts is not addressed. In agreement with Otieno's (2010) study, the study found that the morale of the teachers is dependent heavily on the achievement of students with high high-fliers encouraging teachers. Moreover, Peter (2012) found that job satisfaction amongst teachers was the primary factor for their recognition, promotions, and chances of advancement in their workplace. However, several researchers (Shin &Konrad, 2014; Rahman et. al., 2011; Wasonga, 2010) argued that argued low promotion opportunities, general difficulties in upward mobility, recognition and advancement in the teaching profession among teachers in a primary and secondary school in Kenya was the cause job displeasure amongst teachers.

#### 4.2.2.3.1: Criteria TSC use to Promote Teachers

All the respondents were asked to respond to the statements relating to the criteria that TSC uses to promote Teachers and the outcomes were as presented in Table 11.

**Table 11: Criteria TSC use to Promote Teachers**

Response from respondents	Frequency	Percent
None	38	43.7
Organizational skills	16	18.4
Ability to set targets	15	17.2
Time management	18	20.7

Source: Researcher, 2020

The findings in Table 11 indicate that majority (43.7%) of the respondents believed that TSC promotes teachers without using any document while 20.7% of the respondents indicated that TSC uses time management skills to promote teachers. Moreover, 18.4% of the respondents indicated that TSC uses the organizational skills aspect to promote teachers while 17.2% of the respondents stated that TSC considered the ability to set targets when promoting teachers. Moreover, the findings indicate that about 44%, ( $\chi^2=10.5$ ,  $P \leq .03$ ) of respondents reported that they are not aware of why TSC promotes teachers. The findings are supported by Oluochi (2006) who established that the application of the policy on the promotion of teachers in a secondary school in Kenya seems to satisfy some categories of schools, which in turn elicits disquiets among stakeholders and teachers as to the criteria and subsequent role of the promotion procedure.

#### 4.2.2.4 TSC Teacher Appraisal and Job Commitment

The respondents were probed to answer statements relating to the TSC Teacher appraisal teachers and job commitment and the outcomes were as presented in Table 12.

**Table 12: TSC Teacher Appraisal and Job Commitment**

Statement	SA	A	N	D	SD	$\chi^2$	$\chi^2 \geq 0.001$
I have improved my performance at work due to teacher appraisal	41.4	31	5.7	13.8	8	41.9	<0.001
TSC organizes seminars to train teachers on appraisal and development	35.6	35.6	10.3	13.8	4.6	37.3	<0.001
High scores in teacher appraisal contribute to raising in pay grade	48.3	33.3	6.9	8	3.4	68.1	<0.001
I have benefited professionally through the TSC teacher performance appraisal	44.8	27.6	6.9	16.1	4.6	47.8	<0.001
TSC teacher performance appraisal adds value to the teaching and learning process	41.4	21.8	9.2	18.4	8	31.8	<0.001
TSC teacher performance appraisal has improved the performance of the students in my subject	43.7	31	6.9	14.9	3.4	50.2	<0.001
I am satisfied with the TSC teacher performance appraisal	44.8	32.2	5.7	12.6	4.6	54.8	<0.001

Source: Researcher, 2020

Majority of the respondents (72.4%) (Strongly agree and agree) significantly ( $\chi^2 = 41.91$ ,  $P \leq .001$ ) that there was an improvement in their performance at work due to teacher appraisal. Concerning job promotions, (71.2%) of the respondents (Strongly agree and agree) ( $\chi^2 = 37.31$ ,  $P \leq .001$ ) that TSC organizes seminars to train teachers on appraisal and development. 81.6% of the respondents (Strongly agree and agree) significantly ( $\chi^2 = 68.12$ ,  $P \leq .001$ ) that high scores in teacher appraisal contribute to a rise in pay grade. 75.9% of the respondents (Strongly agree and agree) significantly ( $\chi^2 = 47.77$ ,  $P \leq .001$ ) that they had benefited professionally through the TSC teacher performance appraisal. Moreover, 63.2% of the respondents (Strongly agree and agree) significantly

( $\chi^2= 31.79$ ,  $P \leq .001$ ) that TSC teacher performance appraisal adds value to the teaching and learning process.

About 74.7% of the respondents (Strongly agree and agree) significantly ( $\chi^2= 50.18$ ,  $P \leq .001$ ) that TSC teacher performance appraisal has enhanced students' performance in my subject. % of the respondents (Strongly agree and agree) significantly ( $\chi^2= 54.78$ ,  $P \leq .001$ ) that they were satisfied with the TSC teacher performance appraisal. The findings are consistent with Ahmed et al. (2010) stated that analysts need to be trained to be honest, open-minded, competent, and optimistic in dealing with employees' skills and abilities. Similarly, Chow, et al. (2002) found that evaluation of academic staff helps to achieve the goals and objectives of the institution, provides an overview of teaching quality, enables teachers to better understand their expectations, increases motivation and discipline, and inspires training and development.

