

**Principals' Motivational Strategies on Teachers' Job Satisfaction in Public Secondary
Schools in Migwani Sub-County, Kitui - Kenya**

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DECLARATION

This thesis is my original work and has not been presented for any degree or other award in any other institution or university.

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DEDICATION

This thesis is dedicated to God, to my Congregation, the Poor Servants of the Mother of God and to my parents, brothers and sisters for their continuous encouragement and support throughout my educational journey.

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ABSTRACT

The study investigated the influence of principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County. Two Factor theory guided this study and convergent parallel mixed methods design was employed. The target population of this study encompassed all the 42 principals and all the 314 teachers totaling to a population target of 356 and a samples size of 109 respondents. Questionnaires and interview guide were utilized as data collection tools. A pilot study was done in one of the public secondary schools in the Sub-County. Both validity and reliability of data collection tools were tested before being administered to the respondents. The study realized an excellent questionnaire response rate of 94.68%. Analysis of quantitative data was done with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics were generated and presentation done in frequency tables. Content and thematic were employed in analyzing data from qualitative interviews and findings were presented in tables and narrative forms. The findings of the study revealed that the principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships that constituted the main variables were crucial in influencing teachers' job satisfaction. It was concluded that teachers were not satisfied with recognition, professional development, and incentives, but were satisfied with interpersonal relationships. Based on the findings, the study recommended to the Ministry of Education, Teachers Service Commission and to the principals that recognition and rewarding of every teacher in their different capacity be realized. Schools to have a budgetary allocation for staff professional development. To increase the frequency of teacher recruitment to get younger and enthusiastic teachers into the service. Principals to study motivation theories well in order to identify the right levels of motivating teachers. For further research, the study suggested an investigation on the role of the Ministry of Education on teacher motivation, an examination of other motivational strategies like empathy, timely promotions and funded trainings on teachers' job satisfaction.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE:INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study	7
1.3.1 General Objective	8
1.3.2 Specific Objectives	8
1.4 Research Questions.....	8
1.5 Purpose of the Study	9
1.6 Significance of the Study	9
1.7 Scope and Delimitations of the Study.....	10
1.8 Theoretical Framework.....	10
1.8.1 Two-Factor Theory of Motivation	10

1.8.4 Application of Theory to the Study	13
1.9 Conceptual Framework.....	13
1.10 Operational Definition of Terms.....	16
CHAPTER TWO:LITERATURE REVIEW.....	17
2.1. Introduction.....	17
2.2 Maslow’s Hierarchy of Needs Theory	17
2.3 McClelland’s Theory of Needs	19
2.4 Recognition and Teachers’ Job Satisfaction	20
2.5 Professional Staff Development and Teachers’ Job Satisfaction	22
2.6 Monetary and Nonmonetary Incentives and Teachers’ Job Satisfaction.....	25
2.7 Interpersonal Relationship and Teacher Job Satisfaction	28
2.8 Summary of the Literature and Research Gap.....	30
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	34
3.1 Introduction.....	34
3.2 Research Design.....	34
3.3 Location of the Study.....	35
3.4 Target Population.....	35
3.5 Sampling Technique and Sample Size.....	36
3.6 Research Instruments	39
3.7 Validity of of the Data Collection Intruments	40
3.7.1 Pilot Testing	41

3.7.2 Reliability of the Data Collection instruments.....	41
3.8 Data Collection Procedures.....	42
3.9 Data Analysis Procedures	43
3.10 Ethical Considerations	44
3.11 Positioning	45
3.12 Envisaged Impact of the Study	45
3.13 Conclusion	46
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION	
AND DISCUSSION.....	47
4.1 Introduction.....	47
4.2 Questionnaire Return Rate.....	47
4.3 Demographic Characteristics of Respondents	48
4.3.1 Characteristics of the Respondents by Age	49
4.3.2 Characteristics of the Respondents by Gender	49
4.3.3 Characteristics of the Respondents by Level of Education	50
4.3.4 Characteristics of Respondents by Duration of Service	50
4.3.5 Characteristics of the Respondents by School Categories	50
4.4 Influence of Recognition on Teachers' Job Satisfaction	51
4.5 Influence of Professional Development on Teachers' Job Satisfaction.....	57
4.6 Influence of Incentives on Teachers' Job Satisfaction	61
4.7 Influence of Interpersonal Relationships and Teachers' job satisfaction	66

4.8 Conclusion.....	72
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	73
5.1 Introduction.....	73
5.2 Summary of the Findings.....	73
5.3 Conclusions of the Study	75
5.4 Recommendations of the Study	76
5.5 Contributions to the Body of Knowledge	77
5.6 Suggestions for Further Research	78
REFERENCES.....	79
APPENDICES	93
Appendix 1: Letter of Consent.....	93
Appendix II: Teachers’ Questionnaire.....	94
Appendix III: Principals’ Interview Protocol	100
Appendix IV : Pilot Study Results	104
Appendix V: Reliability Test Results.....	105
Appendix VI: Time Frame for the Study	106
Appendix VII: Expected Budget for the Study.....	107
APPENDIX VIII: Kitui County Map	108
APPENDIX IX: Research Authorization.....	109
APPENDIX X: Research Authorization License	110
APPENDIX XI: Research Authorization.....	111

LIST OF TABLES

Table 3.1 Percentage Calculation for Each Strata.....	37
Table 3.2: Proportional Sample Size of Teachers per School.....	37
Table 3.3: Schools and Principal's Sample Size.....	38
Table 4.1 Respondents' Demographic Information.....	48
Table 4.2 Recognition and Teachers' Job Satisfaction.....	51
Table 4.3 Staff Professional Development and Teachers' Job Satisfaction.....	57
Table 4.4 Incentives and Teachers' Job Satisfaction.....	62
Table 4.5 Interpersonal Relationships and Teachers' Job Satisfaction.....	67

LIST OF FIGURES

Figure 1.1 Conceptual Framework.....	14
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ABBREVIATIONS AND ACRONYMS

AARE	Australian Association of Research in Education
CBC	Competency Based Curriculum
KEMI	Kenya Education Management Institute
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PTA	Teachers Parents Association
SCDE	Sub County Director of Education
SMASSE	Strengthening Mathematics and Science in Secondary School Education
SoE	School of Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
TTC	Teacher Training College

CHAPTER ONE

1.0 INTRODUCTION

The chapter presents the study background information, the problem statement, the general and specific objectives and the research questions, the scope, the significance and the study delimitation. The theoretical framework, conceptual framework and finally the operationalized terms as used in the study.

1.1 Background of the Study

All organizations whether public or private, small or big need motivated employees to ensure high organizational output and efficiency. In the school setting, teachers are the main employees who promote efficiency hence the need for their motivation. They are the key resources in schools since they take vital part in constructing the future of a nation (Badubi, 2017; George & Sabapathy, 2011). In order to improve teachers' job satisfaction, principals have an important role in motivating them (Farrant, 2004). This means that principals as leaders of educational institutions, require motivational strategies that will lead teachers towards job satisfaction (Majeed, Bhatti, Nemati, Rema & Rizwan, 2010). Effective motivational strategies are pertinent in influencing teachers' job satisfaction and hence professional effectiveness (Wasserman, Ben-eli, Yehoshua & Gal, 2016).

Motivation stems from a Latin word *movere* meaning to "move," which suggests a situation that requires a person's directions and actions to move and so it has three elements, that is, effort, direction and persistence (Osabiya, 2015). Therefore, motivation is a procedure that defines the strength of direction, as well as persistence of effort for achieving goals (Robbins & Judge, 2011). Thus, employees' behavior, through motivation, is directed toward the desired organizational goal and contribute positively in improving performance (Jones & George, 2008).

Reiss (2014) perceived motivation as a sense of interest and enthusiasm that compels a person to labor or behave in a particular way. From the psychological perspective, motivation has to do with forces that define the emotional, biological, social or cognitive powers which direct and stimulate behaviour with underlying tendency for perseverance (Robinson, 2012). Holmes and Flippo (2010) perceived motivation as a practice of exciting a person in taking actions and decisions, so as to achieve a particular goal. Morgan, King and Robinson (2014) understood motivation in terms of a condition, where individuals derive behaviour and direct it to some particular goals. Motivation as conceived by David and Anderzei (2010) is a cognitive rational choice with an intention of making the behaviour intended at attaining a specific goal through monitoring and initiation.

Organizations of all kinds are concerned with the means of sustaining and achieving high performance through its staff. This can be attained through paying closer attention on how best employees can be motivated through strategies like rewards and incentives among others (Armstrong, 2006). Accordingly, motivational strategies can be described as methods of encouraging goal-related behaviour of the individual, since human behavior is not easy to understand and at the same time there are diverse means to promote it (Dornyei, 2001). Consequently, Parashar (2016) concluded that employees who are ambitious, motivated, creative, innovative and persistent to attain desired goals, will perform effectively and efficiently.

The extrinsic and intrinsic motivation are the two forms of motivation that have been researched and defined through a range of situations over the years. Intrinsic motivation comprises of individual's engagement in a behavior which is personally satisfying (Lee, Reeve, Xue & Xiong, 2012). According to George and Jones (2012), when workers are motivated

intrinsically, they have a sense of accomplishment, satisfaction and achievement in their work. Thus, improved intrinsic motivation is connected to employees' preparedness to generate a positive disposition, leading to improved knowledge and sharing. Intrinsic motivation has an internal drive that motivates a person to labour for superior results (Farwa & Niezi, 2013). As suggested by Nyagechi (2016), intrinsic motivation strategies constitute of recognition, status, approval from leaders and other workers, feeling of self-esteem and personal satisfaction. Charfeddine (2012) and Giancola (2014) confirmed that intrinsic motivators have proved more effective compared to extrinsic motivators.

Extrinsic motivators are the prizes that are dispersed through external cause in organizations and this could be the financial rewards that workers obtain for applying additional effort at their work (Nasri & Charfeddine, 2012). As posited by Giancola (2014), extrinsic motivation happens when people are driven to take up an activity as a way of avoiding punishment or obtain a return. It is connected to the external effect of the job such as financial rewards or incentives as opposed to the satisfaction received by an employee from performing a task itself. As alleged by George and Jones (2012), workers are extrinsically motivated on receiving positive appraisal or reinforcement from others and are regularly motivated by aspects like bonus, promotion and payment at the end of the month. Extrinsic motivation mainly focuses on aspects that are driven by a goal, for instance, benefit and rewards of performing certain tasks; whereas intrinsic motivation is seen as the satisfaction and pleasure that workers get when executing an activity (Lin, 2007). Extrinsic motivation and intrinsic motivation can be distinguished in that while extrinsic motivation is dependent on outside forces, intrinsic motivation is dependent on forces within an individual (Giancola, 2014). Therefore, as postulated by Ololube (2015), teacher motivation and job satisfaction are important for long term

development of education, as well as in the lives of teachers in forming fundamental reasons for working.

Motivational studies have been conducted by different scholars globally, regionally nationally and locally. For example, a study conducted by Prasad (2012) in Nepal at Lalitpur District in government high schools revealed that the principals' motivational strategies play a big role in teachers' job satisfaction. Wan Fauziah and Tan (2013) in their study of 124 employees in a Malaysian company of electronics revealed that employees showed variances in intrinsic motivation and extrinsic motivation aspects. For example, the study reviewed that younger generation employees were extrinsically motivated and intrinsically demotivated in their work. Thus, institutions need to moderate the procedures as well as operations that they use, in order to gratify both extrinsic and intrinsic motivation aspects concerning the employees.

A study conducted in Ethiopia by Opiewa, Feredeb and Daksa (2017) on the principals' leadership practices and teachers' motivation, concluded that there was significant correlation between principals' motivational strategies and teacher's job satisfaction. A study by Apolline (2015) examined the principals' motivational strategies on secondary school management in Cameroon, Fako Division and found that principals are among the influential aspects of motivation in secondary schools.

A study by Adgoy (2015) on how principals' leadership skills influence teacher motivation in secondary public schools in Zoba Anseba in Eritrea concluded that principals were weak in influencing the motivation of teachers positively at their job through induction and training of new teaching trends, involvement of parents on the education of their children and in solving the main challenges of teachers in their jobs. However, the study noted that principals had significant influence on teachers' job motivation through human relation skills.

As observed by Haggai and Piwuna (2000) in Nigeria, teachers suffer due to ineffective motivational strategies as applied by school principals. Consequently, teachers are frustrated and this has led them to search for better job opportunities that are more satisfying. This was emphasized by Azi and Augustine (2016) when they pointed out that school administrators in Nigeria treated teachers poorly leading to disunity and disrespect by junior teachers toward the senior teachers. A study conducted by Musa (2014) in Tanzania concerning the role that school leadership play in motivating teachers found that the motivational strategies that proved most effective by the principals were; teachers' participation in making decisions and provision of learning and teaching materials. Thus, once teachers participate in making decision and are provided with enough teaching and learning material, their esteem will increase causing motivation which will influence job satisfaction and efficiency.

Various studies on leadership and motivation have been conducted in Kenya. For example, the research findings by Wachira (2013) in Murang'a District found that a number of teachers would leave the teaching job if given chance of employment offering job satisfaction. The teachers attributed this to poor motivational strategies that consequently lead to job dissatisfaction. Thus, if principals do not know the levels of motion and what motivate individual teachers satisfactorily, they will apply any motivation and this will lead to job dissatisfaction rather than the desired satisfaction. Another study conducted by Orina (2014) in Kajiado County observed that early retirement of teachers was increasing. This was associated to increased openings for additional studies and principals' teacher management issues.

The study by Barasa (2013) in Kenya, Trans Nzoia West County, on teacher motivation, revealed that most teachers were neither motivated nor satisfied in their work. Another study by Kagemu (2018) on teacher motivation with respondents sampled from 46 secondary schools in

Kirinyaga and Nyeri counties of Kenya, revealed that large class sizes, heavy workload and long hours of work were the major causes of teacher job dissatisfaction. With this kind of situation, teachers feel overworked, lose interest and eventually they get burnout which leads to their job dissatisfaction. Concerning a study on factors affecting teacher motivation by Nyakundi (2012) in Kiambu County, it was confirmed that among the factors contributing to teachers' dissatisfaction were inadequacy of learning and teaching resources.

Due to motivation related factors, in Kenyan it is common that one out of ten teachers will be absent from their work at any given day. Hence, schools in any particular day function with 70% of the teaching staff (Njuguna, 2013). Principals have the responsibilities of motivating their teachers, yet the literature reviewed has shown that most teachers are not motivated. There is a dire need for principals to exercise their role of motivating their teachers by using most appropriate strategies (Suandi, Lasmawan & Natajaya, 2018).

Kitui County is among the counties in Kenya that has witnessed many of the teachers abandon their teaching jobs for County Government jobs. Previously, the Sub-County had 459 teachers (Migwani Sub-County Education Office, 2014), but currently it has only 356 teachers. Due to lack of motivation, the majority of office holders in the County and Sub-County offices were previously teachers who abandoned their profession and sought employment that were more satisfying in the County Government (Migwani Sub-County TSC Office, 2020).

Although various studies have been conducted in Kenya on motivation of teachers by principals, not much has been investigated in Migwani Sub-County, particularly on motivational strategies used by principals on teachers' job satisfaction in public secondary schools. Therefore, this study fulfilled this existing gap by investigating how strategies of motivation such as

recognition, staff professional development, incentives and interpersonal relationship were being implemented by principals to increase teacher job satisfaction.

1.2 Statement of the Problem

Motivation of workers has been found to be a central factor in both organizations and in learning institutions. Teachers are key resources in institutions of learning since they play a vital role in constructing the future of a nation towards a knowledge-based economy (Badubi, 2017; George & Sabapathy, 2011). Consequently, they need to be motivated in order to enhance their satisfaction and promote efficiency. However, from the review of literature concerning motivation of teachers, there is clear indication of decreasing levels or lack of job satisfaction of teachers working in public secondary schools. This is noticeable in teacher lateness, absenteeism, high turnover, low productivity, early retirement and general dissatisfaction with the teaching profession. In that regard, school principals are expected to design effective strategies of motivating them (Farrant, 2004). Regrettably, many school principals are less motivating, a factor that has seen a number of the teachers abandon their teaching jobs, for more satisfying employment in County government and in other sectors. This has prompted the need for the study to establish effective motivational strategies that are pertinent in influencing teachers' commitment and job satisfaction to curb the current trend. Consequently, this study investigated the motivational strategies used by the school principals in Migwani Sub-County public secondary schools.

1.3 Objectives of the Study

This study was guided by one overall objective and four specific objectives. All the four specific objectives were drawn from the research problem and were guided by the four motivational strategies.

1.3.1 General Objective

The key research objective for the study was to investigate how recognition, staff development, use of incentives and interpersonal relationships as motivational strategies were being implemented by principals to improve teacher's job satisfaction in Migwani Sub-County public secondary schools.

