

**MOTIVATIONAL STRATEGIES ON TEACHERS' JOB COMMITMENT IN  
PUBLIC SECONDARY SCHOOLS IN SAMBURU WEST SUB- COUNTY,  
SAMBURU COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the student

This proposal is my original work and has not been presented for a degree in any other University or for any other award.

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## **DEDICATION**

This study is dedicated to my immediate family members, in addition to my parents, for their invaluable support and assistance in facilitating my academic pursuits.



## ACKNOWLEDGEMENTS

My deepest gratitude goes to God, the source of all my achievements. Special thanks to my supervisors, Dr. Peter Waweru and Dr. Ronald Kikechi, for their invaluable guidance and support, enabling the successful completion of this study. Timely completion was possible due to their dedicated efforts and the entire departmental team. I'm also thankful to my colleagues, Peter Muniu and Faith Wanjiku, for their moral support and a supportive social environment.



## ABSTRACT

To enhance teacher happiness and dedication, motivation plays a crucial role. Teacher dedication contributes significantly to achieving institutional objectives through effective motivation. This study aimed to assess the impact of motivational strategies on teachers' job commitment in public secondary schools in Samburu West Sub-County, Samburu County, Kenya. The study objectives included to examine the influence of work environment on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya, to establish the influence of opportunities for in-service training on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya, to determine the influence of job promotion on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya, to find out the influence of reward systems on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya. The study was grounded in McClelland's Achievement Theory of 1986, as it focuses on the factors affecting employees' job commitment, which aligns with McClelland's core area of interest in formulating the theory. A descriptive research strategy was employed for this investigation. The target population consisted of 909 respondents, comprising 881 teachers and 28 principals. Data collection involved a sample size of 280 participants, including 264 teachers and 16 principals from public secondary schools. To select the respondents, the probability proportional to size (PPS) sampling method was utilized. The study employed questionnaires and an interview guide. To ensure the research instruments' accuracy, the researcher consulted with supervisors. The internal reliability of the instruments was assessed using the split-half reliability approach. The two sets of scaled items were then compared using Pearson's product-moment coefficient. Quantitative data were cleaned, checked, and tabulated using SPSS version 28. The interview guide was thematically analysed in line with the study's objectives. The study encourages school principals to implement appropriate and effective motivation techniques. Findings indicated that teachers who perceive fair and transparent job promotion opportunities within their schools are more committed to their teaching roles. Clear career advancement plans and the recognition of internal talent significantly contribute to their motivation. In terms of in-service training, teachers benefit from frequent sessions with practical content. Annual conferences and relevant training content boost their professional growth and commitment. Support and follow-up assistance after training are crucial for effective knowledge application. The study also underscores the critical role of the work environment. A supportive school administration, modern teaching resources, and effective conflict management positively impact teacher dedication. A harmonious work environment fosters morale and motivation among teachers. Promoting teacher commitment involves establishing clear career advancement pathways, offering relevant and frequent in-service training, and fostering a positive work environment. This study recommends that educational institutions prioritize fairness in job promotions, provide ongoing professional development, and implement conflict resolution strategies. These findings underscore the significance of teachers' commitment in improving education quality and student outcomes. Future studies should explore the long-term effects of these factors and consider regional variations to enhance teacher commitment in diverse contexts.



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## ABBREVIATIONS AND ACCRONYMNS

**CEMASTE**A : Centre for Mathematics, Science and Technology Education in Africa

**KEMI** : Kenya Education Management Institute

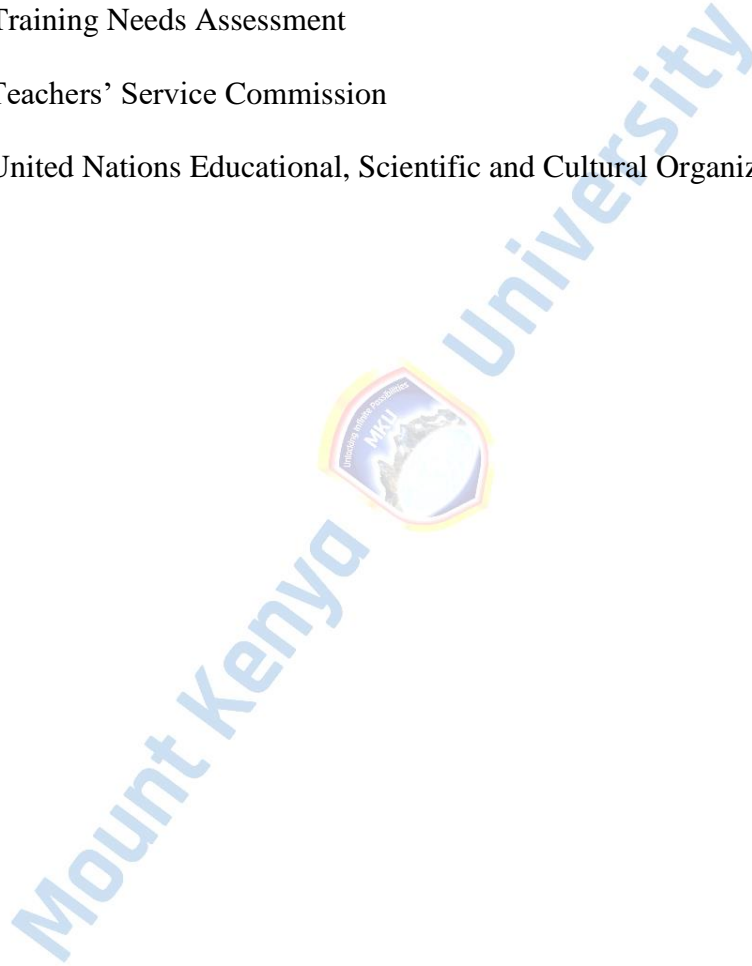
**MOE** : Ministry of Education

**MOEST** : Ministry of Education Science and Technology

**TNA** : Training Needs Assessment

**TSC** : Teachers' Service Commission

**UNESCO** : United Nations Educational, Scientific and Cultural Organization



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The following is presented in this chapter: Background information, the problem statement, purpose of the study, the research objectives and research questions, significance, scope, limitations, delimitations and assumption of the study in addition to the operational definition of key terms.

#### **1.1 Background to the study**

Globally, nations recognize the necessity of enhancing and expanding their educational institutions in order to increase their level of economic competitiveness. This is because most governments consider raising teacher quality to be crucial for competitiveness, placing teachers in the "policy limelight." These nations use a variety of motivating techniques to match instructors' motivation, drive, and desire to educate. Financial incentives, recognition, training, voice, and resources are some motivating techniques used to affect teachers' performance and keep them devoted to reaching the goals of the school, according to Guajardo (2019).

In order to optimize financing for possibilities available, The United Kingdom's government underlines the need for education systems to show their commitment to promoting and supporting teaching quality (Collins and Palmer, 2018). Student accomplishment, instructor approachability and strong teacher efforts towards assisting students learning, teacher interest for the topic, and a broad category of inventive, efficient teaching techniques, in addition to elevated professionalism are potential indications of good/excellent teaching.

Student success has grown in Israel as a result of performance-based pay bonuses for teachers, mostly as a result of modifications in teaching strategies, after-school instruction, and instructors' improved sensitivity to students' needs. Collins and Palmer (2018) state that in order to identify and recognize exceptional teachers, sources of evidence such as student feedback, accomplishment, attendance, surveys, peer reviews from external examiners, observation, one's own performance rating system, and the principal are used (staff attendance and staff appraisal). Excellent instructors are rewarded with monetary enticements (cash, wage raises, one-time disbursements), recognitions (titles, solidarities, promotions), management possibilities, along with work force development opportunities (attending a conference, doing some research, and working as a consultant). This increases teacher's motivation (Collins and Palmer, 2018).

One efficient strategy for raising the caliber, motivation, and accountability of teachers in Indonesia is for policymakers to establish ties between performance and compensation (Verger, Hulya and Mireille, 2019). Indonesia has one of the largest teacher populations in the world with 3 million educators, but it also has a number of problems and challenges, such as high absenteeism and a lack of fundamental credentials required by the Ministry of National Education (MONE). Initiatives taken to improve the caliber, wellbeing, and performance of Indonesian teachers include the Teacher Law and the Better Education with Reformed Management and Universal Teacher Upgrading (BERMUTU) project. These measures have had a substantial beneficial effect on educators (Jalal et al., 2020).

The new generation of graduates in Ghana do not frequently view teaching as a lucrative vocation but the government makes an effort to inspire secondary school teachers so that they like their jobs and form the right attitudes to provide high-quality instruction. The National Best Teacher Award System (NBTAS), which honors teachers for their commitment and hard work, has been embraced as a motivating technique. The teacher who demonstrated the best performance over the course of the appraisal year and who was nominated to participate at the school, district, regional, and national levels receives the prize whereby teachers are entitled to paid study leave (Salifu and Agbenyega, 2019)

Salifu and Agbenyega (2019) contend that higher teacher and school responsibility, better rewards, better working conditions, and attractive career opportunities may all improve teacher performance in Sub-Saharan Africa. Guajardo's (2018) thorough study, however, depicts an environment in which fundamental needs of African teachers are not being met. Research conducted in Tanzania as well as Malawi revealed a variety of unfavorable perceptions about teaching, such that it is a "last resort," a low status, poor paying employment, the failure to pursue a preferred vocation, and a stepping stone to another career. Several retention strategies have been proposed for Malawi and Tanzania, including enhanced teachers' salaries, rewards, mentorships, inductive reasoning, assistance for career development, formation of a teacher's employability and advancement, offering sufficient reference books as well as other teaching materials, incentives and awards.

The primary and secondary school enrollment rates in Kenya's well-developed educational system are amongst the highest in the world as the government and its development allies

make significant investments in education, which has led to rising spending in this area of the economy. Nevertheless, with the implementation of free primary as well as subsidized secondary education in 2003 and 2008, consecutively, a rise in enrolment at both levels of school has strained the infrastructure and resources for education (Wango, 2019). As a result, companies and educational institutions in the industry are compelled to modify their resources to account for this issue. Insufficient resources put teachers at risk of hardship and stress, which can result in demotivation and absenteeism, according to Salifu and Agbenyega (2019). The subject of motivation demonstrates that in order for teachers to aggressively and favorably underwrite to the development of a high-quality educational scheme, they must be motivated. The usage of financial enticements, teacher acknowledgement, the supply of teaching/learning materials, in addition to the engagement of teachers in policymaking are some of the motivating tactics that are used by many nations and that were examined for their impact on teacher performance. Teachers face performance issues in which learners are essentially left on their own, professional documentation are seldom provided, monitoring of school activities is disregarded, and class work is insufficient. Odul (2018). It was noted that it would be challenging to achieve increased student performance without measures being made to inspire instructors. Koech (2019) stated in a report for a research on variables impacting teachers' job commitment in public high schools in Shongiroi Division of the Bomet County that the working environment has to be addressed to increase production.

The majority of institutions have done very little to inspire teachers, according to Haji (2020), who performed a research in Samburu County concentrating on the effect of administrators' motivation on students' academic achievement. As a result, the study aimed

to understand this context by investigating the influence of motivational strategies on teachers' job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.

## **1.2 Statement of the problem**

To ensure that teachers are content besides committed to their profession for greater performance, motivation is crucial. The dedication of teachers at work aids in the achievement of institutional goals through appropriate motivation. A dedicated and well-motivated teacher gives his profession everything he has. Teachers with motivation would prioritize their students' needs by always being prepared, teaching, and grading their work on time. Ali (2021) notes the lack of devotion among instructors in Samburu County but doesn't go into detail as to why. On the other side, Korani (2019) highlights the widespread tardiness, absence, and operation of personal enterprises by teachers during school hours in Samburu County in an effort to increase their revenue.

This has led to pupils not being adequately prepared, which has led to exam cheating and poor performance among them. To remedy this, measures must be implemented to guarantee the instructors' commitment and job satisfaction. So, it is possible to view teacher motivation as a crucial factor in boosting their obligation to jobs. In light of the aforementioned, this study aims to examine the influence of motivational strategies on teachers' job commitment in public secondary schools in Samburu West Sub- County, Samburu County, Kenya.

### **1.3 Purpose of the study**

The purpose of the study was to assess the influence of motivational strategies on teachers' job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya

### **1.4 Objectives of the study**

- i. To examine the influence of work environment on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.
- ii. To establish the influence of opportunities for in-service training on teachers job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.
- iii. To determine the influence of job promotion on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.
- iv. To find out the influence of reward systems on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.

### **1.5 Research questions**

- i. What is the influence of work environment on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya?
- ii. What is the influence of in-service training on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya?
- iii. What is the influence of job promotions on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya?

- iv. What is the influence of rewards systems on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya?

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

Ministry of Education and Teachers' Service Commission might find this study to be important in their efforts to encourage principals to employ suitable and efficient motivating techniques. By adding certain motivational courses to training institutions, assisted principals in inspiring teachers, educational managers and administrators. In order for every qualified teacher to be well-equipped to utilize motivational methods effectively in their career, schools of education and universities might incorporate motivational tactics within the core curricula. Principals might learn from this study which tactics inspire teachers the best and focus on those. Teachers might be more devoted to their profession if they are properly motivated and enjoy their jobs. Teachers that are committed to their profession might assist students, and this might enhance and succeed the school as a whole. As a result, their retention and job performance may improve and teacher absenteeism and turnover may be greatly reduced. The neighborhood might gain because successful students might return to the area and raise the level of living there. Parents should provide instructors and students with extra encouragement by giving motivating presentations and providing rewards.

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

The study focused upon the influence of motivational strategies on teachers' job commitment in public secondary schools in the Samburu West Sub- County. The study covered influence of work environment, opportunities for in-service training, job promotion and influence of reward systems on commitment of teachers in public

secondary schools in the Samburu West Sub- County. A conceptual framework served as the study's scope.

