

Influence of Tutors' Involvement in Decision Making by Principals on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

Kenkelvin Kimathi Mbaka

Doctor of Education in Educational Administration, Student, University of Nairobi, Kenya.

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ABSTRACT

In Kenya, the Primary Teachers Training Colleges play a key role of training teachers who teach in primary schools. Primary Teacher Training Colleges (PTTCs) train primary school teachers, who represent more than half of all teachers hired by TSC. Due to the role played by teacher training colleges, the school administrators are supposed to influence their staffs and other stakeholders of education to make sure their colleges effectively attain their intended objectives by making sure their tutors remain committed towards work. The purpose of the study was to investigate the influence of tutors' involvement in decision making by principals on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. The study was guided by the following objective: To determine the influence of tutors' involvement in decision making by principals on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. The Existence Relatedness and Growth Theory of Motivation guided the study. Descriptive survey design was used. For this study, the target population entailed 5 principals, 260 tutors and 1860 second year students of the 5 public teachers training colleges in Eastern Region, Kenya. To sample the respondents, the researcher purposively sampled the 5 college principals, 130 tutors (50%) and 186 second year students (10%). Simple random sampling was therefore used to select the tutors and students using replacement method. Instruments used were questionnaires for tutors and teacher trainees and interview guides for principals. Data was analyzed using descriptive (frequencies, means and standard deviations) and inferential statistics (p-values from ordinal logistic regression, correlation analysis and independent sample t-test). Correlation analysis indicated that increasing involvement in decision making by tutors leads to a rise in their job commitment levels ($\rho=0.21$, $p=0.01832$). In addition, the regression analysis indicates that tutor's involvement in decision making by only 1% influences job commitment levels by almost 86%. The regression analysis implied that the tutors' influence on decision making by the principals had statistical significant on tutors' level

of job commitment ($p=0.0167$). For tutors to perform much better it was recommended by the researcher that the principals at the teachers training colleges should have decision making policies that involve tutors and their opinion should also be implemented so as to boost their confidence as part of the institution.

Keywords: Tutors' involvement, decision making, tutors 'job commitment, primary teachers training colleges, Eastern Region, Kenya.

1.0 Introduction

In the college context, job commitment is the extent to which the tutors identify with their institution and desires to continue working or promoting the vision of the college. Job commitment is among the basic areas of concern in the fields of human resource management practices and organizational behaviour. It mirrors workers' attitudes towards their job and commitment to the organization and it is commonly held that committed employees can continually make things work properly even without excellent systems and are crucial for higher productivity in the institutions (Shahid & Azhar, 2013). This sentiment is supported by Cherif (2020) who affirmed that individuals with strong attachment to the organization will feel interconnected with it and get pleasure from being a member of organization.

Based on importance of employees' commitment as demonstrated by (Cherif 2020), the human resource management in different organizations are obliged to consider the commitment levels of their juniors to lower the turnover rates, prevent high absenteeism and enhance employee productivity. This is in line with Oluwatayo and Adetoro (2020) who argued that, the way leaders behave and treat their employees have strong impact on their job commitment. Loan, (2020) claimed that when an employee is committed towards the task, he/she will always play a very crucial role in improving the institutional performance. Additionally, they affirmed that institutional performance can be measured through many ways which may include, firm employee turnover, return on equity, absenteeism, good preparation before work, punctuality among others. The above discussion was stressed by Ana and Le Hoang Anhb, (2020) who purported that organizational commitment is crucial for helping in holding highly qualified workers, as only satisfied and committed staffs are willing to continue their warm relationship with the institution and make considerable determinations towards realizing its objectives.

Involvement of Tutors in Decision- Making and Job Commitment

Decision making basically consist of mapping the likely consequences of decisions, working out the importance of individual factors and choosing the best course of action to take (Muindi, 2011). Locke and Schweiger (1979) cited in (Kuyea and Sulaimonb, 2011) describe it as combined decision making between administrators and juniors. According to them, decision

making is a special method of delegation whereby the juniors achieve greater control, more freedom of choice with an aim to bridging the communication gap between the management and the workforces. It also means the degree of employees' consideration to be involved in organizations' strategic planning activities.

