PRINCIPAL’S MOTIVATIONAL STRATEGIES AND THEIR INFLUENCE ON TEACHER MORALE IN SECONDARY SCHOOLS IN MAKUENI COUNTY KENYA

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E55/CE/26028/2014

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY

DECEMBER, 2021
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

To my dear wife Miriam K. Kyumbi whose financial support and prayers throughout the study was consistent. Her daily encouragement that gave me enough morale to pursue the study up to the end deserves a serious mention.

It is also to my parent Joseph Mukumbu whose all-time challenge motivated me to complete the study.
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Secondly I appreciate my supervisor Dr. Elizabeth J. Katam for the guidance and support she extended to me in this work.

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<tr>
<td>AERA</td>
<td>American Educational Research Association</td>
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<td>AIR</td>
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<td>BA</td>
<td>Basic Act</td>
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<td>BOM</td>
<td>Board of Managers</td>
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<td>CAP</td>
<td>Centre for American Progress</td>
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<td>Community Development Funds</td>
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<td>Knowledge and Human authority Development Authority</td>
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ABSTRACT

Effective teacher motivation has long been one of the management most difficult and important undertaking. Previous studies have shown that teacher morale has direct relationship with school performance and therefore anything that improves or lowers teacher morale is of great concern to any serious stakeholder. The main concern of the study was to determine whether principal motivational strategies and teacher morale are significantly correlated. The objectives of the study were; to investigate principals commitment on teacher support and teachers feelings on that support accorded to them, to investigate the manner of communication by the principal and teachers feelings on communication attributes of the principal within the school, to examine the commitment of the principal in planning and communicating the school vision to all teachers and teachers satisfaction with the process of achieving the school vision, to investigate the process of decision making as initiated by the principal and teacher feelings on the process of decision making in the school. The study was guided by path goal theory and was undertaken in Makueni County. It involved 976 teachers, and 244 administrators (principals and deputies). The sample of the study comprised of 12 schools 24 administrators and 97 teachers which was 10% of the population from each case. Data was collected using two questionnaires one for teachers and another for principals which had largely closed–ended questions with a few open ended questions. Data collected was analysed by use of descriptive statistics for quantitative data. Frequency, percentage tables and graphs were used to present the data. The statistical Package for Social Sciences (SPSS) was used to aid in data analysis. Pearson correlation coefficient was used to determine the strength of the relationship between the study variables. The study established that motivational variables such as proper communication systems, continuous teacher support, participative decision making and well planned implementation of the school vision has an immense influence on promoting and sustaining teacher morale in the county. The study recommends that principals should embrace well thought motivational strategies that address teacher needs and has full support by all teachers. Enhancements of managerial skills in relation to handling emerging issues relating to teacher motivation should be prioritised by all training institutions.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Teacher burnout which is the extreme version of low morale seems to be on the rise. Teachers who are experiencing burnout are often irritable sad, or even depressed and they sometimes find themselves taking it out on their pupils which may likely affect their self-esteem forever. The frustrated roll of teachers eyes, the disdain in the teacher voice, a reprimand that is harshly delivered can leave some children with emotional scars that stay with them forever and therefore ruin their life and future as well (Montgomery, 2017). Teaching has been one of the most challenging and demanding profession in the world and it appears that teachers have been stretched to the limit and this has a negative impact on teacher morale (Linda, 2019).

Many researchers across the globe have studied teacher motivation at length; the biggest misconception was that good wages were always the primary motivational factor; however low teacher morale and satisfaction has continually recurred despite improved wages. Among the civil servants in the United States, teachers have been found to have the highest level of dissatisfaction (New York Edition, 2012). A recent report by the Centre for American Progress (CAP, 2015) questioned the long standing evidence about teachers growing dissatisfaction with their jobs, and also noted that teaching had a far higher annual turnover than any other status occupations such as lawyers, engineers, architects, professors and pharmacist (Strauss, 2015)
In Africa, morale and academic achievement in some schools are high and low in others. This would suggest that general perception of the teaching profession and of education as a whole do not dampen the spirit of all, and that local rather than national factors affect morale (UNESCO, 2017). For instance, in south Africa an academic research undertaken to analyze and assess educators morale in the wellington area confirmed that educators morale have more influence on functioning of schools and that morale was influenced by increasing expectations of the community (Liebenberg & Hattignh, 2017). Teachers who feel satisfied with their work environment tend to strive for fulfillment of higher goals and focus more on learners leading to improved student life in academics (Redelinghuys & Rothmann, 2020).

In Kenya, a report by KNUT chairman on teacher morale published on the Saturday standard (2014) have confirmed the following as the key indicators of low morale in learning institution: absenteeism, late arrival to work, work negligence, teacher indiscipline, and resignation, poor performance of students in academics, continuous conflicts, and desire for transfer, insubordination and incitement of students by teachers against the administration. Most prevalent cases of indiscipline among teachers in both primary and secondary is late arrival to school and absenteeism which may be a projection of low morale and research has confirmed that reporting to school late contributes 80% of indiscipline in upper primary and absenteeism 69.5% (MOE, 2017).