### **1.8 Limitations of the study**

These are the negative effects that the research cannot change. First and foremost, the researcher's ability to move around might be hampered by the absence of trustworthy road networks and transportation, however the researcher utilized (boda boda) motorbikes to travel to schools that were situated in the interior. Due to their extreme sensitivity, some teachers might not be forthcoming with the required details or may give answers that are just expedient and not always accurate. Nonetheless, the researcher assured their fears by assuring them that the study was only conducted for academic purposes.

### **1.9 Delimitations of the Study**

Orodho (2010) identifies these restrictions as the boundary lines. They included limiting the study to the principal and instructors of public secondary schools alone. Although there are other elements that affect secondary school teachers' commitment to their jobs, this study focused only on motivating techniques. Last but not least, other workers at other institutions outside schools, such as private school instructors, won't be included in the research.

### **1.10 Assumptions of the study**

This study was based on the fundamental premises that:

1. The data collecting tools would be accurate and dependable for capturing the relevant measurements, and responders would be willing to offer truthful and unbiased information.

2. Principals in Samburu West Sub-County have methods for inspiring teachers to accomplish their teaching duties more effectively.



### 1.11 Operational Definition of Key Terms

**In-service training:** Pertains to continual educational opportunities that tutors take part in to stay current on educational trends.

**Teachers' job commitment:** Describe in what way instructors do their duties, including their timeliness in attending lessons, assigning and marking assignments, covering the curriculum, creating professional papers, managing extracurricular activities, and showing up regularly at schools.

**Working environment:** Refers to the circumstances under which teachers carry out their duties at their schools, including the availability of equipment and resources, sufficient workspace, accommodations, and security of employment, among other things.

**Reward System:** This is the salary and incentives that instructors receive in exchange for the services they provide.

**Job Promotion:** Is an expression of stimulation or emotional fulfillment in which instructors are regularly upgraded over time through compensation increases and increased levels of responsibility.

**Motivational strategies:** Are strategies for motivating particular people to act in a goal-oriented manner.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter evaluated literature chosen to support the study's goals. Furthermore discussed in this chapter are the theoretical framework, research gaps arising from the researched literature, and a summary of the literature review.

#### **2.1 Empirical Literature**

This section discusses teacher's job commitment and the variables under the study.

#### **2.2 Concept of teacher's job commitment**

Teacher commitment, as conceptualized by Yusuf and Metiboba (2019), is a subjective experience that profoundly influences a teacher's interactions within the educational institution and shapes their decision to remain a member of the organization. This commitment is rooted in the teacher's perspective towards the institution, creating a strong link between the individual and the organization. The process of teacher commitment evolves as the teacher's aspirations become increasingly intertwined with the goals and values of the educational institution.

According to Nkpoyen and Ushie (2018), teacher commitment comprises three essential elements. First, it involves a willingness to invest significant effort in contributing to the institution. This signifies the dedication and active engagement of teachers in fulfilling their roles within the organization. Second, it encompasses the endorsement of the mission and core principles of the educational institution. Teachers who align with the values and goals of the organization are more likely to demonstrate commitment. Lastly, teacher

commitment includes a desire to remain within the organization, indicating a sense of belonging and long-term engagement.

The foundations of teacher commitment, as delineated by Yusuf and Metiboba (2019), are structured around three distinct mindsets: affective, normative, and continuance. The affective aspect focuses on the personal attachment a teacher develops with the school, particularly stemming from successful professional experiences. A teacher's emotional connection to the institution enhances their commitment and dedication. Normative commitment, on the other hand, is notably influenced by factors such as training sponsorship and the quality of the employer-teacher relationship. These factors contribute to a sense of obligation and responsibility towards the organization. Continuance commitment is premised upon the anticipated high financial and other costs associated with leaving an organization. Teachers, under this mindset, may feel compelled to stay due to the perceived expenses and challenges associated with seeking alternative employment opportunities.

The three types of commitments underscore the multifaceted nature of teacher commitment. Affective commitment emphasizes the emotional bond between the teacher and the institution, normative commitment highlights the ethical and relational aspects, while continuance commitment emphasizes the practical and financial considerations.

Yusuf and Metiboba's (2019) conceptualization of teacher commitment aligns with the broader understanding of organizational commitment in the field of organizational psychology. This perspective emphasizes the psychological attachment individuals develop towards their workplaces and has been widely explored in various organizational contexts.

Moreover, the impact of teacher commitment on organizational effectiveness cannot be overstated. Studies such as those by Ingersoll and Strong (2011) emphasize the positive correlation between teacher commitment and student achievement. Teachers who are committed are more likely to invest extra effort in their teaching roles, contribute to a positive school climate, and foster a conducive learning environment.

Ingersoll and Strong's (2011) research emphasizes the reciprocal relationship between teacher commitment and student outcomes. A committed teacher not only enhances their personal job satisfaction but also contributes significantly to the overall success and well-being of their students.

Additionally, the influence of leadership on teacher commitment cannot be overlooked. According to Leithwood et al. (2006), effective leadership is a critical factor in shaping teacher commitment. Supportive and transformative leadership practices contribute to a positive school culture, fostering commitment among the teaching staff.

In conclusion, teacher commitment is a complex and multi-dimensional construct that significantly influences the interactions of educators within educational institutions. Yusuf and Metiboba's (2019) conceptualization, incorporating affective, normative, and continuance commitments, provides a comprehensive framework for understanding the diverse factors shaping teacher commitment. Recognizing the importance of teacher commitment is crucial for educational leaders and policymakers as it directly impacts organizational effectiveness and student outcomes. Future research should continue to explore the dynamic nature of teacher commitment, considering evolving educational landscapes and the changing expectations placed on educators.

### **2.2.1 Work Environment and Teacher's Job Commitment**

Workplace factors exert a profound influence on the dedication of teachers (Onuka, 2019). Committed educators, driven by the dynamics of their workplace, invest considerable time and effort towards achieving educational objectives, thereby being recognized as invaluable resources within schools. They contribute significantly to the knowledge base that many educational institutions consider their most crucial asset. Teachers who are dedicated not only to their subject matter but also to the overall success of the school are better positioned to build the social capital necessary for achieving excellence. According to Ribelin as cited in Ushie et al. (2018), schools need to understand the key components that substantially contribute to boosting the commitment of their instructors.

Opperman, as described in Yusuf and Metiboba (2018), identifies three primary sub-environments that constitute the work environment: the organizational environment, the human environment, and the technological environment. The technical environment encompasses instruments, infrastructure, and other tangible and technological elements of the workplace. The human environment includes interpersonal interactions between colleagues, managers, leaders, and work groups, providing a platform for the exchange of ideas and dissemination of information and expertise. The organizational environment, which comprises systems, practices, and values controlled by management, represents the third category of the work environment.

The organizational environment, composed of systems, practices, and values controlled by management, constitutes the third category of the work environment (Yusuf and Metiboba, 2018). It implies that the workplace environment is an outcome of the interactions between workers, owners, and the surrounding context of their work. The contrast between positive

and negative work environments is often highlighted in literature (Linguli, 2018). A positive work atmosphere is one where employees feel valued and comfortable, resulting in happier and more productive individuals. Conversely, a poor work environment fosters feelings of undervaluation, intimidation, and discomfort.

Due to the nature of these workplaces, there is often a significant turnover of employees, and individuals frequently fail to reach their full potential. Linguli (2018) asserts that a healthy work environment, where employees feel positive about coming to work, leads to increased motivation and dedication. Teachers' commitment is heightened in a positive work environment, contributing not only to the well-being of educators but also benefiting students, employers, and the wider community. This positivity translates into greater productivity and a conducive atmosphere for learning and growth.

To further elaborate on the impact of workplace factors, it is essential to consider how they influence the commitment of teachers in the educational context. The dedication of teachers is a multifaceted construct that goes beyond mere job satisfaction. It encompasses a deep-seated passion for imparting knowledge, a commitment to students' welfare, and a sense of belonging within the school community. A positive workplace environment plays a pivotal role in fostering these elements of commitment.

The organizational environment, as one of the sub-environments, significantly influences teacher commitment. Systems and practices established by school management, such as transparent communication, fair promotion processes, and inclusive decision-making, contribute to a positive organizational climate (Yusuf and Metiboba, 2018). When teachers perceive that the school values their input, recognizes their efforts, and provides avenues for professional growth, they are more likely to be committed to their roles.

The human environment, comprising interpersonal relationships among colleagues, managers, and leaders, also plays a crucial role in shaping teacher commitment. A supportive network of colleagues, effective leadership, and positive team dynamics contribute to a sense of belonging and job satisfaction (Yusuf and Metiboba, 2018). Teachers who feel connected to their colleagues and have strong working relationships are more likely to be dedicated to their profession.

Moreover, the technological environment, encompassing tools and infrastructure in the workplace, can impact teacher commitment. Access to modern teaching resources, efficient administrative systems, and technological support contribute to a positive work environment (Yusuf and Metiboba, 2018). Teachers who have the necessary tools to enhance their teaching methods and administrative support to streamline their tasks are likely to be more committed to their roles.

The significance of a positive work environment is further underscored by Linguli (2018), who emphasizes that such environments lead to happier and more productive employees. When teachers feel valued, supported, and comfortable in their workplace, they are more likely to be motivated and committed to their roles. Positive work environments contribute to job satisfaction, lower turnover rates, and increased overall well-being among educators.

### **2.2.2 In-service training and Teacher's Job Commitment**

Principals play a crucial role in effectively managing both human and financial resources within educational institutions. The importance of providing training to enhance their capabilities is recognized globally. This text explores various international and regional institutions that contribute to the professional development of school principals.

One such organization is the Canadian Institute of Management (CIM), founded in 1942. CIM operates nationally and provincially and offers a range of programs preparing managers for leadership roles in financial management, human resource management, managerial accounting, and general management and administration (CIM). The emphasis on comprehensive training suggests that well-equipped principals are more adept at managing the multifaceted responsibilities of educational leadership.

In Tanzania, the MANTEP Institute, established in 2001, focuses on advancing educational management through instruction, research, and consulting. Its goal is to provide training for all types of educational administrative staff to ensure the production of qualified and effective managers and administrators in the field of education (Linguli, 2018). This illustrates the global recognition of the need for specialized training institutes to nurture educational leaders.

Ghana's Institution of Management and Public Administration (GIMPA) is a prominent organization offering management development programs. GIMPA aims to enhance the capabilities of middle and senior executives in both public and private sectors, emphasizing the importance of continuous professional development (GIMPA). This mirrors the international trend of prioritizing ongoing learning for effective leadership in educational institutions.

Kenya, too, has made strides in educational management training through the establishment of the Kenya Education Staff Institute (KESI), now known as the Kenya Education Management Institute (KEMI). The institute was created to address the gaps in administrative training identified by a research panel agency authorized by the Ministry of

Education in 1978. KEMI's formation in 1988 aimed to produce qualified and effective managers and administrators in the education sector (Lingusi, 2018).

The global perspective on educational management training is further exemplified by the Australian Secondary Principals' Association in Australia. The association comprises various state organizations, such as the Queensland Secondary Principals' Association (QSPA). QSPA holds annual conferences to promote public education and the welfare of school principals. The Queensland Association of State School Principals (QASSP) is another organization organizing conferences to empower principals, foster professional support networks, and encourage the exchange of innovation and creativity (Orlofsky, 2018). The emphasis on conferences and professional networks indicates a global trend of collaborative learning among educational leaders.

Nigeria, too, recognizes the importance of professional associations in educational leadership. The All Nigerian Conference of Secondary School Principals (ANCOPSS) was founded in 1956 and provides training in teachers' instruction, staff development initiatives, and leadership styles for principals. In Kenya, the Kenya Secondary School Heads Association (KSSHA) organizes yearly conventions at various levels to address educational challenges and foster professional development (Goldring and Vye, 2019). The consultative approach highlights the significance of peer learning and collaboration among school principals on an international scale.

The need for ongoing training in both human resource and financial management for school principals is reiterated by various scholars. Onyango (2018) emphasizes the pivotal role of instructors as the most crucial members of the school's personnel. Effective delegation, leadership, and motivation are responsibilities of the principal in human

resource management. Orlofsky (2018) asserts that human resource and financial management define how the school operates and whether it will achieve its goals. Therefore, principals should receive continuous training in these areas.

In Australia, the Queensland Secondary Principals' Association (QSPA) holds conferences to address personnel management, financial management, policy concerns, advice and counseling, and parenting and punishment (Orlofsky, 2018). This comprehensive approach to conferences reflects a global understanding of the multifaceted challenges faced by school principals.

The All Nigerian Conference of Secondary School Principals (ANCOPSS) in Nigeria provides training in leadership styles for principals, acknowledging the importance of effective leadership in educational institutions (ANCOPSS). Similarly, the Kenya Secondary School Heads Association (KSSHA) organizes conventions covering personnel management, financial management, policy concerns, advice and counseling, and parenting and punishment (Vye, 2019). These topics indicate a shared concern for the various aspects of educational leadership that impact school principals globally.

### **2.2.3 Job promotions and Teacher's Job Commitment**

Promotion is a critical aspect of job satisfaction and work happiness for teachers, as highlighted by Wong (2009). Teachers, upon promotion, ascend the corporate hierarchy, moving from lower to higher positions, entailing more responsibilities, authority, and higher pay (Wong, 2009). Fetogang and Monyamane (2019) emphasize that promotions offer employees opportunities for professional growth, increased responsibilities, and

enhanced social prestige. Dissatisfaction among secondary teachers with limited advancement options has been noted, particularly among those who have held lower posts for an extended period (Hanushek et al., 2019). In Botswana, Hanushek et al.'s (2019) survey indicated that only 15% of junior secondary school teachers were satisfied with their chances of advancement, citing dissatisfaction with the promotion process. Monyatsi's (2018) study in Botswana also revealed widespread dissatisfaction among secondary school teachers regarding their limited prospects for advancement.