For an organization to intensify the employees' commitment and make the workplace more humane with the plan of improving work performance and good altitude and behaviour, supervisors need to allow a high degree of employee involvement in decision making. Therefore, the institutional involvement of staffs in decision making is considered as an instrument for prompting motivation and contentment in the employees enhancing positive work attitude and commitment towards work hence high productivity (Turner, 2019).

It is believed that participation in decision making by workers do make a significant influence on their work practices, recognition and rewards which is also considered to correlate with job satisfaction and organizational commitment (Gopinath, 2020a and Gopinath, 2020b; Simiyu, et al., 2019). A study by Khezerloo, Hassani and Alishhi, (2016), on "the study of the causal effect of participation in decision making on job commitment and Job satisfaction." The finding demonstrates a constructive and significant relation between participation and job commitment and satisfaction. In other words, individuals with a high sense of participation in decision making under conditions of high sense of job characteristics indicative of their significant levels of organizational commitment.

Mohsen and Sharif (2020) found a positive impact of participation in decision making among 128 Afghanistan bank workers using multiple regression model on job commitment. Another study involving 1741 employees from selected public organizations in Anambra State in Niger, agreed with the findings of the current study by supporting that employee participation and engagement in organizations' decisions has a positive significant effect on self-motivation and job commitment (Chukuemeka, 2020; Malhotra, Sahadev & Sharom, 2020).

Both group learning and group commitment have been recognized as the main constituents of a work group (Mathieu & Gilson, 2012; Kukenberger, Mathieu & Ruddy, 2015). Additionally, individual knowledge within a work group is basic as it is the extent to which a work group member would perceive that his or her work specific knowledge and skills have been enhanced as a result of working together as a group. This practice is considered as group learning. It is projected to happen as a result of relationships between the worker and his co-workers. An encouraging work environment that is free from conflicts and has high amount of trust would be good to help in learning within work groups. This is support from past studies that found out that employees learn and work as a function of getting attached to their relevant work groups (Tannenbaum, Beard, McNall, & Salas, 2010).

Individuals form the basis of organizations. How these people interact and collaborate, typically along hierarchical or process lines, determines how well the organization functions and succeeds (McDonald, 2011). Therefore, the effectiveness of staff collaboration is a key component of every institution's success. He went on to say that in the past, employers saw their workers as groups of people who were bound together by rules, authority, and self-interest. There are several businesses today that encourage the creation of quality circles, self-managing teams, and liaisons. This is due to the fact that social processes including communication, sharing of ideas, influence, cooperation, and competition can all be observed while viewing any group of people that work together (Hausknecht, 2012; Saha & Kumar, 2017). An organisation's social processes draw people who want to play and learn how problems and challenges are solved. The effectiveness of the aforementioned processes as well as their existence lead to higher employee engagement and, thus, higher production (Fiaz, Su, & Saqib, 2017; McDonald, 2011). Consensus affects worker performance and organizational productivity because it helps decisions made by the group to be carried out.

Studies of the most trustworthy firms demonstrate that for personnel to be dedicated, a context of social environment of confidence and heed is required (Conway, Edel, Kathy & Monks, 2010; Leol, Villes, Jurburg & Lomas, 2017). Additionally, they operate with little error thanks to group members' attitudes and behaviors that help them recognize issues earlier and take action on them before they worsen (Gupta, 2016). According to some academics, social dynamics in an organization include prosocial behavior, competitive pressure, power and status, and communication. The amount of dedication among the employees has a strong correlation with how effectively these processes operate within the firm (Nazir & Islam, 2017). Employee commitment to their jobs is high in companies with open communication channels and a culture that values transparency and healthy competition (Gantasala, 2011). The institution must also have a procedure that emphasizes work through top-down social interactions structured around the organization chart or hierarchy that work end to give up planned and managed between their workflows that encases into social systems for social processes to be regarded as effective in an organization setup (Mark & McDonald, 2011).

