

**FACTORS INFLUENCING PROFESSIONAL
COMMITMENT OF PUBLIC SECONDARY
SCHOOL TEACHERS IN TRANS-NZOIA
WEST SUB-COUNTY, KENYA**

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APPROVAL SHEET

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ABSTRACT

This study established factors influencing professional commitment of public secondary school teachers in Trans-Nzoia West sub-county, Kenya, based on the theory of good policy, effective medium theory, and the theory of Teleologism and Deontologism. Descriptive and correlational research designs were used with stratified random sampling. Cluster sampling technique was employed where all the 109 teachers from 10 randomly selected county schools, 58 teachers from the extra-county school and 67 teachers from the national schools who were present during the time of data collection participated in the study. 192 questionnaires were returned giving a response rate of 82%. Data were analyzed using descriptive statistics, t-test for independent samples, Mann-Whitney U test, one-way analysis of variance, Pearson product-moment correlation coefficient, and multiple regression analysis. Findings were: Public secondary school teachers were positive towards their professional commitment, have positive belief about student learning and value system, tend to have a positive attitude towards teaching profession, and rated their school culture as excellent with means of 3.67, 3.46, 3.72 and 3.98, respectively. Female and younger teachers, those who have served between 6 to 10 years, and who hold bachelor's degrees are more committed to the teaching profession with p-values less than 0.05 (0.000). There is a significant direct relationship between teachers' professional commitment and their attitudes towards teaching profession, beliefs about student learning, value system, and their evaluation of the school culture accounting for 83.6% of the variance in professional commitment. It is recommended that schools continue to find ways to enhance teachers' attitudes towards the teaching profession, beliefs about student learning, and value system, and the school culture in order to boost the teachers' professional commitment.

DEDICATION

This thesis is dedicated to my loving wife, Harriet, My Daughters; Reece and Daniella (the late), My Sons; Ray and Ezekiel Junior. Finally, to my Father; Ezekiel (the late) and my Mother Truphena. To God be the glory.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Teaching is classified as a profession and a social service for national development and not simply an occupation aimed at making money for a livelihood. A teacher should be permanently committed to his work. Therefore, checking the commitment of a teacher is reasonable and timely to make education more desirable (Swarnalatha, 2016). Professional commitment means, the feeling of dedication among the individuals of a group towards their profession (Shukla, 2014). This commitment area involves pride in one being in the teaching profession. In fact after joining the profession they should fully understand as long as they are there they have to develop pride knowing that this is a noble profession charged with great responsibilities as the society hands over its children to this system for their wholesome education (Khushwinder, 2014).

Globally, governments, voluntary agencies, non-governmental organizations and individuals commit significant resources towards building and developing teacher professionalism. The need for improving teachers' commitment has been considered paramount since almost half of the new teachers left the profession in the first five years (Ahmed, 2016).

Issues of teacher professional commitment is now evident in much research literature emerging from the USA, UK and Australia (Swarnalatha, 2016; Khushwinder, 2014). Recent education reforms and the associated changes in working conditions and professional expectations have meant that issues of teacher

professional commitment is being contested at both the level of policy and of practice (Buettner, Jeon, Hur and Garcia, 2016).

Indeed, current debates in the public and scholarly arena indicate that there are competing views about the nature of teacher professionalism (Buettner et al., 2016). Furthermore, in some instances debates still circulate about whether or not teaching is a profession. What counts as teacher professionalism has come to be a site of struggle between various interest groups concerned with the broader enterprise of education. Some would say that it is in the best interests of government for teaching not to be seen as a profession as it gives greater opportunity for regulative control of the profession. Others would suggest that given the specialized knowledge base of teachers, the increased demand for professional standards and the great demands for teachers to see themselves as knowledge workers, then they have earned the status of being a profession in a more orthodox sense (Sorensen and McKim, 2014).

In India, Basu (2016) found out that teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in molding students towards their education. Since a teacher is a role model for the students, job satisfaction and professional commitment of teachers become very vital in the fields of education.

Today there seems to be a dearth of deeply committed teachers who are completely devoted to their profession and at the same time satisfied with their profession. Lack of job satisfaction and professional commitment of teachers can often lead to stress, burnout, migration from profession, less enthusiasm for their work and in general less motivation to perform well in their teaching (Basu, 2016). Dissatisfied and less committed teachers cannot exert their whole hearted effort

towards molding the future national citizens of this country. In a developing country like India, teachers with burgeoning class size, work overload and job insecurity, professional commitment and job satisfaction are in danger of going for a nose dive. This in turn could have serious ramifications for the entire nation's educational aspirations (Bashir, 2017).

A study conducted by Olurotimi (2015) in Nigeria explains that teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school.

Teachers' commitment to their profession has been found to predict school effectiveness. A positive relationship is found between organizational commitment and regular employee attendance, and an inverse relationship between organizational commitment and turnover intention. Employees who are highly committed to both the profession and the organization were found to perform better than the less committed ones, a behavior which results in improved overall effectiveness of the organization (Bogler and Somech, 2004).

In a study done by Wandia (2015) in Kenya on the influence of Teachers Service Commission human resource management practices on teachers commitment in public secondary schools, it shows that teachers' evaluation has substantially improved instruction or expanded student learning thus improving teaching commitment. The study concludes that majority of the teachers believes if they work hard, they would be promoted to a higher rank since promotion is done on merit. Teachers who have high career aspirations view their jobs as preparation for higher jobs and evaluation processes carried out by TSC reflects what is needed to change to

enhance commitment in teachers for more students to succeed and teachers appraisal determines contract renewal and career progression.

Teacher commitment to their job is extremely important in any learning institution in Kenya. The commitment of teachers to work helps to achieve educational objectives with good drive. A teacher devotes his/her efforts in teaching that is, planning, teaching, evaluating and giving top priority to students' work in good time. Based on reports by the County Education Officers in Kenya, teacher commitment is grossly inappropriate. This reflects the type of rampant absenteeism, the late arrival, the inability to evaluate students' work in time, part-time teaching in more than two schools to increase their income, their need for and their happiness, others also teaching in Saturdays and Sundays, while some of the evenings have always raised concerns for the public. Consequently, education in secondary schools seems to be threatened (Olurotimi, Asad and Abdulrauf, 2015).

Therefore, with this regard, the present study aimed at investigating the factors influencing professional commitment of public secondary school teachers in Trans-Nzoia West Sub-County, Kenya.

Statement of the Problem

From the above background, teachers occupy a place of pivotal importance in the education system as they have the arduous responsibility of preparing the youth to shoulder the responsibility of the nation. A competent and committed teacher is one of the most crucial factors in the success of any education system. A teacher who is truly committed to students is one that puts students' learning and interests above everything else (Avalos, 2011). An effective educator needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principles of the teaching profession, as well as

the requirements (Akram, Malik, Sarwar, Anwer, and Ahmad, 2015). According to Wambugu (2015), lack of teacher professional commitment influences negative perception of all stakeholders towards the schools as a whole. Consequently, the desire and the ultimate goal of education in Secondary Schools seem to be in jeopardy (Olurotimi et al., 2015; Wambugu, 2015).

The following researches on teacher professional commitment have been done in Kenya (Anyieni, 2013; Chirchir, Kemboi, Kirui, and Ngeno, 2014; Firestone, Kiplagat, Role and Makewa, 2012; Wandia, 2015; Olurotimi, Asad and Abdulrauf, 2015) but none of them focused on the factors influencing professional commitment of public secondary school teachers especially in Trans-Nzoia West Sub-county. In this study, therefore, the researcher intended to fill the gap by investigating factors that influence the professional commitment of teachers in public secondary schools in Trans-Nzoia West Sub-county, Kenya. The researcher took a closer look at a few of the essential components of being a professional teacher who is dedicated to the teaching career.

Research Questions

1. To what extent are public secondary school teachers committed to their profession?
2. What are the teacher characteristics in terms of the following: a) attitude toward the teaching profession, b) beliefs on student learning, and c) value system?
3. What is the teachers' evaluation rating on the school culture?
4. Is there a significant difference in the professional commitment of teachers classified according to a) gender, b) age, c) years of service, and d) level of education?

5. Is there a significant relationship between teachers' professional commitment and a) teacher characteristics (attitudes towards teaching profession, beliefs about student learning, and value system) and b) school culture?
6. What are the best predictors of teachers' professional commitment?

Hypotheses

The following null hypotheses were tested in the study:

H₀₁: There is no significant difference in the professional commitment of teachers classified according to a) gender, b) age, c) years of service, and d) level of education.

H₀₂: There is no significant relationship between teachers' professional commitment and a) teacher characteristics (attitudes towards teaching profession, beliefs about student learning, and value system) and b) school culture.

Significance of the Study

The study results will be vital to the following:

- The Ministry of Education (MoE), County Educational Officials (CEO), TSC, BOM, teachers, head teachers, scholars and other related stakeholders. The study findings will be helpful to the MOE, CEO, TSC and BOM in their policy formulation to develop policies that will improve teacher professional commitment.
- The study findings also would enrich scholars with new information, theories, and methodologies needed and in future add knowledge on factors influencing teacher's professional commitment thereby fills the gaps that this study would leave.
- The study findings would enrich head teachers with proper administrative procedures needed in managing secondary schools and other institutions of learning, and also be

able to make fundamental transformational changes in ensuring teacher and other school staff are committed to their duties.

- The Kenya National Union of Teachers will also benefit from this study as it will get guidance when formulating policies that govern teachers towards their job commitment.

Justification of the Study

The Kenya Institute of Curriculum Development has developed a new curriculum to replace the 8-4-4 system that has been in existence since 1985. The 8-4-4 system has been widely criticized for being heavily loaded in terms of content and too exam oriented, putting undue pressure on students. The new system is known as the 2-6-6-3 which is being implemented. In this transition, teacher professional commitment is a pivotal policy issue in education reforms aimed at improving quality of Education in Kenya (Kimani, Njuguna and Buluma, 2015). Teacher professional commitment focuses on teachers' job involvement and on the importance of work to them in general (Nyamota and Barasa, 2018). In the context of curriculum implementation, teacher commitment cannot be assumed. Without such commitment, any form of implementation will surely fail. Achieving the goals for curriculum implementation or realization of change depends on better understanding of the nature and development of a teacher's commitment. The teacher is the only one who can transform educational purposes into action, so we must be concerned about whether the teacher is doing this effectively (Avalos, 2011).

The study of teaching competences during teachers training programs may result in enhanced pedagogical skills of teachers. To improve the quality of teacher education, it is important to increase the teacher competence and commitment (Akram et al., 2015). The teaching profession requires commitment. An effective educator

needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the requirements (Sawhney, 2015).

To make secondary education a foundation of the education system there is a requirement of competent and committed teachers and this is possible only when society and state make an effort to provide a conducive working environment for public secondary school teachers. A committed employee is an asset of any organization and occupies the most important place in an educational institution because they are in charge of the future of the nation. The need of the nation is not only to attract but also to retain committed teachers (Shukla, 2014).

Several researches in Kenya have addressed teacher professional commitment from several angles. Olurotimi et al. (2015) conducted a study in Mbale on Motivational Factors and Teachers Commitment in Public Secondary Schools in Mbale Municipality, whereas Kiplagat et al.(2012) conducted a study in Nandi county on Teacher commitment and mathematics performance in primary schools. None of these related studies has been done in Trans-Nzoia West Sub-county especially on factors influencing teacher professional commitment of public secondary school.

Theoretical Framework

This study adopted the following theories: the theory of Good Policy by Nabukenya (2010), the theory of Choy (2015) and the theory of Teleologism and Deontologism. These theories were used to guide the study because they point out that teachers have a duty to exhibit teacher professional characteristics (in terms of attitude towards the teaching profession, beliefs on student learning, value system), and school culture which demonstrate teacher professional commitment.

The Theory of Good Policy

The theory of good policy as indicated by Nabukenya is one of the most important aspects of the performance and quality of school staff is the degree of teacher professional commitment Nabukenya (2010). Professionally committed teachers have an inclination to execute the roles efficiently that their work entails and to form a good teacher-student relationship in accordance with the professional values. She described commitment as a process in which teachers make investments in the school and are bound to the school by those investments. Once these commitments are made, the teacher adjusted their attitudes toward the school to justify their committed behavior. The relationship between this theory and the study is based on the development of teacher commitment as a self-reinforcing cycle in which a behavioral commitment causes a teacher to adjust attitudes accordingly, which in turn lead to more committed behavior (Nabukenya, 2010).

The Effective Medium Theory

The theory of effective medium as stated by Choy (2015) indicates that teacher professional commitment is comprehensively renowned as an imperative aspect of teacher's behavior and quality performance which is expected to be openly affected by teacher professionalization. It is considered as one of the several key outcomes in schools. The relationship between this theory and this study is that professional commitment develops over time as a function of the interplay of the individual's personal characteristics, the role-related characteristics of the job, the structural characteristics of the school, and the teacher's experiences on teaching. Teachers who were highly committed to the organization would exhibit positive teaching behaviors and intent to remain with the school, lower levels of absenteeism and tardiness, increased teaching effort, and lower turnover levels.

The Theory of Teleologism and Deontologism

The Theory of Teleologism implies duty and moral obligation inherent in one's actions (Bedau, 1992). Moral obligation presupposing an obligation to perform an act because that act fulfills one's ethical code of conduct, cultural dictates religion and professional obligations. This alludes to Kant's categorical imperative, which maintains that one should do to others what one would like others to do to one. The Theory of Deontologism was propounded by Kant (1724-1804) and it presupposes that people should adhere to their obligations and duties when analyzing an ethical dilemma, meaning that a person should follow the obligations to one's individual or society because upholding one's duty is what is considered ethically correct (Buschor and Kamm, 2015). For example, adhering to the core values of the code of conduct, that is, respect, integrity, fairness, among others, being committed, and having a positive perception of the code of ethics to mention a few. The relationship between this theory and this study is consistency of decisions by teachers since they are based on the theories are individual set duties.

