

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Effect Quality of Supervision and Nature of Work on Teacher Commitment in Public Secondary Schools in Kenya

Priscillah Omagwa

Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya

Dr. Samuel Obino Mokaya

Senior Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya

Dr. Mary Omondi Jomo

Senior Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya

Abstract:

The nature of the work performed by employees has a significant impact on their level of job satisfaction. On the other hand, it implies that if the supervisory exchange is deemed beneficial the worker will reciprocate by having more positive attitude towards the supervisor and the workplace, experience greater job satisfaction, improved organizational commitment and the intention to leave or turnover may reduce. The study examined the effect of four job satisfaction determinants on commitment of teachers in public secondary schools in Kenya with the employee's age as a moderating variable. The job satisfaction dimensions studied included reward, career development, supervision and nature of work. The study adopted a descriptive cross-sectional design, covering a target population of 62,533 teachers drawn from 5210 public secondary schools in Kenya. Stratified sampling involving multi-stage cluster sampling technique was used by selecting 5 counties randomly from the 47 counties which was the first cluster. The number of respondents that constituted the sample size using Fischer's calculation of sample sizes drawn from very large populations was 384 teachers. From each school, a sample of 4 respondents, comprising the head teacher or deputy head teacher and 3 teachers was randomly selected and 96 schools was the total number of schools constituting the random sample for the study. The Counties consisted of 19 schools each randomly selected but the fifth county consisted 20 randomly selected schools totalling 96 schools as the total school cluster sample. Data was collected through the use of self-administered questionnaires that were distributed to respondents at their work stations. Data analysis involved descriptive statistics and inferential statistical tools, - namely frequencies, percentages, mean, Pearson Moment of Correlation and regression analysis. Descriptive statistical tools were used to determine and explain the status of the variables while inferential statistics were to explain the relationships between the variables. The study findings are presented using tables and charts. From the study findings, majority of the teachers disagree with the construct of existence of quality of supervision in their schools. Most of them reported that they had in the past experienced low teacher commitment caused by ineffective supervision. Moreover, the study findings show that many teachers do not have a great dislike for the core nature of their work. The challenges are in work overload and handling of large classes. Most of the teachers would leave teaching for another job implying low commitment to the teaching career. However, although a number of teachers are dissatisfied with other determinants of job satisfaction, they are still committed to the teaching profession for intrinsic rather than extrinsic reasons. In contrast to earlier findings, the teachers are committed but not satisfied with their profession.

Keywords: *Quality, Supervision, Nature, Work, Teacher Commitment, Public Secondary Schools, Kenya*

1. Introduction

It is important to gain insight into the concept of teacher commitment since teachers interact daily with students in a bid to enhance knowledge acquisition, emotional development, behaviour development and shape future career orientations of the students. A growing body of literature has revealed that there is a relationship between teacher commitment and class attendance levels, burnout, turnover, organizational health which are important aspects for overall long-term school health, performance and growth (Mbwirira, 2010).

A number of scholars have defined employee commitment to be multidimensional in nature. Hurter (2008), for example, defines employee commitment as commitment to both the organization and type of work. Thus commitment focuses on two components, organizational commitment and work or career commitment. Work commitment includes work ethic, career commitment, organizational commitment (affective and continuance), and job involvement (Morrow, as cited in Awolusi, 2013). According to Morgan and Hunt (1994), organizational commitment is the employee's belief in the organization's goals and values, initiative and effort to attain these goals on behalf of the organization and the desire to be identified as a member of the organization.

Imparting of academic knowledge and skills requires long-term commitment and experienced personnel in a dynamic environment of ever changing skills. Longer serving employees are essential for institutional memory and past experiences that newer employees can draw from and provide them with good mentorship and on job training. Employee retention is often associated with job satisfaction and commitment. Past research has found a positive correlation between job satisfaction and organizational commitment (Mathieu & Zajac, 1991). According to Eslami and Gharakhani (2012), when employees are not satisfied, they will look for satisfaction elsewhere and this diminishes their commitment to the organization.

1.1. Commitment Theories

According to Hofmeyr and Rice (2000), the theory of commitment was developed to answer the questions as to why satisfied employees leave an organization and why dissatisfied employees stay. This section reviews two theories scholars have attributed to explain employee behaviours and motivations to commitment. These are the Social Exchange Theory by Peter Blau (1964) and the Three Components Model of Organizational Commitment by Meyer and Allen (2007).

1.1.1. Social Exchange Theory

The Exchange Theory has been widely cited as a behavioural approach theory that explains an employees' commitment. Behavioural theories explain some of the underlying causes that influence an employee to exhibit particular work-place related behaviours that reflect attitude to work influenced by value or gains received at the work place. Absence from work, sloppiness, non-adherence to reporting times, high turnover and stealing employer's time and resources are some of the manifestations that may explain low employee commitment.

According to the Exchange Theory as propounded by Peter Blau (1964) and scholars such as Homans, who studied human beings' social behaviourism, an employee who receives favourable returns or rewards in exchange for services rendered is likely to be a committed employee (Emerson, 1976). Proponents of the theory argue that the actor is motivated to act in return for value, so long as the activity provides value, the actor will be engaged until the act no longer provides the desired value. Critics rebut this behavioural proposition by arguing that there are other motivational factors outside reward or value that influence an employee's commitment such as intrinsic value gain provided by the task characteristics that are non-monetary.

