

**COMMITMENT AND TEACHER PERFORMANCE OF EARLY CHILDHOOD  
DEVELOPMENT TEACHERS IN PUBLIC SCHOOLS  
OF SIAYA COUNTY KENYA**

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**A Thesis**

**Presented to the School of  
Postgraduate Studies and Research  
Kampala International University  
Kampala, Uganda**

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**In Partial Fulfillment of the Requirements for the Degree  
Master in Early childhood and Primary Education**

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**By:**

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**August, 2012**

**DECLARATION A**

"This Thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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**Name and Signature of Candidate**

**Date**

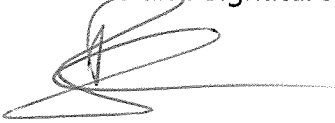
10/10/2012

## DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".

Dr (Mrs) Anumako, Jeanne B

Name and Signature of Supervisor



10-10-12

Date

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This research is the result of combined efforts from a number of people who have been of great importance and whom I wish to express my gratitude.

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May God Bless you all

## **ABSTRACT**

The study was about commitment and teacher performance of early childhood development teachers in public school of Siaya county Kenya. It was guided by four objectives; determining the profile of the respondents, the degree of commitment of early childhood teachers in selected public schools of Siaya County, the level of performance of early childhood teachers and the relationship between the levels of commitment and performance in selected public schools of Siaya County

Using a sample of 120 head teachers, the study found out that there are more male than female teachers in Ugunja district, the study also found out that the study also found that there is a close significance between the level of commitment of teachers and the performance of the teachers

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The test-retest techniques were used to determine the reliability of the researcher devised instruments to ten qualified respondents.

The study recommends that the government and stakeholders should take ECDE Seriously by employing teacher recommends prompt supervision to improve performance levels through feedback and reports.

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## CHAPTER ONE

### THE PROBLEM AND ITS SCOPE

#### Background of the Study

**Commitment** is a psychological state that binds an individual to the organization. It refers to the likelihood that an individual will stick to the organization, feel psychologically attached to it, whether the job is satisfying or not.

Companies often mistake employee retention for Commitment. It would be wrong to say that an employee who stays with the company is committed. The various forms of commitment coexist simultaneously, yet are distinguishable from each other

Employee commitment to the organization is at least of two types. One of them can be called rational commitment, i.e. a relationship based on employee's financial interests or interests related with possibilities to improve professional skills and make a career. We usually tend to such considerations as how much effort has been put while working in the company, whether we are adequately rewarded for the effort, and finally, are there any alternatives (better paid, more interesting and perspective jobs). If an employee thinks that the company is investing in them a lot, they will repay with diligence and loyalty.

Another type of commitment is called emotional commitment. According to researchers, it can be up to four times stronger in comparison to the mentioned rational commitment. Emotional commitment to the organization can be defined as a relationship where employees appreciate and enjoy their job and believe in what they are doing. They accept company goals as their own and honestly perform their tasks.

Various investigations have shown that a stronger employee emotional commitment determines an increase of up to 57% in their effort to perform their tasks properly and even determination to exceed the limits of formal requirements while seeking a better result. These attempts decide an upswing in the effectiveness of staff performance by 20%.

So what makes people strive more for the benefit of the company? The answer is: the company itself – if it ensures that employees have an opportunity to realize their potential and make a contribution to the company's success, are shown appreciation and feel the importance of their individual attempt.

An employee whose main object of attachment is a salary can be easily attracted by an employer offering a higher one. So what helps to retain employees is an emotional relationship (with the company, its managers, colleagues) which gradually develops when employees understand that they are important, needed, and cared about.

Thus by giving staff incentives as a sign of appreciation and recognition and strengthening employee commitment on the emotional level, a company will not only win staff productivity, but also successfully compete in the labour market where a good and loyal worker is a greatest asset. Some companies may be satisfied with their employees working only to get a salary, but if the success of your company depends on innovative ideas and creative solutions, you won't do without those committed to your company emotionally who will always show that extra effort and enthusiasm.

Many teachers are opting to quit the professionals in this fields are leaving their chosen profession, resulting in a drain of knowledge and expertise from each particular field. Those who choose to stay are increasingly older and often disillusioned with having to cope with changing work demands. The teaching profession is also perceived to be increasingly less attractive to the younger population offering few promotional

opportunities, challenging work conditions, afraid of terminating their services at any time and poor professional prestige. Those entering the profession are also likely to possess unrealistic expectations, resulting in their early exit from the profession

Those getting into the teaching profession are also likely to be older, averaging 33 years of age, and to have come from other careers (Potier, 2001). This study is an attempt to disclose the realities of early childhood teachers who have persevered and remain teaching in the classroom. Teachers play a crucial role in education, providing instruction and guidance to ensure student-learning takes place.

Teachers also play a critical role in the successful implementation of educational change and reform, putting educational policies and strategies into practice (Hargreaves & Evans, 1997). In a climate of ongoing change, teachers must not only persevere in their profession, but also take on new challenges and initiatives to become lifelong learners. At the same time teachers are expected to demonstrate professional commitment, occupation motivation and effective engagement in the teaching process. These expectations rely on teachers developing knowledge and strategies that not only enable them to survive, but to thrive in their profession. The field of early childhood education (ECE) is also experiencing intense reform, affecting the nature of teachers' work. Many early childhood teachers are sustained and committed to their profession, continuing to provide quality educational services to their students. While unrealistic expectations are perceived to contribute to teacher attrition (Danielson, 2002) intend to identify and describe factors sustaining early childhood teachers' motivation, commitment and passion for teaching, as well as their effective engagement in classroom teaching.

In addition, this investigation will seek to promote a healthy early childhood teaching profession. Teachers of 3 to 10 year old children have been chosen for this study as they have undergone numerous educational changes that have had the

potential to impact on their attitudes to teaching and their sustainment. In addition, little research involving early childhood teachers exists in this area and it is reason number one why the researcher sought to carry out this research.

Employee commitment allows an organization to grow and gain in competitiveness and is thus a key variable determining employee performance. Commitment makes employees more willing to perform committed employees feel a certain bond with the organization, which, in the positive form, makes them more willing to perform. However, from the perspective of the employer, employees may also feel a less positive bond with the organisation. Commitment can take three forms:

***Affective commitment:*** an employee stays with an organisation because he wants to. He believes in and identifies himself with the organisation.

***Normative commitment:*** an employee stays with an organisation, because he feels obliged to continue employment

***Continuance commitment:*** an employee stays with an organisation, because he feels that the personal costs of leaving are too high, for instance when age limits his chances to find new work.

Naturally, as an organisation you aim to have only affectively committed employees. And yet, continuance committed employees are also in your fold.

It is very important to discern and limit this group and to pay specific attention to the first group that feels a positive bond in order to increase their numbers.

Affectively committed employees add value to your organisation, are determined and pro-active and increase productivity and quality.