#### **4.2.2.4 Job Commitment**

The respondents were asked to respond to the statements relating to job commitment and teachers' job commitment and the results were as shown in Table 13.

**Table 13: Teacher's Job Commitment in Public Secondary Schools**

Statement	SA	A	N	D	SD	$\chi^2$	$P < \chi^2$
I feel myself to be a part of this organization	52.17	11.59	7.25	13.04	15.94	46.00	< 0.0001
The offer of additional little money by another company would not seriously make me think of changing jobs	10.34	16.09	12.64	41.38	19.54	26.96	< 0.0001
I would recommend a close friend to join this company	33.72	18.6	6.98	22.09	18.6	15.74	< 0.0001
I sometimes feel like leaving this company for good	33.33	19.54	5.75	25.29	16.09	18.45	< 0.0001
I am not willing to do more than my job description requires just to help the organization.	27.91	20.93	5.81	22.09	23.26	12.02	< 0.0001
I frequently think of quitting this job	41.86	23.26	6.98	16.28	11.63	31.90	< 0.0001
To know that my work has contributed to the good of the organization would please me.	42.35	20	4.71	17.65	15.29	32.35	< 0.0001

{ Key: SA-Strongly agree; A-Agree; N- Neutral; D-Disagree; SD- Strongly disagree }

Source: Researcher, 2020

The majority (63.76%) of the respondents (Strongly agree and agree) significantly ( $\chi^2=46.00$ ,  $P \leq .001$ ) that they felt to be part of the organization. Regarding changing jobs, (60.92%) of the respondents (Strongly agree and agree) ( $\chi^2=26.96$ ,  $P \leq .001$ ) that they offer additional little money by another company would not seriously make me think of changing jobs. 52.32% of the respondents (strongly disagree and disagree) significantly ( $\chi^2=15.74$ ,  $P \leq .001$ ) that they would recommend a close friend to join this company. 52.87% of the respondents (Strongly agree and agree) significantly ( $\chi^2=18.45$ ,  $P \leq .001$ ) that they would sometimes feel like leaving the company permanently.

Moreover, 48.84% of the respondents (Strongly agree and agree) significantly ( $\chi^2=12.02$ ,  $P \leq .001$ ) that they were not willing to do more than their job description requires just to help the organization. 65.12% of the respondents (Strongly agree and agree) significantly ( $\chi^2=31.90$ ,  $P \leq .001$ ) that they would frequently think of quitting their job. 62.35% of the respondents (Strongly agree and agree) significantly ( $\chi^2=32.35$ ,  $P \leq .001$ ) that they know that their work has contributed to the good of the organization would please them. In line with Gruman and Saks (2011) findings, employee engagement leads to job satisfaction, organizational commitment, and organizational citizenship behavior. Therefore, it is of significance to explore the potential predictors of employees' engagement and the study would examine the effect of different leadership styles on employees' engagement. Moreover, the findings were in agreement with Jagun, (2015) that family did not negatively influence work engagement for men, but for women work engagement was enhanced by family.

### **4.3 Inferential Statistics**

Inferential statistics were conducted to obtain correlation results, the fitness of the model, analysis of variance, and regression coefficients.

### 4.3.1 Correlation Analysis

**Table 14: Correlation Analysis**

Pearson Correlation		Teacher's job commitment	Rewards system	Teachers' training and development practices	Promotion practices	Teacher Appraisal
Teacher's job commitment	R	1				
	Sig. (2-tailed)	(2-				
Rewards system	R	0.626**	1			
	Sig. (2-tailed)	0.001				
Teachers' training and development practices	R	0.516**	0.693**	1		
	Sig. (2-tailed)	(2- 0.001	0.001			
Promotion practices	R	0.721**	0.585	0.730**	1	
	Sig. (2-tailed)	(2- 0.001	0.001	0.001		
Teacher Appraisal	R	0.654**	0.342**	0.684**	0.741**	
	Sig. (2-tailed)	(2- 0.001	0.001	0.001	0.001	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher, 2020

Table 14 presents the results of the correlation analysis. The results show that the TSC rewards system and public secondary school teacher's job commitment are positively and strongly significantly related ( $r = 0.626$ ,  $P \leq .0001$ ). The results further indicated that TSC teachers' training and development practices and public secondary school teacher's job commitment were positively and significantly moderately related ( $r = 0.516$ ,  $P \leq .0001$ ). Moreover, it was further established that TSC promotion practices and public secondary school teacher's job commitment are positively moderately related ( $r = 0.721$ ,  $P \leq .0001$ ). It was also established that TSC teacher appraisal and public secondary school teacher's job commitment are weakly related ( $r = 0.654$ ,  $P \leq .0001$ ). These findings were in agreement with Muzalifah and Izah, (2011) that appraising performance

for institutional development, for self-development leads to increased pay and for promotion.