The idea of employee participation in decision making is an eye-catching method which license subordinates to participate in discussing and making various decisions which affect them (Irawanto, 2015). It is also argued that the chance for increased job involvement provided by participative methods work on the developing desire among staffs to take part in decision making affecting their jobs and to be active contributors to the system rather than simply job holders (Yelderman, Lawrence, Lyons & DeVault, 2020; Bhuiyan, 2010). Employee participation is practices that increase the scope for employees to play a role in management at the different levels of the organizational hierarchy (Febriansyah, 2010). Participation combines administration

and employee representatives in formulation of institution policies; according to Nzir, et al., (2017) participation is giving employees better chance to make-job related decisions.

MSG (2016) also agree that, employee participation in decision making helps to improve the level of employee commitment, morale, support and effectiveness in the work place because when workers perceive that their suggestions and recommendations are valued and implemented or put into practice, they feel motivated to strive towards doing more next time. Psychologically, such people are considered as an integral part of the organization for they view themselves as valued employees rather than an insignificant worker. This was asserted by Isichei and Godwin (2015) who investigated Employee Participation in Decision Making and the Performance of the Hospitality industry in Nigeria, in their study of selected hotels in the Federal Capital Territory in Abuja. Findings showed that there is a positive relationship between extent of employee participation in decision making and organizational performance.

Through shared decision-making method, educators take advantage to learn from one another's skills and enrich their teaching effectiveness by giving profitable suggestions, advices and right feedbacks to each other because tutors who play part in decision-making are expected to make genuine efforts to implement them (Ojukuku & Sajuyigbe, 2014; Saha, & Kumar., 2017). In the study by Moshet (2013) to find out whether taking part of educators in school decision-making correlates to organizational commitment in senior schools in Botswana established that when teachers are allowed to participate in decision-making it leads to a more contented educator with high commitment to institutional objectives. Wainaina, Iravo and Waititu (2014) affirmed that by carrying out a study on effect of teachers' participation in decision making on the organizational commitment amongst academic staff in the public and private universities in Kenya and findings were that decisions made in discussion with educators are more effective. Mostly, those tutors who take part in decision-making are well furnished to implement them.

Critics of these findings argue that, some research on joint-versus-separate decision-making highpoints the fact that employees' desires were likely to make them more emotional than logical (Moore & Loewenstein, 2004). This view shows employees may present area of their interest leaving that of an institution. Hou (2011) also found that, while administrators seem to have faith in participative policies, they do not indicate strong belief in their juniors' abilities. This condition can deter their aspiration to participate actively in the decision-making process. This was affirmed more by Kuyea, et al., (2011) who argued that, in cases where one member has considerably more information than the others, participative decision making tends to be wasteful of time and effort at best and harmful to decision quality if those with less knowledge outvoted the most knowledgeable member. Additionally, one of the hitches associated with it is that, it slows down resolutions because very many people are involved in decision making process.

Several inputs and feedbacks offered by many people make it difficult to choose the best alternative among many suggestions (MSG, 2016). Still, it takes time and energy to validate the accurateness of information when so many people are involved which may lead to delay in decision making process. In addition, participative approach to decision making is considered inappropriate when choices are complex, difficult to define, when there is high task independence and when organizational change is high (Kuyea, et al., 2011).

Nevertheless, good managers have the capacity to attain victory through other people since they do not perform duties unaided, rather they bring on board people who are cleverer than them and delegate some duties to them (Mwololo, 2014; Khezerloo, et al., 2016). Due to these discrepancies in the study, the researcher investigated whether tutors' involvement in decision making as an administration practice is exercised by PTTCs administrators in Eastern Region, Kenya and how it influences their job commitment.

2.0 Statement of the problem

Due to the role played by teacher training colleges, the government of Kenya and non-governmental organizations has put in place a lot of resources in teachers training colleges in order to enhance quality training with the aim of producing the 21st century teacher endowed with knowledge, skills, attitude and values for handling the teacher trainees.

