

Working Conditions as Predictors of Teachers' Job Commitment in Public Secondary Schools in Kiambu County, Kenya

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Abstract

The paper investigated the connection between working conditions and teachers' job commitment within secondary schools in Kiambu County, Kenya. The lack of commitment could be as a result of poor payment and remuneration of workers in public schools which may affect the motivation of teachers. Teachers' commitment is an investment of personal resources and is closely connected to teachers work performance. working conditions such as physical and psychological factors within a job are important motivators and where such motivators are lacking, employees will have no commitment. The motivation for the research stems from growing concerns about teacher turnover, job dissatisfaction, and the role that school environments play in influencing teachers' job commitment. This study was set to investigate how principals created working conditions led to enhanced teachers' commitment in public secondary schools. The expectancy theory, proposed by Victor Vroom in 1964, explains how individuals make choices based on expected outcomes, emphasizing that commitment and motivation depends on the belief that effort will lead to desired performance and rewards. A mixed-methods approach was employed, with quantitative data analyzed using Pearson correlation and regression analyses. A total of 214 valid responses from teachers in Kiambu County were examined. Results indicated a strong and statistically significant positive relationship between working conditions and job commitment ($X^2(1, n=214) = 58.187, p < 0.001$). Regression analysis further confirmed that working conditions significantly predicted teachers' job commitment ($\beta = 0.553, p < 0.001$). Specifically, better infrastructure, such as clean, ventilated, and spacious classrooms, was highlighted as a key factor enhancing teacher motivation and job performance. The study concluded that conducive working conditions significantly improve teacher commitment and recommends that school principals and policymakers prioritize physical and mental working environments. Investment in well-maintained facilities and teacher support systems is essential for fostering long-term dedication and reducing attrition. Future research could explore how specific components of the work environment influence different dimensions of teacher performance and retention.

Keywords: working conditions, teachers, job commitment, Secondary Schools, Teachers' Service Commission, Kiambu County

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1.0 Introduction

Globally, research underscores the significant impact of working conditions on teachers' job commitment. Factors such as adequate infrastructure, supportive leadership, manageable workloads, and access to professional development opportunities are consistently linked to higher levels of teacher satisfaction and retention (Edvik & Muhonen, 2022). For instance, studies have demonstrated that when teachers operate in environments that provide necessary resources and support, their commitment to the profession and their institutions increases, leading to improved educational outcomes. In Kenya, similar trends have been observed across various counties (Arusei, Chepkonga, & Okoth, 2023). A study in Nandi County revealed that headteachers' provision of conducive working conditions, including open communication channels and adequate sanitary facilities, significantly influenced teachers' job satisfaction. Similar studies in Vihiga observed the same, where Kisamba, Amunga and Watindi (2021) noted that unfavorable working conditions negatively affected teacher commitment, leading to below-average student performance.

Teachers' commitment in Indonesia is an internal force that devices teachers to invest more time and energy in keeping up involvement in the school by creating effective learning environments endeavouring to increase learning potential of the student (Werang, Agung, & Agung, 2017). It has been argued that students' outcomes are more likely to improve if distributed leadership is adopted in schools and teachers' collective decisions related to teaching are taken into consideration (Bouwman, Runhaar, Wesselink & Mulder, 2017).

Teachers' job commitment has been considered as a passion to the work and passion is at the core of effective education. Passion encourages teachers to act as it is a source of motivation. For that reason, passionate teachers can create excitement for learners to achieve better (Ramdhani, Ramdhani & Ainissyifa, 2017). Teachers' job commitment involves teachers' devotion and the willingness to exert effort on behalf of an emotional state that exemplifies employees' relationships with an organization and the choice to stay in the organization.

Teachers' job commitment is affected by varying workplace conditions including principals' leadership (Cho & Park, 2011). According to Eyal and Roth (2018), transformational leadership is one that inspires individuals to

exceed their expected behaviour. This type of leadership motivates followers to identify with the leader and develop goals and vision. Motivation is the influence that causes an individual to act in a certain manner who is energized or activated toward an end (Eyal & Roth, 2018).

