

**TEACHERS' PERCEPTIONS ON THE INFLUENCE OF SELECTED WORKING  
CONDITIONS ON COMMITMENT TO THEIR PROFESSIONAL ROLES IN  
PUBLIC SECONDARY SCHOOLS IN NJORO SUB-COUNTY, KENYA**

**JUDITH OCHIENG KAYE**

**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements  
for the Master of Education Degree in Educational Management of Egerton University**

**EGERTON UNIVERSITY**

**AUGUST 2023**

## DECLARATION AND RECOMMENDATION

### Declaration

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

Signature



Date 21<sup>st</sup>/August/2023

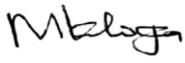
Judith Ochieng Kaye

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### Recommendation

This thesis has been submitted for examination with our approval as University Supervisors.

Signature



Date 22<sup>nd</sup>/August/2023

Dr. M. Mboga

Department of Curriculum, Instruction & Educational Management,  
Egerton University.

Signature



Date 22<sup>nd</sup>/August/2023

Dr. F. Mukhwana

Department of Curriculum, Instruction & Educational Management,  
Egerton University.

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## **DEDICATION**

This thesis is dedicated to my family, late mother Joyce Aol Ochieng and late husband Francis Kaye.

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There are many people who have supported me during this programme, and would like to acknowledge them as I complete this academic journey. First, I wish to thank the Almighty God for the guidance, strength, and wisdom to conduct this study. I am indebted to my supervisors: Dr. M. Mboga and Dr. F. Mukhwana, of the Department of Curriculum, Instruction and Educational Management, Egerton University, for their guidance, criticisms and comments. I am grateful for the assistance accorded to me by all the academic staff members of the Department of Curriculum, Instruction and Educational Management, Egerton University.

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## ABSTRACT

Teachers' commitment to their professional roles is important as it influences the teaching-learning process, students' academic achievement, attitudes and behaviour. Secondary school teachers' commitment to their professional roles in Njoro Sub County has been unsatisfactory. This could perhaps be due to the perceived influence of working conditions given that they have been associated with commitment. This study investigated teachers' perceptions on the influence of selected working conditions on commitment in public secondary schools in Njoro Sub-County, Kenya. The study adopted the descriptive research design. All public schools in the sub-county were involved in the study. The target population was 453 teachers. A sample of 150 teachers from 47 public secondary schools, selected using stratified, proportionate and simple random sampling techniques participated in the study. A teachers' questionnaire was used to collect data. The face and content validity of the instrument was examined by five experts from the Department of Curriculum, Instruction and Educational Management, Egerton University. The reliability of the questionnaire was estimated using the Cronbach method. It yielded a reliability coefficient of 0.85 and was deemed reliable. Data was analysed with the aid of the Statistical Package for Social Science version 25.0. Frequencies and percentages was used to describe and summarise data. The results indicated that majority of the respondents were of the view that instructional materials were adequate and they influenced teachers' commitment. A majority (64.1%) of the teachers felt that they had heavy workloads, which influenced commitment to their professional roles. Over two thirds (69.6%) of the respondents were of the opinion that their principals were effective in supervision of instruction. A majority (62.5%) of the teachers were of the view that supervision of instruction influenced commitment to their professional roles. The study concluded that the teachers perceived that adequacy of instructional materials, workload and supervision of instruction influenced commitment. These findings may provide principals, school managers and education stakeholders with a better insight of the influence of these selected working conditions on commitment. The insight may assist school administrators and education stakeholders in reviewing related policies, and coming up with strategies for enhancing teachers' commitment. The findings are also expected to bridge the gap in literature and serve as secondary data for future researches.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|         |   |
|---------|---|
| GOK     | Republic of Kenya   |
| HOD     | Head of Department  |
| KCSE    | Kenya National Examination Council                              |
| KNEC    | Kenya National Examination Council                              |
| NACOSTI | National Council of Science, Technology and Innovation          |
| QASCD   | Quality Assurance and Standards County Director                 |
| SCDE    | Sub-County Director of Education                                |
| SPSS    | Statistical Package for Social Sciences                         |
| TSC     | Teachers Service Commission                                     |
| TSCCD   | Teachers Service Commission County Director                     |
| UNESCO  | United Nations Educational Scientific and Cultural Organization |

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is considered a key component in the development agenda of nations because it improves the productive value of human beings by imparting knowledge, skills, attitudes and positive behaviour (United Nations, 2015). It is considered as a powerful tool for training an individual for research and production of goods and services (Ampofo et al., 2019). Education therefore plays a key role in equipping individuals in societies with relevant skills and knowledge that are necessary for the socio-economic development of a country. The role of education is not just to impart knowledge and skills to learners, but it should also enable them to function as agents of economic and social change (Daka, 2022). It also plays a key role in promoting harmonious co-existence, healthy living, effective citizenship, nutritional adequacy and effective child upbringing (Nyakan, 2018).

Teachers play an important role in the provision of education since they are the implementers of curricula, impart knowledge and skills to students and prepare them to take up roles in national development (Bett et al., 2020). Teachers are key to the success of education systems because they work with students to accomplish educational goals (Makovec, 2018). The role of a teacher is vast and stretches from planning for instruction, classroom teaching, assessment, modeling behaviour of students and acting as a role model to the society (Gunduz, 2016). The teacher is the source of authority that ensures that learners adhere to school rules and regulations. Teachers are also a source of motivation, inspiration, and encouragement to students to keep on with their academic work. They are surrogate parents entrusted with taking care of learners' welfare in the absence of their biological parents when in school (Kaur, 2019).

The success of any education system in imparting knowledge, skills and promoting learners' attitudes and behaviour depends on commitment of teachers to their professional roles. Commitment is defined as a high level of attachment to an organization (Andrew, 2017). It is a process through which people are willing to give their loyalty and energy to a particular social system. In the context of a school, teacher commitment is the emotional bond between the teacher and the school; attitudes, belief, motivation and behavioral intention towards work (Cheng, & Kadir, 2018). It therefore refers to a strong belief, goals and values towards the school, willingness to make efforts for its benefit and a strong desire to maintain membership in the institution. Commitment is not simply a human relation concept, rather it is about generating human energy and activating the human mind. It refers to the socio-psychological

bonding of an individual to a group or organization, its goals and values or to an occupation and profession.

It has been established that education systems with committed teachers succeed because the instructors always perform their roles well (Baker & Sharma, 2020). Committed teachers prepare quality schemes of work and lesson plans, organize teaching aids, are punctual and attend classes regularly (Estigoy & Sulasula., 2020). Committed teachers also teach effectively, they achieve this by establishing a good teacher-student relationship in accordance with professional values. This approach facilitates students' learning and development of positive behaviours.

Research has demonstrated that commitment to the teaching profession is central to the functioning of education systems (Bett et al., 2020). Commitment and engagement contribute significantly to teacher's work performance, absenteeism, burnout, and influence student achievement. However, studies have shown that quite a number of teachers are not committed to the profession (Bhaker & Sharmar, 2020; Demeke, 2018; Orimba, 2019). According to the European Union (2013), most of those in the teaching profession are not committed as the profession is facing many difficulties and is undergoing an identity crisis. The teaching profession is rarely the first choice profession, especially the younger generation and is also not the dream career, even for those who are already teachers (Firdaus et al., 2019).

Njoku (2011) established that teachers in Nigeria were not committed to their work. This was attributed to negative attitudes towards the profession, lack of recognition and poor remunerations among others. Achieng (2014) observed that the level of teachers' commitment to their jobs in Ndhiwa District was quite low. Kibe (2013) noted that commitment of secondary school teachers in Nakuru county was unsatisfactory as evidenced by lack of dedication to work and those who got alternative employment leaving the teaching profession. The low level of commitment to the teaching profession has also been noted among secondary school teachers in Njoro Sub- (Quality Assurance and Standards County Director [QASCD], 2019). This is evidenced by an increase in cases of unsatisfactory performance of duty, lack of sense of belonging and an increase in the number of experienced teachers resigning among secondary school teachers in the sub county (Teachers Service Commission County Director [TSCCD], 2020). The unsatisfactory level of commitment of teachers in Njoro is also reflected in performance of students in the Kenya Certificate of Secondary Education (KCSE). The KCSE mean grades of Njoro and those of two neighbouring sub counties are shown in Table 1.

**Table 1***Students' KCSE performance in Njoro Sub-County between 2017 and 2021*

| Sub county  | Year |      |      |      |      |      |
|-------------|------|------|------|------|------|------|
|             | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| Njoro       | 3.59 | 3.19 | 3.52 | 3.40 | 3.15 | 3.6  |
| Nakuru East | 3.55 | 3.88 | 4.28 | 4.03 | 3.95 | 4.9  |
| Molo        | 3.54 | 3.59 | 4.04 | 4.30 | 3.46 | 4.1  |

Source: Kenya National examination Council (KNEC)(2018, 2019, 2020, 2022)

Data in Table 1 shows that students' performance in the KCSE, as measured by their grades, for the years 2017 to 2021 ranged between 3.15 and 3.59 while those of the Molo and Nakuru East ranged from 3.54 to 4.30 and 3.55 to 4.28 respectively. These mean grades of Njoro were lowest and far below average, given that they were out of 12. This dismal performance could be due to unsatisfactory teachers' commitment to their professional roles.

Studies have shown that commitment to work is influenced by many factors. Orimba (2019) established that job satisfaction, morale and motivation were key determinants of commitment. Similarly, it has been proven that the more autonomy and responsibility a job has, the less repetitive and dull it is and the more committed a worker is (Firdaus, 2019). Availability of opportunities in the job market outside a company or organization has been found to negatively affect commitment since chances of finding a better or more satisfying job are fairly good (Demeke, 2018). Personal factors like age and educational level also influence how committed employees are to the workplace (Igella, 2014). Older employees tend to be more committed to the organization as they tend to be more interested in the overall well-being of a company and are more dedicated compared to younger workers. Zufriah (2019) noted that promotional opportunities, pay raises and chances for cross-training and advancement all promote commitment. Organizations with fewer opportunities for promotion, advancement, and education tend to have higher turnover and less satisfied and committed employees.

Working conditions have also been cited as one of the factors that significantly affect commitment to work (Jomuad et al., 2021; Mohamed & Nkomo, 2023; Ndambu, 2021). Working conditions refer to the work environment and employees' terms and conditions of employment (Keogon & Okere, 2021). They cover organization of work and its activities; training, skills and employability; health, safety and well-being; and working time and work-life balance (Joram et al., 2018). Working conditions are either physical or psychosocial (Mohamed & Nkomo (2023). The physical environment encompasses the materials and

surroundings that the worker is exposed to at the workplace. The psychosocial environment is defined as non-material psychological and social processes occurring at the workplace or which the worker is exposed to (Keogon & Okere, 2021). Working conditions in school systems are defined by classrooms, physical and instructional facilities, organization and allocation of duties, leadership, social relationships between teachers, students and local communities (Alyaha & Mbogo, 2017).

Working conditions have been associated with employee commitment by several scholars. Sims (2017) identified working conditions in schools as one of the reasons for high turnover and low commitment of teachers in England. Okoye et al. (2018) study conducted in Nigeria noted that working conditions antecedes like discipline, promotion and job security enhanced work commitment and performance. A study by Mading (2015) in Southern Sudan established that teacher attrition, retention and commitment to the profession were significantly influenced by the interplay of practices, processes and factors at the workplace such as school culture and work organization. Adhiambo (2012) in a study conducted in Kayole division, Nairobi province noted that 32 percent of the teachers were not satisfied with their job and commitment to their work.

Working conditions antecedes like availability of instructional materials, workload and principals' supervision of instruction, which were the focus of this study, have also been associated with teachers' work commitment (Kiptum, 2016; Nyakan, 2018; Owusu-Addo et al., 2022).

Instructional materials refer to resources for teaching such as textbooks, guide books, teaching aids and technology (Lyimo et al., 2017). Instructional facilities are very important in teaching and learning as they make the processes pleasant and offer experiences which stimulates self-activity and imagination on the part of the student. Teachers therefore require these materials to prepare lessons and deliver content effectively. Teachers tend to be more committed and perform their duties more effectively when these facilities are made available (Joram et al, 2018). Despite the importance of instructional materials, their provision is a challenge in most schools. Often, teachers in such schools cannot prepare for instruction adequately. As a result, they are frustrated, not committed, and some of them even abandon the profession.

Workload has been defined as the total of all activities that use employees' time when performing their professional roles (Zydzianaite et al., 2020). In educational institutions, it constitutes the level of engagement each teacher faces in schools and involves activities such as planning and organizing instruction, content delivery and assessment, preparation of



records, performance of assigned administrative tasks, and professional development activities. The number of lessons assigned to a teacher per week is also one of the indicators of workload. Mohamed and Nkomo (2023) noted that heavy workload demoralized and demotivated teachers as they do not have time to prepare well to deliver content. It also disrupted their personal lives as they are left with less energy to socialize with colleagues and attend to their personnel needs. Ndambo et al. (2021) observed that too much work resulted to exhaustion and low morale, these adversely affected teachers' commitment and productivity. However, Orji and Enyiamaka (2017) noted that heavy workload was a significant determinant of commitment since the higher it was, the more commitment to work teachers were, as chances of being declared redundant at the work place was reduced.