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### **Statement of the problem**

Many teachers are opting to quit the professionals in this fields are leaving their chosen profession, resulting in a drain of knowledge and expertise from each particular field. Those who choose to stay are increasingly older and often disillusioned with having to cope with changing work demands. The teaching profession is also perceived to be increasingly less attractive to the younger population offering few promotional opportunities, challenging work conditions, afraid of terminating their services at any time and poor professional prestige. This is evident especially with on going strikes and

gestures of dissatisfaction from the teachers. The majority opt to enroll for other careers and do a lot of multitasking after school and during holidays.

Teachers also play a critical role in the successful implementation of educational change and reform, putting educational policies and strategies into practice (Hargreaves & Evans, 1997). In a climate of ongoing change, teachers must not only persevere in their profession, but also take on new challenges and initiatives to become lifelong learners. At the same time teachers are expected to demonstrate professional commitment, occupation motivation and effective engagement in the teaching process.

Although many factors impact on the sustainment of early childhood teachers in the classroom, the majority of early childhood teachers continue to teach and gain personal satisfaction from teaching. Amongst these teachers there exists a select group that not only survives, but thrives: proactively responding to educational change, maintaining enthusiasm and professional commitment, while implementing quality learning programs for students. In identifying factors that sustain these teachers, others within the teaching profession may also be inspired in their teaching practice, reaffirm their commitment to early childhood education and ultimately elevate the status of teaching.

There is a need to define how teachers practice their craft, rather than what motivates teachers in their profession. It is upon this background that there is need to investigate the level of teacher commitment verses their performance levels.

### **Purpose of the Study**

The study investigated how the level of commitment influences the performance of teachers of early education development teachers in public schools of Siaya County.

- i. To test the hypothesis of the significant relationship of the level of commitment and the performance of the teachers

- ii. To validate the study theory of Douglas Mc Gregors' Theory X and Theory Y(1960). It involves the behavior of individuals at work.
- iii. To bridge the gap the researcher reviewed a related literature.
- iv. To generate data for further research

### **Research Objectives**

**General objective:** This study determined the correlation between commitment of teachers and performance of early child hood teachers in selected public schools.

**Specific:** To be sought further in this study followed:

1. To determine the demographic characteristics of the respondents in terms of;
  - 1.1 Gender
  - 1.2 Age
  - 1.3 Marital status
  - 1.4 levels of qualifications
  - 1.5 level of experience
2. To determine the degree of commitment of early child hood teachers in selected public schools of Siaya County
3. To determine the level of performance of early childhood teachers
4. To establish the significant relationship between the levels of commitment and performance in selected public schools of Siaya County



## **Research Questions**

This study was meant to address the following questions:

1. What are the demographic characteristics of the respondents as to:
  - 1.1 Gender
  - 1.2 Age
  - 1.3 Marital status
  - 1.4 levels of qualifications
2. What are the levels of commitment of early childhood teachers in selected public schools of Siaya County?
3. What are the levels of performance of early childhood teachers?
4. Is there a significant relationship between the levels of the levels of commitment and performance in selected public schools of Siaya County?

## **Null Hypothesis**

There is no significant relationship between the levels of commitment and performance of early childhood teachers in selected public schools of Siaya County

## **Scope**

### ***Geographical Scope***

The study was conducted in selected public primary schools of Siaya County

### ***Content Scope***

The study examined the levels of commitment of early childhood teachers, and their performance, the relationship between commitment (independent variable) and performance of teachers (Dependent variable).

### ***Theoretical Scope***

This study was based on Douglas McGregor's Theory X and Theory Y (1960). It involves the behavior of individuals at work.

### **Significance of the Study**

The study will benefit Early **childhood teachers** where by, the study attempts to identify positive aspects of the teaching profession, highlighting factors that may contribute to early childhood teaching being a fulfilling and rewarding profession. The study will benefit the **researcher** in attempts to contribute to research involving early childhood teachers and their teaching practice, so future researcher will be of great benefit. **Administrators** and **policy makers** of early childhood centers will also benefit from the study. They will get to know what motivates and what sustains teachers to conduct their duties in a fruitful way. Other **stake holders** in the early childhood centers will also benefit from the study as they identify the causes of poor commitment especially in the early childhood centers

## **Operational Definitions of Key Terms**

**Commitment:** this is a sense of loyalty to ones' Job/ or work defined as an employee's feelings about their job, and organizational identification, defined as the degree to which an employee experiences a 'sense of oneness' with their organization.

**Demographic characteristics** of the respondents are attributes looked for in this study in terms of gender, age, educational level, religion and marital status.

### **Early childhood education**

Early education is the education around the ages of 3–6 years that a child receives before entering a primary school

**Professional Commitment** – refers to why a teacher choose to be a teacher and remain engaged in the teaching process.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Concepts, Opinions, Ideas from Authors/ Experts

##### Commitment

Commitment is a force that binds an individual to a course of action that is of relevance to a particular target. (Meyer & Herscovitch, 2001, p. 301).

Commitment is a force that binds an individual to a course of action that is of relevance to a particular target. (Meyer & Herscovitch, 2001, p. 301) The differences in definitions of *commitment* led them to conclude that commitment can take different forms. The most significant developments in commitment theory over the past two decades have been the recognition that commitment (a) can take different forms (e.g., T. E. Becker & Billings, 1993; Jaros, Jermier, Koehler, & Sincich, 1993; Meyer & Allen, 1991; O'Reilly & Chatman, 1986) and (b) can be directed toward various targets, or foci (e.g., T. E. Becker et al., 1996; Cohen, 2003; Reichers, 1985).

A general model of workplace commitment developed by Meyer and Herscovitch (2001) that incorporates both of these developments. As noted above, several authors have made the argument that commitment can take different forms. Although there is considerable overlap in the various models that have developed to explain these differences, there are also important differences (see Meyer & Herscovitch, 2001, for more detail).

The employee will be as considered when he will remain with the organization for long period and desires to live in the same organization. Over the years, tremendous researches have been conducted to support that statement. At the end it was concluded that committed employees stay in the organization for long time period

in contrast of those who are relatively less committed with the organization. Richard Steers (2001) found that more committed employees wish to terminate from the organization at minimum level. There will be higher intention of these employees, who are committed to their organization, to remain in the organization and they work hard in performing their tasks that will increase their positive attitude towards the organization and that thing will ultimately increase the productivity of the organization. This thing will result in higher organizational performance. Steers (2001) found that employee commitment is directly related with the company turnover. Also, Jeffrey Arthur (2000) concluded that organizational performance will be enhanced by higher level of employee commitment. Arthur also found productivity of the organization ultimately increased with the help of organizational commitment. Green, Felsted, Mayhew, and Pack (2000) had found that employee commitment decrease the probability of employees' tendency of leaving the job. Patrick Owens (2006) also found in his studies that committed employees lead to higher organizational performance and very low level of employee shift from the organization. Effective organizational commitment is always a result of the core behavior of the major employees along with their behavioral factors like turnover intention (Addae et al., 2006).

As many institutions are finding out, the old adage that "a good man (or woman) is hard to find" is becoming increasingly true and government predictions suggest that even in times of high unemployment, the dearth of **skilled employees** is only going to get worse.