Despite such commitments by the government of Kenya and NGOs to support teachers training colleges, the Teachers Service Commission Chief Executive Officer while addressing teachers in a graduation ceremony at Kamwenja teachers training college, Kenya alluded that there is high absenteeism, lateness, transfers and truancy of tutors in teachers training colleges hence compromising the quality of education in primary teachers training colleges. This study therefore, sought to establish whether tutors' involvement in decision making by principals do have influence on tutors' levels of job commitment in Primary Teachers Training Colleges in Eastern Region Kenya.

3.0 Objectives and Hypothesis of the study

The study was guided by the following objective:

3.1 Objectives

- i. To determine the influence of tutors' involvement in decision making by principals on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

3.2 Research Hypothesis

The study addressed the following research hypothesis in tune with the above stated objective:

H₀₁. No significant correlation among tutors' involvement in decision making by principals and tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

4.0 Methodology

4.1 Research design

According to Babbie and Mouton (2001), a research design is a plan showing how the study is intended to be carried out. The study used a descriptive survey design which lets a researcher to gather information through interviewing or administering a questionnaire to representative sample drawn from the target population without manipulating the tutors' involvement in decision making by principals (independent variables) and tutors' job commitment (dependent variables) (Orodho, 2012). The design was appropriate because the data was collected and analyzed as it existed in the field.

4.2 Population and sample size

For this study, the target population entailed 5 principals, 260 tutors and 1860 second year students of the 5 public teachers training colleges in Eastern Region. To sample the respondents, the researcher purposively sampled the 5 college principals, 130 tutors (50%) and 186 second year students (10%).

4.3 Instrumentation

The study used interview guide and a questionnaire as the main instruments for data collection. The interview guide was used to gather information on tutors' involvement in decision making by principals as an administrative practice on tutors' job commitment. The interview guide was considered appropriate for the study because it helped in gathering detailed information about tutors' involvement in decision making by principals on tutors' job commitment through probing.

A questionnaire was used for tutors and teacher trainees. It had two sections, section A gathering demographic information about tutors' and teacher trainees' while section B gathered data on principals' administrative practice (tutors' involvement in decision making by principals) influence on tutors' commitment to work. The questionnaire comprised both closed and open-ended questions. The researcher preferred the questionnaire because it was easy to administer

and it provided a chance to gather information in a quick and precise manner and also used to gather information from literate population.

4.4 Data analysis

All the data was analyzed by the help of Statistical Package for the Social Science (SPSS). Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics used measures of central tendency, measures of dispersion indices to describe, and percentages for data description. For the inferential statistics, all objectives were analyzed through ordinal logistic regression and correlation analysis while comparison on job commitment between tutors and teacher trainees was established through independent sample t-Test. An ordinal logistic regression model was chosen after the data violated the normality assumptions which limited the use of linear regression model. The response variable (job commitment) was reduced to three ranked categories including Disagree represented by scores 1 and 2, Neutral for 3 and Agree for 4 and 5. The Spearman coefficient correlation (R) from correlation analysis was used to establish direction and strength of the relationship between the dependent and independent variables. The p-values from the regression analysis were used to establish whether the relationship between the dependent and independent variables was statistically significant at 5% significance level. The t-statistic of the regression coefficients were used to examine whether the administrative practice predictor variables) had significant influence on job commitment (outcome variable) at $\alpha=0.05$. Data was presented using tables, pie charts, percentages and graphs. Qualitative data was categorized according to themes based on the study objectives and in form of frequency tables.