Conceptual Framework

Figure 1 shows factors influencing teacher's professional commitment as the independent variable in terms of: (i) teacher characteristics (attitude toward the teaching profession, beliefs on student learning, value systems), (ii) school culture, and (iii) teacher demographics (gender, age, years of service and level of education) and the teacher professional commitment as the dependent variable. Teacher characteristics, school culture and teacher demographics are the factors that influence teacher professional commitment. It is poised that teacher characteristics, school culture and teacher demographics have a positive relationship with the teacher professional commitment. Therefore, professional commitment of teachers depends

on the teachers' attitude, values and beliefs, it depends on the culture of the school and lastly professional commitment of teachers depends on the gender and age of teachers.

Independent Variables

Dependent Variable

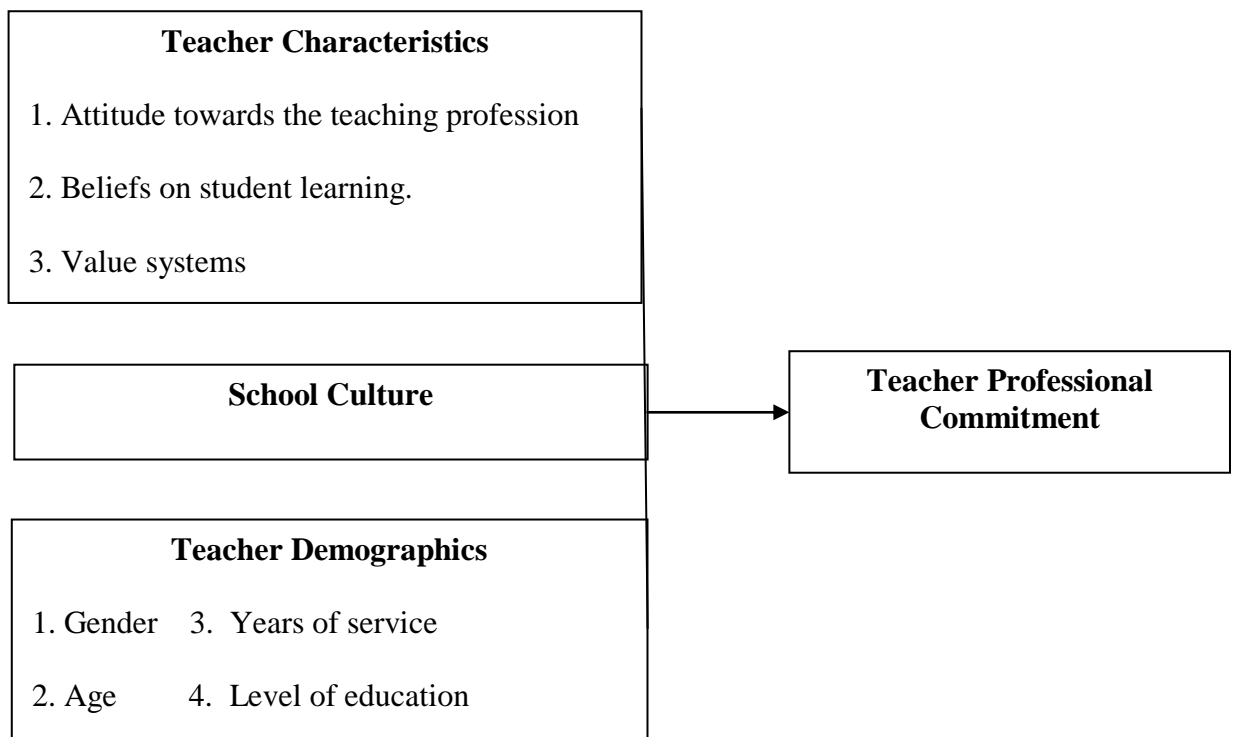


Figure 1. Conceptual framework.

Scope of the Study

The study was confined to public secondary schools only within Trans-Nzoia West Sub- County. The respondents for the study were the principals and teachers from the selected schools in the said sub county. The following were the variables investigated in the study showing the relationship between the independent variables: Teacher characteristics (attitude toward the teaching profession, beliefs on student learning, value system), school culture, and teacher demographics (gender and age) and the dependent variable professional commitment. The instrument used in data collection was self-report questionnaires with closed-ended questions.

Operational Definition of Terms

Attitude toward the teaching profession: This is the personal and subjective perception of the teacher towards the teaching profession.

Beliefs on student learning: these are teachers' suppositions about students not subject to outside evaluation.

Factors: These are constituents or elements that brings about certain effects or results, or indicates a specific multiple, number, or quantity.

Influence: The capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions.

Professional commitment: Professional commitment means, the feeling of dedication among the individuals of a group towards their profession (Shukla, 2014).

School culture: A collection of policies and regulations that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments.

Teacher: Is trained personnel charged with the responsibility of implementing and evaluating the curriculum in the school setting.

Value System: This is the moral components exhibited by the teacher in teaching profession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

In this chapter, the researcher discusses the review and related literature and studies to the topic of study. The review gives an overview of what has been written on the factors influencing professional commitment of public secondary schools' teachers. The main variables of the study were teachers' commitment to their profession, attitude towards the teaching profession, teachers' beliefs on student learning, teachers' value system and school culture. The sources of this literature review include: books, journals and research studies internationally and locally.

Teachers' Commitment to their Profession

Commitment refers to the core set of values or beliefs which a teacher holds. It is an attitude- a psychological frame of mind which motivates people to work towards certain goals. It is dedication, loyalty and engaging oneself to take up a responsibility. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of effectiveness they achieve in their jobs (Khushwinder, 2014). Whereas, Professional commitment means mobilizing to the best of one's ability, knowledge and also calls for training to keep oneself updated. It requires personal commitment and willingness to take on these assignments and to acquire needed knowledge. As a professional, it is important to work with honesty and transparency. It is the urge of a teacher to update, strengthen and sharpen his/her professional competencies and to develop understanding and insight in different aspects of a profession such as

punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, honesty among others (Ahmed, 2016).

There remains much focus on the quality and performance of teachers. While academic qualification, subject matter knowledge, pedagogy and teaching skills are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without commitment to teaching profession may not sustain quality education (Ahmed and Iqbal, 2017). A Committed teacher is one in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day. Teachers' commitment and dedication to students and learning are the most important factors in the development of passion for teaching. Passionate teachers are fiercely devoted to their work and greatly inspire their students (Akram, Malik, Sarwar, Anwer, and Ahmad, 2015).

Maiyani (2017) supporting this idea states that there is a strong connection between passionate teaching and the quality of student learning and explains the reasons as:

1. If students know that teachers get immersed in their subjects and sets high standards for students, they take their studies more seriously. At this point, teaching ceases to be a job done by force, and turns into an inspiration for students.
2. There is little chance of building a relationship based on respect and trust between teacher and student unless a collaborative learning environment and willingness to take risks are created.
3. Students will not have motivation to learn as long as they do not have a clear idea of how to apply things they have learnt to their own lives.

Professionally committed teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development. Teachers with passion work with enthusiasm, their dedication and commitment increase, and they believe in the importance of their job. There are strong empirical grounds for believing that teachers can and do make a difference and that consistent high-quality teaching, supported by strategic professional development, can and does deliver dramatic improvements in student learning. Commitment to teaching contributes to teachers' behaviors, attitudes, perceptions and performances (Khushwinder, 2014).

Committed teachers are characterized by their commitment to achievement of their students. Commitment is an essential element of effective teaching. Committed teachers are concerned with the development of their students and they deeply struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Committed teachers recognize and effort to fulfill their responsibilities to their students. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students (Maiyani, 2017).

According to Akram et al. (2015), teacher professional commitment is an attitude that someone has toward her/his job. It is her/his point of view and her/his active participation for the profession. Teacher professional commitment helps to differentiate those who are devoted to their profession and those who are not. The individuals who are committed are not only committed to their students and their school, but are also lifelong learners who are committed to the teaching profession.

According to the report of the District Education Officer in Uganda (Olurotimi et al., 2015), the teachers' commitment in public secondary school in Mbale district is grossly inadequate. This is reflected in form of rampant absenteeism, late coming, failure to assess students' work in time, part-time teaching in more than two schools to top up their salary, need, and satisfaction, others even teach on Saturdays and Sundays while some at night which result into examination malpractice by students and low performances among others, have always raised a public concern.

Teachers' total involvement and devotion is a must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teachers' tolerance, humility and modesty could endear them to their pupils, to the community and the parents alike, thus enhancing their confidence in the total process of education (Shukla, 2014).

Teachers play an inevitable role not as mere transmitters of knowledge, and culture, but also as change agents. The quality of teaching depends largely on the level of teachers' involvement in relation to the professional commitment. A committed teacher acts as manager, leader and organizer of group activities, builder of pupil's character and is usually expected to promote learning activities. It is true that the nation is built by its citizens, citizens are molded by teachers and teachers are made by teacher educators. It is the level of their commitment, devotion and dedication that determines the future society. Professional commitment is defined as

the psychological link between an individual and his profession that is based on an affective reaction to that profession (Singh and Gupta, 2015).

The overall success of an educational institution depends on teachers' professional commitment. Teacher commitment is an investment of personal resources and is closely connected to teachers' work performance. Individual teacher commitment can be analyzed to identify centers of commitment in their professional practice. These centers of commitment are currently considered to be external to the teacher, and include commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Olurotimi et al., 2015).

Being committed to the profession includes taking pride in one's profession, passion for teaching, drive for excellence, professional attitudes, faithfulness to the organization, integrity, ethics, being a good role model, positive regard for students and colleagues, self-awareness, humility, dynamism, well rounded personality, optimism, patience for learning, motivation for self-improvement for professional development. Professionalism demands that teachers should be innovative in their attitudes, flexible in their approach, inquisitive and reflective in their mind, always refreshing themselves with their new knowledge, recognizing the value and potential of the learner and providing an enriched learning environment (Khushwinder, 2014).

The quality of teaching is not only dependent on the knowledge and skills of teachers but also on their enthusiasm and commitment towards teaching profession. When a teacher is motivated and committed to teaching profession, students also become keen to learn what they are taught. Teachers, who are dedicated and committed to teaching profession, are capable to implement school-based innovations or reforms that are meant to benefit students' learning and development. In fact,

teachers' commitment and engagement has been identified as one of the most critical factors in teaching-learning process (Tofteng and Husted, 2017).

Maiyani (2017) views that passion generates commitment and commitment motivates and inspires the teachers. It is an inspiring factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students. Passion leads to creativity; so, committed teachers have the ability to think and produce new notions in an easy way. Committed teachers are dedicated to their schools and a super education achievement is an outcome of this commitment and dedication.

Chatzistamatiou, Dermitzaki, and Bagiatis (2014) state that teacher passionate can be seen in three different areas.

1. Teachers may be passionate about their own subject knowledge.
2. Teachers may be passionate towards events developing in the world.
3. Teachers may have a passion for children.

Education researchers list some characteristics of committed teachers and principals for their organizations as (Shoaib and Khalid, 2017).

1. Teachers constantly should talk about developing teaching approaches
2. Teachers and principals should continuously observe each other's performance, and evaluate their own performances through these observations.
3. Teachers and principals should together supply education materials
4. Teachers and principals should help each other with development of teaching approaches.

Teachers who have commitment to school display such attitudes as: being proud of the school he works for, evoking the urge to work harder, being interested in the future of the school.

Three factors that influence teachers' commitment in schools are personal, school and system (Anari,2012). Personal factor refers to personal daily life. Professional factor denotes to the importance of involvement and responsibility towards the profession. School factor relates to positive relationship with colleagues and the feeling of ownership while system factor refers to control, support, and teachers' influence towards the reform processes done. Lack of support from colleagues, students' parents and school administrators may influence teachers' commitment. It is difficult to be in schools that do not support change and development (Mwaniki, Kiumi, and Ngunjiri, 2018).

Teacher Characteristics

Attitude towards the Teaching Profession

As defined by Soibamcha and Pandey (2016), attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related. Furthermore, attitudes mean the individuals' prevailing tendency to respond favorably or unfavorably to an object, person or group of people, institutions or events (Natividad, 2018). No one is born with any attitudes. Attitudes like interests are learned through life experiences which make an individual behave in characteristics towards persons, profession, objects, issues, situations, etc., to which they are related. Attitudes are very personal and complex in character. Attitudes are uniquely organized in each person and the organization itself is the product of his own reactions to his own experiences. Attitudes considerably influences one's behavior,

accordingly, the individuals, attitudes may be positive (favorable) or negative (unfavorable) (Soibamcha and Pandey, 2016).

Authors such as Günther (2018), Natividad (2018) and Soibamcha and Pandey (2016) believe that attitudes are formed and manifested at the level of three fundamental dimensions: cognitive, affective and behavioral. The cognitive component of attitudes includes perceptions, beliefs and assumptions of the individual facts and events. The affective component describes emotional experiences and emotional responses to various facts and events. Regarding the behavioral component, it shows intentions and predictions of the way a person can act in relation to a fact or event based on his assumptions and beliefs.

Pedagogical attitudes as representing individual predispositions to assess - as favorable or unfavorable - various issues relating to the educational field. This way forms a set of beliefs and therefore manifests an adhesion or rejection behavior to it or certain aspects of it (Hakim,2015). The teaching profession attitude is an important variable because it can seriously influence the effective manifestation of knowledge and skills appropriate to teaching profession. In other words, we believe that lacking a positive attitude towards the teaching profession, knowledge and skills, even if they are formed at a very high level, they will not express coherence. Otherwise, competence as a whole not only of knowledge and skills but also integrating attitudes which selected, interacted and used properly, allow the successful achievement of tasks in professional and social contexts (Pegg,Waldock, Hendy-Isaac and Lawton,2012). Commitment to teaching contributes to teachers' behaviors, attitudes, perceptions and performances (Lupton and Hempel-Jorgensen, 2012).