1.3.2 Specific Objectives

- i. To investigate how recognition as a motivational strategy influences teachers' job satisfaction in Migwani Sub-County public secondary schools.
- ii. To evaluate how staff professional development as a motivational strategy influences teachers' job satisfaction in Migwani Sub-County public secondary schools.
- iii. To examine how incentives as motivational strategy influence teachers' job satisfaction in Migwani Sub-County public secondary schools.
- iv. To determine how interpersonal relationships as motivational strategy influence teachers' job satisfaction in Migwani sub-county public secondary schools.

1.4 Research Questions

- i. To what extent does recognition as a motivational strategy influence teachers' job satisfaction in Migwani Sub-County public secondary schools?
- ii. To what does staff professional development as a motivational strategy influence teachers' job satisfaction in Migwani Sub-County public secondary schools?
- iii. How do incentives influence teachers' job satisfaction in Migwani Sub-County public secondary schools?
- iv. How do interpersonal relationships influence teachers' job satisfaction in Migwani sub-county public secondary schools?

1.5 Purpose of the Study

This study purpose was to investigate the influence of principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools. By investigating these motivational strategies, the principals are in a position to effectively motivate teachers to work effectively in their teaching profession.

1.6 Significance of the Study

This study will be significant to the Teachers' Service Commission (TSC) and the Ministry of Education (MoE) to encourage the principals to use appropriate and effective motivational strategies. The Kenya Education Management Institute (KEMI) which is responsible for training principals on educational management and administration will also benefit from the study by including some motivation courses to their training that will later help principals in motivating teachers. The Schools to Education and Universities could integrate motivational strategies into the main courses, so that every trained teacher can be well equipped to apply motivational strategies effectively in their profession.

From this study, principals will get to know what strategies motivates teachers better and major on the same. When teachers are well motivated and have job satisfaction, they would be more committed to their work. Students will benefit because teachers will be dedicated to their work and this could lead to the overall school improvement and success. This could significantly reduce the level of teacher absenteeism and turnover and increase their retention and work performance. The community will also benefit because when students come out successfully, they will go back to the community and improve its living standards. Parents in turn could offer motivational support; such as giving motivational talks and offering incentives to both teachers and students.

1.7 Scope and Delimitations of the Study

Delimitations can be described as study features that the researcher need to control in a view of determining the parameters of the study (Lo, 2016). While there are several strategies of motivation that can be employed in improving teachers' job satisfaction, due to the purpose and the time constraints, this study was only limited to the following strategies of motivation: recognition, staff profession development, incentives and interpersonal relationships. Although private schools need and use motivational strategies, because of the nature of the problem being investigated, this study was only limited to secondary schools that are public, in Migwani Sub-County. While other stakeholders could have been considered for the study, this study included only the principals and teachers due to the nature of information that was sought.

1.8 Theoretical Framework

A theory has been defined as a rational statement which is supported by proof with an aim of clarifying phenomenon (Kombo & Tromp, 2011). Many scholars agree that a research that has no theoretical framework lacks precise direction of finding out suitable literature and academic discussions of the research findings (Imenda, 2014; Ravitch & Carl, 2016). They assert that theoretical framework helps a researcher in contextualizing and situating appropriate theories for the study. Therefore, Two Factor theory by Fredrick Herzberg guided this study.

1.8.1 Two-Factor Theory of Motivation

According to Armstrong (2008), two factor theory was first initiated in 1959 by an American Psychologist, Frederick Herzberg. The theory was based on the feedback of two hundred accountants and engineers. The respondents had been interviewed in the USA concerning their feelings toward working atmospheres (Yusof, Kin & Idri, 2013). Herzberg requested the respondents to describe particular situations where they felt extremely dissatisfied

concerning their job. Later, the same group was asked to describe conditions where they felt extremely good concerning their job. In deciding employees' level of performance and working attitude, Herzberg identified a dual set of factors and named them Hygiene and Motivation factors. He saw motivational factors as intrinsic features that intensify employee's job satisfaction and hygiene features, as extrinsic aspects that inhibit any employee's dissatisfaction (Robbins, 2009). This theory indicates that leaders must emphasize and ensure the suitability of hygiene factors to avoid employees' dissatisfaction. The theory claims that motivation and demotivation are caused by a diverse and independent pair of factors, that is, the hygiene factors and motivators. Two-Factor Theory offers more inclusive sets of aspects that cover elementary individual external and internal needs to use their extra efforts in their jobs. Thus, Intrinsic Factors effectively create and maintain more long-lasting and positive impact on workers' performance in relation to their jobs since such factors are basic to human needs for psychological development. (Wan Fauzin & Tan, 2013).

Frederick Herzberg discovered five aspects of work that motivate workers: achievement, the job itself, recognition, advancement and responsibility. Herzberg also identified the institutional politics, management approaches, supervision, incentive, relationships at work and working conditions as factors that may demotivate workers (Badubi, 2017). As perceived by Cole (2002), Herzberg's theory proposes that all the hygiene factors create either a nil response or dissatisfaction, while motivators produce motivated behavior.

1.8.2 Strengths of the Two Factor Theory

One of the strengths of Herzberg's theory is that, it is the most suitable motivation theory, because it is directly connected with job satisfaction and it assists in understanding the job satisfaction in a learning set up (Yang, 2006). The theory offers an appropriate framework for

motivation study. For example, principals can employ staff development courses to improve the skills and knowledge of teachers which is vital for improving job satisfaction (Terera & Ngirande, 2014). Thus, the chance for employee to advance can impact employee job satisfaction positively and increase staff job commitment (Park, Tseng & Kim, 2015). Another strength of this theory is that, it gives importance to motivation from within the workers themselves instead of concentrating on external factors. Intrinsic Factors are effective in maintaining and creating lasting positive effects on workers' job satisfaction (Wan Fauziah & Tan, 2013). Thus, on the part of the principals they can increase those strategies that are intrinsic so that teachers feel satisfied and motivated to work hard for the improvement of the school.

1.8.3 Weaknesses of the Two Factor Theory

Like any other theory, the Two-Factor theory has got its own weaknesses and has been criticized. For example, Golshan, Kaswuri, Agashahi and Ismail (2011) claimed that the theory made assumptions that each individual responds in the similar way in the related situation. As observed by Ozguner and Ozguner (2014), the theory has also been criticized as controversial since although it claims that motivating factors lead to job satisfaction and hygiene factors to job dissatisfactions, studies have indicated that employees experience job dissatisfaction and job satisfaction from both motivating and hygiene factors. In order to mitigate the weaknesses of this theory, Maslow's needs theory and Maclelland's theory of needs that are discussed in chapter two, were used. Despite the criticisms, Golshan, Kaswuri, Agashahi, Ami & Ismail (2011) asserted that institutions are increasingly using Herzberg's theory to provide opportunities for individual growth, recognition and enrichment among their staffs.

1.8.4 Application of the Two Factor Theory to this Study

The topic of the study was on principals' motivational strategies on teachers' job satisfaction. For that reason, the theory specifically was suitable for this study, because it has included all the four study objectives that cover both the motivators and hygiene factors that principals need to factor to improve teachers' satisfaction. It was also useful in this study, because as observed by Khuta and Khuta (2017) school principals have to recognize and attend to both hygiene and motivators and not be merely guided by the notion that increased satisfaction leads to decreased dissatisfaction. According to Wan Fauziah and Tan (2013), this can be possible if institutions modulate their motivation procedures and operations to satisfy both extrinsic and intrinsic factors of motivation for their employees. When teachers are recognized, professionally developed, offered incentives and warm interpersonal relations are encouraged, they can be motivated and experience improved job satisfaction. Two more motivational theories that are related to job satisfaction were discussed in chapter two, in order to complement the Two Factor Theory.

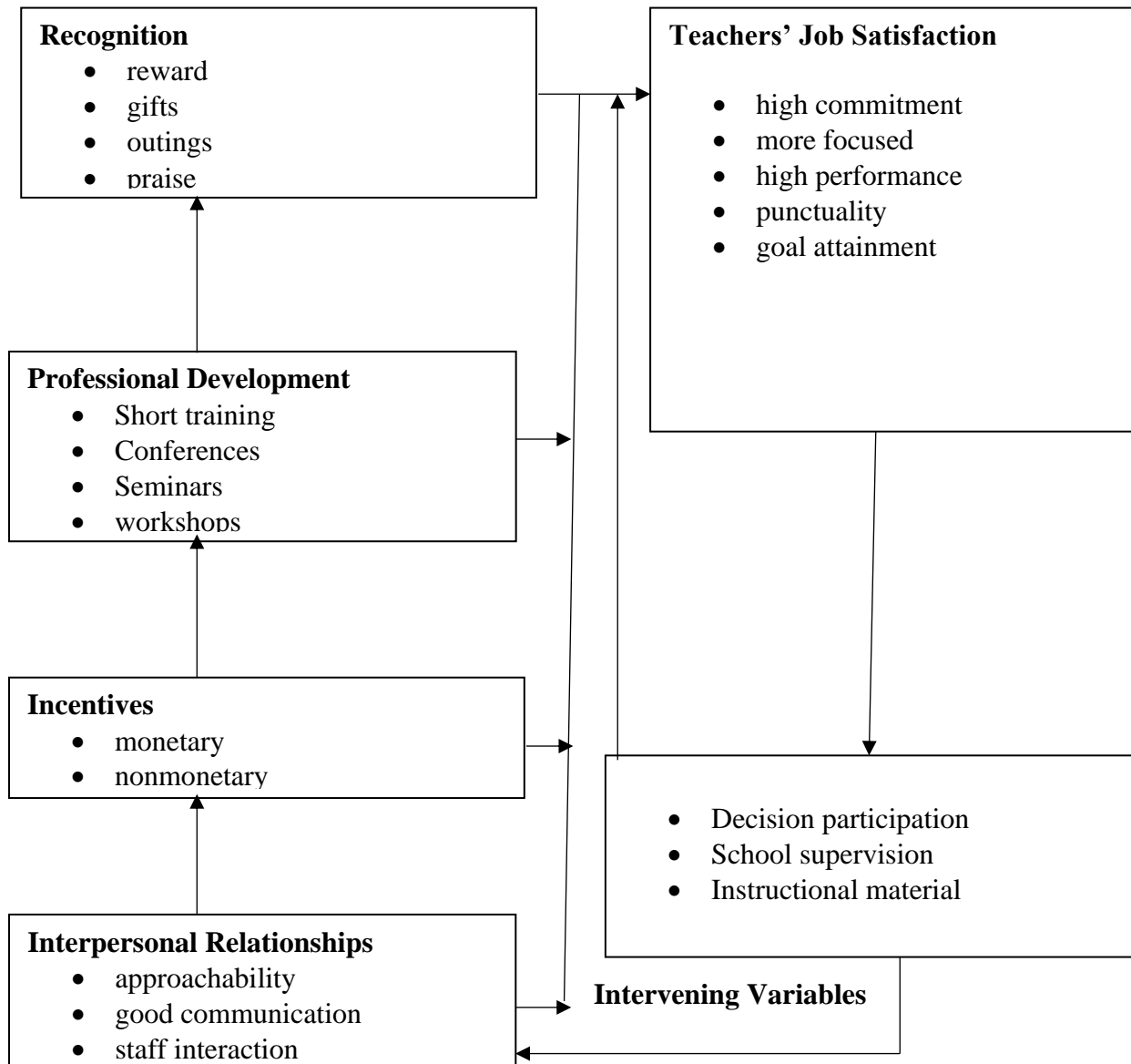
1.9 Conceptual Framework

This has been viewed as a logical structure that researchers believe can explain in a better way the natural progress of the issue under study (Camp, 2001). Conceptual framework is grounded on the concepts that are the main variables in the study. It is the series of actions and description used to provide a visual display on how the ideas in the study relate to one another and how the problem of research would be investigated. It displays the sequence of actions that the researcher plans to carry out in the study (Dixon, Gulliver & Gibbon, 2001; Grant & Osanloo, 2014).

Figure 1.1: Conceptual Framework

Independent Variables:

Dependent Variables



Source: Adapted from Herzberg's Motivation – Hygiene Theory 1966

The conceptual framework, figure 2.1 shows how independent variables are related to dependent variables. Thus, there are certain motivational aspects that influence the satisfaction of teachers in public secondary schools. The factors include: recognition of teachers by principals, teacher's professional development, use of incentives and interpersonal relationship. Such motivational strategies can lead to high teacher job satisfaction when intervening variables: participation in decision making, availability of instructional materials and supervision are in place. The descriptors of teachers' job satisfaction include teachers' high commitment, more focused in their job, punctuality and good job attendance, which can translate to high school performance. Recognition, professional development, incentives and interpersonal relationships are the independent variables which were drawn from the influence of motivational strategies and if they are sufficiently provided by the principals, they will influence teachers' job satisfaction which is the dependent variable of this study.

1.10 Operational Definition of Terms

Incentives: This refers to monetary or nonmonetary appreciation offered by the school to a group of teachers or an individual teacher who performs exceptionally well in meeting the school goals.

Interpersonal Relationship: This refers to the positive relationship between the principal and teachers.

Job Dissatisfaction: This is a feeling of discontentment of teachers toward their job expectations.

Job Satisfaction: This refers to a feeling of contentment of teachers toward their job expectations.

Motivation: This denotes the inner drive that moves the behavior of a teacher to perform certain actions with an aim of accomplishing some goals

Motivational Strategy: This is a technique used by principals for inspiring the inner drive of teachers' behavior that leads to high performance.

Principal: A principal is a male or female person in the leading position in secondary schools in Kenya.

Public Secondary School: This refers to the secondary level of education that is under the sponsorship of the government and it is open to all students in Kenyan Education.

Recognition: This has to do with a feeling of teachers being acknowledged, for example, through rewards, outings or praise for the good performance in meeting their goals and those of the institution.

Staff Development: This refers to any organized activities or opportunities such as motivational strategies for aiding teachers to improve their teaching skills.

Teacher: A teacher is a male or female person responsible for facilitating skills, knowledge, values and attitudes in learners.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The review of literature is a crucial component of research since without it the investigator cannot have the in depth understanding of the problem being investigated (Hart, 2014). This part reviewed two other motivational theories that are related to job satisfaction, in addition to the main theory that the study anchored on. Maslow's need hierarchy and McClelland's theory of needs was reviewed to aid in a clear understanding of both the independent and depended variables of this research. All the other literature was reviewed as per the study objectives covering global, regional and local perspectives.

2.2 Maslow's Hierarchy of Needs Theory

Abram Maslow, who was a clinical psychologist, came up with a Hierarchy of Needs Theory in 1954. He posited that people have got five forms of needs which are stimulated in a hierarchical way (Kaur, 2013). The low-level needs should be fulfilled before the higher-level ones in the hierarchy. The Maslow's needs hierarchy theory is a deep-rooted, as well as fine recognized theory of motivation that has been applied by many scholars. As advanced by Osabiya and Joseph (2015), the physiological needs are the basic life needs. They comprise of the needs for relief from hunger, thirst, physical drive, sexual desire and oxygen. Safety needs include: freedom from pain and security, freedom from physical attack or threat, need for orderliness and protection from threat. Social needs comprise those of affection and social actions, feelings of belonging, friendship, receiving and offering love. Esteem needs embrace self-confidence, which includes the desire for strength, self-reliance, freedom and independence. It also includes respect of others which include prestige, recognition, attention status and

appreciation. Self-actualization has to do with the realization and development of one's complete potential. Apolline (2015) claimed that in order to motivate teachers, the principal has to understand the level in the hierarchy of needs where a particular teacher has reached and so aim at satisfying the needs beyond such level.

Maslow's hierarchy of needs theory has been critiqued by some scholars. The reason for the critique was that, although there is demand to satisfy the needs in the higher level, it is not easy to satisfy the self-actualization need, which is at the highest needs level of the hierarchy. Nevertheless, in spite of the criticism charged at the need hierarchy theory, the theory has made a substantial contribution particularly in motivating employees, managers and researchers (Kaur, 2013).

2.2.1 Application of the Maslow's Hierarchy of Needs Theory to this Study

This theory was particularly relevant for this study because school principals can apply it in motivating the teachers, in order to ensure satisfaction of their jobs so as to retain them and increase school productivity (Khuta, 2007). Particularly, the theory addressed teachers search for more stable and secure jobs as well as protection and safety from emotional and physical harm (Wasike, 2015). It will help the principals to consider the teachers' needs hierarchically as a priority in designing motivation programmes. They will make sure that teachers are motivated to feel well socialized and secure to move towards self-actualization hence job satisfaction. As proposed by Akyeampong (2007), if the lower needs of teachers are not satisfied, they are not likely to be powerfully motivated by their engagement in professional progress activities. So, if principals apply Maslow's theory to identify teachers' basic and other needs for better management and proper motivation it increase their job satisfaction (Apolline, 2015).