5. 0 Study Findings and Discussion

Influence of tutors' Involvement in Decision Making by Principals on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

This objective sought to determine the influence of tutors' involvement in decision making by the principal on tutors' level of commitment in primary teachers training colleges in Eastern Region of Kenya. A survey conducted among 712 managerial employees in public sector in India showed that organizations that allowed employees to actively participate in decision making by taking their opinions on different issues increased employees' attachment and identification with the organization and consequently enhanced their level of job commitment (Kumar & Saha 2017). Tutors were requested to indicate the influence of tutors' involvement in decision making by principals on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya. Five structured statements were incorporated with a scale ranging from Strongly Disagree to Strongly Agree. For ease of analysis, Strongly Disagree and

Disagree were combined as Disagree while Agree and Strongly Agree became Agree. The respondents' percentages of Disagreement and Agreement with the various statements were as shown in Table 5.1

Table 5.1: Tutors' Involvement in Decision Making by Principals on Tutors' Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region Kenya

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
Tutors participate in selection of syllabus and training materials	54 (41.9)	16 (12.4)	58 (44.9)	1 (0.8)	129 (100)
My principal initiate tutors to discuss on various academic issues	15 (11.7)	11 (8.5)	102 (79)	1 (0.8)	129 (100)
My principal invites tutors to participate in budget making process.	67 (52)	18 (14)	42 (32.6)	2 (1.6)	129 (100)
Tutors participate in setting subject grade target	12 (9.3)	1 (0.8)	114 (88.4)	2 (1.6)	129 (100)
Tutors participate in determining the class size	79 (61.2)	15 (11.6)	35 (27.2)	-	129 (100)

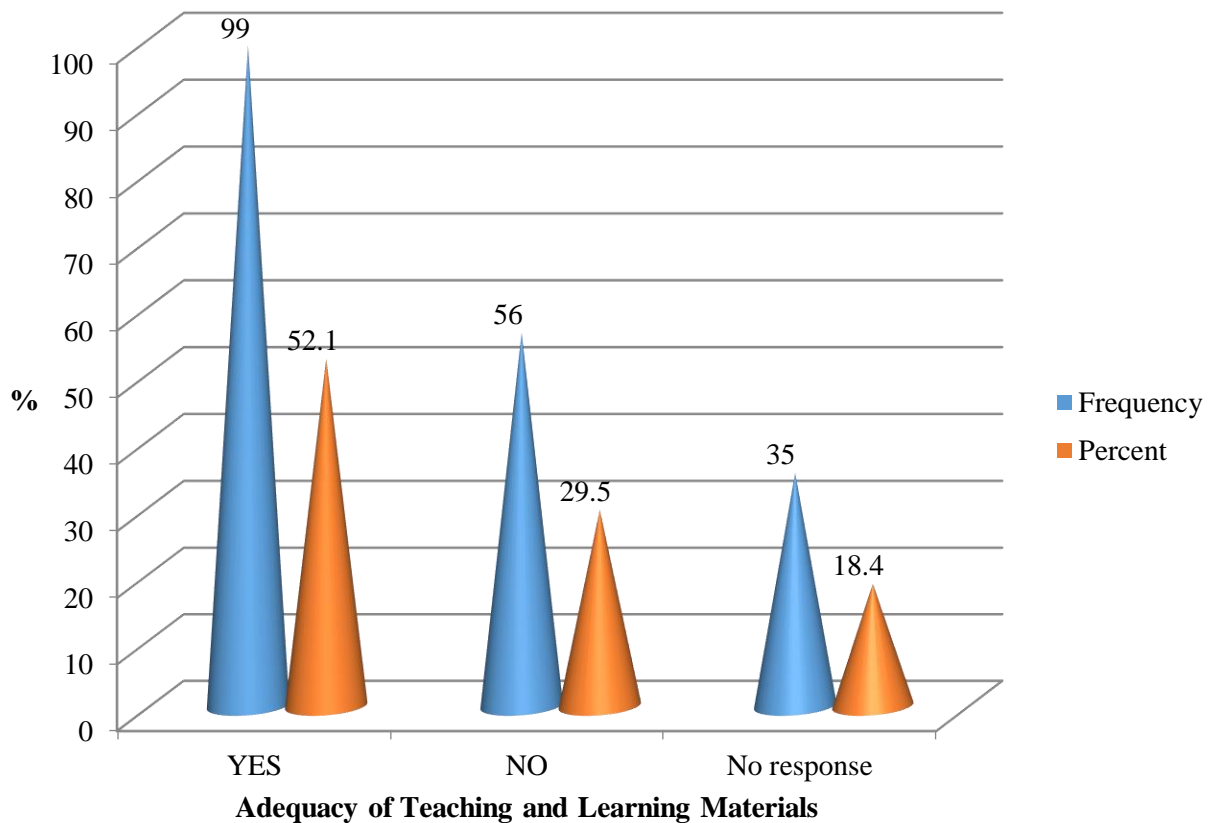
Table 5.1 indicated that 44.9% tutors participate in selection of syllabus and training materials compared to 41.9% who thought otherwise. Tutors across the colleges were evenly divided on their participation in selection of syllabus and training materials further indicating that their involvement in decision making on selection of syllabus and training materials was not being observed at college but at ministerial level. Majority of the tutors (79%) noted that the principals initiate tutors to discuss on various academic issues. Further, 52% of the tutors noted that principals do not invite them to participate in budget making process compared to 32.6% who indicated otherwise. It was apparent in many primary teacher training colleges that budget making process was only a preserve of a few and tutors at all levels were not involved in the process. A staggering 88.4% of tutors indicated that they participated in setting subject grade target compared to a mere 9.3% who stated differently. Principals of many primary teacher training colleges heavily relied on tutors in grade target setting for it overwhelmingly touches on every trainee and tutors at different subject levels.