Pegg et al. (2012) view that the issue that discards the teacher profession from the list of the other profession is mainly due to the attitude and faithfulness of the teachers themselves. These included low moral behaviors, coming late to class and try to escape early from class, not finishing the course in due time and not being regular in their attendance. This view is also supported by (Ahmed and Iqbal, 2017) who stressed that teachers should accept responsibility to be a role model for the students and to show the highest ethical standards.

Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study (Debdas and Santosh, 2016), that they were more distressed about their teaching situation than were teachers who were enthusiastic. Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavorable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behavior of her / his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Thus, teacher's attitude towards teaching profession is a factor influencing the professional commitment of public secondary school teachers (Debdas and Santosh, 2016).

Teacher's Beliefs on Student Learning

Teachers' beliefs appear to reflect longstanding attitudes, "common sense," and their experiences in education rather than research-based knowledge about learning and motivation. Because teachers' beliefs play a significant role in shaping

their instructional behaviors, and thus what students learn, it is important to examine their characteristics, their content, and their expression (Turner, Christensen and Meyer, 2009). Beliefs represent individuals' subjective knowledge and are distinguished from objective knowledge on several criteria. First, knowledge refers to factual propositions and is subject to the standards of truth, whereas beliefs are suppositions, not subject to outside evaluation (Hunsaker, Callahan and Tofel-Grehl, 2017).

Second, knowledge is consensual, in contrast to beliefs, which can represent individual ideologies and commitments. Believers know that others may disagree. Third, knowledge does not have a valence, whereas beliefs are held with varying degrees of conviction from strong to weak. For example, belief systems contain strongly held central beliefs and less strongly held peripheral beliefs (Goodman, Orange and Schumacher, 2017), a possible cause of inconsistency between stated beliefs and observed practice. Finally, beliefs are affective, episodic, and evaluative in that they frequently assert the existence or non-existence of certain entities, such as the stability or malleability of intelligence or motivation (Hunsaker et al., 2017).

Diamond (2018) contends that teacher beliefs are related to student learning through some event or sequences of events, mediated by the teacher, that happen in the classroom. These events might be said to “cause” student learning in the sense that the events in the classroom lead, in the case of effective teaching, to student learning. The sense in which this sequence of events is “mediated” or “caused” by the teacher is tricky. Many events that lead to student learning in the classroom are not the direct result of something the teacher does or says. On the other hand, the teacher is responsible — if not in an efficient sense, at least in a moral sense — for creating the

lion's share of those classroom events that lead to student learning. This leads to the question of the role of teacher beliefs in the realization of these events.

According to Orton (1996), there is one sense in which the relationship between teacher beliefs and those classroom events that cause student learning is very opaque. This sense emphasizes the productive aspects of teaching. A teacher's actions that cause student learning, in this productive sense, follow a model of "virtuoso performance." Here, like a masterful conductor or a skillful dancer, the teacher orchestrates or manages a sequence of classroom events that are conducive to student learning. In this instance, there is really no logical connection between what a teacher believes, while teaching, and the "goodness" of the product, which is student learning. There is no empirical or logical reason why the teacher could not believe in things that are horrendous, immoral, or simply false, which in turn motivate an action. Nonetheless, if the consequence of this action is student learning, the action is still "good," in the productive sense.

Whatever connection there might be between belief and action, in this virtuoso performance, model is reminiscent of Hume's conception of practical reason (Diamond, 2018). A teacher makes the transition from belief to action without thinking. In Hume's example, a person stops at a river and does not wade in. The person does not enter the river, not because the person makes a conscious connection between walking in the river and drowning. The idea of suffocating is so closely connected with the idea of being in the water that the mind makes the transition without conscious thought (Hunsaker et al., 2017). "The custom operates before we have time for reflection. The objects seem so inseparable, that we interpose not a moment's delay in passing from the one to the other"(Diamond, 2018). As causal connections, particularly inductive connections, are made as a result of habit, so

pausing by a river and not wading in, deciding to play a musical piece in a particular way, or deciding to call on a shy student at a particular moment, are all the results of unconscious competence or habit (Turner et al., 2009).

Teacher's Value System

Values are the foundation of a social structure deciding its nature and characteristics. Values are both integral to an essential part of any organization. Values are manifested in the entire range of social spectrum—its institutions and other organizational structures. Human behavior and actions are decided by their beliefs and value system. The value system of teachers determine their thought, speech and actions which influence not only the students but also the whole school system (Dasari, 2017). The world faces different challenges of anarchy, oppression, racial, religious, sectarian conflicts, corruption, violence and war. Teachers and the schools have to be reoriented so that teaching-learning process goes beyond content knowledge of the courses in a program to realize the values of higher order of freedom, equality, compassion and sense of oneness to make the world a global, peaceful community (Dasari, 2017).

Australian teachers and American teachers embrace similar democratic value systems regarding their top five values but vary in several of the values. Stanek (2014) study related to values preferred by teachers and students for teacher training faculties identified two values—wisdom, and honesty. Teacher educators and pre-service teachers of the teacher education program had given preference to the terminal values, equality, and exciting life. However, professors ranked the value world at peace a more preferred one. The students had given the least importance to the same. The values of capability and helpfulness were more preferred instrumental values (Stanek, 2014).

The school teachers have to be trained in a value system so that they embrace right values and impart them to the students while taking the curriculum as a voyage (Dasari, 2017). A teacher has deep impact on the personality of a child and has the ability to shape great leaders and visionaries through his teaching. It is through teaching that society preserves its culture; schools discharge their duties and attain their objectives. As teachers gain in experience these values shift and change according to his own experiences and become a strong part of his personality. The values of a teacher pervade his method of transmitting knowledge and influence the ideology of a child (Sawhney, 2016).

The main cause of discipline problems can possibly be ascribed to the absence of a value system rooted in a specific life and worldview, for without such a perspective the management of discipline problems can only be symptomatic. The lack of discipline as indicated by the behavior of educators seems to be the primary cause of the erosion of a learning and educational culture in schools (Lawrence, Ott and Bell, 2012). The decline of discipline is not unique to Trans Nzoia West Sub-county, however. It is a world-wide phenomenon.

Simatwa (2012) reports that since the publication of Values and teaching, values education has been a predominant force for change throughout all levels of formal education in America. Teachers can help students to develop a process of valuing. He observed that all persons must develop their own values by selecting from the entire range of values; persons who live with a clear understanding of their own values are benefited by developing such characteristics as positive, purposeful, enthusiastic and proud.

School Culture

School cultures are unique and distinctive. They are created and re-created by people considered members of a context; i.e., teachers, students, parents, and communities, among many others (Jacobs, 2018). Jacobs defines school cultures as a collection of “traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments” (p. 4). School cultures are influential. They shape and re-shape what people do, think, and feel. School organizational culture is thus the way things are done in a particular school. The organizational culture of one school varies from those of others. It is these variances that differentiate one school from others. School organizational culture can be labeled as strong or weak based on adherence to shared core values and norms among members of the school and the degree of commitment the members have to these core values and norms (Blandford,2012).

Hongboontri and Keawkhong (2014) identified two types of school cultures; i.e., non-routine/certain and routine/uncertain. In the non-routine/certain environment, teachers work collaboratively, are involved in goal setting, and have opportunities for professional development. These, in turn, maximized students’ academic growth. In contrast, teachers in the routine/uncertain environment work in isolation, have little (or almost no) involvement in school goal setting, and have fewer opportunities for professional development. Students’ performances are, as a consequence, minimized.

Teachers are shaped by school cultures that they themselves might possibly have helped shape. Hongboontri and Keawkhong (2014) assert, “Teachers, like members of most organizations, shape their beliefs and actions largely in conformance with the structures, policies, and traditions of the world around them” (pp. 2-3). Thus, what teachers decide to do or not to do in their classrooms could be

determined by teachers' association with their school cultures such as school policies, school traditions, school structures, and teacher interactions, among others (Dongjiao, 2015; Hongboontri and Keawkhong, 2014; Jacobs, 2018).

Culture and its connection to teaching practices have been studied relatively thoroughly, and some connections have been found. Firstly, it has been noted that being aware of the cultural backgrounds of the pupils in one's classroom is often attributed with overall good teaching practices (Hachfeld, Hahn, Schroeder, Anders and Kunter, 2015; Cenoz and Gorter, 2011). It is important for a teacher to pay attention to the individual needs that may exist in any given classroom, and the cultural background of the pupils is an important facet of this paradigm. This importance is not only highlighted on the teacher's side of the issue, but also from the learner's point of view, as the personal experiences and the cultural background of a learner are of importance. Orindah (2014) predicts with confidence that teachers' job commitment will be higher when organizational culture helps in determining organizational success. School culture can also affect how problems are solved, the way new ideas are implemented, and how people will work together.

Organizational (school) culture has assumed considerable importance in this 21st century because of its impact on employee (teachers) performance and job satisfaction. For example, Lunenburg, and Orindah (2014) in their research of factors influencing teachers job satisfaction revealed that school structure had an influence of teachers job commitment. Teachers in the sampled schools were committed to their work due to how the school structure was organized (Shah and Abualrob,2012). It is the imperative of every organization to understand its own dynamic culture so that managers can capitalize on the insights generated by the cultural perspective to wield greater control over their organizations (Orindah, 2014). The culture of an

organization such as how communication was structured and how the employees identified themselves with the schools affected how they were committed to their work which was measured by how the schools performed. Organizational culture is a reflection of the organization that distinguishes it from other organizations. Every organization has a particular culture which is believed to accelerate the achievement of organizational goals (Dongjiao, 2015).

Teacher's Professional Commitment in Relation to Age and Gender

Low commitment to teaching amongst teachers is a problem facing the teaching profession in many countries. Gender might be an important factor in explaining what kinds of prospective teachers are attracted to teaching. Beginning teachers can be considered as new force to the teaching profession. In order to utilize this new force wisely, it is vital to make their entry years satisfying and enjoyable (Klassen and Chiu, 2010).

Demography is the study of general and particular population factors such as age and gender. Demographics are the quantification of statistics for a given population and are used to identify the study of quantifiable sub-sets within a given population. Demographic characteristics are widely used variables, in relation to organizational commitment and, there is a significant role of demographic factors in determining organizational commitment. Demographic factors such as age and gender are included in many studies of the impact of demographic factors on commitment (Konya, Matic and Pavlovic, 2016). Age is related to commitment in a way that older employees are more committed compared to younger employees and newcomers in an organization (Konya et al., 2016).

According to studies investigating the impact of gender on professional commitment (Ekta, 2017), it is likely that age creates a feeling of organizational commitment depending on both experience and the conservative attitude it produces. Gender has a high impact on employees' organizational commitment, where it refers to socio-psychological categories of masculinity and femininity. As Ekta (2017) further discuss, while some studies revealed that women are more committed to their organizations, other studies determined men as more committed than women. On the other hand, some other studies revealed that gender is unrelated to organizational commitment. It is also observed, that the cultural cluster or context can determine the impact of gender on organizational commitment in a way that if women are exposed to sex inequality in a certain context, it can affect their organizational commitment negatively. Furthermore, it was found out that there is the possible effect of gender on organizational commitment can change and be affected, by an individual's hierarchical position and/or department within the organization (Moses, Admiraal, Moses and Berry, 2016).

Gender has been revealed as one of the antecedents for commitment to teaching, although studies are not conclusive. For instance, commitment and positive attitudes to the teaching profession were found to be higher among female teachers compared to male teachers (Moses et al., 2016). Additionally, studies reveal that more female than male student-teachers show higher intentions to enter the teaching profession after graduation (Rots, Aelterman and Devos, 2014). However, in the same study, Rots et al. (2014) reported that female student-teachers showed higher attrition rates than males, and female in-service teachers were more likely to quit teaching compared to males. Moreover, female teachers were also less likely to work in remote areas compared to males.

According to Korso (2013) in his study to investigate secondary school beginning teachers' perceptions of professional commitment in Ethiopia, and to determine how their perceptions differed across the selected demographic variables in terms of professional commitment. Scale results showed that the background variables-age, gender, and school type-have significant but small effects on the perceptions of beginning secondary school teachers' professional commitment in Ethiopia. Beginning male teachers in Ethiopia claim relatively higher levels of affective professional commitment; while their perceptions of normative, and continuance professional commitment tends to be neutral. The study also revealed that teachers in public secondary schools than private secondary schools perceived higher normative (MD = 0.28, $p < 0.01$) and continuance (MD = 0.17, $p < 0.05$) professional commitment.

When age is considered, Ekta (2017) reported that younger teachers are more committed than older ones. But, Moses et al. (2016) found no significant difference in commitment with regard to age, whereas Korso (2013) have reported that older teachers are more committed than younger ones. Considering gender, some studies have indicated that females' level of commitment is higher than males' levels of commitment (Korso, 2013; Moses et al., 2016). But, the findings of Green (2011) indicated lower commitment of females. Bogler and Somech (2004) adapted their work from organizational commitment and defined three different types of professional commitment, the affective, normative, and continuance professional commitment, these three professional commitments correspond to (a) emotional, (b) feeling of obligation, and/or (c) economic reasons of a person. An employee may be committed to the profession because of one of the above single mental state or combination of two or even three of them.

Teacher's Professional Commitment in Relation to Teacher Characteristics and School Culture

Teacher Characteristics

Teacher professionalization—the movement to upgrade the status, training, and working conditions of teachers—has received a great deal of interest in recent years. A profession has certain recognizable attributes; like they have an acknowledged knowledge base, the nature of which is area of performance, repertoire and matching. Professions have a rigorous training and certification of members; a workplace culture of high consulting and collaboration; systematic enculturation of new members; required and continuous learning regularly built into the work cycle; high public accountability; internal maintenance of high standards of practice; have members who are responsible for client results; have members who make autonomous decisions guided by a canon of ethics (Anitha and Krishnaveni, 2013). Modern studies identify further sensitive attributes and subtle qualities. A study on professionalism by (Mueller,2015) identifies four systematic processes namely; building and maintaining relationships with clients, being available, representing relevant competence, and differentiation.