Factors such as a changing economy and an aging workforce can join together to create an employment environment where competent employees who are unhappy in their current situations are motivated to find a new place to "hang their hats." When these factors are combined with the apparent weakening in employee engagement,

employers may find themselves faced with a confounding problem: Unwelcome employee turnover.

In fact, the 2005 Insightlink National Employee Study shows that only 21% of U.S. employees feel fully committed to their employers and only 12% agree that their employers are fully committed to them. Not surprising, however, the degree of commitment between employees and employers is directly linked to the level of job satisfaction expressed by employees. Among employees who are extremely satisfied with their jobs, 94% also feel extremely or very committed to their employers. Compare this to those employees who are not very satisfied where only 13% feel that level of commitment.

As in any marriage, trust, security and the knowledge that your needs and opinions are being considered are among the traits that keep commitment strong. At work, these qualities can be even more important than the value of monetary compensation and rewards - in fact, emotional rewards can actually have a larger impact than monetary rewards on overall employee satisfaction.

In other words, although employees might leave one job for another with better pay, their cause for leaving might not be salary at all but a myriad of other reasons - often more than likely having to do with mistrust of the company, feeling unappreciated, not respected or not recognized for the time and effort they have put into their work. The primary implication is to emphasize the importance of employee-employer relations and the need for organizations to really demonstrate that they are serious about their workers.

There is substantial research indicating that employers can favorably influence how their employees feel by taking positive steps to create a work environment that indicates, by action, that the employee is valued. Although important, pay is only one part and employers must also address fairness, quality of supervision and support for employees to successfully achieve a work/life balance.

Early childhood teachers' pedagogy and practice has also experienced ongoing change and reform. Although still perceived as largely concerned with providing a nurturing and caring environment, greater attention is being given to the impact of early childhood education on brain development, long-term learning, social skills and continuity. With governments making increasing provision for younger children in formal education settings, organizational changes have been made to early childhood teachers' workloads and job descriptions (Hyson, 2001;

Those teachers who choose to stay in teaching often face hardship and demoralizing experiences. The reviewed literature suggests teachers are experiencing high levels of stress, finding it difficult to stay motivated and engaged in the act of teaching or in adapting to educational change (Gold & Roth, 1993; Early childhood settings, including day care and family day care centers, kindergartens and preschools are increasingly responsible for the nurturing, development and education of children from 0 to 5 years of age. This rapid expansion of early childhood services has caused governments to review policies, teacher training and funding of early childhood services to promote quality educational practices and environments

Huberman (1993), Job satisfaction and occupational motivation are also identified in educational research as complex issues impinging on teacher performance and student learning. One of the qualities of effective teachers is the ability to stay motivated and engaged in the act of teaching

Lokan (2003), mentions that teachers are satisfied with the challenging nature of their careers and they have ability to make a difference to students' lives. However, the high incidence of change, workplace stress, limited involvement in decision-making and few opportunities for professional advancement impactes on their job satisfaction.

When teachers are intrinsically motivated and participate in critical decisions concerning school issues, they attain greater job satisfaction and experience a decline in work related stress (Davis & Wilson, 2000).

Motivation is the process of satisfying internal needs through actions and behaviors. It is concerned with a composite of mental and physical drives, combined with the environment that makes people behave the way they do

According to Adair (2004), motivation is about something within you impelling you to move forwards, to achieve a goal, to make progress in a task. The 'something' is the driving force may be a need, or desire, or an emotion but it leads you to act in a certain way. Signs of motivation in a person are an energy and determination to achieve).

The early childhood years are crucial for establishing intrinsic motivational orientations which will last a lifetime. By the time many children reach school, much of their motivation has been lost or replaced with extrinsically motivated learning strategies. Early education teachers have been criticized for contributing to such negative motivational patterns in children.

Most teachers commence teaching with high expectations and ideals, but find it difficult to sustain their commitment and engagement when faced with the daily rigours and realities of teaching. Research indicates that professional disillusionment contributes to novice teachers exiting the profession ( Wilhelm et al., 2000).

### **Performance**

Richard et al. (2009) defines organizational performance can be measured through three basic outcomes which are financial performance, product market performance and return to the shareholders. As Schneider , Hanges, Smith, and Salvaggio (2003) had found that micro-orientation on way to job attitude and



performance relationship is somewhat puzzling, the interest of the employee attitudes had much of its motivation in the 1960s when organizational scientists such as Argyris (2003), Likert (2001), and McGregor (2004) purposed that the organizational performance is a result of the employee experience and commitment. Integrity has been explained as the best of the human state, the better the humans are committed to their tasks will lead to their better performance that results in better results (Comte-Sponville, 2001).

Employee commitment always plays a very key role in improving the organizational performance and. The organizational performance can be measured through a lot of ways e.g company financial performance, employee turnover, return on equity etc. Employee commitment can be boosted through their involvement in assessment construction and providing them chance for better attentive the whole procedure of the organization performance measurement e.g employee commitment. On the bases of data which was collected from the three major cities of Pakistan (Lahore, Rawalpindi, Islamabad).

The role of the early childhood teacher as a career, instructor, facilitator and co-learner is undergoing an evolutionary process. Early childhood teachers are expected to keep pace with new developments and act on what they believe will benefit their students and lead to quality education in the classroom Case studies conducted on early childhood teachers have attempted to elaborate on the complex nature of early childhood teaching, examining teachers' beliefs about teaching and how their knowledge is applied to curriculum development, management of the environment and time, use of play, power and questioning, and their interactions with children

Early childhood teachers' job satisfaction and motivation have also been examined (Boyer, 1999), identifying that early childhood teachers need to develop positive self-images, make contact with good influences and withdraw from negative

interactions, while maintaining a sense of proportion in their lives through involvement in outside interests and physical activity

Teaching is a dynamic and complex task. Teachers have the responsibility for educating students to ensure societal continuity and economic stability. In addition, early childhood teachers are charged with the responsibility of inducting children into the education system, while providing dynamic learning opportunities to optimize students' growth and development. Teachers are also expected to be proactive, efficient, effective, resourceful, motivated and engaged in their teaching role (Riner, 2000). These expectations place great demands on teachers' abilities to be sustained in their profession.

## **Related theories**

### **Douglas McGregor**

#### **Theory X and Theory Y**

Douglas McGregor in his book, "The Human Side of Enterprise" published in 1960 has examined theories on behavior of individuals at work, and he has formulated two models which he calls Theory X and Theory Y.

#### ***Theory X Assumptions***

The average human being has an inherent dislike of work and will avoid it if he can.

Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.

The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.

These assumptions lie behind most organizational principles today, and give rise both to "tough" management with punishments and tight controls, and "soft" management which aims at harmony at work.

Both these are "wrong" because man needs more than financial rewards at work, he also needs some deeper higher order motivation - the opportunity to fulfill himself.

Theory X managers do not give their staff this opportunity so that the employees behave in the expected fashion.

### ***Theory Y Assumptions***

The expenditure of physical and mental effort in work is as natural as play or rest.

Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization.