1.1.2. The Three Components Model of Organizational Commitment

In contrast to the behavioural approach, the psychological approach is more active with a positive orientation that describes commitment to be of high psychological attachment, linkage and bonding (Morris & Sherman, 1981).

Meyer and Allen's (2007) three components model of commitment provides a psychological dimension of assessing the mind states of an employee's commitment to an organization. According to Ogunleye *et al.* (2013), the three mind states can be categorized as: affective Commitment (where an employee's commitment is seen as driven by affective attachment to an organization), continual commitment (where the employee acknowledges the adverse consequences of leaving the organization) and normative commitment (characterized by an ethical responsibility to stay with the organization). Studies on commitment have provided strong evidence that affective and normative commitment is positively related and continuance commitment is negatively connected with organizational outcomes such as performance and citizenship behaviour (Hackett, Bycio & Handsdoff, 1994).

According to Katz and Kahn (1978), organizational commitment is generally assumed to reduce abandonment behaviours, which include tardiness and turnover. Employees who are committed to their organization may be willing to participate in 'extra-role' activities and be creative or innovative, thus enhancing an organization's competitiveness in the market.

Research also shows that employees with higher levels of affective commitment to their work, their job and their career exhibit higher levels of continuance and normative commitments (Cohen, 2003). The benefits of employee commitment to organizations are numerous ranging from reduced turnover costs, lower hiring and training costs and sustenance of competitiveness especially from committed skilled and talented workers. The Three Components Theory is relevant in explaining the levels of commitment. This theory sheds light on why some employees may be satisfied but still leave an organization while some dissatisfied and uncommitted employees choose to stay on in an organization.

1.2. Determinants of Job Satisfaction

According to Katzell *et al.* (1975), job satisfaction has been linked to improved productivity, though the nature of causality is strongly debated. According to Eslami and Gharakhani (2012), job satisfaction has been broadly studied because researchers and experts believe it is linked to work productivity, employee retention and turnover.

Weiss *et al.* (1967) classify job satisfaction into three categories, namely intrinsic, extrinsic and total. Rose (2001) additionally posits that an employee is termed as intrinsically satisfied if he/she receives job satisfaction from the nature of activity itself with no apparent reward while extrinsic satisfaction would mean satisfaction from external rewards like money among other rewards to modify existing employee behaviour. These classifications imply that a number of factors determine job satisfaction levels.

Locke (1976) presents a number of dimensions or antecedents that contribute significantly to an employee's job satisfaction. These dimensions include the work itself, pay, promotions, working environment conditions, quality of supervision and quality of relationship with co-workers. These dimensions define the job satisfaction construct but more often than not an employee's satisfaction can be derived from one or two dimensions and be dissatisfied by the other dimensions. According to different studies, employee commitment, which is the prime area of interest for many researchers, can be influenced affirmatively by job satisfaction (Ho *et al.*, 2009).

1.2.1. The Nature of Work

The nature of the work performed by employees has a significant impact on their level of job satisfaction. According to Luthans (1998), employees derive satisfaction from work that is interesting and challenging, and job that provides them with status. Landy (1989) posits that work that is personally interesting to employees is likely to contribute to job satisfaction. Similarly, research suggests that task variety may facilitate job satisfaction (Eby & Freeman, 1999). Teachers, like other employees in different professions, desire their day-to-day work engagement to be interesting, stimulating and challenging to be able to derive job satisfaction. Teachers are charged with duties such as teaching, guiding and counselling, disciplining students, managing classes and participating in curriculum development panels (Sirima & Poipoi, 2010).

1.2.1.1. Nature of Work and Employee Commitment

Ogunleye *et al.* (2013) have examined the relationship between job satisfaction dimensions and organizational commitment among employees in Nigerian Banks. Five dimensions were studied, namely pay, promotions, work conditions, supervision and co-worker relationship. The findings from correlation analysis revealed that job satisfaction dimensions have a strong positive relationship with organizational commitment, implying that the higher the job satisfaction in terms of good pay package, good work conditions, contribution of colleagues, good supervision and regular promotion, the higher the level of commitment among employees. Secondly, work condition was the best motivator to Nigerian bankers followed by good supervision, well-paying package, contribution of colleagues and regular and steady promotion respectively. Regression analysis revealed that the predictor variables (pay, work condition, work group, supervision and promotion) were significant joint predictors of organizational commitment. The predictor variables jointly explained 94.3% variance of organizational commitment. Work conditions and supervision were significantly independent predictors of organizational commitment. This implies that good work conditions and effective supervision have significant impact on organizational commitment. Moreover, pay, work group and promotion had a positive impact on organizational commitment but not quite significant. This indicates that increase in pay, contribution of colleagues and promotion are not the most important motivators to employees.

Wachira (2013) has also conducted a study of job satisfaction levels of teachers in Murang'a East District, Murang'a County, Kenya. The findings revealed that majority of teachers and head-teachers are in agreement that work environment factors enhance job satisfaction and these include variety of job responsibilities, degree of independence associated with work, number of working hours per week, job location and work load. Fringe benefits like life-insurance and health insurance are considered less important.

Many studies have attempted to identify sources of teacher satisfaction and dissatisfaction among elementary and secondary school teachers (e.g. Farber, 1991; Friedman & Farber, 1992; Kyriacou, 1987; Kyriacou & Sutcliffe, 1979; Mykletun, 1984). According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, i.e., motivation. Moreover, the main factor that contributes to the job satisfaction of teachers is working with children. Additional factors include developing warm, personal relationships with pupils, the intellectual challenge of teaching and autonomy and independence. In contrast, teachers view job dissatisfaction as principally contributed to by work overload, poor pay and perceptions of how teachers are viewed by society.