Studies have shown that affective commitment among staffs contribute to retention and consequent motivation. For instance, Mercurio (2015) argued that organizations that invested in affective commitment were presented with opportunities to enjoy cordial relationship with staff and the key stakeholders. Similarly, a study by Canrinus et al. (2012) and Dornyei and Kubanyiova (2014) notes that when staff had affective commitment, they were likely to enjoy emotional attachment to the institution, contributing to possible job commitment.

For the continuance commitment, study by Nyambura (2013) expresses concerns that when staff fear losing their livelihoods, they are more likely to be committed to their jobs compared to those who had no fears of losing their jobs. In support to the above study, Orina, Kiumi and Githae (2021) observed that the lack of benefits from other potential employers may keep staff working in one organization. The study further noted that staffs were likely to make decisions on shifting jobs based on the fringe benefits. The continuance commitment is associated with staff feeling safe with the job they currently have.

The overall success of an educational institution depends on teacher's commitment which directly relates to the level of motivation they have within the institution. Teachers are the main human resources for schools as well as for business activities. Teachers' motivation critically decides the extent of school success by determining the level of performance. Eyal and Roth (2018) defines motivation as the willingness to exert high level of effort, towards organization goals. Motivation is the force that course people to behave the way they do, and the actions they take in executing their work-related roles.

Sajid, Rana and Tahir (2018) Education for All (EFA) country assessment for Pakistan noted that poor teacher motivation is a major problem which is compounded by 'Political interference'. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct including misbehaviours (in and outside of work) and poor professional performance (Werang, Agung, & Agung, 2017). Teachers' absenteeism is high and rising and teaching practices are characterized by limited efforts with heavy reliance on traditional teacher-centred practices. Evans and Yuan (2018) reporting for the World Development Report noted that teachers devoting less and less time to extra-curricular activities, teaching preparations and marking.

Teacher motivation strategies, according to Falout (2010) are diverse and depend on the institutional context. Falout on a study at Nihon University sampled 330 foreign teachers of foreign languages and studied what motivates them, where the findings indicated need for support from administration/principals to achieve personal and professional accomplishments. Some of the significant motivation strategies mentioned to significantly influence job satisfaction were conducive working environment and recognition from the administration.

Regionally, studies in Nigeria (Arogundade et al., 2015; Iwu, Ezeuduji & Iwu, Ezeuduji, Iwu, Ikebuaku & Tengeh, 2017) Ethiopia (Adedeji & Olaniyan, 2011) Ghana (Nani & Apraku, 2016), Uganda (Okuna et al., 2020; Ketula, 2019) have showed that motivation of teachers is associated with staff and student performance. The African Union (2018) has indicated that professional development of the teacher is paramount towards achieving Agenda 2063 quest for enhancing education skills revolution.

Manyisa and van Aswegen (2017) asserts that working conditions such as physical and psychological factors within a job are important motivators and where such motivators are lacking, employees will have no commitment hence they will quit their current jobs. Teachers' commitment is influenced by certain working conditions that they do not like such as, large class sizes, poor administrative support, bad school facilities, and long distance to commute to schools (Geiger & Pivovaroaya, 2018).

According to Tripathi, Chaturvedi and Tripathi (2018) teachers need to be motivated to perform and that their motivation is influenced by various factors including the nature of school infrastructure, the amount of salary, professional status, level of achievement opportunities for further learning relations with others, the type of schools' policies and leadership and working conditions which also increase job commitment. Ekabu (2018) concurs by arguing that effective schools that strive to create a conducive environment that enable teachers to perform their tasks, participating in decision making, have autonomy in their work, have recognition, work well with other colleagues and are provided with opportunities for self-development results in teacher commitment.

