

INFLUENCE OF PRINCIPALS' PROVISION OF INCENTIVES ON TUTORS' LEVELS OF JOB COMMITMENT IN PRIMARY TEACHERS TRAINING COLLEGES, EASTERN REGION KENYA

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ABSTRACT

There is widespread recognition that education is the key to the well-being of any society. Therefore, school administrators are supposed to influence their staffs, parents and other stakeholders of education to make sure their colleges successfully attain their intended objectives by making sure their tutors remain committed towards work in order to perform their responsibilities well and learners perform well in their academic as anticipated. The purpose of the study was to investigate the influence of principals' provision of incentives on tutors' levels of job commitment in Primary Teachers' Training Colleges in Eastern Region Kenya. The study was guided by the following objective: to determine the influence of principals' provision of incentives on tutors' levels of job commitment in primary teachers training colleges in Eastern Region, Kenya. The Existence Relatedness and Growth Theory of Motivation guided the study. Descriptive survey design was used. For this study, the target population entailed five (5) principals of Teachers Training Colleges, 260 tutors and 1860 second year students of the five (5) public teachers training colleges

in Eastern Region, Kenya. To sample the respondents, the researcher census method to get five (5) principals from five colleges in Eastern Region in Kenya, used (50%) to get 130 sample size for tutors and 10% getting 186 sample size for second year students. Simple random sampling with replacement method was therefore used to select the tutors and students. Instruments used were questionnaires for tutors and teacher trainees and interview guides for principals. Data was analyzed using descriptive (frequencies, means and standard deviations) and inferential statistics (*p*-values from ordinal logistic regression, correlation analysis and independent sample *t*-test). The results were graphically visualized through frequency distribution tables, bar graphs and tables. Regression results showed that increasing provision of incentives by principals by 1% would promote job commitment levels of tutors by approximately 80%, and with $p < 0.05$ implying that provision of incentives had a statistically significant effect on tutors' level of job commitment.

The Government of Kenya through the Ministry of Education should invest in Primary Training Colleges by promoting quality administrative practices to improve tutor's job commitment levels and productivity levels.

Key words: Provision of incentives, Tutors' job commitment

INTRODUCTION

Today's organizational settings continue to face different challenges related to productivity and workforce commitment leading to growing interest in research on employee commitment (Estigoy, Sulasula & Guodu, 2020). A variety of disciplines have continued to adopt the study of commitment to offer significant insight into human resource productivity and improved practices (Fabiene & Kachchhap 2016; Gitau & Monari 2019; Estigoy et al. 2020). For instance, Gitau & Monari (2019) study which is the field of business indicates that compensation and reward are significant factors for companies to consider in promoting employee commitment. Estigoy et al. (2020) states that work-relationship between employees and the colleagues and managers are critical in affecting their commitment at work.

Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she

is more likely to perform tasks and responsibilities that will help an organization achieve a goal (Bronwyn, 2019). Job Commitment is also explained as a great level of loyalty and attachment to an institution (Sigh & Gupta, 2015). Organizational commitment is said to be a significant part of the emotional state of the staffs, as well as the attitudes they generalize concerning their institution (Doaa & Nassar, 2021).

In Kenya, trained teachers vacate teaching career to search for either occupations which they consider to be more esteemed or better remunerating. Furthermore, Kenyan teachers of all levels frequently engage the government in negotiations for better salaries and working conditions (Langat, 2016). From his study, he also concluded that there were various governance practices that related to teachers' reward system (incentives), principals' letters of recommendation and provision of welfare services to the teachers by the principals' that influenced the teachers' job commitment.

A. Provision of Incentives and Tutors' Job Commitment

An incentive is a cash reward or any other form of reward that is given to staffs on condition that there is remarkable improvement in their performance. Institutional rewards relate to observable rewards delivered by the institution such as wage, bonuses and fringe benefits (Mulievi & Egessa, 2021; Tumi, Hasan & Khalid 2021). Rewards have also been classified as either financial or non-financial. Financial rewards are concrete objects, such as bonuses, promotions and pay whereas non-financial rewards are non-touchable including personal acknowledgements and praise (Amstrong, 2010). Some of non-financial incentives associated with positive job performance include employees' involvement in decision-making and career progression (Chukwuemeka, 2020). According to Nzuve (2010), non-financial incentives emotionally influence the conduct and attitude of employees towards their co-workers, work and institution. Mahmood, Hussan, Abdullah and Basheer, (2016) stated, in developing countries, staffs greatly prefer financial benefits to survive their life and the effects of reward hang on the form of rewards, how rewards are allocated and how they use the rewards to influence employees' commitment. Nzuve (2010) added that incentives offer productive circumstances and employment terms.