1.2.2. Quality of Supervision

According to the Social Exchange Theory, how an individual thinks about a relationship is based on the balance between her/his efforts in the relationship and the rewards, whether anticipated or actual (Blau, 1964; Cook, as cited in Mor Barak *et al.*, 2009). It implies that if the supervisory exchange is deemed beneficial the worker will reciprocate by having more positive attitude towards the supervisor and the workplace, experience greater job satisfaction, improved organizational commitment and the intention to leave or turnover may reduce. The opposite may also be true (Mor Barak *et al.*, 2009).

According to Mor Barak *et al.* (2009), effective supervision can encompass distinct dimensions that involve a supervisor's ability to offer guidance and education on work-related issues, provide emotional and social support to staff and interact effectively with and influence supervisees.

Research has shown that the quality of supervision has a positive influence on level of job satisfaction. Individuals report high levels of job satisfaction if supervisors provide them with cooperation and support in completing their tasks (Ting, 1997). Chieffo (1991) maintains that supervisors who allow their employees to participate in decisions that affect their own jobs will, in so doing, stimulate higher levels of employee satisfaction. The relationship between school administrators or headmasters and their teaching staff has a direct influence on teaching staff job satisfaction and organizational commitment. The management must take an active role in not only defining the physical environment of the workplace and making it conducive for workers but also alter the management style to suit the employees. This refers to changing aspects like ethics, behaviour, commitment, professionalism, drive and interpersonal relations in employees for the better (Chandrasekar, 2011).

Managers must curb the tendency to micromanage and instead display confidence in the ability of their team members and trust them to do their work efficiently. If they treat subordinates as professionals then there is no reason they should not behave in that way. Such an attitude promotes trust and loyalty among the employees and encourages better teamwork among them. Besides, they develop a sense of ownership towards the organization (Chandrasekar, 2011). School leadership research has found that transformational approaches have positive effects on teachers. The essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals. In contrast, transactional leaders accomplish organizational goals without attempting to elevate the motives of followers or the human resources of the organization (Burns, as cited in Ross & Gray, 2006).

1.2.2.1. Quality of Supervision and Employee Commitment

Sokoll (2014) has examined the quality of supervision with servant leadership attributes influence on employee commitment, a study that covered 149 of 207 employees of a university in the US. The basic question of the study focus was: what impact does the servant leadership behaviours of a supervisor have on employee commitment beyond the effect of task oriented behaviours of a supervisor? A multiple regression analysis was conducted that controlled for employee age, employee tenure with the supervisor, employee gender, employee/supervisor gender similarity/dissimilarity, and supervisor task-oriented behaviour. Servant leadership was found to have a significant ($p < .001$) effect on employee commitment to a supervisor, shown by an increased R-Square value of 0.224 (22.4%). The regression results revealed that there was no statistical effect of task oriented structures on employee commitment once servant leadership was introduced in the model. The study findings revealed that supervision that incorporates servant leadership heightens the positive effect of employee commitment to the supervisor. The findings further indicated that employees desire more from supervision beyond task support initiatives/activities.

Another study by Brown (2003) has also looked into employees' commitment and their perceptions on supervisors' relations oriented and task oriented leadership behaviours. The objective of the study was to investigate the relationship between immediate supervisors' task oriented and relations oriented leadership behaviours on different types of organizational commitment. The research findings from regression analysis revealed that relations oriented behaviour explain the biggest amount of variance in affective commitment, followed by normative commitment. There was no variance in continuance commitment. The same pattern was evident with task oriented behaviours but amounts of variance were weaker. Relations oriented behaviours were positively correlated with affective and normative commitment, though not very strongly, while task oriented behaviours were negatively correlated with normative commitment. The study indicated relations oriented supervisory behaviour could enhance positively employee commitment towards the organization than task oriented behaviours.

Ross and Gray (2006) studied transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy among teachers in two large districts in Ontario (Canada). Their findings revealed that transformational leadership has a positive significant effect on collective teacher efficacy and transformational leadership has direct effect on teacher commitment with the strongest outcome on commitment to school mission and goals. Ross and Gray (2006) recommend that school principals should take a responsibility of influencing teachers' interpretation of school and classroom data by identifying cause-effect relationships and linking actions to desired outcomes. Secondly, school principals need to provide their teachers with professional access to high quality professional development and provide constructive feedback on skill acquisition.

Transformational leadership is a multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration (Bass & Avolio, as cited in Ross & Gray, 2006). According to Ross and Gray (2006), school principals can influence teachers' capacity beliefs through persuasion, for example, by offering visionary, inspirational messages to the staff as a whole and by addressing the low expectations of particular individuals. Collective teacher efficacy refers to "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard, Hoy & Hoy, 2000, p. 480).

1.3. Statement of the Problem

Teacher commitment has been identified as an important factor for future success of education and schools (Hubberman, 1990; Mbwiria, 2010). Absenteeism, lateness, high turnover play an important part in influencing student achievement and attitude towards school (Firestone, 1996; Graham, 1996; Mbwiria, 2010). There is increasing concurrence among scholars on the link between teacher commitment and intimate element of passion for teaching (Day, 2004; Crosswell & Elliot, 2004; Mbwiria, 2010).