### 4.3.2 Regression Analysis

In evaluating the effects of Teachers Service Commission human resource practices on public secondary school teacher's job commitment in Rongai Sub-County, the study further performed a multiple regression analysis on the four variables: rewards system, TSC teachers' training, and development practices and TSC promotion practices (predictor variables) against the public secondary school teacher's job commitment (dependent variable). The test results were as presented in the following Table 15.

**Table 15: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 <sup>a</sup>	0.693	.678	2.115

a. Predictors: (Constant), Rewards system, Teachers' training, and development practices, Promotion practices, Teacher's Appraisal and public secondary school teacher's job commitment

Source: Researcher (2020)

This data provides an R-value of 0.883 which represents the simple correlation. This indicates a high degree of correlation between the research variables. The R square value is the variation in the dependent variable being explained by the independent variable. The R square value was established to be 0.693 implying that about 69.3% of the variation was as a result of the Teachers Service Commission human resource practices into which is explained by the variables in the study. This further means that only 30.7% of the variation in the Teachers Service Commission human resource practices is explained by moderating variables in the model.



### 4.3.3 ANOVA

**Table 16: Analysis of Variance**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	828.282	4	207.071	46.289	<.000 <sup>b</sup>
	Residual	366.821	82	4.473		
<b>Total</b>		<b>1195.103</b>	<b>86</b>			

a. Dependent Variable: Public secondary school teacher's job commitment

b. Predictors: (Constant), Rewards system, Teacher Training and development practices, Teacher promotion practices, Teacher Appraisal

Source: Researcher (2020)

Table 16 shows the results of the model significance show that  $F = 46.289$ ,  $p < 0.001$ . At a 95% confidence level, a p-value less than 0.05 indicates a measure of statistical significance. This shows that the model developed remained significantly good in explaining the relationship that exists between independent variables and the dependent variable.

**Table 17: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	5.009	1.997		2.508			
	X1	0.398	0.066	.540	6.010	0.014	.463	2.157
	X2	0.398	0.083	.477	4.269	0.000	.300	3.336
	X3	0.422	0.113	.400	3.744	0.000	.328	3.049
	X4	0.470	0.099	.478	4.763	0.000	.372	2.685

a. Dependent Variable: Public secondary school teacher's job commitment

{Key: X<sub>1</sub> = TSC Reward system; X<sub>2</sub> = Teacher training and development; X<sub>3</sub> = Teacher promotion; X<sub>4</sub> = Teacher Appraisal}

Source: Researcher (2020)

The regression model coefficients result in Table 17 indicates the extent to which each independent variable affects the variations in the dependent variable. As shown in the Table 17, other factors remaining constant at zero, a unit increased in the TSC rewards

system would result in 0.398 improvements in the public secondary school teacher's job commitment in Rongai Sub-County which is statistically significant at  $p < 0.05$  given that ( $\beta = 0.398$ ,  $t = 6.010$ ,  $p \leq 0.014$ ). The results further indicate that a unit increased in the TSC teachers' training and development practices would lead to 0.398 improvements in the public secondary school teacher's job commitment in Rongai Sub-County which is statistically significant at  $p < 0.05$  given that ( $\beta = 0.398$ ,  $t = 4.269$ ,  $p \leq 0.001$ ).

Moreover, the results indicated that a unit increased in the TSC promotion practices would result in a 0.422 increase in the public secondary school teacher's job commitment in Rongai Sub-County which is statistically significant at  $p < 0.05$  given that ( $\beta = 0.422$ ,  $t = 3.744$ ,  $p < 0.001$ ). This implies that TSC promotion of the public secondary school teachers leads to an increase in their job's commitment to Rongai Sub-County. Results also indicated that a unit increased in the TSC teacher appraisal would result in 0.470 improvements in the public secondary school teacher's job commitment in Rongai Sub-County which is statistically significant at  $p < 0.05$  given that ( $\beta = 0.470$ ,  $t = 4.763$ ,  $p < 0.001$ ). These results, therefore, indicate that all the variables of the Teachers Service Commission human resource practices were found to have a positive effect on the public secondary school teacher's job commitment in Rongai Sub-County.

The overall regression model was as presented below;

$$Y = 5.009 + 0.398X_1 + 0.250X_2 + 0.422X_3 + 4.763X_4$$

Where: Y = Teachers' job Commitment

$X_1$  = Reward system

$X_2$  = Teacher training and development

$X_3$  = Teacher promotion

$X_4$  = Teacher Appraisal

## 4.4 Hypothesis Testing

### Hypothesis I

The hypothesis stated that;

**HO<sub>1</sub>:** TSC reward system has no significant influence on public secondary school teacher's job commitment in Rongai Sub-County (HO:  $\rho < 0.05$ )

The hypothesis was tested to determine the relationship between the TSC reward system and public secondary school teacher's job commitment in Rongai Sub-County using multiple regression analysis in Table 13. The tests were carried out at a significance level of  $p = 0.05$  and the results indicated that there was a statistically significant positive relationship between the TSC reward system and public secondary school teacher's job commitment in Rongai Sub-County ( $\beta = 0.398$ ,  $t = 6.05$ ,  $\rho < 0.01$ ). Therefore, the study rejected the first hypothesis that the TSC reward system does not have any significant effect on the public secondary school teacher's job commitment to Rongai Sub-County.