A study conducted among 300 bank employees in Vietnam showed that employee motivation played a significant role in retaining employees and attracting talent (Ana & Le Hoang Anh 2020).

The reward system and provision of motivating incentives determines the level of employees' commitment and their attitude towards the task given. Dixit and Bhati (2012) noted that the major factor affecting employees' commitment and productivity to be provision of poor incentives packages. Employees who tend to be more satisfied with the rewards provided to them report higher levels of job commitment compared to those who are less satisfied with the human resource management practices including the reward system (Nor, Mohamed, Mohamed & Hassan 2020). This argument is also supported by Kowo, Popoola, Akanmu, Abudulezeez and Alhaji (2018) by saying that many institutions are coming to agreement that they have to improve the morale of their employees by providing effective reward systems, which on the other hand improves their employees' job commitment. Organizations thus have to consider having a sense of balance between the input of an employee to the organization and the organizations' contribution to the employee. Korir and Kipkebut, (2016) finds reward systems and job commitment as being intensely related to each other. Equal compensation packages influence the job

commitment of staffs meaning that an employees' compensation should match his or her skill and qualification in order for them to be satisfied for equal treatment with colleagues of equal qualification and skill makes employees satisfied hence more committed to the task (Turinawe, 2011). From above argument it worthy for any organizational managers to note that for it to achieve its object in any competitive society, employers of labor must have an in-depth understanding of what pushes the employees to work efficiently and reward them accordingly.

Based on Handoko, Ayuanda & Marpuang, (2021); Sandilyan, and Miltra (2012), making good use of reward can lead to and catch more attention from persons that can satisfy an employees' esteem and recognition needs thus propelling managers of all organizations to pay, bonuses, promotion or other types of rewards for their employees to encourage a high level of commitment. This will be so because employees would also strive to be the part of the institution which provides a worthy income, secure job and an opening for development (Ali & Anwar 2021). They further argued that in order to reward the employees, many factors will change such as employees' performance, relationship at work place and training and chance of development. Thus, recommending that, an organizational manager must cautiously set

the reward system before assessing employees' performance and then rewarding them make sure employees are always inspired hence committed to work. (Siwale, Hapompwe, Kukano & Silavwe, 2020). This is for the reason that the reward is the stronger persuader to the employees and it is very essential to reward employees that give high-performance levels to maintain their working spirit in the future. Gupta and Hyde, (2016) supported this by mentioning that an institution with rewards approach and systems can create a good inspiration to employees to realize the organizations vision.

According to MacLeod and Urquiola (2021) there has a significant positive relationship between rewards and employees' work commitment because reward can give a strong persuading towards the employees. In order to enrich the commitment among employees, the institutional managers should recognize what factors can influence their job commitment to produce a new drive for doing their job. This was supported by Armstrong (2012) that when rewards are well managed, preferred commitment are realized efficiently and effectively since the employees get a sense of mutual gain.

This gain is always interterm with the institution as well as with the employee in the achievement of the defined target or objectives. White and Druker (2013) emphasize that reward management systems are meant to complement and strengthen institution strategies. Korir, (2016) states that reward management in high performing institutions are planned in ways that make them to have precise predictions on their present and anticipated results. This is because total rewards management concept emphasizes on the need to reward employees so as to gain commitment while performing their duties. Furthermore, Korir, (2016) noted that obtaining employee commitment through full rewards strategy facilitates an organization to perfectly predict its present and future performance thereby assisting it to plan its operations more excellently.

According to Molahosseini, Kahnauji and Shamsiyeh (2014), behaviour of personnel in all organizational levels is affected by the behavior of managers resulting from their power to use resources. Therefore, managers can use rewards so as to motivate the behavior of workers and in so doing they are able to attain their commitment at work hence leading to achievement of required organizational results. Jiang, and Xiao (2009) note that rewards management strategies are used to manage transformation in institutions.