Globally, statistics reveal a worrying trend of low teacher retention rates among schools. In the West teaching has lofty attrition rates compared to law, medicine and engineering (Anderson *et al.*, as cited in Wainaina, Kipchumba & Kombo, 2014). Recent studies indicate that about one-third of new teachers leave the profession within the first five years (National Commission on Teaching and America's Future, as cited in Wainaina *et al.*, 2014).

The old employment contract of life-time employment in exchange for loyalty is gone. Unfortunately for many institutions commitment fled with it (Laabs, as cited in Kibe, 2011). Issues surrounding lack of commitment among modern day employees have changed providing the need for more studies into employee commitment. According to Ogutu (as cited in Kibe, 2011), monetary rewards and leadership styles are major factors affecting teacher commitment, thus the need for school heads of public schools to undergo continuous training on relevant skills necessary for effective evaluation of teachers to improve performance and commitment to work.

In some cases, schools without funds have employed unqualified teachers; a factor that is adversely affecting the quality of education in schools. The free day secondary schools initiative introduced by the government has 1.9 million learners accessing it; numbers that are overwhelming since the number of teachers has not been increased proportionately. According to the Republic of Kenya (RoK) (2007), numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. The Ministry of Education spends considerable funds on personnel recruitment, selection and training of new recruits leaving little funds for staff retention and development in the form of in-service trainings, scholarships for higher specialized qualifications, pay rises etc.

Current emerging issues about teacher grievances in Kenya are the bane of the impending strike called by the union representatives in the first term of 2015 by the Kenya Union of Post-Primary Education Teachers (KUPPET) and the Kenya National Union of Teachers (KNUT). One of the grievances that is affecting teacher job satisfaction according to the Unions' leaders is the Government of Kenya's failure to promote 53000 teachers who hold degrees and diplomas in line with the TSC act. The teachers who had taken

personal initiatives in professional and academic upgrading and had graduated with certificates, diplomas, bachelor's degrees, master's and PhDs expected to be elevated to the next pay grade a year ago but the Government withdrew the promotions due to budgetary constraints. Secondly, the national government is not ready to negotiate with teachers who have refused to work in regions deemed insecure in parts of North Eastern due to insecurity following the killings of their colleagues by the Al-Shabaab militias and instead the teachers are being threatened with losing their jobs.

Ingesroll (2002) argues that teacher shortage is caused by high turnover and 90% of new hires are replacements for recent departures. Previous studies have revealed that low organizational commitment may lead to intent to turnover. Mukuni (2013) observes that those teachers posted to rural areas often seek immediate transfers to urban areas or fail to turn up on consistent basis. Lewin *et al.* (2001) observe that there are various difficulties in attracting and retaining teachers in hard to reach remote areas. A number of reasons contributing to these difficulties include low compensation (other professions requiring similar educational qualifications offer higher compensation), poor working conditions, lack of professional development opportunities, little mobility to better positions, inadequate supervision and professional support and lack of stable incentive system to motivate teachers to remain in the teaching field.

Many studies have been done on job satisfaction among teachers. Chepkwony (2011), in a study of the challenges facing implementation of SMASSE project in Kericho County, observes that teachers experience low morale due to heavy workload, overloaded syllabus, unsupportive administrators and large classes as impediments to quality teaching.

The study was conducted to examine how the job satisfaction construct influenced teachers' commitment to their work in schools in Kenya. Based on the study, this paper discusses findings on the influence of the quality of supervision and the nature of work on teacher commitment in Kenyan schools.

2. Materials and Methods

The study adopted a descriptive cross-sectional research design. Descriptive design is used when the focus on description about characteristics of variable under study occurs at a single point in time (Churchill Jr. & Iacobucci, 2005).

The population for the study was the total number of teachers in Kenyan public secondary schools who numbered 62,533 teaching in 5210 public secondary schools (Kenya School Report, 2014) at the time of the study. The study used stratified random sampling technique to come up with the sample. Stratified random sampling technique was used to ensure that all public secondary schools in all counties were well represented. Three (3) teachers were randomly selected plus the head-teacher or deputy head teacher totalling four respondents per school. This was done to achieve a variety of unbiased responses unlike one teacher per school. The study covered a total of 96 schools; each having 4 respondents totalling 384 respondents. There are 47 counties in Kenya and a random sample of 10% of the 47 counties approximating 5 counties representative of the entire country were selected at the first stage.

The study used a survey questionnaire to collect data. The questionnaire had both close-ended and open-ended questions in order to obtain accurate and in-depth answers from the respondents. The collected data was analyzed through descriptive and inferential statistics. Descriptive statistical tools that were used included frequencies, percentages and mean while inferential statistical tools included Pearson Moment of Correlation and regression analysis. Pearson's Simple Correlation (r) analysis was used to confirm the nature and strength of the relationship between some variables. Regression analysis was used to establish causal relationships between variables and the degree of causal effect of the independent variables on the dependent variable.

3. Results and Discussion

3.1. The influence of Quality of Supervision on Teachers' Commitment

The study sought to find out the influence of the quality of supervision on teachers' commitment to their work and their respective schools. From the results of the study, the reliability test based on the Cronbach alpha of $0.715 > 0.7$ indicated that the measuring instrument reliability was good with regard to quality of supervision. Moreover, the KMO test indicated the measure of sampling was inadequate since $0.420 < 0.5$, and, according to Kaiser (1974), KMO values of greater than 0.5 should be accepted. The Bartlett's test for validity was significant at $0.003 < 0.05$ indicating the items under quality of supervision test met the study objective.