In Makueni County, the key indicators of low morale amongst teachers have been observed. Monitoring reports by Teachers Service Commission (TSC) have
confirmed that among the indiscipline cases in the country in 2017, Makueni was among the leading counties on teacher indiscipline ranging from; absenteeism, work negligence, drunkardness, child abuse and insubordination. A study by Musyoki (2015) on factors leading to teacher absenteeism in Nzaui Sub County he observed that absenteeism as a morale indicator has a lot of influence on learner performance.

In Mukaa sub-county within Makueni county, two teachers 34 and 47 years respectively were found dead after committing suicide leaving behind a note explaining how they had been suffering and struggling with their job and also their families. This raised pertinent questions on the role of school head teachers in setting a supportive environment and also their capacity in building a working relationship that gives one hope and a sense of belonging. The Kenya National Union of Teachers (KNUT) chairperson of Mukaa-Sub County emphasized on the need of improving working environment, noting that teachers spent a good portion of their time in schools and stress from work environment could affect one’s health and families of the concerned (Nasser, 2015).

Any organization success is purely based on the quality of its workers and how the company utilizes the potential of them all. Many employees have a wealth of knowledge and skills but a times the potential remain unutilized (Jack, 2015) notes that only 40% of workers potential is utilized in many organizations and laments that 60% is let to go into total waste. When employees are given an opportunity to actualize their potential, it saves the company a great deal leading to increased productivity and reduced outsourcing. Shared decision making and Proper delegation is one of the sure ways of unveiling workers potential and this makes
workers gain a professional and personal stake in the organization and its overall success. Expanded responsibility in employees stretches their set skills and expertise preparing them for greater responsibility in the future (Casey, 2019).

According to Hess (2011) the primary purpose of inclusivity in decision making in any learning institution is to enhance staff capability and ability in addressing key educational challenges. Individual who are part of the decision making will be compelled to work toward full realization of the decision. Research by Chizoba (2019) has confirmed that participation enhances proper interaction among teachers and school managers contributing to quality results and assists in instilling professionalism among teachers.

Great educational leaders create an organizational culture based on honesty and inclusivity. These are fundamental cornerstone in role modelling that everyone looks at the leader to see whether he/she demonstrates acceptable and motivating behaviour that can be emulated by all and creating such a culture should always start at the top of the management (Kristin, 2018). Inclusivity and integrity has significant impact on motivation and performance (Awaludin, 2016). He notes that employees are encouraged by the honest behaviour of their leader and insist on the importance of treating workers equally and with fairness. They should express themselves with dignity and making every mode of operation clear without pulling some group into inner circle of operation. Their approach to work should be dictated by desire to make peace all the time (Michael, 2014) atmosphere where teachers can work freely.
A lot of support is needed in promoting good teamwork and this is founded on the ability to appreciate others talents and capabilities and also giving all workers an opportunity to demonstrate it. According to Saymazia (2011) team building has a long term impact on employee satisfaction and retention and also destroys the spirit of individualism which affects productivity. One should endeavour to generate a healthy discussion based on what the team believes in and genuinely give support on any working idea suggested (Elsevier, 2017).

Working as a group is not only helpful but also vital and therefore everybody should be put on board when decisions are made. It is therefore important for school managers to know and admit their own strengths and weaknesses if they want to become effective leaders (Brianna, 2018). According to Andrew Selepak a professor at university of Fliroda “only few jobs do not involve working together” Basically in any working environment there should be a well-defined way of handling or managing professional conflicts and if the system is poor workers may develop a sense of insecurity and this may affect their productivity (lumininta, 2015).

A conflicts situation are frequent in every organization, but in schools they tend to be hidden between teachers and the management and this affects quality of working environment as well as the teacher performance. Some of the major conflicts are as a result of selfish personal objectives, different motivation interests, inequitable allocation of resources and tasks, lack of transparency, clarity and addressability. Unfriendly atmosphere in the school may play a key role in stirring up more conflicts (Voller, 2015). The major role of a leader is to address conflicts in a team; one should be able to attend to the team dynamics with a view of building
productive team culture. It is therefore important to identify behaviour that generates unhealthy conflicts and separate it from the people (Aguila, 2016).

Supportive leadership that motivates in schools prioritizes teacher welfare in all aspects. This touches all issues to do with adequate salaries, provision of retirement and illness, personal security working atmosphere, democratic interpersonal relationship in administration and classroom situations, affording humanized working conditions and protecting personal integrity (AERA, 2016). Guardian News (2018), insists of developing a staff wellbeing team that will look unto teacher issues which include; manageable workload, staff training, retreats for bonding and supporting teacher development activities. The school head should demonstrate fairness and consistency in establishing and maintaining behaviour expectation. Prioritising staff happiness at work has marked improvement in many aspects as well as harmony in the staffroom. A happier staff creates a more conducive and less stressed learning environment for students (Jo Earp, 2015)

One of the major roles of a principal in school is defining the vision and inspiring it. As school head who defines proper paths that gives proper direction of accomplishing the vision attracts the commitment of all the stakeholders and finds it easy to realize his dreams for the school. A vision gives a clear picture of what people are working for and therefore school managers should be able to communicate their vision to teachers and provide a clear and convincing rationale that supports that vision of the future (AIFR, 2015). When teachers are convinced that achievement of the school goal will attracts good rewards, they intensify their campaign on commitment for attaining the goal (John, 2015). Geri (2013) observes
that continuous conversation on the vision will help in fine tuning workers focus on the vision and therefore sustaining the roadmap to attaining the goal which creates positive environment with a sense of achievement.