This is because rewards management guidelines do not only mirror and admit what employees have contributed in an organization but also specify a company's strategic goals and values. Gupta and Hyde, (2016) stress that rewards systems raise the spirits of staffs' determinations and they indicate the values and ideals of an institution. Molahosseini, et al, (2014), concluded that reward management systems should be planned in a way that ensures maximum benefits for an organization. This call for rewards to be designed in a manner that leads to effective institutional performance.

Xie and Gao, (2018) affirm that rewards management systems influence the efficiency of an organization and it also supports it to achieve its objectives by increasing motivation and commitment of it staffs. Eldin, (2020), believe that rewards can be a crucial device for encouraging staffs and creating innovation hence becoming more committed to their tasks. This can therefore lead to organizational transformation through knowledge sharing. They further opined that a well-planned reward system creates a sense of belonging among workers in an institution. It enhances employees' commitment, as well as supporting their growth and development and increases their self-esteem leading to improved institutions. Thus, every institutional development is based on

continued employees' commitment and this can be achieved through total rewards management strategy.

Gupta and Hyde, (2016), stresses that effective reward management leads to increased employee motivation and this may return enhance employee commitment to the task given. Furthermore, they argued that motivation relies on certain intrinsic and extrinsic aspects which when pooled together lead to employees who are fully committed at work. This can in turn lead to increased institutional performance as well as to inspire employee innovations and to encourage them to back up the goals of the institution. On the same matter, Desta, (2014); Buchanan, Fletcher, Hatch, Kindle, Sanford & Woods, (2021), confirmed that if the employer can maintain the motivation and commitment of employees using incentives as a factor, it will impact staffs' actions related to their expertise and ability to achieve important long-term objectives. This means, if employees can show the good performance and contribute to the institutions they work in, they are viable to get a good reward in return for their great support and contribution to the success. Therefore, there will be competition among the employees competing for each other to get high performance and productivity and be appreciated with a rewarded for that achievement.

Above arguments shows that the purpose of giving incentives to employees is to ensure their level of commitment, improved performance, to make it easier to get work done and encourage employees to be more productive to help the administration to achieve their objectives. Moreover, the scholars likewise describe rewarding generally an important role to inspire employees to remain committed to their duties hence that enhancing growth and productivity in the organization.

According to Dubihlela and Rundora (2014), the increased global competition has triggered companies to ensure increased employee commitment so as to facilitate them to have high levels of brilliance and competitiveness in their practices. This is for the reason that committed employees have an aspiration and willingness to pursue the goals of an organization thus making the business to shine. In agreement with above claims, Al-Qathmi & Zedan, (2021)) argued that reward management strategies can be used to increase employee commitment by creating a sense of belonging in the organization. This means that organizations can increase the level of employees' commitment by ensuring effective reward management strategies. Additionally, they observed that institutions need effectively and efficiently committed staffs so as to assist them to achieve their goals.

Affectively committed workers have a sense of identification and belonging with an institution and this intensifies their involvement in the undertakings of that particular organization. With this in mind therefore, institutions through their managers should take full charge so as to obtain employee commitment through total reward management. In this regard, a study on the influence of principals' provision of incentives on tutors' job commitment can be valuable.

Through a survey report by the Society for Human Resource Management (2018), it was established that compensation and benefits are often among the uppermost three elements affecting job commitment of members of staff. According to Mollo (2013), employees who are recognized have a tendency to have more self-confidence, greater esteem, more readiness to be innovative and more willingness to take new and challenging tasks. According to Kibkebut, (2016), there are scarce appointive positions in colleges thus making it impossible for many teachers with experience to get promoted. This lowers their job commitment and such tutors may remain in the job to retire (Wong & Wong, 2010). It from above discussion, the researcher found it important to focus on investigating whether principals' provision of incentives on tutors' do influence their job commitment.

STATEMENT OF THE PROBLEM

In Kenya, the Primary Teachers Training Colleges play a key role of training teachers who teach in primary schools. According to the TSC (2009) report, Primary Teacher Training Colleges (PTTCs) train primary school teachers, who represent more than half of all teachers hired by TSC. Due to the role played by teacher training colleges, the government of Kenya and non-governmental organizations have put in place a lot of resources in teachers training colleges in order to enhance quality training with the aim of producing the 21st century teacher endowed with knowledge, skills, attitude and values for handling the teacher trainees.