The respondents' views on the influence of the quality of supervision on the commitment of teachers to their work and their schools were as shown in Table 1 below.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std Dev
I receive adequate support and guidance from my supervisors.	27.50%	40.70%	22.50%	9.30%	2.1	0.9
My school allows participation in decision-making.	37.10%	35.80%	14.20%	12.90%	2.0	1.0
My supervisor is very supportive.	23.20%	46.40%	19.50%	10.90%	2.2	0.9
There are good interpersonal relations between the teachers and the supervisor's in our school.	24.20%	47.70%	16.20%	11.90%	2.2	0.9
There is high ethical and moral conduct of the supervisors in our school.	26.20%	31.10%	34.10%	8.60%	2.3	0.9
There is inspiration of loyalty and commitment to the teachers by the supervisors.	42.70%	52.30%	2.00%	3.00%	1.7	0.7
I receive personalized attention from my supervisors.	34.40%	61.90%	1.30%	2.30%	1.7	0.6
My supervisor gives me positive criticism.	15.60%	22.20%	47.00%	15.20%	2.6	0.9
My supervisor is supportive even when I am not performing well on the job.	50.30%	46.40%	2.30%	1.00%	1.5	0.6
I can call my supervisor any time when in need.	33.80%	64.20%	1.30%	0.30%	1.7	0.7
Average					2.0	0.8

Table 1: Quality of Supervision

The research results in Table 1 indicate a mean of 2.0 which lies in the Likert scale 2.0 implying a majority of the respondents disagreed with the construct of existence of quality of supervision in their schools.

Upon being asked to state whether or not there had been incidences of low teacher commitment due to ineffective supervision in their schools, 94.7% of the respondents reported that they had in the past experienced low teacher commitment caused by ineffective supervision while 5.3% of the respondents had never experienced low commitment arising from ineffective supervision.

The respondents were further asked to indicate their levels of satisfaction with quality of supervision in relation to teaching job. The results were as presented in Table 2 below.

Response	Frequency	Percent
Very Low	143	47.4
Low	132	43.7
High	14	4.6
Very High	13	4.3
Total	302	100

Table 2: Level of Satisfaction with Quality of Supervision in Relation to Teaching Job

The research findings in Table 2 above show 47.4% of the respondents regarded their level of satisfaction as very low with respect to quality of supervision offered while 43.7% regarded their satisfaction as low and only 4.6% regarded it high and 4.3% very high. These figures imply that there could be lack of quality supervision offered that enhances a majority of respondents' satisfaction.

When asked to give their opinions on the role of quality of supervision in teacher commitment, 97.7% of the respondents agreed that quality of supervision was critical in enhancing teacher commitment. The teachers were then further probed to indicate the extent to which they thought quality supervision influenced teacher commitment. Their responses were as presented in Table 3 below.

Response	Frequency	Percent
Very Low Extent	2	0.7
Low extent	4	1.3
Great Extent	144	47.7
Very Great Extent	152	50.3
Total	302	100

Table 3: Agreement that Quality of Supervision influence Teacher Commitment

From the results in Table 3 above, 50.3% of the respondents agreed to a very great extent that the quality of supervision influenced their commitment while 47.7% agreed to a great extent, which forms the majority 98% of the total sample. This implies quality of supervision was regarded by many teachers as critical to the degree of commitment.

The study findings further showed that 90.1% of the respondents had experienced positive career commitment due to better supervision while 9.9% never experienced any positive changes in their commitment levels. The majority of respondents affirmed that commitment levels changed for the better or worse depending on the quality of supervision received.

3.2. The Influence of Nature of Work on Teacher Commitment

The study sought to find out the influence of the nature of work on the commitment of teachers to their work and schools. With respect to reliability, the Cronbach alpha coefficient was $0.763 > 0.7$ showing that the items in the questionnaire with regard to nature of work were reliable and internally consistent. In addition, KMO test on adequate correlation of the items in the questionnaire under the section of nature of work revealed it was slightly below 0.5 the critical point of significance for sample adequacy. Bartlett's test showed the measuring instruments had significant validity with regard to items in the section of nature of work in the questionnaire which were positively correlated, had consistency and stability evident from $p < 0.002 < 0.05$.

The respondents' views on the nature of work on the commitment of teachers to their work and schools were as shown in Table 4 below.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std Dev
I love the work I do in teaching.	13.90%	23.50%	34.10%	28.50%	2.8	1.0
My work load is adequate.	19.50%	18.20%	40.70%	21.50%	2.6	1.0
Sometimes I experience work overload.	17.20%	18.90%	41.40%	22.50%	2.7	1.0
I handle very large classes which stresses me.	13.00%	19.00%	43.30%	24.70%	2.8	1.0
There are cases when work isn't enough work.	13.20%	14.60%	49.70%	22.50%	2.8	0.9
Teaching is a very interesting job.	23.20%	24.50%	28.50%	23.80%	2.5	1.1
Teaching allows intellectual challenge autonomy and independence.	4.30%	9.60%	54.60%	31.50%	3.1	0.8
My job allows freedom of expression and appreciation of uniqueness/diversity among teachers.	4.60%	4.00%	54.00%	37.40%	3.2	0.7
Average					2.8	0.9

Table 4: Nature of Work

As shown in Table 4 above, the responses to the eight items in the Likert scale had a mean of 2.8 which indicates majority of the teachers' responses ranged between disagreed and agreed categories of the Likert-scale. The responses indicate many teachers did not have a great dislike for the core nature of their work. The challenges are in work overload and handling of large classes.

