

INFLUENCE OF PRINCIPALS' PROVISION OF WELFARE SERVICES ON TUTORS' LEVELS OF JOB COMMITMENT IN PRIMARY TEACHERS TRAINING COLLEGES, EASTERN REGION KENYA

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ABSTRACT

The purpose of the study was to investigate the influence of principals' provision of welfare services 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 principals' provision of welfare services 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 five (5) Teacher Training College principals, 260 tutors and 1860 second year students of the five (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). The results were graphically visualized through frequency distribution tables, bar graphs, pie charts, and tables. Regression results showed that increasing provision of incentives by principals by 1%

would promote job commitment levels of tutors by approximately 122%. There was a positive and significant relationship between provision of welfare services by principals and the job commitment levels among tutors ($r=0.3518436$, $p=4.336e-05$). The results implied that as provision of welfare services by the principals' increased, the tutors' level of job commitment increased as well. Therefore, it was recommended through ministry of education, to have well placed sound policy to promote principals' training hence enhancing academic performance in Primary Teachers Education Examination as a result of tutors' job commitment.

Key words: School welfare, welfare services, tutors 'job commitment, primary teachers training colleges.

INTRODUCTION

There is widespread recognition that education is the key to the well-being of any society. Therefore, school administrators are supposed to influence their staffs, parents and other stakeholders of education to make sure their colleges successfully attain their intended objectives by making sure their tutors remain committed towards work in order to perform their responsibilities well and learners perform well in their academic as anticipated.

Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal (Bronwyn, 2019). Job Commitment is also explained as a great level of loyalty and attachment to an institution (Sigh & Gupta, 2015; Bello, 2012). Organizational commitment is said to be a significant part of the emotional state of the staffs, as well as the attitudes they generalize concerning their institution (Doaa & Nassar, 2021; Sirin & Sirin, 2013).

In Uganda, Naluwemba and Okwenje (2016) observed that, teaching is facing another shortcoming of losing many of its reliable and gifted teachers who have quit the profession on grounds of inadequate salary. They also argued that provision of welfare services to teachers is vital in determining the victory of any school because it forms the bases of inspiration of workers. Therefore, for principals to manage the tutors' performance, it was acute to provide a research study to highlight how welfare matters could be better placed within college progress as drivers of good performance. Kuria (2012) supported this argument through the study of the effects of employee welfare programs on job commitment of employees within the flower industry, a case of Sueka Firm in Kenya.

The study revealed that the employee-welfare programs had influence on workers' job commitment in organization whereby provision of better welfare services increased their commitment towards work hence good performance.

According to Human Resource Management Practice Guide (HRMPG, 2018) and Projects4MBA (2018), welfare can be defined as the efforts to make life worth living for employees. It is including various services, benefits and facilities offered to employees by the employers. Veeraselvam (2014) argue that welfare means to fare well. It means maintenance of the health and good attitudes of organizations' employees. Employee welfare means better working conditions for employees in terms of their well-being (Marzullo, 2018). It is also argued to be anything managers do for workers, for their comfort and enhancement over and above their salary or wages (Rajkuar, 2014; Lalitha & Priyanka, 2014; Venkata & Lokanadha, 2015). It includes accessibility of services; facilities and amenities in or near the organization to enable employees do their duties in a fit atmosphere that is favorable to good health condition and high self-drive for both workers and their families in the most comprehensive sense.

Employee welfare is an inclusive term that refers to numerous services, benefits and facilities availed by the employer to staffs with a purpose of elevating the life of staffs, to keep them happy, contented, satisfied and committed (Manju & Mishra, 2012). Another study aimed to examine the effect of employee welfare on employee commitment at Judicial Service Commission, a case of JSC, Kenya. The study found out that employee welfare played a significant role towards determination of the level of employee commitment in the organization. More also, the study established that employee welfare in terms of health benefits and retirement plans affects employee commitment in the organization (Mwaniki, Njuguna & Gakobo, 2020).