Managing communications effectively is a key dimension of leadership in schools that motivates teachers. This is stressed in Education Council 2012 Proper communication calls for necessary knowledge, skills and attitude in order to exercise full control of all the staff within the institution. Continuous planning on communication, modes and proper strategies in a school is a key dimension that promotes effective objective communication. All round Consultation with the key stakeholders on what to be done and communicated promotes democracy and professionalism (MOE, 2017). Immediate feedback enables people to know their weak points as well as their performance and therefore plan for improvement (Susan, 2018). Every teacher wants to be heard and their opinions validated, school administrators should learn to listen, ask teachers their opinions and value everything they say (Janelle, 2009).

A Study by John (2015) on effects of morale on pupil’s academic achievement, confirmed that teacher morale among other factors play an important role in determining student academic performance. High morale is characterised by positive feeling and satisfaction while low morale is characterised by bitterness, frustration, negativity and disappointment with work environment (Weakliem &Frenkel, 2006). A teacher who is bitter will cause fear and tension to learners and this may affect the concentration level of learners leading to poor learning. A number of scholars have undertaken a similar study in different parts of the country
but in Makueni county no known survey has ever been undertaken on the same so this makes the study useful and relevant to establish whether there could be internal factors relating to principal’s motivational strategies within the school that could be impacting on teacher morale

A monitoring report by TSC has indicated that there is a general increase of teacher indiscipline in the country and Makueni County among others are the leading counties. A total of 1555 cases of teacher indiscipline were yet to be concluded by December 2017 in the whole country, resulting to decentralization of hearing of cases in county levels. The indiscipline ranges from: - absenteeism, insubordination, negligence of duty and sexual harassment (TSC Monitoring Report 2017). Also cases of teacher resignation are overwhelming, in 2017 over 100 teachers resigned (Winnie, 2017). A report by National Centre for Education Statistics Survey shows that in 2005, 20% of the newly employed teachers in public schools left teaching career for a greener pasture. When all these issues are examined critically there is a clear indication that there are underlying issues within the school leadership affecting teachers and there is need to be unveiled. This study therefore raised the following fundamental questions on management of human resource in schools in relation to teacher morale: Are teachers accorded enough support while carrying out their duties? Are school heads unable to initiate motivational strategies that could positively influence the attitude of the teachers? Could school heads be lacking basic values of good leadership honesty and integrity that brings people together? How is the organizational skills of principals in building working teams and to what extend do they demonstrate good role modeling? Are there proper defined operational paths for getting to the school defined vision? Could communication
within the school be an issue of concern to teachers and are teachers fully involved in the process of decision making? How is the school working atmosphere and is decision making process inclusive? This study therefore was necessary to establish the possible correlation between the identified motivational strategies of the principal and teacher morale in Makueni County.

1.2 Statement of the Problem

Morale is fundamental to the productive performance of any school. School needs highly motivated students, non-teaching staff and teachers. Key among these is highly moraled teachers in order to help learners realize their vision and goals in life. However many studies tend to focus mostly on students welfare and motivation in relation to performance. The assumption has remained that teachers have full satisfaction and are fully motivated to carry out their duties of assisting learners realize their life vision and dreams. Little attention has focused on a very vital component that determines teacher morale; principal’s motivational strategies and how they influence teacher morale. Hence, the need for more research focusing on motivational strategies in schools. There is need for principals to be aware of the loopholes created by their poor motivational strategies employed within their schools with a view of strengthening or disregarding them for more effective ones. This study was designed to investigate the influence of motivational strategies on teacher morale in Makueni County.

1.3 Purpose of the Study

The purpose of the study was to establish the extent to which principal’s motivational strategies relates to teacher morale in Makueni County and to propose
possible mitigation measures in line with the relationship established to address
issues of teacher motivation.

1.4 Objectives of the Study

The study was guided by the following objectives;

i. To find out the level of teacher involvement in decision making and
teacher’s feelings on how decisions are made in Makueni County.

ii. To establish the manner/mode of communication and the feelings of teachers
on principal’s communication approaches in Makueni County.

iii. To examine the level of teacher support by the principal and teacher’s
feelings on the support accorded to them in school in Makueni County.

iv. To find out the commitment level of the principal in realizing the school
vision and teachers feeling on principals commitment in realizing the school
vision in Makueni County.

1.5 Research Hypothesis

The study was guided by a simple null hypothesis;

i. There was no significant correlation between principal’s motivation strategies
and teacher morale in Makueni County.

ii. There is no significant correlation between principal’s modes and levels of
communication and teacher morale in Makueni County.

iii. There is no significant correlation between the principal’s commitment in
inspiring the school vision and teacher morale in Makueni County.

iv. There is no significant correlation between principal’s commitment in
supporting teachers and teacher morale in Makueni County.
There is no significant correlation between principal’s commitment in involving teachers in decision making and teacher morale in Makueni County

1.6 Significance of the Study

This study was believed to raise awareness and understanding of the school principal on effective means and systems of communication within the school. Second, it would contribute to a better understanding of the impact of continuous teacher support in relation to their performance. The study would also act as an eye-opener to the school principal on the importance of maintaining focus on the school vision and also incorporating every stake holder in key decision making. The study would also assist the Teachers Service Personnel Office in Makueni County to initiate in-service training for principals that will equip them with proper managerial skills that will enable them align motivational strategies with emerging issues and current trends involving change of teacher’s attitude and preferences in the County schools. The head teachers would also benefit from this research as it would offer them feedback on the effectiveness of their leadership attributes based on their behavior and conduct.