### Hypothesis II

The hypothesis stated that:

**HO<sub>2</sub>:** TSC teacher's training and development practices have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County

The hypothesis was tested to determine the relationship between TSC teacher's training and development practices and public secondary school teacher's job commitment in Rongai Sub-County using multiple regression analysis in Table 16. The tests were done at a significance level of  $p = 0.05$  confidence level. The test results indicated that there was a statistically significant positive relationship between TSC teacher's training and development practices and public secondary school teacher's job commitment in Rongai Sub-County given that ( $\beta = 0.398$ ,  $t = 4.269$ ,  $\rho < 0.01$ ). Therefore, the study rejected the

second hypothesis that TSC teacher's training and development practices do not have any significant influence on the public secondary school teacher's job commitment to Rongai Sub-County.

### **Hypothesis III**

This hypothesis stated that:

**HO<sub>3</sub>:** TSC teachers' promotion practices have no significant influence on public secondary school teacher's job commitment in Rongai Sub-County

The hypothesis was tested to determine the relationship between TSC teachers' promotion practices and public secondary school teacher's job commitment in Rongai Sub-County using multiple regression analysis in Table 16. The tests were done at a significance level of  $p = 0.01$  confidence level. The test results show that there was a statistically significant positive relationship between TSC teachers' promotion practices and public secondary school teacher's job commitment in Rongai Sub-County ( $\beta = 0.422$ ,  $t = 3.744$ ,  $p < 0.01$ ). Therefore, the study rejected the third hypothesis that TSC teachers' promotion practice does not have any significant effect on the public secondary school teacher's job commitment to Rongai Sub-County.

### **Hypothesis IV**

This hypothesis stated that:

**HO<sub>4</sub>:** TSC teacher appraisal has no significant influence on public secondary school teacher's job commitment in Rongai Sub-County

The hypothesis was tested to determine the relationship between TSC teacher appraisal and public secondary school teacher's job commitment in Rongai Sub-County using multiple regression analysis in Table 14. The tests were done at a significance level of  $p = 0.01$  confidence level. The test results show that there was a statistically significant positive relationship between TSC teacher appraisal and public secondary school

teacher's job commitment in Rongai Sub-County ( $\beta = 0.470$ ,  $t= 4.763$ ,  $\rho < 0.01$ ). Therefore, the study rejected the third hypothesis that TSC teacher appraisal does not have any significant effect on the public secondary school teacher's job commitment to Rongai Sub-County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the Teachers Service Commission's human resource practices on public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The chapter draws the study conclusions and discusses major recommendations and gives suggestions for further studies.

#### **5.2 Summary of the Findings**

The primary objective of this research study was to investigate the effects of the Teachers Service Commission's human resource practices on public secondary school teacher's job commitment in Rongai Sub-County. The study found out that the TSC reward system, TSC teacher's training, and development practices, and TSC teachers' promotion practices affect public secondary school teacher's job commitment in Rongai Sub-County, Kenya.

##### **5.2.1 TSC Reward System**

The findings from the regression analysis found out that the TSC reward system affected public secondary school teacher's job commitment. It was established that the three TSC reward practices aspects notably reward policy, payment system, and communication, as well as salary reviews, affected public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The findings were further supported by the majority of the respondents who responded that the TSC reward system influences public secondary school teacher's job commitment in Rongai Sub-County, Kenya. It was established that TSC's reward policy is comprehensive and covers all areas and the majority of the teachers were satisfied with the existing current reward policy and were satisfied with the payment they received. It also emerged that the TSC benchmarks pay with the market

and the payment was competitive. The TSC has an equitable pay system and most respondents were satisfied with their pay grade and the fact that their salary was paid on time and that their salary reviews were being done frequently. The findings also revealed that most respondents felt that their salary was commensurate with the efforts that they put into the job. The policy on reward was well communicated to all teachers. Also, TSC provides an array of awards to teachers and good performance is rewarded with a letter of commendation. On motivation to work hard, the performance of the students was the prime motivator for the teachers followed by self-motivation and desire to make a difference. Others were better to pay that they are given as compensation. Also, motivation to work catalyzed student performance. This means that with other variables remaining zero, an improvement in the reward system by one unit would lead to a 0.398 increased in public secondary school teacher's job commitment in Rongai Sub-County. Moreover, it implies that the implementation of reward practice policy measures would enhance the teacher's job commitment in public schools.