Supervision in schools refers to administrative coordination of teaching for effectiveness (Muasa, 2022). It has two main dimensions: general supervision which is concerned with activities that take place outside the classroom and instructional supervision which is designed to improve teachers' classroom performance. Supervision of instruction is the process of checking, by the school principal, what teachers are teaching and students are learning in order to acquire knowledge, skills, attitudes and values, which are the goals of education (Sapal et al., 2023). Supervision of instruction entails checking what is taking place in classroom, whether teachers are teaching properly, motivating and guiding learners among others (Reynolds et al., 2014).

Hartati and Purba (2022) established that principals' supervision had a positive effect on organizational commitment. This was attributed to the fact that effective supervision enhances planning and organization of teaching-learning process, management of institutions, and creation of a conducive work climate. Owusu-Addo et al. (2022) noted that principals' instructional supervisory practices such as class visits, organizing regular assessments, overseeing content delivery influenced students' academic performance in KCSE, which in turn motivated and enhanced teachers' commitment. Even though the foregoing studies show that working conditions is linked to work commitment, it may not lead to teachers' commitment to their professional roles if the influences of these factors are perceived negatively (Keogon & Okere, 2021).

Perception is an intellectual process of transforming sensory stimuli into meaningful information (Elnaga, 2012). It involves interpreting something that is seen or heard and using it later to judge and give a verdict on a situation, person or group (Firstian, 2022). Perception has been found to affect behaviour since people behave according to how they view things, events and processes (Cherry, 2023). For example, if employees' believe that a supervisor is

overbearing, their interactions with him/her will reflect this. Perceptions affect teachers' commitment because it informs their attitudes towards work, affect implementation of curricula and performance of responsibilities assignment to them by school administrators (Mwesiga & Okendo, 2018).

Teachers commitment to their professional roles in Njoro sub county have been low as evidenced by lack of sense of belonging, resignation of qualified and experienced teachers, unsatisfactory performance of duty leading to poor performance of students in KCSE examinations (KNEC, 2018, 2020; Njoro Sub county Director of Education, 2021). This could be due to teachers' perceptions on influence working conditions on their commitment to work. This study examined teachers' perceptions on the influence of selected working conditions on commitment to their professional roles in public secondary schools in Njoro sub-county, Kenya. The working conditions were availability of instructional materials, workload and supervision of instruction. There was need for this study because there is limited literature on teachers' perceptions on the influence of selected working conditions on commitment to their professional roles in public secondary schools in Njoro sub-county.

## **1.2 Statement of the Problem**

Teacher's commitment to their professional roles is important not only because it influences teaching and learning processes, but is closely associated with their career progression, students' attitudes towards learning, achievement in examinations and behaviour. Teachers' commitment to their professional roles in Njoro Sub-County has generally been low over the years as evidenced by lack of a sense of belonging, increase in the number of experienced teachers resigning and unsatisfactory performance of duty. The low commitment has been of concern to education stakeholders in the Sub-County as it affects performance of teachers as curriculum implementers, quality of education and students' achievement. The unsatisfactory commitment to the teaching profession observed in Njoro sub-county could perhaps be due to the working conditions. Working conditions such as availability of instructional materials, workload, and supervision of instruction have been cited as factors which influence commitment. Teachers' perceptions on the influence of these factors have also been associated with commitment. Perceptions influence commitment because it is based on past knowledge and experiences, and informs behaviour. This study examined teachers' perception on the influence of availability of instructional materials, workload and principals supervision of instruction on commitment to their profession in Njoro Sub-County, Kenya. Even though studies have been conducted on work commitment, there was limited literature

that linked it to working conditions antecedes like availability of instructional materials, workload and supervision of instruction in public secondary schools in Njoro Sub-County.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate teachers' perception on the influence of selected working conditions on commitment to their professional roles. The working conditions antecede examined were availability of instructional materials, workload and supervision of instruction.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i) To determine teachers' perceptions on the influence of adequacy of instructional materials on commitment to their professional roles in public secondary schools in Njoro Sub-County, Kenya.
- ii) To examine teachers' perception on the influence of workload on commitment to their professional roles in public secondary schools in Njoro Sub-County, Kenya.
- iii) To determine teachers' perception on the influence of supervision of instructions by principals on commitment to their professional roles in public secondary schools in Njoro Sub-County, Kenya.

### **1.5 Research questions**

The study answered the following research questions:

- i) What are teachers' perceptions on the influence of adequacy of instructional materials on commitment to their professional roles?
- ii) What are teachers' perceptions on the influence of workload on commitment to their professional roles?
- iii) What are teachers' perceptions on the influence of supervision of instructions by principals on commitment to their professional roles?

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

This inquiry examined teachers' perceptions on the influence of selected working conditions on commitment to their professional roles. The findings of the study may provide principals, school managers and education stakeholders with a better insight of the influence of adequacy of instructional materials, work load and supervision of instruction on commitment from the teachers' perspective. These findings may assist school administrators and education

policy makers in reviewing related policies and coming up with strategies for enhancing teachers' commitment. The findings are also expected to bridge the gap in literature that relates working conditions and commitment. The results may further serve as secondary data for future researches on working conditions and teachers' commitment to their work.

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

This study was conducted in 47 public secondary schools in Njoro Sub-County, Kenya. It investigated teachers' perception on the influence of selected working conditions on commitment to their professional roles. The selected working conditions were; adequacy of instructional materials, workload and supervision of instruction. The study involved only public secondary schools, which were chosen because of similarities in the working conditions and terms of employment.

### **1.8 Limitations of the Study**

Two limitations were encountered during the study. The first was reluctance of some of the respondents to give information which they considered confidential or out of fear of being victimized, despite the assurance of confidentiality. Secondly, the study was carried out in Njoro sub county and involved only public schools, generalization to other sub counties in Kenya should done with caution. The caution is deemed necessary because each sub county has a unique social-economic setting, which is a correlate of perceptions.

### **1.9 Assumptions of the Study**

The following assumptions were made during the study:

- i) All the schools that participated in the study were managed according to the guidelines provided by the government.
- ii) The respondents were truthful and honest when providing the requested data.

### 1.10 Definition of Terms

The operational definitions of terms used within the context of this study are presented below:

**Commitment:** The term has been defined as a high level of attachment to an organization and is a process through which people give their loyalty and energy to a particular social system (Keogon & Okere, 2021). In this study, it refers to teachers' attitudes, beliefs and actions with regard to performance of their professional roles.

**Instructional materials:** Facilities used by curriculum implementers to deliver content to learners such as; textbooks, chalk, exercise books, audio-visual aids, guidebooks and reference materials. In this study it refers to textbooks, guide books, reference materials, teaching aids, journals, laboratory equipment and reagents, writing material, computers and projectors (Gawade, 2021). This definition was applied in this study

**Professional role:** A professional is anyone who possesses expertise and knowledge in a given area and makes a living out of it. Professional roles are the duties and responsibilities of the expert (Igella, 2014). In this study, it refers to teachers' duties and responsibilities as facilitators of learning in schools.

**Perception:** It is defined as the process of recognizing, organizing and interpreting sensory information based on knowledge and past experiences, and is informed by signals generated from the environment through sight, hearing, touch, smell and taste (Firstian, 2022). It was operationalized in this study as opinion or views of teachers on influence of adequacy of instructional materials, work load and supervision of instruction on commitment to their professional roles, and was categorised as positive, neutral and negative.

**Supervision:** Is the act of overseeing a person or group of people to ensure they have performed some specified duties and responsibilities (Onuma, 2016). In this study, it means principal overseeing teachers implementation of the curriculum through planning for instruction, content delivery and student assessment and performance other responsibilities assigned to them by school administrators.

**Working conditions:** Refer to the environment in which one works (Cheng & Kadir, 2018). In this study, it means the conditions in a school with regard to availability of instructional materials, teachers' workload and principals' supervision of instruction.

**Workload:** Means the amount of work to be done by someone or the intensity of job assignments (Ladd, 2011). In this study, it refers to the number of lessons assigned to a teacher per week and other administrative responsibilities within the school system allocated to her/him.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature related to the study objectives. McMilan and Schumacher (2010) contend that literature review is important because it sharpens and deepens the theoretical foundation of research and links existing knowledge and the research problem. The chapter examines the role of the teachers in education and their commitment to the profession. It then discusses factors that influence commitment, with focus on working conditions. The chapter further examines the link between selected working conditions and commitment. The working conditions in schools examined were availability of instructional materials, workload and principals supervision of instruction. The last three sections of the chapter present perceptions and work commitment, the theoretical and conceptual frameworks of the study.

#### **2.2 Role of Teachers in Education**

Teachers are an important group of professionals because they facilitate learners acquisition of knowledge and skills and prepare them to take up their roles in national development (United Nations, 2015). Teachers are key to the success of education systems because they work with students to implement curricula and accomplish educational goals (Mwesiga & Okendo, 2018). The role of a teacher is vast and stretches from classroom teaching, examination processing, instructional materials preparation, and evaluation, modeling behaviour of students and acting as a role model to society (Kaur, 2019).

In a school setting, the teacher is the source of authority that ensures that learners adhere to school rules and regulations. By ensuring that students are disciplined, the teacher is a modifier of learners' behaviour and agent of change. As an instructor and group leader, the teacher is the custodian of knowledge and is entrusted with guiding, directing learners and organizing classroom activities thus ensuring they are done well (Makovec, 2018). A teacher is a source of motivation, inspiration, and encouragement to students to put more effort in their academic work. He/she is a surrogate parent entrusted with taking care of learners' welfare in absence of their biological parents when they are in school (Ni, 2017).

Teachers also evaluate the curriculum since it is an integral part of the teaching and learning process (T sujino, 2016). The evaluation of learners is done through tests, which assist curriculum implementers to assess the impact and outcome of education programmes. Evaluation enables teachers to judge whether teaching is done in the right manner and whether

the learning materials are adequate or not. The assessment also assists teachers to develop strategies that align the curriculum to address the individual learning needs of students (Gunduz, 2016).

In Kenya, teachers are recruited, appointed, deployed and promoted by Teachers Service Commission (Wango, 2009). The main responsibility of teachers upon appointment is implementation of curricula in their subject areas. According to Government of Kenya (1987), the duties of a class teacher are: maintaining class attendance register and supervising the cleanliness and organization of the class; advising, assisting and dealing with welfare of the students in his/her class and presenting grievances expressed by his/ her students to the head teacher. Other duties of a class teacher are: informing the class of any timetable changes; issuing text and exercise books; ensuring that the report forms are accurate and complete before they are submitted to the head teacher; and assisting in the preparation of school leaving certificates, testimonials or letters of recommendations.

A teacher can be assigned duties of a Head of Department (HOD) by the school principal. The HODs are in charge of departments and their roles include; coordinating departmental activities; ensuring content delivery in various subjects; facilitating continuous briefs to the head teacher on major activities, issues and concerns in the department and to provide consultation to staff in the department (Wango, 2009). Other roles of HOD as outlined by Government of Kenya, GOK (1987) include: Organization of the department and holding regular departmental meetings and developing teaching strategies; Organize the setting, moderating and marking of school examinations in the department; Keeping minutes of meetings; Oversee the implementation of decisions made at departmental meetings and other senior staff meetings; The HOD is also responsible for the maintenance of all records pertaining to assessment of students' work, instruction and supervision within the department.

### **2.3 Commitment of Teachers to their Professionals Roles**

People engage in the teaching profession because it is a means of making money for a livelihood and is also considered as a social service for national development (Bett et al., 2020; UNESCO, 2009). The profession therefore demands that teachers should be committed to their work since it enhances effective teaching and achievement of educational goals. Commitment is defined as a high level of attachment to an organization and is a process through which people give their loyalty and energy to a particular social system (Bhaker & Sharmar, 2020). Demeke (2018) refers to it as one's attitudes, beliefs and behavioral intentions towards work. Employees' commitment to work is key to the success of an organization in today's business world because it enhances productivity, loyalty and reduces labour turnover (Paille et al.,

2011). Keogon and Okere (2021) assert that teachers' commitment is closely connected to performance and their ability to innovate and integrate new ideas at the workplace. They further assert that it influences students' achievement and attitudes towards school. Commitment in its simplest form can thus be defined as the settings, situations, conditions, and circumstances under which people work. It is affected by many factors that include; physical conditions, interpersonal relationships, facilities, institutional culture, management styles, hierarchies and human resource policies. Committed teachers are caring, dedicated and take their job seriously while those who are not committed put their interest first (Nias, 2009).