Despite such commitments by the government of Kenya and NGOs to support teachers training colleges, the Eastern Regional Director of Education, Report 2019 indicated that there is a lot of stagnation for tutors at lower job groups C3 and C4. the report specifically points out that in Eastern Region majority of tutors are in job group C3 and C4 and have stagnated in those job groups for a long period. Besides, the high level of teachers' stagnation in the same job group, the TSC CEO while addressing teachers in a graduation ceremony at Kamwenja teachers training college, Kenya in 2019 alluded that there is high absenteeism, lateness, transfers and truancy of tutors in teachers training colleges hence compromising the quality of education in

primary teachers training colleges. This study therefore, sought to establish the influence of principals' provision of incentives on tutors' levels of job commitment in Primary Teachers Training Colleges in Eastern Region Kenya.

OBJECTIVES AND HYPOTHESIS OF THE STUDY

The study was guided by the following objective:

To determine the influence of principals' provision of incentives on tutors' levels of job commitment in primary teachers training colleges in Eastern Region, Kenya.

The study addressed the following research hypothesis in tune with the above stated objective:

H₀₁. No significant correlation among principals' principals' provision of incentives and tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

METHODOLOGY

According to Babbie and Mouton (2001), a research design is a plan showing how the study is intended to be carried out. The study used a descriptive survey design which lets a researcher to gather information through interviewing or administering a questionnaire to representative sample drawn from the target population without manipulating the principals' provision of incentives (independent variables) and

tutors' job commitment (dependent variables) (Orodho, 2012). The design was appropriate because the data was collected and analyzed as it existed in the field.

For this study, the target population entailed 5 principals, 260 tutors and 1860 second year students of the 5 public teachers training colleges in Eastern Region. To sample the respondents, the researcher purposively sampled the 5 college principals, 130 tutors (50%) and 186 second year students (10%). According to Best and Kahn (2006), perfect sample should be large enough to serve as an adequate representation about which the researcher wishes to generalize, hence, picking 50 percent for tutors and 10 percent for second year teacher trainees. Simple random sampling was therefore used to select the tutors and students using replacement method to give the entire individuals in the defined population an equal and independent chance of being selected to constitute the sample size.

The study used interview guide and a questionnaire as the main instruments for data collection. The interview guide was used to gather information on provision of incentives as an administrative practice on tutors' job commitment from principals. The interview guide was considered appropriate for the study because it helped in gathering detailed information about principals' provision of incentives on tutors' job

commitment through probing. A questionnaire was used for tutors and teacher trainees. It had two sections, section A gathering demographic information about tutors' and teacher trainees' while section B gathered data on principals' administrative practice (provision of incentives) influence on tutors' commitment to work. The questionnaire comprised both closed and open-ended questions. The researcher preferred the questionnaire because it was easy to administer and it provided a chance to gather information in a quick and precise manner and also used to gather information from literate population.

All the data was analyzed by the help of Statistical Package for the Social Science (SPSS). Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics used measures of central tendency, measures of dispersion indices to describe, and percentages for data description. For the inferential statistics, the objective was analyzed through ordinal logistic regression and correlation analysis while comparison on job commitment between tutors and teacher trainees was established through independent sample t-Test. An ordinal logistic regression model was chosen after the data violated the normality assumptions which limited the use of linear regression model.

The dependent variable (job commitment) was reduced to three ranked categories including Disagree represented by scores 1 and 2, Neutral for 3 and Agree for 4 and 5. The Spearman coefficient correlation (R) from correlation analysis was used to establish direction and strength of the relationship between the dependent and independent variables. The p-values from the regression analysis were used to establish whether the relationship between the dependent and independent variables was statistically significant at 5% significance level. The t-statistic of the regression coefficients were used to examine whether the administrative practices predictor variables) had significant influence on job commitment (outcome variable) at $\alpha=0.05$. Data was presented using tables, pie charts, percentages and graphs. Qualitative data was categorized according to themes based on the study objectives and in form of frequency tables.

STUDY FINDINGS AND DISCUSSION

The objective sought to determine the influence of the principal's provision of incentives on tutors' level of commitment in primary teachers training colleges in Eastern Region of Kenya. When sufficient incentives are given for achieving specific goals, the employee is likely to put more effort and energy into the work and afterwards the incentive will be offered to the employee as a reward for helping the institution to meet

the goal. In view of this therefore, the college principals should recognize what factors can influence tutors’ job commitment in order to support them enrich the commitment among them. Tutors were requested to indicate the influence of principals’ provision of incentives to their level of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents’ percentages of Disagreement and Agreement with the various statements were as shown in Table 1.