According to Singh and Gupta (2015), traditional characteristics were used to distinguish professions, professionals, and professionalized worksites from other kinds of work, workers, and workplaces. These characteristics are drawn from the sociology of work, occupations, and professions. Sociology has been among the most prominent disciplines to study the characteristics of professions. Sociologists have developed what is known as the professional model—a series of organizational and occupational characteristics associated with professions and professionals and, hence,

useful to distinguish professions and professionals from other kinds of work and workers.

School Culture

Organizational culture has been utilized in the corporate world to identify what the organization means to its members. Howard (2019) analyzed direct and indirect relations between school culture and the organizational commitment of primary school teachers. The findings indicated that although there was a positive correlation between school culture and organizational commitment, the direct effect of school culture on organizational commitment was not meaningful. Khushwinder (2014) defines school culture as “the basic assumptions, norms and values and cultural artifacts that are shared by school members, which influence their function at school”. While there are numerous writings and studies about organizational culture and how it affects the members of an organization, few studies have been conducted linking school culture to professional commitment in the school setting.

Predictors of Teacher’s Professional Commitment

School climate, also known as organizational health, has been described as the atmosphere, culture, resources, and social networks of a school (Loukas and Murphy, 2007). According to (Zwolak, 2018), school climate involves three dimensions: the relationships between members of the organization, the personal development of the members, and the maintenance and change of the organization. Over the past two decades, a great deal of research has determined an important relationship between school climate and teacher commitment (Mannan and Sailesh, 2017). In a study by Purba, Ambarita and Siagian (2018), school climate variables were examined as predictors of teacher commitment. The results showed that administrative support, buffers from unwanted intrusions on teaching, collegial help, input in decision

making, autonomy and control, and teacher perceptions of violence and student absence were all significant predictors of increased professional commitment. With the exception of autonomy and control, the variables also predicted increased professional commitment (Purba et al., 2018).

Values are supposed to play a functional role in work-related processes and outcomes, such as job satisfaction, organizational commitment, and work performance. They are assumed to be predictors or moderators of these processes and criteria. Furthermore, they are ascribed a central role in determining the fit between the individual and the employment organization. The underlying assumption is that people will be happier and more motivated, satisfied, and committed when their values are congruent with those emphasized in the organization or vocational group (De Klerk and Rens, 2003).

A finding of the study by Maiyani (2017) shows that the collaborative leadership and professional development dimensions of the school culture are the two predictors of organizational commitment, with the former having a larger effect. The results showed that gender equity, teaching resources, and work pressure were significant predictors of professional commitment.

Synthesis

In summary, this chapter looked at the related literature and studies on the factors influencing professional commitment of public secondary school teachers and the discussion is the relationship between the independent and the dependent variables. The independent variable discussed is in terms of teacher characteristics (attitude toward the teaching profession, beliefs on student learning, value system), school culture, and teacher demographics (gender and age) and the dependent variable professional commitment.

Teacher commitment helps to differentiate those who are devoted to their profession and those who are not. The individuals who are committed are not only committed to their students and their school, but are also lifelong learners who are committed to the teaching profession. Here we will take a closer look at a few of the essential components of being a professional who is dedicated to the teaching career.

A teacher is committed to his/her school when you see him/her devote personal time to be an active member of their community and schools' organization. These committed individuals volunteer their free time to be on committees and teach after-school programs. They are the coaches you see on the school grounds, and the chaperones at the school dances and events. They use their free time to help their school out in any way possible. They are dedicated and devoted to their school's success.

From the literature and studies, researchers like Basu (2016), Khushwinder (2014), Maiyani (2017), Nias (1981), Sawhney (2015), Shoaib and Khalid (2017), and Shukla (2014), among others, are in agreement that teacher profession requires commitment. They all conducted studies relating to teacher professional commitment. However, some of these studies have not been conducted on the Kenyan education system. Therefore, they have not exhaustively examined factors influencing professional commitment of public secondary schools. In this regard, the researcher intends to fill the gap by investigating factors that influence the professional commitment of teachers in public secondary schools in Trans-Nzoia West Sub-county, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

This study employed descriptive-correlational research design to investigate the independent variables and the dependent variables of factors influencing professional commitment of teachers. Descriptive method was used to allow the investigator to gather information about the present existing condition, with the main aim of describing the nature of the situation as it exists at the time of the study and to explore the causes of the phenomena (Robins,2015).

Correlational procedures allow one to make inferences about relationships between two or more variables (Okonedo, Popoola, Emmanuel and Bamigboye, 2015). The specific considerations to use of descriptive studies were to provide much information on which they are laid in the research questions (Rangarjan, 2018).

Population and Sampling Techniques

Population

The research was carried out in Trans-Nzoia West Sub-county. The area had a total of thirty-two (32) registered public secondary schools, where national school is one (1), extra county is one (1), and thirty (30) county schools. The study targeted all public secondary school teachers in Trans-Nzoia West Sub-county. Teachers are the chosen participants of the study since they are the stakeholders of the professional commitment practices in public secondary schools in Trans-Nzoia West Sub-county. There are 492 teachers in the Sub-county (Sub-county Director of Education, 2018).

Sampling

Stratified random sampling was used to obtain categories of schools (30 county schools, 1 extra-county school, and 1 National school) to obtain a sample that best represents the entire population being studied. Its advantages include minimizing sample selection bias and ensuring certain segments of the population are not overrepresented or underrepresented (Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood,2015).

One-third (one-third of 30 are 10 county schools) of the total number of county schools were involved in the study. The 10 county schools which participated in the study were selected using a simple random sampling technique. This technique was applicable since it was considered as a fair way of selecting a sample from a given population since every member was given equal opportunities of being selected (Palinkas et al.,2015).

This gives 12 schools (where 10 were county schools, 1 extra-county school, and 1 national school). Cluster sampling technique was employed where all the 234 teachers in the 12 schools participated in the study, where 109 teachers from 10 County schools, and 58 teachers from the extra-County School and 67 from the National School. 213 teachers who were present during the time of the study participated and 192 questionnaires were returned giving a response rate of 82%.

Research Instruments

The researcher used self-report questionnaire (Fernandez-Ballesteros, 2004) to gather information related to the objectives of the study from the participants. Each item in the questionnaire was developed to address specific research question. The questionnaire contained close ended questions with Likert-type scale which were used

to scale responses in the study with means ranging from 1-4, where 1=Disagree, 2= Tend to disagree, 3= Tend to agree, and 4= Agree (Merriam, 2014).

The questionnaire was developed based on the dependent and independent variables of the study. The instruments solicited the demographic information from respondents and had sections that measured teachers' commitment to their profession, attitude toward the teaching profession, beliefs on student learning, value system, and school culture. The questions which the researcher asked the respondents in the questionnaire were informed by the literature of this study.

Validity of the Questionnaires

Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. Validity is the extents to which the interpretations of the results of a test are warranted, which depend on the test's intended use (Burton and Mazerolle, 2011).The questionnaires were presented to the supervisors and panelist for advice and validation of the content so as to ensure that the instruments measured what they are supposed to measure (Yagmaei, 2003).

This type of validity addressed how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that measured the construct of interest. Because there was no statistical test to determine whether a measure adequately covers a content area or adequately represents a construct, content validity usually depends on the judgment of experts in the field (Carole and Almut, 2008).

Reliability of the Questionnaires

Reliability can be defined as whether a particular tool or instrument (or technique) would yield the same results if it is repeatedly used by one research or different researches at once (Matza, Thompson, Krasnow, Brewster, Jordan, Zyczynski and Coyne, 2005). The reliability of the sections of the questionnaire were as follows: teachers' commitment to their profession (0.785), attitude toward the teaching profession (0.685), beliefs on student learning (0.709), value system (0.619), and school culture (0.741), which are all above the set Cronbach's alpha coefficient of 0.60. These were established during piloting, which was participated by 16 teachers in boys', girls', mixed day and boarding public secondary school in Chesumei Sub-county in Nandi County.

Data Gathering Procedures

The researcher obtained ethics clearance letter from the University of Eastern Africa, Baraton research ethics committee. A letter of introduction was obtained from the Director of Graduate Studies so as to acquire a research authorization letter and a permit from the National Council for Science and Technology, in the Ministry of Education, Science and Technology. The researcher then requested for permission, to collect data from the sampled secondary schools, from the County Commissioner and County Director of Education, Trans-Nzoia West Sub-county. Data in this research was generated using quantitative methods.

The researcher reported to the Principal in each of the 12 sampled schools and introduced himself and sought permission to collect the data. The researcher then distributed the questionnaires to all teachers in their respective offices. The researcher gave the teachers time to fill the questionnaires and collected them after two hours of distribution.

Statistical Treatment of Data

Data analysis begun with data coding, entry and checking. To present the demographic profile of respondents; descriptive statistics involving frequencies, percentages, and graphs were used. Data to address research questions one, two, and three were analyzed using descriptive statistics such as means and standard deviations.

For research question four, the difference between the professional commitment of male and female teachers was established using t-test for independent samples while the difference between the professional commitment of teachers with bachelor's and master's degrees was determined using Mann-Whitney U test. Comparison of teachers' professional commitment by age and years of service, and level of education was analyzed using one-way analysis of variance.

For research question five, the relationship between the dependent and independent variables was determined using Pearson product-moment correlation coefficient. Multiple regression analysis was used to address research question six, which determined the predictors of teacher professional commitment.

Ethical Considerations

The researcher was ethical, impartial and objective in this study. In undertaking the study, the researcher respected democracy (freedom to give solicited information). The researcher was also honest and professional throughout the study by telling the truth (avoiding deception) and guarding against misconduct.

Clearance to conduct research was obtained from the Research Ethics Committee of the University of Eastern Africa, Baraton. The researcher also produced research permit obtained from The National Commission for Science, Technology

and Innovation (NACOSTI). Consent letters from Sub-county director of education of Trans Nzoia west were produced to the principal to allow the researcher collect data.

Upon consent from the principal, the researcher explained to the respondents (teachers) the purpose of the study. The researchers advised the respondents not to indicate their names or the name of the school and that participation was voluntary. The researcher ensured confidentiality of information in terms of collected data and protects participants by maintaining anonymity. At the same time data was collected in the sample public secondary schools in Trans-Nzoia West Sub-county using acceptable and approved instruments.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This chapter entails the presentation of findings, analysis and interpretation of the data collected. The results are presented and interpreted with tables according to answer particular research questions.

Demographic Information

Table 1

Gender of Respondents

	Frequency	Percent
Male	123	64.1
Female	69	35.9
Total	192	100.0

According to table 1 above, 123(64.1%) respondents were male while 69(35.9%) of the respondents were female.

Table 2

Age of Respondents

	Frequency	Percent
25 -30 years	56	29.2
31-36 years	58	30.2
37 years and above	78	40.6
Total	192	100.0

From table 2 above, majority of the respondents 78(40.6%) were 37 years and above old, 58(30.2%) were 31-36 years old and 56(29.2%) were 25-30 years old.

Table 3

Years of Service

	Frequency	Percent
0 to 5 years	40	20.8
6 to 10 years	74	38.5
11 to 16 years	38	19.8
17 years and above	40	20.8
Total	192	100.0

From table 3 above, majority of the respondents 74(38.5%) had 6-10 years of service, 40(20.8%) had 0-5 and 17 years and above years of service and 38(19.8%) had 11-16 years of service.

Table 4

Level of Education

	Frequency	Percent
Bachelor's Degree	162	84.4
Master's Degree	30	15.6
Total	192	100.0

From table 4 above, majority of the respondents 162(84.4%) had Bachelor's degree and 30(15.6%) of the respondents had Master's degree.

Professional Commitment of Teachers

To find out teachers' professional commitment, the respondents were asked to rate their level of agreement on a scale of 1 to 4. The mean score of each statement was interpreted based on a scale as follows:

- 3.50 – 4.00 Agree
- 2.50 – 3.49 Tend to agree
- 1.50 – 2.49 Tend to disagree
- 1.00 – 1.49 Disagree

The overall mean score for professional commitment was interpreted as follows:

3.50 – 4.00	High
2.50 – 3.49	Average
1.50 – 2.49	Below average
1.00 – 1.49	Low

Research question 1. To what extent are public secondary school teachers committed to their profession?

The self-evaluation of teachers on their professional commitment is presented in table 5.

Table 5

Teachers' Professional Commitment

	Mean	Std. Deviation
I have great passion in my work.	3.72	.451
I am determined to improve students' academic outcomes.	3.85	.359
I impart values and life skills to my students.	3.26	.544
I focus on the individual needs of my students.	3.45	.785
I promote students' intellectual and moral development.	3.86	.343
I devote extra time out of class time to improve students' learning.	3.03	.889
I innovate and integrate new ideas in my class teaching.	3.07	1.000
My responsibility towards my students does not end in school.	3.48	.596
I show high moral behavior.	3.90	.446
I always leave class after the specified time.	3.92	.277
I show high ethical standards.	3.92	.277
I come to school early.	4.00	.000
I attend classes regularly.	4.00	.000
I cover the syllabus on time.	4.00	.000
I prepare professional documents for teaching and learning on time.	3.57	.496
Teachers' Professional Commitment	3.67	.263
N = 192		

From table 5, teachers agreed that they go to school early, attend classes regularly and cover the syllabus on time with means of 4.00 and standard deviations of 0.00. Teachers agreed that they have great passion in their work (mean 3.72 and 0.451 standard deviation), they are determined to improve students' academic outcomes (mean of 3.85 and 0.359 standard deviation), they promote students' intellectual and moral development (mean of 3.86 and 0.343 standard deviation), they show high moral behavior (mean of 3.90 and 0.446 standard deviation), they always leave class after the specified time and they show high ethical standards (mean of 3.92 and 2.77) and they prepare professional documents for teaching and learning on time (mean of 3.57 and 0.496 standard deviation).

Teachers tended to agree that they impart values and life skills to their students (mean of 3.26 and 5.44 standard deviation), they focus on the individual needs of their students (mean of 3.45 and 0.785 standard deviation), they devote extra time out of class time to improve students' learning (mean of 3.03 and 0.889 standard deviation), they innovate and integrate new ideas in their class teachings (mean of 3.07 and 1.00 standard deviation) and their responsibility towards their students does not end in school (3.48 and 0.596 standard deviation).