1.7 Limitations of the Study

i Some Respondents were unwilling to fill the questionnaire and took a lot of time to convince them and therefore longening the period of the study.

ii With regards to funds, the researchers own funds could not facilitate the full exercise and therefore relied on well-wishers who were not fully supportive.
iii A lot of questionnaires were not returned and this increased the cost of producing and distributing others

1.8 Delimitations of the Study

i The study could not be done to all schools in Makueni County due to limited time and financial challenges.

ii The study has only looked at one factor of motivational strategies and its effects on teacher morale.

1.9 Basic Assumptions of the Study

The assumptions of the study were:

i. The participants’ would give credible responses reflecting the real situation in their schools

ii. The questionnaires would be understood by the two respondents; teachers and principals and that no exaggerated or irrelevant responses would be given.

iii. The teachers involved would give genuine response without the influence of fear or favour of their leaders.

iv. Motivational strategies that affect teachers cut across all secondary schools

1.10 Theoretical and Conceptual Frameworks of the Study

1.10.1 Theoretical Framework of the Study

This study was guided by Path-Goal Leadership Theory (PGT) which is based on vroom’s (1964) expectancy theory which argues that an individual acts in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. It was first introduced by Martin Evans (1970), and further developed by House (1971). The path–goal
theory can best be thought of as a process in which leaders select specific behaviour that is best suited to their employee needs and their working environment so that they may best guide the employees through their path in the obtainments of the intended goals.

According to this theory a leader should focus on three important aspects: goal achievement, overcoming challenges and offering incentives. Proper understanding of the work place environment is necessary in order to adopt motivation strategy that works for the defined environment; if it is made up of employees who are not ready to work together and their collaboration levels are demanding, then a supportive leadership is necessary for such a case to enhance unity, togetherness and team spirit. In a case of demanding tasks where workers seem to be overwhelmed and challenged by work, a directive leadership is very important to make employees fully aware of their task. Role ambiguity may bring confusion and conflicts that affect unity of workers and therefore a good leadership should define clear paths of doing things and clearly embrace role clarity

If the task involves more supervision and a lot of hands on approach, a participative approach is therefore necessary. Here the leader will work closely with the workers to monitor closely their input and output and give timely feedback. If the environment involves people who lack commitment in achieving the organization goals, an achievement oriented approach is necessary in order to create some commitment on the goals and objective of the organization. This can be achieved by strengthening the motivation process by putting up rewarding system that appreciates any good performance.
According to the PGT, employees will interpret their leader’s behaviour based on their needs. Some of the needs include; affiliation, desire for control and some levels of structure. It is therefore important to understand well the needs of the workers so that one can adopt a leadership behaviour that addresses all the needs of the workers. Highly experienced teachers have a wealth of knowledge and skills and don’t require a lot of supervision and direction while newly employed may require a lot of monitoring and guidance and therefore a supportive leadership may be adopted in order to keep them on the track all the time.

According to PGT, effective leaders should give their employees a clear path they must follow to achieve their goals. In some schools teachers may find it hard to work towards achieving goals which are not clear and not well understood. Schools are therefore encouraged to motivate and support their teachers in achieving their goals by proper rewarding and continuous inspiration. Good leadership in schools should emphasize on constant motivation on all aspects in and out of season. The school head need to identify different ways of motivating teachers by interacting with them to know what makes them happy and consider giving immediate feedback.

This theory gives a broad and deeper understanding of working environment that head teachers should embrace. Establishing a leadership approach that works for all teachers and other support staff should be based on the needs, desires and the nature of the environment. Teachers are human beings and should be motivated by all means to make them happy and this can be done by praising them in times of good performance, giving rewards and other incentives that drives them to succeed and
achieve their true potential. According to this theory people will work hard to achieve their goals if that good performance is rewarding. If the school head is able to make teachers understand that good performance will enable them achieve what they have always dreamt of, this is enough to motivate them to work.

This study embraced this theory because it gives proper understanding of working leadership behaviour that motivates in schools and the main proponents of this theory guided in evaluating motivational strategies in different schools and therefore assess the viability of the leadership behaviour embraced. Guided by the basic principles of this theory this study examined working environment as well as teacher characteristics and their needs in order to make full and complete assessment on the viability of motivational strategies. Commitment in inspiring the school vision, teacher support and enableance to act, level of communication, and involvement of teachers in decision making was observed in order to assess the morale level of all the working staff in the school.

1.10.2 Conceptual Framework of the Study

The research was guided by two variables - dependent and independent variables. The dependent variable was the morale of the teacher and the independent variables was the principals motivational strategies which included; level of communication, teacher’s involvement in decision making, commitment of principal in supporting teachers and level of vision inspiration. The study endeavoured to identify the feeling of teachers on the basic attributes of principal’s motivational strategies identified above. The real morale of teachers on the motivational strategies
identified was to be captured by the feelings of teachers on what the principal does, says and how he act.

