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INFLUENCE OF TEACHERS SERVICE COMMISSION'S HUMAN RESOURCE MANAGEMENT PRACTICES ON TEACHER'S JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS: A CASE OF RONGAI SUB-COUNTY, KENYA

ABSTRACT

Teacher commitment is one of the most important aspects of performance and quality of employees in a school. The study sought to find out the effects of reward system; training and development; performance appraisal and promotion on teacher job commitment. The study used a descriptive research design. 390 full-time teachers drawn from all the 43 secondary schools in Rongai Sub County formed the study population. The target population consisted of principals, deputy principals, head of departments, and ordinary teachers. Stratified sampling was used to select a sample size of 143 respondents. The study used primary data which was collected by use of structured questionnaires. A total of 143 questionnaires was given out to the respondents by dropping them and picking later when they had filled, of which out of which 87 were fully filled and returned. A pilot study was carried out in Nakuru East Sub County prior to the main study to determine reliability and validity. Cronbach's alpha for the study was 0.73. Descriptive and inferential statistics were used to analyze data with the aid of Statistical Package for Social Sciences. Descriptive statistics included frequency and percent distribution and chi-square test of agreement. Inferential statistics included the use of Pearson's correlation coefficient and multiple linear regression. The findings showed an R^2 of 0.693 indicating that 63.9% of variation in job commitment can be explained by the four variables while 30.7% was a result of other factors. Further, reward system ($R=0.398$, $P \leq 0.05$), teacher training ($R=0.398$, $P \leq 0.05$), teacher performance ($R=-0.422$, $P \leq 0.05$), and teacher appraisal ($R=0.470$, $P \leq 0.05$) were statistically significant determinants of job commitment in secondary schools. The study concluded that TSC should organize frequent training and development that are relevant to every teacher's commitment due to dynamics in the teaching and learning environment.

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