The standard deviations of the ratings in most statements are low (ranging from 0.000 to .596) showing homogeneity of responses. There are 3 statements with high standard deviations (ranging from .785 to 1.000): *I focus on the individual needs of my students, I devote extra time out of class time to improve students' learning, and I innovate and integrate new ideas in my class teaching.* On these indicators of professional commitment, the teachers have heterogeneous responses. Although majority of the teachers agreed to these statements, there is a reasonable number of them who tended to disagree.

The overall response of the teachers on their professional commitment yielded a mean of 3.67 indicating that teachers are highly committed professionally (3.50 – 4.00). The overall response of the teachers on their professional commitment yielded a standard deviation of 0.263, which is a low standard deviation indicating that the teachers were consistent on their response on professional commitment. This implies that generally, teachers in Trans-Nzoia public secondary schools have high professional commitment.

Since professional commitment requires personal commitment and willingness to take on assignments and to acquire needed knowledge, it is important for teachers to work with honesty and transparency. Ahmed (2016) which was later supported by Maiyani (2017) mentioned these. The findings of this study indicate that the teachers had personal commitment and willingness to take on assignments, acquired needed knowledge and worked with honesty and transparency.

This implies that the teachers are abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the requirements. Committed teachers are firmly devoted to their work and greatly inspire their students. This level of commitment is an implication that students are inspired in this region. The strength of any profession depends upon the degree of commitment of its members. A teacher who is committed to teaching is also committed to the school by devoting personal time to be an active member of the community and schools' organization. These committed teachers volunteer their free time to be on committees and teach after-school programs. They use their free time to help their school out in any way possible and hence dedicated and devoted to the strength of their profession.

Teacher Characteristics

To find out teachers' attitude toward the teaching profession, beliefs on student learning, and value system, the respondents were asked to rate their level of agreement on a scale of 1 to 4. The mean score of each statement was interpreted based on a scale as follows:

3.50 – 4.00 Agree

2.50 – 3.49 Tend to agree

1.50 – 2.49 Tend to disagree

1.00 – 1.49 Disagree

The overall mean scores for attitude towards the teaching profession, beliefs on student learning, and value system were interpreted as follows:

3.50 – 4.00 Positive

2.50 – 3.49 Tend to be positive

1.50 – 2.49 Tend to be negative

1.00 – 1.49 Negative

Research Question 2: What are the teacher characteristics in terms of the following?

- (a) Attitude towards the teaching profession
- (b) Beliefs on student learning
- (c) Value system

Attitude towards the Teaching Profession

Table 6 presents the teachers' attitude towards the teaching profession. Teachers agreed that teaching is a well-respected career and teachers are valued by the society with a mean of 3.82 and standard deviation of 0.387. They also agreed that teaching is a noble profession with a mean of 3.77 and a standard deviation of 0.425, teachers play an important role in the society with a mean of 3.92 and a standard

deviation of 0.277 and they can serve humanity better in the teaching profession with a mean of 3.86 and a standard deviation of 0.343.

Table 6

Attitude towards Teaching Profession

	Mean	Std. Deviation
I take pride in my profession as a teacher.	3.49	.501
Teaching is a well-respected career.	3.82	.387
Teachers are valued by society.	3.82	.387
Teaching is a noble profession.	3.77	.425
I enjoy my work as a teacher.	2.28	1.080
Teachers play an important role in society.	3.92	.277
Teaching gives me opportunity to enjoy the company of intellectual people.	2.72	1.327
I can serve humanity better in the teaching profession.	3.86	.343
Teachers' Attitudes towards Teaching Profession	3.46	.369
N = 192		

Teachers tended to agree that they take pride in their profession as teachers with a mean of 3.49 and a standard deviation of 0.501 and teaching gives them an opportunity to enjoy the company of intellectual people with a mean of 2.72 and a standard deviation of 1.327. Teachers tended to disagree that they enjoy their work as teachers with a mean of 2.28 and a standard deviation of 1.080. This disagreement is brought about by challenges in their teaching profession. These challenges include working conditions which are not favorable for some of the teachers, overwhelming stress that the teachers are facing as a result of work load and also discipline issues among the students which is as a result of the abolishment of corporal punishment. This implies that in as much as teachers are committed to their profession, the level of these unfavorable environment of work weakens their commitment and ultimately learning will be affected.

The standard deviations of the ratings in most statements are low (ranging from 0.277 to .501) showing homogeneity of responses. There are 2 statements with high standard deviations (ranging from 1.080 to 1.327): *I enjoy my work as a teacher* and *Teaching gives me opportunity to enjoy the company of intellectual people*. On these indicators of attitude, the teachers have heterogeneous responses. There are almost equal percentages of teachers who are on the agreement and on the disagreement continuum of the scale as far as these statements are concerned.

The overall mean of teachers' attitude towards teaching profession was 3.46 indicating that teachers tended to have a positive attitude towards teaching profession (2.50 – 3.49). The overall response of the teachers on their attitude towards teaching profession yielded a standard deviation of 0.369, which is a low standard deviation indicating that the teachers were consistent in their response meaning that generally, the attitude towards teaching profession is towards the positive side.

In a study done by Andronache, Bocoş, Bocoş, and Macri (2014), the data obtained showed that there was a significant positive correlation between the cognitive and the affective dimensions of teacher's attitude towards the teaching profession. This was the same case with the results of this study. Positive attitude towards teaching profession implies that the teacher is able to develop a conducive learner friendly environment in the classroom which has a positive impact on learning.

A positive attitude towards teaching profession can bring the best quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems. Thus, for the professional growth of the teachers and improvements in education, the attitudes

held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behavior of her/his students. Thus, effective and productive learning on the part of students can be achieved only by teachers with positive attitudes.

Beliefs on Student Learning

Table 7 presents the descriptive statistics on teachers' beliefs on student learning. Teachers agreed that addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs and accepting students who they are no matter what their behavior and academic performance makes them more receptive to learning with a mean of 4.00 and a standard deviation of 0.00. Students achieve more in classes in which they encourage them to express their personal beliefs and feelings with a mean of 3.95 and a standard deviation of 0.223. They also agreed that in order to maximize learning they need to help students feel comfortable in discussing their feelings and beliefs with a mean of 3.92 and a standard deviation of 0.277. Teachers also agreed that students will be more motivated to learn if they get to know them at a personal level and being willing to share who they are with their students facilitates learning more than being an authority figure with a mean of 3.90 and a standard deviation of 2.99. Teachers again agreed that taking time to create caring relationships with them students are an important element for student achievement with a mean of 3.59 and a standard deviation of 0.493.

Table 7

Teachers' Beliefs about Student Learning

	Mean	Std. Deviation
Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.	3.95	.223
In order to maximize learning I need to help students feel comfortable in discussing their feelings and beliefs.	3.92	.277
Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.	4.00	.000
Taking time to create caring relationships with my students is an important element for student achievement.	3.59	.493
Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.	3.34	.942
Knowing my subject matter really well is the most important contribution I can make to student learning.	3.44	.497
I can help students who are uninterested in learning to get in touch with their natural motivation to learn.	3.19	.903
Students will be more motivated to learn if teachers get to know them at a personal level.	3.90	.299
Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	3.90	.299
Accepting students who they are – no matter what their behavior and academic performance – makes them more receptive to learning.	4.00	.000
Teachers' Beliefs about Student Learning	3.72	.264
N = 192		

Teachers tended to agree that they can help students who are uninterested in learning to get in touch with their natural motivation to learn with a mean of 3.19 and a standard deviation of 0.903. Teachers tended to agree that knowing their subject matter really well is the most important contribution they can make to student learning with a mean of 3.44 and a standard deviation of 0.497. Teachers

tended to agree that helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills with a mean of 3.34 and a standard deviation of 0.942.

The standard deviations of the ratings in most statements are low (ranging from 0.000 to .497) showing homogeneity of responses. There are 2 statements with high standard deviations (ranging from .903 to .942): *I can help students who are uninterested in learning to get in touch with their natural motivation to learn* and *Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills*. On these two beliefs on student learning, the teachers have heterogeneous responses. Although majority of the teachers agreed to these statements, there is a reasonable number of them who tended to disagree.

The overall response of teachers on their beliefs about student learning yielded a mean of 3.72 indicating that teachers had positive beliefs about student learning (3.50 – 4.00). The average response of the teachers on their beliefs about student learning yielded a standard deviation of 0.264, which is a low standard deviation indicating that the teachers had consistency in their response on beliefs about student learning reinforcing their positivity.

Teachers' beliefs play a significant role in shaping their instructional behaviors, and thus what students learn. As per the results of this study, teachers had a positive belief on what students learn. This was a positive representation of their subjective knowledge and distinguished from objective knowledge on several criteria. The findings of this study on teachers' beliefs is in line with the findings of Diamond, (2018) who established that teacher beliefs are related to student learning

through some event or sequences of events, mediated by the teacher, that happen in the classroom.

Teachers' beliefs appear to reflect longstanding attitudes and their experiences in education rather than research-based knowledge about learning and motivation. Because teachers' beliefs play a significant role in shaping their instructional behaviors, and thus what students learn. Positive beliefs about student learning imply that teachers are working in conditions that support their beliefs and hence they appear consistent in their profession. However, they may appear to adopt other, seemingly contradictory beliefs, in response to institutional and political pressures.

Value System

Table 8

Teachers' Value System

	Mean	Std. Deviation
I discourage any form of dishonesty from my students.	3.84	.668
I am sensitive to the students' feeling and emotions.	3.84	.668
I treat all students equally without any form of partiality.	3.90	.446
I encourage peaceful co-existence among the students.	3.76	.705
I think positively towards all the students I teach.	3.92	.277
I demonstrate high level of wisdom when doing my work as a teacher.	3.92	.277
I share knowledge collegially with other teachers in my school	3.34	.942
I promote orderly school climate that is conducive for learning	3.34	.942
I am professionally responsible as a teacher	4.00	.000
Teachers' Value System	3.76	.310
N = 192		

Teachers agreed that they are professionally responsible as teachers with a mean of 4.00 and a standard deviation of 0.00. Teachers agreed that they discourage any form of dishonesty from their students and are sensitive to the students' feeling

and emotions with a mean of 3.84 and a standard deviation of 0.668. Teachers agreed that they treat all students equally without any form of partiality with a mean of 3.90 and a standard deviation of 0.446. Teachers agreed that they encourage peaceful co-existence among the students with a mean of 3.76 and a standard deviation of 0.705. Teachers agreed that they think positively towards all the Students they teach and they demonstrate high level of wisdom when doing their work as teachers with a mean of 3.92 and a standard deviation of 0.277.

Teachers tended to agree that they share knowledge collegially with other teachers in their school and they promote orderly school climate that is conducive for learning with a mean of 3.34 and a standard deviation of 0.942.

The standard deviations of the ratings in most statements are low (ranging from 0.000 to .705) showing homogeneity of responses. There are 2 statements with high standard deviation (.942): *I share knowledge collegially with other teachers in my school* and *I promote orderly school climate that is conducive for learning*. On these two values, the teachers have heterogeneous responses. Although majority of the teachers agreed to these statements, there is a reasonable number of them who tended to disagree.

The overall response of teachers on their value system yielded a mean of 3.76 indicating that teachers have positive value system (3.50 – 4.00). The average response of the teachers on their value system yielded a standard deviation of 0.310, which was a low standard deviation indicating that the teachers were consistent in their self-rating about their value system strengthening that the teachers have positive values.

The more preferred and instrumental values by teachers and students are identified to be wisdom, honesty, capability and helpfulness. These value systems should be part of the curriculum so that they can be embraced. These were the suggestion of Dasari (2017), which have been confirmed by the findings of this study as teachers were positive on the value system.

Teacher value system is a powerful influence on curriculum and instruction decisions. The positive value system implies that the teachers have a mastery of the content being taught which makes them better teachers. This shows that teachers are also involved in planning and preparation through conducting research and hence boost student performance and achievement. With the mastery of the content, teachers earn the respect of their administrators. Administrators will be able to know which teachers are putting in the necessary time to be an effective teacher and which teachers are not. Teachers investing extra time in their classroom will not go unnoticed by those around them. They will have a natural respect for teachers when they see how hard they work.

Evaluation Rating on School Culture

To find out teachers' evaluation of the culture of their schools, the respondents were asked to rate their level of agreement on a scale of 1 to 4. The mean score of each statement was interpreted based on a scale as follows:

3.50 – 4.00 Agree

2.50 – 3.49 Tend to agree

1.50 – 2.49 Tend to disagree

1.00 – 1.49 Disagree

The overall mean score for school culture was interpreted as follows:

3.50 – 4.00 Excellent

2.50 – 3.49	Good
1.50 – 2.49	Fair
1.00 – 1.49	Poor

Research Question 3: What is the teachers' evaluation rating on the school culture?

Table 9

School Culture

	Mean	Std. Deviation
Teachers and staff exert considerable effort on behalf of the school.	4.00	.000
Teachers and staff discuss instructional strategies and curriculum issues.	4.00	.000
Teachers and staff work together to develop the school schedule.	4.00	.000
Our school supports and appreciates the sharing of new ideas by teachers and staff members.	4.00	.000
Our school reflects a true sense of community.	4.00	.000
Teachers and staff promote school goals among the students.	4.00	.000
Teachers and staff are involved in the decision-making process with regard to materials and resources.	3.92	.277
The student behavior code is a result of collaboration and consensus among staff.	3.92	.277
The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	4.00	.000
Teachers and staff enjoy each other's company.	3.92	.277
School Culture	3.9750	.08313
N = 192		

Teachers agreed that they exert considerable effort on behalf of the school, they discuss instructional strategies and curriculum issues, they work together to develop the school schedule, their school supports and appreciates the sharing of new ideas, their school reflects a true sense of community, they promote school goals among the students, the planning and organizational time allotted to them is

used to plan as collective units/teams rather than as separate individuals with means of 4.00 and standard deviations of 0.00. Teachers tended to agree that they are involved in the decision-making process with regard to materials and resources and the student behavior code is a result of collaboration and consensus among staff with means of 3.92 and standard deviations of 0.277. All standard deviations are low (ranging from .000 to .277) indicating that the teachers' responses are homogeneous on their evaluation of the school culture.