Burkhauser (2017) posit that most of workers life is spent in work places hence such places should be pleasant as unpleasant work environment affects not only work life but also other parts of human life. Therefore, organizations should locate work environment that motivate, attract and retain hard working individuals to be able to have competitive advantage. Workers (teachers) are happy to work in organizations that provide flexible work schedules, time off, child care assistance and parental leaves (Wynn & Rao, 2020). Employees usually try to avoid working in places which are tiring, are poorly lit, and are hot or very cold and generally unpleasant (Wynn & Rao, 2020).

For instance, a similar study by Sogoni (2017) sought to examine the influence of work environment on teacher performance in public secondary schools by using a case study of Bungoma South Sub-County in Kenya. The study sought to determine whether good working conditions are a preserve for improved quality of learning

and a higher job commitment among teachers. In the study, it was concluded that working conditions greatly impacted the quality of education. It was established that people prefer working in places that provide better workplace features such as tidy offices that are well-painted, ventilated, and spacious. Similarly, teachers' commitment to jobs can be improved if they are allowed to have such conditions at their workplaces by their bosses.

In Nigeria, Orji and Enyiamaka (2017) did a study narrowing to the effect of work environment on teacher commitment to duty in selected secondary schools of south eastern Nigeria. The study narrowed to Nsukka metropolis, and narrowed to secondary schools. The study was based on a survey design, and a total sample of 112 respondents, using self-administered questionnaires. Pearson correlation co-efficient were used as well as multiple linear regression techniques for data analysis. The findings were that interpersonal relationship, workload as well as the physical working conditions among the teachers were strongly associated with their commitment to work. Similarly, the study did not establish any positive correlation between communication and commitment of teachers. The authors recommended adequate working conditions to ensure high levels of teachers' commitment to their work. The research gap in this study is that it focused on teachers in Nigeria, as opposed to the current study which narrowed to Kenya. The sample size was also considerably small compared to the current study; hence the findings could slightly differ.

The expectancy theory, proposed by Victor Vroom in 1964, explains how individuals make choices based on expected outcomes, emphasizing that motivation depends on the belief that effort will lead to desired performance and rewards (Vroom, 1964). The theory involves three key elements: expectancy (belief that effort leads to performance), instrumentality (belief that performance will be rewarded), and valence (value placed on the reward). It suggests that employees, such as teachers, will be more committed and perform better if they believe their efforts are linked to meaningful rewards (Turcan, 2010). This study adopted the expectancy theory to examine how principals' motivation strategies influence teachers' job commitment, aligning with research that shows expectancy theory effectively predicts work motivation and performance across various contexts (Zboja, Jackson & Grimes-Rose, 2020).

According to Teachers Service Commission, about 44 teachers retire, die or resign daily putting a strain on the sector that has a shortage of over 100,000 teachers (Ministry of Education, 2019). New teachers are exiting because of lack of support from the administrators, colleagues, students and parents (Nyaboke, 2016). The County Director of Education Kiambu County, while addressing participants in the county education day held on 15th March 2019 at Ndumburi Stadium, cited some of the educational challenges in the county as below average performance and lack of teacher commitment to professional delivery among others.

The selection of Kiambu County was based on the MOE (2019) 2019 Basic Education Statistical Census which identified Kiambu as the county with highest number of secondary school teachers, translating to possible high teacher turnover. According to Teachers Service Commission Kiambu County office, 14 teachers resign from service every year and 4 teachers are interdicted due to absenteeism and drunkenness (MOE, 2019). The study is supported by one specific objectives; to determine the influence of principals' created working conditions on teachers' job commitment in public secondary schools in Kiambu County.