Finally, 61.2% of tutors did not participate in determining the class size and hence this decision was heavily left at the discretion of the principals and school administration. Failure to involve

tutors in decision making on matters touching on budget making process and determination of class size was most likely to affect the level of tutors' commitment, morale, support and effectiveness in the work place because when workers perceive that their suggestions and recommendations were not valued and implemented or put into practice, they feel demotivated to strive towards doing more next time as observed by MSG (2016).

Teacher trainees were required to indicate the adequacy of teaching and learning materials in the teacher training colleges and the question elicited the following feedback as summarized in Figure 5.1

Figure 5.1: Adequacy of Teaching and Learning Materials



Data postulated in Figure 4.6 show that more than half of the teacher trainees (52.1%) indicated that teacher training had adequate teaching and learning materials compared to 29.5% who thought otherwise. This fair approval of availability of teaching and learning materials required further attention to ensure that teacher trainees have adequate resources for reference especially

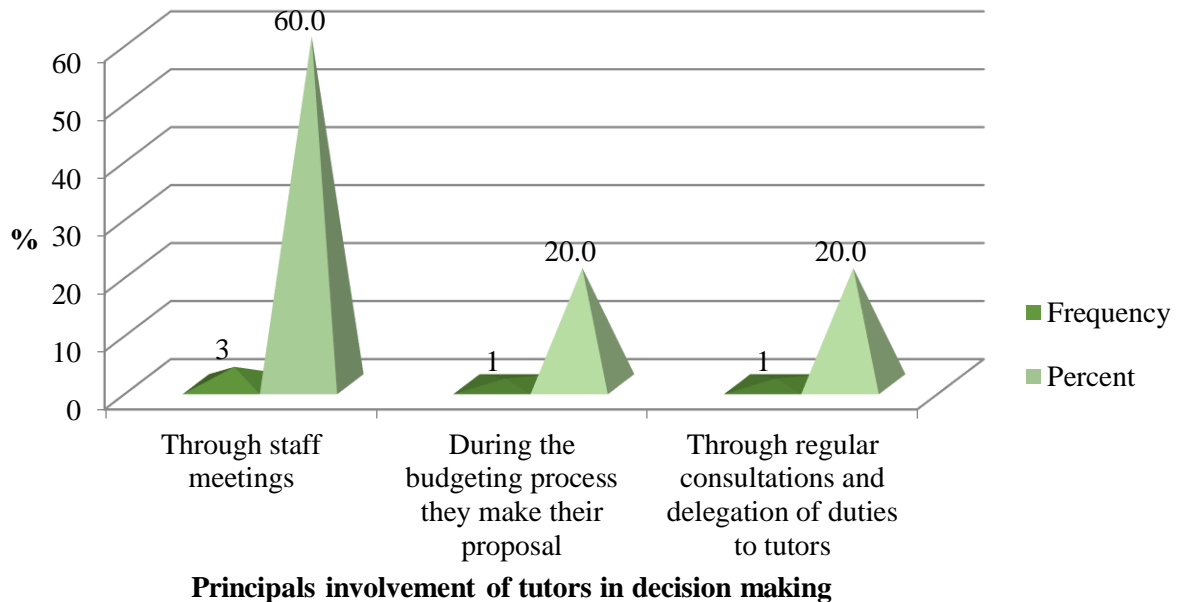
when issued with assignments by their tutors. This will finally translate to increased level of contentment in tutors' career among leading to improvement in the level of job commitment. Further the researcher was interested in establishing the specific areas where there was adequacy of teaching and learning materials and the question elicited the following responses as indicated in Table 5.2.