The average response of teachers on school culture yielded a mean of 3.98 indicating that teachers evaluated their school culture as excellent (3.50 – 4.00). The average response of the teachers on school culture yielded a standard deviation of 0.083, which was a low standard deviation indicating that the teachers are consistent with their evaluation on school culture, giving strength to the excellence of the culture of the public secondary schools under consideration based on the teachers' evaluation.

As discussed by Ayık and Atas, (2014) in their study, culture is believed to be an important factor that influences various aspects of human life, such as behaviour, thinking, perceptions and attitudes which are core for teacher commitment. An excellent school culture implies that teachers and other staff members work together and share beliefs, values, and assumptions. This positive school climate and school culture promotes students' ability to learn and a key element of school success. It is also an implication that there are many, overlapping, and cohesive interactions among all members of the school. A positive culture arises from messages that promote traits like collaboration, honesty, and hard work among the teachers and students.

Comparison Professional Commitment of Teachers

Research Question 4: Is there a significant difference in the professional commitment of teachers classified according to the following?

- (a) Gender
- (b) Age
- (c) Years of service
- (d) Level of education

Comparison of Professional Commitment of Male and Female Teachers

To compare the professional commitment of male and female teachers, independent sample T-test was used to determine the significant difference.

Table 10

Group Statistics

Group Statistics					
	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Professional Commitment	Male	123	3.592	.267	.02409
	Female	69	3.805	.193	.02329

From table 10 above, female teachers had a numerically higher mean response (3.805) with a standard deviation of 0.193 as compared to the male teachers' response, which yielded a mean of 3.592 with a standard deviation of 0.267.

From table 11, the group means are statistically and significantly different because the value the p-value is less than 0.05 (0.000). Therefore, the result of this study implies that there is a significant difference in the professional commitment of teachers classified according to gender. Female teachers are more committed to the teaching profession more than their male counterparts. Based on the stereotypical gender roles

Table 11

Independent Samples T-Test

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Teachers' Professional Commitment	Equal variances assumed	.163	.687	-5.818	190	.000	-.21296	.03660

which are identified as masculine traits in terms of instrumental personality traits, such as independence, assertiveness and dominance, females have moved to profession contrary to this stereotype which best suit their feminine traits which are expressed sensitivity, empathy and nurturing, which best suit the teaching profession.

Gender has a high impact on employees' organizational commitment, where it refers to socio-psychological categories of masculinity and femininity. The findings of this study confirms the finding of Ekta, (2017) where she established that women are more committed to their organizations and other studies determined men as more committed than women (Moses, Admiraal and Berry, 2016). Gender has been revealed as one of the antecedents for commitment to teaching. When parents know there is a female teacher in a school, they are easily convinced to send their children and more so girls to school knowing that female teachers have empathy and nurturing towards students.

Comparison of Professional Commitment of Teachers Based on Age

To compare the professional commitment of teachers based on age, one-way Analysis of Variance (ANOVA) was used to determine the significant difference.

Table 12

Descriptives Based on Age

Descriptives				
Age	N	Mean	Std. Deviation	Std. Error
25 -30 years	56	3.791	.229	.03065
31-36 years	58	3.708	.239	.03136
37 years and above	78	3.551	.258	.02919
Total	192	3.668	.263	.01901

From table 12 above, teachers who are aged between 25-30 years had a mean response of 3.791 and standard deviation of 0.229, teachers who are aged between 31-36 years had a mean response of 3.708 and standard deviation of .0.239, while teachers who are aged 37 years and above had a mean response of 3.551 and standard deviation of 0.258.

Table 13

Analysis of Variance Results on Age Comparison

ANOVA

Teachers' Professional Commitment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.996	2	.998	16.746	.000
Within Groups	11.262	189	.060		
Total	13.257	191			

Table 13 above shows that there is statistically significant difference between the mean responses for professional commitment based on the ages of the teachers as

indicated by a p-value of 0.000, which is less than the set significance level of .05.

This signifies that professional commitment varies according to the teacher's age.

Table 14

Multiple Comparisons

Dependent Variable: Teachers' Professional Commitment
Games-Howell

(I) Age of respondents	(J) Age of respondents	Mean Difference (I-J)	Std. Error	Sig.
25 -30	31-36	.08243	.04385	.149
	37 and above	.23919*	.04232	.000
31-36	25 -30	-.08243	.04385	.149
	37 and above	.15676*	.04284	.001
37 and above	25 -30	-.23919*	.04232	.000
	31-36	-.15676*	.04284	.001

*. The mean difference is significant at the 0.05 level.

Table 14 shows which pairs of groups differed from each other. From the above table, there is a statistically significant difference in professional commitment between the following age groups: 25 to 30 and 37 and above ($p = 0.000$) and 31 to 36 and 37 and above ($p = 0.001$). However, there were no differences between the professional commitment of teachers aged 25 to 30 and 31 to 36 ($p = 0.149$). Younger teachers (ages of between 25 to 36 years) have higher self-evaluation of their professional commitment than the older teachers with ages 37 years and above do. Younger teachers tend to be more committed professionally because they are still new in the profession and their target is to build the experience in teaching and again, they focus on learning more and more in their new profession.

The findings of this study agree with the findings of studies investigating the impact of age on professional commitment as mentioned by Ekta (2017) that age is likely to create a feeling of organizational commitment depending on both experience and the conservative attitude it produces. Young committed teachers might have same

mindset as the students. They might be sharing common interests with the students. They might understand the situation the students are going through because they might also be in same situation a while ago. They might help students in every possible way as they understand the students very well. All the students need is to cooperate with the young teachers and follow what they say.

Comparison of Professional Commitment of Teachers Based on Years of Service

To find out the comparison of the professional commitment of teachers based on their ages, one-way analysis of variance (ANOVA) was used to determine the significant difference.

Table 15

Descriptive Based on Years of Service

Descriptives				
	N	Mean	Std. Deviation	Std. Error
0 to 5 Years	40	3.5717	.19561	.03093
6 to 10 Years	74	3.8441	.19993	.02324
11 to 16 Years	38	3.5351	.36629	.05942
17 years and above	40	3.5667	.05847	.00925
Total	192	3.6684	.26346	.01901

From table 15 above, teachers who had 6-10 years of service had a mean response of 3.8441 and standard deviation of 0.19993 while the mean response of teachers who served for 17 years and above is 3.5667, for those with 0 to 5 years of service is 3.5717, and those with 11 to 16 years of service is 3.5351 with standard deviations of 0.05847, 0.19561 and 0.36629 respectively.

Table 16

Analysis of Variance Results on Comparison of Years of Service

ANOVA					
Teachers' Professional Commitment					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.749	3	1.250	24.711	.000
Within Groups	9.508	188	.051		
Total	13.257	191			

Table 16 shows that there is statistically significant difference between the mean response for professional commitment of teachers classified according to years of service ($p=0.000$). This shows that years of service have a significant influence on professional commitment of teachers.

Table 17 shows which groups differed from each other. From the table, there is a statistically significant difference in professional commitment between the following years of service: 0 to 5 years and 6 to 10 years ($p = 0.000$), 6 to 10 years and 11 to 16 years ($p = 0.000$) and 6 to 10 years and 17 years and above ($p = 0.000$). However, there were no differences between the following years of service: 0 to 5 and 11 to 16 years, 11 to 16 years and 17 years and above ($p = 0.149$). Teachers who are in service between 6 to 10 years have higher self-evaluation of their professional commitment than those teachers who are in service between 0 to 5 years and those who are in service for 11 years and above.

As mentioned by Peterson (2014), in his study on school teacher evaluation, school teachers who have an experience not exceeding ten years have higher evaluation that their counterparts with lower and higher experience. He pointed out that this is the age at which teachers can probably reflect on themselves naturally. This implies that these teachers are able to refine, modify, and change their instruction to meet the needs of their students throughout the year. This is vital to the success of

their teaching because the needs of their students change, and they need to change with them. They may use observations from the principal, student work, and parent interactions to evaluate their performance as a teacher.

Table 17

Multiple Comparisons Based on Years of Service

Dependent Variable: Teachers' Professional Commitment
Games-Howell

		Mean		
(I) Years of service	(J) Years of service	Difference (I-J)	Std. Error	Sig.
0 to 5 Years	6 to 10 Years	-.27248*	.03869	.000
	11 to 16 Years	.03658	.06699	.947
	17 years and above	.00500	.03228	.999
6 to 10 Years	0 to 5 Years	.27248*	.03869	.000
	11 to 16 Years	.30906*	.06380	.000
	17 years and above	.27748*	.02501	.000
11 to 16 Years	0 to 5 Years	-.03658	.06699	.947
	6 to 10 Years	-.30906*	.06380	.000
	17 years and above	-.03158	.06014	.952
17 years and above	0 to 5 Years	-.00500	.03228	.999
	6 to 10 Years	-.27748*	.02501	.000
	11 to 16 Years	.03158	.06014	.952

*. The mean difference is significant at the 0.05 level.

Comparison of Professional Commitment of Teachers Based on Level of Education

To compare the professional commitment of teachers classified according to their education level, Mann-Whitney U test was used to determine if the difference is significant. This is because the number of teachers with bachelor's degree is more than twice the number of those with master's degree.

From table 18, teachers with bachelor's degree had a mean response of 3.6934 with a standard deviation of 0.27985 while those with master's degree have responses which yielded a mean of 3.5333 with a standard deviation of 0.0000.

Table 18

Group Statistics Based on Education Level

		Group Statistics				
Level of education		N	Mean Rank	Mean	Std. Deviation	Std. Error Mean
Teachers' Professional Commitment	Bachelor's Degree	162	103.63	3.6934	.27985	.02199
	Master's Degree	30	58.00	3.5333	.00000	.00000

From table 19, the group means are statistically and significantly different because the p-value (0.000) is less than 0.05. Therefore, the results of this study imply that there is a significant difference in the professional commitment of teachers classified according to level of education. Teachers with bachelor's degree are more committed to the teaching profession than those with master's degree.

Table 19

Mann-Whitney Test Statistics

Test Statistics^a	
	Teachers' Professional Commitment
Mann-Whitney U	1275.000
Wilcoxon W	1740.000
Z	-4.300
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Level of education

The findings of this study conform to the findings of Collie, Shapka, and Perry (2011) who concluded that education development is a major contributor to teacher commitment. This complies with the results of this study in that teachers who had bachelor's degree exhibited more commitment to their profession. This gives an implication that these teachers have enough background knowledge and

comprehension of how theory integrates into and strengthens teaching practices.

However, teachers who have the strong critical thinking skills imparted by advanced degree programs, lead them to more teaching by the book and less tailored to individual student needs.

Relationship between Teachers' Professional Commitment and Teacher Characteristics and School Culture

To find out the significant relationship between professional commitments of teachers and their characteristics and school culture, Pearson product-moment correlation coefficient. Correlation coefficients range from -1 to +1. Negative value of correlation coefficient indicates inverse relationship while positive value indicates direct relationship. Weak relationship is denoted by coefficient value of less than 0.3, coefficient values ranging between 0.3 to 0.8 shows moderate relationship, and correlation coefficients greater than or equal to 0.8 indicates strong relationship.

Research Question 5: Is there a significant relationship between teachers' professional commitment and the following?

- a. Attitudes towards the teaching profession
- b. Beliefs about student learning
- c. Value system
- d. School culture

As indicated in table 20, Teachers' Attitudes towards Teaching Profession, Beliefs about Student Learning, Value system and School Culture have a positive correlation with professional commitment (Pearson correlation coefficients of 0.144, 0.633, 0.858, 0.308 and *P* values of 0.046 and 0.000, respectively). Teacher's attitude had a weak relationship with professional commitment while school culture and teachers' beliefs about student learning have moderate relationship with professional

Table 20

Correlation Coefficients

Correlations		Teachers' Professional Commitment
Teachers' Attitudes towards Teaching Profession	Pearson Correlation	.144*
	Sig. (2-tailed)	.046
	N	192
Teachers' Beliefs about Student Learning	Pearson Correlation	.633**
	Sig. (2-tailed)	.000
	N	192
Teachers' Value system	Pearson Correlation	.858**
	Sig. (2-tailed)	.000
	N	192
School Culture	Pearson Correlation	.308**
	Sig. (2-tailed)	.000
	N	192

*. Correlation is significant at the 0.05 level (2-tailed).

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

commitment. On the other hand, teachers' value system has strong relationship with professional commitment. The results of this study therefore indicate that there is a significant direct relationship between teachers' professional commitment and their attitudes towards teaching profession, beliefs about student learning, value system, and their evaluation of the school culture. This implies that teachers who have positive attitudes towards teaching profession, positive beliefs about student learning, positive value system, and are serving in an institution with excellent school culture tend to be more committed in the teaching profession.

As established in this study, Shinn (1971) analyzed direct and indirect relations between school culture and the professional commitment of primary school teachers. The findings indicated that although there was a positive correlation between school culture and professional commitment, the direct effect of school culture on

professional commitment was not meaningful. This was contrary to this study as the correlation between school culture and professional commitment was significant. School cultures are influential. They shape and re-shape what people do, think, and feel. Teachers are shaped by school cultures that they themselves might possibly have helped shape and it influences the commitment of a teacher. The results of this study on school culture are the same as the findings of Lunenburg and Orindah (2014) from their research that school culture has an influence of teachers job commitment.

As mentioned by Debdas and Santosh (2016), teacher's attitude towards teaching profession is a factor influencing the professional commitment of public secondary school teachers. The findings of this study are supported by the findings of Nias (1981) that commitment to teaching contributes to teachers' behaviors, attitudes, perceptions and performance. The result of this study is again supported by Malik and Rani (2013) who reported that there exists a significant positive correlation between attitude towards teaching and professional commitment.