Traditionally employees' welfare programmes were to reduce absenteeism and time off due to ailment. However, nowadays they have taken a wider scope and they take in almost all aspect that relate to an employees' wellness and personal development in the place of work (Manzini & Gwandure, 2014). Reasonably, the provision of right welfare systems is to create an effective, healthy, loyal and committed staffs for the organization. The drive to offer such facilities is to make their work life better and to improve their standard of living (Padmini, 2016).

Further, he opined that welfare of the workers among civil servants is very critical and significant for delivering quality service to the public. When these services are offered insufficiently, they do negatively affect the performance of service delivery in the public sector. Therefore, making it essential to put in place suitable mechanisms to ensure provision of welfare programs for staffs in the public service. From this argument, it in order to say that employees are a treasured resource that may contribute in several different ways to an institutions' activities if the administrators give them a suitable chance.

Shrinivas (2013) stated that improvement of employee job commitment, morale and spirit could be done by addressing the issues of welfare. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving performance and thus reducing employee turnover. Employee welfare measures relate to certain additional activities which may be provided by an organization like housing facilities, medical facilities, recreational facilities, cultural facilities libraries, gyms and health clubs among others. Employers offer this in the hope of winning the commitment of an employee.

Amirnejad and Asploor (2016) affirmed this by finding that, the performance of university human resource is catalyzed by the provision of welfare initiatives that includes; insurance services, treatment centres, housing, transportation, sporting facilities, membership to a university library for a free or half the price.

Banu and Ashifa (2012); Marzullo, (2018) asserted that enhancement of employee feelings and spirit be done by addressing the issues of their welfare. Moreover, they claimed that attitude survey, welfare measures, salary addition at the right time without a fail can be some other ways of improving institutional performance thus preventing employee turnover. Welfare service of workers relates to certain extra activities, which an organization may provide like housing facilities, free transportation, medical facilities, recreational facilities, free meals, libraries services, unions, and health clubs among others. Employers should therefore offer these services in the hope of attracting the commitment index of an employee.

According to Okumbe (2010), the workers' compensation insurance must be obligatory as it provides coverage for an employee injured while on the job. The disability allowance is also necessary to enable at least some income for a worker who was disabled due to job-related injury.

These sentiments were backed up by the Belmont University (2017) report which showed that, welfare benefits offered to employees includes; workers' compensation insurance, sick leaves, paid medical leaves, vacation leaves, paid holidays, saving plans, group banking privileges, and the retirement plans.

In Kenya, some staff welfare services are mandatory, as per the legal requirement while others are optional. Among the legally required benefits are health insurance, social security contributions and workers' compensation (Keitany, 2014). According to Arero (2013), the cost of employee benefits has been going up in developing countries. Due to the magnitude of the expenses incurred in most institutions, the delivery of these benefits has gone down. This leaves progressive organizations to consequently turn to the idea of total remuneration that syndicates basic salary and employee benefits to attract and retain senior administrators (Otieno, 2010). This is because he argues that, organizations without good remuneration are at the risk of employee exits leading to high staff turnover thereby increasing operating costs and undermining productivity.

Shefali and Shika, (2017), found that there is a positive relationship between job security and employee job commitment. Job insecurity can be said only to occur in the cases of involuntary job.

Some writers hypothesize job insecurity as the perception of a possible threat to continuity (Conway, Edel, Kathy & Monks, 2010). They stressed that, since we know that the basic characteristic of mergers, lay off and downsizing is threat to continuity and also instinctive job loss, these changes therefore lead to job insecurity. Employees who have perceptions of low job security are more likely to engage in work withdrawal behaviors like absenteeism, lateness, seeking for transfers among others and register low organizational commitment (Bin, Ahmed, Shafi, & Shaheen, 2011). Studies also found that the higher levels of job insecurity are, the lower the employees' organizational commitment and the greater the affinity to leave the organization. There is however no doubt that job insecurity affects the job commitment of employees. But many writers have put up different evidences. Some of them have discovered that a moderate amount of job insecurity leads to increased commitment at work, but some of them have found that job insecurity leads to decreased work performances (Boxall & Mackay, 2009).