2.3 McClelland's Theory of Needs

In the early 1960s, the work of Maslow was expounded by David McClelland by pointing out three types of motivators that every person is supposed to have, that is, the need to achieve, the need for power and the need for affiliation (Ondubi, 2014). McClelland's achievement need theory claims that some employees are driven to accomplishment through pursuing individual achievement rather than reward itself (Saif, Nawaz, Jan & Khan, 2012). Thus, individual's achievement needs are fulfilled when the person is able to actualize his own purpose irrespective of other people's situation and that Self-actualized workers symbolize valuable resources to the organization human resource (Kaur, 2013). As alleged by Jha (2010) employee who demonstrate great need for achievement will do their best to accomplish better within their level of proficiency. Such individuals act in a manner that can aid them in outperforming others or perform something distinctive.

Acquah (2017) postulated that workers who have high need for power are motivated toward control and influence and would be motivated towards performance if given high power positions. Therefore, the power need is that unconscious desire for influencing, coaching, encouraging and teaching other people and seeking authority position (Jha, 2010). It is that desire to control, being responsible and having the authority over other people. According to McClelland (1961), the need for affiliation has to do with establishment, maintenance and restoration of positive relations with other people and this relationship is generally termed friendship. It is the yearning to create close personal relations, to avoid conflict, and establish sincere friendships. Thus, people who display affiliation need, seek collaboration with others, are socially oriented and create a friendly atmosphere among themselves (Okorley, 2010). Therefore, employees in educational situations have a desire to fulfil the achievement need, the power need

and need for affiliation. So, the provision of suitable opportunities for the above would be very useful in relation to motivation of teachers as this will improve satisfaction in their job.

2.3.1 Application of McClelland's Theory of Needs in this Study

This theory was relevant to this study because it complemented the two earlier theories particularly by adding to motivation the need for power. It also strengthened the need for achievement and affiliation in relation to the study objectives. Thus, in motivating teachers, principals need to understand the three main needs of teachers, that is, the need for power, the need for achievement and the need for affiliation. As perceived by (Okorley, 2010), teachers who show the affiliation need are seeking interactions with other individuals and so principals need to find ways of facilitating that. Principals can motivate teachers with power need by giving them key power positions in school. Teachers with great achievement needs want to excel in their profession and principals can motivate them by recognizing their efforts.

2.4 Recognition and Teachers' Job Satisfaction

Recognition is understood as an approval, appreciation and acknowledgement of the affirmative behaviours of a team or individuals (Caligiuri, Lepak & Bonache, 2010). As perceived by Kaur (2010) it is important to recognize employee's accomplishments as it makes them satisfy their needs for esteem. This will motivate them to work with improved zeal, feel renewed and satisfied in their profession. Teaching profession can be improved by schools' administrators in providing recognition to the exceptional teachers in the teaching field (Andrew, 2011). Tessema, Ready and Embaye (2013) conducted a cross sectional study of three countries, that is, Malaysia, U.S and Vietnam on motivation of employees. The results revealed that employees are not only motivated by monetary rewards such as benefit packages and pay, but also are motivated by nonfinancial rewards like recognition, an area that seems overlooked by

school principals. This has confirmed that with time, people have come to realize that contrary to many research that have shown satisfaction by monetary incentives, nonmonetary incentives have capacity to motivate too. According to Kouzes and Posner (2013), in their motivation study in North America, the results revealed that only 40 percent of workers agreed that they were recognized for outstanding individual performance.

Similarly, a study was carried out in United State of America by Andrews (2011) and the results indicated that recognition is among the programs that can provide improved motivation of teachers hence providing respect for teaching field and retain quality teachers in teaching profession. According to a study by Nnenna, Ukanda, Wilfred and Ukpere (2011) on strategies for improving employees' motivation in South Africa, the results showed that recognition of employees is important. This is because recognition motivates employees to give more to the organization and it keeps them refreshed and grateful. A study by Popoola (2019) that carried out in public secondary schools in Nigeria revealed that one of the main sources of dissatisfaction is poor recognition of teachers. Teachers work very hard and some under very challenging circumstances. They need to be recognized for their effort as this will encourage them to serve with dedication, but if recognition is lacking it will cause demotivation and dissatisfaction.

The study by Barasa (2013) in Trans-Nzoia West County of Kenya on teacher motivation strategies, indicated that although recognition proved strong in motivation of teachers, some schools recognized teachers 90(45%) while others 79(40%) did not recognize them for their good performance. Another study conducted in Sub County Rarieda in Kenya by Ogonda, Orwa, Peter and Jedida (2015) established that recognition impacts teachers' work satisfaction in public schools. Recognition is key to teacher's motivation, because when teachers are recognized, they become enthusiastically and professionally renewed and this translates to improved performance

(Schmidt & Freize, 2007). It is clear that while in some developed countries recognition of workers is of high value, in some developing countries recognition of workers shows some inconsistencies as some literature shows teachers' satisfaction and others dissatisfaction with recognition in their job. This study investigated how recognition influenced teachers' job satisfaction in Migwani Sub County public schools.

2.5 Professional Staff Development and Teachers' Job Satisfaction

According to Avalos (2010), professional staff development is a complex process and has to do with any emotional, cognitive, logical and ordered involvement intended to aid teachers collectively or individually to improve their teaching practice through appropriate training. Thus, there is need for teachers' professional development, particularly, in-service training.

Organizations with good training plans can immensely enhance employees' performance and this acts as motivation to employees to improve their performance (Khan, 2012). This calls for principals to do staff professional development need analysis to find out what each individual teachers need so as to provide only the appropriate training for them.

Unfortunately, when committed and trained teachers enter the profession, they only receive occasional, low-quality training that does not give them tools for overcoming classroom challenges and so it has no benefit to learners (Hill, Beisegel & Jacob, 2013). Constant collaboration amongst teachers is a central factor in professional development as it promotes teacher education and this improves teachers' teaching and students' learning. For that reason, many teachers are beginning to rely more on one another for guidance, professional learning (Levine, 2010). This gives chance for an alternative staff professional development that do not require going for physical training as teachers can train each other through individual interactions, supervisor and assistance that gives prompt feedback.

Quite a number of studies have been done on motivation by several scholars. For instance, Duncan (2011) opined that in the USA improvement of teachers' effectiveness in teaching has been given a high priority. Although in South America the education department urges teachers to engage in constant upgrade of their knowledge and skills, Kubeka and White (2014) contended that professional staff development faces several challenges like inadequate funds, lack of proper planning, non- involvement of teachers in programme designing and incompetent facilitators of the programmes. The consequences of this is that teachers will not be able to upgrade their professional skills effectively and this will lead to demotivation and lack of satisfaction in their job.

Mangaleswarasharma (2017) carried out a study in Sri Lanka, on teacher motivation on job satisfaction in three district schools. The study came to conclude that some teachers felt motivated towards their work, while some of them were not fully satisfied and were ready to move to other jobs. Some of the teachers expressed a need for appropriate opportunities for professional development. Definitely, when teachers do not feel adequately motivated their satisfaction is low as well. This means their zeal for work will diminish and this will affect not only their performance, but also their motivation and job satisfaction.

A study by Uchendu and Ukipong (2012) investigating how motivational strategies influenced teacher performance in secondary schools in Uyo - Urban, Akwa Ibom State of Nigeria, concluded that motivational strategies, for example regular promotion and in- service training have substantial influence on teachers' performance, and so principals should apply such strategies in schools to motivate teachers to high quality teaching and commitment. Similarly, Akpan and Ita (2015) in Nigeria did a study on teacher professional development and quality universal basic education. The results of the study showed that teacher professional development

considerably contributed to excellent universal basic education in Lagos State. This motivates teachers and improves the teaching quality and learning outcomes in Nigerian schools. Yemisi (2013) did a study in Ekit State of Nigeria on the influence of gender, age and training on teacher's motivation. The study concluded that both professional training and age were factors of motivation, while sex and experience were not.

A research by Malunda (2018) on teacher professional development in Uganda, concluded that although teacher professional development impact positively on the value of teacher assessment of learners and teaching methods, constant professional development structures for practicing teachers are lacking in most Ugandan secondary schools. This means that if such structures are missing, teachers will lack confidence in their work as they will be using old knowledge and skills and this will be a cause of demotivation to them. As observed by Namamba and Rao (2017), in Tanzania, professional teacher development was inadequate and so the study suggested the need for well-structured professional development opportunities and activities. If such structures are put in place, teachers will be in a position to participate in some of the trainings and this will provide them with current and reliable skills to equip them in their profession.

As stated in the Republic of Kenya (2012), teachers are required to attend programmes for professional development from time to time to upgrade their skills and knowledge due to continuous demographic change of learners' characteristics, change of curriculum and unpredictable working school environment. A study by Ogonda, Orwa, Peter & Jedida, (2015) analyzed motivation of workers and work satisfaction in schools in Sub-County of Rarieda, Kenya concluded that professional training and development influence teachers' job satisfaction. This was confirmed by the study done by Ololo, Benard and Ajowi (2017) on staff development

in Siaya Sub County in Kenya. The results revealed that professional development enables teachers to learn practical teaching tactics and provide feed-back to learners. It is good to note that there are many changes in education industry. For example with the new CBC curriculum in Kenya, teachers need to be well equipped with life skills to enable them fit well and avoid demotivation and dissatisfaction in their job. A study by Frederick and Stephen (2010) on the perception of teachers on staff development programmes in Kenya, discovered that the most common staff development courses included participating in workshops, short training, education conferences, seminars and taking in-service courses.

From the literature, although staff professional development is very important in motivating teachers, and some countries have implemented it, but some other countries are yet to fully realize and implement this motivational strategy. This study investigated how staff professional development as a motivational strategy is being implemented by principals in Migwani sub county public secondary schools.

2.6 Monetary and Nonmonetary Incentives and Teachers' Job Satisfaction

Morehead and Griffin (2004) described an incentive as an appreciation or a gift offered by an institution to a group of employees or an individual who demonstrate performance above the criteria of the overall system of salary. Incentive are in two groups; monetary and nonmonetary. Monetary incentives include merit pay, basic pay, commission, allowances and bonuses (Armstrong, 2008). As observed by Badubi (2017), rewards can inspire retention in an organization, and this increases the social exchange and employment relationship. However, motivation is not only to be found in monetary rewards. Non-monetary rewards can also be applied to bring about the best from the employees, because they have an essential role in the employees' perception concerning the rewards climate in workplace (Khan, & Lodhi, 2011).

The value of incentive is not only realized in organizations, but also in school situation and includes: drive for work, increased productivity, and work commitment enhancement (Orodho, 2014). This shows that schools being one of the crucial institutions for knowledge facilitation, teachers need to be constantly motivated and so incentives will be of great help to them. The role of reward in motivating employees at work is evident for several decades and is progressively vital in the competitive world, where strategic reward system is preferred (Jackson, Schuler & Werner 2009). Incentives are both intrinsic and extrinsic; intrinsic incentives are rewards in the job itself, whereas extrinsic incentives are outside the job. Factors that are intrinsic will escalate workers' job satisfaction; while factors that are extrinsic will thwart any workers' dissatisfaction. In order to improve employees' productivity or satisfaction motivation aspects must be carefully addressed (Wan Fauziah & Tan, 2013). This will call for both principals and teacher to come together and discern together and identify the most paying and satisfying incentives.

A number of scholars have researched on incentives and motivation of workers. For example, a cross-sectional research by Tessema, Ready and Embaye (2013) in United States, Vietnam and Malaysia on recognition and job satisfaction established that both nonfinancial and financial rewards play a part in job satisfaction, which eventually influence the performance of employees. This shows that when it comes to motivation, peoples' needs and preferences differ from one person to another. In relation to that, Principals need to be aware of such needs and provide appropriate incentives when it comes to motivating teachers.

A study on teacher motivation and how it affects their retention in Ghana by Yeboah and Adom (2016) established that teachers were more contented with financial bonuses, motivational and professional allowances. However, they were very dissatisfied with means of transport, accommodations and selection of gift winners for price giving days. This is a clear evidence that

principals to have deep knowledge on varied motivation strategies as satisfaction of teachers are varied as well. Thus, what motivate one individual teacher might be quite different from what motivate the other and so satisfaction depend on individuals.

A study of the principals' motivational strategies in Cameroon secondary schools found that, although incentives are among the strategies of motivation, they do not essentially have to be monetary as different ways can be applied (Apolline, 2015). In Uganda, Mumanyire (2005) in his study about motivation of teachers in Mukono District schools, confirmed that the most significant teacher motivator is money and this can be in the form of allowances, salaries, wages, duty allowances, bonuses and other financial rewards. As such, principals have first of all to investigate what motivate workers so as to balance between their needs and the reward offered (Baron & Greenberg, 2003). In Tanzania a study was conducted by Nyamubi (2017) in eight different secondary schools and the results showed that teachers were satisfied by both nonmonetary and monetary incentives. This is a confirmation that with time, people will have to realize that contrary to many research that have shown satisfaction by monetary incentives, nonmonetary incentives have capacity to motivate too.

From Kenya, study findings on teacher motivation done in Kiambu County by Nyakundi (2012) concluded that teacher motivation is affected by reward systems. However, reward system is depended on the national examination performance, and so the teachers who teach students whose performance is poor are never rewarded. This shows that reward system is limited and if teachers are to be well motivated and satisfied in their job, reward system need to be diverse. Another study by Barasa (2015) on teacher strategies of motivation in Trans Nzoia West in Kenya showed an inconsistency whereby 90 (45%) of the teachers disagreed with being rewarded for good performance by the students, while 79 (40%) agreeing to getting rewards for

good students' performance. It is clear that from the literature, motivation is not only confined to monetary rewards, but also non-monetary rewards can be applied to bring about the best from the employees. This study investigated how principals are using both monetary and non-monetary rewards as motivational strategies in Migwani Sub County public secondary schools.

2.7 Interpersonal Relationship and Teacher Job Satisfaction

Interpersonal relationship is the day-to-day associations and interactions between employees and employers or between co-workers. Such interpersonal relationships may range from short-term to long term periods. Upholding interpersonal relations at school is important since career progress as well as job satisfaction depend on good interpersonal relations. This helps in reducing turnover and improving work performance (Nargunde, 2013; Obakpolo, 2015). Job satisfaction can be improved through positive relations in the workplace. Thus, the greater the bond of interpersonal relationships within the organization, the larger the influence on organizational effectiveness and productivity (Lee & Dawes, 2005; Skaalvik & Skaalvik, 2011). This shows that interpersonal relationships are powerful aspects of motivation that principals need to embrace and encourage teacher their implementation. Communication is among the most vital interpersonal skills in organizations. This is because effective communication facilitates employees and organizations in achieving their goals as well as performing at high levels (George and Jones, 2012). Principals who have open channels of communication with teachers are likely to construct effective work relationships, increase their interpersonal identification, and enhance performance and add to organizational output (Tsai, Chuang & Hsieh, 2009). This show that by being closer to teachers, principals will get to know the dislikes and likes of teachers. It will help the principals to identify what affects each of the teachers and so they will be in a

position to motivate them appropriately by creating and encouraging proper interpersonal relationship channels.

A study by Koula (2015) in Greece on interpersonal relations between principals and teachers found that the two were positively correlated, and that such factors like good behavior, personality of the principals and teachers create good relations. In Australia, Graham, Hudson and Willis (2014) presented a paper at the Australian Association of Research in Education (AARE) conference on how principals can improve teachers' job satisfaction. The results indicated that principals use interpersonal relations through such behaviors as being approachable, being consistent with staff interactions, valuing staff and developing their strengths, differentiating the supervision of staff and good interpersonal skills.

From Malaysia, a study by Mustapha (2013) on job satisfaction and interpersonal relationships concluded that interpersonal relationships at the place of work serves as an important factor in the maintenance and development of positive feelings and attitude among workers and so the relationship between leaders and subordinates and among co-workers ought to be improved since it inspires job satisfaction. In Saudi Arabia, a study by Al Tayyar (2014) among teachers in secondary schools revealed that generally teachers were contented with their jobs and this was attributed to interpersonal relationships. This is evident in that where there are good and meaningful relationships, there is unity that leads to cooperation hence job efficiency.

A study was conducted by Okorie and Victor (2016) in Nigeria with an objective of knowing the level of principals' motivational strategies for teachers' motivation in public and private secondary schools in Ebonyi State. The outcomes showed that principals' interpersonal relations motivate teachers' job satisfaction. Similarly, a study by Nwinyokpugi and Omunakwe (2019) in Nigeria on workplace interpersonal relationships in Port Harcourt, concluded that there

was a positive correlation between interpersonal relationship in the work place and job satisfaction that lead to organizational productivity.