**Independent variable (motivational strategies)**

**Decision making process**
- Inclusivity
- Delegation in decision making
- Involving experts in decision making
- Teachers interest in decision

**Inspiring the vision**
- Communication of vision
- Supportive goals for school vision
- Rationale for the vision
- Knowledge on the vision
- Availability of resources

**Teacher support in and out of work**
- Monetary awards
- Exposure to educative forums
- Appreciating teacher talents
- Timely feedback
- Availing materials for work in time
- Emotional support

**Communication modes and approaches**
- Procedures for taking task
- Timely feedback
- Ease of holding briefs
- Processes of communication
- Truthfulness in communication
- Communication protocols

**Teacher morale in taking up their teaching task**

**Dependant variable**

**Figure 1.1: Diagrammatic Representations**

Source: Researchers’ design 2019
1.1 Definitions of Operational Terms

**Effectiveness:** The extent to which objectives of the school which would Include good performance is attained.

**Motivational strategy:** Approaches to encourage teachers in their process of teaching

**Leadership:** Ability to organize and control people in order to carry out a defined task to achieve a well-defined goal.

**Low morale:** Poor attitude and perception towards work

**Principal:** A trained teacher who has undergone special training on teacher management.

**Satisfaction:** Sense of fulfillment in workers characterized by enthusiasm and continuous joy while taking their duties

**School Administrators:** Officers who oversee the daily operations of schools

**Teacher morale:** Teachers attitude and perception towards work.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
This chapter contains a review of literature related to this study. It covers indicators of poor morale, concept of motivational strategies in educational leadership, workers perception on vision and goals, decision making process and its impact on productivity, concept of morale in relation to achievement of school vision, summary of the literature review, and finally research gaps.

2.2 Indicators of poor morale among teachers
Laula (2014) notes that it is very easy to identify poor morale among workers. He adds that morale does not go from good to terrible in a moment rather, it spirals or ratchets downwards.

The following has been cited as the key indicators of poor morale in teachers: - increased level of absenteeism, continuous resistance, staff conflicts, lack of commitment, breakdown in discipline, high turnover, resignation, opposition to the authority, insubordination, student’s incitement against the administration, continuous complaint in small matters, uncooperative attitude, poor performance of learners and deterioration in the appearance of the work area of team members.

A recent report by National Centre for Educational Statistics (NCES, 2009) in US confirmed that teacher’s morale was low as compared to other civil servants. The study noted that poor morale on teachers had negative effects on learner’s performance, physical and emotional health of the teacher and also affected the
families of the teachers. Issues of concern pointed out were weak relationship with the community and salary benefits. The study was silent on principal motivational strategies as a cause of teacher morale (Lina, 2001).

In Canada a survey on teacher morale in learning institutions found that teachers were stretched to the limit by overwhelming expectations of stakeholders and other external factors therefore affecting their productivity. Morale levels of the teacher were found to be 40% and 37% of the participants would not select education as a professional considering the morale level of teachers. 57% of the teachers involved were planning to leave the profession for a better one. The study concluded that teachers had the highest level of dissatisfaction. The study never explored internal factors relating to motivational strategies in leadership (Maclean.2015).

A Tanzanian report (2005) on plight of teachers, a number of factors eroding teaching credibility was identified. The local NGO specializing on education matters were very much concerned with professional development of teachers citing it as key hindrance to teacher satisfaction. That promotion was based on teacher’s level of education and merits limiting teachers from ascending to higher level hence affecting their morale. Social factors, low pay and working conditions were also cited. The report did not point out issues relating to principal’s motivational strategies.

Path goal theory (PGT) broadly analyses the way environment and needs of workers should be in front line while choosing a motivational strategy that can lead to success of the task undertaken. Behaviour change gives a leader a path forward to
increase his/her effectiveness. Kouze (2014) have developed series of motivational strategies that most leaders have embraced inspiring the vision, modeling the way, challenging the status quo and enabling others to act. Indira (2017) argued that a leader who is a role model will act responsibly and speak responsibly too. Leaders should do what they expect others to do. PGT emphasizes on leader’s behaviour being fulfilling workers will feel satisfied when leaders’ behaviour is all fulfilling.

According to TSC report on teacher shortage by Teacher Service commission chairperson Lydia Nzomo, She observed that large numbers of new teachers were leaving the profession within the first three to five years of service because of lack of support from administrator’s colleagues, students and parents. She added that a teacher who is well inducted and supported is likely to be greatly motivated and will offer quality teaching. She called upon experienced teachers to encourage new entrants to the profession to stem out exodus, low morale and teacher burn out (Ouma, 2019).

According to the education News County focus (2017), TSC director Makueni County during a Kenya secondary school heads association conference (KESSHA) advised principals to effectively deal with escalating cases of teacher indiscipline in their schools. She noted that principals were mandated by the employer to ensure teacher discipline is maintained in the required standards. She expressed her disappointment on the principals who were frequenting her office demanding the transfer of errand teachers without even attempting to guide them first. She noted that the reason for such increased cases of indiscipline was as a result of bad relationship with the teachers. This study raised fundamental questions on
principals’ leadership behaviour and teacher morale. Why would the school principal wish to transfer a teacher to another school without his/her consent?