2.0 Methodology

Study design

This study adapted a descriptive survey research design to assess the influence of principal's motivational strategies on teachers' job commitment in public secondary schools in Kiambu County Kenya. The picking of descriptive research is because it aligns well with the positivist paradigm in this study on teacher motivation and their performance, particularly because both share key assumptions about objectivity, measurability, and the ability to observe and quantify phenomena. This method was considered most appropriate because it enabled the researcher to collect information about principal's motivation strategies and impact on teacher commitment. The study used positivism paradigm, which focused on quantitative approaches for data collection. The ontology associated with positivism is that there are hidden rules governing learning and teaching processes, which needs to be uncovered. Further, the epistemology of this study is that the data needs to be derived from reliable and valid tools to uncover rules and patterns. Positivism design paradigm focuses on the question, what works? The method that works best for data collection is quantitative approaches, where questionnaires were used in this study.

Sampling Technique and Sample Size

The study focused on the target population of 284 principals' and 4420 teachers all spread across 284 schools, and 1 TSC County Director of Education in Kiambu County (Kiambu County Education Office, 2019). Using Yamane formula, the sample size for schools was established as 73, representing 73 principals. For the teachers, a sample size of 367 teachers was established.

The following is the summary of the sample size.

Table 1: Summary of sample size per sub-county

Sub County	Target schools	No of Schools	Teachers	County director
Gatundu North	17	5	26	1
Gatundu South	21	4	20	
Githunguri	24	6	28	
Juja	26	7	35	
Kabete	20	6	30	
Kiambaa	22	7	35	
Kiambu	19	6	32	
Kikuyu	28	7	35	
Lari	23	6	30	
Limuru	26	5	26	
Ruiru	31	6	32	
Thika	27	8	38	
Total	284	73	367	1

Sampling strategies: Stratified sampling method was used in the first stage of sampling to pick 73 schools distributed across the 12 sub-counties. Stratified sampling with proportionate allocation was selected for this study because it fair distribution of the sample size across the 12 sub-counties (Singh, Singh, & Gamage, 2016; Orodho, Khatete, & Mugiraneza, 2016). The researcher then randomly picked teachers from each of the 73 schools until the sample size was achieved. TSC county education director was selected to participate in interview.

Research Instruments and administration of the tools

Questionnaire for the teachers: According to Holmes (2023), Bartram (2019) questionnaires are appropriate for educational research as they are affordable in-terms of cost and save time as instrument of collecting data. Teachers' questionnaire had two sections; section A on demographic data while section B had information on principals' motivational strategies. Further, there was an interview schedule for the TSC County Director.

Piloting, validity and reliability

In this study, the researcher did a pilot study equivalent of 5% of the sample size in the study areas across the sub-county. Content validity was adhered to by having both open- and closed-ended questions that covered all the research objectives (Tobi & Kampen, 2018). Piloting was done in selected schools to enhance validity where ambiguous or difficult items were modified accordingly (Flake, Pek & Hehman, 2017).

Similarly, to measure the internal consistency of the data collected through the questionnaires, Cronbach's alpha reliability coefficient method was used. The questionnaires were administered to 4 (four) schools in Juja and Thika Sub-counties in Kiambu County and randomly selected five teachers in each of the school.

Data Analysis and Presentation

The quantitative data was organized, coded and entered into the computer using statistical package for social sciences (SPSS) software version 26. With the help of the software, the quantitative data was analysed using descriptive statistics (frequency and percentages) and presented in tables. Pearson's correlation was applied to examine the direction and strength of the association between independent variables and dependent variables as per the research hypothesis.

Multiple linear regression model was employed to examine whether there was significant association between the independent variables and the dependent variables as well as to measure the relationship at 95% confidence interval (0.05 significance level). Multilinear simple regression helped in analysis of variance (ANOVA) to determine whether the regression model was significant or not (Kothari & Garg, 2014). Data was presented in tables, charts and verbatims for the qualitative data. Ethical considerations were adhered to, including anonymity, informed consent, and confidentiality of data collected.

3.0 Results on Working Conditions and Teachers' Job Commitments

3.1 Response Rate

The study managed to get 214 out of the sampled 367 teachers. This represented a 58.3% of the entire sample for teachers. This sample was considered adequate to inform the findings as Hasan and Kumar (2024) suggested that a sample size of 50% and above and depending on the nature of the target population, is adequately enough to inform findings.