Getange (2016) conducted a study in Kenya, Kisii County on motivational strategies and teachers' productivity and the results established that 74 % of the total respondents agreed that principals practiced interpersonal relations as a strategy for motivating teachers. Contrastingly, from a study by Njiru (2014) based on work satisfaction and motivation of teachers in Kiharu District of Kenya, it was concluded that teachers lacked satisfaction with their jobs, particularly with the interpersonal relation aspects. The finding is a signal that interpersonal relationships are not obvious. For both principals and teachers to have good relationships, each of them must be ready, sacrifice and create opportunity for interaction and sharing.

From the discussion, the job satisfaction of teachers can be improved through positive relations between teachers and principals or between co-workers in schools (Skaalvik & Skaalvik, 2011). This can lead to teachers' job satisfaction, hence mitigating motivations for exiting the teaching profession. However, while some researches indicated positive teachers' job satisfaction with interpersonal relationships in schools, others were not satisfied (Njiru, 2014; Badubi, 2017). The present study investigated how interpersonal relationships as motivational strategy is being implemented by principals in Migwani Sub-County public secondary schools.

2.8 Summary of the Literature and Research Gap

The study was about principals' motivational strategies on teachers' job satisfaction. Although many studies have been conducted in Kenya on motivation of teachers by principals, little has been researched in Migwani Sub-County particularly on motivational strategies used by principals on teacher job satisfaction in public secondary schools. The literature has evidenced

that there is lack of motivation of teachers and so to fill this gap the study investigated how principals are implementing motivational strategies to increase the job satisfaction of teachers.

As per the literature review, most of researchers have used single research approach mainly, qualitative or quantitative designs with only a few using mixed methods. Because quantitative approach mostly involves questionnaire that are structured it leads to outcomes that are limited and generalization becomes challenging. Qualitative approach concerns reality aspects that are not quantifiable. To fill the existing gap, this study used quantitative and qualitative approaches, so as to utilize the strengths of both approaches; to have a broad view of the study and seal the gaps of a single-approach (Creswell, 2014; David & Sutton, 2011).

Most of the scholars who have reviewed motivational theories have failed to identify the weakness and strengths of such theories and how they will apply the theories in their study. Failure to factor such elements makes it hard for the researcher to relate clearly how a particular theory guided the research. This study included both the weaknesses and strengths of the reviewed theories and showed how such theories especially the main theory was applied in the study. This made the study complete, reliable and easy to generalize the findings.

Recognition is key to teacher's motivation, because when teachers are rewarded, praised and recognized, they are enthusiastically and professionally renewed. However, literature has shown that while teachers were well recognized in some countries for their good work, others were not and this led to job dissatisfaction (Tessema, Ready & Embaye, 2013). To fill the existing gap, this study investigated how recognition influences teachers' job satisfaction in Migwani Sub-County public secondary schools.

In order to improve teachers' motivation, more appealing structures and opportunities for teachers' professional development are needed. In some developed countries like the United

State of America, improvement of teachers' quality and effectiveness in teaching has been given a high priority (Duncan, 2011). In Kenya, staff development enables teachers to: provide feedback to learners, learn practical teaching tactics and to alter their beliefs concerning teaching. Unfortunately, the literature has revealed that when committed, trained teachers enter the profession, they only receive occasional, low-quality training that does not give them tools for overcoming classroom challenges and so they are not satisfied with their jobs (Ramachandran & Pal, 2005). To respond to this gap, this study evaluated how staff professional development influenced teacher's job satisfaction in Migwani Sub-County public secondary schools.

From the review of literature, both extrinsic and intrinsic incentives motivate teachers and this results in greater productivity. Whereas incentive works well in some countries, in others it does not. For example, here in Kenya the reward system is mostly depended on the national examination performance and so the teachers who teach students whose performance is poor are rarely rewarded for their hard work (Nyakundi, 2012; Njiru, 2014). To fill the gap, this study examined how incentives influence teachers' job satisfaction in Migwani Sub-County public secondary schools.

Positive relations can improve job satisfaction in the workplace which can lead to teachers' job satisfaction, hence mitigating motivation for exiting the teaching profession (Skaalvik & Skaalvik, 2011). Thus, principals use interpersonal relationship motivational strategies through such behaviors as being approachable, being consistent with staff interactions, valuing staff and developing their strengths, having good interpersonal skills, and differentiating the supervision of staff (Graham, Hudson & Wills, 2014). Even so, the literature review on interpersonal relations on teacher job satisfaction is contradictory, since it shows both teachers' satisfaction as well as dissatisfaction in their job (Njiru, 2014; Victor & Okorie, 2016). This

study investigated how interpersonal relationships influence teachers' job satisfaction in Migwani Sub-County public secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section describes the research design and methodology of the study. It comprises the target population, the techniques for sampling and sample size, instruments for data collection, pretesting/pilot study, the procedures for data collecting, data analysis, ethical considerations, reflexivity and envisaged impact of the study.

3.2 Research Design

Orodho (2012) described the research design as a plan, framework or scheme that is applied to create responses to study problem. To investigate principals' motivational strategies on teachers' job satisfaction in public schools in Migwani Sub-County, this study used convergent parallel mixed methods design. This is a form of mixed methods design, whereby the researcher joins qualitative data and quantitative data together so as to provide a broad analysis of the study problem (Creswell & Creswell, 2018). Under quantitative design, descriptive survey method was applied and data was gathered by administering questionnaires to the sampled respondents. According to Kothari and Garg (2014) the main purpose of descriptive method is description of the state of matters as at the present moment. Under qualitative design, case study method was applied and information was gathered by use of face-to-face interview with sampled respondents. The core purpose of case study method is to describe detailed experience of one person, group, family, institution or community over a sustained time period (Creswell, 2014).

In this study, the researcher collected qualitative data and quantitative data concurrently, analyzed each individually and then did the comparison of the findings to confirm if the results approved or disapproved one another. At the end, the results of the two were converged in the

general interpretation of the results (Creswell & Plano Clark 2011). Applying mixed methods empowers the research and seals the gaps of a single-approach (David & Sutton, 2011). This design was appropriate for this study, because it helped the researcher in widening opportunities for addressing study questions and was rich in obtaining profoundly fresh empirical insights (Malina, Norreklit & Selto, 2011).

3.3 Location of the Study

The study was confined to the public secondary schools in Migwani Sub-County, which is one of the eight sub-counties that make up the Kitui County in Kenya. The Sub-County occupies an area of 3112.1 square kilometers and a total of 42 public secondary schools. Migwani Sub-County has semi-arid climate which is dry and hot with undependable rainfall (Republic of Kenya, 2017). To teach and improve teachers' job satisfaction in such schools, motivation of teachers is crucial and principals have a significant role in motivating the teachers (Farrant, 2004). Therefore, this study location was chosen in order to investigate how principals were implementing motivational strategies to improve teachers' job satisfaction.

3.4 Target Population

The target population, is a complete set of case(s) from where the researcher draws the research sample (Hamed, 2016). Target population denotes to items, objects or a group of individuals from which a sample for analysis is taken (Kothari, 2011). The target population of this study encompassed all the 42 principals and all the 314 teachers totaling to a population target of 356 in the public secondary schools in Migwani Sub-County (Migwani Sub-County TSC Office Records, 2020).

3.5 Sampling Technique and Sample Size

Sampling is a research plan of choosing an appropriate reduced size of a population of a representative share of a populace for defining characteristics or parameters of the entire population (Kasonde, 2013; Kombo & Tromp, 2011). Both the sampling techniques and sample size in a study are crucial in research. This is because by defining the sample clearly, employing the correct sampling technique and producing a large sample helps in decreasing the probability of bias in the sample (Taherdoost, 2016). This study opted for probability design of sampling to guarantee that each individual member of the targeted population was given an equal chance for selection in the final sample respondents. Stratified random sampling technique was employed to choose schools. This is where the populace is distributed into strata to ensure that members of homogenous subgroups in a study population are grouped together before sampling and then a random sample is drawn from each stratum (Taherdoost, 2016). In this study, the researcher divided the population into five strata consisting of boarding girls' schools, boarding boys' school, boarding and day mixed schools, boarding mixed schools and day mixed schools. To sample the teachers, the study employed simple random sampling method. The sampling process involved picking randomly from the container, folded papers that had been mixed well and labeled 'Yes' or 'No. This approach helped in avoiding biasness and making sure that all the respondents had an equal opportunity of being sampled. Afterwards, the investigator picked out teachers who took part in the study by filling the questionnaires.

A sample size is defined as a portion that represent a target population and it is chosen in a procedural way to participate in the study (Oso & Onen, 2011). A study sample size of ten to thirty percent of the entire population is satisfactory and acceptable for a single study for reliable findings and for generalization (Kothari & Garg, 2014). This study assumed an optimum sample

size of 30% of the total population yielding to a sample size of 109 respondents. The process of selecting the sample is demonstrated in table 3.1

Table 3.1

Percentage Calculation for each Stratum

Strata	Population	Strata Sample Calculation	Sample Size
Boarding boys' schools	3	$(3/42) \times 100$	7%
Boarding girls' schools	4	$(4/42) \times 100$	10%
Boarding mixed schools	1	$(1/42) \times 100$	2%
Day and boarding mixed schools	4	$(4/42) \times 100$	10%
Mixed day schools	30	$(30/42) \times 100$	71%
Total	42		100%

Table 3.1 Shows that the 42 targeted public secondary schools in Migwani Sub County were grouped into boarding boys' schools, boarding girls' schools, boarding mixed schools, day and boarding mixed schools and mixed day schools. From the groupings, 7% were boarding boys' schools, 10% were boarding girls' schools, 2% were boarding mixed school, 10% were day and boarding mixed schools and 71% were mixed day schools.

Table 3.2

Proportional Sample Size of Teachers per School

Strata	Stratum Sample Calculation	Sample Size
Boarding boys' schools	$(7/100) \times 94$	7
Boarding girls' schools	$(10/100) \times 94$	9
Boarding mixed schools	$(2/100) \times 94$	2
Day and boarding mixed schools	$(10/100) \times 94$	9
Mixed day schools	$(71/100) \times 94$	67
Total		94

Table 3.2 shows that to get the study sample size for the teachers, 30% of the total teacher population was calculated as $30/100 \times 314 = 94$. Proportionate distribution technique was then used to choose the required numbers of teachers from each strata. The study chose 7 teachers from boys' boarding schools, 9 teachers from boarding girls' secondary schools, 2 teachers from boarding mixed school, 9 teachers from day and boarding mixed schools and 67 teachers from mixed day schools totaling to a sample size of 94 teachers.

Table 3.3

Schools and Principals' Sample Size

Strata	Stratum Sample Calculation	Sample Size
Boarding boys' schools	$(7/100) \times 13$	1
Boarding girls' schools	$(10/100) \times 13$	2
Boarding mixed schools	$(2/100) \times 13$	1
Day and boarding mixed schools	$(10/100) \times 13$	2
Mixed day schools	$(71/100) \times 13$	9
Total		15

Table 3.3 shows that to get the study sample for the principals and schools 30% of the total principals and schools' population was calculated as $30/100 \times 42 = 13$ and then stratified sampling was used to arrive at the study sample. Through stratified sampling, out of the 42 principals and 42 public secondary schools in Migwani Sub-County, 15 principals and 15 schools were selected respectively. The selected school comprised: 1 boarding boys' school, 2 boarding girls' schools, 1 boarding mixed school, 2 day and boarding mixed school and 9 mixed day schools

3.6 Research Instruments

Data collection instrument is a tool and procedures for measuring research variables (Cooper & Schindler, 2011). This study utilized questionnaires and interview guide as data collection instruments. The use of both instruments allowed the investigator to gather both qualitative and quantitative data independently and to compare the findings (Creswell, 2014).

3.6.1 Questionnaire

A Questionnaire can be described as a data gathering instrument that has an ability to gather huge sum of information in a quick and reasonable time as each person responds to the similar sets of statements in a pre-arranged order (Komp & Tromp, 2011; Burns & Burns, 2012). Questionnaire was prepared for this study with the aim of obtaining primary information from the respondents. Data from the teachers was gathered by the use of self-administered questionnaires. One of the benefits of using questionnaire is that teachers are able to write and read and it collects more information within a short period of time (Orodho, 2012). The study employed closed as well as open ended questions to prompt information based on the variables of the study. This also gave an advantage of gathering both qualitative and measureable information. The questionnaire for teachers had four items based on the study objectives. They include: recognition motivation strategy, staff development motivation strategy, incentive motivation strategy and interpersonal relationships motivation strategy. The respondents made their judgment using the five points scale by ticking one appropriate option listed as: (1) strongly disagree (2), disagree (3), undecided (4), agree (5) and strongly agree.

3.6.2 Interview Schedule

An interview is an orderly technique for conversing and attending to people as a means of data collection through talking (Kothari, 2014). Interviews offer both the interviewer and interviewee space for mutual interaction, probing chances and a great return rate (Bryman & Bell, 2011; Cooper & Schindler, 2011). In order to permit sincerity by respondents in providing the required information, data from the principals was collected using interview guide. The researcher visited all the schools that were sampled for the study and organized the interview date and time with each individual principal. Later the researcher met each principal and had face to face interview that took between 15 to 20 minutes. Principals were interviewed on motivational strategies and teachers' job satisfaction because they occupy positions that are key to the study under enquiry. All the interview records were kept for coding and interpretation. Interviews were useful for this study as it provided one to one experience and rich data was gathered as an interview usually allows the interviewer to probe the respondents (Kasomo, 2010).

3.7 Validity of the Data Collection Instruments

As defined by Churchill (2007), validity entails the level to which a research instrument measures what it was envisioned and meant to measure accurately. The research instruments validity was enhanced by guaranteeing that all the questionnaire items covered all the research objectives sufficiently and this was later confirmed by the aid of the pilot study. As observed by Sangosen, Hellman and Hill (2013) construction of content validity of research instrument is usually achieved by a sensible examination of the tool by experts that are familiar with the concept of interest on the subject of research. To test the content validity of the data collection instrument for this study research experts from Tangaza University College, School of Education

helped in exploring the consistency of the theoretical construct idea as represented in the research questionnaire and after those deliberations were done on what needed to be improved. For example, the numbering of the questionnaire was changed from sectional numbering to continuous numbering. Also, the job satisfaction section of the questionnaire items was eliminated and the ones based on the study objectives were retained.

3.7.1 Pilot Testing

It is always useful to have a trial for the research design in a small measure before the real study as this might give a better idea of concrete difficulties and problems (Kothari, 2014). To test validity, 1% up to 10% of the target populace is representative for a study piloting (Mugenda & Mugenda, 2012). The researcher in this study undertook a pilot study equivalent of 10% of the sample size in one of the public secondary schools in the sub-county. The school used for piloting was excluded from the sample of those who participated in the main study. Copies of questionnaires were self-administered to 10 respondents. Following the respondents' responses, all the questionnaire items were retained as they recorded high level of internal consistency. However, essential changes were done on some items to make sure they solicited the required information.

3.7.2 Reliability of Data Collection Instruments

Instrument reliability is the level to which a specific instrument offers constant results when assessing a specific concept or variable several times using the instrument (Crutzen & Peters, 2017). The internal reliability consistency test requires measuring the consistency of an instrument to guarantee that each part of the test yields comparable results (Solomon, Tobin, & Schutte, 2015). To test the internal reliability of this study, split half method was employed by distributing the test items into two equal halves of even and odd forms. The results for the first

part were obtained and after administrating the second part the results were noted. Pearson's product moment coefficient of correlation was applied to compare the two sets of scaled items, which gave an alpha value of 0.716 indicating a high level of internal reliability of the data gathering tool. This was confirmed by Crutzen and Peters (2017) who reasoned that while an alpha of 0.65 – 0.80 is acceptable, values ≥ 0.90 are excellent, ≥ 0.80 are good, ≥ 0.70 are acceptable, ≥ 0.60 are questionable, and ≥ 0.50 are poor.

In order to take care of the qualitative data gathering instrument, this study applied member checking reliability by providing the participants with a copy of the interview responses, in order to verify their answers and response uniformity as a way of increasing reliability (Carlson, 2010). Harvey (2014) suggested a constant member-checking circle as a measure of the reliability practice in qualitative research. To assure credibility, the aspect of reflexivity was applied by the researcher, so as avoid the personal biases that can affect data interpretation. Thus, the researcher took the part of an inquirer so as to identify how her background and experiences shape her interpretation of the qualitative interviews (Creswell & Plano Clark, 2011).

3.8 Data Collection Procedures

First, the researcher presented the duly signed copies of the proposals to the directorate of postgraduate studies and research, Tangaza University College, in order to get ethical clearance. The signed documents were used to process the research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The research permit and the letter from the college were presented to Migwani Educational Sub-County office and the researcher was allowed to access the sampled schools for data gathering. After that, the researcher got permission from the principals of each sampled school. The researcher together with the well-trained research assistant in regard to matters of ethics distributed the questionnaires to the

designated schools. The respondents who needed more time to fill the questionnaires were allowed and time and date for collecting them was arranged. The researcher personally administered face-to-face interviews to the school principals and recorded the information with their permission. After the whole exercise, the researcher embarked on data analysis.