A broadly accepted assumption is that better working environment inspires employees and produces better results (Brown, Mchardy, McNabb & Taylor, 2011; Robinson and Sweatha, 2017). The environment in this contest can be described in terms of physical and behavioral components.

An institutions' physical environment, its design and layout can affect greatly on employees' behavior in their workplace. Many scholars estimate that enhancements in the physical plan of the workplace may result in a 5 to 10 percent increase in employee productivity (Conway, et al, 2010). Furthermore, studies carried out argue that the modern work physical environment is categorized by technology; computers and machines as well as general furniture and furnishings. To achieve high levels of employee commitment, institutions must make sure that the physical environment is conducive to organizational needs facilitating interaction, formality and informality, functionality and cross-disciplinarily (Leblebici, 2012).

Other researchers argue that an organizations' physical plan is designed around employee needs in order to maximize productivity and commitment. They argue that innovative places of work can be developed to encourage the sharing of ideas and networking irrespective of job restrictions by allowing communication freely across various departmental groups (Sekar, 2011). Moreover, the physical environment is an instrument that can be used both to improve firms results and well-being of the staffs (Leblebici, 2012).

Ensuring adequate facilities are provided to employees is critical to generating greater employee commitment and productivity (Sekar, 2011). The provision of scarce equipment and adverse working conditions has been displayed to affect employee commitment and intention to continue working with the organization. From a safety perspective, it specifies that environmental conditions do affect employee safety perceptions which impact upon employee commitment (Omar, 2010).

According to Nassazi (2013); Robinson, (2017), working conditions affect the working staffs physically or mentally for they may become worn-out hence, exposing organizational property to threat and increasing the likelihood of accidents, low commitment or loss of life. Due to this claim, institutions should be very careful to offer sufficient lighting, free from noise working settings and preferable temperatures among others. Additionally, developing and ensuring a good working environment improves the overall employee performance. More also, the scholar asserted that main objective for implementing reward systems is to attract and retain excellent staffs. Organizations may opt to device pay methods based on performance to reward individuals according to performance standards and profitable goals; however, a sense of fairness and consistency should always be applied (Nassazi, 2013).

Moreover, forming teamwork in the workplace is of great significance whereby, teamwork means the relations between two or more persons working toward achieving particular goals and objectives of an institution. Furthermore, it enables open communication between people and when they complement each other, this eventually empowers them to perform more tasks for development of synergy is created among them. Odeku and Odeku (2014) supported this by claiming that the welfare services measures used in an institution by administrators do influence the motivation of employees towards their duties by satisfying their needs, which can advance their family lifestyle, working life and overall wellbeing. Various studies have explored the welfare services offered by institutions and established its influence on job commitment.

Some critics of this like Namutebi (2006) while carrying out a study on reward management practices and commitment of teachers stated that there are quite a number of challenges involved in the use of rewards in ensuring the commitment of teachers in the secondary schools in Wakiso District in Uganda which included, teachers working only to attain the rewards and fail to consider working to fulfill the national goals of education.

Mwamwenda, (2004) supported this by pointing out that alleged equity of promotion of workers is not the only feature to cause a positive effect on job commitment because there are employees who will remain committed to work even without being promoted. Mboga (2010) also argue that good wages are nice, but they are not adequate to draw better educators. Due to these discrepancies in the study, the researcher found it important to focus on investigating whether principals' provision of incentives on tutors' do influence their job commitment.

Due to the above discussion the researcher found it important to investigate whether Primary Teachers Training College principals in Eastern Region provides welfare services to the tutors which may influence their job commitment.