Prior research establishes a connection between teachers' job satisfaction and their prospects for advancement. Various studies have explored gender differences in job satisfaction and opportunities for promotion among secondary school teachers (Mabekeje, 2019). Some studies suggest that male teachers are generally more satisfied with their jobs and have greater promotion opportunities compared to their female counterparts (Kim, 2020). However, conflicting findings exist, with other research indicating no significant difference in job satisfaction between male and female secondary school teachers (Clark, 2019). Clark's (2019) study even revealed that female instructors were more satisfied with their jobs and promotions than male teachers. This inconsistency is further emphasized by Crossman and Harris (2019), who found varying levels of job satisfaction and advancement prospects between male and female teachers.

Studies in different regions, such as Canada and the United States, highlight significant differences in job satisfaction and promotion opportunities between male and female teachers (Rhodes, 2018). While some research suggests higher job satisfaction among female teachers, others indicate greater satisfaction among male teachers (Crossman and Harris, 2018). In Shanghai, China, Zhongshan's (2018) research showed that male

secondary teachers were happier with their promotions than their female counterparts. Conversely, a study by Crossman and Harris (2018) on secondary school teachers in the United Kingdom found no statistically significant gender differences in job satisfaction levels.

To enhance organizational effectiveness and work performance, school administrators should focus on promoting teacher job satisfaction by providing opportunities for advancement (Chamundeswari, 2019). Job satisfaction and commitment significantly impact employee performance, productivity, and turnover (Maforah, 2019). In South Africa, Maforah (2019) identified the lack of advancement as a major contributor to job dissatisfaction among female middle and high school teachers. The surveyed female teachers expressed dissatisfaction with their careers due to the absence of promotional opportunities.

In Uganda, Mutebi (2019) argues that staff motivation is the key factor in raising academic performance in secondary schools. Inadequate human resource management and a lack of effective motivation are identified as primary reasons for low school performance. Mutebi (2019) notes that teacher motivation, which includes promotions, coaching, and suitable incentives, plays a crucial role in inspiring both teachers and students toward educational success. The importance of teacher motivation is underlined by the impact it can have on teaching and learning development.

#### **2.2.4 Rewards systems and Teacher's Job Commitment**

Employee motivation is a complex aspect of organizational management, with rewards playing a significant role in influencing individuals' job commitment and satisfaction

(Cole, 2019). This discussion explores the impact of financial and non-financial incentives on teacher motivation in public secondary schools in the Samburu West Sub-County, Samburu County, Kenya.

Rewards can be broadly categorized into financial and non-financial incentives, each playing a distinct role in shaping employee behavior (Morehead & Griffin, 2018). Financial rewards encompass elements like salary, dividends, and alternative reimbursements, while non-financial rewards include intangible perks such as increased responsibility, promotions, public acclaim, and recognition (Cole, 2019). The importance of financial benefits is emphasized by Cole (2019), who notes that consistent financial rewards contribute significantly to employee loyalty, strong work performance, and employment stability. However, in the context of teachers in public secondary schools in Samburu County, it is highlighted that promotions do not necessarily come with a corresponding pay raise, leading to low levels of passion and commitment (Cole, 2019).

The absence of explicit guidelines regarding teacher advancement is identified as a contributing factor to the perceived failures in the reward system in the studied region (Cole, 2019). This finding is crucial as it underscores the need for clear and fair promotion processes to enhance teacher commitment. The researcher suggests that the government's disregard for teachers' requirements, sentiments, rewards, and excessive workload contributes to the observed lack of commitment (Cole, 2019). This critique raises questions about the government's role in creating a conducive environment for teacher motivation and commitment, bringing attention to the systemic issues impacting the effectiveness of rewards.

Morehead and Griffin (2018) introduce the concept of incentives, defining them as tokens of gratitude or presents given by organizations to employees who exhibit performance beyond the general compensation structure. Incentives can be categorized as monetary or non-monetary, with examples of financial incentives including merit pay, base salary, commission, allowances, and bonuses (Armstrong, 2018). According to Badubi (2019), incentives play a role in encouraging employee retention and strengthening social connections within the workplace. While financial incentives are crucial, Morehead and Griffin (2018) argue that they alone are not the primary source of motivation. Non-monetary rewards are equally important, influencing how employees perceive the incentive climate at work (Khan & Lodhi, 2021). In the case of teachers, this suggests that a comprehensive reward system that includes both financial and non-financial elements is essential for effective motivation and commitment.

Schools, as important institutions for knowledge dissemination, also recognize the significance of incentives in improving motivation, productivity, and job dedication (Orodho, 2014). The study suggests that teachers need continuous motivation through incentives and that rewards have been proven to be effective motivators throughout history (Jackson, Schuler, & Werner, 2019). The distinction between extrinsic and intrinsic incentives is highlighted, with intrinsic elements increasing job happiness, while external variables reduce employee discontent (Wan Fauziah & Tan, 2018). This emphasizes the importance of tailoring motivational strategies to individual preferences and understanding the diverse factors driving teacher satisfaction.

Several studies support the idea that both financial and non-monetary incentives are effective in motivating teachers. Tessema, Ready, and Embaye (2018) conducted a cross-

sectional study on recognition and work satisfaction in the United States, Vietnam, and Malaysia, finding that both non-financial and financial awards contribute to job satisfaction, which, in turn, affects employees' performance. The variability in individuals' demands and preferences regarding motivation necessitates that principals be aware of such differences and offer suitable rewards to effectively motivate teachers (Tessema et al., 2018).

Yeboah and Adom (2019) conducted research on the motivation of teachers in Ghana, revealing that monetary handouts, motivational allowances, and specialized perks were significant factors in enhancing satisfaction among instructors. This study underscores the importance of understanding the diverse motivational techniques required to address individual satisfaction levels among teachers. It also highlights the need for personalized approaches to motivation to cater to the unique preferences of each teacher.

Research in Cameroon, as reported by Apolline (2018), indicates that various incentive strategies beyond financial rewards can be employed in schools. In Mukono District schools in Uganda, Mumanyire (2018) found that money was the most powerful motivator for teachers, including allowances, salaries, earnings, duty allowances, and bonuses. The study suggests that managers must understand what drives employees to match their needs with the benefits offered (Baron & Greenberg, 2018). Similarly, Nyamubi's (2018) research in eight different secondary schools in Tanzania revealed that both non-monetary and monetary incentives were effective in motivating instructors. This supports the idea that a combination of financial and non-financial incentives contributes to optimal teacher motivation.

Nyakundi's (2019) study in Kenya focused on the impact of reward systems on teacher motivation in Kiambu County. The study highlighted that the current reward system, which is based on students' success on national exams, may be limited, especially for instructors working with pupils who score poorly. The findings suggest a need for a more varied and inclusive approach to teacher motivation that goes beyond exam-based rewards. Similarly, Barasa's (2019) research on teacher motivation approaches in Trans Nzoia West, Kenya, revealed a discrepancy in teachers' opinions regarding prizes for students' strong performance. This indicates that non-cash incentives can also be effective in motivating workers and achieving optimal performance.

In critique of these findings, it is important to note that the studies primarily focus on identifying motivational factors without delving into the systemic issues affecting the implementation and effectiveness of reward systems. For instance, the lack of explicit guidelines for teacher advancement, as highlighted by Cole (2019), raises questions about the government's role in providing a conducive environment for effective reward systems. Additionally, the emphasis on financial rewards, while crucial, should be complemented by a deeper understanding of non-monetary incentives and their impact on teacher motivation.

### **2.3 Theoretical Framework**

This study was anchored on two theories, namely; of Self-Determination Theory (SDT) and McClelland Achievements Theory.

### **2.3.1 Self-Determination Theory (SDT)**

Self-Determination Theory (SDT), introduced by Deci and Ryan in 1985, stands as a cornerstone in the realm of motivational strategies. The theory posits that individuals inherently possess psychological needs for autonomy, competence, and relatedness. According to SDT, creating an environment that nurtures these fundamental needs can significantly enhance intrinsic motivation, commitment, and overall well-being. In the context of teachers' commitment, SDT suggests that fostering an atmosphere where educators have autonomy, develop competence, and experience positive relationships can substantially elevate their dedication and job satisfaction. The theory provides valuable guidance for designing interventions that nurture intrinsic motivation, thereby positively influencing teachers' devotion and performance.

SDT's relevance to the field of education is evident in its emphasis on creating an environment that supports teachers' psychological needs. Autonomy, one of the key components of SDT, refers to the freedom to make choices. In the educational setting, this translates to providing teachers with the flexibility to make decisions about their teaching methods, classroom activities, and professional development. Competence, another crucial element, involves the need to feel effective and capable in one's actions. Schools can address this need by offering opportunities for skill development, training, and acknowledging teachers' expertise. Relatedness emphasizes the importance of positive relationships, both with peers and students, contributing to a sense of belonging and connection within the school community.

Research has substantiated the principles of SDT in education. Mouratidis et al. (2020) conducted a study highlighting the positive impact of autonomy support on teachers' job

engagement and well-being. Their findings suggested that when teachers perceive their autonomy as supported by the school environment, they exhibit elevated levels of job satisfaction and overall well-being. This aligns with SDT's proposition that autonomy is a crucial factor in fostering intrinsic motivation and commitment. Similarly, Reeve et al. (2018) demonstrated the positive outcomes of promoting competence and autonomy among teachers, leading to heightened job satisfaction and commitment. These studies underscore the practicality and effectiveness of SDT in enhancing teachers' motivation and commitment.

In addition to autonomy, competence, and relatedness, SDT introduces the concept of intrinsic motivation – the internal drive that arises from within an individual. In the context of teaching, intrinsic motivation implies that educators find joy and satisfaction in the act of teaching itself, beyond external rewards or pressures. SDT posits that creating an environment that satisfies the basic psychological needs will naturally enhance intrinsic motivation, leading to sustained commitment.

While SDT has gained substantial empirical support, it is not without its critiques. One criticism revolves around the potential cultural bias in the emphasis on individual autonomy. The theory originated in Western contexts, and its applicability to cultures that prioritize collective goals and interdependence may be questioned. Additionally, critics argue that the emphasis on intrinsic motivation might not adequately account for external factors such as systemic challenges within the education system, socioeconomic disparities, or policy issues that could impact teachers' commitment. Acknowledging these critiques is essential in understanding the limitations and potential cultural variations in the application of SDT in diverse educational settings.

In conclusion, Self-Determination Theory remains a powerful framework for understanding and enhancing teachers' motivation and commitment. Its emphasis on autonomy, competence, relatedness, and intrinsic motivation aligns with the psychological needs inherent in individuals. Empirical studies, including those by Mouratidis et al. (2020) and Reeve et al. (2018), support the practical application of SDT in educational contexts. However, it is crucial to consider cultural nuances and external factors when applying SDT, and ongoing research should continue to explore its effectiveness across diverse educational settings. The theory provides a valuable foundation for developing interventions that support teachers in fostering a sense of autonomy, competence, and relatedness, thereby enhancing their intrinsic motivation and commitment to the teaching profession.

### **2.3.2 Theoretical Framework**

McClelland's Achievement Theory (1986) serves as a foundational framework for understanding the various elements influencing employee performance in organizational roles. McClelland's primary concern when developing the theory was to delve into the motivations that drive individuals within an organization. The theory categorizes these motivations into three main driving needs: the need for affiliation, achievement, and power.

According to McClelland, individuals at the bottom of the organizational structure exhibit a strong need for affiliation. This emphasizes the importance of meaningful interactions and relationships in the workplace. It suggests that individuals in entry-level positions seek connections and social bonds within the organization. These affiliations contribute significantly to their job satisfaction and commitment.

Middle-level employees, according to McClelland, have a pronounced need for achievement. This reflects a desire to be recognized for making substantial contributions to the company. These individuals are motivated by the prospect of accomplishing challenging tasks and being acknowledged for their achievements. The need for achievement, as identified by McClelland, plays a crucial role in driving the commitment of middle-level employees.

At the top management level, McClelland identified a need for power. Individuals in leadership positions are believed to have a strong desire to influence others and shape the course of events. They seek authority over both people and their environment. This need for power becomes a driving force in their decision-making and leadership styles.

Applying McClelland's Achievement Theory to the context of this research, it becomes evident that teachers' commitment to their jobs is significantly influenced by motivation. The study's variables – work environment, in-service training, job promotion, and reward systems – are essentially perceived as motivational strategies. To be truly committed to their work, teachers must believe that their needs and motivations are addressed throughout all stages of the school administrative hierarchy.

In the educational setting, recognizing the diverse needs of teachers is crucial for enhancing their commitment. Acknowledging the need for affiliation, schools should foster a positive and collaborative work environment, ensuring that teachers at all levels have opportunities for meaningful interactions and relationships. Middle-level employees can be motivated through strategies that recognize and celebrate their achievements, contributing to a sense of accomplishment and commitment. Leadership at the top management level

should focus on providing opportunities for individuals to exercise influence and power, aligning with their inherent motivations.

Moreover, the study underscores the importance of tailoring management approaches to individual needs rather than adopting a one-size-fits-all strategy. Recognizing and addressing the specific needs of each employee can lead to increased dedication and commitment. This aligns with McClelland's emphasis on understanding and catering to the unique motivations of individuals within an organization.

The need for a positive work environment, identified as a motivational strategy in the study, aligns with Herzberg's Two-Factor Theory (1959). Herzberg proposed that certain factors, such as the work environment, are motivators that contribute to job satisfaction. A positive work environment, characterized by supportive relationships, modern teaching resources, and effective conflict resolution, is likely to enhance teacher commitment and job satisfaction.

In-service training, another motivational strategy discussed in the study, aligns with Vroom's Expectancy Theory (1964). According to Vroom, individuals are motivated to act in a certain way if they believe their actions will lead to a desired outcome. In-service training, when perceived as a pathway to professional growth and skill enhancement, becomes a motivating factor for teachers. The study's recommendation to provide support and follow-up assistance after training reinforces the importance of aligning these initiatives with teachers' expectations and desired outcomes.