The respondents were also asked to state whether or not their schools had experienced incidences of low teacher commitment owing to the nature of work. Of the respondents, 96% of the respondents had experienced an incidence of low teacher commitment associated with nature of work challenges. Majority of teachers had experienced incidences where nature of work challenges contributed to feelings of low commitment to their career.

The study further sought to find out the level of satisfaction with nature of work in relation to teaching job. The results were as shown in Table 5 below.

Response	Frequency	Percent
Very Low	128	42.4
Low	126	41.7
High	24	7.9
Very High	24	7.9
Total	302	100

Table 5: Level of Satisfaction with Nature of Work in Relation to Teaching Job

From the findings in Table 5 above, 42.4% of the respondents regarded their level of satisfaction as very low with regard to nature of work they were engaged in while 41.7% regard their satisfaction as low; only 7.9% regard it high and 7.9% very high. Majority of respondents experience low to very low satisfaction levels with the nature of work they undertake in their present teaching jobs.

The study also sought to ascertain the respondents' views on the role of nature of work in teacher commitment. From the study findings, 92.4% of the teachers agreed that nature of work had a role to play in their work commitment. A high number of the respondents concurred that the dependent variable – teacher commitment – depended on the nature of work one was exposed to. The table below shows the respondents' level of agreement that nature of work influence teacher commitment.

Response	Frequency	Percent
Very Low Extent	2	0.7
Low extent	3	1
Great Extent	144	47.7
Very Great Extent	153	50.7
Total	302	100

Table 6: Agreement that Nature of Work influence Teacher Commitment

The study findings in Table 6 above indicate that 50.7% of the respondents agreed to a very great extent that the nature of work influenced their commitment while 47.7% agreed to a great extent. The construct of nature of work challenges was given high significance by most respondents to their commitment to the teaching job.

The respondents were asked to indicate whether or not there was positive teacher commitment due to current nature of work. The findings contrasted all other findings from result tables under nature of work since 78.8% of the teachers had positive commitment compared with 21.2% who never had positive commitment. This implied that teachers draw intrinsic satisfaction from nature of work challenges than perceiving them as a burden that negates commitment.

The results of the study revealed that $\alpha = 0.709 > 0.7$. Values ranged between 0 and 1.0 while 1.0 indicated perfect reliability, the value 0.70 was deemed to be the lower level of acceptability (Hair *et al.*, 1998). According to Cronbach alpha levels, the items under section of teacher commitment in the questionnaire were internally consistent and the questionnaire, a reliable measuring instrument. The closer Cronbach's alpha was to 1, the higher the internal consistency reliability (Sekaran, 2003).

The KMO measure fell below 0.5 which was the minimum accepted for sample adequacy. This was revealed from the varying type of responses which were not highly correlated as other questionnaire sections. Bartlett's test of $p = 0.007 < 0.05$, however, revealed there was significant validity of the measuring instrument internally and to the content of the study. Validity is the degree of correlation of questionnaire items and is tested by asking the same question in different ways at different points in the questionnaire (Johnson, 2002). The questionnaire had same questions posed in different ways to the respondents. Overall the question items under teacher commitment showed reliability and validity as indicated by Cronbach alpha and Bartlett's tests.

The respondents' views on the commitment of teachers to their work and schools were as indicated in the table below.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Std Dev
I enjoy my career as a teacher.	39.40%	54.30%	5.60%	0.70%	1.7	0.6
I am very happy and committed to the values of hard-work in my present employment and would not desire to leave this career.	46.40%	46.70%	3.00%	4.00%	1.6	0.7
I feel bad when people speak ill about our school and I am willing to go out of my way to defend it.	4.00%	4.00%	53.30%	38.70%	3.3	0.7
I strongly believe I work in the best environment.	44.00%	48.70%	4.30%	3.00%	1.7	0.7
I miss teaching when we are on vacation.	38.40%	55.30%	3.00%	3.30%	1.7	0.7
I am willing to work for longer hours.	38.70%	57.00%	3.00%	1.30%	1.7	0.6
I like motivating students in their studies which has resulted to improved performance of the school.	13.90%	14.60%	44.00%	27.50%	2.9	1.0
Average					2.1	0.7

Table 7: Teacher Commitment

Table 7 above indicates majority of the respondents' views had a mean rating of 2.1 on teacher commitment and lie under the category of disagree 2.0-3.0, in the Likert scale. This implies a majority of the teachers were in disagreement with statements about teacher commitment in the questionnaire posed to them.

When the respondents were asked to state whether or not there were any positive experiences of teacher commitment, 49% of the respondents agreed they were positively experiencing commitment to their teaching job while 51% were not experiencing positive commitment to their teaching job.

From the research findings, 59.6% of the respondents would leave teaching for another job implying low commitment to the teaching career, 40.4% said they would prefer to remain in the teaching profession implying greater commitment to the teaching career. This reveals though a big number of teachers were dissatisfied with other determinants of job satisfaction, they are still committed to the teaching profession for intrinsic rather than extrinsic reasons.

The respondents were asked to state whether or not they would recommend other people to join teaching. The results were as shown in the table below.