If a job is satisfying, then the result will be commitment to the organization.

The average man learns, under proper conditions, not only to accept but to seek responsibility.

Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.

Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

These assumptions are based on social science research which has been carried out, and demonstrate the potential which is present in man and which organizations should recognize in order to become more effective.

McGregor sees these two theories as two quite separate attitudes. Theory Y is difficult to put into practice on the shop floor in large mass production operations, but it can be used initially in the managing of managers and professionals.

In "The Human Side of Enterprise" McGregor shows how Theory Y affects the management of promotions and salaries and the development of effective managers. McGregor also sees Theory Y as conducive to participative problem solving.

It is part of the manager's job to exercise authority, and there are cases in which this is the only method of achieving the desired results because subordinates do not agree that the ends are desirable.

However, in situations where it is possible to obtain commitment to objectives, it is better to explain the matter fully so that employees grasp the purpose of an action. They will then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an order which they did not fully understand.

The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their work; where the work is sufficiently responsible to allow for flexibility and where the employee can see her or his own position in the management hierarchy. If these conditions are present, managers will find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders.

Once management becomes persuaded that it is under estimating the potential of its human resources, and accepts the knowledge given by social science researchers and displayed in Theory Y assumptions, then it can invest time, money and effort in developing improved applications of the theory.

McGregor realizes that some of the theories he has put forward are unrealizable in practice, but wants managers to put into operation the basic assumption that:

Staff will contribute more to the organization if they are treated as responsible and valued employees.

### **Commitment and their performance**

Employees' commitment to their work teams and to the organization can influence turnover, willingness to help co-workers and team performance.

Building employee commitment to the workplace is one important goal of human resource policies and practices. Research shows commitment has a positive effect on productivity, turnover and employees willingness to help co-workers. But the downsizing, wage erosion and productivity demands of recent years have reduced this commitment.(Edwards 2002)

While commitment has been declining, the use of work teams has been on the rise. Recent data indicate 47 percent of Fortune 1000 companies use teams to some extent, and 60 percent plan to increase the use of teams in the near future. Employers believe teams can enhance productivity while giving employees a more active role in decision-making and a greater opportunity to be involved in meaningful work. But team success is often dependent on high levels of employee commitment - to both the organization and its goals.

In assessing employees' attachment, it is important to determine the focus of their commitment. Different individuals may have different "profiles of commitment"; they may be highly committed to the team, but not to the organization, or committed to both, or committed to neither.

Studies have shown that commitment to a team may translate into a willingness to help team members(1) and improved team performance.(2) Low levels of commitment to both the organization(3) and the team(4) have been linked to absenteeism, turnover and intention to quit. But no study had been done to explore the causes of both team and organizational commitment and the effect they have on productivity, willingness to help team members, and intention to quit.(Gold 1993)

### **Related studies**

A study was conducted in an apparel manufacturing plant owned by a Fortune 100 company in the mid-Atlantic region. The plant had fifty 10-person sewing teams with a small support staff of team facilitators, managers, maintenance personnel and material handlers. All employees on sewing teams took part in the survey, and plant management reported no unusual absence patterns during the survey period. The organization had implemented work teams as part of its strategy to keep jobs from going overseas.

Teams had been in place at the plant for just over two years. According to management, team sewing had increased productivity, improved quality, and decreased turnover and absenteeism (though turnover did increase when teams were first introduced). The use of teams also significantly reduced in-process inventory and turnaround time for customer orders(Hyson 2001)

Compensation was based on a team production system with minimum performance standards set by industrial engineers. Team members were compensated at the same rate, based on the percentage of the standard.

Certain conditions that are of primary importance in self-directed work team environments affect both organizational and team commitment. Because the following characteristics have a dual relationship with self-directed work team environments and commitment, they were chosen as independent variables for this study:

Resource-related role conflict: the ability of employees to access the tools they need to perform the job as requested.

Task interdependence: the degree to which team members rely on one another to complete work assignments.

Intersender conflict: the degree to which employees receive conflicting orders or requests from superiors or co-workers, or orders that conflict with company policy, ethical standards or legal requirements.

Effects on organizational commitment. We found that satisfaction with supervision and resource-related conflict had significant positive and negative influences on organizational commitment, respectively, but no significant influence on team commitment. Task interdependence had positive and significant influences on both organizational and team commitment. Although task interdependence had an impact on team commitment, it was not significant.(Lokan 2003)

In general, these findings supported our hypothesis that commitment resulting from satisfaction with supervision would focus more strongly on the organization than on the team. Prior research had indicated that in work team environments, many employees view supervisors as representatives of the company and, often, an extension of it.

Adequate material resources are critical to work team effectiveness. Lack of resources is often a major cause of poor team performance. We hypothesized that resource-related conflict would be strongly related to organizational commitment because organizations are responsible for providing the resources and materials employees need to do their work and earn their pay. Companies that do not provide these resources break the reciprocal relationship that stimulates employees to put forth effort, a component of commitment. This broken relationship has a negative effect on organizational commitment.

Because task-related interchanges take place within teams, we expected that the interdependent nature of their tasks would be more conspicuous. As a result, we thought this perception of task interdependence would have a greater effect on team commitment than on organizational commitment, but our results indicated this was not the case. The influence of task interdependence on organizational commitment was not significantly different from its influence on team commitment.

The reason for this result may have to do with circumstances in the plant. Teams had been in place for a little over two years and the majority of employees worked at this location when teams were introduced. The change was mandated by the company, team structure was designed by the company, and task integration was engineered by the company. Employees were most likely aware of the company's influence in creating this interdependence, so the organization remained the focus of commitment (Wilhem 2000)

Effects on team commitment. As we expected, task interdependence and satisfaction with co-workers had positive influences on team commitment, while intersender conflict had a negative effect. We believed satisfaction with co-workers would be particularly important in a self-directed work team environment. Because a key feature of self-directed work teams is the high degree of self-determination in managing work, teams take on many of the responsibilities formal supervisors once had and their members must undergo a considerable transition in terms of their role requirements.

To make this transition successfully, members must learn to work together to overcome conflicts and "promote both group creativity and member satisfaction. We found that satisfaction with co-workers significantly affected team commitment, but not organizational commitment.

Intersender conflict had a negative impact on team commitment. We hypothesized this would result because in self-directed work team environments, the



distribution of tasks and the pace of the work are usually decided and communicated within the team. As a result, the source of any intersender conflict that occurs is most likely within the team(Solinger 2008).

### **Commitment and performance**

Because managers at the plant believed implementing teams had influenced morale, absenteeism and employees' willingness to help others, they were very interested in the effects organizational and team commitment have on production, intention to quit and willingness to help team members.

Commitment significantly influenced team productivity, intention to quit and willingness to help. However, commitment to the team and the organization did not influence all the outcomes equally. For example, when team commitment and organizational commitment decrease, intention to quit increases. But only organizational commitment had a direct influence on intention to quit. The influence of team commitment on intention to quit, when the influence of all other variables is considered, was not significant.