### **5.2.2 TSC Teachers Training and Development Practices**

The study established that TSC teacher's training and development practices influenced the public secondary school teacher's job commitment to Rongai Sub-County. It was noted that the four TSC teacher's training and development practices factor particularly functional training and development, policy on training and development, seminars, and even awarding of certificates affected public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The findings revealed that TSC has a functional training and development policy in place. Concerning training and development practices offered by TSC, the findings revealed that most teachers were satisfied with the training and development practices offered by TSC. The policy on reward was being communicated to all teachers and teachers were satisfied with the seminars which they were attending

for training and development. TSC was organizing for them training and development exercises frequently. The skills which they obtained from this seminar are relevant to their teaching job and that the seminars which they were attending were being recognized through awarding of certificates. Most had benefited professionally through the training offered by TSC. Further, the majority were motivated to stay in a station for long due to good working conditions while others indicated that they stayed longer in a station due to family and payment. On the other hand, most stayed in a station for long because of employment while others were motivated to stay longer due to the performance of the students. Good working conditions also motivated them to stay longer in the station. This means that other variables remaining zero, an improvement in TSC teachers' training and development practices by one unit would lead to a 0.398 increase in public secondary school teacher's job commitment in Rongai Sub-County. This also meant that implementation of training and development policy measures improve teacher's job commitment in public schools.

### **5.2.3 TSC Teachers' Promotion Practices**

Findings from the regression model indicated that TSC teachers' promotion practices influenced the public secondary school teacher's job commitment in Rongai Sub-County, Kenya. The study noted that fairness and timeliness are the major TSC teachers' promotion practices factors affecting public secondary school teacher's job commitment in Rongai Sub-County, Kenya. This is supported by the majority of the respondents who agreed with most of the statements in the questionnaire. Specifically, the findings revealed that there was equal opportunity for career advancement in TSC. Concerning job promotions, it was revealed that job promotions are been awarded fairly and without bias. However, uncompetitive promotion' from outside the institution reduces the morale of the teachers working in the school where the vacancy arose. Further, the continuity of



leadership is achieved through effective succession planning by TSC. Moreover, the TSC promotes teachers regularly and that TSC Promotion procedures are slow and merit is not adequately considered resulting in stagnation in the same job group. In addition, the findings also revealed that there was a belief that TSC promotes teachers without using any document while were of the view that TSC uses time management skills to promote teachers. Moreover, there was a view that TSC uses the organizational skills aspect to promote teachers considers the ability to set targets when promoting teachers. This means that other variables remaining zero, an enhancement in TSC teachers' promotion practices measures by one unit would lead to a 0.422 declined in public secondary school teacher's job commitment in Rongai Sub-County, Kenya.

#### **5.2.4 TSC Teachers' Appraisal**

The study indicated that the TSC teacher's appraisal influenced the public secondary school teacher's job commitment in Rongai Sub-County. It was noted that the four TSC teacher's appraisal had a significant positive effect on the teacher's job commitment in a public secondary school in Rongai Sub-County, Kenya. According to the findings, the majority of the teachers believed that there was an improvement in their performance at work due to teacher appraisal. Concerning job promotions, it was revealed that TSC organizes seminars to train teachers on appraisal and development; high scores in teacher appraisal contribute to a rise in pay grade. Most teachers claimed that they had benefited professionally through the TSC teacher performance appraisal and that TSC teacher performance appraisal adds value to the teaching and learning process. Further, TSC teacher performance appraisal had improved the performance of the students in the respondent teachers' subjects. The findings further revealed that most teachers felt they were part of the organization. Regarding changing jobs, it was discovered that if the company improved its salary, most teachers would remain, but most suggested that they

will always encourage a friend to enter the teaching profession. It, therefore, implies that with other variables remaining zero, a change in the evaluation of TSC teachers by one unit will result in a 0.470 increase in the work commitment of public secondary school teachers in the Rongai Sub-County. This also meant that the execution of TSC teacher's appraisal policy measures improves teacher's job commitment in public schools.

### **5.3 Conclusions**

The objective of this study was to investigate the effects of the Teachers Service Commission human resource practices on public secondary school teacher's job commitment in Rongai Sub-County, Kenya. Based on the findings, the study made the following conclusions. Regarding the reward system, the TSC benchmarks pay with the market and the payment was competitive. The TSC has an equitable pay system and most respondents were satisfied with their pay grade and the fact that their salary was paid on time and that their salary reviews were being done frequently. As a result, teachers were satisfied with the existing current reward policy and were satisfied with the payment they received. The Teachers Service Commission's reward system also has a positive and significant effect on the teachers' job commitment. Therefore, the study concludes that TSC's reward system was a factor of public secondary school teacher's job commitment in Rongai Sub-County, Kenya.