3.9. Data Analysis Procedures

In order to get reliable results, proper data preparation, conversion and analysis must be done (Kothari & Garg, 2014). The first step for data analysis was to go through each questionnaire checking their completeness. Questionnaires that were not duly filled were separated from the ones that were properly completed. This was followed by arranging and counting all the questionnaires to make sure none was left out. Next, data was coded by use of symbols to help in categorization for easy recording. The researcher then analyzed quantitative data with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics such as frequencies and percentages were generated and presentation done in frequency tables. Conversely, the researcher employed content and thematic approach to analyze data from interviews. First of all, the researcher went through all the interview transcripts to make sure no information was missed out. Afterwards, coding was done by the aid of a coding matrix to identify and label any recurrent patterns or features from the interview data. This helped the researcher in coming up with categories or sub-themes deductively guided by the interview questions. The sub-themes were then reduced to themes, described and recorded in narrative form as the final findings of the interview questions. The researcher then analysed quantitative data and qualitative data independently and then merged the results to confirm if the results approved or disapproved one another (Creswell, 2014)

3.10 Ethical Considerations

Ethical issues have to be projected and dealt with by the investigator and the potential research participants must be provided with enough information to enable them to make an informed judgment concerning the study participation ((Bhatta, 2013; Creswell, 2014). Before going to the field, the researcher made sure that there was clear timeframe, enough budget and enough printed questionnaires to avoid unnecessary delays. The research permit and the letter from the college were presented to Migwani Educational Sub-County office and was allowed to access the sampled schools for data gathering. After that, the researcher got permission from the principals of each sampled school. To gain informed consent, the researcher informed the study participants about the purpose and aim of the study and left the participants free to make decision on whether they wanted to participate. Since the research was done during the pandemic, the researcher observed the required Covid-19 healthy protocols like keeping social distance during interviews, distribution of questionnaires, wearing masks and sanitizing throughout the data collection process.

In order to ensure confidentiality, the participants were guaranteed by the researcher that the information gathered was only for the purposes of research and that privacy and anonymity would be maintained. During data collection process, respondents were not expected by the study to indicate their identity on either the questionnaires or the interview guides. Respondents' identities were hidden and any gathered information was treated with utmost confidentiality. The researcher tried to avoid any discriminatory, offensive or other improper language in the construction of questionnaire and interview guide questions (Saunders, Lewis & Thornhill, 2012)

As proposed by Creswell 2014; and Bryman & Bell, 2012), the researcher gave proper and due credit and acknowledgement to all research contributors and to all the cited studies of

other authors. The researcher carried out the data collection processes as stipulated in chapter three of the study. After data collection process, the researcher interpreted and reported the results of the study keenly and honestly. At the end, the whole document was tested for plagiarism and Tanitin certificate was obtained.

3.11 Reflexivity/Positioning

According to Mason (2002), it is crucial that the researchers focus their reflexive efforts strategically and meaningfully on the research. As opined by Creswell and Plano Clark (2011) in qualitative design, researchers take the part of an inquirer as they need to identify how their background and experiences shape their interpretation through coding and development of themes process. As this study employed mixed method approach, the researcher played the role of an interviewer, analyst, interpreter, inquirer and investigator, in order to reduce bias and threats to the study validity.

3.12 Envisaged Impact of the Study

This study was destined to have great impact on motivation of teachers, because if teachers are well motivated and satisfied, to a larger extent they would be involved and committed to their job (Sargent & Hannum, 2005). The study will have impact on both the principals and the teachers, since for both, motivation is a key and basic tool for effective and efficient management (Shadare & Hammed, 2009). The study shall impact on the workforce of the school because motivation helps in gaining the workforce faithfulness through fulfilment of needs and wants and workers repay through hard work (Chughtai, 2008). Motivation has impact on the overall schools performance because by providing different rewards and incentives on individual teacher's performance, it encourages teachers to do their best and this leads to job satisfaction and hence good performance (Azar & Shafighi, 2013; Rao, 2005). Therefore,

satisfaction of teachers at their work place would act as motivation, and this leads to work satisfaction and school effectiveness and this shall generally be the envisaged impact of this Study.

3.13 Conclusion

To investigate principals' motivational strategies on teachers' job satisfaction in public secondary schools in Migwani Sub-County, this chapter described the research plan and the methodology of the study. This comprised the use of the convergent mixed methods design. The location of the study was discussed with a target population of all the principals and all the teachers in the Sub-County public schools. Stratified random sampling techniques employed as the study sampling techniques and sample size were drawn from the target population. The instruments for data collection for the study were named as both questionnaires and interview guide. The pilot study was done in one school that was not used in the actual study within the county. Data collection procedures, data analyses, ethical considerations were outlined and explained and reflexive efforts of the researcher and envisaged impact of the study were discussed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents both quantitative and qualitative data analysis, presentation, interpretation and discussion about principals' motivational strategies on teachers' job satisfaction. The analysis was done against the framework of the key study objectives: to investigate how recognitions, to evaluate how staff professional development, to examine how incentives and to determine how interpersonal relationships as motivational strategies influence teachers' job satisfaction in Migwani Sub-County public secondary schools.

4.2 Questionnaire Return Rate

Questionnaire return rate denotes to the number of questionnaires that are returned after being administered to the respondents (Mugenda & Mugenda, 2012). The researcher together with the research assistant distributed a total of 94 questionnaires to the respective teachers in public secondary schools in Migwani Sub County and a keen supervision was done by the researcher. Out of 94 questionnaires administered to the respondents, 89 were duly completed and returned. This yielded a response rate of 89(95%), which was deemed adequate for data analysis. This concurred with Nzuve (2007) who avows that 70 percent of obtainable respondents are adequate for the population representation and lead to a generalization of the study results. Based on such assertions, this return rate was considered to be excellent and satisfactory to make the study conclusions. The high return rate indicated that the respondents were interested in the investigation which they may have observed as valuable to them in their teaching profession. Another reason could be associated with the fact that the researcher took time to explain the purpose of the study to the respondents and gave them freedom to either participate or fail to participate in the exercise.

4.3 Demographic Characteristics of Respondents

This unit presents a cross tabulation of the principals and teachers' demographic characteristics that were deemed significant to the study. Respondents' demographic data focused on their age and gender, the duration of teaching service and education level. This was considered substantial to the study on the basis that differences on such orientations would portray different attitudes towards motivation and job satisfaction. The findings are as indicated in table 4.1:

Table 4.1

Cross Tabulation of Teachers and Principals Demographic Information

	below 25 years	26-35 years	36-45 years	over 40 years	Total
Female	3	20	13	7	43
Male	3	31	12	15	61
Total	6(6%)	51(49%)	25(24%)	22(21%)	104(100%)

	Diploma	Bachelors' degree	Masters	Post graduate diploma	Total
Female	3	35	5	0	43
Male	4	49	6	2	61
Total	7(7%)	84(80%)	11(11%)	2(2%)	104(100%)

	Less than 2 years	3 - 5 years	6 - 10 years	Over 11 years	Total
Diploma	4	1	1	1	7
Bachelors' degree	11	22	24	27	84
Masters	0	3	2	6	11
Post graduate Diploma	0	0	1	1	2
Total	15(14%)	26(25%)	28(27%)	35(34%)	104(100%)

	Boarding boys' school	Boarding girls' school	Boarding mixed school	Day and boarding mixed	Mixed day schools	Total
Less than 2 years	0	3	0	4	8	15
Between 3-5 years	2	0	1	8	15	26
Between 6-10 years	2	4	2	3	17	28
Over 11 years	4	4	0	5	22	35
Total	8(8%)	11(11%)	3(3%)	20(19%)	62(60%)	104(100%)

4.3.1 Characteristics of the Respondents by Age

The study aimed at knowing the respondents' age as they were invited to fill the questionnaire indicating their age category. The respondents who were below 25 years were 6 (6%), those between 26 and 35 years were 51(49%), between 36 years and 45 years were 25 (24%), while respondents who were over 40 years were 22(8%). From the data, the bigger number of respondents, both teachers and principals, 98(94%) were adults with other responsibilities and needed motivation in order to appreciate and remain motivated in their teaching job. However, it can be noted that a small number of respondents 6(6%) aged below 25. This could be related to the fact that although teachers graduate every year, the teaching posts advertised annually by the employers are quite few compared to the number of graduates. Because the number of years spent out count during the recruitment interviews, some graduates prefer doing other businesses before seeking teaching employment.

4.3.2 Characteristics of the Respondents by Gender

The gender feature was considered vital to this study as the researcher presumed that sex variances would considerably influence teachers' satisfaction in public secondary schools. Consequently, the respondents were requested to fill the questionnaire indicating their sex. As indicate in table 4.2, 43(41%) of the respondents were female, while 61(58%) were male. This shows that male teacher respondents were more than female. From the results, it could be interpreted that there is disparity concerning gender distribution in teachers' recruitment in public secondary schools and this could affect their job satisfaction. Nevertheless, from this description, the study showed that both genders were presented and provided data information correspondingly.

4.3.3 Characteristics of the Respondents by Level of Education

By enquiring about educational level, the researcher presumed that education level of the respondents would influence individual teachers' job satisfaction significantly. As a result, respondents were required to fill the questionnaire by putting a mark on ones' highest education level. Table 4.2 shows that respondents whose highest education level was diploma were 7 (7 %) those with a bachelors' degree were 83 (80 %), those with master's degree were 11 (11%), and those with a postgraduate diploma were 2(2%). From the findings, it can be established that secondary school teaching level is mainly comprised of degree level teachers hence more need for motivation. However, it is clear that all respondents had undergone the normal teacher training process as required by the TSC to equip them in their teaching profession.

4.3.4 Characteristics of Respondents by Duration of Service

The researcher assumed that the duration of service by a teacher in a particular school would in a way influence individual job satisfaction. Accordingly, the respondents were invited to complete questionnaire indicating their service duration. Indicated in table 4.2, respondents who had a teaching experience of less than 2 years were 15(14%), between 3 to 5 years were 26 (25%), between 6 to 10 years were 28(26%), while those who had an experience of over 11 years were 35(34%) From the findings, it can be pointed out that most of the teachers 63(60%) had over 6 years in teaching profession. This means that they had served as teachers long enough to provide valid and dependable data about motivation and job satisfaction.

4.3.5 Characteristics of the Respondents by School Categories

The study anticipated that depending on the category of the school that an individual teacher serves, could significantly influence their job satisfaction. Respondents were invited to complete the questionnaire indicating their school category and their responses. The findings in

table 4.2 indicate that 8(87%) were from boarding boys' schools, those from boarding girls' schools were 11(11%), boarding mixed schools were 3(3%), day and boarding mixed schools were 20(19%), whereas those from mixed day schools were 62(60%). The results imply that the researcher collected data from all the school categories for a fair representation of all the schools.

4.3 Influence of Recognition on Teachers' Job Satisfaction

The first research question sought to investigate how recognition influence teachers' job satisfaction in Migwani Sub-County public secondary schools. Teachers were given six statements and were requested to choose the response that best represented their feelings, on a five-point scale stretching from 'strongly disagree' to 'strongly agree.' The findings are as indicated in Table 4.2:

Table 4.2

Recognition and Teacher Job Satisfaction

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Recognition is a key factor in motivating teachers towards job satisfaction.	7(8%)	0 (0%)	4(5%)	35(39%)	43(48%)	89(100%)
There is a high level of recognition of teachers' good performance by the principal.	16(17%)	51(57%)	11(12%)	7(9%)	4(5%)	89(100%)
I receive appropriate recognition for my contribution.	17(19%)	45(51%)	12(13%)	11(12%)	4(5%)	89(100%)
Recognition impact more compared to other motivational strategies.	4(5%)	10(11%)	7(8%)	50(56%)	18(20%)	89(100%)
I am satisfied with recognition mechanisms put in place in my job.	20(21%)	44(49%)	10(12%)	10(12%)	5(6%)	89(100%)
My job provides me with a feeling of recognition.	20(22%)	50(56%)	5(6%)	12(14%)	2(2%)	89(100%)

Table 4.2 displays that out of the 89 respondents who completed the questionnaire, 7(8%) strongly disagreed that recognition is a key factor in motivating teachers towards job motivation, 4(5%) were undecided, 35(39%) agreed, while 43(48%) strongly agreed with the statement. The interpretation was that the majority of teachers 78(83%) approved the statement that recognition a key factor of motivation. Through open ended questions, teachers gave more information by saying that recognition stimulates hard work and improves school performance. This shows that recognition is an important strategy of motivation and if put in place, teachers will be encouraged to work hard and this will increase their job satisfaction.

To assess more information on recognition and the role it plays in motivating teachers, the researcher during a face-to-face interview with the principal posed the question, “According to your experience, briefly explain if recognition of teachers is a key factor in motivating them towards job satisfaction.” The following are some of the responses for this particular question from different principals:

As far as I am concerned, recognition of teachers is important because it makes them work harder and become better in their profession. (Principal 14, personal communication, October, 1, 2020). I have found that if recognition is timely, it motivates teachers towards job satisfaction, but if it is delayed it does very little (Principal 11, personal communication, October, 22, 2020.) Yes, recognition is a key factor, but it partly contributes towards job satisfaction. I feel there are many other factors that need to be considered when it comes to motivating teachers (Principal 3, personal communication, October, 24, 2020).

From the findings, principals just like the teachers, perceived recognition as a key factor in motivating teachers towards job satisfaction. However, they added that recognition needed to

be timely if it has to work effectively. These findings agreed with Schmidt & Freize (2007) who indicated that recognition is key to teachers' motivation, because when teachers are recognized, they become enthusiastically and professionally renewed.

Concerning whether there is a high level of recognition of teachers by principal on their good performance, 16(17%) of the respondents strongly disagreed, 51(54%) disagreed, 11(12%) were undecided, 7(9%) agreed, while 4(5%) strongly agreed. It is clear from the data that more than half 67(75%) of the respondents disagreed that there was high level of recognition of teachers by principal on their good performance. This implied that the number of teachers who were not recognized for their performance was quite high. The feeling of the teachers that they were not being recognized for their efforts definitely demotivated them and led to job dissatisfaction. These findings are supported by a study by Al-Harbi (2013) which indicated that teachers were not satisfied with the recognition that they received from their schools.

In order to respond to whether the respondents received appropriate recognition for their contribution, 17(19%) of them strongly disagreed, 45(51%) disagreed, 12 (13%) undecided, 11(12%) agreed, while 4 (5%) strongly agreed. Surprisingly, a large number 62(66%) of the teachers did not receive appropriate recognition for their contribution. This shows although recognition is key to motivation, most of the teachers are not motivated as they are not appropriately recognized and this led to job dissatisfaction. These findings agreed with the study by Barasa (2013) on teacher motivation strategies, which indicated that although recognition proved strong in motivation of teachers, teachers in some secondary schools received little recognition for their good performance.

To establish if recognition has more impact than other motivation variables, the findings indicated that 4(5%) of the respondents strongly disagreed, 10(11%) disagreed, 7(8%) were

undecided, 50(56%) agreed, while 18(20%) strongly agreed with the statement. From the findings, it means that good number of respondents 68(76%) were in agreement that recognition impacts more than other motivation variables. The implication is that if principals recognized teachers for the effort they put in their work, they will be more motivated and this will lead to job satisfaction and better performance. The above findings agreed with Schmidt and Freize (2007) who in their study indicated that recognition is a key motivator that translates to improved performance.

To find out whether the respondents are satisfied with the recognition mechanisms at their workplace, the findings from the respondents indicated that 20(21%) of the respondents strongly disagreed, 44(49%) disagreed, 10(12%) were undecided, 10 (12%) agreed, whereas 5 (21%) strongly agreed. From the findings some recognitions mechanisms were: congratulatory remarks, verbal commendation and recommendation letters. Amazingly, such a big number 64(68%) of the teachers were not satisfied with the recognition mechanisms at their workplace. This could indicate that principals need more knowledge on motivation theories. This will help them understand the teachers' levels of motivation so as to apply the right recognition mechanism. These findings are in agreement with that of Kouzes and Posner (2013) that revealed that, only about 40 percent of workers acknowledged receiving recognition for work done well or for an outstanding individual performance.

To confirm whether the principals had related responses to teachers, the researcher asked the principals the following question, "Explain the means that you use to recognize teachers for their good performance." Some responses of what principals said are quoted as follows:

Mostly, I use word of mouth or congratulatory remarks as a way of recognizing teachers whenever they do something good (Principal 5, personal communication, September, 19,

2020). When they perform a task well, I commend them verbally and openly and later thank them personally. Teachers who meet the set targets in various fields, I recognise them verbally in front of others during assembly or prize giving days (Principal 8, personal communication, September, 29, 2020). I normally give teachers who perform well recommendation letters for higher promotion by the employer (Principal 11, personal communication, October 22, 2020).