Commitment is a feeling of loyalty and oneness that an employee feels towards the organization (Estigoy & Sulasula, 2020). It is normally based on personal experiences with regard to the organization's policies and procedures and relationship among employees. Teachers commitment has been found to be a critical predictor of teachers work performance, absenteeism, burn out and turn over, it also influences students' achievement and attitudes towards school (Mwesiga & Okendo, 2018). UNESCO (2009) noted that teachers with high levels of commitment demonstrated stronger affiliation to their schools and desires to teach than their counterparts with low levels of commitment. According to Firstian (2022), high levels of commitment lead to increased motivation, tenure, work performance and productivity, diligently coming to work regularly, reduced absenteeism and low turnover. However, low commitment tends to increase absenteeism, turnover, and negative behaviors and attitudes towards teaching. The negative behaviours include: being late for work, not working at all, lying, and stealing among others. More importantly, students of highly committed teachers are more likely to learn and develop a positive attitude towards school than those whose teachers have low levels of commitment.

Committed teachers play a key role in promotion of education because they take their responsibilities serious given that they are cognizant of the fact that it involves equipping learners with knowledge and skills, preparing and guiding them to be good citizens that contribute positively to society (Payeni, 2020). Teachers who are committed inspire their students, are able to clarify the core values and ideas about education, teach effectively and achieve set educational goals (Fried, 2010). Committed teachers help students to inquire, explore, examine, question, reason and solve problems. According to Andrew (2017), the quality of education is heavily dependent on the quality of staff and their commitment. Teacher commitment is thus a significant contributor to a school's performance and achievement of its educational goals.



Studies done on teachers' commitment to their professional roles globally have yielded contradicting results as evidenced by literature emerging from the Asia, Africa and Kenya among others (Achieng, 2014; Keogon & Okere, 2021; Masoom, 2021). A study conducted by Estigoy and Sulasula (2020) in the Philippines revealed that teachers' commitment to their work was unsatisfactory, with a mean below 3.00 based on a 5 points rating scale. The study further revealed that those in public institutions recorded lower levels of commitment than their counterparts in private ones. Ahmed and Iqbal (2017) noted that almost half of the new teachers left the profession in the first five years in Pakistan. This was partly attributed to their lack of commitment to the teaching profession. Mweisiga and Okendo's (2018) study conducted among teachers in public secondary schools in Kagera Region, Tanzania indicated a high level of commitment in performance of professional responsibilities. Similarly, the overall rating of teachers' commitment in public secondary schools in Trans-Nzoia, Kenya, yielded a mean of 3.67 out of 5, indicating that they were committed (Bett et al., 2020). Reports from Njoro sub county, Kenya, show that teachers' commitment to their professional roles has relatively been low over the years (QASCD, 2019). This is evidenced by an increase in the number of experienced teachers resigning, unsatisfactory performance of duty and large number of teachers requesting for transfers. The foregoing literature shows that some teachers are committed to their professional roles while others are not. Given the contradictions in literature, there was need for a study if solutions to commitment challenges in Njoro were to be found,

#### **2.4 Factors that influence Teachers' Commitment to their Professional Roles**

Extant literature reveals that there are many factors that influence commitment (Demeke, 2018; Keogon & Okere, 2021; Orimba, 2019). Bhaker and Sharmar (2020) have cited job security, a stable salary and generous leaves as antecedes of work commitment. Firstian (2022) noted that workers attitudes towards work was a significant predictor of commitment, since negative ones make employees not be responsible to their work and organization. Employees' commitment to an organization is also influenced by age, job security and marital status (Zufriah, 2019). The aged and married tend to be more committed than the young and single ones. Other factors cited as correlates of commitment are remunerations and organization culture (Khomaed et al., 2019).

In the context of teaching, commitment is influenced by a variety of factors, which include attitudes towards work, motivation, job security and remunerations (Onuma, 2016). Mwesiga, and Okendo (2018) identified training, seminars, workshops and professional

development, involvement in school decision making, effective communication, salaries, and absence of government interference in the teaching profession as determinants of commitment. Cheng and Kadir (2018) established that work conditions were a major factor that influences employee's sense of well-being and commitment.

## **2.5 School Working Conditions and Teachers Commitment to their Professional Roles**

Studies show that characteristics of the workplace are among the main factors that influences employee's sense of well-being, commitment toward an organization and performance (Gawada, 2020; Ohide & Mbogo, 2016). Payeni (2020) found that there exists a strong positive relationship between the environment, as defined by the physical and social conditions, and employee commitment. Working conditions is defined by working hours, job security, relationship with colleagues, esteem needs and leadership (Cheng & Kadir, 2018). They encompass working hour, job safety and security, relationship with colleagues, esteem needs and administration in the school. Conducive working conditions have been found to promote a sense of ownership among employees and reduce dissatisfaction among them (Khomaedy et al., 2019)

Work conditions in a school setting include student support; affiliations; professional interest; staff freedom; participatory decision making; innovation; resource adequacy; and work pressure (Ni, 2017). Keogon and Okere (2021) noted that poor working conditions such as lack of teaching-learning resources and heavy workloads impact negatively on the quality of teaching and learning, and dedication to duty. From the foregoing observations, it can be said that dimensions of working conditions such as availability of instructional materials, workload, and supervision of instruction influence commitment.

### **2.5.1 Instructional Materials and Teachers Commitment to their Professional**

Instructional materials are powerful tools for presenting concepts during the teaching process because they enhance learners' ability to internalize what is taught (Kitavi, 2018). Instructional resources refer to teaching materials such as stationary, textbooks, guide books, teaching aids and technology (Lyimo et al., 2017). They are considered as basic requirements in a class setting for teachers to prepare lessons and deliver content effectively. Orji and Enyiamaka (2017) contend that teachers tend to perform effectively when facilities that aid instruction are made available. Where such facilities are grossly inadequate, teachers are frustrated, and their level of dedication and commitment significantly declines.

Studies have linked availability of instructional resources to teacher commitment and performance (Bett et al. 2019; Keogon & Okere, 2021). These studies indicated that lack of

instructional materials, make it difficult for teachers to prepare their lessons and deliver content to students. The studies noted that even experienced teachers struggle when faced with poor physical facilities and lack of instructional resources. According to Cheng and Kadir (2018), teachers are less committed when they lack instructional facilities since such inadequacies lead to frustration and dissatisfaction, as they cannot perform their duties wholeheartedly. Mueni (2019) contends that availability and quality of instructional materials like textbooks, stationeries, and teaching aids enhance commitment of teachers since they make the teaching process easy, enjoyable and motivating as they are able to achieve set objectives. On the contrary, congested classrooms, limited physical facilities, poor lighting and ventilation, lack of instructional materials negatively impact on the quality of teaching and learning. These inadequacies lead to frustrations and dissatisfaction.

Thomas and Martin (2015) argue that the availability of instructional materials provides means by which a teacher transforms children's education. Availability of learning facilities makes it easier for the teacher to present content to the learners and enhance their performance in examinations. According to Hartati and Purba (2022) good performance in examinations motivates teachers, since people generally like associating with success. This in turn enhances their job satisfaction and commitment. Ni (2017) noted that the availability of teaching-learning resources provided teachers with platforms for conveying information since they motivate learners to learn more. Teaching and learning resources assist teachers to overcome physical difficulties that could hindered effective presentation of a given topic. This enhances commitment since availability of these materials makes the instruction process less stressful and enjoyable.

A study conducted by Nyongesa and Lumuli (2009) in public secondary schools in Bungoma district on resources observed that teaching and learning resources in half (50%) of the schools were inadequate, as they accommodated more than the recommended number of students. This exerted a lot of pressure on teachers, which lead to frustrations and reduced dedication to duty.

Studies (Bett et al., 2019; Cheng & Kadir, 2018; Hartati & Purba, 2022) in the previous paragraph have demonstrated that availability of instructional materials is a key determinant of teachers' commitment. Availability of instructional materials has been associated with commitment because they make the teaching process easy to plan and implement, less stressful and enjoyable. Even though studies have been conducted on instructional materials and teachers' commitment, they were not conducted in public secondary schools in Njoro Sub County. Filling this gap justifies the current study.

### **2.5.2 Workload and Teachers Commitment**

The teaching profession involves being subjected to various job demands that often underpin a perception of a heavy workload (Jomuad et al., 2021). This is because, besides instruction, the profession entails performing other duties such as attending meetings, paperwork, and being subjected to constant reforms and changes in the profession that demand re-organization of work and tasks. The term workload refers to all activities that use employees' time when performing their professional responsibilities (Zydzionaite et al., 2020). In a school setting, it constitutes the level of engagement each teacher faces in the schools. These engagements include planning and organizing for instruction, content delivery and assessment, preparation of records, performance of assigned administrative tasks and professional development activities (Mohammed & Nkomo, 2023). Workload in schools is usually measured by the number of lessons allocated to a teacher per week and students-teacher ratio. The ratio reflects the number of students a teacher handles during a lesson (Ndambo et al., 2021)). Low student-teacher ratio means that a teacher would be handling few students while a high ratio implies that a teacher's work load would be high since he/she will be handling many students at a time.

The link between workload and teachers commitment to their profession has been investigated by several scholars. Ni (2017) observed that workload was negatively related to commitment and explained a statistically significant variance in the outcome. The study concluded that reducing workload was an effective way of promoting teacher commitment. Ingersoll and Perda (2008) noted that large class sizes, shortage of teachers and heavy workload exhausted teachers physically and emotionally, subsequently, this diminished their enthusiasm and commitment to teach. Mohamed and Nkomo's (2023) study in Somalia indicated that heavy workload demoralized and demotivated teachers as they did not have time to prepare well to deliver content, In addition, it interfered with their personal lives as they are left with less energy to socialize with colleagues and attend to their personnel needs.

Ndambo et al. (2021) contend that too much work may result to low morale, which can adversely affect teachers' commitment and productivity. Jomuad et al. (2021) study found that workload was a key factor that determined an employee's work commitment. The study noted the higher the workload, the more committed the teachers were, since it reduced chances of being declared redundant. Even though workload is a significant determinant of commitment, it is important to note that there are other factors that affect it. Mwesiga and Okenda (2018) identified inadequacies in training and professional development, ineffective involvement in school decision making, ineffective communication, incompetent head of schools, low

salaries, lack of motivation, job security, and government interference in the teaching profession as challenges. This means that addressing heavy workload issues may not lead to enhanced commitment.

Heavy workload with no corresponding equity in salary, as well as lack of appreciation for the extra effort impacts negatively on teachers' commitment (Thomas & Martin, 2015). Given that reports by TSCCD (2020) reveal that the students-teachers in public secondary schools in Njoro sub-county was high, there is a possibility that they were over worked. It is possible that the teachers' commitment to work was affected by the heavy workloads as revealed by the foregoing literature. Even though the reviewed literature is rich in commitment and workload, there was hardly any that focused on public secondary schools in Njoro, hence the need for this study.

### **2.5.3 Supervision of Instruction and Commitment of Teachers**

Supervision of instruction is one of the most critical functions of school principals as it enhances teaching practices that contribute to improved student learning (Sapal et al., 2023). Supervision has been defined as the administrative coordination of instruction in schools for effective teaching-learning (Okumbe, 2013). It is the process of checking what teachers are teaching and what students are learning. Supervision of instruction entails checking whether teachers are teaching properly, guiding and motivating learners (Reynolds et al., 2014). According to Sharma et al. (2011), supervision takes two main dimensions: general supervision which focuses on activities that take place outside the classroom and instructional supervision which is designed to improve teachers' classroom performance.

The main aim of instructional supervision is to improve students and schools performance by helping teachers to effectively deliver content (Ampofo et al., 2019). Given that principals are the managers of all that takes place in schools, it is their mandate to ensure that strategies are put in place to support effective teaching and learning in those institutions (Naomi et al., 2016). This is ensured through regular visits to classes and interactions with teachers and students. During the interactions, principals check whether teachers perform their instructional roles of planning and organizing, deliver content effectively and assess students regularly (Muasa, 2022). Other areas of interest during supervision of instruction are, whether students are punctual, attend class regularly, proper utilization of instructional time, relations between teachers-teachers and students-teachers. Supervisory of instruction helps teachers to get support from school administrators they need and evaluate the strengths and weaknesses of teaching methodologies they use.

The aim of supervision of instruction is to promote teaching and learning in schools as lack of it could result into inadequate preparation by teachers leading to frustration and lack of commitment. A study conducted by Hartati and Purba (2022) established that principals' supervision had a positive effect on organizational commitment. They attributed this finding to the fact that effective supervision enhances planning and organization of teaching, management of institutions, and creation of a conducive work climate. Sapal et al. (2023) noted that effective instructional supervision significantly influences teachers' teaching competencies, innovation, ethics and commitment to the school and profession.

A study by Orji and Enyiamaka (2017) established that teachers' commitment was enhanced when principals adopted democratic leadership during supervision. The study noted that the level of work commitment in schools was high when principals communicated with their teaching staff regularly and allowed them to participate in decision making processes. A study conducted in Nigeria by Kaegon and Okere (2021) noted that teachers were more dedicated to work when they perceived that their jobs were secure and communication between them and principals was open. Muasa (2022) observed that principals' instructional supervisory practices such as class visits, organizing regular assessments, and overseeing content delivery influenced students' academic performance in KCSE, which in turn motivated and enhanced teachers' commitment. The studies reviewed confirm that supervision of instruction is associated with commitment, however, they were not conducted in secondary schools in Njoro sub county. Filling this gap was partly what motivated this study.