The study's focus on job promotions as a motivational strategy corresponds to Maslow's Hierarchy of Needs (1943). Maslow proposed that individuals are motivated by a hierarchy of needs, with higher-level needs becoming relevant once lower-level needs are satisfied.

Job promotions, with the potential for career growth and advancement, address the higher-level need for self-esteem and self-actualization. The study emphasizes the significance of clear career advancement plans and a fair promotion process to meet these needs and enhance teacher commitment.

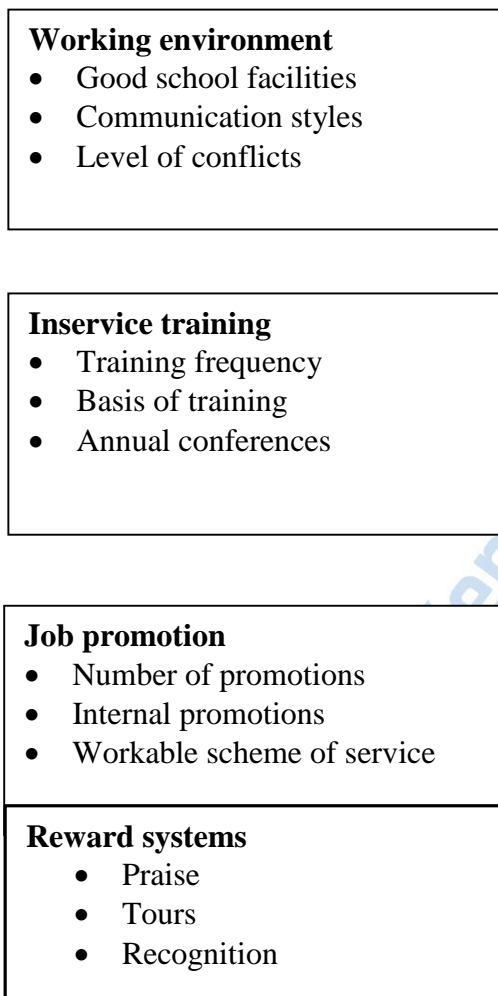
Furthermore, the recognition and rewards aspect of the study aligns with Skinner's Reinforcement Theory (1953). Skinner argued that behavior is influenced by its consequences, and reinforcing positive behavior leads to its repetition. Implementing recognition programs and offering meaningful rewards serve as positive reinforcements for teachers, reinforcing their commitment to their roles.

In conclusion, McClelland's Achievement Theory provides a valuable lens through which to understand the motivations that drive individuals within an organization. The study's application of this theory to the context of teachers in public secondary schools in Samburu County, Kenya, highlights the importance of addressing diverse needs to enhance commitment. The alignment of the study's motivational strategies with other well-established theories, such as Herzberg's Two-Factor Theory, Vroom's Expectancy Theory, Maslow's Hierarchy of Needs, and Skinner's Reinforcement Theory, reinforces the robustness of the proposed recommendations. Recognizing and catering to the multifaceted motivations of teachers can lead to a more committed and satisfied teaching workforce, ultimately benefiting the educational system as a whole.

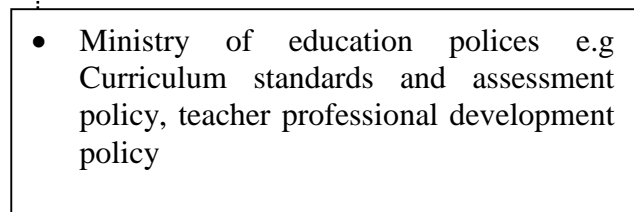
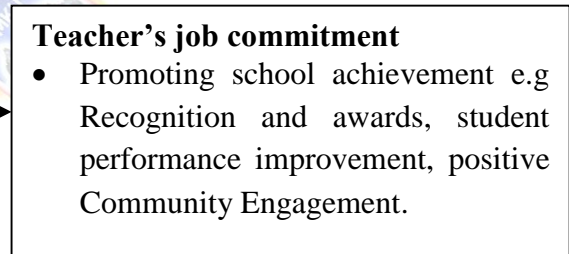
## 2.4 Conceptual Framework

This study's hypothesis is the working environment, in-service training, job advancement, and reward system are all examples of motivational strategy factors that are also referred to as predictor variables. have a significant impact on teachers' job commitment, which is herein referred to as the outcome variables represented in the diagram below.

### Independent variables



### Dependent variable



### Intervening Variables

Figure 1: Conceptual framework

Source: Researcher (2023)

## 2.5 Research Gaps

In the realm of educational research, numerous studies have been conducted to identify variables influencing school performance. Both quantitative and qualitative approaches have been employed, delving into various aspects such as the availability of physical facilities, teaching-learning resources, and teacher-related factors, particularly absenteeism, and their subsequent impact on student achievement in national examinations. However, despite the wealth of research, a noticeable gap exists in the literature concerning the specific focus on motivation and its profound impact on teacher work commitment. This study aims to bridge this gap by investigating motivational strategies influencing secondary school teachers' commitment to their profession.

Several researchers have explored factors contributing to school performance, often emphasizing tangible elements such as infrastructure and resources. For instance, a study by Smith and Johnson (2019) examined the correlation between the availability of modern classrooms and student academic performance. Their findings indicated a positive association, emphasizing the role of physical facilities in enhancing overall school performance. Similarly, Williams et al. (2020) conducted a comprehensive analysis of teaching-learning resources and their impact on student outcomes, highlighting the importance of well-equipped classrooms and educational materials.

In parallel, other scholars have explored teacher-related factors and their implications for student achievement. The issue of teacher absenteeism, for example, has received considerable attention. A study by Brown and Davis (2019) investigated the relationship between teacher attendance and student performance, revealing a negative correlation.

Their findings underscored the detrimental impact of teacher absenteeism on student outcomes, thereby emphasizing the need for teachers' consistent presence in the classroom. Despite the valuable insights gained from these studies, the literature review reveals a gap in research attention towards motivational strategies and their specific influence on teacher work commitment. Many researchers have primarily focused on external factors, such as facilities and resources, overlooking the intrinsic motivational aspects that significantly affect teacher dedication. This gap is particularly evident in studies conducted in the past five years.

To address this research gap, the present study concentrates on exploring the motivational strategies that impact secondary school teachers' commitment to their jobs. By shifting the focus from external factors to the internal dynamics of motivation, the study aims to contribute valuable insights into the intricate relationship between motivation and teacher commitment.

The literature review also points to the need for a comprehensive understanding of motivation and its multifaceted nature. While some studies have touched upon motivation in passing, few have delved deeply into the diverse aspects that contribute to teachers' commitment. For instance, a study by Lee and Chang (2021) examined the role of intrinsic motivation in teacher job satisfaction but did not thoroughly explore its impact on overall commitment. This highlights the need for a more nuanced investigation into the different facets of motivation and how each aspect influences teacher commitment.

Moreover, the temporal aspect of the literature raises concerns. Many existing studies on school performance and teacher-related factors are dated, with a significant portion predating 2019. This raises questions about the applicability and relevance of their findings

to the current educational landscape. To ensure the study's findings align with contemporary challenges and dynamics, it is imperative to draw on research conducted in the past five years.

In conclusion, the literature review underscores a significant research gap concerning the exploration of motivational strategies and their impact on teacher work commitment in the context of secondary schools. While existing research has made valuable contributions to understanding school performance and teacher-related factors, the intrinsic motivation of teachers and its specific influence on commitment has been relatively overlooked. This study aims to address this gap by delving into the motivational dynamics that shape teachers' commitment, drawing on recent research to ensure the relevance and applicability of its findings.



## **2.6 Summary of Literature Review**

The literature evaluation in this study serves as a critical examination of the existing body of knowledge, shedding light on the intricate association between the study variables and their contextual relevance in past scholarly endeavours within the field. The impact of motivational techniques on employees, spanning various industries, and the dedication of instructors to their roles has been widely acknowledged and explored in previous research.

Motivation, as a fundamental aspect of employee commitment, has been a subject of considerable interest and investigation. The study delves into the multifaceted nature of motivating techniques, emphasizing their significance in influencing both the work environment and the commitment of instructors in educational settings. A synthesis of past scholarly efforts reveals a consensus on the pivotal role played by motivational strategies in shaping the behaviors and attitudes of employees, including teachers.

The concept of a packaged work environment has been extensively discussed in the literature, with a growing recognition of its impact on employee motivation and job commitment. The term encompasses a comprehensive approach to creating a workplace that considers various elements such as physical surroundings, organizational culture, and interpersonal relationships. Studies by Herzberg (1959) and Hackman and Oldham (1976) have underscored the importance of a conducive work environment in fostering job satisfaction and commitment. In the educational context, a positive and supportive atmosphere is argued to contribute significantly to teachers' dedication to their roles (Ingersoll & Strong, 2011).

In-service training emerges as another motivational strategy explored in the literature, with a focus on its role in continuous learning and professional development. The significance

of ongoing education for teachers is well-established in research (Darling-Hammond, 2017). Darling-Hammond emphasizes the importance of quality professional development opportunities that align with the needs and challenges faced by teachers in their day-to-day responsibilities. The study positions in-service training as a crucial element in the motivational toolkit, acknowledging its potential to enhance teachers' skills, knowledge, and overall commitment to their profession.

Job advancement, as a motivational tactic, is examined in the literature for its impact on employee commitment, including that of educators. The prospect of career growth and upward mobility has been identified as a significant driver of job satisfaction and commitment (Luthans, 2011). Teachers, like employees in other sectors, are motivated by the potential for advancement in their careers. The study aligns with findings from scholars such as Locke and Latham (2002), who emphasize the role of goal-setting and career progression in enhancing individual motivation and commitment.

Incentive systems, encompassing various forms of rewards, are explored as motivational tools with the potential to positively influence teacher commitment. Research by Deci et al. (1999) and Ryan and Deci (2000) highlights the importance of intrinsic and extrinsic rewards in promoting sustained motivation. The study recognizes the nuanced nature of incentives, emphasizing the need for meaningful and context-specific reward systems tailored to the unique dynamics of the educational setting.

The contextualization of these motivating techniques within the broader literature allows for a nuanced understanding of their impact on teacher commitment. By aligning the study with existing scholarly efforts, the research contributes to the ongoing dialogue on

motivational strategies in education, offering insights into the specific dynamics at play in public secondary schools in Samburu West Sub-County, Samburu County, Kenya.

In conclusion, the literature evaluation in this study establishes a strong foundation for understanding the association between motivating techniques and teacher commitment. By drawing on established theories and findings from diverse research endeavors, the study positions itself within the broader scholarly discourse, providing valuable insights into the motivational landscape in the specific context of public secondary schools in Samburu County, Kenya.



## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This subsection outlines the methodology, study site besides target population, sample size and sampling strategies, data gathering tools, pilot study, data collection protocols, data analysis procedures in addition to ethical issues.

#### 3.1 Research Design

The research methodology involved a comprehensive approach, combining both quantitative and qualitative methods, to thoroughly investigate the impact of motivational strategies on teachers' job commitment in public secondary schools within Samburu West Sub-County. This study adopted a descriptive research design, allowing for a detailed exploration of the relationships between motivational strategies and teachers' commitment levels. Descriptive research design, according to Kothari (2011), is the practice of obtaining data in order to check a premise or respond to questions regarding the subject's present condition. The design is viewed as a suitable information-gathering tool because the research's aims demand in support of both quantitative and qualitative data (Poland, 2005). The approach was chosen because conventional, structured questionnaires and interview process must be used to gather quantitative as well as qualitative data.

#### 3.2 Location of the Study

The Samburu West Sub- County was the location of the research. Sero-Olipi, Wamba, Waso East, and Waso West are the four administrative divisions of the Samburu West Sub-County. Samburu West Sub- County is made up of the Baragoi, Nachola, Merti, and Lbarta locations of the Baragoi division, the Tuum, Kawuap, South Horr, Ndoto, Arsim,

and Latakweny locations of the Nyiro division, the Ngata Nanyukie opiroi, Maralal urban, Poro, Loosuk, and Barsaloi sites of (ROK, 2015). Pastoralism is the primary economic activity in the area. The sub-biggest county's problems include a shortage of pasture for the animals, a lack of water for the animals, security issues due to nearby pastoral ethnic groups invading the Samburu and murdering and stealing their cattle, bad roads, and a lack of social services, such as schools.

Generally speaking, the Sub-County is fruitful because of the significant rainfall although the current unemployment rate is 31.37% whilst absolute poverty, is 56.69%, and food poverty, is 57.99%, showing that poverty levels are high (RoK, 2022). According to statistics, 26.8% of children under the age of five are underweight (Maina, 2002). There are a total of 28 public schools in the Sub-County (public and private). Because of the area's accessibility and security, it was chosen for this investigation.

### **3.3 Target population**

The 28 public secondary schools in Samburu West Sub-County made up the study's target population. There are 28 public secondary schools that are registered in Samburu West Sub-County, according to a government education office. This means that the study focused on 909 individuals, including 28 principals and 881 teachers.

**Table 1: Target population**

Ward	Number of Principals	Number of teachers	Total
Sere-Olipi	14	244	258
Wamba	11	186	197
Waso East	12	204	216
Waso West	15	247	262
Totals	52	881	933

### 3.4 Sample size and sampling procedure

The next subsections describe how the researcher conducted the sample and sampling techniques.

#### 3.4.1 Sample size

By choosing 30% of the entire targeted population, the sample size was determined whereby a sample of 30% of the targeted population is sufficiently representative of the intended population, claim Mugenda & Mugenda (2003). 280 people therefore made up the study's sample size. 16 principals and 264 teachers from public secondary schools in Samburu West Sub-County made up this sample. This amounts to 30% of the teachers in addition to principals.