Response	Frequency	Percent
Very Low	141	46.7
Low	140	46.4
High	12	4
Very High	9	3
Total	302	100

Table 8: Recommend other People to Join Teaching

The findings in Table 8 above show the extent to which the respondents would recommend others to join the teaching profession. Of the respondents, 46.7% indicated both very low to low degree of extent. In contrast to earlier findings, the teachers were committed but not satisfied with their profession.

4. Conclusion and Recommendations

From the study findings, majority of the teachers disagree with the construct of existence of quality of supervision in their schools. Most of them reported that they had in the past experienced low teacher commitment caused by ineffective supervision. Clearly, there seems to be lack of quality supervision offered that enhances a majority of respondents' satisfaction. Nevertheless, quality of supervision is regarded by many teachers as critical to the degree of commitment. The majority of them affirmed that commitment levels changed for the better or worse depending on the quality of supervision received.

Moreover, the study findings show that many teachers do not have a great dislike for the core nature of their work. The challenges are in work overload and handling of large classes. Majority of teachers had experienced incidences where nature of work challenges contributed to feelings of low commitment to their career. A high number of the teachers concurred that the dependent variable – teacher commitment – depended on the nature of work one was exposed to. The construct of nature of work challenges is given high significance by most teachers to their commitment to the teaching job. This implies that teachers draw intrinsic satisfaction from nature of work challenges than perceiving them as a burden that negates commitment.

Most of the teachers would leave teaching for another job implying low commitment to the teaching career. However, although a number of teachers are dissatisfied with other determinants of job satisfaction, they are still committed to the teaching profession for intrinsic rather than extrinsic reasons. In contrast to earlier findings, the teachers are committed but not satisfied with their profession.

5. References

- i. Awolusi, O.D. (2013). Effects of Motivation on Employees Job Commitment in the Nigerian Banking Industry: An Empirical Analysis. *International Journal of Business and Innovation Research*, 1(3), 1-17.
- ii. Blau, P. M. (1964). *Exchange and Power in Social Life*. New York, NY: Wiley and Sons.
- iii. Brown, B.B. (2003). *Employees' Organizational Commitment and Their Perception of Supervisors' Relations-Oriented and Task-Oriented Leadership Behaviours* (D.Phil. Thesis). Virginia Polytechnic Institute and State University.
- iv. Chandrasekar, K. (2011). *Workplace Environment and its Impact on Organizational Performance in Public Sector Organizations*. *International Journal of Enterprise Computing and Business Systems*, 1(1).
- v. Chepkwony, K. D. (2011). *Challenges Facing the Implementation of SMASSE Project in Kericho District, Kericho County, Kenya* (M.Ed. Thesis). Kenyatta University.
- vi. Chieffo, A. M. (1991). Factors contributing to job satisfaction & organizational commitment of community college leadership teams. *Community College Review*, 19(2), 15-25.
- vii. Churchill, Jr., & Iacobucci, D. (2005). *Marketing Research*. Methodical Foundations (9th ed.). Australia: Thomson South-Western.
- viii. Cohen, A. (2003). *Multiple Commitments in the Workplace*. Mahwah, NJ: Lawrence Erlbaum.
- ix. Crosswell, L. J., & Elliot, R. G. (2004). Committed teachers, passionate teachers: the dimension of passion associated with teacher commitment and engagement. In AARE 2004 Conference, 28th November - 2nd December, Melbourne, Australia.
- x. Day, C. (2004). *A Passion for Teaching*. London: Routledge Falmer.
- xi. Eby, L. T., & dan Freeman, D. M. (1999). Motivational bases of effective organizational commitment: A partila test of an integrative theoretical model. *Journal of Occupational & Organizational Psychology*, 72(4), 463-483.
- xii. Emerson, R. M. (1976). Social exchange theory. *Annual Review of Sociology*, 2, 335-362.
- xiii. Eslami, J., & Gharakhani, D. (2012). Organizational Commitment and Job Satisfaction. *ARPN Journal of Science and Technology*, 2(2), 85-91.
- xiv. Farber, B.A. (1991). *Crisis in education: Stress and burnout in the American teacher*. San Francisco: Jossey Bass.
- xv. Firestone, W. A. (1996). Images of teaching and proposals for reform: A comparison of ideas from cognitive and organisational research. *Educational Administration Quarterly*, 32(2), 209-235.
- xvi. Friedman, I. A., & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout. *Journal of Educational Research*, 86, 28-35.
- xvii. Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Education Research Journal*, 37(2), 479-507.
- xviii. Graham, K. C. (1996). Running ahead: Enhancing teacher commitment. *Journal of Physical Education, Recreation and Dance*, 67(1), 45-47.
- xix. Hackett, R. D., Bycio, P., & Hausdorf, P. A. (1994). Further assessment of Meyer and Allen's 1991 three components model of organizational commitment. *Journal of Applied Psychology*, 79, 340-350.
- xx. Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1998). *Multivariate data analysis with readings*. United States, NJ. Prentice Hall.
- xxi. Ho, W. H., Chang, S. C., Shih, Y. L., & Liang, R. D. (2009). Effects of job rotation and role stress among nurses on job satisfaction and organizational commitment. *BMC Health Services Research*, 9, 8, 1-10.
- xxii. Hofmeyr, J. & Rice, J. (1999). A method for using psychological commitment as a window. to the motivations that lie behind behaviour in a database. *The Journal of Database Marketing*, 7(1), 9-21.
- xxiii. Hubberman, M. (1990). *The Social Context of Instruction in Schools*. Paper presented at the American Educational Research Association Annual Meeting.
- xxiv. Morgan, R., & Hunt, S. (1994). The Commitment-Trust Theory of Relationship Marketing. *Journal of Marketing*, 58, 20-38.