## **2.6 Perceptions and Commitment to Professional Roles**

Perceptions is among factors that have been associated with commitment to work (Kiarie, 2016; Masoom, 2021). Elnaga (2012) contends that perception affects commitment because it impacts on a person's view of work and its environment. Perception has been defined as the cognitive process by which an individual selects, organizes and gives meaning to environmental stimuli (Cherry, 2023). It is concerned with recognition and understanding of events, objects, and stimuli through the use of senses such as sight, hearing, touch, and smell (Ntwiga & Wanyonyi, 2020). Through perception individuals attempt to make sense of their environment, objects, people, and events in it, each person giving his/her meaning to stimuli. Perception is influenced by many factors, among these are needs, suitability, feeling, thinking ability, experiences, and knowledge (Longmuir et al., 2022). It means that if there is change in one of these factors, then one's perception is likely to change as well.

Firstiani (2022) contends that perception influences behaviour since people act according to how they view things, events and processes. Behaviour is the way people act in a given situation, and is highly correlated to their perception. Elnaga (2012) noted that perceptions affected worker's commitment in Saudi Arabia because it impacted on a person's view of the work and its environment. A study by Ladd (2009) in universities in the United States of America established that leadership and perceived working conditions with regard to facilities and resources, empowerment, professional development, mentoring, and time emerged as significant predictors of teachers' intentions to remain in or leave the institution. Mwesiga and Okendo (2018) in Tanzania noted that teachers' commitment was influenced by their perceptions since it affects their attitudes towards work, implementation of curricula and performance of responsibilities assigned to them by school administrators.

Perception refers to the cognitive process by which an individual selects, organizes and gives meaning to environmental stimuli (Kiarie, 2016). It has been cited in the foregoing discussions as a predictor of commitment to work. Barno et al. (2021) assertion that perception affects commitment because it shapes teachers' attachment to the profession, views on students and colleagues, and interactions with them. Even though literature is rich in topics on perceptions and commitment, the results of these studies were not applicable to secondary schools in Njoro Sub County where this study was conducted. This is so because the studies were conducted in foreign countries, universities or involved civil servants. The results thus could not be useful in addressing teachers' commitment to professional roles issues observed in Njoro Sub County.

## **2.7 Theoretical Framework**

This study was guided by Herzberg's Two Factor Theory which postulates that motivation comprises of maintenance and motivational factors. Herzberg (1966) called the maintenance factors dissatisfiers and motivational factors satisfiers. These factors do not in themselves promote job satisfaction, but serve primarily to prevent job dissatisfaction. Examples of dissatisfiers are salary, type of supervision, working condition and administration policies. Satisfiers include achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development. Herzberg found that motivational factors enhance job satisfaction leading to commitment and improved performance. On the other hand, presence of dissatisfiers lead to dissatisfaction. Herzberg called these factors hygiene factors as they describe the employee's relationship to context or work environment. Herzberg's theory is deemed appropriate for the study because it recognizes the work environment as a motivator of employees and its influence on employee job satisfaction and

commitment. This study examined teachers' perceived influence of selected working conditions, namely; instructional materials, workload and principals' supervision of instruction on performance of their professional roles.

## 2.8 Conceptual Framework

The conceptual framework of this study was grounded on Herzberg's two factor theory which postulates that motivational factors enhance job satisfaction leading to commitment and improved performance. It depicts the interactions between the independent, intervening and dependent variables of the study. The interaction between the study variables is depicted in Figure 1.

**Figure 1**

*A conceptual Framework showing the relationship between Working Conditions and Commitment of Teachers*

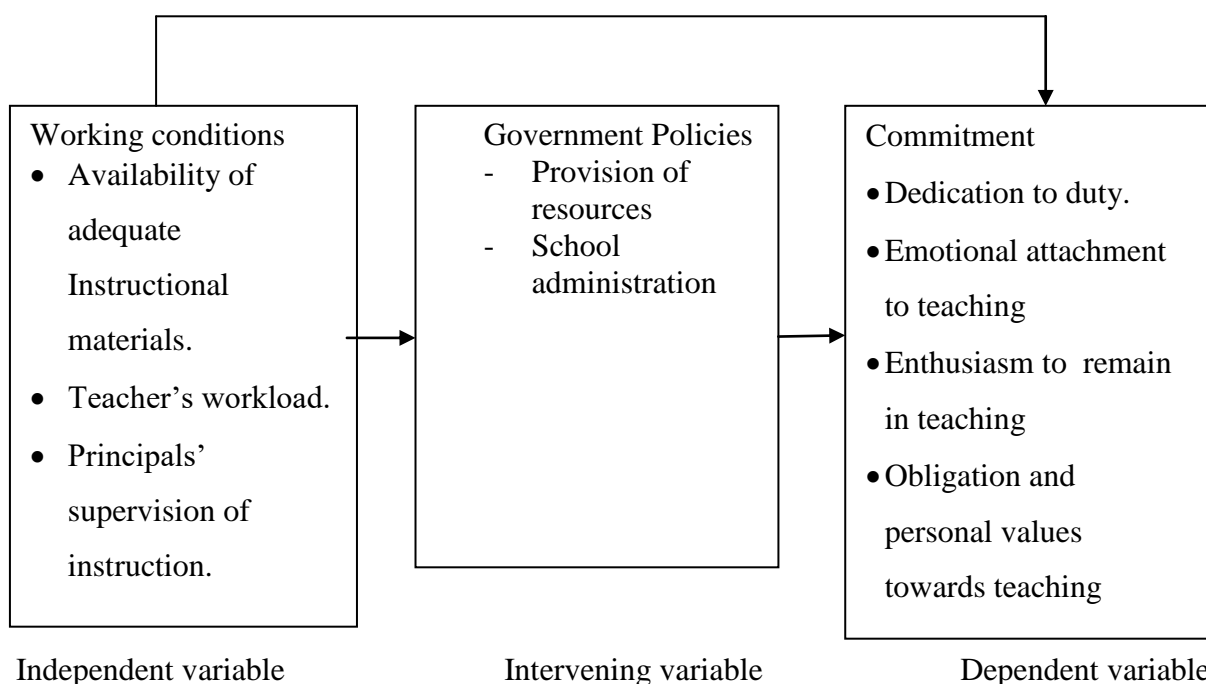


Figure 1 shows that working conditions is the independent variable while teachers' commitment to their professional roles is the dependent variable. The independent variable is expressed in terms of its three dimensions namely; availability of instructional materials, teachers' workload and supervision of instruction. The dependent variable is expressed in terms of indicators such as; dedication to duty, emotional attachment to teaching, enthusiasm to remain in teaching, obligation and personal values towards teaching. An intervening variable; government policies was between the independent and dependent variables. The



effects of the intervening variable on the relationship between the dependent and independent variables were minimized through sampling. This entailed involving only public secondary schools that were similar with regard to human resources, equipped and managed as per government policy guidelines in the study. These similarities in school characteristics minimized the effects of the intervening variables.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents the methodology that was adopted during the study. It describes the research design, location, target population, sampling procedure and sample size and instrumentation. It also describes data collection and analysis, and ethical considerations.

#### 3.2 Research Design

This study adopted the descriptive survey research design. The design entails collecting data from a population or a sample and describing the "who," "when," "where," and "how" of a situation, phenomenon, service, opinions, habits or attitudes (Aggarwal & Ranganathan 2019). It involves collecting data at one point in time without manipulation of variables (Grinnel, 2016). The design was deemed appropriate because the purpose of the study was to investigate teachers' perceptions on the influence of selected school characteristics on commitment to their professional roles. The investigation entailed describing teachers' perceptions and did not involve any manipulation of variables.

#### 3.3 Location of Study

The study was conducted in Njoro Sub-County, in Nakuru county of Kenya. The sub-county is situated on the western part of the Rift Valley region. It borders Nakuru West sub-county to the east, Rongai to the west, Molo to the south and Kuresoi to the north (Kenya Open Data, 2014). The sub county covers an area of 713.30 square kilometers and is located on latitude - 0.3290 and longitude 35, 9440 (County Government of Nakuru, 2021). The main economic activities in the sub-county are vegetable, wheat and barley farming. The sub-county has also some light industries such as timber milling and quarrying. The location was chosen because of the unsatisfactory commitment of teachers to their professional roles in Njoro. This is evidenced by the increased cases of unsatisfactory performance of duty, experienced teachers resigning, low level of attachment to schools , absenteeism and burnout that have been reported in the sub county in the recent years (QASCD, 2019).

#### 3.4 Population of the Study

A target population of a research comprises all the elements (individuals, subjects, animals, things) that are likely to be affected by the outcome of an investigation in a given

environment (Asiamah et al., 2017). The target population of this study comprised of all the 515 teachers in the 47 public secondary schools who are employees of the TSC and school Boards of Management located in 5 divisions (Njoro Central, Kihingo, Lare, Mau Narok and Mauche) of Njoro sub-county (QASCD, 2019). The accessible population was 453 teachers who were employees of the TSC. Teachers were selected because they are curricula implementers and best placed to provide data on availability of instructional materials, their workload and principals' supervision of instruction. The TSC employed teachers were chosen because they serve under similar terms of service. The distribution of the accessible population by division is given in Table 2.

**Table 2**

*Distribution of Accessible population of Teachers in Njoro Sub-County by Division*

| Division      | Number of schools | Number of Teachers |
|---------------|-------------------|--------------------|
| Njoro central | 12                | 112                |
| Kihingo       | 10                | 108                |
| Lare          | 10                | 90                 |
| Mau Narok     | 8                 | 79                 |
| Mauche        | 7                 | 64                 |
| Total         | 47                | 453                |

Source: QASCD (2019)

### **3.5 Sampling Procedure and Sample size**

It is usually not possible in most researchers to engage all members of the population because of logistical reasons, thus the need for sampling (Dawadi et al., 2021). Sampling is the process of selecting an appropriate number of subjects from a defined population in such a manner that all the characteristics of it are represented by the sample (Chaudhuri & Dutta, 2018). The census method (involving all) was used to include all 47 public schools in the study. The number of participants who took part in the study was determined using the recommendations of Mohajan (2020) who proposed a sample size of between 10% and 30% of the population. The scholar recommends a sample of 10% for a large population and 30% for a small one. The population (453) of this study was considered small, consequently, 30% of it constituted the sample size of the teachers. This gave a sample size of 136 teachers. The number of participants who took part in the actual study was increased by 10 percent to 150 to cater for dropouts and non-responsive subjects as recommended by Chaudhuri and Tathagata

(2018). After determining the sample size, proportionate sampling procedures were utilized to determine the number of teachers from the five divisions which were involved in the study. Lastly, simple random sampling was then used at the school level to select the participants. The distribution of the sample size by division is shown in Table 3.

**Table 3**

*Distribution of the Study Sample Size by Division*

| Division      | Number of schools | Sample |
|---------------|-------------------|--------|
| Njoro central | 12                | 39     |
| Kihingo       | 10                | 33     |
| Lare          | 10                | 28     |
| Mau Narok     | 8                 | 24     |
| Mauche        | 7                 | 20     |
| Total         | 47                | 150    |

### **3.6 Instrumentation**

Research instruments are measurement tools that are designed to generate data on a given topic (Zangirolami-Raimundo et al. (2018). A variety of research instruments are used to collect data, among these are; questionnaires, interviews, observations and experiments (Grinnell, 2016). The study gathered data using a teachers' questionnaire. The questionnaire was selected because it is an efficient tool for collecting data from a large sample that is dispersed over a wide geographical area (Sadan, 2017). It is also easy to administer, and data generated by questionnaires are easy to score, and analyze (Grinnell, 2016).

The teachers' questionnaire was constructed using indicators of the variables of the study objectives that are in literature. It comprised of five sections, A, B, C, D and E. Section A contained items that were used to generate respondents' bio-data while B was for eliciting data on teachers views on adequacy of instructional materials. Section C generated data on teachers' perceptions on influence of adequacy of instructional materials on commitment to their professional roles. The subsequent two sections, D and E, were used to collected data on perceptions on influence of workload and supervision of instruction on teachers' commitment to their professional roles. The instrument was constructed using both closed and open ended items. The closed-ended items were included in the tool because they draw consistent responses and generate data that is easy to code and analyse (Shield, 2018). The inclusion of the open-ended items in the instrument was informed by the fact that they

enable a researcher to collect additional information by asking follow-up questions (Aggarwal & Ranganathan, 2019).