Team productivity. Team commitment led to increased productivity, but organizational commitment did not. This result did not surprise us because we expected that the team would have the greatest effect on productivity(Anton 2000).

We were surprised that resource-related conflict positively influenced team productivity. This result is counterintuitive, but may be explained by the increased sensitivity employees whose pay is tied to production have for a lack of resources. A short delay in obtaining materials may be very important to these individuals, while the same delay may not be noticed by those less concerned with production.

Intention to quit. Prior research indicates that organizational commitment is related to intention to quit - often used as proxy for turnover. We found that a high

commitment to the organization translated into lower intention to quit, but that commitment to the team did not have a significant effect on intention to quit. This finding is consistent with our hypothesis. After all, an employee who is not committed to the team may choose to change teams while staying with the company, but one who is not committed to the organization has few choices of action. There is a relationship between team commitment and intention to quit - which is important to be aware of - but the relationship is not causal(Becker 1993)

Many times organizations have problems that result from what has been termed intersender conflict - employees receiving conflicting orders from two or more superiors, conflicting requests from co-workers; or orders that conflict with company policy, ethical standards, or even the law. We noticed that when intersender conflict increased, so did intention to quit. Though we did not hypothesize this relationship, we feel it is reasonable since in a work team environment, most of the interaction that may lead to intersender conflict takes place within the team.

Willingness to help. Willingness to help was positively influenced by both organizational and team commitment. We hypothesized that team commitment would positively influence willingness to help, because of a desire of those committed to their team to put forth effort on its behalf. However, the data indicate that the path from organizational commitment to willingness to help does not differ significantly from the path from team commitment to willingness to help.

We also found that task interdependence - the extent to which individuals in the work group interact and depend on one another to accomplish their work - had a significant and positive influence on willingness to help. Apparently those who perceive high levels of task interdependence are also more willing to help their teammates.

Satisfaction with supervision had a positive effect on organizational commitment, while resource-related conflict had a negative effect. Satisfaction with coworkers had a positive effect on team commitment, but resource-related conflict had

a negative effect. And both organizational and team commitment were positively affected by task interdependence.

According to Sue Hayaday (2003) While keeping your employees happy at work is important for morale, it is staff commitment, and not staff satisfaction, that will help to maximise the bottom line performance of your organization

While keeping your employees happy at work is important for morale, it is staff commitment, and not staff satisfaction, that will help to maximise the bottom line performance of your organization once again, the effects of an economic downturn are looming over many organisations.

For HR, this means a productive workforce is more crucial than ever, and, at the same time, dealing with employees who can only look to the future with some nervousness. So what can employers do to get the balance right? To start with, they should forget about keeping employees 'satisfied'. Employee satisfaction is, of course, a 'good thing', but does it have anything to do with performance?

There is now clear evidence that 'satisfied' employees are not necessarily employees who perform to the best of their abilities. Satisfaction can be perceived as rather passive - an internal, personal emotion that does not relate in any clear way to an organisational outcome. So where is the benefit to organisations in employee satisfaction surveys?

Organisations have to start thinking much more clearly about what kinds of staff attitudes actually make a difference, because 'satisfaction' is a red herring. Pioneering employers are coming to understand the need to rethink what they measure; a requirement for an organisational dimension to attitude surveys in addition to the usual employee-centred measures. As a result, commitment, which is sometimes translated as engagement, is increasingly becoming the focus of HR attention.

At the Institute for Employment Studies (IES), we embarked on research with a major retailer to try to measure the difference between the two concepts of satisfaction and commitment. Using data from 65,000 employees and 25,000 customers, we found that employee commitment had a higher correlation to customer satisfaction than employee satisfaction. Importantly, commitment has double the impact of employee satisfaction on customers' future spending intentions. A one-point increase in employee commitment led to a monthly increase of £200,000 in sales per store and reduced absenteeism.

What exactly is commitment? It is evidently something wider than job satisfaction, although this forms an element of it. Commitment has several components: compatibility of values, pride in the organisation, loyalty, job satisfaction and feeling fairly rewarded. Commitment must also be understood as a two-way street, involving responsibilities on the employer to develop and value employees.

Admittedly, it may well be difficult for employers to promote employee commitment at a time when business prospects are uncertain. However, taking no action at all compounds the problem. Current research at IES, based on an overview of 14 recent datasets, shows that employees with high levels of commitment express greater satisfaction with performance management, the culture of the organisation, promotion opportunities and communication (Nele 2009). With such a multi-dimensional concept, it is a profound mistake to think commitment can be pinpointed by 'the killer question' approach, the way that satisfaction has often been.

The traditional technique of judging employee satisfaction by asking 'Please indicate how satisfied you feel about working here on a scale of one to 10' needs to be rejected in favour of more subtle questions that provide a path through the different components of commitment.

You may ask for ratings against statements like: 'I find my values and the organisation's are very similar'; 'I speak highly of this organisation to my friends'; 'I

feel loyal to this organisation'; 'My organisation inspires the best performance from me'; 'I get full credit for my work'; 'The pay here compares favourably with other organisations' and 'I do not often think about leaving'.

The point of regular surveys (which should be conducted about once a year) is to provide the basis of targeted HR strategies in particular areas. These should relate commitment to business outcomes, such as employee turnover, absenteeism and financial performance, for example.

Commitment is the result of sustained good people management. This means communicating organisational values clearly; ensuring support staff for line managers; training appropriately; managing fairly; paying equitably and so on. Use statistical techniques to highlight the importance of each of these factors. Then work out where HR action would have the most impact on business performance and outcomes. (Fullan 1992)

Satisfaction was a worker-centric measure. What is more important today is the employment relationship, the basis of trust between employer and employee. Understanding and improving commitment is the key to maximising bottom line performance.

## CHAPTER THREE

### METHODOLOGY

#### Research Design

This study employed the descriptive survey design specifically the descriptive comparative and descriptive correlational strategies. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involved events that have already taken place and may be related to present conditions (Kothari, 2004). Further, descriptive surveys are used to discover causal relationships (descriptive correlational), differences (descriptive comparative), to provide precise *quantitative* description and to observe behavior (Treece and Treece, 1973).

#### Research Population

The target population included a general total of 172 as head teachers of the selected pre schools in Siaya Districts. The head teachers were involved because it is the planning body of the pre schools and the teaching staff being the implementers. Resources are basically organized by the administrative body and generally utilized by the teaching staff and students.

#### Sample Size

In view of the nature of the target population where the number for both teachers and head teachers was taken from the district, target population and sample size. The Sloven's formula was used to determine the minimum sample size.

$$N = N/1 + N(0.05)^2, N = 120.28, N = 120$$

Category	Population	Sample size
HEAD TEACHERS	100	80
TEACHERS	42	21
<b>Total</b>	<b>142</b>	<b>120</b>

### Sampling Procedures

The purposive sampling was utilized to select the respondents based on these criteria:

1. Male or female respondents in any of the pre schools included in the study
2. Teaching staff with teaching experience ranging from one year and above
3. Head teachers of pre schools under study From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

### Research Instruments

The research tools that were utilized in this study include the following: (1) *face sheet* to gather data on the respondents' demographic characteristics (gender, age, qualifications, number of years teaching experience, number of qualified teachers and number of licensed teachers); (2) *researcher devised questionnaires* to determine the levels of early education and learning adaptation in preschools While a *standardized instrument* was also adopted

## **Validity**

The content validity of the instrument was measured by using the content validity index. With formula

$$CV1=RQ/TQ$$

Legend; CVI=Content validity index

RQ=relevant term question

TQ=total number of items

$$CV1+CV2+CV3/3=CV1$$

So three experts validated the questioned 0.93 was obtained as content validity index.