Additionally, the findings revealed that TSC has a functional training and development policy in place. Concerning training and development practices offered by TSC, the findings revealed that most teachers were satisfied with the training and development practices offered by TSC. The policy on reward was being communicated to all teachers and teachers were satisfied with the seminars which they were attending for training and development. Most had benefited professionally through the training offered by TSC. The study further revealed Teachers Service Commission training and development

practices influenced the public secondary school teacher's job commitment. Therefore, the study concludes that TSC's training and development practices were an important factor of public secondary school teacher's job commitment in Rongai Sub-County, Kenya.

In relation to the TSC teachers' promotion practices, the study noted that fairness and timeliness are the major TSC teachers' promotion practices factors affecting public secondary school teacher's job commitment. Specifically, the findings revealed that there was equal opportunity for career advancement in TSC. Concerning job promotions, it was revealed that job promotions are been awarded fairly and without bias. Uncompetitive promotion from outside the school, however, decreases the motivation of the teaching staff in the school where the vacancy originated. Further, the continuity of leadership is achieved through effective succession planning by TSC. The teachers' promotion practices significantly influenced the public secondary school teacher's job commitment. Therefore, the study concludes that teachers' promotion practices were also an important factor of public secondary school teacher's job commitment in Rongai Sub-County, Kenya.

Finally, concerning TSC teacher's appraisal practices it emerged that there was an improvement in their performance at work due to teacher appraisal. Most teachers claimed that they had benefited professionally through the TSC teacher performance appraisal and that TSC teacher performance appraisal adds value to the teaching and learning process. Further, the TSC organizes seminars to train teachers on appraisal and development and high scores in teacher appraisal to contribute to a rise in pay grade. It was noted that in a public secondary school in Rongai Sub-County, Kenya, the four TSC teacher assessments had a major positive impact on the teacher's job commitment.

Therefore the report concludes that the TSC teacher's appraisal was a factor of public secondary school teacher's job commitment in Rongai Sub-County.

#### **5.4 Recommendations of the Study**

The study suggests that TSC create a reward practice framework that is detailed to include all areas in which a teacher is interested, based on the results. The study further recommends that TSC should organize frequent training and development courses that are relevant to every teacher's area of specialization since the teaching-learning environment is dynamic. Besides, the training offered should benefit the teachers both professional and monetary.

The study recommends that TSC should organize regular training to train teachers on performance appraisal and development. This will ensure that teachers benefit from evaluation activities professionally and in turn increase student success in their subjects. The study also advises that the TSC should ensure that the teaching and learning process should add value to the performance evaluation.

The research also suggests that TSC should make sure that job promotions are equally awarded beyond prejudice to prevent the unproductive promotion from outside the organizations that decrease the morale of teaching staff in the institution where vacancy arose. The study also advises that the processes for TSC Promotion should never be sluggish and merit should be treated sufficiently to prevent stagnation in the same working group.

#### **5.4.2 Recommendations for Further Study**

In order to determine the factors influencing the implementation of TSC human resource practices in Kenya, the report suggests that more research be conducted. The TSC may also commission a study to determine the relationship between the engagement of

teacher jobs and the success of national examinations in Kenya for public secondary school students.

The study focused on the influence of TSC human resources activities that include training and development, incentive system, performance evaluation, and promotion of teachers on job commitment. Therefore the report suggests that further research should be carried out with an emphasis on other variables that are not researched.

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## APPENDICES

### Appendix I: Introduction Letter

Dear Respondent,

I am a graduate student at Kabarak University undertaking a Master's degree in Business Administration. As part of my coursework, I am conducting a research study on "**Effects of Teachers Service Commission Human Resource Management Practices on Job Commitment of Public Secondary School Teachers in Kenya: A Case of Public Secondary Schools in Rongai Sub County**". You have been selected to participate in this study. I am therefore seeking assistance in collecting the necessary information by filling in the questionnaire attached herein. This will only take about 10-15 minutes. Kindly note that the information being sought is purely for academic purpose and will be treated with the utmost confidentiality.

Your participation in the study will be highly appreciated.

Yours sincerely

**Beatrice Biwott**

## Appendix II: Questionnaire

You are invited to participate in this research that seeks to assess the Effects of Teachers Service Commission Human Resource Management Practices on Job Commitment of Public Secondary School Teachers in Rongai Sub-County. The outcome of this research is purely to fulfill academic requirements. All information submitted would be treated with the utmost confidentiality. At no time would your name appear in any reported findings along with your responses. Feel free to express yourself as honestly as possible. Thank you for your cooperation. You may opt-out of the interview at any time.

### Instructions

- a) Please do not write your name on the questionnaire.
- b) The information you will give will be treated with confidentiality.
- c) Indicate your choice by a tick (✓)
- d) Kindly answer all questions.