The interview results revealed that the principals use various means to appreciate and motivate teachers. The most used and appreciated means of motivating teachers are verbal appreciation followed by recommendation letters. Some lesser used means of recognition are tokens of appreciation, personal and public approvals, internal appointments and trips. From the findings, while principals say they use several means to recognize teachers, incompatibly teachers were not satisfied with the recognition mechanisms used by principals. For those reasons, principals need to know what really motivate individual teachers in order to apply more satisfying and appropriate means of motivation.

To investigate whether teachers feel recognized in their teaching job, the findings showed that 20(21%) of the respondents strongly disagreed with the statement, 50(56%) disagreed, 5(6%) were undecided, 12(14%) agreed, while 2(3%) strongly agreed with statement. From the results, it was astonishing that 70(74%) of teachers did not feel recognized in their teaching job. Although from the literature recognition is vital for motivation and that teachers who are recognized are more motivated, the results showed that majority of teachers were not recognized in their teaching job. The findings agreed with the study by Popoola (2009) that revealed that one of the main sources of job dissatisfaction is poor recognition of teachers.

To confirm if principals experience some challenges in recognizing teachers, the researcher asked the principals, “What are some of the challenges facing recognition of teachers in your school? Some of the principals had the following to say:

Recognition has financial implications and one of the challenges is financial limitations. Without finance, it becomes almost impossible to recognize teachers. This has always been my experience since I reported to this school two years ago (Principal 1, personal communication, September, 29, 2020). I have found that the main challenge facing recognition of teachers is lack of funds. You may want to recognise teachers by taking them for an outing or for a meal, but you can't as there is no enough funds to facilitate that (Principal 3, personal communication, October 24, 2020). My experience concerning the challenges of recognising teachers is that the employer takes too long to recognize or promote teachers who are due for higher grades and this really demotivate teachers (Principal 11, personal communication, September, 22, 2020).

The interview findings indicate that there are diverse challenges facing principals' efforts in recognizing teachers. Some of these challenges are lack of funds, delayed promotions as well as poor teacher performance. Since principals were faced with such challenges, these findings somehow respond to the reasons why teachers did not feel recognized. Despite the challenges, all the principals said that recognition is a key factor in motivating teachers toward job satisfaction. The findings of this study coincides with Schmidt and Freize (2007) who in their study indicated that recognition is key to teachers' motivation, because when teachers are recognized, they become enthusiastically and professionally renewed.

4.5 Influence of Staff Professional Development on Teacher Job Satisfaction

The second research question sought to evaluate how staff professional development influences teachers' job satisfaction in Migwani Sub-County public secondary schools. Teachers were given four statements and were requested to choose the response that best represented their feelings, on a scale of five-points ranging from 'strongly disagree' to 'strongly agree.' The findings were as indicated in table 4.3:

Table 4.3

Staff Professional Development and Teacher Job Satisfaction

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Staff professional development should be embraced in order to motivate teachers towards their job satisfaction.	1(1%)	0 (0%)	2(2%)	36(41%)	50(56%)
I have been provided with opportunities to collaborate with colleagues for continuous learning.	9(10%)	56(63%)	1(1%)	16(18%)	7(8%)
Teacher professional development is adequate and sufficient in my school.	14(16%)	37(42%)	15(17%)	20(22%)	3(3%)
Through professional development I am well motivated to remain in the teaching profession.	21(24%)	35(39%)	5(6%)	17(19%)	11(12%)

Table 4.3 reveals that out 89 respondents who completed the questionnaire 1(1%) strongly disagreed with the statement that staff professional development should be embraced to motivate teachers. None of the respondents disagreed, 2(2%) were undecided, 36(41) agreed, while 50(56%) strongly agreed. The interpretation is that a good number of teachers 86(97%) perceived and valued professional development as a strong strategy of motivation. In relation to this, both teachers and principals need to have a positive attitude towards professional development and participate in its implementation in schools. These findings agreed with the

study done by Akpan and Ita (2015) that showed that teacher professional development considerably contributed to excellent universal basic education.

In order to obtain extra information from the principals on the effects of staff professional development on teachers' job satisfaction, the researcher asked them, "How does teachers' professional development affect their motivation?" Some of the replies from the principals were:

I have found that when teachers are trained and undergo professional courses, they become better at their work hence job satisfaction (Principal 6, personal communication, September 29, 2020). Professional development encourages teachers to work harder, gain additional knowledge and have mastery of content. I have found it easy to work with such teachers as they feel confident and motivated in their work. However, though opportunities are there, very few participate due to financial implications as teachers pay for this and it is costly at times (Principal 1, personal communication, September 29, 2020).

From the interview responses, principals asserted that professional development improves existing skills, gain new ones as well as promoting hard work which leads to confidence and hence job satisfaction. This means that both the teachers and principal perceived and valued professional development as a strong strategy of motivation, however, even when opportunities are provided very few teachers participate or attend professional development courses as they are costly and some teachers cannot manage to pay.

To indicate whether the respondents had been provided with opportunities for continued learning, the findings indicated that 9(10%) of the respondents strongly disagreed with the statement, 56(63%) disagreed, 1(1%) were undecided, 16(18%) agreed and 7(8%) strongly agreed. Previously, teachers supported the idea that professional development should be

embraced in schools. Shockingly, 65(69%) of the teachers have not been provided with enough opportunities for professional development. This shows that even though professional development is crucial in motivating teachers, they have not been provided with enough opportunities to enrich their professional skills and this contribute to their job dissatisfaction.

Through open ended questions, teachers were asked to give the main challenges of staff professional development. The majority of them said lack of funds to sponsor teachers for further studies, lack of time due to fixed school schedules, delayed promotions, and negative attitude by some staff members were the main challenges. The interpretation was that teachers were not comfortable with staff profession development as it had so many challenges and this is really demotivating them since there is no real satisfaction in their job. The findings concurred with the study of Kubeka and White (2014) who contended that professional staff development face several challenges like inadequate funds, lack of proper planning, non- involvement of teachers in programme designing and incompetent facilitators of the programmes.

To find if provision of professional development opportunities could be inhibited by some factors, the researcher inquired of the principals, “What would you say are the main challenges of professional staff development in your school?” Some principals said:

To my experience, those who manage to go for training and are not easily promoted and are discouraged. So, when there are no regular promotions, teachers feel demotivated having invested in developing themselves professionally hoping for quick promotion (Principal 14, personal communication, October 1, 2020). Due to financial constraints, teachers are not able to go for professional development courses. This happens to most of them even after I offer them the training opportunities since they are not able to pay for the same (Principal 9, personal communication, September 20, 2020).

The interview results show that staff professional development has been faced with several challenges. The main challenge noted by the principals was the lack funds and delayed promotion of teachers by the employer. The principals' responses coincided with those of the teachers since they too pointed out related challenges. These findings need special attention because if such challenges are not solved, staff professional development will remain unsatisfying to teachers. The findings are supported by the study Kubeka and White (2014) who contended that professional staff development face several challenges like inadequate funds, lack of proper planning, non- involvement of teachers in programme designing and incompetent facilitators of the programmes.

In responding to the statement whether staff professional development is adequate and sufficient in their school, 14(16%) of the respondents strongly disagreed, 37(42%) disagreed, 15(17%) were undecided, 20(22%) agreed, while 3(3%) strongly agreed. From the data, it could be concluded that 51(54%) of the teachers indicated that staff professional development was not adequate and sufficient in their schools. The explanation is that principals need to share with the teachers and identify the training needs so that what they provide is adequate, sufficient and appreciated by teachers. The findings concurred with Namamba and Rao (2017), whose study concluded that professional teacher development of teachers was inadequate and so the study suggested the need for well-structured professional development opportunities and activities.

In their response to the statement that through professional development, they were motivated well to remain in the teaching career, 21(24%) of the respondents strongly disagreed 35(39%) disagreed, 5(6%) were undecided, 17(19%) agreed, while 3(3%) strongly agreed. This shows that a big number of teachers 56(61%) were not well motivated to remain in teaching career. This was interpreted to mean that many teachers were not happy because their motivation

levels in schools were low and they would prefer more satisfying jobs. The findings are supported by Ogana, Orwa, Peter and Jedida (2013) who in their findings indicated that majority of teachers would choose other careers given a second chance.

Teachers were again asked an open general question to give reasons as to why they leave teaching profession for other jobs. Some of them said that they leave the profession for better paying jobs. Others said that they leave to explore other sources of revenue that requires a different set of skills. When teachers were asked if they still choose the teaching profession while some said yes, others said no, because it does not give room for personal growth and that it lacked motivation. This clearly indicated that several teachers were not satisfied with their job and that is why a number of them left teaching for more satisfying jobs either with the County government or elsewhere.

4.6 influence of Incentives on Teachers' Job Satisfaction

The third research question sought to examine how monetary and nonmonetary incentives influence teachers' job satisfaction in Migwani sub-county public secondary schools. Teachers were given five statements and were requested to choose the response that best represented their feelings, on a scale of five-points ranging 'strongly disagree' to 'strongly agree.' The findings were as indicated in table 4.4:

Table 4.4*Incentives and Teacher Job Satisfaction*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
There are monetary and nonmonetary incentives programs in my school.	10(11%)	12 (13%)	6(7%)	52(59%)	9(10%)	89(100%)
Monetary incentives motivate me to be more committed in my teaching profession.	22(25%)	37(42%)	11(12%)	16(18%)	3(3%)	89(100%)
Non-monetary incentives motivate me in bringing the best in me in my teaching profession.	12(13%)	52(59%)	6(7%)	10(11%)	9(10%)	89(100%)
I often receive incentives from the principal for my professional efforts.	16(18%)	31(35%)	6(7%)	26(35%)	10(7%)	89(100%)
I am happy and satisfied with the incentives programs in my school.	14(16%)	33(37%)	10(11%)	25(28%)	7(8%)	89(100%)

Table 4.4 indicates that out of the 89 respondents, 10(11%) strongly disagreed, 12(13%) disagreed, 6(7%) were undecided, 52(58%) agreed, while 9 (10%) strongly agreed with the statement that there are incentive programs in their schools. This was interpreted to mean that 61(68%) of the teachers, whether they received incentives or not, acknowledged the presence of incentive programs in their schools. These findings agreed with Frederick and Stephen (2010), who in their study specified that there are various schools that have developed their own incentive programs as a way of motivating their teachers.

The study further sought to establish whether the respondents felt motivated by monetary incentives towards personal commitment in their teaching profession. The findings displayed that 22(25%) strongly disagreed, 37(42%) disagreed, 11(12%) were undecided, 16(18%) agreed, while 3(3%) strongly agreed with the statement. This indicated that more than half 59(67%) of

the teachers had a negative perception of monetary incentives as strategy of motivation. The interpretation is that although most literature have supported monetary incentives as a major motivation factor, surprisingly, this study showed that there is more to motivation other than monetary incentives. The findings agreed with Apolline (2015) whose results indicated that although incentives are among the strategies of motivation, they do not essentially have to be monetary as different ways can be applied.

In order to establish how the use of incentives influence teachers' job satisfaction, the researcher made further inquiries of the principals, "How does offering of incentives affect teachers' job satisfaction?" Some responses are as quoted below:

From my experience, incentives improve teachers' job motivation and this is a sign of acknowledgement of one's good work. Incentives also make teachers work extra miles (Principal 6, personal communication, September 22, 2021). My feeling is that offering incentives affect teachers positively because they feel appreciated and work hard to produce something more in their profession (Principal 9, personal communication, 29, September, 2020).

The results of the interview showed that the principals perceived offering incentives as having a positive influence towards teachers' job satisfaction. They asserted that it is a way of acknowledging their good work and it encourages teachers to work harder in their profession. Since teachers' response showed more satisfaction from nonmonetary incentives, principals are challenged to try and identify the nonmonetary incentives that motivate teachers and gradually start implementing them in their incentive programmes.

Regarding whether nonmonetary incentives motivate teachers to bring out the best in the teaching profession, the results revealed that 6(7%) strongly disagreed, 9(10%) disagreed,

10(11%) were undecided, 52(59%) agreed while 6(7%) strongly agreed with the statement. Contrary to most of the literature results from other researchers, a good number 58(66%) of teachers were more motivated by nonmonetary incentives than monetary ones to bring out the best in the teaching profession. The results coincided with the study by (Khan, Aslam & Lodhi, 2011) who asserted that motivation is not only to be found in monetary rewards. Thus, non-monetary rewards can also be applied to bring about the best from the employees, because they have an essential role in the employees' perception concerning the rewards climate in workplace.

In order to identity the forms of incentive being offered in schools, the principals were asked again by the researcher, "What forms of incentives do you offer teachers for their good work? Some of the responses were recorded as:

Here we consider best performance in National Exams and co-curricular activities to determine who will be rewarded. Those who do well in those areas are given either monetary or nonmonetary incentives like recommendation letters, trips and free meals. (Principal 14, personal communication, October 1, 2020). In my school, incentives take the form of certificates, letters of recommendation, various gifts and token of appreciation (Principal 3, personal communication, September, 22, 2020).

From the interview responses, principals said that they use varied incentives to motivate teachers which are either offered termly or annually, especially on prize giving days. This shows clearly that principals are trying their best to motivate teachers through incentive offering.

In order to ascertain whether teachers often receive incentives from the principal for their professional efforts, 16(18%) of the respondents strongly disagreed, 31(35%) disagreed, 6(7%) were undecided, 26(29%) agreed, while 10 (11%) strongly agreed with the stated statement. This indicated that only 36(40 %) of the teachers agreed that they often receive incentives from the

principals for their teaching efforts. This was interpreted to mean that although some teachers agreed to receiving incentives like tokens of appreciation, recommendation letters, free meals and trips, the majority of teachers did not. Principals then needed to have some guidelines in place on the frequency of incentive offering so that teachers may know when to expect one. These findings agreed with Reio and Callahon (2004) who in their study indicated that there are no general guidelines on how incentives should be given in varied schools; the role remains with each specific school guided by the school principal.

On whether teachers were contented with the monetary and nonmonetary incentive program in their schools, the findings indicated that 14 (16%) of the respondents strongly disagreed, 33(37%) disagreed, 10(11%) were undecided, 25(28%) agreed while 7(8%) strongly agreed with the statement. The data shows that only 32(36%) of the respondents were satisfied with the incentive program in their schools. The interpretation shows that most of schools didn't have good incentive programs in place. This means that most teachers were neither motivated nor satisfied with both monetary and nonmonetary programs and so principal need to pay attention to this so as to put in place more appealing incentive programs. These findings agreed with Nyakundi (2012), who in his study stated that there is no satisfaction when it comes to incentives in the teaching profession.

In order to find out whether principals used specific criteria in offering incentives, they were asked by the researcher, "What criteria do you employ for offering incentives to your teachers?" Some of the principals gave the following responses:

All incentives to teachers are done on merit. I don't offer incentive to teachers who do not perform well in their areas of responsibility (Principal 13, personal communication,

September 22, 2020). I rarely give incentive to teachers because I do not have enough money to facilitate the same (Principal 7, personal communication, October 1, 2020).

From the interview responses, incentives are mainly offered to teachers for their professional success. Teachers whose subjects perform best are rewarded followed by those whose subjects have improved. However, it is good to note that incentive offering demotivates teachers who do not qualify for one and in some schools, it depends on the availability of funds. These findings identify with a study on teacher motivation by Nyakundi (2012) which concluded that teacher motivation is affected by reward systems. However, reward system is depended on the national examination performance, and so the teachers who teach students who are low performers are hardly rewarded. These findings again, show how the criteria that principals employ in offering incentives can cause tension, misunderstand and demotivation among teachers especially if the criteria is one sited as brought out in this study. Principals therefore need to pay close attention to this issue as it can cause real damage and dissatisfaction amongst teachers.

4.7 Influence of Interpersonal Relationships on Teachers' Job Satisfaction

The fourth research question sought to determine how interpersonal relationships influence teachers' job satisfaction in Migwani Sub-County public secondary schools. Teachers were given five choices and were requested to choose the response that best represented their feelings on a five-point scale ranging from 'strongly disagree' to 'strongly agree.' The findings were as presented in table 4.5:

Table 4.5*Interpersonal Relationships and Teachers' Job Satisfaction*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Interpersonal relationships are important and influence teacher job satisfaction.	1(1%)	0(0%)	2(2%)	51(58%)	35(39%)	89(100%)
Interpersonal relationships will translate to automatically motivated teachers.	8(9%)	13(15%)	0(0%)	42(47%)	26(29%)	89(100%)
The principal encouraged interpersonal relationships in my school.	2(2%)	5(6%)	11(12%)	48(54%)	23(26%)	89(100%)
I have good relationships with the principal and colleagues	4(5%)	5(6%)	0(0%)	52(58%)	28(32%)	89(100%)
I feel comfortable with the cooperation I get from fellow teachers.	4(5%)	31(34 %)	0(0%)	50(56%)	4(5%)	89(100%)

Table 4.5 shows that in response to the statement that interpersonal relationships are important and influence job satisfaction, out of the 89 respondents, 1(1%) strongly disagreed, none disagreed, 2(2%) were undecided, 51(58%) agreed while 35(39%) strongly agreed with the stated statement. It is quite clear from the data that 86(96%) of the teachers perceived interpersonal relationships as an important motivational strategy influencing job satisfaction. This means that when principals encourage and teachers uphold interpersonal relationships, job satisfaction will greatly depend on that and teachers will be highly motivated. These finding agreed with George and Jones (2012) who indicated that those working in organizations where interpersonal relations are valued are more satisfied and will always perform better in their jobs.