## **Reliability of the Instrument**

*A pilot study was used to test the validity and reliability of the instruments. The test-retest techniques were used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents; These respondents were included in the actual study. In this test- retest technique, the questionnaires were administered twice to the same subjects.*

## **Data Gathering Procedures**

Before the administration of the questionnaires

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.



3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. More than enough questionnaires were produced for distribution.
5. Research assistants were selected to assist in the data collection; briefed and oriented in order to be consistent in administering the questionnaires.

#### *During the administration of the questionnaires*

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

#### *After the administration of the questionnaires*

The data gathered were collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences ( SPSS) with the use of pearson' correlation co-efficient to compare the level of commitment and performance of teachers

### **Data Analysis**

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents.

The mean was applied for the levels of resource availability, utilization and school effectiveness. An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

Mean Range	Response Mode	Interpretation
3.26-4.00	strongly agree	agree with no doubt
2.51-3.25	agree	agree with some doubt
1.76-2.50	disagree	disagree with some doubt
1.00-1.75	strongly disagree	doubt

The analysis of Variance (ANOVA) was utilized to test the difference between means for hypothesis one (Ho #1) at 0.05 level of significance.

A multiple correlation coefficient to test the hypothesis on correlation (Ho #2) at 0.05 level of significance using a t-test was employed. The regression analysis  $R^2$  (coefficient of determination) was computed to determine the influence of the independent variables on the dependent variable.

### **Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The researcher Sought permission from relevant authorities
2. The questionnaires were coded instead of reflecting the names.
3. Solicited permission through a written request to the concerned officials of the schools included in the study.
4. Requested the respondents to sign in the *Informed Consent Form*
5. Acknowledged the authors quoted in this study
6. Presented the findings in a generalized manner.

## Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

In view of the following threats to validity, the researcher

1. *Extraneous variables* which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. *Instrumentation*: The research instruments are not standardized. Therefore a validity and reliability test was to be done to produce a credible measurement of the research variables.
3. *Testing*: The use of research assistants could bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.
4. *Attrition/Mortality*: Not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

**CHAPTER FOUR**  
**DATA PRESENTATION AND ANALYSIS**

**Table 1 Profile of respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Female	65	54.2
Male	55	45.8
Total	120	100
<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	60	50
Diploma	60	50
Total	120	100
<b>Religion</b>	<b>Frequency</b>	<b>Percentage</b>
Christian	74	61.7
Others	46	38.3
Total	120	100
<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	28	23.3
Married	92	76.7
Total	120	100

According to the demographic characteristics of the respondents, female teachers are more than the male teachers with 54 and 45% respectively. This implies that there are more than male teachers as far as the level of education is concerned, the respondents have diplomas and certificates with 50% and 50% most of the respondents are Christians 74% while 46% of the respondents are from other denominations. 92% of the respondents are married while 28% of them are single. The total number of respondents were 120 .

**Table 2 showing the Level of commitment of teachers**

The table shows the different aspects that show the level of commitment of teachers

Indicators	Mean	Interpretation	Rank
recognizes situations that are likely to promote or diminish commitment	3.5000	Low	1
helps young children become self driven	3.7000	Low	2
creates plans that are linked to needs and performance of all young children	3.4667	Very low	3
stimulates young children's reflexion through plays	3.4500	Very low	4
communicates effectively with the parents and other professionals concerned with young children	3.4083	Very low	5
promotes positive social interactions among young children in the group	3.5250	Low	6
provide materials and activities to foster learning at the child's development level	3.6250	Low	7
stimulates questioning and discussions during all activities	3.3667	Very low	8
encourage curiosity problem solving and the generation of ideas and fantasy through exploration	3.4417	Very low	9
Average	3.5		

The above table shows that the indicators that show the levels of commitment of early childhood teachers have a very low mean. Most of the indicators have very low means. All the indicators ranging from recognizing situations, helping children be self driven, creating plans, stimulating young children, promoting social interactions,

communicating effectively, providing materials, stimulating questions, encourage curiosity .all these have the same level of means . this implies that most the respondents agree and strongly agree that the above indicators are evident among teachers. as far as level of commitment is concerned. The results of the study also show that the means are between 3.2 and 3.7 while the overall mean is 3.5, this implies that the significant difference between indicators is very low and low respectively.

**Table 3A:**

**Showing level of teacher performance**

<b>Knowledge of teacher competence</b>	<b>mean</b>	<b>Interpretation</b>
Teacher delivers lessons in an understandable manner	3.5000	Low
Master the subject matter while teaching	3.6833	Low
Teacher uses clear English for instruction	3.5917	Low
Teacher makes lesson interesting	3.2583	Very low
Delivers lesson clearly and on time	3.3833	Very low
Sets goals while teaching which reflect optimal development	3.6000	Low
Use individual and group assessment information to design instruction that meets each child's current need	3.6917	low
Facilitates acting learning and knowledge construction in the classroom	3.3500	Very low
Monitors own teaching behaviors in relation to young children progress.	3.375	Very low

**Table 3b showing level of teacher performance**

<b>Preparation of professional records</b>	<b>Mean</b>	<b>Interpretation</b>
Uses lesson plans	3.3333	Very low
Records students marks always	3.5000	low
Marks home work on time	3.4583	Low
Delivers marked sheet / exercise to learners	3,5000	Low
Keeps class records neatly	3.2583	Very low
Arranges books and other materials in a tidy form	3.5917	Low
Marks attendance register	3.3917	Very low
Maintains useful records on young children's work	3.5583	Low
Relates well with staff parent and pupils	3.3833	Very low
Interested in pupils social life	3.5167	Low
Notices pupils moods	3.3167	Very low
Counsel pupils outside class work	3.4500	Very low
Protects confidentiality of young children	3.9333	Low
Recognize signs of emotional distress in young children	3.4917	Very low
Recognizes growth and development in young children's behavior and performance	3.2500	Very low
Demonstrates appropriate social and interpersonal relationship skills in a variety of contexts	3.5250	low
Participates in sports, cultural activities	3.4833	Very low
Contributes to school administration in decision making	3.5000	Low
Counsel pupils outside class work	3.4500	Very low
Protects confidentiality of young children	3.9333	Low
Recognize signs of emotional distress in young children	3.4917	Very low
Recognizes growth and development in young children's behavior and performance	3.2500	Very low
Demonstrates appropriate social and interpersonal relationship skills in a variety of contexts	3.5250	low

The above table shows the different indicators of teacher competence that vary through knowledge of subject matter. The indicators show that ranging from teachers delivering lessons, mastering the subject matter, teachers using clear in English for instruction, teachers making lessons interesting and delivering lessons on time. Teachers setting goals while teaching and reflecting optimal development. All these indicators have an average mean of 3.4. This implies that the majorities of respondents agree and strongly agree that all those elements are being used. The tables also indicate that as far as preparation of professional records through use of planned lessons, recording marks of students, marking homework on time, keeping records neatly and maintaining records. The table also shows the staff pupil relations which is shown through relating well with staff, parents and pupils. The relations are also through noticing pupils' moods, counseling pupil outside class work, protecting confidentiality, recognizing signs of emotional distress and growth. Staff pupil relations are also tested through demonstrating appropriate social and interpersonal relationship skills. As far as teachers are participating in school administration, the majorities agree and strongly agree that they participate in sports, decision making, contributes solutions to social administration. The average mean on the level of performance of teachers through the various indicators above is 3.5. This all implies that the mean is almost the same with a difference of 0.1.