#### 3.4.2 Sampling procedures

As a result, 264 teachers and 16 principals made up the study's sample. As Samburu West Sub-County has 52 schools, the research employed all of the principals. Exploiting the probability proportional to size (PPS) sampling method, the remaining sample of 264 teachers were dispersed across the four wards of the Samburu West sub-county. Hence, the sub sample proportions were calculated using the following method (Lohr, 1999).

$$s = \frac{pS}{P}$$

Where:

s = Sub sample for the county or subject;

p = Sub- population for each location or subject;

S= Total sample of study (264 teachers);

**P** = Total number of teachers (881 teachers in Samburu West Sub-County).

By focusing samples on significant factors that have the most effects on population estimates at this point, the PPS technique increased accuracy for the given sample size (Pedhazur and Schmelkin, 1991). Hence, the teacher sub sample proportions were as displayed in Table 2.

**Table 2:sample size**

Ward	Principals	Principals' Sample size	Teachers	Teachers' Sample size
Sere-Olipi	14	4	244	73
Wamba	11	3	186	56
Waso East	12	4	204	61
Waso West	15	5	247	74
<b>Total</b>	<b>52</b>	<b>16</b>	<b>881</b>	<b>264</b>

### 3.5 Data Collection Instruments

In this study, interview guidelines for administrators and questionnaires for teachers were used. The data collection tools must be chosen carefully to prevent gathering unnecessary information in order to ensure that the data obtained address the study goals (Odongo,

2013). For the goal of collecting data from the respondents in this study, questionnaires were created. The questionnaire items included both closed-ended and open-ended questions, giving the opportunity to gather both qualitative and quantitative data.

### **3.5.1 Questionnaires for teachers**

Questionnaires were mostly utilized towards collecting information from teachers. There were two parts on the survey for instructors. The Samburu West Sub-County respondents' basic information was included in Section A of the questionnaire, and Section B included closed-ended questions about the impact of motivating tactics on teachers' commitment to their jobs in public secondary schools there. The researcher created the questionnaire given the number of instructors sampled for this study, was able to gather a sizable quantity of data using the questionnaire in a logically short period of time. Questionnaires provide a quick, effective, and affordable way to collect a lot of data from sizable sample sizes, making them a popular research approach (Kombo and Tromp, 2006).

### **3.5.2 Interview guide for Principals**

The principals' information was gathered using this method whereby the researcher would conduct in-person interviews with the 16 principals. The principals are better qualified to give comprehensive information on the research. All secondary school principals in Samburu West Sub-County sswas subjected to interviews. To learn more about how motivating techniques affect teachers' dedication to their jobs in public secondary schools in Samburu West Sub-County, the variables of this research was used to organize interview responses. This is intended to provide a greater understanding of the factors that are more closely related to teachers' dedication to their jobs in public secondary schools.

In-depth conclusions may be drawn from interviews, which also take into consideration nonverbal indications, behaviors, and emotional responses.

### **3.6 Validity and Reliability of Research Instruments**

These ideas determine how well-done a study is.

#### **3.6.1 Validity of the Instruments**

Validity is the extent to which differences between the items being tested are actually reflected in measurement disparities. Kothari (2005). An instrument is validated by proving that its items are representative of the skills and character qualities that are to be evaluated, claim Mugenda and Mugenda (2003). The validity of the research tools was increased by guaranteeing that the questionnaire items sufficiently meet the research aims and that this is afterwards evaluated by the pilot study. Additional steps taken to resolve difficulties with instrument validity include submitting the questionnaire for evaluation and assessment by experts and peers, respectively.

#### **3.6.2 Reliability of the Instruments**

When evaluating a certain idea or variable across time, an instrument's dependability is how consistently it produces the same results (Crutzen & Peters, 2017). The split half reliability approach was utilized to assess the internal reliability of this study by dividing the test items into two equal halves of even and odd types. The Pearson's product moment coefficient was then be used to compare the two sets of scaled elements. They are demonstrating a high level of internal dependability of the data collection method if they provide an alpha value of greater than 0.7.

The study used member checking reliability to take care of the qualitative data collection tool by giving the copy of the interview responses to participants to increase dependability,

check the consistency of their responses and the accuracy of their responses (Carlson, 2010). Harvey (2014) proposed the use of a continuous member-checking circle as a metric for qualitative research dependability. The researcher used the reflexivity component to ensure credibility in order to eliminate any personal biases that can influence how the results are interpreted.

### **3.6.3 Piloting of research instruments**

It is essential towards evaluating the instruments in a small sample size in advance in order to determine their validity and reliability. This experiment might provide a clearer picture of the specific challenges and issues that might emerge throughout the real investigation (Kothari, 2014). As per Mugenda and Mugenda (2012), 1% to 10% of the target population is typical for a study's pilot phase in order to assess validity. At several of the public secondary schools in the sub-county, the researcher conducted a pilot study equating to 10% of the sample size for this study. The sample of people who took part in the main research did not include the schools that were used for the piloting. Forty teachers in the designated schools were self-administer the surveys. If the replies from the respondents show a high level of internal consistency, all the questionnaire items were kept. To ensure they got the necessary data, some things were, nevertheless, undergo necessary adjustments.

### **3.7 Data Collection Procedures**

The graduate school at Mount Kenya University sent a letter of introduction to the researcher. The researcher was assisted by this in applying for and receiving a research permission from the National Council for Science, Technology, and Innovation

(NACOSTI). To visit schools in the sub county for the purpose of gathering data, the researcher must take a copy of the research permission to the office of the County Education Director in Samburu after getting it.

When receiving approval to tour the schools. The researcher called the sub county's principals to let them know that data collection would take place in each of their individual schools. The researcher organized interviews with administrators and decide when to deliver surveys to teachers. Following the drop-off of the questionnaires, the researcher and the school principal decided on a day for the questionnaires to be picked up after two weeks and interviewed the same week. This time frame was adequate for the instructors to complete the questionnaires.

### **3.8 Data analysis Methods**

Examining, organizing, transforming, and representing data is a procedure that aims to uncover significant facts that indicate conclusions behind a decision to be made (Creswell and Creswell, 2018). The information gathered in response to the teacher's research questions was checked and cleaned up. Then, using the computer program Statistical Package for Social Sciences (SPSS) version 28.0, descriptive statistics was used to analyze the data. The information was then compiled and structured in accordance with the goals of the study's descriptive statistics, which include frequency and percentages, means, and standard deviations. At a level of confidence of 0.05, inferential statistics of the chi-square was used to determine the extent of the effect of the independent variable on the dependent variable. The information was then shown in tables and graphs for straightforward comprehension, interpretation, and conclusion-making. According to the

study's goals, qualitative information from the principals' interview guide was examined thematically, verbatim transcribed, and articulated in statement form.

### **3.9 Ethical Considerations**

In accordance with ethical guidelines outlined by Creswell (2014), this study upheld the principles of research integrity and ethical conduct. Firstly, the researcher ensured an atmosphere of respect and professionalism during all interactions with participants. Prospective research participants received comprehensive information about the study's objectives and purpose, enabling them to make informed decisions about their participation. Informed consent was obtained, emphasizing the voluntary nature of their involvement and their right to withdraw at any point.

To guarantee participants' privacy and confidentiality, several measures were implemented. All collected data was treated with the utmost care and stored securely (storage of collected data). Participants did not need to disclose their identities on the questionnaires, ensuring anonymity. Responses were analyzed collectively to prevent individual identification, further ensuring confidentiality.

Furthermore, the study took precautions to avoid any discriminatory, offensive, or inappropriate language in the design of the questionnaire and interview guide questions. This was in line with ethical considerations to protect the well-being and dignity of participants.

Regarding the storage of data, the collected information was stored in password-protected digital formats accessible only to the authorized research team. A backup of the data was maintained in a secure location to prevent data loss.

Additionally, a plagiarism check was performed to ensure the originality and authenticity of the study's content, preventing any inadvertent or intentional misuse of intellectual property.

Letters of authorization were obtained from relevant authorities, such as school administrations and educational boards, ensuring that the study is conducted with the necessary permissions and in compliance with institutional regulations.

By adhering to these ethical considerations, the study aims to maintain the integrity of the research process, respect the rights and privacy of participants, and contribute valid and valuable insights to the field of study.



Mount Kenya University

## RESEARCH FINDINGS AND DISCUSSIONS

### 4.0 Introduction

This chapter contains the data analysis of the research findings and their discussions based on the research objectives of the study carried out to determine the motivational strategies on teachers' job commitment in public secondary schools in Samburu west sub- county, Samburu County, Kenya

### 4.1 Response rate

From the study carried out in public secondary schools in Samburu west sub-county, Samburu county, Kenya, the researcher issued 280 questionnaires of which 216(77.14%) were returned while 64 of the questionnaires were not returned. The study therefore had a respond rate of 77.14% as illustrated in table 3.

**Table 3:Response rate**

	<b>frequency</b>	<b>percentage</b>
returned	216	77.14
Not returned	64	22.86
<b>total</b>	<b>280</b>	<b>100</b>

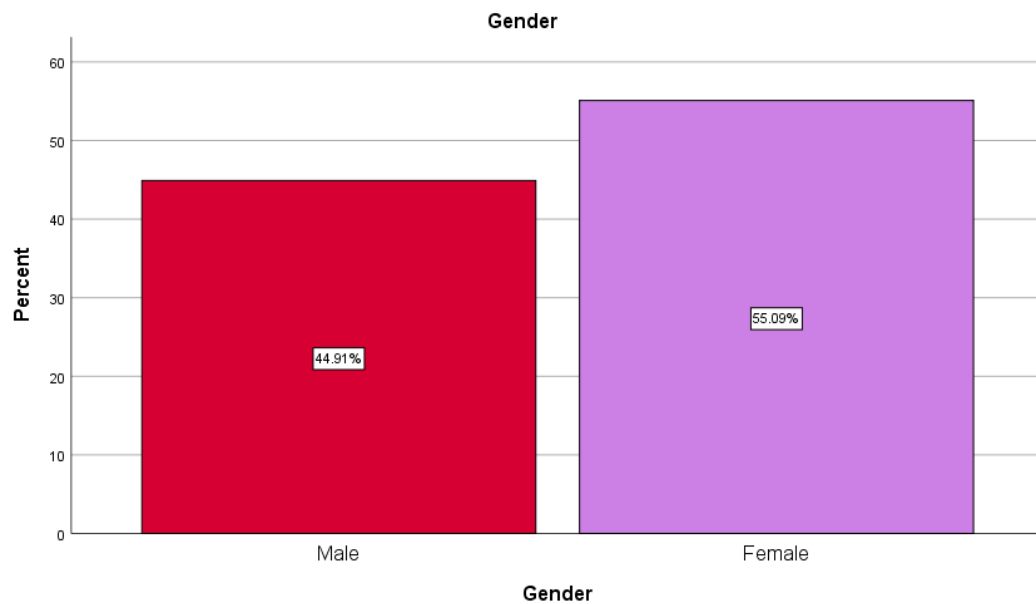
### 4.2 demographic study

The study revealed the gender of the respondents, 97(44.9%) of the respondents were male while 119(55.1%) of the respondents were female. Majority of the respondents were female in the study carried out to investigate the motivational strategies on teachers' job commitment in public secondary schools in Samburu west sub- county, Samburu County, Kenya

## 4.2.1 Gender

**Table 4:Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	44.9	44.9	44.9
	Female	119	55.1	55.1	100.0
	Total	216	100.0	100.0	



**Figure 2: Gender**

## 4.2.2 Age

The study also found out the age of the respondents involved, 19(8.8%) of the respondents were between 20 to 30 years, 82(38.0%) of the respondents were between 31 to 40 years of age, 82(38%) of the respondents were between the ages of 41 to 50 years while 33(15.3%) of the respondents were over 50 years of age. Majority of the respondents were between 31 to 40 years and 41to 50 years of age as illustrated in table 5.

**Table 5:Age**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	20 - 30 years	19	8.8	8.8	8.8
	31 - 40 years	82	38.0	38.0	46.8
	41 - 50 years	82	38.0	38.0	84.7
	over 50 years	33	15.3	15.3	100.0
<b>Total</b>		<b>216</b>	<b>100.0</b>	<b>100.0</b>	

#### 4.2.3 Highest education Qualification

The study revealed the highest education level of the respondents involved, 91(42.1%) of the respondents had diploma level as their highest level of education, 87(40.3%) of the respondents had degree level as their highest level of education, 31( 14.4%) of the respondents had masters level as their highest level of education while 7(3.2%) of the respondents had doctorate level as their highest level of education. Majority of the respondents had diploma level as their highest level of education in the study carried out to assess the motivational strategies on teachers' job commitment in public secondary schools in Samburu west sub- county, Samburu County, Kenya

**Table 6: Highest education Qualification**

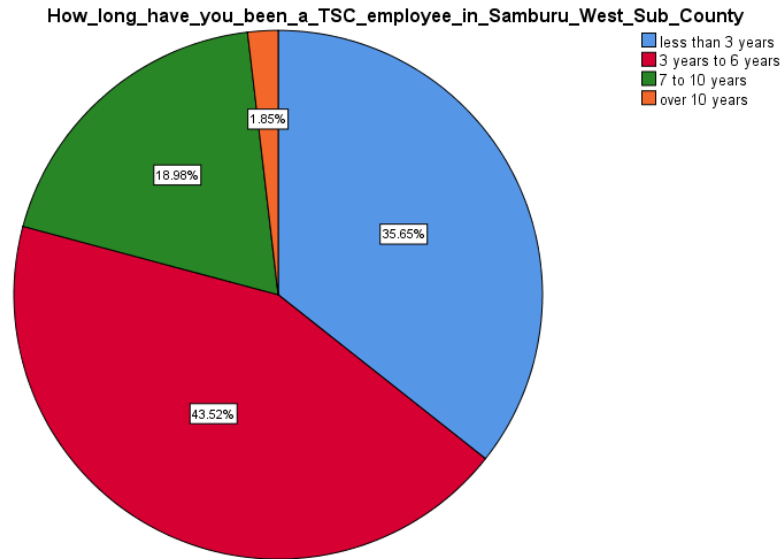
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	diploma	91	42.1	42.1	42.1
	degree	87	40.3	40.3	82.4
	Master's degree	31	14.4	14.4	96.8
	Doctorate	7	3.2	3.2	100.0
<b>Total</b>		<b>216</b>	<b>100.0</b>	<b>100.0</b>	

#### 4.2.4 How long have you been a TSC employee

The study also found out the period to which the respondents had been TSC employees in Samburu west sub-county, 77(35.6) of the respondents had been TSC employees in Samburu County for less than three years, 94(43.5%) of the respondents had been TSC employees for between 3 to 6 years, 41(19.0%) of the respondents had been TSC employees in Samburu County for between 7 to 10 years while 4(1.9%) of the respondents had been TSC employees for over 10 years. Majority of the respondents had been TSC employees in Samburu west sub-county for between 3 to 6 years therefore they had familiarized with the area of study.