STATEMENT OF THE PROBLEM

Due to the role played by teacher training colleges, the Government of Kenya and non-governmental organizations have 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 tutors with knowledge, skills, attitude and values for handling the teacher trainees. Despite such commitments by the government of Kenya to support tutors training colleges, the Eastern Regional Director of Education, Report 2019 indicated

that there is a lot of stagnation for tutors at lower job groups C3 and C4. Besides, the high level of tutors' stagnation in the same job group, the TSC CEO while addressing teachers in a graduation ceremony at Kamwenja teachers training college in 2019 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 which are signs of non-commitment towards work (Korb & Akitunde, 2013).

The available literature on employees' level of job commitment generates controversy with some supporting and others not supporting the need for institutional management to promote employee job commitment. For instance, Mwaniki, Njuguna and Gakobo, (2020), Padmini, (2016), Asploor, (2016) and Marzullo, (2018) argue that there is need for the management team in organizations to address employee level of job commitment while others like Mwamwenda, (2004), Mboga, (2010) and Namutebi, (2006) argue that the level of employee commitment is more of personal interest than management practices. Based on these controversies and the concerns raised by Teachers Service Commission CEO who alluded that there is high absenteeism, lateness, transfers and truancy of tutors in teachers training colleges, this study sought to establish the influence of principals' provision of welfare

services on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

OBJECTIVES AND HYPOTHESES OF THE STUDY

The study was guided by the following objective:

To determine the influence of principals' provision of welfare services on tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

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

H₀₁. No significant relationship between principals' provision of welfare services and tutors' levels of job commitment in primary teachers training colleges in Eastern Region Kenya.

METHODOLOGY

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 principals' provision of welfare services (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. 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%).

The study used interview guide and a questionnaire as the main instruments for data collection. The interview guide was used to gather information on provision of welfare services as an administrative practice on tutors' job commitment from principals. The interview guide was considered appropriate for the study because it helped in gathering detailed information about principals' provision of welfare services 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 (provision of welfare services) 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.

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. Logistic regression , spearman correlation and independent sample t-test were used. 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.

FINDINGS AND DISCUSSION

Table1: Principals’ Provision of Welfare Services on Tutors’ Levels of Job Commitment in Primary Teachers Training Colleges in Eastern Region – Students

Statement	Disagree f (%)	Undecided f (%)	Agree f (%)	No response f (%)	Total f (%)
My principal provides free meals	113 (87.6)	5 (3.9)	10 (7.8)	1 (0.8)	129 (100)
Provides free transportation to and from college	113 (87.6)	5 (3.9)	10 (7.8)	1 (0.8)	129 (100)
Staff houses are provided to tutors	44 (34.1)	12 (9.3)	46 (51.1)	7 (5.4)	129 (100)
There is a strong welfare-group in college such as for visiting sick	14 (10.8)	10 (7.8)	96 (74.5)	9 (7.0)	129 (100)

The objective sought to analyze the influence of the principal’s provision of welfare services on tutors’ level of commitment in primary teachers training colleges in in Eastern Region of Kenya. Employee welfare facilities help significantly in increasing the job commitment, confidence and intellectual level of an employee in an institution. Provision of welfare facilities will ultimately increase employee productivity in the workstation resulting to improved motivation making the employee to be challenged to take on more challenging tasks and duties. Tutors were requested to indicate the influence of principals’ provision of welfare services on tutors’ levels of job commitment in primary teachers training colleges. 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:

Data depicted in Table 1 show that an overwhelming majority of the tutors (87.6%) indicated that principals did not provide free meals. Failure to offer free meals such as tea and snacks in the colleges was most likely to consume Tutors' working hours as they take breaks to visit restaurants and Kiosks in the colleges in search of decent meals and drinks. Further, the study noted that 87.6% of the principals do not provide free transportation to and from college. This was most likely to encourage tutors to seek alternative means of transport to and from the colleges.

