

This research explored the effects of social and psychological working environment 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 the socio-psychological work environments as well as job security 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 there was a significant relationship between the working conditions and the level of job commitment. The study recommends that the Ministry of Education should strive to improve socio-psychological work environment in public primary schools and formulate strategies that can improve the affective, normative and continuance commitment scales of teachers through teacher-pupils contact time.