### **3.6.1 Validity of the Research Instrument**

Validity refers to the degree to which an instrument measures what it is supposed to measure. (Fraser et al., 2019). It is thus concerned with how accurate data obtained during an inquiry represents the study variables and is their true measures. The face and content validity of the teachers' questionnaire was checked by five experts from the department of Curriculum, instruction and Educational Management, Egerton University. This in line with Taherdoost's (2016) recommendation that validation should be done by a panel of experts. This recommendation is informed by the fact that validation involves theoretical assessment, rating suitability of items, and evaluating their fitness in defining a construct. The experts examined the instrument to ensure that the items in it addressed the specific objectives of the study, and their format, layout and language was appropriate. The experts identified 5 weaknesses in the instrument, 2 poorly constructed items in section B, 2 double barreled items in section C while section D had an ambiguous item. The items were rephrased before the instruments were used to collect data as recommended by the experts.

### **3.6.2 Reliability of Research Instrument**

It is good practice to estimate reliability of an instrument before it is used to gather data since such tests assists in ensuring that the methods used to collected data yields the same measures over repeated trials (Mohajan, 2017; Quansha, 2017). The reliability of the teachers' questionnaire was estimated using a sample of 15 teachers from Njoro Sub County who did not take part in the actual study. The sample size was within the range of 10 - 25 participants, as recommended by Whitehead et al. (2016). The Cronbach Alpha method was used to estimate the reliability. This method was deemed appropriate because it is considered ideal for estimating reliability when an instrument is constructed using closed-ended polychromous items and is administered once (Lowe, 2019). The instrument was reliable since its coefficient was 0.85, which is above the 0.7 threshold recommended for educational and social science researches (Danner, 2016).

### **3.7 Data Collection Procedures**

The researcher obtained an introductory letter from the Graduate school and clearance from the ethics committee, Egerton University after fulfilling the requirements for data collection. A research permit was sought from National Council of Science, Technology and

Innovation (NACOSTI). After getting the research permit, clearance to collect data was sought from the Nakuru county Director of Education and Njoro sub county Director of Education. At the school level the respondents were formally contacted through their respective principals, the purpose of the study explained to them and their consent to be involved in it sought. The researcher administered the questionnaire as scheduled on the materials days after explaining to the respondents the modalities of filling them. The respondents were given two weeks to fill the questionnaires, after which they were collected. Data collection process took six weeks.

### **3.8 Data Analysis**

The collected data was checked for completeness, examined for errors and inconsistencies and cleaned. A code book was prepared and used to code the data. A data sheet was prepared using the Statistical Package for Social Sciences (SPSS) Version 25 and the coded data keyed into it. Teachers' perceptions were determined by categorising the responses to items in the questionnaire as agreed, undecided and disagreed, and tallying them. A teacher's perception on the influence of selected working condition on commitment to professional role was considered positive if the respondent agreed with most of the items used to measure it. A perception was categorised as neutral when a teacher was undecided on majority of the items. Negative perception was recorded when a participant disagreed with the most of the items. Frequencies and percentages were then used to summarise the perceptions. Data gathered using the open ended items were organized into themes pertinent to the study and also summarised and described using frequencies and percentages. The statistics procedures used to analyze data are summarized in Table 4.

**Table 4***Summary of Statistics that were used to Analysis data*

| Research question   | Independent variable                | Dependent Variable               | Statistical Analysis        |
|---|-------------------------------------|----------------------------------|-----------------------------|
| What are teachers' perceptions on the influence of adequacy of instructional materials on commitment to their professional roles?       | Adequacy of instructional materials | Commitment to professional roles | Frequencies and percentages |
| What are teachers' perceptions on the influence of workload on commitment to their professional roles?                                  | Workload                            | Commitment to professional roles | Frequencies and percentages |
| What are teachers' perceptions on the influence of supervision of instructions by principals on commitment to their professional roles? | Supervision of instruction          | Commitment to professional roles | Frequencies and percentages |

### 3.9 Ethical Considerations

Ethics are moral principles that are used by people to decide rightness or wrongness of actions and behaviour (Powell et al., 2018). In research, it is concerned with dos and don'ts, with a view of protecting, respecting, and ensuring the safety of respondents. Daka (2022) asserts that it is important to be guided by ethics during studies as it ensures the freedom, respect, dignity, safety, and privacy of participants. This study attempted to conduct the inquiry in line with the set ethical standards for research. A permit to conduct the research was sought from NACOSTI after getting clearance from the Graduate School and Ethics committee of Egerton University. Clearance was also sought from Nakuru county commissioner and director of education, Njoro sub county director of education and principals of the targeted schools. The respondents were then formally contacted, the purpose of the study explained to them and their consent to participate in it sought.

Once consent was granted the researcher set dates and venues for collecting data in consultation with the respondents. Before administering the questionnaire, the participants were informed that there were no rewards and they were free to withdraw from the study any time they felt like. The procedure of filling the questionnaire was also explained to them. The

participants were treated equally and with respect during data collection process. Attempts were made to ensure confidentiality and anonymity by keeping data in a locked cabinet and use of passwords. Data was not tampered with to suit the researcher's opinion, thus ensuring that the results of the study were derived it. Lastly, plagiarism was minimized by listing in the reference all the sources cited in the thesis.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the results and discussions of the study. It is organized by objectives in five thematic areas, namely; questionnaire return rates, characteristics of the respondents, teachers' perceptions on influence of adequacy of instructional materials, workload and supervision of instruction on commitment to their professional roles. The results of each theme are presented and discussed with reference to those of similar studies conducted in the past.

#### **4.2 Questionnaire Return Rates**

The proposed sample of this study was 150 teachers while data was collected using the teachers questionnaire. Consequently, the number of questionnaires administered to the teachers was 150. A total of 138 questionnaires were filled and returned, giving a response rate of 92.0%. The high responses rate is attributed to the fact that the researcher made follow-ups and also gave the respondents adequate time to fill the questionnaires. These results are an indication that this study did not suffer from low return rates which is a common problem with studies that utilize questionnaires to collect data (Lavidas et al., 2022). Bumgardner et al. (2017) argue that a low return rate reduces the sample size of a study, which not be representative of the population. This may affect the quality of data and conclusions of a study.

#### **4.3 Characteristic of the Respondents**

The characteristics of the respondents was analysed before providing answers to the research objective. Even though this was not an objective of the study, the analysis was deemed necessary because, biographical variables provide the context in which data was collected and enhances the understanding of information gathered and findings of a study (Muasa, 2022). The respondents characteristics analysed were gender and teaching experience. The results of the analysis are summarized in Table 5.

**Table 5***Gender of the Respondents (n = 138)*

| Scale                   | Characteristic    | Frequency | Percent |
|-------------------------|-------------------|-----------|---------|
| Gender                  | Male              | 77        | 55.6    |
|                         | Female            | 61        | 44.4    |
| Highest Education level | Diploma           | 12        | 7.7     |
|                         | Bachelor's Degree | 119       | 80.5    |
|                         | Master's Degree   | 17        | 11.8    |

Table 5 shows that majority (55.6%) of the teachers were males while the rest (44.4%) were females. It is worth noting that there was near gender balance in distribution of the teachers. The near balance could be attributed to adoption of gender parity policy in training and employment of secondary schools teachers as enshrined in the Constitution of Kenya (Republic of Kenya, 2010) and Teachers Service Commission Act (TSC, 2011).

With regard to education, the results in Table 5 indicate that the highest level of education of the teachers varied. Majority (80.5%) were holders of the bachelor of education degree while the rest were holders of masters (11.8%) and diploma (7.7%) certificates. These results are in harmony with those of Kiptum (2016) who established that majority (70.8%) of secondary school teachers in Baringo County were bachelor's degree holders while the rest were diploma (14.0%) and masters (15.2%) certificate holders. These results imply that the sampled teachers had the required academic qualifications to undertake teaching and other responsibilities in secondary schools. According to the Teachers Service Commission (2011), the minimum qualification for a secondary school teacher is a diploma or bachelor's degree in a given area of specialization.

Analysis of data on experience revealed that the teachers had been in the profession for periods that ranged between 1 and 29 years. The mean teaching experience in years was  $M = 7.73$  ( $SD = 11.74$ ). The wide range of teaching experience and high standard deviations are indicators that schools had a mixture of new and old teachers. Such a teaching experience mix is critical in shaping perceptions on commitment. Young and less experienced teachers fresh from training are more receptive to new ideas but less committed while the older ones have the necessary hands-on experience to understand the dynamics involved in organizational commitment (Bett et al., 2020; Bhaker & Sharmar, 2020).

#### 4.4 Teachers' Perceptions on influence of Adequacy of Instructional Materials on Commitment to their Professional Roles

The first objective of the study sought to determine teachers' perception on the influence of adequacy of instructional materials on commitment to their professional roles. Prior to determining the teachers' perceptions on the influence of adequacy of instructional materials on commitment, their views on adequacy of instructional materials were established.

A set of thirteen items were used to gather data on the teachers views on adequacy of instructional materials. The respondents rated adequacy of materials based on a five category scale (Very inadequate (VI), Inadequate (I), Moderately Adequate (MA), Adequate (A), Highly Adequate (HA). For purposes of reporting the results, HA and A were combined to reflect adequate. Similarly, VI and I were also combined to reflect inadequacy of instructional materials. Table 6 shows instructional materials adequacy rating from the teachers' perspective.

**Table 6**

*Adequacy of individual instructional material in the sampled schools (n = 138)*

| Instructional materials                   | Response (%) |      |      |      |      |
|---|--------------|------|------|------|------|
|   | VI           | I    | MA   | A    | HA   |
| Textbooks                                 | -            | -    | -    | 10.1 | 89.9 |
| Furniture (desks, chairs)                 | -            | 3.6  | 6.5  | 13.0 | 76.8 |
| Black/whiteboards                         | -            | 1.4  | 12.3 | 34.1 | 52.2 |
| Writing materials (chalk, pens, etc)      | 3.6          | 2.9  | 10.1 | 30.4 | 52.9 |
| Laboratory reagents                       | -            | 3.6  | 20.3 | 31.2 | 44.9 |
| Laboratory facilities                     | -            | 8.7  | 25.4 | 23.9 | 42.0 |
| Laboratories                              | -            | 12.3 | 21.0 | 29.7 | 37.0 |
| Library                                   | 14.5         | 4.3  | 15.2 | 39.1 | 26.8 |
| Reference materials (books, encyclopedia) | 8.7          | 23.9 | 17.4 | 31.9 | 18.1 |
| E- materials (e-books, journals)          | 21.0         | 13.8 | 29.0 | 18.1 | 18.1 |
| Printing devices (printers, photocopiers) | 13.8         | 23.9 | 33.3 | 20.3 | 8.7  |
| Computers (Desktops, laptops)             | 10.9         | 26.8 | 26.8 | 21.0 | 14.5 |
| Projection equipment (LCD)                | 25.4         | 37.7 | 18.1 | 11.6 | 7.2  |

Table 6 shows that majority of the respondents agreed that 8 out the 13 items used to rate instructional materials availability, were adequate. The 8 items were textbooks (100.0%),

furniture (89.8%) black/whiteboards (86.3%), writing materials (83.3%), laboratory reagents (76.1%), laboratory facilities (65.9%), laboratories (66.7%) and libraries (65.9%). A close examination of these results reveals that the 8 items are mandatory instructional materials required in a secondary school. They are relatively inexpensive to procure, operate and maintain. However, the other 5 materials were rated at 50.0% and below, indicating limited availability. The 5 materials were reference materials (50.0%), e-materials (36.2%), printing devices (29.0%), computers (35.5%), and projection equipment (18.9%). Limited availability of these 5 materials could be due to the fact that they are expensive in terms of the cost of procurement, operation and maintenance. Their availability and use also require installation of expensive infrastructure like electricity and internet connectivity among others.

The results in Table 6 show that majority of the respondents were of the view that basic instructional materials in schools were adequate. These results support the findings of a study by Gawade (2021). The study noted that the availability of instructional materials in schools was generally satisfactory, with inadequacies of ICT based facilities and related infrastructure (electricity, internet connectivity). Kingi and Kalai (2018) also noted that most schools had basic instructional materials, this created an environment where teacher felt that their needs were being met. Provision of physical facilities created an environment that promoted effective teaching and learning, which highly motivated teachers to work.

However, the results in Table 6 contradict those of a study by Lyimo et al. (2017) that was conducted in Arusha district, Tanzania, which found that textbooks, reference books, maps and globes were inadequate in most schools. Further, the school did not have adequate physical facilities such as classrooms, desks, chairs and classrooms. Bett et al. (2020) opine that such inadequacies affect teachers' commitment since they lead to dissatisfaction. As a result, instructors do not perform their duty of molding the future of students whole heartedly.

The teachers' perceptions on influence of adequacy of instructional materials on commitment to their professional roles was measured using data collected using their questionnaire. The questionnaire was constructed using Likert type items based on the extent to which the respondents agreed with them. The scale was; strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). When reporting the results, SA and A were combined to reflect agreement, SD and D were also combined to reflect disagreement. The responses to the items used to measure the teachers' perceptions are summarised in Table 7.