While it is true that there are teachers whose attitudes are positive towards the profession, for most students, the reality of the school classroom consists of lessons where teaching is transmitted by their teachers, at best. The effective attitudes and actions employed by the teachers ultimately make a positive difference on the lives of the students, and this belief serves as the central focus of the profession. Attitude means the teacher's prevailing tendency to respond favorably or unfavorably to students.

Shaw and Reyes (2012) mentioned that if the teachers are ill motivated, apathetic, uncommitted, uninspired, lazy, dishonest, undisciplined and anti-social, then the profession is doomed. This is supported in this study showing that teachers who have positive value system are more committed to their profession. The roles of

teachers in the education system goes beyond transmitting knowledge through the use of pedagogical skills but more of such things as values and value system and character of the teacher which exhibits interpersonal relationship between the teacher and the learners therefore determining the commitment of the teacher.

Predictors of Teachers' Professional Commitment

To find out the predictors of teachers' professional commitment, stepwise multiple regression analysis was used. This analysis provides the percentage of the variance in professional commitment accounted for by each independent variable. It also shows whether the regression model fits the data. It provides the coefficients that can be used to formulate the regression equation.

Research Question 6: What are the best predictors of teachers' professional commitment?

The model summary provides the R , R^2 , adjusted R^2 , and the standard error of the estimate which represents the average distance that the observed values fall from the regression line. The R-square value is the proportion of variation in professional commitment accounted for by independent variables which entered the regression.

The regression analysis indicates that teachers' value system, school culture, teachers' beliefs about student learning and teachers' attitudes towards teaching profession are significant predictors of teachers' professional commitment. The percentage of the variance in professional commitment accounted for by teachers' value system is 73.5%, by school culture is 5.1%, by beliefs about student learning is 2.3%, and by attitudes towards teaching profession is 2.7% with a total of 83.6% strength of prediction.

The ANOVA table is to test whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly

Table 21

Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858 ^a	.736	.735	.13568
2	.888 ^b	.788	.786	.12183
3	.901 ^c	.812	.809	.11520
4	.916 ^d	.840	.836	.10663

a. Predictors: (Constant), Teachers' Value system

b. Predictors: (Constant), Teachers' Value system, School Culture

c. Predictors: (Constant), Teachers' Value system, School Culture, Teachers' Beliefs about Student Learning

d. Predictors: (Constant), Teachers' Value system, School Culture, Teachers' Beliefs about Student Learning, Teachers' Attitudes towards Teaching Profession

ANOVA^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11.131	4	2.783	244.766	.000 ^e
Residual	2.126	187	.011		
Total	13.257	191			

a. Dependent Variable: Teachers' Professional Commitment

Predictors: (Constant), Teachers' Value system, School Culture, Teachers' Beliefs about Student Learning, Teachers' Attitudes towards Teaching Profession

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-3.854	.468		-8.235	.000
Teachers' Value system	.587	.032	.691	18.548	.000
School Culture	1.247	.128	.393	9.731	.000
Teachers' Beliefs about Student Learning	.251	.038	.251	6.577	.000
Teachers' Attitudes towards Teaching Profession	-.167	.029	-.234	-5.698	.000

a. Dependent Variable: Teachers' Professional Commitment

Predictors: (Constant), Teachers' Value system, School Culture, Teachers' Beliefs about Student Learning, Teachers' Attitudes towards Teaching Profession

predict the dependent variable, $p < .000$ hence the regression model is a good fit of the data.

The predictive model is the linear regression equation as follows:

$$Y = B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + C$$

Where Y = Professional Commitment, B_i = Beta coefficients, X_1 = Attitude, X_2 = Beliefs, X_3 = Values, X_4 = Culture and C = Constant term

The linear regression equation to predict the teachers' professional commitment (Y) from the knowledge of value system (X_1), school culture (X_2), beliefs about student learning (X_3), and attitudes towards teaching profession (X_4) is as follows:

$$Y = 0.587X_1 + 1.247X_2 + 0.251X_3 - 0.167X_4 - 3.854.$$

Atmosphere, culture, resources, and social networks of a school are the major predictors of professional commitment in school. Purba, Ambarita, and Siagian (2018) examined these variables as predictors of teacher commitment and the results showed that they were all significant predictors of increased professional commitment. This was the same in this study as the best predictors of professional commitment were determined as school culture, value system and beliefs on student learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study and the findings and makes conclusions based on the research questions of the study, which were:

1. To what extent are public secondary school teachers committed to their profession?
2. What are the teacher characteristics in terms of the following: a) beliefs on student learning, b) attitude toward the teaching profession and c) value system?
3. What is the teachers' evaluation rating on the school culture?
4. Is there a significant difference in the professional commitment of teachers classified according to a) gender, b) age, c) years of service, and d) level of education
5. Is there a significant relationship between teachers' professional commitment and a) attitudes towards teaching profession, b) beliefs about student learning? c) value system and d) school culture
6. What are the best predictors of teachers' professional commitment?

This chapter also makes recommendations for improvements arising from the study limitations and proposes areas for further study.

Summary of the Study

The main aim of this study was to establish factors influencing professional commitment of public secondary school teachers in Trans-Nzoia West sub-County, Kenya. This study was based on the following theories; the theory of Nabukenya (2010), the theory of Choy, (2015) and the theory of Teleologism and Deontologism (Choat, 2014). These theories were used to guide the study because they point out that teachers have a duty to exhibit teacher professional characteristics (in terms of attitude towards the teaching profession, beliefs on student learning, value system), and school culture which demonstrate teacher professional commitment. The study adopted a descriptive and correlational research designs. Stratified random sampling was used to obtain categories of schools (30 county schools, 1 extra-county school, and 1 National school) to obtain a sample that best represents the entire population being studied. One-third (one-third of 30 are 10 county schools) of the total number of county schools were involved in the study. The 10 county schools which participated in the study were selected using a simple random sampling technique. This technique was applicable since it was considered as a fair way of selecting a sample from a given population since every member was given equal opportunities of being selected. This gave 12 schools (where 10 were county schools, 1 extra-county school, and 1 national school). Cluster sampling technique was employed where all the 234 teachers in the 12 schools participated in the study, where 109 teachers from 10 County schools, 58 teachers from the extra-County School and 67 from the National School. 213 teachers who were present during the time of the study participated and 192 questionnaires were returned giving a response rate of 82%.

Summary of Findings

The general findings were as follows based on the research questions:

1. Public secondary school teachers have high professional commitment.
2. Teachers tend to have a positive attitude towards teaching profession, have positive beliefs about student learning and have positive value system.
3. Teachers have a high evaluation of their school culture.
4. There is a significant difference in the professional commitment of teachers classified according to gender, age, years of service and level of education.
5. There is a significant direct relationship between teachers' professional commitment and their attitudes towards teaching profession, beliefs about student learning, value system, and their evaluation of the school culture.
6. The best predictors of professional commitment are school culture, value system, beliefs about student learning, and attitude towards the teaching

Conclusions

From the findings, the study concludes that:

1. Public secondary school teachers are highly committed to their profession.
2. Teachers have a moderately positive attitude towards teaching profession but have a highly positive belief about student learning and value system.
3. Public secondary schools have excellent school culture as evaluated by the teachers.
4. Female teachers, younger teachers, teachers who are in service for 6 to 10 years, and teachers holding bachelor's degrees are more committed to the teaching profession than their counterparts.
5. Teachers who have positive attitudes towards teaching profession, positive beliefs about student learning, positive value system, and are serving in an

institution with excellent school culture tend to be more committed to the teaching profession.

6. School culture, value system, beliefs about student learning, and attitude towards the teaching profession accounts for 83.6% of the variance in teachers' professional commitment.

Recommendations

Given the findings from this study, there are a number of recommendations that can be adopted by the teachers and school management in an effort to establish factors influencing professional commitment of public secondary school teachers:

1. Since the public secondary school teachers are highly committed to their profession, school management to support with social services such as retreats, remedial, awards and the necessary teaching materials to maintain their professional commitment.
2. With positive attitude of teachers towards teaching profession and major value system, teacher's beliefs about student learning also needs to be encouraged through enlightening them.
3. With teacher's high evaluation of their school culture, the school management to continually incorporate social and school culture to provide more conducive environment for teacher commitment.
4. Professional commitment is an integral part of teaching profession that determines teacher performance. Therefore, professional commitment should be harmonized among the ages, gender, and educational qualification of teachers for them to be committed regardless of their demographic characteristics.

5. School stakeholders need to carry out awareness to teachers on the school culture and value system to help the management and teachers to predict the learning of students.
6. The management should identify the beliefs on student learning so that teachers are able to identify specific attributes of students towards learning for them to predict the learning of students.

Recommendations for Further Studies

1. A study to be done to determine the factors influencing professional commitment of private secondary school teachers.
2. A study to be done investigating the relationship between teacher professional commitment and school performance.
3. A similar study to be done in different counties to help confirm the findings of this study.

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APPENDICES

APPENDIX A: Questionnaires for Teachers

Questionnaires for Teachers

Dear Participant,

This research is meant for academic purpose that will investigate the factors influencing professional commitment of public secondary school teachers in Trans-Nzoia West Sub-County, Kenya. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please place a tick where appropriate.

Researcher,
Nehemiah Kimutai Bett.

Part I. Demographic Information

1. What is your gender? Male [] Female []

2. Age

25 to 30 yrs [] 31 to 36 yrs [] 37 yrs and above []

3. Years of service

0 to 5 yrs [] 6 to 10 yrs [] 11 to 16 yrs [] 17 yrs and above []

4. Level of education

Diploma [] Bachelor's Degree [] Master's [] PhD []

Part II. Answer the following questions by placing a tick on the number that

corresponds to the extent of your agreement or disagreement to the given statement.

The numbers 1, 2, 3, and 4 below represent the following responses:

1 = Disagree 2 = Tend to Disagree 3 = Tend to Agree 4 = Agree

There is no correct or incorrect answer.

Teachers' Professional Commitment

No	Description.	1	2	3	4
1	I have great passion in my work.				
2	I am determined to improve students' academic out comes.				
3	I impart values and life skills to my students.				
4	I focus on the individual needs of my students.				
5	I promote students' intellectual and moral development.				
6	I devote extra time out of class time to improve students' learning.				
7	I innovate and integrate new ideas in my class teaching.				
8	My responsibility towards my students does not end in school.				
9	I show high moral behavior.				
10	I always leave class after the specified time.				
11	I show high ethical standards.				
12	I come to school early.				
13	I attend classes regularly.				
14	I cover the syllabus on time.				
15	I prepare professional documents for teaching and learning on time.				

Teachers' Attitudes towards Teaching Profession

No	Items.	1	2	3	4
1	I take pride in my profession as a teacher.				
2	Teaching is a well-respected career.				
3	Teachers are valued by society.				
4	Teaching is a noble profession.				
5	I enjoy my work as a teacher.				
6	Teachers play an important role in society.				
7	Teaching gives me opportunity to enjoy the company of intellectual people.				
8	I can serve humanity better in the teaching profession.				

Teachers' Beliefs about Student Learning

No	Description.	1	2	3	4
1	Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.				
2	In order to maximize learning I need to help students feel comfortable in discussing their feelings and beliefs.				
3	Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.				
4	Taking time to create caring relationships with my students is an important element for student achievement.				
5	Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.				
6	Knowing my subject matter really well is the most important contribution I can make to student learning.				
7	I can help students who are uninterested in learning to get in touch with their natural motivation to learn.				
8	Students will be more motivated to learn if teachers get to know them at a personal level.				
9	Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.				
10	Accepting students who they are – no matter what their behavior and academic performance – makes them more receptive to learning.				

Teachers' Value system

No	Description.	1	2	3	4
1	I discourage any form of dishonesty from my students.				
2	I am sensitive to the students' feeling and emotions.				
3	I treat all students equally without any form of partiality.				
4	I encourage peaceful co-existence among the students.				
5	I think positively towards all the students I teach.				
6	I demonstrate high level of wisdom when doing my work as a teacher.				
7	I share knowledge collegially with other teachers in my School.				
8	I promote orderly school climate that is conducive for Learning.				
9	I am professionally responsible as a teacher.				

School Culture

No	Description.	1	2	3	4
1	Teachers and staff exert considerable effort on behalf of the school.				
2	Teachers and staff discuss instructional strategies and curriculum issues.				
3	Teachers and staff work together to develop the school schedule.				
4	Our school supports and appreciates the sharing of new ideas by teachers and staff members.				
5	Our school reflects a true sense of community.				
6	Teachers and staff promote school goals among the students.				
7	Teachers and staff are involved in the decision-making process with regard to materials and resources.				
8	The student behavior code is a result of collaboration and consensus among staff.				
9	The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.				
10	Teachers and staff enjoy each other's company.				

Thank you for your cooperation.