Table 5.2 Explanation to Adequacy of Teaching and Learning Materials

Explanation	f	%
There are always reference materials provided when necessary	43	22.6
Most are accessible from the library	7	3.7
Materials are inadequate especially revision materials	43	22.6
Not in all subjects such as Art and Craft learning materials are inadequate	1	0.5
There are no enough braille materials	1	0.5
Teacher trainees were expected to buy teaching practice materials such as ink and fabric	2	1.1
No response	93	49.5
Total	190	100.0

From Table 5.2 22.6% of the teacher trainees indicated that there were always reference materials provided when necessary. The teaching and learning materials were accessible from the library (3.7%). Some teacher trainees noted that materials were inadequate especially revision materials (22.6%). A relatively small number of teacher trainees noted that they were expected to buy teaching practice materials such as ink and fabric, braille materials which were inadequate and teaching and learning materials were also inadequate especially in Art and Craft subjects. From the interviews, principals were required to indicate how their offices involved tutors to participate in decision making and the following feedback was generated as postulated in Figure 5.2.

Figure 5.2 Principals' Involvement of Tutors in Decision Making



Data captured in Figure 4.7 show that majority of the principals involved tutors in decision making through staff meetings (60%), during the budgeting process where tutors make their proposals (20%) and through regular consultations and delegations of duties to tutors (20%). Disparities between the positions taken by the principals and the tutors on the level of involvement on decision making process on the budgeting could be attributed to the fact that tutors were involved in the process through their heads of departments and subject heads in the proposals presented via the departments.

Principals were further required to state whether they considered the ideas or suggestions of tutors while making a decision and to what extent it influenced their tutors' level of job commitment and the question yielded the following response.

Table 5.3: Extent to which Principals Considered Tutors' Ideas in Decision Making

Do you consider the ideas or suggestions of tutors while making a decision? * To what extent				
Cross tabulation				
To what extent				
	They feel	They participate	It motivates them	Total

	part of the system by considering their input f (%)	in what that concerns them and their students f (%)	and makes them own the policies formulated f (%)	f (%)
Do you consider the ideas or suggestions of tutors while making a decision? Yes	3 (60)	1 (20)	1 (20)	5 (100)
Total	3 (60)	1 (20)	1 (20)	5 (100)

From the cross tabulation, all the principals considered the ideas or suggestions of tutors while making decisions to the extent the tutors felt part of the system when their input was considered (60%), tutors participated on matters that concerned them and their students (20%) and they were involved in decision making that motivated tutors and made them feel they owned the policies formulated (20%). Through shared decision making method, educators take advantage to learn from one another's skills and enrich their teaching effectiveness by giving profitable suggestions, advices and right feedbacks to each other because tutors who play part in decision-making are expected to make genuine efforts to implement them (Saha and Kumar, 2017). These findings seem to resonate with the findings of Turner, 2019; Simiyu, et al., (2019); Khezerloo, Hassani and Alishhi, (2016) who found that employee decision making rational had a positive influence on workers' job commitment and organizational performance.

A correlation test was conducted to determine the existence of strength and direction of a linear relationship between decision making and tutors' levels of job commitment. The results are in Table 4.26.