3.2 Summary of demographic information for principals and Teachers

The following is the summary of the demographic information.

Table 2: Demographic Information for Teachers (N= 214)

No	Demographics	Teachers (n=214)	Freq (n)	Percent
1.	Gender	Category		
		Male	122	57.0
		Female	92	43.0
	Total		214	100.0
2.	Age in years	Below 25 years	45	21
		26-30 years	84	39.3
		31-35 years	49	22.9
		36-40 years	12	5.6
		40 years and above	24	11.2
	Total		214	100.0
3.	Education level	Diploma teacher	51	23.8
		Bachelor of education	144	67.3
		Masters	19	8.9
		PhD	--	---
4.	Experience in teaching	1-5 years	124	57.9
		6-10 years	71	33.2
		10 years and above	19	8.9
	Total		214	100.0
5.	Responsibility in school	Class teacher	152	71
		Games teacher	29	13.6
		Senior teacher	32	15
		Nil/none	1	0.5
	Totals		214	100.0

In terms of gender, majority 65.3% of the principals were male while women were at 34.7%. For the classroom teachers, 57% were male while women had 43%. A majority of the teachers were between 26-30 years. Those who were between 36-40 years represented the smallest percentage at 5.6% while those who were 40 years and above had a value of 11.2%.

The data also showed that a majority (67.3%) of the classroom teachers had a bachelor's degree qualification in education while only a few of them (8.9%) had attained the master's level of education. Those who had diplomas in education had a value of 23.8%.

For the classroom teachers, a majority of them could be young and new in the profession as only 8.9% had taught in these schools for more than 10 years. A significant number of them (57.9%) had taught in these schools for less than five years while 33.2% of these had taught between 6-10 years. Gameda and Tynjälä (2015) found that teaching experience helps principals in determining the form of motivation needed.

3.3 Commitment among Teachers

Commitment refers to an employee's perceived emotional attachment to their organization. Affective commitment is present when an employee feels like their personal values and priorities are in line with the mission of the company and they feel at home while working in the organization (Rusu, 2013; Mercurio, 2015). The summary of findings is shown in Table 3.

Table 3: Teachers' Responses on Affective Commitment (n=214)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	S.D
I feel my work (job) fully uses my skills	7 (3.3%)	6 (2.8%)	53 (24.8%)	86 (40.2%)	62 (29%)	3.89	0.967
Feel am doing a worthwhile job	3 (1.4%)	9 (4.2%)	42 (19.6%)	93 (43.5%)	67 (31.3%)	3.99	0.899
Get a feeling of accomplishment from my job	2 (0.9%)	11 (5.1%)	44 (20.6%)	98 (45.8%)	59 (27.6%)	3.94	0.878
Feel valued by senior management	2 (0.9%)	12 (5.6%)	44 (20.6%)	95 (44.4%)	61 (28.5%)	3.94	0.894
Get full credit for the work I do	3 (1.4%)	6 (2.8%)	58 (27.1%)	99 (46.3%)	48 (22.4%)	3.86	0.846
My immediate manager lets me know how I am doing	4 (1.9%)	11 (5.2%)	50 (23.5%)	97 (45.1%)	52 (24.4%)	3.85	0.914
Feel my opinion counts at the	3	9	41	101	60	3.96	0.877

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	S.D
institution	(1.4%)	(4.2%)	(19.2%)	(47.2%)	(28.0%)		
Major satisfaction comes from handling my work	6 (2.8%)	10 (4.7%)	45 (21.0%)	98 (45.8%)	55 (25.7%)	3.87	0.945
Overall Mean						3.91	0.903

Table 3 introduces teachers' responses on affective commitment. A significantly high number of teachers at 40.2% and 29.0% agreed and strongly agreed respectively that they felt their work (job) utilized their skills. Similarly, another 43.5% and 31.3% of the teachers agreed and strongly agreed respectively that they felt they were doing a worthwhile job. There were about 45.8% and 27.6% of the teachers felt to have accomplished for their jobs. There were 46.3% and 22.4% of the teachers who agreed and strongly agreed respectively that they got full credit for the work they did. Further, there were 45.1% and 24.4% of the teachers who felt that their immediate managers let them know how they were performing.

