

ABSTRACT

This research explored the influence of institutional factors on teachers' job commitment in public primary schools in Mwatate Sub-County, Kenya. The objectives of the study were to determine the extent to which salary package and involvement in decision-making influence teachers' job commitment. We used descriptive survey research design and focused on 63 head-teachers and 315 teachers from the 63 public primary schools in the region as the target population. The sample size was 94 respondents, made up of 17 head-teachers and 95 teachers who were randomly sampled based on the 30% rule. Questionnaires were used to collect data which was analysed using appropriate descriptive statistics. The research has established that most of the teachers (82 %) in the sub-county were not satisfied with the salary package they got from their employer, thus, posing serious challenges related to job commitment. Further, (80 %) of the teachers noted that they were not involved in important decision-making processes in their schools reducing their attachment to activities that show their commitment. The study recommends that both the TSC and the BoMs of public primary schools establish monetary policies that enable teachers to work harder and enhance pupils' performance both in and outside the classroom. They need to improve the terms and working conditions of teachers by considering salary increments annually, giving inter alia hardship and house allowances, so as to increase their commitment. In addition, school managements should provide adequate decision-making platforms for teachers which could enhance job commitment and ultimately lead to better academic performance.