2.3 The concept of motivational strategies in educational leadership

Motivation is viewed as internal forces that stimulate and sustain a given positive behaviour geared towards achieving a given end. If a teacher is able to choose a goal and exert some level of efforts to achieve it he is by definition motivated. (https://www.google.com/concept of motivation. Mayer (2011) views it as an internal state that initiates and maintains goal oriented behaviour and that management should create willingness amongst the employees to perform the best of their abilities.

The need to address teacher motivation was derived from teacher shortages reported in western countries including USA, Australia, and some other European countries like Germany and Norway. Issues of concern were workplace condition, career choice and commitment to teach and remain teaching had highlighted possible causes of the existing and potential teacher shortage (Kyriacon & Una 2007). Traumertwein & Baumert (2012) emphasized the importance of having highly motivated teachers in the service in order to produce and sustain good performance. Recently Richardson and watt (2010) recommended institutions to embrace motivating strategies that are in line with an individual personality because they realized the overwhelming results as a result of such strategies.

In a study on teacher motivation in learning institutions in Tanzania Mosses(2011) established that in Africa and south Asia high amount of teachers working in public schools were poorly motivated because most schools employed few motivational
strategies and that most of them opted for other professions. He noted that extrinsic and intrinsic motivation had a positive effect on the performance of teachers. The challenges noted were lack of incentives, lack of sufficient learning, teaching resources and delayed promotion. The study suggested a continuous in-service training of all administrators to improve their motivational strategies in order to improve the life of the teacher. The study never explored teacher feeling on principal’s conduct and organizational skills as a key factor of motivation. He noted that there was a positive influence on productivity, and general school performance improved when proper motivation was embraced. The study did not relate teacher satisfaction and morale as a factor influenced by motivation and whether it had any influence in school productivity.

In a study on motivational strategies and teacher productivity in Kisii County, Getange (2016) identified that 32.5% of the principals embraced positive recommendation to teachers as a motivational strategy, 28.5% of the principals employed monetary rewards, 17.0% used interpersonal relations, and 19.0% embraced effective communication. The study found that principal’s motivational strategies had a significant influence on teacher’s productivity in the county. However, he added that most of the motivational strategies employed triggered extrinsic motivation and made recommendation for other researchers to explore the effects of motivational strategies related to principal’s conduct and leadership attributes that trigger intrinsic motivation which would affect the morale level. Therefore, this study focused on motivational strategies and their effects on teacher morale in Makueni County.
In a study on teacher job satisfaction in Machakos Jacqueline (2017) observed that employee motivation had a positive impact on employee satisfaction on influence of motivation. She established that in most schools the key factor of motivation focused on monetary rewards to teachers which to some extent never realised full job satisfaction. The study never laid much concern on motivational strategies based on other personality attributes of the school head. The study noted that 25% of the teachers who were not satisfied with their work cited their failure to achieve their desired results as they were expecting out of their input. 57% of the teachers interviewed faulted the leadership behavior of the principal as a major hindrance to achieving their desired goal. This study would therefore focus on motivational factors based on teacher’s personality and their influence on teacher morale.

In a study on motivational strategies and their impact on performance in Vihinga county Musungu (2014) established that principals used strategies like guiding and counseling teachers, improving on student discipline, using monetary rewards and school identity. The four strategies were found to have a positive influence on performance. 74% of the principals embraced guidance and counseling, rewards had 64.71%, discipline had 64.71% and school identity had 52.94%. The study did not exhaust all matters of motivational strategies relating to the principal conduct, his organizational ability and also his level of goal inspiration. It made recommendations on more research relating to influence of motivation on teacher morale in that more motivational strategies were looked at but in most schools the outcome was not in line with the output.
In a study by Hamid (2011) established that teachers who were intrinsically motivated had high educational achievement as compared to those who were extrinsically motivated. He added that one could be more intelligent yet unmotivated to dedicate this intelligence to certain task. The study concluded that salary of employee was not enough to keep one working if the motivation level was low then the employee quality of work would generally deteriorate. Most of the managers used strategies like, monetary rewards emotional appeals, advice and guidance and praise. Having noted that intrinsically motivated teachers yielded more he emphasized on the need of adopting motivational strategies that stimulated one to act from within. The study did not bring out the factor of morale as an important internal factor emanating from motivation. Indicators of poor morale among teachers.

2.4 Worker’s perception on vision and goals

Proper motivation must be geared towards serious change of worker’s mind set to focus on genuine commitment to the vision and goals of the organization. The outcome of their commitments should always be the propelling force. It is therefore important for a leader to maintain continuous motivation and proper interaction with workers to understand their needs fully in order to continue promoting a working relationship that avoids diversions from the main goal. Workers will feel loved and appreciated if they perceive the leadership as one that listens to their demands. Change of leader’s character is also vital in establishing a working environment in that people are attracted by good behaviour which enhances effective role modelling. If workers perceive that leader’s behaviour is acceptable and fulfilling that is enough to attract genuine followers and therefore there is need for continuous
inspiration and ensuring a proper delegation based on merits without any discrimination in order to sustain genuine commitment. Fairness in any working environment yields a balanced atmosphere that creates a sense of belongings (Philip, 2006).