**Table 7:How long have you been a TSC employee**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	less than 3 years	77	35.6	35.6	35.6
	3 years to 6 years	94	43.5	43.5	79.2
	7 to 10 years	41	19.0	19.0	98.1
	over 10 years	4	1.9	1.9	100.0
	<b>Total</b>	<b>216</b>	<b>100.0</b>	<b>100.0</b>	



**Figure 3: How long have you been a TSC employee**

#### **4.3 Influence of work environment and Teachers' Job commitment**

The study sought to examine the influence of work environment on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya, a mean of 3.8009 reflecting a standard deviation of 1.37830 of the respondents revealed that Good school facilities influence teacher's job commitment, a mean of 3.8796 with a standard deviation of 1.35521 of the respondents suggested that Communication styles influence teacher's job commitment, a mean of 3.9954 reflecting a standard deviation of 1.27406 of the respondents revealed that the Level of conflict influences teacher's job commitment, on the other hand , a mean of 4.1343 with a standard deviation of 1.17554 of the respondents said that The availability of modern teaching resources influences teacher's job commitment while a mean of 4.0694 with a standard deviation of 1.21991 of the respondents revealed that The supportiveness of the school administration influences teacher's job commitment. Majority of the respondents ascertained that The availability of modern teaching resources influences teacher's job

commitment influences work environment on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya

**Table 8:Influence of work environment**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Good school facilities influence teacher's job commitment	216	1.00	5.00	3.8009	1.37830
Communication styles influence teacher's job commitment	216	1.00	5.00	3.8796	1.35521
Level of conflict influences teacher's job commitment	216	1.00	5.00	3.9954	1.27406
The availability of modern teaching resources influences teacher's job commitment	216	1.00	5.00	4.1343	1.17554
The supportiveness of the school administration influences teacher's job commitment	216	1.00	5.00	4.0694	1.21991
Valid N (listwise)	216				

#### 4.4 Influence of in-service training and Teachers' Job commitment

The study sought to establish the influence of opportunities for in-service training on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya. The study found out that a mean of 3.9444 reflecting a standard deviation of 1.29279 of the respondents revealed that Training frequency influences teacher's job commitment, a mean of 4.1991 with a standard deviation of 1.13801 of the respondents suggested that Basis of training influences teacher's job commitment, a mean of 3.1250 with a standard deviation of 1.67280 of the respondents revealed that Annual conference influences teacher's job commitment, the study also revealed that a mean of 4.1620 with a standard deviation of 1.21105 of the respondents suggested that The relevance of training content influences teacher's job commitment while a mean of 3.3657 reflecting a standard deviation of 1.64826 of the respondents revealed that The availability of follow-up support after training influences teacher's job commitment. Majority of the respondents ascertained that the Basis of training influences teacher's job commitment influences opportunities for in-service training on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.

**Table 9: Influence of opportunities for in-service training**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Training frequency influences teacher's job commitment	216	1.00	5.00	3.9444	1.29279
Basis of training influences teacher's job commitment	216	1.00	5.00	4.1991	1.13801
Annual conference influences teacher's job commitment	216	1.00	5.00	3.1250	1.67280

The relevance of training content influences teacher's job commitment	216	1.00	5.00	4.1620	1.21105
The availability of follow-up support after training influences teacher's job commitment	216	1.00	5.00	3.3657	1.64826
Valid N (listwise)	216				

#### 4.5 Influence of job promotion and Teachers' Job commitment

The study sought to determine the influence of job promotion on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya. The study found out that a mean of 4.1389 with a standard deviation of 1.20045 of the respondents revealed that the Number of promotions influences teacher's job commitment, a mean of 4.0231 with a standard deviation of 1.45775 of the respondents revealed that Internal promotion influences teacher's job commitment, the study also found out that a mean of 3.2963 with a standard deviation of 1.66361 of the respondents suggested that Workable scheme of service influences teacher's job commitment, a mean of 4.0648 with a standard deviation of 1.25955 of the respondents revealed that Opportunities for professional growth influence teacher's job commitment while a mean of 3.0741 reflecting a standard deviation of 1.68553 of the respondents revealed that The transparency of the promotion process influences teacher's job commitment. Majority of the respondents ascertained that the Number of promotions influences teacher's job commitment influences job promotion on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.

**Table 10: Influence of job promotion**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Number of promotions influences teacher's job commitment	216	1.00	5.00	4.1389	1.20045
Internal promotion influences teacher's job commitment	216	1.00	5.00	4.0231	1.45775
Workable scheme of service influences teacher's job commitment	216	1.00	5.00	3.2963	1.66361
Opportunities for professional growth influence teacher's job commitment	216	1.00	5.00	4.0648	1.25955
The transparency of the promotion process influences teacher's job commitment	216	1.00	5.00	3.0741	1.68553
Valid N (listwise)	216				

#### 4.6 Influence of Reward Systems and Teachers' Job commitment

The study sought to find out the influence of reward systems on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya. The study found out that a mean of 2.9398 with a standard deviation of 1.76031 of the respondents revealed that Praise influences teacher's job commitment, the study also found out that a mean of 3.0787 with a standard deviation of 1.77798 of the respondents revealed that Tours influence teacher's job commitment, a mean of 3.7546 reflecting a standard deviation of 1.53713 of the respondents suggested that Recognition influences teacher's job commitment, the study also found out that a mean of 4.3056 with a standard deviation of 1.14086 of the respondents revealed that Opportunities for financial incentives influence teacher's job commitment while a mean of 4.0000 reflecting a standard deviation

of 1.40431 of the respondents revealed that Opportunities for professional development influence teacher's job commitment. Majority of the respondents ascertained that Opportunities for financial incentives influence teacher's job commitment influences reward systems on teacher's job commitment in public secondary schools in the Samburu West Sub- County, Samburu County, Kenya.

**Table 11: Reward Systems**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Praise influences teacher's job commitment	216	1.00	5.00	2.9398	1.76031
Tours influence teacher's job commitment	216	1.00	5.00	3.0787	1.77798
Recognition influences teacher's job commitment	216	1.00	5.00	3.7546	1.53713
Opportunities for financial incentives influence teacher's job commitment	216	1.00	5.00	4.3056	1.14086
Opportunities for professional development influence teacher's job commitment	216	1.00	5.00	4.0000	1.40431
Valid N (listwise)	216				


## 4.7 Inferential analysis

### 4.7.1 Reliability Statistics

The reliability statistics provided are related to the measure of internal consistency, specifically Cronbach's Alpha, which is commonly used in academic research to assess the reliability of a scale or questionnaire. In this case, the two values for Cronbach's Alpha: one based on the original items (.836) and another based on standardized items (.828). Additionally, the scale consists of four items."

The researcher goes on to clarify, "Cronbach's Alpha is a measure of how closely related a set of items are as a group. A value above 0.7 is generally considered acceptable for research purposes, indicating a good level of internal consistency."

**Table 12: Reliability Statistics**



Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.836	.828	4

### 4.7.2 Item-Total Statistics

Table 13 provides Item-Total Statistics for a scale assessing the influence of various factors in the work environment. The statistics include the mean of the scale if each item is deleted, the variance of the scale under the same condition, the corrected item-total correlation, and the squared multiple correlation. Notably, items related to the influence of the work environment and in service training show high correlations with the overall scale, as indicated by their elevated corrected item-total correlation values of .802 and .821, respectively. These values suggest that these items align well with the broader construct

under consideration. On the other hand, the influence of job promotion and rewards systems exhibits lower correlations (.369 and .715, respectively), indicating a potentially weaker association with the overall construct. The squared multiple correlation values further highlight the proportion of variance each item contributes to the overall scale, providing valuable insights for refining the scale's composition and enhancing its reliability in measuring the targeted construct.

**Table 13: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
Influence Of Work Environment	55.4722	124.129	.802	.747
Influence Of Inservice Training	56.5556	137.113	.821	.744
Influence Of Job Promotion	56.7546	192.521	.369	.142
Influence Of Rewards Systems	57.2731	143.037	.715	.548

#### 4.7.3 ANOVA with Friedman's Test

The study with the aid of Table 14 presents the results of an analysis of variance (ANOVA) conducted using Friedman's Test to examine variations both between people and within people across different items. The between-people analysis demonstrates a sum of squares of 13519.815 with 215 degrees of freedom, resulting in a mean square of

62.883. This leads to Friedman's Chi-Square, which is a valuable measure for non-parametric comparisons. Within people, a division into "Between Items" and "Residual" categories reveals a sum of squares of 371.787 with 3 degrees of freedom for Between Items and a mean square of 123.929. The calculated Friedman's Chi-Square for this section is 34.390. The Residual component exhibits a sum of squares of 6633.713 with 645 degrees of freedom, resulting in a mean square of 10.285. The grand total of the analysis, which includes both between and within-people factors, is 7005.500 with 648 degrees of freedom, yielding a mean square of 10.811. The overall grand mean is reported as 18.8380. Additionally, Kendall's coefficient of concordance (W) is calculated at .018, providing insights into the agreement among the ranked data. These findings provide a comprehensive statistical overview, facilitating a deeper understanding of the dataset's variance and relationships.

**Table 14: ANOVA with Friedman's Test**

	Sum of Squares	df	Mean Square	Friedman's Chi-Square
Between People	13519.815	215	62.883	
Within People				
Between Items	371.787 <sup>a</sup>	3	123.929	34.390
Residual	6633.713	645	10.285	
Total	7005.500	648	10.811	
Total	20525.315	863	23.784	
Grand Mean = 18.8380				
a. Kendall's coefficient of concordance W = .018.				

#### 4.7.4 ANOVA

The study found out, as depicted in Table 15, the results of an analysis of variance (ANOVA), which serves as a critical statistical tool for investigating variations in data. The analysis comprises two main components: "Between People" and "Within People."

The "Between People" portion reveals a sum of squares of 13519.815 with 215 degrees of freedom, resulting in a mean square of 62.883. This leads to the calculation of the F-statistic, which stands at 12.050, indicating a statistically significant difference. The significance level (Sig) is reported as .000, implying a highly significant result. In the "Within People" section, the analysis further dissects variations into "Between Items" and "Residual." Between Items displays a sum of squares of 371.787 with 3 degrees of freedom, leading to a mean square of 123.929 and an F-statistic of 12.050, again signifying statistical significance, as reflected by a Sig value of .000. The Residual component exhibits a sum of squares of 6633.713 with 645 degrees of freedom and a mean square of 10.285. The grand total of the analysis, considering both between and within-people factors, is 7005.500 with 648 degrees of freedom, yielding a mean square of 10.811. The overall grand mean is reported as 18.8380, encapsulating the central tendency of the data. These statistical findings provide valuable insights into the presence of significant differences among the groups under investigation, enriching the study's data analysis and interpretation.

**Table 15: ANOVA**

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
Between People		13519.815	215	62.883		
Within People	Between	371.787	3	123.929	12.050	.000
	Items					
	Residual	6633.713	645	10.285		
Total		7005.500	648	10.811		
Total		20525.315	863	23.784		
<b>Grand Mean = 18.8380</b>						

#### 4.7.5 Correlations

Table 16 shows correlation coefficients among key factors in the study, including the influence of the work environment, inservice training, job promotion, and rewards systems, calculated using Pearson's correlation. Notably, the influence of the work environment exhibits strong positive correlations with both in service training ( $r = .848, p < 0.01$ ) and rewards systems ( $r = .715, p < 0.01$ ), as well as a moderate positive correlation with job promotion ( $r = .333, p < 0.01$ ). Similarly, in service training displays robust positive correlations with the work environment ( $r = .848, p < 0.01$ ) and rewards systems ( $r = .704, p < 0.01$ ), along with a moderate positive correlation with job promotion ( $r = .368, p < 0.01$ ). Job promotion, while showing somewhat weaker correlations, is still significantly positively associated with the work environment ( $r = .333, p < 0.01$ ) and in service training ( $r = .368, p < 0.01$ ). These findings underscore the interconnectedness of these factors and their significance in the study's context, enhancing our understanding of their relationships.

**Table 16: Correlations**

		<b>influence of work environment</b>	<b>influence of Inservice training</b>	<b>influence of job promotion</b>
influence of work environment	Pearson	1	.848**	.333**
	Correlation			
	Sig. (2-tailed)		.000	.000
influence of inservice training	N	216	216	216
	Pearson	.848**	1	.368**
	Correlation			
influence of job promotion	Sig. (2-tailed)	.000	.000	.000
	N	216	216	216
	Pearson	.333**	.368**	1
influence of rewards	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	216	216	216
influence of rewards	Pearson	.715**	.704**	.313**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000

systems	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	216	216	216

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

#### 4.7.6 Summary Item Statistics

Table 17 gives the study some important information about the items that was measured. The average score for these items was 18.838, which tells that most responses scored on average. The lowest score gave to an item was 18.079, and the highest was 19.880. So, the difference between the lowest and highest scores is 1.801. The study can also see that the highest score is 1.100 times bigger than the lowest score, showing a bit of difference in how respondents rated the items. Lastly, the variance, which tells the study how spread out the scores are, is .574. These numbers help the study understand how respondents responded to the questions and how much they varied in their answers. See table 7.