APPENDIX B: Reliability Analysis

Reliability (Teachers' Professional Commitment)

Reliability Statistics

Cronbach's Alpha	N of Items
.785	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I have great passion in my work.	51.30	15.274	.166	.789
I am determined to improve students' academic out comes.	51.15	15.187	.275	.781
I impart values and life skills to my students.	51.75	12.197	.938	.724
I focus on the individual needs of my students.	51.60	13.832	.262	.794
I promote students' intellectual and moral development.	51.15	14.345	.586	.764
I devote extra time out of class time to improve students' learning.	51.95	11.418	.651	.745
I innovate and integrate new ideas in my class teaching.	51.90	10.832	.630	.752
My responsibility towards my students does not end in school.	51.50	12.263	.817	.731
I show high moral behavior.	51.10	14.200	.506	.766
I always leave class after the specified time.	51.10	15.358	.271	.782
I show high ethical standards.	51.10	15.358	.271	.782
I come to school early.	51.00	16.105	.000	.789
I attend classes regularly.	51.00	16.105	.000	.789
I cover the syllabus on time.	51.00	16.105	.000	.789
I prepare professional documents for teaching and learning on time.	51.40	15.095	.194	.788

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
55.00	16.105	4.013	15

Reliability (Teachers' Attitudes towards Teaching Profession)

Reliability Statistics

Cronbach's Alpha	N of Items
.685	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I take pride in my profession as a teacher.	24.25	9.776	.279	.675
Teaching is a well-respected career.	23.95	9.524	.490	.651
Teachers are valued by society.	23.95	9.524	.490	.651
Teaching is a noble profession.	24.00	9.684	.381	.663
I enjoy my work as a teacher.	25.40	6.358	.533	.619
Teachers play an important role in society.	23.85	9.608	.645	.646
Teaching gives me opportunity to enjoy the company of intellectual people.	24.95	5.734	.484	.674
I can serve humanity better in the teaching profession.	23.90	9.779	.446	.660

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.75	10.934	3.307	8

Reliability (Teachers' Beliefs about Student Learning)

Reliability Statistics

Cronbach's Alpha	N of Items
.709	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings.	33.40	7.095	-.053	.727
In order to maximize learning I need to help students feel comfortable in discussing their feelings and beliefs.	33.45	7.103	-.071	.734
Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs.	33.35	7.082	.000	.718
Taking time to create caring relationships with my students is an important element for student achievement.	33.75	5.145	.739	.620
Helping students understand how their beliefs about themselves influence learning is as important as working on their academic skills.	33.95	3.734	.678	.620
Knowing my subject matter really well is the most important contribution I can make to student learning.	33.90	4.832	.887	.589
I can help students who are uninterested in learning to get in touch with their natural motivation to learn.	34.10	3.358	.868	.545
Students will be more motivated to learn if teachers get to know them at a personal level.	33.45	6.892	.059	.723
Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	33.45	6.892	.059	.723
Accepting students who they are – no matter what their behavior and academic performance – makes them more receptive to learning.	33.35	7.082	.000	.718

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
37.35	7.082	2.661	10

Reliability (Teachers' Value system)

Reliability Statistics

Cronbach's Alpha	N of Items
.619	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I discourage any form of dishonesty from my students.	30.10	5.568	.608	.502
I am sensitive to the students' feeling and emotions.	30.10	5.568	.608	.502
I treat all students equally without any form of partiality.	30.05	6.261	.663	.527
I encourage peaceful co-existence among the students.	30.20	5.432	.599	.499
I think positively towards all the students I teach.	30.05	7.839	.006	.636
I demonstrate high level of wisdom when doing my work as a teacher.	30.05	7.839	.006	.636
I share knowledge collegially with other teachers in my school	30.55	6.366	.146	.660
I promote orderly school climate that is conducive for learning	30.55	6.366	.146	.660
I am professionally responsible as a teacher	29.95	7.945	.000	.629

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.95	7.945	2.819	9

Reliability (School Culture)

Reliability Statistics

Cronbach's Alpha	N of Items
.741	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers and staff exert considerable effort on behalf of the school.	35.70	.853	.000	.750
Teachers and staff discuss instructional strategies and curriculum issues.	35.70	.853	.000	.750
Teachers and staff work together to develop the school schedule.	35.70	.853	.000	.750
Our school supports and appreciates the sharing of new ideas by teachers and staff members.	35.70	.853	.000	.750
Our school reflects a true sense of community.	35.70	.853	.000	.750
Teachers and staff promote school goals among the students.	35.70	.853	.000	.750
Teachers and staff are involved in the decision-making process with regard to materials and resources.	35.80	.379	1.000	.563
The student behavior code is a result of collaboration and consensus among staff.	35.80	.379	1.000	.563
The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	35.70	.853	.000	.750
Teachers and staff enjoy each other's company.	35.80	.379	1.000	.563

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
39.70	.853	.923	10

APPENDIX C: Research ethics clearance letter



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH
UNIVERSITY OF EASTERN AFRICA, BARATON
P.O. BOX 2500-20100, Eldoret, Kenya, East Africa

B1352019

May 8, 2019

TO: Nehemiah Kimutai Bett
School of Education, Humanities and Social Sciences
University of Eastern Africa Baraton

Dear Sir,

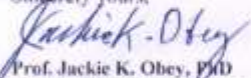
RE: Factors influencing Professional Commitment of Public Secondary School Teachers in Trans-Nzoia West Sub-County, Kenya.

This is to inform you that the Research Ethics Committee (REC) of the University of Eastern Africa Baraton has reviewed and approved your above research proposal. Your application approval number is IERC/13/05/2019. The approval period is 8th May, 2019- 7th May, 2020.

This approval is subject to compliance with the following requirements;

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

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

Sincerely yours,

Prof. Jackie K. Obey, PhD
Chairperson, Research Ethics Committee



A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

APPENDIX D: Letter for pilot study



**OFFICE OF THE DIRECTOR OF GRADUATE
STUDIES AND RESEARCH**
UNIVERSITY OF EASTERN AFRICA, BARATON
P.O. Box 2500, Eldoret, Kenya

08 July, 2019

TO WHOM IT MAY CONCERN

Re: PILOT STUDY OF RESEARCH INSTRUMENT

Mr. Nehemiah K. Bett is a graduate student pursuing **Master of Education in Curriculum and Teaching** at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled "*Factors Influencing Professional Commitment of Public Secondary School Teachers in Trans-Nzoia West Sub-County, Kenya*"

To establish the reliability of his research instrument, Mr Bett is conducting a pilot study. Please allow him to administer his questionnaires to selected respondents in your institution.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours

A handwritten signature in blue ink, appearing to read 'Korso Gude', written over a horizontal line.

Prof. Korso Gude,
Ag. Director



Cc: Chair Department of Education
Office file

APPENDIX E: Letter for data-gathering



THE PRESIDENCY

Telephone: 054 – 30020
Fax No: 054 – 30030

MINISTRY OF INTERIOR
AND
COORDINATION OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE
TRANS NZOIA COUNTY
P.O BOX 11 - 30200
KITALE

E-mail: cctransnzoiacounty@yahoo.com

When replying please quote

TNZC/CONF/ED.12/1/VOL.III /163

26th August, 2019

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION

This is to inform you that **Nehemiah Bett** of **University of Eastern Africa** has been authorized by National Commission for Science, Technology and Innovation to carry out research on “**Factors influencing professional commitment of Public Secondary School Teachers**” in **Trans Nzoia County** for the period ending **14th October, 2020**.

Kindly accord him the necessary assistance that he may require.

BIKEYO B. W.
FOR: COUNTY COMMISSIONER
TRANS NZOIA COUNTY



APPENDIX F: Research authorization



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams:.....
Telephone: Kitale 054-31653
Email: transnzoiawestdeo@gmail.com
When replying please quote

SUB-COUNTY EDUCATION OFFICE
TRANS NZOIA WEST
P.O. BOX 659
KITALE

Ref: TNW/ED/GEN/78/VOL.IV/240

Date: 26th August 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – NEHEMIAH BETT,
ADM NO- D/EHS/127790

The above subject refers. Mr. Nehemiah Bett is a student pursuing Degree in Education at University of Eastern Africa. He intends to carry out a research data collection on **FACTORS INFLUENCING PROFESSIONAL COMMITMENT OF PUBLIC SECONDARY SCHOOL TEACHERS** in Trans Nzoia West Sub- County, Kenya






This is to inform you that this office grants him authority to do so.

Kindly assist him.

for SUB-COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA WEST
P. O. Box 659 - KITALE
Date: 26.8.2019

JOSEPH O. OCHIENG'
FOR: SUB COUNTY DIRECTOR OF EDUCATION
TRANS NZOIA WEST.

APPENDIX G: Research permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 127790	Date of Issue: 14/August/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Mr., NEHEMIAH BETT of "University of Eastern Africa, has been licensed to conduct research in Transzoia on the topic: FACTORS INFLUENCING PROFESSIONAL COMMITMENT OF PUBLIC SECONDARY SCHOOL TEACHERS IN TRANS-NZOIA WEST SUB-COUNTY, KENYA. for the period ending : 14/August/2020.</p>	
License No: NACOSTI/P/19/388	
127790 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

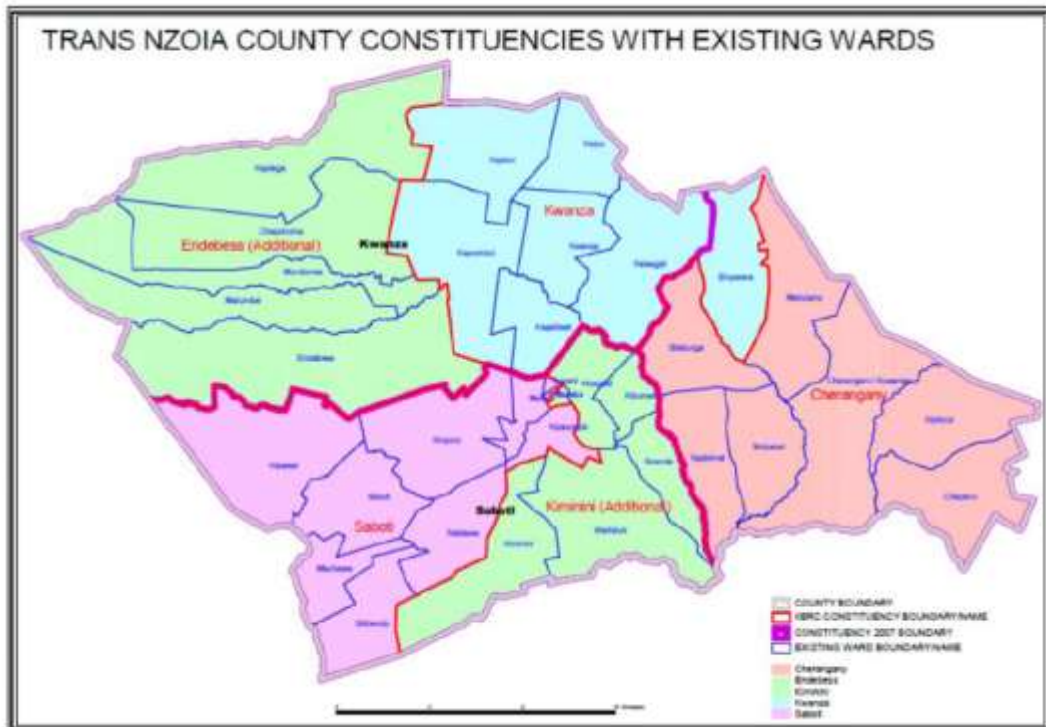
The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License and any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX H: Map of Trans-Nzoia County



APPENDIX I: Curriculum Vitae

PERSONAL DETAILS

Name : Bett Nehemiah Kimutai
Address : P.O.Box 7473-30100, ELDORET
Gender : Male
Mobile No. : +254-726-684-188
Date of Birth : 19-03-1981
Nationality : Kenyan
Marital Status: Married
Language : Kalenjin, Kiswahili and English

PERSONAL PROFILE

A resourceful and highly experienced teacher with over (10) years demonstrated success in teaching, motivating, and directing students/staff while maintaining high interest and achievement. I am exceptionally passionate about educational development and I believe strongly in self-empowerment and access to better education to all. I am skilled in all areas of education including research, educational leadership, administration and curriculum development.

EDUCATIONAL BACKGROUND

YEAR	INSTITUTION	QUALIFICATION
2015 TO DATE	University of Eastern Africa, Baraton	
2003- 2009	Bugema university-Uganda	Bsc/Ed
1998- 2001	Segero Adventist High school	KCSE
1987- 1997	Kiptuiya Primary school	KCPE

Key Skills and Competencies

Demonstrated a high degree of professional competence and administrative capability in the management of education Program and innovations in effective teaching

Experienced in studying, evaluating, and implementing innovative techniques & methods

Skilled in providing leadership in the development, articulation & implementation of an exemplary curricular program and assessment;

Expert in staff Evaluations and appraisals, personnel and administration management

Interact professionally with all levels of staff and maintain the highest level of confidentiality; known for tact and diplomacy in handling sensitive issues.

PROFESSIONAL EXPERIENCE

YEAR	WORK STATION
2019-TO DATE	Segero Heralds Adventist High school
2013-2018	Segero Adventist School-Chesowos
2010-2013	Segero Adventist School-Eldoret
2008-2009	Kings' Way Senior Secondary School-Uganda

WORK EXPERIENCE

Principal

Segero Heralds Adventist High School

From 2019 to date;

SegeroChesowos Adventist High School

From 2013 To 2018

Duties and Responsibilities:

- Responsible for Implementation of course work through teaching
- Serves as a resource person in curriculum, instruction and assessment
- Provides leadership to assure correlation between curriculum and national standards
- Develops, coordinates, and monitors the program of instruction for subject areas and oversees annual updates of curriculum guides.
- Human resource management
- Advised the school board of management on the formation of school policies and their implementation
- School financial management
- Monitoring the spiritual growth of the school.

Biology/Agriculture teacher

Segero Adventist School-Eldoret (Form 1-4), 2010 To 2013

Duties and Responsibilities:

- Implementation of curriculum through teaching and analyzed the syllabus and preparing schemes of work and lesson plan.
- Provided the vision and the professional leadership of the school to maintain its success and to ensure high quality education for all its students and continue to raise standards of achievement
- Promoted the aims of the school through implementation of the policies

- Advised the governing body on the formation of its policies and their implementation
- Ensured that there is an effective assessment, recording and reporting system of students' progress

Publications

- Factors Influencing Professional Commitment of Public Secondary School Teachers in Trans-Nzoia West Sub-County, Kenya –EAJESS-ISSN 2714-2132 <https://ejess.ac.tz/2020/07/16/factors-influencing-professional-commitment-of-public-secondary-school-teachers-in-trans-nzoia-west-sub-county-kenya/>

References

1. Prof. Vencie Allida
Associate Professor, Northern Caribbean University, Jamaica
vencieallida@yahoo.com
2. Dr. Amimo Catherine
Lecturer, University of Eastern Africa, Baraton
+254708250820.