There is an increasing recognition that schools require effective leaders and managers who can continually influence all stakeholders to constantly embrace the school purpose of existence (vision) which is providing best possible education for learners. This can only be achieved if the school manager has the power and ability to provide a continuous inspiration on the vision and an enabling environment which gives constant support and enough motivation to the teachers who are the key factors in facilitating proper knowledge transmission. He emphasizes the importance of having highly committed and trained teachers as well as effective principals to ensure that the objectives of the school are met (Sadia & Farheen, 2015)

There is need for continued research in educational leadership and management to identify past trends, current dilemmas and future direction with the aim of solving significant problems that continue to pull down school management. In terms of issues concerning human resource management, changing trends needs a serious training on part of the leader to equip them with team building skills. Enhancing collaboration within the teaching fraternity is an issue of concern in many learning institutions and there is need for scholarly support to the leaders to help them gain enough knowledge that can enhance their understanding on proper motivational strategies to promote unity and togetherness and also to solve work conflicts that is an enemy of team work (Ronald & Heck, 2015)
UNESCO (2016) acknowledges the need of continuous teacher development support in strengthening their pedagogical skills noting its impact on the learner performance and teacher wellbeing. Continuous support ranging from manageable workload, proper training on emerging issues, recognition, appreciation and enabling teachers to act goes a long way in energizing the teacher to constantly double their commitment. The underlying key issues that came out strongly was that teachers are the key stakeholders and therefore a lot of emphasis was laid on improving teacher management by establishing a supporting environment which encompasses of continuous motivation, availability of teaching resources, professional development and work secure environment.

According to the framework on associated factors of the Third Regional Comparative and Explanatory Study (TERCE), motivational strategies in schools should aim at supporting all the staff renew and maintain their commitment in helping the learner. It is therefore important for school managers to receive important training in order to boost their skills and understanding have on motivational strategies that works. Proper delegation should be done carefully without discrimination and continued support to those who have been given responsibilities and also role clarity should be enhanced to minimize issues of work conflicts. School managers should avoid delegation which may lead over burdening a teacher and therefore making him/her overloaded. Also proper definition of roles after delegation was emphasized in order to avoid work conflicts that may result from role ambiguity (UNESCO, 2016).
Vaillant & Morcelo (2015) noted that to be a successful principal who aspires to provide good leadership that motivates and yields positive results, one must recognize and appreciate the need of education professional skills. The emerging skills and trends in the fields of administration need constant updating on modern ways of handling issues. The Basic Act (2013), has mandated the school heads to give direction on management of the school which includes creating proper relationships with the staff for common good of the school. Proper relationship enhances good interaction and strengthens team spirit which is very vital in achieving the institution goal. Research has affirmed that there are many factors that influence the morale of the teacher as opposed to the fact that the principal is the main factor influencing teacher morale. However, the school heads stand as a major confronter of issues that affect the working environment of the teacher (Clarke &Donoghne, 2017). It is important for the school head to plan their work well in order to create enough time to bond up with the teacher and students. It is only by interaction one can learn the character of each other and set up the environment that accommodates the desires and needs of all. Underlying issues that need immediate address can be understood well if healthy interaction is observed. Lack of time to interact and bond have widened the gap and therefore creating fear between the two parties (OECD, 2016). An open and clear modes of communication creates an environment that is tension free. Procedures and protocol should be well defined so that teachers can know the channels and means of getting things done (MOE, 2016).
2.5 View of decision making process and its impact on productivity and satisfaction to employees

Etheridge (2015) notes that discrimination in any organization can cause division among workers and therefore create a sense of insecurity which is likely to build resistance. This happens when only a few or none of employees are involved in key decision making. Employees will always be dedicated to work when they feel that they have a great say on issues that directly or indirectly affect them. Any decision arrived at as a result of consultation will be owned by all workers and will work enthusiastically to achieve it. Joined decision making improves the level of communication and therefore enhances genuine commitment on the organization goals. Much as people would want to complain when they feel things are not going the right way it is important to look into the causes of the problem.

According to Keung (2015) participative decision making approach bring a sense of responsibility to all who are involved and each feels obliged to renew their commitment in achieving the agenda which was arrived at as a result of collective consultation. The conflicts and misunderstandings experienced in our school is a clear indication that something in the administrative systems of the school concerning decision making has collapsed. This study raised concern on efficiency of administrative policies and the capacity of the managers in organizing all school factors for a conducive working environment.
2.6 Dimensions of support to workers and its influence on their attitude to work

A study at Ohio States University in 1940s sought to identify common specific behaviour of leaders by administering the Leader Behaviour Description Questionnaire (LBDQ). After compiling the results of the study two groups of behaviour that were strongly correlated was identified as follows: task oriented behaviour and people oriented behaviour. Task oriented behaviour was concerned with organizational structure and operating procedures (SOP) and emphasised on initiating, organizing, gathering information and clarifying. People oriented behaviour focused on inner needs of the people like, encouraging, observing, listening coaching and mentoring (http://www.leadership.central.com). This study noted that the suggested groups of behaviour on leadership is well aligned with proponents of path goal theory which is the main theory unto which the study was anchored and endeavoured to identify the impacts of such two behaviour on teacher morale.