### Part A: Demographic Data

#### 1. Your Leadership position

- Principal [ ]  
Deputy Principal [ ]  
HoD [ ]  
Teacher [ ]

#### 2. Academic qualifications

- Masters [ ]  
Degree [ ]  
Diploma [ ]

#### 3. Gender:

- Male [ ]  
Female [ ]

Age .....years

4. How long have you been in your current position? 1-5 year [ ] 6-10 years [ ]  
11 years and above [ ]

**Part B: Reward Systems and Teachers' Job Commitment**

The following are items concerning Reward Systems and Teachers' Job Commitment. Please tick where appropriate(√) to show your level of agreement with each statement.

5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, 1 = Strongly Disagree.

	Statement	1	2	3	4	5
1	TSC's reward policy is comprehensive and covers all areas.					
2	Am satisfied with the reward policy					
3	The policy on reward is communicated to all teachers.					
4	I am satisfied with my pay					
5	TSC benchmarks pay with the market.					
6	My pay is competitive.					
7	TSC has an equitable pay system					
8	I am satisfied with my pay grade					
9	My salary is paid on time					
10	Salary reviews are done frequently					
11	My salary is commensurate with the efforts I put into my job					
12	TSC provides an array of awards to teachers					
13	Good performance is rewarded with a letter of commendation					

What motivates you to work hard?

.....  
 .....

**Part C: Teacher Training and Development and Teacher job Commitment**

The following are statements concerning Teacher Training and Development and Teacher job Commitment. Please tick where appropriate (√) to show your level of agreement with each statement.

5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, 1 = Strongly Disagree.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	TSC has a functional training and development policy in place					
2	I am satisfied with the training and development practices offered by TSC					
3	The policy on training and development is communicated to all teachers					
4	I am satisfied with the seminars I attend for training and development.					
5	TSC organizes training and development exercises frequently					
6	The skills obtained from this seminar are relevant to my teaching job					
7	Attended seminars are recognized through the awarding of certificates					
8	I have benefited professionally through the training offered by TSC					

What motivates you to stay in a station longer? .....

.....

#### **PART D: Promotion and Teacher Commitment**

The following are statements concerning Promotion and Teacher Commitment. Please tick where appropriate (√) to show your level of agreement with each statement.

5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, 1 = Strongly Disagree.

	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	There is equal opportunity for career advancement in TSC					
2	Job promotions are awarded fairly and without bias					
3	Uncompetitive promotion' from outside the institution reduces the morale of the teachers working in the school where the vacancy arose					
4	Continuity of leadership is achieved through effective succession planning by TSC					
5	TSC promotes teachers regularly					
6	TSC Promotion procedures are slow and merit is not adequately considered resulting in stagnation in the same job group					

In your own words, what criteria does TSC use in deciding on who to be promoted

.....  
 .....

**PART E: Teacher Appraisal and Teacher job Commitment**

The following are statements concerning Teacher appraisal and Teacher job Commitment. Please tick where appropriate (√) to show your level of agreement with each statement.

5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, 1 = Strongly Disagree.

	<b>Statement regarding Teacher's appraisal</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I have improved my performance at work due to teacher appraisal					
2	TSC organizes seminars to train teachers on appraisal and development					
3	High scores in teacher appraisal contribute to raising in pay grade					
4	I have benefited professionally through the TSC teacher performance appraisal					
5	TSC teacher performance appraisal adds value to the teaching and learning process					
6	TSC teacher performance appraisal has improved the performance of the students in my subject					
7	I am satisfied with the TSC teacher performance appraisal					

**PART F: Job Commitment**

The following statements regard teacher's job commitment in public secondary schools. Kindly indicate your opinion on each statement. Please tick where appropriate (√) to show your level of agreement with each statement.

5 = Strongly Agree, 4 = Agree, 3 = Don't Know, 2 = Disagree, 1 = Strongly Disagree.

	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I feel myself to be a part of this organization					
2	The offer of a little more money with another company would not seriously make me think of changing jobs					
3	I would recommend a close friend to join this company					
4	I sometimes feel like leaving this company for good					
5	I am not willing to do more than my job description requires just helping the organization.					
6	I frequently think of quitting this job					
7	To know that my work has contributed to the good of the organization would please me.					

.....**Thank You for Your Participation**.....