Table 1: Principals’ Provision of Incentives on Tutors’ Levels of Job Commitment

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
My principal gives me monetary tokens for work achievement	96 (74.4)	10 (7.8)	21 (16.3)	2 (1.6)	129 (100)
My principal gives tutors rewards during prize giving days	94 (72.8)	9 (7)	26 (20.2)	-	129 (100)
My principal gives full praise for work done	108 (83.7)	4 (3.1)	17 (13.2)	-	129 (100)
My principal provides for out of college trips	80 (62)	7 (5.4)	41 (33.8)	1 (0.8)	129 (100)
Tutors get full recognition from principal for work well done	95 (73.6)	14 (10.9)	18 (13.9)	2 (1.6)	129 (100)

From the data depicted in Table.1 an overwhelming majority of tutors indicated that principals never gave full praise for work done (83.7%), principals of teacher primary training colleges did not give tutors monetary tokens for work achievement (74.4%),tutors never got full recognition from principals for work well done (73.6%), principals did not give tutors rewards during prize giving days (72.8%) and principals never provided out of college trips (62%).When no incentives are given for achieving specific goals, tutors were likely to put less effort and energy into the work and this will ultimately result into relatively low job commitment.

This finding concurred with the findings of Desta (2014) who found that teachers’ failure to get adequate incentive and other benefits for their additional work influenced their level of commitment at work place and that discouraged them to put more effort on the work.

Principals of primary teacher training colleges were further requested to indicate whether they gave incentives tutors who registered good grades in a subject and to state examples of these incentives.

Table 2: Incentives Given to Tutors who Register Good Grades in a Subject by Principals

Question		Names of Incentives and percentages				Total
		Recommendation letters	Cash and gifts	Verbal appraisals	tutor trips	
		f (%)	f (%)	f (%)	f (%)	
incentives for tutors to good grades?	YES	2 (40)	1 (20)	1 (20)	1 (20)	5 (100)
Total		2 (40)	1 (20)	1 (20)	1 (20)	5 (100)

The question elicited the following responses from the principals as indicated in Table.2.

From the cross tabulation, all the principals indicated that they gave incentives to tutors who registered good grades. Forty percent of the principals gave recommendation letters. Other incentives given included: cash and gifts (20%), verbal appraisals (20%) and sponsoring trips for tutors to areas of their interest (20%). There were a limited number of incentives offered by principals to tutors for exemplary work done. These assertions from the principals tended to contradict the position taken by the tutors on incentives awarded. The disparity in responses between principals and tutors is explained by the actor-observer bias which result from judgement differences (Handoko, Ayuanda & Marpuang, 2021; Buchanan, Fletcher, Hatch, Kindle, Sanford & Woods, 2021). Tutors equivocally indicated that they received no incentives nor benefits from their principals and this greatly affected their level of job commitment in the colleges. Failure to reward tutors was most likely to slow down the efficiency of an organization,

demotivate tutors, make them less innovative and eventually lower their commitment.

A Spearman’s rank correlation test was conducted to determine the existence, strength and direction of a linear relationship between provision of incentives and tutors’ levels of job commitment. This type of correlation was chosen because the data failed to meet the normality assumptions which are required with Pearson correlation test. Table.3 shows the correlation between provision of incentives and job commitment.

Table 3: Correlations between provision of incentives and job commitment

	Test static value	p-value	Cor-coeff (rho)
Output	238480	0.0001129	0.3334072

Table 4: Ordinal logistic regression model on the influence of principals’ provision of incentives on tutors’ job commitment levels

	Val ue	Std. error	t.va lue	p- val ue	Od d rat io	Perce ntage effect
Incen tives	0.5 875	0.24 13	2.4 341	0.0 149	1.7 99	79.95
Disa gree Neutr al	- 1.5 991	0.88 06	- 1.8 160	0.0 694	0.2 02	- 79.79
Neutr al Agre e	0.6 224	0.78 52	0.7 926	0.4 280	1.8 63	86.34

Pseudo-R2: 0.146
Residual deviance: 151.833
AIC: 157.833

The p-value from the regression analysis was used to establish whether the relationship between the dependent and independent variables was statistically significant at 5% significance level.