Additionally, 51.1% of tutors indicated that staff houses were provided to tutors in the primary teacher training colleges compared to 34.1% who indicated otherwise. The issue of adequacy in staff houses remains a challenge in several primary teacher training colleges and required urgent redress in order to boost tutors' job commitment and especially for the newly recruited tutors who did not own houses. Failure for primary teacher training colleges to offer tutors with free meals and adequate housing was more likely to lower tutors' work output in the

colleges as more time will be utilized in search of these facilities elsewhere. Further, 58.1% of tutors noted that principals welcomed questioning by tutors on matters related to staff affairs. This offers an opportunity to tutors to present their welfare issues that required urgent redress by the college administration via the principals compared to 27.1% who indicated otherwise. This also shows there is room for improvement in several colleges where the tutors noted that the principals did not welcome questioning.

Finally, a staggering 74.5% of the tutors noted that there was a strong welfare-group in college such as for visiting sick. This group was most likely to champion tutors' welfare issues with the college administrations thus boosting their level of commitment in the colleges. These findings tend to concur with the findings of Tiwari (2014) study who found out that the various welfare measures made available by the employer will have instant impact on the health, physical and mental efficiency, vigilance, morale, commitment and overall efficiency to the member of staff thus contributing to the higher output. These findings were also in line with the Shrinivas (2013) who stated that improvement of employee job commitment, morale and spirit could be done by addressing the issues of morale. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving performance

and thus reducing employee turnover. Employee welfare measures relate to certain additional activities which may be provided by an organization like housing facilities, medical facilities, recreational facilities, cultural facilities libraries, gyms and health clubs among others.

Principals from the interviews conducted with the researcher were also required to indicate whether they were concerned with the interest and welfare of the tutors while making decisions and the extent it promoted tutors' level of job commitment. A question was posed and the principals reiterated the following as summarized in Table 5.2.

Table 2: Principals Concern for Tutors Welfare and their Level of Job Commitment

According to your judgment are you concerned with the interest and welfare of the tutors whole making decisions * Explain how and to what extent Cross tabulation					
	Explain how and to what extent				Total
	They are concerned with their health and health of their family members	By encouraging tutors to volunteer in carrying out tasks and by considering their workable suggestions	Boosts their morale and makes them work with minimum supervision	No response	
Are principals concerned with the interest and welfare of the tutors whole making decisions	YES	1 (20)	1 (20)	1 (20)	3 (60)
No response	-	-	-	-	2 (20)
Total	1 (20)	1 (20)	1 (20)	2 (40)	5 (100)

Data shown in Table 2 show that principals (60%) were concerned with the interest and welfare of the tutors while making decisions to the extent they were concerned with their health and health of their family members (20%), principals encouraged tutors to volunteer in carrying out tasks and by considered their workable suggestions (20%) and principals boosted tutors' morale and made them work with minimum supervision (20%).These findings concurred with Shrinivas (2013) who stated that improvement of employee job commitment, morale and spirit could be done by addressing the issues of morale. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving performance and thus reducing employee turnover.

Fallahi and Mehrad (2015) study shows that housing as one of the societal challenges today has become core in influencing people's quality of life and satisfaction. Colleges and universities are at the forefront to adopt workforce housing development objects and ensure that their employees can afford to live near their workplaces and have adequate time for job-related activities (Arnold 2020).

Tutors’ housing in a particular teacher training college was found to have an influence on tutors’ level of job commitment towards work. Therefore, the study was to establish whether housing was a contributing factor to tutors’ level of commitment at work as part of their welfare services. The results were then tabulated as shown in Table 5.3.

Table 3. Tutors’ Housing

Accommodation

Where you are housed	Frequency	Percent
College house	29	22.5
Own house	56	43.4
Rental house	43	33.3
No response	1	0.8
Total	129	100.0

From Table 3, a 43.4% of the tutors owned their house, 33.3 per cent were in rental houses while 22.5 per cent were in college houses. This represented a small number of tutors who were operating in college houses and especially for tutors who were recently recruited and required accommodation in order to improve their level of commitment in the primary teacher training colleges in the Eastern Region. There was need for the college principals to invest more on housing in order to cater for tutors who were operating on rental houses. A correlation test was conducted to determine the existence of strength and direction of a linear relationship between provision of welfare services and tutors’ levels of job commitment.