**Table 4:**

**Significant relation between level of commitment and performance of teachers**

<b>VARIABLE CORRELATED</b>	<b>r-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on null hypothesis</b>
<b>Level of commitment Vs Performance</b>	0.01	0.013	There is a significant relationship	Null Hypothesis rejected



The table above shows that the r-Value is 0.01 while the significance is 0.013 which implies there is a close significance between the level of commitment of teachers and the performance of the teachers. According to Douglas McGregor, in his theory X and Y assumptions, the average human being has inherent dislike of work and will avoid it if he can. He argues that any man needs more than financial rewards at work. Theory Y according to Douglas, The expenditure of physical and mental effort in work is as natural as play or rest. Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization. If a job is satisfying, then the result will be commitment to the organization. The average man learns, under proper conditions, not only to accept but to seek responsibility. Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees. Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

Early childhood teachers' job satisfaction and motivation have also been examined (Boyer, 1999), identifying that early childhood teachers need to develop positive self-images, make contact with good influences and withdraw from negative interactions, while maintaining a sense of proportion in their lives through involvement in outside interests and physical activity.

Most teachers commence teaching with high expectations and ideals, but find it difficult to sustain their commitment and engagement when faced with the daily rigours and realities of teaching. Research indicates that professional disillusionment contributes to novice teachers exiting the profession (Wilhelm et al., 2000).

According to the findings, there is great indication that the level of commitment of the teachers is high through the mean values and significance levels.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AREAS OF FURTHER RESEARCH**

#### **DISCUSSION OF FINDINGS**

##### **Profile of Respondents**

According to the demographic characteristics of the respondents, female teachers are more than the male teachers with 54 and 45% respectively. This implies that there are more than male teachers as far as the level of education is concerned, the respondents have diplomas and certificates with 50% and 50% most of the respondents are Christians 74% while 46% of the respondents are from other denominations. 92% of the respondents are married while 28% of them are single. The total number of respondents were 120 .

##### **Level of Commitment**

The different indicators of teacher competence vary through knowledge of subject matter. The indicators show that ranging from teachers delivering lessons, mastering the subject matter, teachers using clear in English for instruction, teachers making lessons interesting and delivering lessons on time. Teachers setting goals while teaching and reflecting optimal development. All these indicators have an average mean of 3.4. This implies that the majorities of respondents agree and strongly agree that all those elements are being used. The tables also indicate that as far as preparation of professional records through use of planned lessons, recording marks of students, marking homework on time, keeping records neatly and maintaining records. The table also shows the staff pupil relations which is shown through relating well with staff, parents and pupils. The relations are also through noticing pupils' moods, counseling pupil outside class work, protecting confidentiality, recognizing signs of emotional distress and growth. Staff pupil relations are also tested through

demonstrating appropriate social and interpersonal relationship skills. As far as teachers are participating in school administration, the majorities agree and strongly agree that they participate in sports, decision making, contributes solutions to social administration.

### **Level of Performance**

The average mean on the level of performance of teachers through the various indicators above is 3.5. This all implies that the mean is almost the same with a difference of 0.1.

### **Relationship between level of commitment and staff performance**

The r-Value is 0.01 while the significance is 0.013 which implies there is a close significance between the level of commitment of teachers and the performance of the teachers. According to Douglas McGregor, in his theory X and Y assumptions, the average human being has inherent dislike of work and will avoid if he can. He argues that any man needs more than financial rewards at work. Theory Y according to Douglas, The expenditure of physical and mental effort in work is as natural as play or rest. Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization. If a job is satisfying, then the result will be commitment to the organization. The average man learns, under proper conditions, not only to accept but to seek responsibility. Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees. Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

Early childhood teachers' job satisfaction and motivation have also been examined (Boyer, 1999), identifying that early childhood teachers need to develop positive self-images, make contact with good influences and withdraw from negative interactions, while maintaining a sense of proportion in their lives through involvement in outside interests and physical activity.

Most teachers commence teaching with high expectations and ideals, but find it difficult to sustain their commitment and engagement when faced with the daily rigours and realities of teaching. Research indicates that professional disillusionment contributes to novice teachers exiting the profession (Wilhelm et al., 2000).

According to the findings, there is great indication that the level of commitment of the teachers is high through the mean values and significance levels.

### **CONCLUSION**

According to the findings, there is great indication that the level of commitment of the teachers is high through the mean values and significance levels. The r-value is 0.01 while the significance will be 0.013. There is a significant relationship between the level of commitment and performances of teachers therefore the null hypothesis is rejected.

### **RECOMMENDATIONS**

#### **Commitment of teachers**

The level of commitment of the teachers could be better through increase of salaries and friendly packages. Presents and gifts can be given to those teachers that excel.

The level of commitment could also be improved through on job training and additional training for the teachers so as to enable them to give back good commitments.

There is need to reduce on work loads and give staff better packages at school to allow them to work better. Teachers need to be given less time at work so that they can have time to do other things that can boast them as far as commitment is concerned.

### **Performance of teachers**

The level of performance can be improved through prompt supervision to check their performances

Prompt supervision can improve the performance levels through feed back and reports

Healthy competition can be introduced among teachers so to cause them be better in their performances'

Performance of the teachers can be improved through further trainings and studies.

### **Areas of further research**

**Investigating the impact of the level Job satisfaction among teachers**

**Investigating the level motivation among teachers**

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## APPENDICES

### APPENDIX 1 A

#### TRANSMITTAL LETTER



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road - Kansanga  
P. O. Box 20000, Kampala, Uganda  
Tel: +256- 414- 266813 / +256- 772 322563  
Fax: +256- 414- 501974  
E- mail: admin@kiu.ac.ug  
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND  
DISTANCE LEARNING  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 27<sup>th</sup>, April, 2012

**RE: REQUEST OF ONAKA PHILEMON ANGANGO MEE/18562/111/DF TO  
CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational Management and Administration.