### Appendix III: Population Distribution

School	Population
AicMorop	17
AicTulwobmoi	2
Akuisi	16
Athinai	29
Banita	12
Barrina	8
Bomasan	12
Boror	8
Burgesi	3
Chemasis	4
Kaisamo	3
KampiYa Moto	13
Kandutura	6
Kiamunyi	14
Kimangu	1
Kipyienan	8
Kirobon Boys	11
Kirobon Girls	18
Lake Solai	11
Leldet	3
Lenginet	5
MajaniMingi	5
Mama Ngina	18
Matuiku	8
Mawe	11
Mema	14
Mercy Njeri	9
Mimwaita	2
Muhigia	9
Ngata	9
Ogilgei	7
Ol Rongai	10
Patel Day	17
Piave	13
Rongai Day	1
Ruiru	7
Set Kobor	10
Solai Day	2
Solai Boys	20
Solai Kale	6
Springs	6
Tuiyotich	2
Bright Hope	2
<b>Total</b>	<b>390</b>

Source: Teachers service commission database Nakuru County, 2020

## Appendix IV: University Authorization Letter



### INSTITUTE OF POST GRADUATE STUDIES

Private Bag - 20157  
KABARAK, KENYA  
E-mail: [directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)

Tel: 0773265999  
Fax: 254-51-343012  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

3<sup>rd</sup> October 2018

Ministry of Higher Education Science and Technology,  
National Council for Science, Technology & Innovation,  
P.O. Box 30623 – 00100,

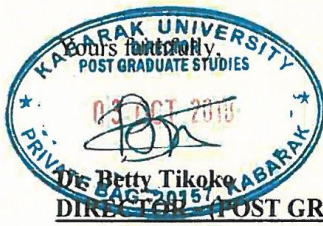
Dear Sir/Madam,

**RE: RESEARCH BEATRICE BIWOTT-GMB/NE/0120/01/15**

The above named is a student of Kabarak University taking Masters Degree in Business Administration. Her research entitled *“Influence of Teachers Service Commission’s Human Resource Management Practices on Teacher’s Job Commitment in Public Secondary Schools: A Case of Rongai Sub-county, Kenya”* has been **examined and accepted** by the Board of Postgraduate Studies.

She is therefore authorised to proceed on with her research. Any assistance accorded to her is highly appreciated

Thank you.



**Director (POST GRADUATE STUDIES)**

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#### Kabarak University Moral Code

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one’s heart, Jesus as Lord. (1 Peter 3:15)*



Kabarak University is ISO 9001:2015 Certified



## Appendix V: NACOSTI Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.  
2241349.3310571.2219420  
Fax: +254-20-318245.318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/60177/26214**

Date: **27<sup>th</sup> November, 2018**

Beatrice Jemeli Biwott  
Kabarak University  
Private Bag - 20157  
**KABARAK.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of teachers service commission’s human resource management practices on teacher’s job commitment in public secondary schools: A case of Rongai Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **26<sup>th</sup> November, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.

## Appendix VI: NACOSTI Permit

**THIS IS TO CERTIFY THAT:**

**MS. BEATRICE JEMELI BIWOTT  
of KABARAK UNIVERSITY, 277-20100  
NAKURU, has been permitted to conduct  
research in Nakuru County**

**Permit No : NACOSTI/P/18/60177/26214**

**Date Of Issue : 27th November,2018**

**Fee Received :Ksh 1000**

**on the topic: INFLUENCE OF TEACHERS  
SERVICE COMMISSION'S HUMAN  
RESOURCE MANAGEMENT PRACTICES  
ON TEACHER'S JOB COMMITMENT IN  
PUBLIC SECONDARY SCHOOLS: A CASE  
OF RONGAI SUB-COUNTY, KENYA**

**for the period ending:**

**26th November,2019**

**.....  
Applicant's  
Signature**

**.....  
Director General  
National Commission for Science,  
Technology & Innovation**

### **THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science,  
Technology and Innovation (Research Licensing) Regulations, 2014.

#### **CONDITIONS**

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

**National Commission for Science, Technology and innovation**

**P.O. Box 30623 - 00100, Nairobi, Kenya**

**TEL: 020 400 7000, 0713 788787, 0735 404245**

**Email: dg@nacosti.go.ke, registry@nacosti.go.ke**

**Website: www.nacosti.go.ke**



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH LICENSE**

**Serial No.A 22080**

**CONDITIONS: see back page**



**Appendix VII: Authorization Letter from Rongai Sub – County Education Office**

MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EDUCATION

Telegrams: "LEARNING"  
Telephone: 051-8004017  
Email: [deorongai@yahoo.com](mailto:deorongai@yahoo.com)



SUB COUNTY EDUCATION OFFICE  
RONGAI SUB COUNTY  
P.O. BOX 17951  
NAKURU COUNTY

When replying please quote

REF: RONG/EDU/65

11<sup>TH</sup> FEBRUARY 2019

TO ALL PRINCIPALS  
RONGAI SUB COUNTY

RE: BEATRICE JEMELI BIWOTT: REG. NO GMB/NE/0120/1/15

The above named person is a student at Kabarak University. She has been given permission to do a research on her master's thesis on the topic "**Influence of teacher's service commission human resource practices on teacher job commitment in 45 public secondary schools in Rongai Sub County.**"

Kindly give her the necessary support

Thank you



**JANET A. OCHIENG**  
SUB COUNTY DIRECTOR OF EDUCATION  
RONGAI SUB COUNTY

**Appendix VIII: Map of Nakuru, Rongai Sub-County**