- xxv. Hurter, N. (2008). The role of self efficacy in employee commitment (Unpublished Master's Thesis). University of South Africa, South Africa.
- xxvi. Ingersoll, R.M. (2002). The Teacher Shortage: A case of wrong diagnosis and wrong perception. *NASSP Bulletin*, 86.
- xxvii. Johnson, J. A. (2002). Effect of construal communality on the congruence between self-report and personality impressions. In P. Borkenau, & F. M. Spinath, (Chairs) (Eds.). *Personality judgments: Theoretical and applied issues*. Invited symposium for the 11th European Conference on Personality, Jena, Germany.
- xxviii. Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31-36.
- xxix. Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organizations* (2nd ed.). New York: Wiley.
- xxx. Katzell, R. A., Yankelevich, D., Fein, M., Ornate, D. A., & Nash, A. (1975). *Work Productivity and Job Satisfaction*. New York: The Psychological Corporation.
- xxxi. Kibe, K. J. (2011). *Relationship between Performance Appraisal and Teacher Commitment in Kenya (Case Study of Public Schools in Nakuru)* (MBA Thesis). Kenyatta University.
- xxxii. Kyriacou, C., & Sutcliffe, J. (1977). Teacher stress: A review. *Educational Review*, 29, 299-305.
- xxxiii. Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational Research*, 29, 146-152.
- xxxiv. Landy, F. J. (1989). *Psychology of Work Behavior* (4th ed.). Belmont: Wadsworth.
- xxxv. Lewin, K., & Cailloids, F. (2001). *Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth*. Paris, France: International Institute for Educational Planning/UNESCO.
- xxxvi. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette, (Ed.) *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.
- xxxvii. Luthans, F. (1998). *Organisational Behaviour* (8th Ed.). New Delhi: McGraw- Hill.
- xxxviii. Mathieu, J. E., & Farr, J. L. (1991). Further evidence for the discriminant validity of measures of organizational commitment, job involvement, and job satisfaction. *Journal of Applied Psychology*, 76, 127-133.
- xxxix. Mbwiria, K.N. (2010). *Influence of Principals' leadership Styles on Teachers' Career commitment in Secondary Schools in Imenti South District in Kenya* (M. Ed. Thesis). Chuka University Kenya.
- xl. Meyer, J.P., & Allen, N.J. (2007). A three-component conceptualization of organizational commitment: Some methodological considerations. *Human Resource Management Review*, 1, 61-98.
- xli. Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review*, 83(1), 3-32.
- xl.ii. Morris, J., & Sherman, J. (1981). Generalizability of an organization commitment model. *Academy of Management Journal*, 24(3), 512-526.
- xl.iii. Mukuni, W. C. (2013). *Job Satisfaction of Science Teachers in Public Secondary Schools in Murang'a East District, Murang'a County, Kenya* (Master of Education Thesis). Kenyatta University.
- xl.iv. Mykletun, R. J. (1984). Teacher stress: Perceived and objective sources, and quality of life. *Scandinavian Journal of Educational Research*, 28, 17-45.
- xl.v. Ogunleye, P.O., Odebiye, I.I., & Olaoye, B.O. (2013). Exploring the Relationship between Job Satisfaction Dimensions and Organizational Commitment among Nigerian Banks Employees. *International Journal of Academic Research in Economics and Management Sciences* 2(6), 2226-3624.
- xl.vi. Republic of Kenya (2007). *Kenya Vision 2030*. Nairobi: Government Printers.
- xl.vii. Rose, M. (2001). Disparate measures in the workplace...Quantifying overall job satisfaction. Paper presented at the 2001 BHPS Research Conference, Colchester.
- xl.viii. Ross, J.A., & Gray, P. (2006). Transformational Leadership and Teacher Commitment to Organizational Values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17(2), 179-199.
- xl.ix. Sekaran, U. (2003). *Research method for business: A skill building approach* (4thed.). Wiley.
- l. Sirima, L. C. N., & Poipoi, M. W. (2010). Perceived factors influencing public secondary School teachers 'job satisfaction in Busia District, Kenya. *Journals of Educational Research*, 1(1), 99-105.
- li. Sokoll, S. (2014). *Servant Leadership and Employee Commitment to a Supervisor*. *International Journal of Leadership Studies*, 8 Is. 2© School of Business & Leadership, Regent University ISSN 1554-3145.
- lii. Ting, Y. (1997). Determinants of job satisfaction of federal government employees. *Public Personnel Management*, 26(3), 313-335.
- lii.iii. Wachira, C.M. (2013). *Job satisfaction of science teachers in public secondary schools in Murang'a East District, Murang'a County, Kenya* (Master's project). Kenyatta University, Nairobi.
- li.v. Wainaina, J.K., Kipchumba, S., & Kombo, H. (2014). A Study on Effect of Co-Worker and Student- Teacher relationship on Teachers' Organizational Commitment in Public Secondary Schools: A case of Nakuru North District, Kenya. *International Journal of Education and Research*, 2(2).
- li.v. Weiss, D. J., Davis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire* industrial relations centre. University of Minnesota, Minneapolis.