Among the various factors examined under this idea, the study revealed that teachers majorly felt that their opinion counts at their schools at 47.2% while only 0.9 % of them felt less valued by their school principals. For teachers, major satisfaction came from handling their work diligently at 45.8% while only 2.8% of them felt less satisfied.

3.4 Working Conditions Influence on Teachers' Job Commitment

Working conditions from school principals were assessed to determine how much they can impact the commitment of teachers in the selected schools.

Having a conducive working environment was also discussed in this study as some of the factors that school principals are encouraged to use in improving their staff job commitment and performance. A conducive working environment is a motivating factor that employees strive to have as it improved their work commitment. The summary of information is shown on Table 4.29 and 4.

Table 4: Teachers Views On Conducive Working Environment and Job Commitment (N=214)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	S.D
Adequate working space for every teacher to prepare for lessons	4 (1.9%)	7 (3.3%)	50 (23.4%)	81 (37.9%)	72 (33.6%)	3.98	0.934
Adequate and habitable classrooms for learning	3 (1.4%)	10 (4.7%)	53 (24.8%)	79 (36.9%)	69 (32.2%)	3.94	0.94
Sufficient learning resources and materials	4 (1.9%)	13 (6.1%)	42 (19.6%)	90 (42.1%)	65 (30.4%)	3.93	0.954
Give all the teachers ample space for socialization with other teachers	6 (2.8%)	8 (3.7%)	41 (19.2%)	85 (39.7%)	74 (34.6%)	4	0.971
Adequate library space for studying and researching	4 (1.9%)	9 (4.2%)	41 (19.2%)	88 (41.1%)	72 (33.6%)	4	0.932
Teachers are able to voice out their ideas and concerns freely	6 (2.8%)	11 (5.1%)	39 (18.2%)	96 (44.9%)	62 (29%)	3.92	0.963
Provide necessary support services to teaching staff when requested	3 (1.4%)	11 (5.1%)	52 (24.3%)	84 (39.3%)	64 (29.9%)	3.91	0.933
Overall mean						3.95	0.947

Table 4.29 introduces teachers views on Conducive working environment and job commitment. This study investigated the need to have factors such as adequate working space for each teacher to enable them prepare for their lessons and giving them ample time and space for their socialization. For example, participants were asked to state whether having adequate working space for teachers to prepare their lessons improved their job commitment. From the data, it was revealed that 71.5% (37.9% A and 33.6% SA) of the teachers strongly agreed that having an adequate working space enabled them to perform their duties diligently. There were 23.4% of the teachers were neutral and 5.2% (1.9% SD and 3.3% D) disagreed that that the schools/principals provided adequate working space for every teacher to prepare for lessons.

Having adequate and habitable classrooms that facilitated learning was also another motivating factor found that improved teacher job commitment at their places of work. It was revealed that 68.7% (36.9% A and 32.2% SA) agreed that good classrooms which are adequately ventilated, had a ceiling and the floor well cemented

allowed teachers to move in their classes freely. Additionally, there were a quarter of the teachers (24.8%) who were neutral while 6.1% (1.4% SD and 4.7% D) of the teachers disagreed strongly with this idea and said that habitable and adequate classrooms cannot be a motivating factor to improve their job commitment levels. They said intrinsic motivation cannot be affected by the situation in the classroom and teachers who are committed in their roles can still perform better in the absence of such an environment.