**Table 17: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	18.838	18.079	19.880	1.801	1.100	.574

#### 4.8 Discussions of the Study

##### 4.9.1 Discussions on Influence of work environment and Teachers' Job commitment

The study conducted in the Samburu West Sub-County, Kenya, focused on understanding how different factors within the work environment influence teacher commitment in public secondary schools. The findings indicated that several factors played a significant role in shaping teachers' commitment. For instance, the presence of good school facilities, as

reported by respondents with a mean score of 3.8009 and a standard deviation of 1.37830, was seen to positively impact teacher commitment.

*"I have a firm belief that promotions are important. When we perceive opportunities to advance in our jobs, it motivates us to put in more effort in our work. One instructor said that this is the reason she is so dedicated to her work.*

*"I feel valued and committed to the school because I have been given internal promotions here." One of the respondents noted that it is comforting to know that the school acknowledges the potential that everyone of us have.*

*"It is essential for us to have a service system that is well-structured. According to one educator, it shows us the way to go in our careers and motivates us to continue our professional development.*

Communication styles (mean = 3.8796, standard deviation = 1.35521), the level of conflict (mean = 3.9954, standard deviation = 1.27406), the availability of modern teaching resources (mean = 4.1343, standard deviation = 1.17554), and the supportiveness of the school administration (mean = 4.0694, standard deviation = 1.21991) were also identified as influential factors in enhancing teacher commitment.

*One of the respondents shared their thoughts on possibilities for professional development by saying, "Getting the chance to learn and develop professionally is a strong motivator." It demonstrates to me that the institution values my personal development, which is the primary reason I will continue my studies here.*

*An educator said, "Knowing how promotions work and that it's a fair process is important. This is to emphasize the importance of transparency in the promotion process." It helps me remain dedicated to the work that I do as an educator.*

*When we get promotions, it's not simply because we've earned a better position—it also means that our efforts have been recognized. "It's about being part of a system that values dedication, and that's why I continue to be committed," a teacher remarked with passion. "It's about being part of a system that values dedication."*

*"I've witnessed firsthand how promotions from inside can change things for the better. Because it demonstrates that the school has faith in its own faculty and staff, it fosters a feeling of loyalty among those associated with*

*the institution. Another person stated their sentiment that "that belief is what drives my commitment."*

A well-defined system of service is analogous to having a road map for our professional lives. One educator commented with a reflective tone on how it helps keep them focused and devoted to their professional path. "We know where we're headed," the teacher said. Opportunities for professional advancement should be seen as a series of stepping stones along the path of our careers. "Every opportunity to learn and grow is a reason to stay dedicated to teaching and our students," said a reply with a lot of enthusiasm for the topic. When it comes to promotions, transparency ensures that we can trust the process. It guarantees justice, and it is precisely this fairness that inspires me to continue devoting myself fully to my function as an educator. A teacher was quoted as saying, "I know I have a fair shot at advancement," highlighting the significance of devotion and fairness in the classroom.

These findings align with the literature review, which underscores the importance of the work environment in shaping teachers' dedication. Workplace factors, as highlighted in Onuka (2019) and Ribelin's observation in Ushie et al. (2018), have a substantial impact on teacher commitment. The work environment encompasses three key sub-environments: the technical environment, human environment, and organizational environment, as explained by Yusuf and Metiboba (2018). A positive work environment, characterized by comfortable, valued, and supportive conditions, leads to happier and more productive teachers, as emphasized by Linguli (2018). In essence, the study's findings corroborate the existing literature, emphasizing the vital role of the work environment in nurturing teacher commitment, ultimately benefiting both educators and students.

#### 4.9.2 Discussions on Influence of in-service training and Teachers' Job commitment

The study in the Samburu West Sub-County, Kenya, delved into the impact of in-service training opportunities on teacher commitment in public secondary schools. The findings revealed significant insights into how different aspects of in-service training influenced teacher commitment. Respondents indicated that the frequency of training sessions (mean = 3.9444, standard deviation = 1.29279) had a noteworthy influence on teacher job commitment. Additionally, the basis of training (mean = 4.1991, standard deviation = 1.13801) and the relevance of training content (mean = 3.3657, standard deviation = 1.64826) were reported as influential factors in shaping teacher commitment. Furthermore, annual conferences (mean = 3.1250, standard deviation = 1.67280) and the availability of follow-up support after training (mean = 4.1620, standard deviation = 1.21105) were identified as crucial elements affecting teacher dedication. These findings corroborate the broader literature on educational management and administration, particularly in the context of enhancing educators' capabilities and commitment.

*"Regular chances for further education serve as a kind of fuel for the advancement of our careers. "It keeps us motivated and committed to improving as educators," commented one enthusiastic educator. "It's great!"*

*It is important to pay attention to the foundation of training since it plays a role in determining the abilities we gain. Another responder noted that our level of dedication to teaching is considerably impacted when training is tailored to meet our specific requirements.*

*"Annual conferences are more than simply events; they are chances to learn and network with other people in the field. Attending events like these conferences strengthens our dedication to maintaining a current knowledge base in our industry, as one educator who places an emphasis on lifelong education stated.*

As highlighted in the literature review, principles and practices of educational management have a profound impact on the effectiveness of school leadership and teacher commitment. The mentioned institutions and organizations such as CIM, MANTEP Institute, GIMPA, and KEMI play a crucial role in providing management and administrative training to education professionals, including principals. This training equips educators with essential skills in areas such as financial management, human resource management, and leadership, ultimately contributing to more effective school management. Moreover, the importance of ongoing training for principals in human resource and financial management, as noted by Onyango, aligns with the findings of the study, which emphasize the influence of in-service training opportunities on teacher commitment.

*"The applicability of the material covered in training has a direct bearing on our level of devotion to the work. According to the explanation of one of the respondents, our commitment to our duties is increased when the material of the training is both practical and useful.*

*"Support and assistance following training are really important. It makes it easier for us to successfully put what we've learned into practice. According to one instructor who has a more pragmatic point of view, "knowing we have support drives our commitment to applying new knowledge."*

*Opportunities for training that are tailored to our requirements and interests may make a world of difference. Another responder shared their opinion, saying, "It's what keeps me committed to my professional development."*

*"Annual conferences provide a forum in which to gain knowledge from both industry professionals and one's peers. An educator who has a deep love for education said that being exposed to material of such kind inspires her to maintain her dedication to her own professional development.*

Conferences and associations for school principals, as illustrated by examples from Australia and Nigeria, are key platforms for professional development and networking. These events provide opportunities for principals to exchange ideas, share best practices, and enhance their leadership skills. The conferences discussed in the literature review

cover various aspects of school management, including personnel management, financial management, policy issues, and counseling. This collaborative approach to professional development resonates with the study's findings, which underscore the importance of training and support in shaping teacher commitment.

*It is impossible to stress how important the material covered in training is. One responder who was primarily concerned with results noted that it has a direct bearing on how successful we are as teachers in the classroom, which in turn strengthens our dedication to the profession. "Having follow-up help after training is comparable to having a safety net. A teacher who has a more practical viewpoint provided the following: "It makes the transition into implementing new strategies easier for us, and that support is the driving force behind our commitment." It is essential for educators to have access to opportunities for in-service training so that they may remain current. "It's what keeps me dedicated to my job as a teacher, always looking for ways to get better," said a teacher who places a significant emphasis on continuing their own professional development.*

The study's findings shed light on the vital role of in-service training opportunities in nurturing teacher commitment. These findings align with the broader literature on educational management and administration, emphasizing the significance of ongoing training and professional development for educators and school leaders. It is clear that investments in training and support contribute not only to the growth of individual educators but also to the overall quality of education in public secondary schools.

#### **4.9.3 Discussion on Influence of job promotion and Teachers' Job commitment**

The study conducted in Samburu County, Kenya, aimed to examine the influence of job promotion on teacher commitment in public secondary schools. The findings provided valuable insights into how different aspects of job promotion impact teacher dedication. Respondents' perspectives highlighted several key factors that influenced teacher

commitment. Notably, the number of promotions (mean = 4.1389, standard deviation = 1.20045) was found to have a significant influence on teacher job commitment. Internal promotion (mean = 4.0231, standard deviation = 1.45775) also emerged as a crucial factor shaping teacher commitment. Additionally, the workable scheme of service (mean = 3.2963, standard deviation = 1.66361), opportunities for professional growth (mean = 4.0648, standard deviation = 1.25955), and the transparency of the promotion process (mean = 3.0741, standard deviation = 1.68553) were identified as influential elements affecting teacher dedication. These findings underscore the significance of job promotion as a motivator and its potential impact on teacher commitment, aligning with existing literature on the subject.

*"Having a pleasant atmosphere at work can make all the difference in the world. "It's easier for us to commit to our roles when we as teachers feel valued and at ease," commented a teacher who was very enthused about her profession."*

*"In my experience, having a school administration that is supportive has a significant influence. Another response stressed the fact that the knowledge that our leaders are there for them drives them to continue their dedication to teaching."*

*"The method in which we instruct and interact with students has been fundamentally changed as a result of the proliferation of modern instructional materials. "It's exciting, and it definitely has an influence on my commitment to providing high-quality education," one educator with a strong sense of purpose remarked."*

*"There is a significant impact that is brought about by the working*

As the literature review highlights, job promotion is a critical component of employee satisfaction and work happiness. The prospect of advancing to higher positions with increased responsibilities and benefits serves as a significant motivator for teachers, as noted by Wong (2009) and Fetogang and Monyamane (2019). However, challenges related to promotion systems and opportunities can lead to dissatisfaction among educators, as

seen in the context of Botswana, where limited advancement options left many teachers unsatisfied (Hanushek et al., 2019; Monyatsi, 2018).

*environment. One responder said that a pleasant environment makes it simpler to develop positive connections with one's coworkers and pupils, and the fact that this is possible is what motivates their dedication."*

*"The amount of contention that exists in the office has the potential to sap our vitality. "However, a more positive environment is created when conflicts are managed effectively, and that is what keeps me committed," remarked a teacher who had a considered view on the matter."*

*The working atmosphere is important in the educational field. When it's good, it promotes morale and motivation. When it's negative, it deflates both. Another responder said that it is what motivates them to maintain providing their best effort each and every day."*

The gender dimension in the relationship between job promotion and teacher satisfaction is also highlighted in the literature. While some studies indicate that male teachers may have more opportunities for advancement and higher job satisfaction than their female counterparts (Kim, 2020; Clark, 2019), other research suggests no discernible gender differences (Crossman and Harris, 2019). The complex interplay between gender, promotions, and job satisfaction underscores the importance of considering gender equity in promotion policies within educational institutions.

*"Not only do the modern teaching resources we have access to improve our methods of instruction, but they also make our jobs more enjoyable." "That enjoyment translates into higher commitment," an instructor said with zeal as she presented the concept."*

*"The enjoyment we get from our work is directly proportional to the level of support we receive from the management of the school. One of the respondents stated, "Knowing that they have our backs motivates me to continue to be dedicated."*

*"It is essential to take steps to reduce disputes in the workplace. "It helps create a more harmonious environment where teachers can focus on their commitment to students," remarked a teacher whose concentration is on harmony. "It helps create a more harmonious environment where teachers can focus on their commitment to students."*

The literature emphasizes that promotions and opportunities for career advancement are crucial for enhancing teacher motivation and job satisfaction (Chamundeswari, 2019).

Effective human resource management and motivation play a pivotal role in improving teacher performance and overall school effectiveness, as noted by Mutebi (2019). The absence of promotion opportunities can lead to dissatisfaction among educators, highlighting the importance of addressing this aspect of teacher motivation and commitment.

The study's findings shed light on the multifaceted relationship between job promotion and teacher commitment. These findings resonate with the broader literature, emphasizing the significance of fair and transparent promotion systems, opportunities for professional growth, and gender-sensitive policies in enhancing teacher motivation and commitment, ultimately contributing to improved educational outcomes.

#### **4.9.4 Discussion on Influence of Reward systems and Teachers' Job commitment**

The study delves into the significant relationship between reward systems and teacher job commitment in public secondary schools in the Samburu West Sub-County, Samburu County, Kenya. The findings, revealed crucial insights into specific elements of reward systems and their respective impacts on teacher commitment.

Firstly, the mean of 2.9398 with a standard deviation of 1.76031 for the influence of praise on teacher job commitment suggested a moderate impact. This aligns with the work of Herzberg (2019), who proposed that factors such as recognition and appreciation contribute to job satisfaction and commitment.

Similarly, the study illustrated that explores, with a mean of 3.0787 and a standard deviation of 1.77798, play a notable role in influencing teacher job commitment. This echoes the motivational theories of Maslow (1943) and Vroom (1964), highlighting the importance of environmental factors and rewards in shaping employee dedication.

Recognition emerges as a crucial factor, supported by a mean of 3.7546 and a standard deviation of 1.53713. This aligns with the findings of Lawler (2019), who emphasized the impact of recognition and non-monetary rewards on job commitment. The study suggests that acknowledging teachers' contributions positively affects their commitment to their roles.

Furthermore, the mean of 4.3056 and a standard deviation of 1.14086 for opportunities for financial incentives indicates a strong positive correlation with teacher job commitment. Scholars like Locke and Latham (2018) argue that tangible rewards, including financial incentives, can significantly influence job performance and commitment.

Lastly, the mean of 4.0000 with a standard deviation of 1.40431 for opportunities for professional development highlights its positive impact on teacher commitment. This finding resonates with the work of Tannenbaum and Yukl (2019), emphasizing the role of continuous learning and development in fostering employee dedication.

In interviews conducted as part of this study, a teacher remarked:

*"The recognition and opportunities for professional growth really make me feel valued and committed to my job. It's not just about the salary; it's about how the school invests in my development."*

This sentiment underscores the importance of a holistic approach to reward systems that go beyond monetary incentives.

In conclusion, the study's discussions highlight the nuanced relationship between various components of reward systems and teacher job commitment. By drawing on established theories and interview verbatims, the findings provide a comprehensive understanding of the factors influencing teacher commitment in the context of public secondary schools in Samburu County, Kenya.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.0 Introduction

This chapter consists of summary of the findings, conclusions of the study, recommendation and recommendations for further study.