He is currently conducting a research entitled "**COMMITMENT AND TEACHER PERFORMANCE OF EARLY CHILDHOOD DEVELOPMENT TEACHERS IN PUBLIC SCHOOLS OF SIAYA COUNTY KENYA.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
Dr. Ssemugenyi Fred  
Head of Department,  
Education, Open and Distance Learning (CHDR)

**NOTED BY:**

Dr. Sofia Sol T. Gaito  


*"Exploring the Heights"*

## APPENDIX 1B

### TRANSMITTAL LETTER FOR THE RESPONDENTS

---

Dear Sir/ Madam,

Greetings!

I am Onaka Philemon Ang'ang'o, a student of Kampala International University studying a master's degree in Early childhood and primary education

This questionnaire has been prepared for data collection concerning "Commitment and performance of early childhood development teachers in public schools of Siaya county Kenya

The purpose of the questionnaire is only for academic reasons and the information you provide shall be treated with a lot of confidentiality. I kindly request you to answer the questions fully and honestly.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Onaka Philemon

## APPENDIX II

### CLEARANCE FROM ETHICS COMMITTEE

Date \_\_\_\_\_

#### Candidate's Data

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

---

#### Ethical Review Checklist

##### The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

**Results of Ethical Review**

\_\_\_ Approved

\_\_\_ Conditional (to provide the Ethics Committee with corrections)

\_\_\_ Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

**APPENDIX III**

**INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Onaka Philemon that will focus on Counseling Competence and code of ethics.

I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdraw my participation at any time.

I have been informed that the research is voluntary and that the results that will be given to me if I request for it.

Initials: .....

Date: .....

**APPENDIX IV**  
**RESEARCH INSTRUMENT**

**FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

Gender (Please Tick):

Gender (Please Tick):

\_\_\_(1) Male

\_\_\_(2) Female

Age:\_\_\_\_\_

Educational levels (Please specify)

(1) Primary\_\_\_\_\_

(2) Secondary\_\_\_\_\_

(3) Certificate\_\_\_\_\_

(4) Diploma\_\_\_\_\_

(5) Bachelors\_\_\_\_\_

(6) Others\_\_\_\_\_

Religion

(7) Catholic\_\_\_\_\_

(8) Christian\_\_\_\_\_

(9) Moslems\_\_\_\_\_

(10) Others\_\_\_\_\_

Marital status

(11) Single\_\_\_\_\_

(12) Married\_\_\_\_\_



## APPENDIX IV B

### QUESTIONNAIRE TO DETERMINE THE LEVEL OF COMMITMENT OF EARLY CHILDHOOD TEACHERS

Please respond to the option and kindly be guided with the scoring system below.

Please write your rating in the space provided below

Score	Response	Description
4	strongly agree	you agree with no doubt
3	Agree	you agree with some doubt
2	Disagree	you disagree with some doubts
1	strongly disagree	you disagree with no doubt at all

1. \_\_\_\_\_ Teacher recognizes situations that are likely to promote or diminish commitment
2. \_\_\_\_\_ Teacher helps young children become self-driven
3. \_\_\_\_\_ Teacher creates plans that are linked to the needs and performance of all young children.
4. \_\_\_\_\_ Teacher stimulates young children's reflection through plays
5. \_\_\_\_\_ Teacher promotes positive social interactions among all young children in the group.
6. \_\_\_\_\_ Teacher communicates effectively with parents and other professionals concerned with young children
7. \_\_\_\_\_ Teacher provide materials and activities to foster learning at the child's developmental level
8. \_\_\_\_\_ Teacher stimulates questioning and discussions during all activities
9. \_\_\_\_\_ Teacher encourages curiosity, problem-solving and the generation of ideas and fantasy through exploration.

## Part B: Questionnaire on the performance of early childhood teachers

Please respond to the option and kindly be guided with the scoring system below.

Please write your rating in the space provided below

Score	Response	Description
4	strongly agree	you agree with no doubt
3	Agree	you agree with some doubt
2	Disagree	you disagree with some doubts
1	strongly disagree	you disagree with no doubt at all

Teacher performance

Competence of teacher

1. \_\_\_ Teachers deliver lessons in an understandable manner
2. \_\_\_ Teacher displays mastery of subject matter while teaching
3. \_\_\_ Teacher uses clear English for instruction
4. \_\_\_ Teacher makes the lesson interesting
5. \_\_\_ Teacher deliver lesson clearly
6. \_\_\_ Delivers lesson on time
7. \_\_\_ sets goals which are followed while teaching
8. \_\_\_ Sets goals which reflect optimal development
9. \_\_\_ Use individual and group assessment information to design instruction that meets each child's current needs
10. \_\_\_ Facilitates acting learning and knowledge construction in the classroom

b) Preparation of professional records

1. \_\_\_\_\_ Uses lesson plan
2. \_\_\_\_\_ Records students marks always
3. \_\_\_\_\_ Marks homework on time.

4. \_\_\_\_\_ Deliver marked sheets/exercise to learners
5. \_\_\_\_\_ Keeps class records neatly
6. \_\_\_\_\_ Arranges books and other materials in a tidy form
7. \_\_\_\_\_ Marks attendance register
8. \_\_\_\_\_ Maintains useful record on young children's work

c) Staff pupil relationship

1. \_\_\_\_\_ Relates well with staff, parents, pupils
2. \_\_\_\_\_ Interested on pupils' social life
3. \_\_\_\_\_ Notices pupils' moods
4. \_\_\_\_\_ Counsels pupils outside class work
5. \_\_\_\_\_ Protects confidentiality of young children
6. \_\_\_\_\_ Recognize signs of emotional distress in young children
7. \_\_\_\_\_ Recognize growth and development in young children's behavior, and performance
8. \_\_\_\_\_ Demonstrates appropriate social and interpersonal relationship skills in a variety of contexts

d) Participates in school administration

1. \_\_\_\_\_ Participates in sports, cultural activities
2. \_\_\_\_\_ Participate in decision making
3. \_\_\_\_\_ Contributes solutions to school administration

## CURRICULUM VITAE

Name : Onaka Philemon  
Gender: Male  
Nationality: Kenyan  
Address: P.o. Box 39 Ugunja Siaya  
Phone: +254 721562499  
Email address konakphil@yahoo.com

### Educational Background

<i>Year</i>	<i>Award</i>	<i>Institution</i>
2012	Masters of Early Childhood Education	Kampala International University
2010	Bachelor of Early childhood education	Kampala International University
1987	Teachers certificate of Education	Kamwenja Teachers College
1989	Advanced Level Education	Mbaga Mixed Secondary School
1981	Ordinary Education	Maranda High School
1977	Primary Education	Apuoyo Primary School

### Work experiences

1985-1992 \_\_\_\_\_ Assistant teacher  
1993-1997 \_\_\_\_\_ Deputy Head teacher  
1998-todate \_\_\_\_\_ Head teacher

## **Referees**

1. Aggrey Omondi  
Director Ugunja Community Resource Centre(UCRC)  
Box 330  
Ugunja  
Tel0722908255
  
2. Jared Abayo  
Director Emman Holdings  
P.o Box 125  
Ngiya  
Tel: 0722717657