School principals were encouraged to provide their staff with adequate teaching and learning resources and materials such as pens, pencils, rubbers, coloured pens, books (exercise and text), manila papers, audio visual devices such as projectors, laptops, computers, and other accessories to improve their teachers' commitment levels. This was supported by 72.5% (42.1% A and 30.4% SA) of the teachers, while another 19.6% were neutral and another 8.0% (1.9% SD and 6.1% D) disagreed with the statement. For example, teachers become overly committed if they have digital learning resources that are working as they get motivated and made easier and faster.

The issue of allowing teachers to socialize freely among peers and students was also a subject of discussion and teachers felt that they needed to be allowed to socialize among themselves and learners without their bosses feeling attacked. In the study, 74.3% (39.7% A and 34.6% SA) of the teachers agreed while 6.5% (2.8 SD and 3.7% D) disagreed that principals gave teachers ample space for socialization with other teachers. There were however another 19.2% of the teachers who were neutral on whether principals gave teachers ample time to socialize. Some participants revealed that some of the principals felt threatened when they showed some unity among themselves. For example, some school principals felt their jobs were at risk if teachers united and can engineer their removal from office if the community felt they were not up to task and the school's performance had deteriorated.

A significant majority of teachers at 74.7% (41.1% A and 33.6% SA) and 19.2% of the teachers agreed and neutral respectively that principals provided adequate library space for studying and researching, which was conceptualized to influence teachers' job commitment. There were however 6.1% (1.9% SD and 4.2% D) of the teachers disagreed that there was no adequate library space for studying and researching. The learning facilities such as libraries and laboratories improved the motivation and job commitment of science teachers. Teachers revealed that a fully-stocked laboratory motivated and increased the commitment of teachers to perform science experiments as they felt they had all that was required in carrying out the tasks ahead of them. A fully equipped library motivated learners who later encouraged teachers to be committed in their roles so as to deliver the set goals and targets.

The teachers also strongly agreed (73.9%- 44.9% A & 29.0% SA) that teachers were able to voice out their ideas and concerns freely, while 18.2% were neutral and another 7.9% disagreed with the statement. The mean of 3.92 shows that teachers were able to voice out their ideas and concerns freely. Teachers also requested that they should be provided with necessary support services when requested. They should be allowed to voice their concerns freely without the fear of victimization. From this study, a significant majority of teachers at 69.2% (39.3% A and 29.9% SA) expressed concern to be allowed to speak freely when things go wrong and correct the administration while only 6.5% (1.4% SD and 5.1% D) strongly opposed this idea.

From the qualitative data, a respondent, school head teacher, mentioned, *"a good working environment, a good working condition appeals to the mind and feeling of teachers. It relaxes and makes them happy hence enhancing job commitment."* Similarly, the director noted, *"Principals can put up worthwhile infrastructure that fits the environment. Further, by being fair in management and handling of teachers by rewarding and motivating teachers."* It was then confirmed that working conditions were critical for increasing teachers' motivation.

Cross-tabulation and Regression of Working Conditions and Teachers' Job Commitment

The researcher performed Pearson correlation analysis for the working conditions and teachers' job commitment, where the results are shown on Table 5.

Table 5: Pearson Correlation of Working conditions and teachers' job commitment

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	58.187 ^a	1	0
Continuity Correction ^b	55.508	1	0
Likelihood Ratio	54.309	1	0
N of Valid Cases	214		

a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.54.

b Computed only for a 2x2 table

The study established that working conditions were strongly and significantly correlated with teachers' job commitments ($X^2(1, n=214) = 58.187, p < 0.001$). The findings further implore that through the principals providing ample working conditions, they can enhance teachers' working conditions.

The researcher performed regression analysis of working conditions and job commitments where the results were presented in Table 6.

Table 6: Regression Analysis of Working Conditions and Job Commitment

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Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.742	0.113		6.589	0
	Working conditions recoded	0.553	0.062	0.521	8.898	0

a Dependent Variable: Teachers' job commitment

Table 6 shows the regression analysis of working conditions against job commitment. The study established that working conditions were statistically significant predictors of teachers' job commitments ($r = 0.553$, $p < 0.001$). This meant that with principals creating a conducive environment, then teachers were more likely to be committed to their jobs.