For more information to establish the benefits of good interpersonal relationships through open-ended questions, the respondents were requested to give their views. Teachers responded

by saying that interpersonal relationships creates good working environment, motivates them, creates team work, harmony and unity among them. This entails that teachers felt at home relating well with colleagues and principals as this motivated them to work harmoniously increasing their job satisfaction. The findings are in agreement with Nargunde (2013) who indicated that there are numerous benefits associated with good interpersonal relationships and once utilized, interpersonal relationships are quality motivators and through them performance can be boosted.

To establish how the principals perceived the influence of interpersonal relationships on teachers' job satisfaction, the researcher asked them, "How do interpersonal relationships affect teachers' job satisfaction?"

Interpersonal relationships enhance team work among teachers as they encourage each other. I have witnessed this working well as when teachers work together, they feel satisfied in their work (Principal 1, personal communication, September 29, 2020). I would say that interpersonal relationships bring unity and love among the staff thus working well and freely with each other (Principal 5, personal communication, September 19, 2020).

The interview responses of the principals, just like the teachers, show that interpersonal relationships play a big role in motivating teachers in team work, bringing unity and freedom among teachers. This is because positive relations result to hard work and better results. Since both sides of the respondents view interpersonal relationship vital in motivation, teachers and principals need to strength this by agreeing on the ways of improving this motivation aspect. This will increase job satisfaction and efficiency not only among teachers but also in school. The findings coincide with Nargunde (2013) and Obakpolo (2015) who in their studies indicated that

upholding interpersonal relations at school is important since career progress as well as job satisfaction depend on good interpersonal relations.

To find out whether interpersonal relationships will translate automatically to satisfied teachers, the findings indicate that 8(9%) of the respondents strongly disagreed, 13(15%) disagreed, 42 (47%) agreed, while 26 (29%) strongly agreed with the statement. From the data, 68(76%) of the teachers supported the idea that interpersonal relationships translate automatically to satisfied teachers. This implies that the majority of teachers found interpersonal relationships as key mechanism in motivating them as this improves satisfaction and efficiency in their jobs. These findings agreed with the study by Mustapha (2013) on job satisfaction and interpersonal relationships which concluded that interpersonal relationships at the place of work serves as an important factor in the maintenance and development of positive feelings and attitude among workers.

In order to find out if principals encounter any challenges in relation to teachers' interpersonal relationships, they were again asked by the researcher, "What are some of the challenges of interpersonal relationships in your school?" The following responses were brought out:

Some of the challenges of interpersonal relationships here are individual differences, age differences, individual background, gender differences and religious issues (Principal 8, personal communication, September 29, 2020). The interpersonal relationships in my school have been affected by the fact that teachers are too busy with curriculum implementation such that they don't seem to have enough time for one another (Principal 3, September 24, 2020).

From the principals' responses, there are challenges hindering good interpersonal relations; such include busy schedules as well as age difference, gender and religion differences.

Thus, there are those who are affected by heavy workloads such that they find it hard to relate with others. These findings imply that though both the principals and teachers show that interpersonal relationships play a big role in motivating teachers in team work and bringing unity and freedom among teachers, it has its share of challenges that cannot be ignored.

Further, 2(2%) of the respondents strongly disagreed, 5(6%) disagreed, 11(12%) were undecided, 48 (54%) agreed, 23(26%) strongly agreeing with the statement that principals encourage interpersonal relationships in their school. Since literature has highly supported the role of interpersonal relationship in motivation of teachers it was overwhelming that 71(80%) of the teachers were in agreement that principals encourage interpersonal relationships meaning that they were playing their part well. These findings are in harmony with those of Tsai Chuang and Hsieh (2009), who in their study indicated that Principals are in the forefront in encouraging quality personal relationships among their teachers.

Again, the results established that 4(4%) of the respondents strongly disagreed that they had a good relationship with the principals and colleagues, 5(6%) disagreed, 52(58%) agree, while 28 (32%) strongly agreed with the statement. The fact that principals supported interpersonal relationships, it was not a surprise that 80(89%) of the teachers experienced good relationship with their principals and colleagues. From the findings, personal relationships are well adjusted in schools and both respondents feel comfortable and happy with it. These findings agreed with Koula (2015) who indicated in his study that most teachers relate well with their Principals and such a relationship is important for quality results in each school.

Finally, 4(5%) of the respondents strongly disagreed that they felt comfortable with the cooperation efforts from their colleagues, 31(35%) disagreed, 50(56%) agreed, whereas 4(5%) strongly agreed with the statement. This was interpreted to mean that since teachers appreciated

each other in their relationships and principals supported them, this became a source of motivation to them. These findings fit with the study of Skaalvik & Skaalvik (2011), who posited that positive relations can improve job satisfaction in the workplace which can lead to teachers' job satisfaction, hence mitigating motivation for exiting the teaching profession.

The principals were again asked by the researcher, "What are some of the challenges affecting motivation of teachers in your school?" Some responses from the principals were:

Some of the challenges affecting motivation of teachers in my school is lack of funds and poor students' grades which do not attract benefits of reaching the target grade (Principal 6, September 22, 2020). One of the challenges I have come across is that some teachers are not satisfied with whatever they are given and others would say there is favoritism in giving motivation (Principal 12, personal communication, October 5, 2020).

From the principals' interview responses interpersonal relationships play a big role in motivating teachers in team work, bringing unity and freedom among teachers. However, there were challenges hindering good interpersonal relations such as busy schedules as well as age difference, gender and religion differences. Thus, lack of funds, poor performance by students resulting in teachers not meriting the reward, lack of satisfaction by teachers and perceived favoritism in offering incentives, were said to be the main challenges affecting motivation.

To find out if principal knew other motivational strategies apart from the ones suggested by the theory, the researcher asked them, "What other motivational strategies do you think have influence on teachers' job satisfaction?" Principals responded by saying:

It is my feeling that empathy and personal visit to individual teachers will motivate them. I mean that, it is good to empathize with the situation your teachers are undergoing. It is

also good to visit them in their offices and see what they are doing to avoid false judgments
(Principal 11, September 22, 2020).

From the interview responses, apart from recognition, staff development, incentives and interpersonal relationships principals advocated for other motivational strategies like personal visits to individual teachers and the exercise of empathy. This shows that the issue of physical presence and concern is key in motivating teachers. This will indeed raise their self-esteem and in turn motivate their zeal and cooperation with the principal in offering satisfying services in relation to their job.

Conclusion

This chapter presented both quantitative and qualitative data analysis, presentation, interpretation and discussion about principals' motivational strategies on teachers' job satisfaction. The analysis was done against the framework of the key study objectives: to investigate how recognitions, to evaluate how staff professional development, to examine how incentives and to determine how interpersonal relationships as motivational strategies influence teachers' job satisfaction in Migwani Sub-County public secondary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter offers a summary of the main findings as discussed in chapter four, brings general conclusions and shares the study contribution to knowledge. Based on the study findings, the chapter offers some recommendations for policy makers and suggestions to the researchers to enhance teachers' motivation and job satisfaction.

5.2 Summary of the Findings

The purpose of this study was to investigate the influence of principals' motivational strategies on teachers' job satisfaction in public secondary schools in Migwani Sub-County. Two Factor theory of motivation guided this study and convergent parallel mixed methods design was employed. The summary of the study findings was based on each of the four objectives.

The first research question sought to investigate how recognition as a motivational strategy influences teachers' job satisfaction in Migwani Sub-County public secondary schools. From the findings, the study established that although recognition is a key factor of motivation influencing job satisfaction, teachers are neither satisfied with the recognition they receive from principals nor the recognition mechanism at their work place. According to two factor theory that guided the study, recognition is a motivator that is meant to bring satisfaction. Nevertheless, the findings of this study indicated recognitions as a factor for dissatisfaction. The lack of satisfaction is associated to the findings of the study that showed diverse challenges facing principals' efforts in recognizing teachers. Some of these challenges are lack of finances, delayed promotions as well as poor teacher performance. This means unless these challenges are worked out satisfactorily, teachers will remain unmotivated and dissatisfied in their job.

The second research question sought to evaluate how staff professional development influences teachers' job satisfaction in Migwani Sub-County public secondary schools. The findings of the study confirmed that despite staff professional development influencing teachers' job satisfaction, most teachers were not satisfied with it because it was not adequate or sufficient to motivate them well. Just like recognition, staff professional development according to the theory should bring satisfaction to the workers. Contrary to the theory, staff professional development as per the study findings indicated dissatisfaction of teachers in their job. The findings from both the teachers and principals revealed that the efforts to motivate teachers through staff professional development has been in a way marred by several challenges. The identified challenges were lack of funds to sponsor teachers for further studies, lack of time due to fixed school schedules, and negative attitude by some staff members. The study noted that even when opportunities are provided very few teachers participate or attend professional development courses as they are expensive and some teachers cannot afford to pay.

The third research question sought to examine how monetary and nonmonetary incentives influence teachers' job satisfaction in Migwani Sub-County public secondary schools. The findings of the study established that both monetary and nonmonetary incentives influence teachers' job satisfaction. However, the study revealed that the majority of the teachers didn't feel motivated by monetary incentives because motivation through monetary incentives was short lived. The findings were in line with the theory since monetary incentives are under the hygiene factors that bring dissatisfaction to workers. A good number of teachers were more satisfied with nonmonetary incentives like merit certificates, letters of recommendation and various gifts and tokens of appreciation towards personal commitment in their teaching profession. The main dissatisfaction was that both monetary and nonmonetary incentives are

based on merit. Teachers whose subjects are performed the best are rewarded followed by those whose subjects have improved. There is need for principals to revise the means and mechanisms of motivating teachers so as to take care of the needs of each teacher without concentrating on merit only.

The fourth research question sought to determine how interpersonal relationships influence teachers' job satisfaction in Migwani Sub-County public secondary schools. From the findings, most teachers were satisfied with their relationships with the principals and colleagues. Amazingly, these findings contradicted the guiding theory that classified interpersonal relationships as hygiene factor that cause dissatisfaction of workers, but this study it indicated satisfaction. From the results, it is clear that the bigger number of teachers are at the social needs level of motivation as per Maslow needs theory. Consequently, it is crucial for principals to have good knowledge of motivation theories so as to motivate teachers from their present specific levels to higher levels of motivation effectively. Teachers too need to know more about motivation theories so as to identify the real motivation need at any particular time and communicate about it with the relevant authority.

5.7 Conclusions of the Study

The title of the study was "Principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools." The study concluded that principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships that constituted the main variables are crucial in influencing teachers' job satisfaction. However, teachers were not satisfied with recognition, professional development and monetary incentives, but were satisfied with interpersonal relationships.

These findings are very unique because they contradicted Herzberg two factor theory that guided this study. Herzberg saw motivational factors as intrinsic features that intensify employees' job satisfaction and hygiene factors, as extrinsic aspects that inhibit any employee's dissatisfaction. Contrary to the theory, the extrinsic aspect of interpersonal relationships caused satisfaction instead of dissatisfaction in this study. Also, intrinsic factors of recognition, staff professional development and monetary incentives caused dissatisfaction instead of satisfaction. This means there is need to review and update the viewpoint of the theory as some elements classified as extrinsic need to be acknowledged as having direct influence on teachers' job satisfaction and the like.

5.8 Recommendations of the Study

Based on the findings and conclusions the study makes the following recommendations:

- i. The study pointed out that low performing teachers are not recognized and this has caused dissatisfaction in their job. The study recommends that schools should diversify ways of recognizing and rewarding every teacher in order to motivate all of them.
- ii. The study found that most teachers do not participate in professional development due to financial issues. This means that most teachers are limited in the skills that they can use to improve their job performance and efficiency. The study recommends that schools should have a budgetary allocation for this important programme for capacity building of teachers.
- iii. The study established that the majority of teachers are neither motivated nor satisfied with their job. The study recommends that principals should study motivation theories well in order to identify the right levels of motivating teachers.

- iv. The study found that the majority of teachers in public secondary schools are elderly. The study recommends that the Ministry of Education and Teachers Service Commission increase the frequency of teacher recruitment to get younger and enthusiastic teachers into the service.

5.9 Contributions to the Body of Knowledge

The current study provides a substantial contribution to the body of knowledge concerning motivation and satisfaction among teachers, not only in Kitui County, but also at the national, regional and global contexts. By offering clear evidence between motivation and teachers' job satisfaction based on the four study objectives, this study provides a unique contribution to the body of knowledge, in addition to filling literature gaps concerning such studies. Most of the reviewed empirical literature on motivation on teachers' job satisfaction have used either qualitative or quantitative research methods with only a few employing both. The current study is innovative as it contributes to the body of knowledge by using both quantitative and qualitative research methods in order to utilize the strengths of both approaches. The majority of the scholars who reviewed motivational theories failed to identify the weakness and strengths of such theories and how they can apply the theories in their study. This study added to the body of knowledge by included both the weaknesses and strengths of the reviewed theories and directed on how the theories especially the main theory was applied in the study. The study contributed uniquely to the body of knowledge by discovering that hygiene factors of motivation have capacity to bring satisfaction to workers and motivators can cause dissatisfaction to workers. This is unlike most of the reviewed literature as well as two factor theory that show satisfaction on motivation factors only and dissatisfaction on hygiene factors.

5.10 Suggestions for Further Research

Based on the findings, the researcher provides the following suggestions for further research:

- i. A study to investigate the role of the Ministry of Education on teachers' motivation in public secondary schools.
- ii. A study to examine other motivational strategies like empathy, timely promotions and funded trainings on teachers' job satisfaction.
- iii. An investigation on the influence of personal demographic characteristics and teacher job satisfaction in public secondary schools.

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APPENDICES

Appendix 1: Letter of Consent

Marietta Nzuka Samuel
Tangaza University College
(The Catholic University of Eastern Africa)
School of Education
(Christ the Teacher Institute for Education)

Tel: 0724591582

Dear respondent,

I am a student at Tangaza University College, the Catholic University of Eastern Africa; carrying out a research on the Principals' Motivational Strategies on Teachers' Job Satisfaction. Therefore, the purpose of the letter is to kindly request your voluntary participation in this study by filling the attached questionnaire. The information gathered shall be treated with confidentiality and shall be used for this research only.

Kindly sign this letter if you desire to be part of this study.

I have read the information above and I consent to take part in this research study.

Date.....Signature.....

Yours sincerely,

Marietta Nzuka Samuel

Appendix II: Teachers' Questionnaire

Section A: Respondent's Demographic Information

Please tick (✓) in the appropriate box your gender

Male ☐

Female ☐

1. Age bracket: Please tick (✓) appropriately

Below 25 years ☐

26 – 35 years ☐

36 – 45 years ☐

Over 46 years ☐

2. Highest level of education: Please tick (✓) appropriately

Diploma ☐

Bachelor Degree ☐

Master's degree ☐

Post graduate diploma ☐

PhD level ☐

Other (specify)

3. Teaching experience: Please tick (✓) appropriately

Less than 2 years ☐

Between 3 – 5 years ☐

Between 6 – 10 years ☐

11 years - 60 years ☐

4. Indicate the category to which your school belongs

Boarding boys' schools ☐

Boarding girls' schools ☐

Boarding mixed schools ☐

Day and boarding mixed schools ☐

Mixed day schools ☐

Section B: Recognition and Teachers' Job Satisfaction

The following questions are aimed at finding out how recognitions of teachers by principals affect their job satisfaction. Kindly feel free to tick (✓) the most appropriate option that best shows how satisfied or dissatisfied you are with recognition measures in your job.

Key for the number is indicated as follows:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. Recognition is a key factor in motivating teachers towards job satisfaction					
6. There is high level of recognition of teachers' good performance by the principal					
7. I receive appropriate recognition for my contribution					
8. Recognition impact more in comparison to other motivational variables					
9. I am satisfied with the recognitions mechanisms put in place in my job					
10. My job provides me with the feeling of recognition					

11. What forms of recognition does the principal use to appreciate teachers' good work in your school?

- (a) _____
- (b) _____
- (c) _____

(d) _____

12. What role does recognition play in relation to your teaching job?

(a) _____

(b) _____

(c) _____

13. Why do teachers leave the profession for other job?

(a) _____

(b) _____

(c) _____

Section C: Staff Professional Development and Teacher Job Satisfaction

The following questions are aimed at finding out the effect of recognitions of teachers and their' job satisfaction. Kindly feel free to tick (✓) the most appropriate option that best shows how satisfied or dissatisfied you are with staff development measures in your job.