The t statistic of the regression coefficients was used to examine whether the provision of welfare services (predictor variables) had significant influence on job commitment (outcome variable) at alpha=0.05.

In Table.3, the results showed that there was a positive significant correlation between tutors’ job commitment and principals’ provision of incentives (r=0.3334072, p=0.0001129).

This implies that provision of incentives by the principal’s results in increased job commitment among the tutors. These results agree with Chukwuemeka (2020) study which established a positive correlation between incentives and job commitment. El-Din (2020) study conducted to establish the relationship between incentives in job commitment among workers in public organizations in Egypt came up with the similar results. Unlike the current study which examines both financial and non-financial incentives, the existing studies have mainly explored material incentives.

A regression analysis using ordinal logistic model was chosen because the response category job commitment was an ordinal measure of scale and it had a linear relationship with different predictor variables (Powers & Xie 2008). The collinearity between all the variables in the studied data set indicated an acceptable correlation. Table.4 shows the regression between incentives and job commitment.

Results from Table.4 indicates that provision of incentives to tutors by principals has a significant influence on tutors' job commitment levels ($t= 2.4341$, $p=0.0149$). There is 95% confidence that for every 1% increase in principals' provision of incentives in teacher training colleges in Eastern region Kenya, the odds of a tutor experiencing high job commitment level increases by 79.95% with all other administrative practices remaining constant.

The value of the intercepts Disagree Neutral implies that the odds of tutors rating their job commitment levels as low is -79.79% versus rating their job commitment as medium or high. On the other hand, the odds of agreeing that they have low or medium job commitment levels is 86.34% compared to agreeing that they are highly committed to their job. This implies that without provision of incentives by principals, tutors are likely to rate their job commitment levels low. The intercept values in this model are not statistically significant which indicates that the variable incentive improves the model significantly. This is also shows that provision of incentives is a significant factor in influencing job commitment levels in this study. The results indicate that principals' investment in incentives enhances tutor's job commitment substantially (79.95%). This is confirmed through a study by MacLeod and Urquiola (2021) in the US best research universities which was trying to establish

why effective incentive systems are related to improved performance. The results are also similar to a cross-sectional questionnaire study conducted among 100 medical laboratory technologists to establish the impact of existing incentive management system on employees' motivation and commitment (Al-Qathmi & Zedan 2021).

The study which measured job commitment in terms of turnover rates and quality outcomes established a significant influence of incentives on job commitment within the healthcare system. The current study which focused on an educational setting, used an ordinal logistic regression model used more measures of job commitment compared to Al-Qathmi & Zedan (2021) study which used OLS model for analysis.

CONCLUSIONS

Provision of incentives was found to have a significant influence on tutors' level of job commitment; thus, it is suitable in predicting the tutors' level of job commitment. Appreciation of tutors' achievements at the teachers training college motivates them to work efficiently so as to achieve the set objectives of the institution.

From the literature review citing previous studies and supported by the results analysis from this study when no incentives are given for achieving specific goals, tutors are likely to put less effort and energy into the work and this will ultimately result into relatively low job commitment.

RECOMMENDATIONS

Based on the findings of this study, the researcher made the following recommendations that may be important to the Ministry of Education, Kenya Education Management Institute (KEMI), Teachers Service Commission, principals in Primary teacher training colleges in Kenya.

The study findings may be used to highlight how right principals' administrative practices in educational organizations could be enhanced for educational excellence in public primary teachers' colleges in Kenya by improving tutors job commitment. This could be done through KEMI and other Educational Management Training Institutes. Therefore, it is good to have well placed sound policy to promote principals' training hence enhancing academic performance in Primary Teachers Education Examination as a result of tutors' job commitment. Lastly, the government through the ministry of finance and national treasury should allocate enough funds in the budget to TSC in order to meet with tutors needs appropriately in order to boost their levels of job commitment.

The Teachers Service Commission should ensure that there are staffs balancing and all tutors are given equal chances during promotions as well as offering clear cut points for promotion.

TSC should revise tutors' salary through CBA with teachers' union and ensure all teachers unions remain strong to help them get tutors' needs which failure to addressing may compromise their job commitment.

For the teachers training colleges to attract more tutors, principals should be aware of good administrative practices such as provision of incentives so as to improve on tutors' level of job commitment.

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