Discussion of the Findings

The findings in this current study relate to the one done by Budiharso and Tarman (2020) who concluded that working conditions greatly impacted the quality of education. Budiharso et al. (2020), just as is in this current study, established that people prefer working in places that provide better workplace features such as tidy offices, well painted, ventilated and spacious. Similarly, teachers' commitment to job can be improved if they were allowed to have such conditions at their workplaces by their bosses.

Findings on conducive work environment in this study were in agreement to observations by Leithwood and McAdie (2017) who concluded that ample working situations relate to physical and mental conditions inside a school. As observed in this current study, and in agreement with Burkhauser (2017), creating conducive working conditions impacted significantly on job satisfaction. It was discovered that in countries such as Indonesia, teachers have different reasons for turning over their jobs as they were impacted by various situations which were unsuitable for their growth and commitment. In the study, 34.5% of the teachers agreed that better working conditions can improve their job commitment by 67.5%.

The findings in this current study are in agreement to others done previously. For instance, a similar study by Sogoni (2017) concluded that working conditions greatly impacted the quality of education. It was established that people prefer working in places that provide better workplace features such as tidy offices that are well-painted, ventilated, and spacious. Similarly, teachers' commitment to jobs can be improved if they are allowed to have such conditions at their workplaces by their bosses. Similarly, the current study findings agree to conclusions by Sakwa and Mugwe (2023) who concluded teachers agreed that better working conditions can improve their job commitment by 72.89%.

These findings are in agreement to observations made by Sakwa et al. (2023) and Sogoni (2017). This current study findings concur with findings by Oluoh in Nigeria, who noted that working conditions (in this case, staff recognition, promotions as well as better healthcare services) had significant influence on their commitment. Similarly, the findings concur with those of Orji and Enyiamaka (2017) who also established that adequate working conditions led to increased teachers' commitment to their jobs in Nigeria. The current study findings also concur with Toropova et al. (2021) findings who indicated that working conditions significantly influenced job satisfaction, which in turn enhanced job commitment.

Conclusions and Recommendations

The objective sought to determine whether, working condition, a major factor that school principals should be encouraged to use in improving their staff job commitment and performance. A conducive working environment is a motivating factor that employees strive to have as it improved their work commitment. The study summarises that having adequate and habitable classrooms that facilitated learning was also another motivating factor found that improved teacher job commitment at their places of work. It was revealed that 36.9% agreed that good classrooms which are adequately ventilated, had a ceiling and the floor well cemented allowed teachers to move in their classes freely. Additionally, only 1.95% of the participants disagreed strongly with this idea and said that habitable and adequate classrooms cannot be a motivating factor to improve their job commitment levels. At both bivariate and multivariate analysis, working conditions were found to have significant influence on teachers' job commitment ($r = 0.316$, $p < 0.001$). They said intrinsic motivation cannot be affected by the situation in the classroom and teachers who are committed in their roles can still perform better in the absence of such an environment. The following recommendations have been derived from this study:

Secondary school principals:

- i) Principals, alongside BoM, and Parents Associations ought to provide teachers with improved working conditions such as spacious ventilated office and classroom space to allow them to execute their roles

- diligently and improve on their performance and overall job commitment. Regular monitoring, evaluation and policy reviews ought to be done by the Ministry of Education and Boards of Management.
- ii) The BoM needs to conduct regular assessments of school working conditions to identify gaps. There is also need to integrate findings into policy reforms to improve teacher retention, performance and their commitment.
- iii) There is need for principals and the BoMs to provide access to essential work resources and facilities. Principals need to foster teacher job commitment, by availing teaching and learning materials, having functional facilities like water supply, electricity, and staff toilets. There is need to provide adequate furniture and ICT tools for lesson preparations and delivery.
- iv) For future studies, researchers might need to focus on how working conditions in relation to technological infrastructure in educational settings could influence teachers' commitments and performance.

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