**Table 7**

*Teachers' Perception on the influence of adequacy of Instructional Materials on teacher's Commitment to their Professional Roles. (n = 138)*

| Item   | SA   | A    | UN   | D    | SD   |
|--|------|------|------|------|------|
| Adequacy of text books in this school influence teacher commitment | 69.9 | 20.1 | 10.0 | -    | -    |
| Adequacy of furniture in this school influences teacher commitment | 56.8 | 13.0 | 6.5  | 13.6 | 10.0 |
| Adequacy of reference books influences teacher commitment          | 22.1 | 17.9 | 21.4 | 27.9 | 10.7 |
| Adequacy of laboratory facilities influences teacher commitment    | 29.9 | 21.2 | 3.6  | 21.5 | 23.8 |
| Adequacy of stationery influences teacher commitment               | 32.9 | 20.3 | 10.1 | 22.9 | 13.9 |
| Adequacy of computers influence teacher commitment                 | 14.5 | 21.0 | 26.8 | 26.8 | 10.9 |
| Adequacy of photo copying resources influence teacher commitment   | 8.7  | 20.3 | 33.3 | 23.9 | 13.8 |
| Adequacy of teaching aids influence teacher commitment             | 18.2 | 20.0 | 4.3  | 32.4 | 25.1 |
| Adequacy of class rooms influence teacher commitment               | 19.8 | 25.1 | 7.2  | 34.6 | 13.3 |

Table 7 shows that majority of the respondents agreed that adequacy of text books (90.0%) and furniture (69.8%) influenced teachers' commitment to their professional roles. The results suggest that most schools had adequate text books and furniture. This could be attributed to the fact that the Government of Kenya has been supplying schools with texts books while students' parents and sponsors have been assisting schools purchase furniture (Mbunde, 2018). The view that the materials influence commitment could be due to the fact that availability and quality of instructional materials like textbooks, stationeries, and teaching aids enhance commitment of teachers. These materials make the teaching process easy, enjoyable and motivating as they are able to deliver content effectively (Mueni, 2019). Further availability of these facilities enhances performance in examinations and teacher motivation, since people generally like associating with success. This in turn enhances their job satisfaction and commitment (Hartati & Purba, 2022).

The results in Table 7 indicate that minority (40.0%) of the teachers agreed that the availability of reference books influenced their work commitment while majority (51.1%) were of the view that adequacy in laboratory facilities had a positive impact. The results imply

that the reference books were inadequate and this impacted negatively on commitment. The inadequacies in reference books could be due to the fact that they are not considered as core text books and are thus not supplied by the government (Obinga et al., 2017). On the contrary, the results suggest that laboratory facilities were adequate. This is in harmony with the observations of Kitavi (2018), who noted that most schools in Njoro Sub County had basic laboratory facilities. Availability of laboratory facilities enhances teachers' commitment because they enable instructors to effectively introduce and teach new and complex concepts (Keogon & Okere, 2021). In addition, learning, especially science subjects, is only effective when adequate laboratory facilities are provided as it entails both theory and practical and the two must be satisfied before a subject is said to have been properly taught (Joram et al., 2018). Availability of these facilities thus motivates teachers to teach and students to learn thus increasing their participation and concentration.

The results in Table 7 also reveal that majority of the teachers perceived that stationary adequacy (53.2%) influenced commitment. However, only a few agreed that adequacy of computers (25.5%) and photocopying resources (29.0%) were also determinants of commitment. These results suggest that the teachers were of the view that available stationary in schools were adequate and had a positive impact on commitment. This is consistent with the findings of Iroegbu, and Etudor-Eyo's (2016) study which established that teachers in schools with enough stationary, text books and related materials were more motivated, satisfied with their jobs and committed since they have basic resources for planning and organising instruction. These results also suggest teachers believed that computers and photocopying resources were inadequate, and did not influence commitment. This perception could impact negatively on commitment since such inadequacies lead to frustration, job dissatisfaction and lack of commitment to duty (Zufriah, 2019).

Further, the results in Table 7 reveal that only minority of the respondents were of the view that adequacy of teaching aids (38.2%) and classrooms (44.9%) influenced teachers' commitment to their professional roles. These results suggest that the teaching aids and classrooms were inadequate and did not influence teachers' commitment. Teaching aids and classrooms are essential as they increase pupils' interest, make the learning process pleasant, facilitate retention of what is learned and contribute significantly towards students' academic achievement (Bano et al., 2019). Availability of such facilities assist teachers to overcome physical difficulties that could hinder effective presentation of a given topic (Ni, 2017). This enhances commitment since the materials make teaching less stressful and enjoyable.

Further analysis was conducted by categorizing teachers' responses to items as agreed, neutral and disagree and then tallying them. A teacher's perception was considered positive if the respondent agreed with most of the items. A perception was categorised as neutral when a teacher was undecided on majority of the items but considered as negative when the participant disagreed with most of the items. The perceptions of the sample was then summarised using frequencies and percentages as shown in Table 8.

**Table 8**

*Summary of Teacher's perceptions on the influence of adequacy of instructional materials*

*(n = 138)*

| Perception | Frequency | Percentage |
|------------|-----------|------------|
| Positive   | 70        | 50.3       |
| Neutral    | 18        | 13.2       |
| Negative   | 50        | 36.5       |

The results in Table 8 show that majority (50.3%) of the respondents were of the view that adequacy of instructional materials influence on teachers commitment to their professional roles while the rest had negative (36.5%) and neutral (13.2%) perspectives. It implies that teachers perceived that availability of instructional materials influence their commitment. These findings support those of Masoom (2021) who found that teachers viewed working conditions, notably administrative assistance, availability of physical and instructional resources as significant contributors to work commitment than remuneration and student demographic characteristics. Mason also found that the environment was construed as toxic when teacher perceived that these materials were inadequate at the work place.

These findings are in harmony with those of Orji and Enyiamaka (2017) who noted that teachers performed their professional roles better when facilities that aid instruction were made available. Where such facilities were perceived to be grossly inadequate, teachers were frustrated, and their level of dedication and commitment significantly decline. Lyimo et al. (2017) study that was conducted in Arusha district, Tanzania, also noted that the number of textbooks, reference books, maps and globes in most of the schools under investigation were inadequate due to increased enrolment. Lack of instructional materials made teaching difficult, unenjoyable and demotivating, this led to frustrations and dissatisfaction and lack of commitment among teachers.

Orimba (2019) identified provision of physical and instructional facilities as significant predictors of work commitment. This was attributed to the fact that availability of such facilities makes curriculum implementation less stressful, easy and enjoyable. On the contrary, inadequacies in these facilities lead to dissatisfied and less committed teachers who cannot exert their whole hearted effort towards the teaching profession. Bett et al. (2020) contend that teachers are less committed when they lack instructional facilities. Such inadequacies lead to dissatisfied, as a result, teachers do not perform their duty of molding students whole heartedly. It is therefore essential that teachers are provided with basic instructional materials.

#### **4.5 Teachers Perceptions on Influence of Workload on commitment to their Professional Roles**

The second objective sought to find out teachers' perceptions on the influence of workload on commitment to their professional roles. This involved first analyzing data on the number of lessons allocated to teachers per week, average number of students in the classes they taught, then determining their perceptions.

With regard to workload, the teachers indicated that it varied since the number of lessons allocated to them in a week was between 6 and 33 lessons and averaged 26. The teachers further indicated that the number of students in the classes they teach ranged from 35 to 75 and averaged 57. Majorities (64.1%) of the teachers were of the view that they had heavy workloads as the sizes of their classes were above the recommended 45 (Ndambo et al., 2021). These results support those of Jomuad et al. (2021) which revealed that majority of teachers had heavy workloads and high burnout levels. The heavy workload exposed teachers to stress, which impacted negatively on their motivation, job satisfaction, commitment and overall work performance. Mohamed and Nkomo (2023) also established that majority of secondary school teachers in Somalia were of the opinion that they were overloaded with work. This demoralized and demotivated they teachers as they did not have time to prepare well to deliver content, In addition, it disrupts with their personal lives as they are left with little time to socialize and attend to their personnel needs.

Data on the teachers' perceptions was gathered using 7 close-ended items in their questionnaires. The items were constructed using a five category scale (Strongly Agree [SA], Agree [A], Undecided [U], Disagree [D], Strongly Disagree [SD]. When reporting the results, SA and A were combined to reflect agreement, SD and D were also combined to reflect disagreement. Table 9 shows the teachers' responses the items.



**Table 9**

*Responses to items on Perception on the influence of Workload on teachers' Commitment (n = 138)*

| Item   | SA   | A    | U   | D    | SD   |
|--|------|------|-----|------|------|
| Low student teacher ratio influences teacher commitment                            | 21.5 | 42.8 | 5.1 | 21.1 | 9.5  |
| High student teacher ratio influences teacher commitment                           | 10.2 | 18.6 | 4.3 | 44.3 | 22.6 |
| High number of lessons per week influences teacher commitment                      | 14.3 | 23.1 | 6.8 | 37.5 | 18.3 |
| Low number of lessons per week influences teacher commitment                       | 22.7 | 47.0 | 4.6 | 19.2 | 6.5  |
| Allocation of recommended number of lessons per week influences teacher commitment | 23.6 | 41.1 | 5.3 | 17.9 | 12.1 |
| Other responsibilities in the school influence teacher commitment                  | 13.2 | 51.2 | 7.2 | 16.5 | 11.9 |
| Perceived fair distribution of responsibilities influence teacher commitment       | 20.8 | 43.1 | 6.8 | 14.7 | 14.6 |

Table 9 reveals that the percentage of the respondents who agreed with the items ranged between 28.8% and 69.7%. More than two thirds (69.7%) of the respondents agreed that low number of lessons per week influences teacher commitment attract. This is an indication that teachers are more committed to work when the workload is not heavy. However, if the workload is perceived to be heavy, commitment declines since too much work leads to stress, morale and low productivity (Ndambo et al., 2021).

Similarly, a high percentage of the respondents agreed that allocation of the recommended number of lessons per week (64.7%), and responsibilities given in the school (64.4%) influence teacher commitment. The agreement that allocation of the recommended number of lessons per week influenced commitment could be attributed to the fact that it ensures teachers are not overloaded. The teachers thus have time to prepare well to deliver content, their personal lives are also not disrupted as they are left with energy to socialize with colleagues and attend to their personnel chores (Mohamed & Nkomo, 2023). Masoom (2021) contends that when employees perceive that workload is heavy, such an environment is construed as toxic, and impact negatively on commitment.

The high percentage of those who agreed that responsibilities given in school influence teacher commitment are a confirmation that teachers are assigned other duties besides teaching. This is consistent with the results of a study by Zydziunaite et al. (2020) who noted

that besides instruction, the teaching profession entails performing other duties such as attending meetings, paperwork, and being subjected to constant reforms and changes in the profession that demand re-organization of work and tasks. The study further noted that additional responsibilities led to work overload, which impacted negatively on commitment. A study by Bhaker and Sharmar (2020) showed that extra responsibilities exposed teachers to stress, burnout, and impacted negatively on their motivation, commitment and overall work performance. However, if the allocated responsibilities are considered as a form of promotion, recognition or acknowledgement, they enhance teachers' motivation and commitment to work.

A majority of the respondents agreed that low student-teacher ratio (64.3%) and perceived fair distribution of responsibilities (63.9%) influenced teachers' commitment. Low student-teacher ratio implies light workload since a teacher will be handling only a few students at a given time (Keogon & Okere, 2021). These view of the majority that low student-teacher ratio influences commitment is in harmony with the findings of a study by Firdaus (2019). The study concluded that commitment of teachers with moderate workload was high since they could comfortable handle the allocated work, engage in profession development activities, and attend to their social and family responsibilities.

The high percentage of agreement recorded by fair distribution of responsibilities influence commitment could be due to tendency of workers to respond positively whenever fairness is practiced. These findings are in tandem with those of Cheng and Kadir (2018) who observed that fair allocation of responsibilities enhanced attachment to a profession and dedication to duty. Joram et al. (2018) noted that teachers were very appreciative and dedicated to duty when there felt there was fairness in decision making processes which affect them professionally. All these positive feelings enhance commitment.

However, only a few respondents agreed that high-student teacher ratio (28.8%) and high number of lessons per week (37.4) influences teacher commitment. The low percentages of the respondents who agreed with the two items is an indication that high-student teacher ratio and high number of lessons per week do not boost commitment. These views are consistent with the findings of a study by Bett et al. (2020) which found that high student-teacher ratio increased workload, lowered teachers' morale, and adversely affected teachers' commitment and productivity. Similarly, Koech et al. (2014) established that being allocated many lessons in a week led to high teacher turnover and poor performance, which are precursors for non-commitment to work.

Additional analysis was conducted by categorising teachers' responses to items that were used to measure their perceptions as agreed, neutral and disagree and then tallying them. The

perception of a teacher's perception was deemed positive if the respondent agreed with most of the items but categorised as neutral when a teacher was undecided on majority of the items. Perception was considered negative when a teacher disagreed with the most of the items. Frequencies and percentages. Perception of the study sample was summarized using frequencies and percentages as shown in Table 10.