Key for the number is indicated as follows:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
14. Staff professional developmnet should be embraced in order to motivate teachers towards their job satisfaction.					
15. I have been provided with opportunities to collaborate with colleagues for continuous learning					
16. Teacher professional development is adequate and sufficient in my school					

17. What are the most common forms of professional staff development offered by your school or government?

- (a) _____
 (b) _____
 (c) _____

19. What would you say are the main challenges of professional staff development in your school?

- (a) _____
 (b) _____
 (c) _____

Section D. Use of monetary and nonmonetary incentives as motivational strategies

The following questions are aimed at finding out the effect of recognitions of teachers and their' job satisfaction. Kindly feel free to tick (✓) the most appropriate option that best shows how satisfied or dissatisfied you are with incentive measures in your job.

Key for the number is indicated as follows:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
20. There are monetary and nonmonetary incentives programmes in my school					
21. Monetary incentives motivates me to be more committed in my teaching profession					
22. Non-monetary incentives motivate me in bringing out the best in me in my teaching job.					
23. I often receive incentives from the principal for my professional efforts					
24. I am happy and satisfied with the incentive programmes in my school					

25. What kind of incentives do you think have most impact in your teaching job?

(a) _____

(b) _____

(c) _____

26. Given a second chance, would you still go for the teaching profession? Explain

(a) _____

(b) _____

(c) _____

Section E: Interpersonal relationships and teachers' Job Satisfaction

The following questions are aimed at finding out the effect of recognitions of teachers and their' job satisfaction. Kindly feel free to tick (✓) the most appropriate option that best shows how satisfied or dissatisfied you are with interpersonal relationship measures in your job.

Key for the number is indicated as follows:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
27. Interpersonal relationships are important and influence teacher job satisfaction					
28. Interpersonal relations will transalate automatically to satisfied teachers					
29. The principal encourages interpersonal relationships in my school					
30. I have a good relationship with the principal and colleagues					

31. From your experience as a teacher, what are the benefits of good interpersonal relationships?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

34. What are some of challenges facing interpersonal relationships in your school?

- (a) _____
- (b) _____
- (c) _____
- (d) _____

35. What would you recommended to be done in improving teacher motivation.

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

Thank you very much for your time and again you are informed that the information gathered will only be used for the purpose of this study and will be treated with confidentiality.

Appendix III: Principals' Interview Protocol
Section A: Personal Information:

1. What is your gender?

Male ☐

Female ☐

2. What is your age bracket

Below 25 years ☐

26 – 35 years ☐

36 – 45 years ☐

Over 46 years ☐

3. What is your highest level of education?

Diploma ☐

Bachelor Degree ☐

Master's degree ☐

Post graduate diploma ☐

PhD level ☐

Other (specify)

4. For how long have you served as a principal?

Section B: Recognition and Teacher Job Satisfaction

5. According to your experience briefly explain if recognition of teachers is a key factor in motivating them towards job satisfaction

6. Explain the means that you use to recognize teachers for their good performance

7. What are some of the challenges facing recognition of teachers in your school?

Section C: Staff Professional Development and Teacher Job Satisfaction

8. How often do you provide your staff with opportunities to upgrade their skills and knowledge?

9. What would you say are the main challenges of professional staff development in your school?

Section D. Use of monetary and nonmonetary incentives as motivational strategies

10. How does offering of incentives affect teachers' job motivation?

11. How often do you offer incentives to teachers for their professional success?

12. What forms of incentives do you offer teachers for their good work?

13. What criteria do you employ for offering incentives to your teachers?

Section E: Interpersonal relationships and teachers' Job Satisfaction

14. How does interpersonal relationships affect teachers' job satisfaction?

15. What are some of the challenges of interpersonal relationships in your school?

16. What other motivational strategies do you think that they influence on teachers' job satisfaction?

17. What are some of the challenges affecting motivation of teachers in your school?

18. What do you consider to be the most effective way to motivate teachers?

19. Is there anything else you would like to add about the motivation of teachers?

Thank you very much for your time and again you are informed that the information gathered will only be used for the purpose of this study and will be treated with confidentiality.

Appendix IV: Pilot Study Results

This study undertook a pilot study equivalent of 10% of the sample size (94) in one of the public secondary schools in the sub-county. Copies of questionnaires were self-administered to 10 respondents

Inter-Item Correlation Matrix

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q20
Q1	1.000	-.333	-.469	.714	-.500	-.128	.218	-.267	-.447	-.384	-.156	-.196	-.361	-.408	.000	.816	.333	-.655	-.469
Q2	-.333	1.000	.885	.048	.583	.555	-.218	-.089	.373	.555	-.156	.458	-.441	.272	.250	-.272	.667	.509	-.156
Q3	-.469	.885	1.000	-.156	.429	.580	-.307	-.334	.524	.380	-.220	.184	-.432	.383	.351	-.383	.416	.375	.024
Q4	.714	.048	-.156	1.000	-.250	-.055	-.218	-.344	-.479	-.055	-.379	-.196	-.499	-.117	.071	.700	.667	-.530	-.602
Q5	-.500	.583	.429	-.250	1.000	.288	-.218	.635	.559	.928	.429	.662	.361	.612	.406	-.357	.042	.873	.429
Q6	-.128	.555	.580	-.055	.288	1.000	-.307	-.240	.716	.180	-.420	-.025	-.262	.209	.512	.052	.299	.251	-.220
Q7	.218	-.218	-.307	-.218	-.218	-.307	1.000	.117	-.488	-.307	.034	.257	-.079	-.356	-.600	-.089	-.145	.048	-.307
Q8	-.267	-.089	-.334	-.344	.635	-.240	.117	1.000	.149	.616	.710	.629	.772	.218	.033	-.218	-.356	.700	.501
Q9	-.447	.373	.524	-.479	.559	.716	-.488	.149	1.000	.429	.175	.110	.269	.456	.699	-.228	-.186	.488	.524
Q10	-.384	.555	.380	-.055	.928	.180	-.307	.616	.429	1.000	.380	.603	.355	.732	.512	-.209	.085	.810	.380
Q11	-.156	-.156	-.220	-.379	.429	-.420	.034	.710	.175	.380	1.000	.643	.508	.064	.156	-.064	-.364	.375	.756
Q12	-.196	.458	.184	-.196	.662	-.025	.257	.629	.110	.603	.643	1.000	.047	.080	.074	-.080	.196	.685	.184
Q13	-.361	-.441	-.432	-.499	.361	-.262	-.079	.772	.269	.355	.508	.047	1.000	.344	.090	-.344	-.762	.447	.696
Q14	-.408	.272	.383	-.117	.612	.209	-.356	.218	.456	.732	.064	.080	.344	1.000	.663	-.167	-.272	.535	.383
Q15	.000	.250	.351	.071	.406	.512	-.600	.033	.699	.512	.156	.074	.090	.663	1.000	.357	-.042	.218	.351
Q16	.816	-.272	-.383	.700	-.357	.052	-.089	-.218	-.228	-.209	-.064	-.080	-.344	-.167	.357	1.000	.272	-.535	-.383
Q17	.333	.667	.416	.667	.042	.299	-.145	-.356	-.186	.085	-.364	.196	-.762	-.272	-.042	.272	1.000	-.145	-.625
Q18	-.655	.509	.375	-.530	.873	.251	.048	.700	.488	.810	.375	.685	.447	.535	.218	-.535	-.145	1.000	.375
Q20	-.469	-.156	.024	-.602	.429	-.220	-.307	.501	.524	.380	.756	.184	.696	.383	.351	-.383	-.625	.375	1.000

Appendix V: Reliability Test Results

In order to understand whether the questions in this questionnaire all reliably measure the same latent variable, a Likert scale was constructed, a Cronbach's alpha was run on a sample size of 10 respondents.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.716	19

Cronbach's alpha is **0.716**, which indicates a high level of internal consistency

Item Statistics

	Mean	Std. Deviation	N
Q1	4.5000	.52705	10
Q2	3.8000	.63246	10
Q3	3.7000	.67495	10
Q4	4.1000	.73786	10
Q5	3.4000	.84327	10
Q6	3.3000	.82327	10
Q7	4.7000	.48305	10
Q8	3.8000	.78881	10
Q9	3.0000	.94281	10
Q10	3.3000	.82327	10
Q11	3.7000	.67495	10
Q12	3.4000	1.07497	10
Q13	3.9000	.87560	10
Q14	2.8000	1.03280	10
Q15	2.6000	.84327	10
Q16	4.6000	.51640	10
Q17	4.2000	.63246	10
Q18	3.4000	.96609	10
Q20	3.7000	.67495	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	65.4000	47.822	-.396	.	.806
Q2	66.1000	40.767	.501	.	.765
Q3	66.2000	41.733	.347	.	.774
Q4	65.8000	47.511	-.280	.	.810
Q5	66.5000	35.389	.908	.	.730
Q6	66.6000	41.600	.276	.	.778
Q7	65.2000	47.289	-.348	.	.802
Q8	66.1000	39.656	.497	.	.763
Q9	66.9000	37.878	.555	.	.757
Q10	66.6000	35.600	.909	.	.731
Q11	66.2000	41.511	.373	.	.772
Q12	66.5000	36.722	.563	.	.755
Q13	66.0000	42.444	.175	.	.786
Q14	67.1000	37.211	.550	.	.756
Q15	67.3000	38.456	.578	.	.756
Q16	65.3000	46.233	-.184	.	.797
Q17	65.7000	45.122	-.037	.	.794
Q18	66.5000	35.611	.752	.	.739
Q20	66.2000	41.733	.347	.	.774

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
69.9000	45.211	6.72392	19

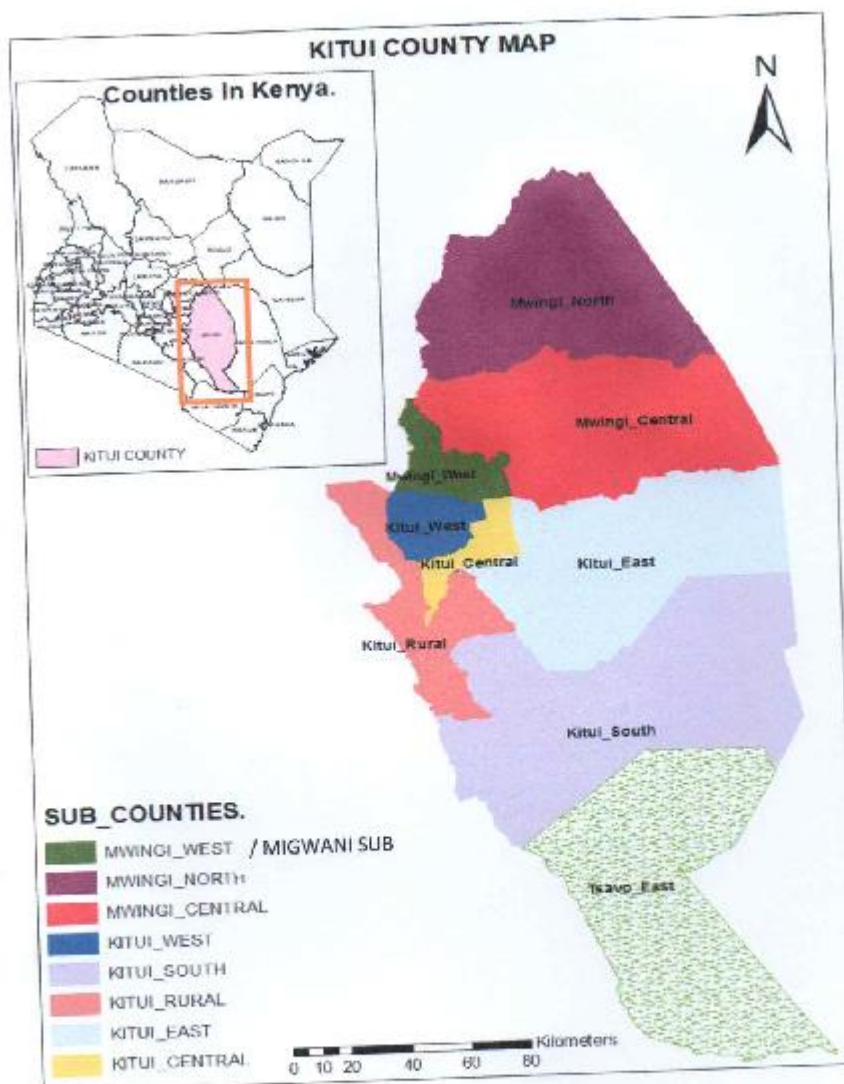
Appendix VI: Time Frame for the Study

ACTIVITY	TIME
Drafting, corrections from my supervisor and writing the research proposal	Oct 2019 – May. 2020
Data collection process	August 2020 – Dec. 2020
Data analysis and Interpretation	January 2021 – March 2021
Report corrections by the supervisor and Supervisee	April 2021- June 2021
Report handover	July 2021

Appendix VII: Expected Budget for the Study

ITEM DISCRIPTION	COST
	KShs.
Writing pens, pencils and rubber	250
Duplicating papers	800
2 files	70
Internet services	3,000
Printing and distribution of research materials	3,000
Transport	6,000
Project printing and bidding	4,500
Publication expenses	10,000
Totals	27, 620

APPENDIX VIII: KITUI COUNTY MAP



Source: Kenya National Bureau of Statistics

APPENDIX IX: Research Authorization



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

DIRECTORATE OF RESEARCH & POSTGRADUATE STUDIES

E-mail: dir.pgsrc@tangaza.ac.ke

Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ER/08/2020

Date: 18th August 2020

Sr. Marietta Nzuka Samuel
Christ the Teacher Institute for Education
School of Education
Tangaza University College

Dear Sr. Marietta,

RE: RESEARCH AUTHORISATION FOR MARIETTA NZUKA SAMUEL, REG. NO. CMLA1805

Reference is made to your letter dated 12th August 2020 requesting for ethical review of your research proposal to carry out a study on "*Principals' motivational strategies on teachers' job satisfaction in public secondary schools in Migwani Sub-County, Kitui - Kenya*".

I am pleased to inform you that, your research proposal has been reviewed and you can now move to apply for research permit. You are advised to submit your proposal to the National Commission for Science, Technology and Innovation (NACOSTI) for the research permit and further guidance before commencing the data collection exercise for your study. You are also advised to adhere to the code of ethics of protection of human subjects during the entire process of your study.

This approval is valid for one year from 18th August 2020.

Please, ensure that after the data analysis and final write up, you soft copy of the thesis to the Director of Research - Tangaza University College for records purposes.

Yours sincerely,






DANIEL M. KITONGA (Ph.D.)

Director, Postgraduate Studies & Research

Tangaza University College

CC: Sr. Dr. Kinikonda Okemasisi - M.Ed in Educational Leadership and Administration (CTIE)

APPENDIX X: Research Authorization License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 100774	Date of Issue: 26/August/2020
RESEARCH LICENSE	
	
This is to Certify that Sr. Marietta Nzuka Samuel of Tanga University College, has been licensed to conduct research in Kitui on the topic: Principals' Motivational Strategies on Teachers' Job Satisfaction in Public Secondary Schools in Migwani Sub-County, Kitui - Kenya for the period ending : 26/August/2021.	
License No: NACOSTI/P/20/6335	
100774 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

APPENDIX X1: RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION

STATE DEPARTMENT FOR EARLY LEARNING & BASIC EDUCATION

When replying please quote

REF: MIG/ED/RSRCH/85/23 VOL. 1



SUB COUNTY EDUCATION OFFICE
MIGWANI SUB COUNTY
P.O. BOX 21-90402
MIGWANI.
21st SEPTEMBER, 2020

Sr. MARIETTA NZUKA SAMUEL
TANGAZA UNIVERSITY COLLEGE
P.O. BOX 15055-00509
LANGATA, NAIROBI.

RE: RESEARCH AUTHORIZATION FOR Sr. MARIETTA NZUKA SAMUEL.

Following the licensed authority granted to you by **National Commission For Science, Technology & Innovation**, license No: NACOSTI/P/20/6335 to conduct research on “**principals’ Motivational Strategies on Teachers’ Job Satisfaction in Public Secondary Schools in Migwani Sub-County, Kitui -Kenya**” I am pleased to inform you that permission has been granted to conduct research in Migwani sub county for the period ending **26th August, 2021.**

I wish you all best during this period.

Regards.

MOHAMED ABBEY MOHAMED
SUB COUNTY DIRECTOR OF EDUCATION
MIGWANI SUB COUNTY