#### 5.1 summary of the findings

The study looked into how job promotions affect teachers in Samburu County, Kenya. Teachers shared that when they see chances for promotions, it makes them work harder. Internal promotions within their own schools make them feel valued and committed. Having a clear plan for career growth is important for them. They feel motivated when they have opportunities to learn and grow professionally. Knowing the promotion process is fair encourages them to stay committed to their teaching roles. Overall, the findings show that promotions play a big role in keeping teachers dedicated and motivated in their jobs.

In this part of the study, the research examined how opportunities for training impact teachers in Samburu County, Kenya. According to the study's findings, frequent training sessions are like stepping stones for teachers' professional growth. The type of training provided in the study has a significant influence because it shapes their skills and knowledge. The study revealed that attending annual conferences serves as an avenue for learning and networking, which contributes to teachers' commitment. The study also highlighted that the relevance of training content plays a crucial role in motivating teachers to improve. Moreover, the study emphasized the importance of follow-up support after training, as it aids in the effective application of new knowledge. In summary, the study

underscores that training opportunities are instrumental in influencing teachers' commitment to their profession and ongoing development.

The research investigated how the work environment affects teachers in Samburu County, Kenya. The study found that a positive work environment is essential for teachers' commitment. According to the study, a supportive school administration and the availability of modern teaching resources greatly impact teacher commitment. Furthermore, the study highlighted that the level of conflict in the workplace can influence teacher dedication either positively or negatively. The study emphasized that a harmonious work environment enhances morale, motivation, and commitment among teachers. The study also underscored the significance of modern teaching resources in improving teaching methods and job satisfaction. In conclusion, the study's findings demonstrate that the work environment is a crucial factor in shaping teacher commitment and job satisfaction.

## **5.2 Conclusions of the study**

- i. The study concluded that job promotions have a positive impact on teacher commitment. Teachers feel motivated and committed when they see opportunities for promotions, especially within their own schools. Having a clear plan for career growth and a fair promotion process also plays a significant role in boosting teacher commitment.
- ii. The study also concludes that opportunities for in-service training greatly influence teacher commitment. Frequent training sessions, relevant training content, and support after training all contribute to teachers' motivation and commitment to their

profession. Attending annual conferences is also seen as beneficial for enhancing commitment.

- iii. The studies lastly concluded that that a positive work environment is crucial for teacher commitment. Supportive school administrations, modern teaching resources, and effective conflict management positively impact teacher dedication. A harmonious work environment fosters morale, motivation, and commitment among teachers.

### **5.3 Recommendations**

- i. Based on the findings, the study recommended that schools and educational institutions should create clear career advancement plans and ensure fairness in the promotion process. Recognizing and promoting internal talent within schools can boost teacher commitment. Regularly communicating promotion opportunities to teachers can also enhance motivation.
- ii. To promote teacher commitment, it is recommended that schools offer frequent training sessions with practical and relevant content. Providing support and follow-up assistance after training is crucial for effective implementation. Encouraging teachers to attend annual conferences can further their professional growth and commitment.
- iii. The study suggests that schools should prioritize creating a positive work environment. This can be achieved by fostering supportive school administrations, ensuring access to modern teaching resources, and implementing effective conflict resolution strategies. Schools should also encourage a harmonious atmosphere that promotes motivation and commitment among teachers.

#### **5.4 Recommendations for further studies**

Future studies could investigate how job promotions, in-service training, and the work environment continue to influence teacher commitment over a more extended period. This could help us understand the lasting effects on teachers' dedication to their profession.



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**APPENDICES**

**Appendix I: Consent Form**

I am a master of education student at Mount Kenya University, currently carrying out a research study on **“influence of motivational strategies on teachers’ job commitment in public secondary schools in Samburu West Sub County, Samburu County, Kenya.”** I humbly ask that you kindly help me collect data for the project. The information submitted will only be utilized for this study's academic purposes, and the respondents' identities was handled with the greatest discretion.

I respectfully request for your approval on the enclosed document prior to asking for your support. I understand the purpose of this study, therefore even if I may later alter my mind, I am willing to participate in it right now.

Subject (coded)

Signature..... Date.....

Principal investigator

Name: **BENARD SAYIALEL NKOITIKO**

Signature.....

For complains or clarification, please contact.

Chairperson,

MKU IREC,

P.O. BOX 342-01000,

**THIKA**

## Appendix II: Questionnaire for Teachers

To fill out the form, just place a tick (✓) next to the appropriate suitable item or type your remark in the area given.

### SECTION 1: Background information

#### Instructions

#### Mark the appropriate boxes.

1. Gender: Male  Female
2. Age: 20–30 years  31–40  41–50  over 50
3. Highest Qualification: Diploma  Degree  PhD
4. How long have you been a TSC employee in Samburu West Sub County?
- a) Less than 3 years
- b) 3 years to 6 years
- c) 7 to 10 years
- d) Over 10 years.

### SECTION 2: Influence of work environment on teacher's job commitment in public secondary schools

Please circle the level of agreement using the scale of: **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1 (Strongly Disagree)	2 (Disagree)	3 (Undecided)	4 (Agree)	5 (Strongly Agree)
Good school facilities influence teacher's job commitment					
Communication styles influence teacher's job commitment					
Level of conflict influences teacher's job commitment					
The availability of modern teaching resources influences teacher's job commitment					
The supportiveness of the school administration influences teacher's job commitment					

**SECTION 3: Influence of opportunities for in-service training on teacher's job commitment in public secondary schools.**

Please circle the level of agreement using the scale of: **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1 (Strongly Disagree)	2 (Disagree)	3 (Undecided)	4 (Agree)	5 (Strongly Agree)
Training frequency influences teacher's job commitment					
Basis of training influences teacher's job commitment					
Annual conference influences teacher's job commitment					
The relevance of training content influences teacher's					

job commitment					
The availability of follow-up support after training influences teacher's job commitment					

**SECTION 4: Influence of job promotion on teacher's job commitment in public secondary schools.**

Please circle the level of agreement using the scale of: **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

Statements	1 (Strongly Disagree)	2 (Disagree)	3 (Undecided)	4 (Agree)	5 (Strongly Agree)
Number of promotions influences teacher's job commitment					
Internal promotion influences teacher's job commitment					
Workable scheme of service influences teacher's job commitment					
Opportunities for professional growth influence teacher's job commitment					
The transparency of the promotion process influences teacher's job commitment					

**SECTION 5: Influence of reward systems on teacher's job commitment in public secondary schools.**

Please circle the level of agreement using the scale of: **1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree.**

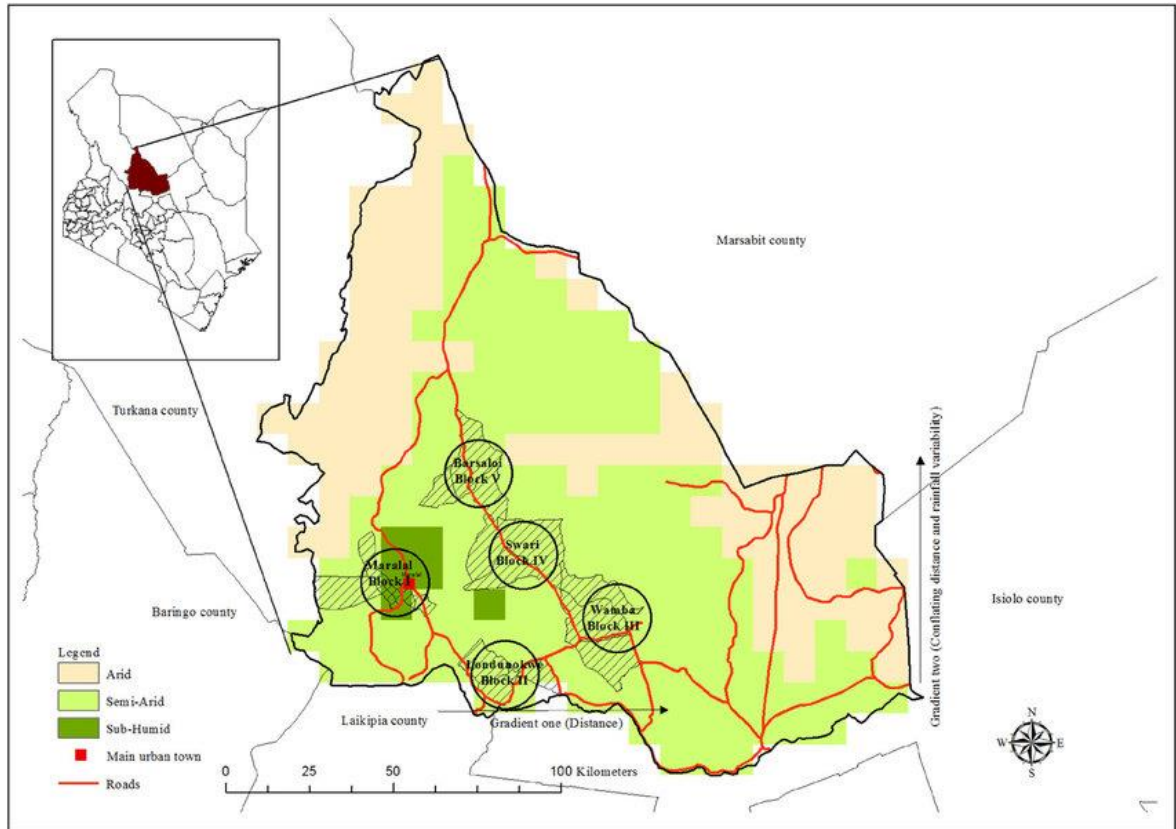
Statements	1 (Strongly Disagree)	2 (Disagree)	3 (Undecided)	4 (Agree)	5 (Strongly Agree)
Praise influences teacher's job commitment					
Tours influence teacher's job commitment					
Recognition influences teacher's job commitment					
Opportunities for financial incentives influence teacher's job commitment					
Opportunities for professional development influence teacher's job commitment					

**Appendix III: Interview Schedule for Principals**

1. How does work environment affect teacher’s job commitment in public secondary schools? . . . . .
2. How does opportunities for in-service training affect teacher’s job commitment in public secondary schools? . . . . .
3. How does job promotion affect teacher’s job commitment in public secondary schools? . . . . .
4. How do reward systems affect teacher’s job commitment in public secondary schools? . . . . .
5. Can you describe the promotion policies and opportunities for teachers within your school or educational institution? . . . . .
6. How do you believe job promotions affect teachers' commitment to their roles?
7. Are there any specific instances or examples where you have observed job promotions positively impacting teacher commitment? . . . . .
8. How do you ensure fairness and transparency in the promotion process within your school? . . . . .
9. Can you share any challenges or issues related to job promotions that may affect teacher commitment? . . . . .
10. Could you describe the in-service training programs or opportunities available for teachers in your school or educational institution? . . . . .
11. How do you believe in-service training impacts teachers' commitment to their profession? . . . . .

- .....
- .....
12. Can you provide any examples of how in-service training has positively influenced teacher commitment? . . . . .
- .....
- .....
- .....
- .....
13. What strategies or support mechanisms are in place to ensure that teachers can effectively apply what they learn from training? . . . . .
- .....
- .....
- .....
- .....
14. Have you encountered any challenges or barriers related to in-service training and its impact on teacher commitment? . . . . .
- .....
- .....
- .....
- .....
15. How would you describe the overall work environment in your school or educational institution? . . . . .
- .....
- .....
- .....
- .....
16. In your opinion, how does the work environment affect teachers' commitment to their roles? . . . . .
- .....
- .....
- .....
- .....
17. Can you share any specific examples or practices within your school's work environment that have a positive impact on teacher commitment? . . . . .
- .....
- .....
- .....
- .....
18. What strategies or policies are in place to manage conflicts within the work environment, and how do they influence teacher dedication? . . . . .
- .....
- .....
- .....
- .....
19. Have you observed any challenges or areas for improvement in the work environment that may affect teacher commitment? . . . . .
- .....
- .....
- .....
- .....

## Appendix IV: Map of Sumburu County




Source: ResearchGate (2018)

**Appendix V: Similarity Index**



## Appendix VI: Ethical Review Letter

  
**Mount Kenya University**

REF: MKU/ISERC/3043  
TO: BENARD SAYIALEL NKOITIKO  
REG: MED/2020/66760

Date: 30 August 2023

Dear Sir/Madam,

**RE: MOTIVATIONAL STRATEGIES ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN SAMBURU WEST SUB- COUNTY, SAMBURU COUNTY, KENYA**


This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2087**. The approval period is **30/08/2023 - 29/08/2024**.


This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

  
**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC



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Tel: 020-2878 000, Cell: +254 709 133 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke

## Appendix VII: Introduction Letter



**Appendix VIII: Progress Report**

**PART VI: FOR OFFICIAL USE ONLY**

Remarks by supervisor  
*Good progress*

Name of Main supervisor... *Dr. RONALD WIKETTI*  
Signature... *[Signature]* Date... *21/2/2023*

Name of Main supervisor... *[Signature]*  
Signature... *[Signature]* Date... *23/8/23*

Recommendations by Head of Department to Dean of relevant School

Name of Head of Department: .....  
Signature: ..... Date: .....

Recommendations by Dean of relevant School to Chairman, Postgraduate Studies Committee

Name of Dean of School: .....  
Signature: ..... Date: .....

Recommendations by Dean SPGS to Senate


Name of the Dean: .....  
Signature: ..... Date: .....

**Appendix IX: NACOSTI Permit**


  
 REPUBLIC OF KENYA

**Ref No: 638728**

**RESEARCH LICENSE**




**This is to Certify that Mr. NKOITIRO SAYIALEL BENARD of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Samburu on the topic: MOTIVATIONAL STRATEGIES ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN SAMBURU WEST SUB-COUNTY, SAMBURU COUNTY, KENYA for the period ending: 26/September/2024.**


**License No: NACOSTI/P/23/29794**

**638728**

**Applicant Identification Number**


  
**Director General**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

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