**Table 10**

*Summary of teachers' Perceptions on the influence of Workload on Commitment to their Professional Roles (n = 138)*

| Perception | Frequency | Percentage |
|------------|-----------|------------|
| Positive   | 80        | 58.7       |
| Neutral    | 11        | 7.8        |
| Negative   | 47        | 33.9       |

The results in Table 10 show that majority (58.7%) of the respondents perceived that workload influenced teachers commitment to their professional roles while the rest had negative (33.9%) and neutral (7.8%) views. These results imply that the teachers felt that workload influences commitment. These results support those of a study by Ingersoll and Perda (2008) which established that large class, shortage of teachers and heavy workload exhausted teachers physically and emotionally, this diminished their enthusiasm and commitment to teaching. These results are also in tandem with those of Zydziunaite et al. (2020) who found that workload influenced commitment as it dictated the amount of time teachers spent planning and organizing for instruction, assessing students, counseling parents, attending to allocation responsibilities and collaborating with colleagues. The study concluded that such heavy workloads were very stressful and led to burnouts.

The results in Table 10 are also in harmony with those of Mohamed and Nkomo (2023) who noted that heavy workload demoralized and demotivated teachers as they did not have time to prepare well to deliver content, They also noted that heavy workload interfered with the personal lives of teachers as they are left with less energy to socialize. The results are also in concurrence with those of Ndambo et al. (2021) which revealed that heavy workload exposed teachers to stress and burnout. These are experiences which impacted negatively on motivation, commitment and overall work performance of workers.

However, the results in Table 10 contradicts those of Jomuad et al. (2021) which showed that teachers performed their jobs satisfactorily even when given additional

assignments in schools. The study demonstrated that committed teachers are dedicated to their work even if allocated heavy workloads since they consider their work as a mission, and performed them with gratefulness in the heart. Orji and Enyiamaka (2017) also noted that heavy workload was a significant determinant of commitment since the higher it was, the more commitment to work teachers were, as chances of being declared redundant was reduced. Even though the studies by Jomuad et al.' and Orji and Enyiamaka contradicts the findings in Table 9, too much work usually results to low morale, which can adversely affect a teacher's commitment and productivity.

#### **4.6 Teachers Perception on the influence of Supervision of Instruction on Commitment to their Professional Roles**

The third and last objective of the study sought to establish teachers' perceptions on the influence of supervision of instruction on teacher's commitment to their professional roles. Prior to establishing the teachers' perceptions, data on teachers' rating of the principals' performance of their instructional supervisory roles was analysed.

Analyses of data on the teachers' rating of principals' supervision of instruction showed that majority (69.6%) of the respondents were of the view that their principals were effective in supervision of instructions. The rest of the respondents rated the principals' supervision of instruction as moderately effective (10.1%) and not effective (20.3%). These results show that teachers were of the view that principals were effective supervisors of instruction. These findings support those of Muasa (2022) who established that principals regularly visited classes, helped in organizing for instruction and assessments, and assisted teachers in their professional development endeavours. Effective supervision of instruction is important, since as Masoom (2021) observed, when teachers perceive principals' support as unsatisfactory, such an environment is construed as toxic and a hindrance to work commitment.

The teachers' perceptions on the influence of supervision of instruction on commitment was determined by requesting the respondents to indicate the extent of agreement with 10 close-ended items that link supervisory roles of school principals to commitment to professional roles. The agreement categories were Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) and Strongly Agree (SA). When reporting the results, SA and A were combined to reflect agreed. Similarly, SD and D were also combined to reflect disagreed. The teachers' responses to the items on their perceptions are summarized in Table 11.

**Table 11***Teachers Perceptions on Supervision of Instruction on Commitment to their Professional Roles*

| Supervision and Teacher commitment  | SA   | A    | U    | D    | SD   |
|---|------|------|------|------|------|
| Principal who supports teachers influences their commitment                             | 43.3 | 29.5 | 12.1 | 9.3  | 5.8  |
| Principal who motivates teachers influences their commitment                            | 26.8 | 35.7 | 12.2 | 13.5 | 11.8 |
| Principal who provides teaching/learning resources influence teacher commitment         | 31.9 | 36.1 | 15.9 | 14.6 | 1.4  |
| Principal who involve teachers in sharing ideas influences their commitment             | 45.6 | 30.2 | 8.8  | 11.2 | 4.2  |
| Principal who sponsors teachers for training influences their commitment                | 34.4 | 31.3 | 10.6 | 18.9 | 4.8  |
| Principal who gives objective feedback influence their commitment                       | 27.4 | 39.0 | 6.0  | 23.2 | 4.4  |
| Principal who assist teachers to improve content delivery influence teacher commitment  | 29.4 | 34.5 | 8.1  | 21.3 | 6.7  |
| Principal who regularly evaluate teachers influence their commitment                    | 12.6 | 25.2 | 25.0 | 30.2 | 7.0  |
| Principal who discusses evaluation results with teachers influence teacher commitment   | 19.5 | 34.2 | 12.1 | 22.8 | 11.4 |
| Principal who discusses the evaluation tools with teachers influence teacher commitment | 23.9 | 33.3 | 17.1 | 18.0 | 7.7  |

Table 11 indicates that majority of the teachers agreed with all the items except the one on principal who regularly evaluate teachers influence their commitment (37.8%). The percentage of those who agreed with the items ranged between 53.7% and 75.8%. Principal who involve teachers in sharing ideas influences their commitment recorded the highest percentage (75.8%). These results suggest that when teachers' opinions are sought and are informed of and involved in making decisions that affect them, their commitment is enhanced. These finding are consistent with those of Cheng and Kadir (2018) which found that effective supervision ensured that there was a cordial working relationship, and efficient communication between teachers and principals. Such a conducive work environment promoted a sense of

ownership among employees, increased organizational effectiveness and reduced dissatisfaction.

Table 11 also indicates that the percentage (72.8%) of those who agreed that principals who support teachers' influence their commitment was also high. The view of the teachers is in harmony with Sapal et al. (2023) assertion that adoption of supportive, inclusive, consultative supervision style reinforces and enhances teaching practices that contribute to improved student learning. Evidence from literature shows that enhanced teaching and students' performance are significant predictors of commitment (Bhaker & Sharmar, 2020; Keogon, & Okere, 2021). Orimba (2019) concurs with Sapal et al that support, which entails frequent interactions between the teacher and principal, being guided and advised whenever need arises, and acknowledged and appreciated for any good work done is a precursor commitment to work. These findings concur with those of a study by Iroegbu and Etudor-Eyo (2016). The study revealed that teachers in schools where instructional supervision was sensitive to their needs were motivated and satisfied with their jobs and more committed than those in schools with inadequacies in supervision.

Further, Table 11 shows that a majority (68.0%) of respondents agreed that principals who provide teaching/learning resources influence teacher commitment. This result implies that adequacy of instructional materials affect teachers commitment. This is in concurrence with those of a study by Lyimo et al. (2017) which showed that teachers in schools with adequate stationary, texts books were motivated, satisfied with their jobs and committed since they had basic resources for planning and organizing instruction. Mueni (2019) opines that provision of instructional materials boosts teachers' commitment because they make teaching easy, enjoyable and motivating as they are able to deliver content effectively.

However, only a few (37.8%) respondents agreed that principal who regularly evaluate teachers influence their commitment. The low percentage recorded suggests that teachers perceived that evaluation during supervision of instruction did not influence their commitment. This could perhaps be due to the fact that although evaluation is a component of instruction supervision, it is also an integral part of the performance contracting strategies used by TSC in management and promotion of staff (TSC, 2020). This could explain why teacher felt evaluation during supervision of instruction did not influence commitment.

Further analysis was conducted by categorizing teachers' responses to items that were used to measure their perceptions as agreed, neutral and disagree and then tallying them. The responses were tallied and then used to classify the teachers' perceptions. A perception was considered positive if the teachers agreed with most of the items used to measure it. It was

categorised as neutral when a teacher was undecided on majority of the items and negative when a participant disagreed with most of the items. Frequencies and percentages were then used to summarize the perceptions as presented in Table 12.

**Table 12**

*Summary of Teachers' Perceptions on the influence of Supervision of Instruction on Commitment to their Professional Roles (n = 138)*

| Perception | Frequency | Percentage |
|------------|-----------|------------|
| Positive   | 86        | 62.5       |
| Neutral    | 18        | 12.9       |
| Negative   | 34        | 24.7       |

An examination of the results in Table 12 show that majority (62.5%) of the teachers were of the view that supervision of instruction enhances commitment to their professional roles. While the rest had negative (24.7%) and neutral (12.9%) perceptions. This is evidence that the teachers' were of the view that instructional supervision influenced commitment. These findings are in concurrence with those of Ladd (2009) which showed that leadership and perceived working conditions were significant predictors of teachers' job satisfaction, dedication and intentions to remain in their schools. Ingersoll and Strong (2011) assert that lack of supervision by principals may lead to absenteeism, unsatisfactory preparation of lessons and assessment, poor performance which are precursors to low commitment.

The results in Table 12 support the findings of a study by Hartati and Purba (2022) which revealed that principals' supervision had a positive effect on commitment when they create work climates in schools which are conducive to teaching. Marzano et al. (2005) contend that supervision sets the tone of the school climate for teaching, high level of professionalism and teacher morale. Protheroe (2006) opined that teachers feel supported and appreciated by their principals if supervision of instructions is conducted in a fair, just and transparent manner. These results are also in tandem with those of Joram et al. (2018) which established that majority (80 %) of the teachers had a sense of attached to their institutions, were satisfaction with their jobs, dedicated and motivated when supervision of instruction was effective. Joram et al. attributed these findings to principals creating effective lines of communication with teachers, always consulting them during supervision, appreciating their work and involving instructors in important decision-making processes in their schools.

The overall goal of supervision of instruction is to improve teaching and learning in schools. According to Muasa (2022) supervision ensures that a teacher's instructional

behaviour impacts positively on students' learning. This is because through supervision, principals interact with students, and assist teachers to plan and organize for instruction, implement curriculum, perform assigned administrative roles and grow professionally. Owusu-Addo et al. (2022) observed that support given to the school community by the principals when performing their supervisory roles go a long way in motivating teachers and students, and enhancing staff job satisfaction, dedication and commitment. Supervision of instruction is therefore essential for boosting teacher commitment.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings of the study based on the research objectives. It also presents the conclusions, recommendations and proposes areas which require further research.

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

This research investigated teachers' perceptions on the influence of selected working conditions on commitment to their professional roles. The study was guided by three specific research objectives. The findings are summarised by objective in the subsequent paragraphs.

Objective one sought to determine teachers' perceptions on the influence of adequacy of instructional materials on commitment to their professional roles. Majority of the respondents were of the view that textbooks, furniture, black/whiteboards, writing materials, laboratories, facilities and reagents, and libraries in schools were adequate. However, reference materials, e-materials, printing devices, computers and projection equipment were not adequate. The findings further showed that majority (50.3%) of the respondents were of the view that adequacy of instructional materials influenced teachers' commitment to their professional roles.

The second objective established teachers' perceptions on the influence of workload on commitment to their professional roles. The findings indicated that the number of lessons allocated to teachers in a week ranged from 6 to 33 lessons and averaged 26. The number of students in their classes ranged between 35 and 75 and averaged 57. Majority of the teachers felt that they had heavy workloads as evidenced by high number of lessons per week, large classes of over 45 and other responsibilities. Further, a majority (58.7%) of the respondents perceived that workload influenced teachers' commitment to their professional roles.

The third objective sought to find out teachers' perceptions on the influence of supervision of instruction on commitment to their professional roles. Majority (69.6%) of the respondents were of the opinion that their principals were effective in supervision of instruction. Nearly two thirds (62.5%) of the teachers were of the view that supervision of instruction influenced commitment to their professional roles.

### **5.3 Conclusions**

The following conclusions were made on the basis of the findings of the study:

- i. The sampled schools had adequate instructional materials. The availability of instructional materials was perceived to influence teachers' commitment to their professional roles. Teachers in schools with adequate instructional materials were more motivated to teach, satisfied with their jobs and committed than those in schools with inadequacies.
- ii. The teachers felt that their workloads were heavy since they had high number of lessons per week, large classes and administrative responsibilities. Workload was perceived to influence teachers commitment to their professional roles. Heavy workload exposed teachers to stress and impacted negatively on their motivation, commitment and overall work performance
- iii. The teachers were of the opinion that principals were effective in supervision of instructions. The teachers were also of the view that supervision of instruction affected commitment to their professional roles. Effective supervision enhanced teachers' job satisfaction, dedication and commitment.

### **5.4 Recommendations**

The following recommendations were made based on the findings of the study:

- i) School administrators, Parent Associations, Board of Management in collaboration with other education stakeholder should provide adequate instructional materials in schools with challenges in that area. Adequate instructional materials enhance commitment since teachers find it easier to perform their roles when facilities that aid instruction are availed to them.
- ii) Rationalization and deployment of teachers by TSC should be done fairly so that all schools are adequately staffed to balance work load and ensure that teachers are not overloaded.
- iii) Principals should adopt friendly and supportive strategies when performing supervisory roles. Those with limited supervision competencies should be trained and equipped with supervisory skills so as to be able to motivate teachers to perform their professional roles with enthusiasm. This can be achieved through seminars and conferences which covers topics on planning and organizing for instruction, content delivery and assessment, classroom observation, staff relationships and communication.