Table 5.4 Correlations between involvement in decision making by tutors and job commitment

	Test static value	p-value	Cor-coeff (rho)
Output	283541	0.01832	0.2074541

There was a significant positive correlation between tutors' involvement in decision-making and their level of job commitment ($r=0.2074541$, $p=0.01832$). This implying that the more principals involved tutors' in decision making the more they became committed to their work. Gopinath (2020a) and Gopinath (2020b) are convinced that involving employees in decision making makes them feel part of the organization and enhances their job satisfaction and

consequently job commitment. Tortorella, Miorando, Caiado, Nascimento and Portioli Staudacher (2021) supports that giving employee a role in decision making heightens their job commitment levels and makes them responsible towards the organizational goals.

An ordinal logistic regression model was conducted to investigate the extent to which decision making by tutors enhances their job commitment levels. Results are shown in Table 5.5.

Table 5.6: Ordinal Logistic Regression Model on the Influence of Principals’ Involvement of Tutors in Decision Making on Job Commitment

	Value	Std. error	t.value	p-value	Odd ratio	Percentage effect
decision	0.6204	0.2591	2.3943	0.0167	1.8597	85.98
Disagree Neutral	-1.6214	0.8819	-1.8385	0.0660	0.1976	-80.24
Neutral Agree	0.6031	0.7897	0.7636	0.4451	1.8278	82.78
Pseudo-R2: 0.098						
Residual deviance: 152.0946						
AIC: 158.0946						

From the findings on Table 5.6, there is a 95% confidence in reporting that 1% increase in tutors’ involvement in decision making increases the odds of job commitment levels by approximately 86%. The effect of tutors’ participation in decision when all other administrative factors are not considered is significantly different from zero ($p=0.0167$). This implies that when tutors are involved in making decisions pertaining target setting, school budget, and selecting training materials, they are likely to become more committed in their job almost 86%. Also, when not involved in decision making, the tutors are 82.78% more likely to report low or medium job commitment levels compared to reporting high. The model intercept is not-significant an indication that setting the variable decision zero, the model is not significant. Therefore, tutors’ role in decision making plays a significant role in improving their level of job commitment. Several studies in different fields have established a similar relationship between decision making and job commitment among employees. For instance, Mohsen and Sharif (2020) found a positive impact of participation in decision making among 128 Afghanistan bank workers using multiple regression model on job commitment. Another study involving 1741 employees from selected public organizations in Anambra State in Niger, agreed with the findings of the current

study by supporting that employee participation and engagement in organizations' decisions has a positive significant effect on self-motivation and job commitment (Chukuemeka 2020).

6. Conclusions

Involvement in Decision making on Tutors 'Job Commitment

Decision making is one of the factors that contribute to the growth of an institution. Tutors' involvement in decision making by the principals in the teachers training colleges in Eastern Region Kenya can improve on the tutors' level of job commitment. Though according to the results, the tutors were barely involved in decision making in the colleges making the predictor the second least important in influencing job commitment at the institutions. the administrative practice was found to be an important factor in predicting the tutors' level of job commitment at the teachers training colleges in Eastern Region in Kenya since its effect was statistically significant.

7. Recommendations

Based on the findings of this study, the researcher made the following recommendations that may be important to the Ministry of Education, Teachers Service Commission, principals in Primary teacher training colleges in Kenya.

Teachers Service Commission

The Teachers Service Commission should ensure that all tutors are given equal chances to participate in decision making on issues, salaries, work load, promotions among others. TSC should revise tutors' salary through CBA with teachers' union and ensure all teachers unions remain strong to help them get tutors' needs which failure to addressing may compromise their job commitment.

Principals

For the teachers training colleges to attract more tutors it should be aware of good administrative practices such as involvement in decision making so as to improve on tutors' level of job commitment.

Suggestions for Further Studies

This study recommends further studies in areas such as;

- i. Determining the influence of tutors' involvement in decision making by principals on performance among tutors in primary training colleges.

- ii. Establish the influence of administrative practices on internal efficiency in public primary teachers training colleges.

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