Table 4.: Correlations between provision of welfare services and job commitment

	Test static value	p-value
Output	231884	4.336e-05

There was a positive and significant relationship between provision of welfare services by principals and the job commitment levels among tutors ($r=0.3518436$, $p=4.336e-05$). The results implied that as provision of welfare services by the principals’ increased, the tutors’ level of job commitment increased as well. A study by Park (2020) showed that social welfare provision positively influenced perceptions of employees towards their organizations and enhanced their organizational commitment. The effect of welfare services’ provision by principals on tutors’ level of job commitment was investigated by the use of an ordinal logistic regression model. Table 5.4 shows the results.

	Value	Std.error	t.value	p-value	Odd ratio	Percentage effect
Welfare services	0.7974	0.2910	2.7401	0.0061	2.220	121.98
Disagree	-	0.9828	-	0.2979	0.360	-64.05
Neutral	1.0230		1.0410			
Agree	1.2142	0.9027	1.3451	0.1786	3.368	236.76
Pseudo-R2: 0.186						
Residual deviance: 149.7794						
AIC: 155.7794						

The hypothesis that providing welfare services to tutors does not influence their job commitment levels is rejected at 5% level of significant concluding that welfare provision is a significant predictor of job commitment among tutors in the selected teacher trainee colleges ($p=0.0061$). The welfare coefficient value indicates that for every 1% increase in welfare services provided by principals to the tutors, the latter's job commitment levels increased by 121.98%, all other factors held constant. This indicates that welfare services in the selected teacher trainee colleges have a huge influence in job commitment levels. This is also reflected by the intercept value Neutral |Agree which shows that tutors' odds of reporting low or medium job commitment levels when denied welfare services by the principals are 3.368 more than reporting high level of job commitment.

The high odds in this model imply that welfare services have a huge impact in influencing the level of job commitment among the tutors. The results of the current study are similar to those of Jaworski, Ravichandran, Karpinski & Singh (2018) study which established a significant effect of employee benefits and incentives on job commitment among part-time hotel workers. These findings are also supported by Paais and Pattiruhu (2020) study which investigated the effect of motivation, leadership, and organizational culture on job satisfaction and employee performance in

Indonesia. The study revealed that different motivational factors including welfare services are critical in improving job commitment among employees. Another study by Mihardjo, Jermstittiparsert, Ahmed, Chankoson and Hussain (2020) added that human capital practices, provision of rewards and welfare services included influenced commitment of employees at Takaful industry in Southeast Asia. Conversely, Su and Swanson (2019) was more concerned with the impact of organizations' implementation of corporate social responsibility on employees' wellbeing and engagement in green behavior. Though the study examines the effect of welfare services on employee's commitment to work, it is specific towards employees' commitment to green activities and the social welfare implementation by organizations.

CONCLUSION

There was a positive and significant relationship between provision of welfare services by principals and the job commitment levels among tutors. Provision of welfare services by the principals' increased, the tutors' level of job commitment increased as well. Provision of housing facilities and listening to concerns regarding staff welfare motivates tutors to work efficiently at the teachers' training colleges in the Eastern Region Kenya.

RECOMMENDATIONS

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

The study findings may be used to highlight how right training and development should be enhanced to principals' in public primary teachers' colleges in Kenya on the appropriate administrative practices in educational organizations in order to enhance tutors' levels of job commitment. This could be done through, Kenya Education Management Institute (KEMI) and other Educational Management Training Institutes. TSC should revise tutors' salary allowances and leaves 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. For tutors to perform much better, it is recommended by the researcher that the principals at the teachers training colleges should be careful to provide them with suitable welfare services. More also should allow for formation of tutors' welfare club to cater for some of their social needs.

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