## **5.5 Suggestions for Further Research**

This study has generated valuable findings which could be used to improve working conditions in schools and enhance teachers' commitment. However, a number of issues emerged which require further investigation.

The study examined perceived influence of availability of instructional materials, workload and principals' supervision of instruction, on commitment. Commitment is a multi-dimension construct with many determinants such as motivation, remunerations, job satisfaction and security. It would be interesting to investigate the perceived influence of others factors, since the results of such a study could assist in enhancing teachers' commitment to their professional roles in secondary schools.

This study was conducted in Njoro sub county and involved 144 teachers from public schools only. There is a possibility that future studies involving both private and public secondary using large samples drawn from sub counties spread all over Kenya would improve the generalizability of the results.

The study examined the influence of selected working conditions on commitment from the teachers' perspective using factual measures of the variables. Research has demonstrated that perceptual measures of variables are appropriate when their objective measures are not available (Karie, 2016; Longmuir et al., 2022; Masoom, 2021). Despite this, use of perceptual measures was considered a limitation given that sometimes perceptions do not give a true reflection of what is on the ground. This calls for another study that uses factual measures, such a research would give a more objective picture of the influence of working conditions on teachers' commitment to their professional roles.

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**APPENDICES**

**Appendix A: Teachers' Questionnaire**

School Code .....

Dear Sir/Madam

My name is Judith Kaye, a Masters student at Egerton University. I am conducting a research titled *“Teachers’ Perceptions on Influence of selected Working Conditions on teachers’ Commitment to their Professional Roles in public secondary schools in Njoro sub county, Kenya”* as part of the course work. I am kindly requesting you to participate in this research by completing this questionnaire. May I assure you that any information given will be treated with utmost confidentiality and shall be used only for the purposes of this study.

Thank you

Judith O. Kaye

**Instruction**

Please do not write your name or that of your school on the questionnaire.

Place a tick (√) in the cell of the selected option or provide the answer on the provided spaces

**Section A: Bio-data**

1. Gender      Male ( )      Female ( )
2. Highest education level .....
3. Duration in years as a teachers in the school .....

**Section B: Instructional Materials Adequacy**

1. Indicate adequacy of the materials in your school listed in the table using the given scale  
*Scale: Very Inadequate (VI), Inadequate (2), Moderately Adequate (MA), Adequate (A), Highly Adequate (HA).*

| Instructional materials in your school: | Response |   |    |   |    |
|---|----------|---|----|---|----|
|   | VI       | I | MA | A | HA |
| Textbooks                               |          |   |    |   |    |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Furniture (desks, chairs)                 |  |  |  |  |  |
| Black/whiteboards                         |  |  |  |  |  |
| Writing materials (chalk, pens, etc)      |  |  |  |  |  |
| Laboratory reagents                       |  |  |  |  |  |
| Laboratory facilities                     |  |  |  |  |  |
| Laboratories                              |  |  |  |  |  |
| Library                                   |  |  |  |  |  |
| Reference materials (books, encyclopedia) |  |  |  |  |  |
| E- materials (e-books, journals)          |  |  |  |  |  |
| Printing devices (printers, photocopiers) |  |  |  |  |  |
| Computers (Desktops, laptops)             |  |  |  |  |  |
| Projectors                                |  |  |  |  |  |

### **Section C: Perceptions on Instructions materials and Commitment**

The items in the table below are on perceptions of influence of adequacy of instructional materials on the teachers' commitment to their professional roles. Use the given scale to indicate your agreement with them.

*Scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)*

| No | Item  | SA | A | UN | D | SD |
|----|---|----|---|----|---|----|
| 1  | Adequacy of text books in this school influences teacher commitment |    |   |    |   |    |
| 2  | Adequacy of furniture in this school influences teacher commitment  |    |   |    |   |    |
| 3  | Adequacy of reference books influences teacher commitment           |    |   |    |   |    |
| 4  | Adequacy of laboratory facilities influences teacher commitment     |    |   |    |   |    |
| 5  | Adequacy of stationery influences teacher commitment                |    |   |    |   |    |
| 6  | Adequacy of computers influence teacher commitment                  |    |   |    |   |    |
| 7  | Adequacy of photo copying resources influence teacher commitment    |    |   |    |   |    |
| 8  | Adequacy of teaching aids influence teacher                         |    |   |    |   |    |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | commitment   |  |  |  |  |  |
| 10 | Adequacy of class rooms influence teacher commitment |  |  |  |  |  |

**Section D: Workload and Teachers' Commitment**

1. Please indicate the number of lessons allocated to you in a week this term

.....

2. State the average number of students in the classes you teach

.....

3. Using the given scale, indicate your agreement with the items on perceptions of influence of workload on the teachers' commitment to their professional roles in the table below.

*Scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)*

| NO | Item   | SA | A | U | D | SD |
|----|--|----|---|---|---|----|
| 1  | Low student teacher ratio influences teacher commitment                      |    |   |   |   |    |
| 2  | High student teacher ratio influences teacher commitment                     |    |   |   |   |    |
| 3  | High number of lessons per week influences teacher commitment                |    |   |   |   |    |
| 4  | Low number of lessons per week influences teacher commitment                 |    |   |   |   |    |
| 5  | Recommended number of lessons per week influences teacher commitment         |    |   |   |   |    |
| 6  | Other responsibilities in the school influence teacher commitment            |    |   |   |   |    |
| 7  | Perceived fair distribution of responsibilities influence teacher commitment |    |   |   |   |    |

**Section E: Supervision of Instruction and Teachers’ Commitment**

1. In your view, how effective is the principal of your school effective in supervising instruction Not Effective [ ] Moderately Effective [ ] Effective [ ]

2. The following table has items on the influence of principals’ supervision on teachers’ commitment to their professional roles. Use the given scale to indicate your agreement with each of the items.






*Scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)*

| No. | Item   | SA | A | U | D | SD |
|-----|--|----|---|---|---|----|
| 1   | Principal who supports teachers influences their commitment                                      |    |   |   |   |    |
| 2   | Principal who motivates teachers influences their commitment                                     |    |   |   |   |    |
| 3   | Principal who provides teaching/learning resources influence teacher commitment                  |    |   |   |   |    |
| 4   | Principal who involve teachers in sharing ideas and responsibilities influences their commitment |    |   |   |   |    |
| 5   | Principal who trains or sponsors teachers for training influences their commitment               |    |   |   |   |    |
| 6   | Principal who gives objective feedback Influence their commitment                                |    |   |   |   |    |
| 7   | Principal who assist teachers to improve influence teacher commitment                            |    |   |   |   |    |
| 8   | Principal who regularly evaluate teachers influence their commitment                             |    |   |   |   |    |
| 9   | Principal who discusses evaluation results with teachers influence teacher commitment            |    |   |   |   |    |
| 10  | Principal who discusses the evaluation tools with teachers influence teacher commitment          |    |   |   |   |    |

**Thank you so much.**



## Appendix B: Research Permit

|   |   |
|---|---|
| <br>REPUBLIC OF KENYA  | <br>NATIONAL COMMISSION FOR<br>SCIENCE, TECHNOLOGY & INNOVATION                          |
| RefNo: 164346   | Date of Issue: 18/December/2019   |
| <b>RESEARCH LICENSE</b>   |   |
|    |   |
| <p>This is to Certify that Ms.. Judith Kaye of Egerton University, has been licensed to conduct research in Nakuru on the topic:<br/><b>INFLUENCE OF SELECTED WORKING CONDITIONS ON TEACHERS' COMMITMENT TO THEIR PROFESSIONAL ROLES IN PUBLIC SECONDARY SCHOOLS IN NJORO SUB COUNTY, KENYA</b> for the period ending ; 18/December/2020.</p> |   |
| License No: NACOSTI/P/19/3294   |   |
| 164346<br>Applicant Identification Number   | <br>Director General<br>NATIONAL COMMISSION FOR<br>SCIENCE, TECHNOLOGY &<br>INNOVATION |
|   | Verification QR Code<br>   |
| <p>NOTE: This is a computer generated License. To verify the authenticity of this document,<br/><i>Scan the QR Code using QR scanner application.</i></p>   |   |

## Appendix C: Clearance from County Director of Education

### MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION

Telegrams: "EDUCATION",  
Telephone: 051-2216917  
When replying please quote



COUNTY DIRECTOR OF EDUCATION  
NAKURU COUNTY  
P. O. BOX 259,  
NAKURU.

Ref.CDE/NKU/GEN/4/21/VOL.VIII/

6<sup>th</sup> January, 2020

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION – JUDITH KAYE PERMIT NO. NACOSTI/P/19/3294**

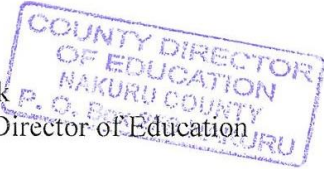
Reference is made to the above mentioned permit dated 18<sup>th</sup> December, 2019

Authority is hereby granted to the above named individual to carry out research on *“Influence of Selected Working conditions on Teachers’ Commitment to their Professional Roles in Public Secondary Schools in Njoro Sub County, Kenya”* for a period ending 18<sup>th</sup> December, 2020

Kindly accord her necessary assistance.

A handwritten signature in blue ink, appearing to be 'Joyce Sankok'.

Joyce Sankok  
For County Director of Education  
NAKURU



Copy to:

- Egerton University  
P.O Box 536  
EGERTON

## Appendix D: Snapshot of Abstract of the Published Article

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### Teachers' Perceptions on Transforming Learning Opportunities through Teaching-Learning Resources in Njoro Sub-County, Kenya



Judith Kaye<sup>1</sup>, Mary Mboga<sup>2</sup>, Fedha Mukhwana<sup>3</sup>

**ABSTRACT:** This paper draws from a study conducted on the Influence of Selected Working Conditions on Teachers' Commitments to their Professional Roles in Public Secondary Schools in Njoro Sub- County, Kenya. . This paper focuses on instructional materials and resources on teachers' commitment to their professional roles in public secondary schools in Njoro Sub-County, Kenya. The study anchors on Hertzberg Two factor theory which postulates that motivation comprises maintenance and motivational factors. This theory recognizes work environment as a motivator of employees and influences on employee job satisfaction and commitment. Questionnaires were applied to collect data. Data was obtained from 150 teachers from 47 Public Secondary Schools selected using, stratified proportionate and simple random sampling techniques. The study established that adequate instruction materials have a significant bearing on the commitment of teachers among other factors. To this end, the study recommends the need to consider the provision of adequate teaching and learning facilities to schools based on contextual evidence.

**KEY WORDS:** Teacher Commitment, Instructional Materials, Secondary Schools

#### INTRODUCTION

Several studies have linked school quality in resources to teacher commitment and performance (Ingersoll & Strong, 2011). In Njoro Sub-County which forms the context of this study, the expansion of secondary education in Kenya has come with newly established secondary schools that are faced with challenges of working conditions such as teaching-learning resources, heavy workloads and delays on promotion of teachers. According to the Sub-County Director of Education (DEOs Office, 2017), this has led to an unusually high turnover among teachers leaving the profession to pursue greener pastures.

This paper conceptualizes a resource to be any physical or virtual entity of limited availability that needs to be used to obtain a desired output or response. Resources offer a very powerful image for representing and understanding operations which learners are able to internalize and subsequently use (Alio & Ezeamenyi, 2010). According to Ladd (2011), instructional resources refer to the availability of instructional materials such as textbooks, guide books, teaching aids, technology, standard classrooms, science laboratories and even playing grounds. A teacher needs the necessary equipment, supplies, and materials to prepare lessons effectively. This paper therefore, addresses the significance of instructional materials in enhancing teacher commitment from the perspective of secondary school teachers in public schools in Njoro Sub-County, Kenya.

#### Availability of Instructional Materials in the Sampled Schools.

Before establishing the link between instructional materials and teacher commitment, the study established the adequacy of instructional material in the sampled schools (see Table 1 below).

Table 1. Adequacy of individual instructional material in the sampled schools

| Rate the adequacy of the following instructional materials in your school: | Response (%) |     |      |      |      | Mean | Std. dev |
|--|--------------|-----|------|------|------|------|----------|
|  | VI           | I   | MA   | A    | HA   |      |          |
| Textbooks  | 0.0          | 0.0 | 0.0  | 10.1 | 89.9 | 4.90 | 0.302    |
| Furniture (desks, chairs)  | 0.0          | 3.6 | 6.5  | 13.0 | 76.8 | 4.63 | 0.765    |
| Black/whiteboards  | 0.0          | 1.4 | 12.3 | 34.1 | 52.2 | 4.37 | 0.755    |
| Writing materials (chalk, pens, etc)                                       | 3.6          | 2.9 | 10.1 | 30.4 | 52.9 | 4.26 | 1.006    |
| Laboratory reagents  | 0.0          | 3.6 | 20.3 | 31.2 | 44.9 | 4.17 | 0.879    |