Dr, Resin Likert of Michigan university concluded a study on characteristics of effective leadership behaviour and he noted that the major two leadership behaviour of Ohio university were key behaviour which could lead to successful leadership in any organization, though he realized that they were not significant within the world of organizational psychology and therefore came up with a participative leadership which brings the leader close to the followers to guide, support, be a role model, motivate and organise them. According to Indira (2017), the brain of any human being is wired to learn by imitation. Adults copy the behaviour of those they deem to be of higher status and therefore in this case any employee would look at their boss
to know how to behave and according to the goal path theory a fulfilling behaviour is enough to motivate any follower. He noted that leadership behaviour and organizational values should be spelled out and every leader held responsible for any worker’s frustration. He concluded that good managers should be a role model.

Motivational theories have been developed and revised by scholars in order to explain aspects of good leadership. The path goal theory (PGT) which was the guiding factor of this study was based on specifying a behaviour that befits the employee and work environment. It was grounded on these basic proponents: determining the employee and environmental characteristics -noting that people are different with different needs in that what may be good for some group of people in a certain environment may not be good for others in another environment. Selecting leadership behaviour that suits the people you are leading –it is very important for one to create time for interaction and bonding in order to learn the needs and desires for the people he/she is leading in order to choose the best accommodating behaviour. Thirdly one should focus on motivational factors that will help the employee succeed; these factors would include; removing obstacles, clarifying clear paths, providing enough support in all dimensions and defining the goal (Northouse, 2013).

This study explored the feeling of teachers on the following motivational strategies as defined in the PGT: directive-issues to do with explanations on how task is done, coordination of work and expectations of the leader on teachers were examined. supportive- the level of principal’s concern for teachers, teacher /principal interaction and genuine support was also reviewed; participative- level of principal
teacher consultation in making decision was analysed to determine teachers feeling about it. Finally achievement oriented--; showing confidence on teacher performance and being part of the achievement, rewarding when goals are realized was reviewed.

Literature review acknowledged the importance of theories in giving proper understanding of educational phenomenon like motivation and leadership. However, this study noted that there were complex emerging issues in education that needed deeper approaches in understanding them. Some of the theories like the great man theory are becoming obsolete. The research looked beyond the limitations of these theories by getting into the ground where a lot of observations were done by probing questionnaire on the behaviour of the two key stakeholders in order to unveil the unknown truths of morale as influenced by motivational strategies.

2.7 Concept of Morale in relation to achievement of the school vision (goals)

According to Alexander (2019), morale encompasses pulling together persistently and consistently in pursuit of a common Purpose. In human resource, employee morale is seen as a feeling of well-being of an employee within a work place. Morale is the only thing that will give hope to workers in an organization. When it goes down worker’s focus may be lost and therefore leading to poor production affecting the commitment of employees in undertaking the organization’s activity (Alexander & Leighton, 1999).

According to Okafor-Ufondu (2005), educational managers and educationists should establish workable working standards. Setting high and non-realistic goals may affect the morale of teachers. He establishes that a positive friendly school
environment goes a long way in improving the morale of the teacher and also feels that establishing a working climate within the school is an important skill of management. Professionalism which is total adherence to code of conduct and ethics creates a sense of security which also gives proper guideline on how things should be done; unprofessional dealing within the school setup may affect the working relations and therefore impacting negatively on teacher morale (Wadesango & Bayaga, 2013).

Lack of morale on employees can affect full actualization of company goals. It can also lead to low productivity, increased employee turnover and loss of profitability. Workers experiencing low morale will give a lot of excuses for been absent, perform their duties poorly, engage with each other poorly, communicate poorly, fight customers and will keep complaining over small things in place of work (Wadesango & Mutekwe, 2013). Good communication and clear expectation are essential components in creating a supportive environment that supports workers to do their task in peace. When small things are ignored may lead to a lot of destruction. Employee will feel appreciated when they are involved in small decision making and when they are informed of issues that may affect the normal business of the organization. It is commendable for a wise manager to conduct monthly or quarterly meetings to ensure that communication is done effectively also in such meeting; instructions and expectation are made clear to all employees to avoid continuous conflicts in the organization (Valliamah & Subramanian 2016). Enthusiastic and genuine teachers will find joy when doing their job and this will automatically leads to good results. Been enthusiastic means creating more time and more commitment in interacting with learners which leads to more exposure of the
learner to the content and thus increasing the rate of content retention. It is the desire of every school administrator to have an environment full of happy teachers. The benefits of having and working with happy teacher is invaluable happiness creates enthusiasm (Derrick, 2018).

Vekatesh (2017) views morale as the enthusiasm to accomplish the assigned task which is dictated by one’s attitude and working conditions. He emphasizes on two types of morale as; individual and group morale where the individual morale is a single person’s attitude towards work and group morale reflects the general attitude of a group of persons. Managing employee has been argued as one of the most difficult things to manage. This is because people are different in thinking, preferences and also in their needs. It often difficult to have an accurate idea of how people are feeling and what causes their dissatisfaction. Poor morale has been identified as a way of wasting potential- unsatisfied employees will not actualise their potential and this result to wasting talent and may cause frustrations. Frustrated employees would wish to leave the job for other fields. Poor employee treatment appears as one of the keys things that robe off employees’ happiness. Some managers act with a lot of discrimination and this has affected team spirit in places of work (Chris, 2016).

In general morale and motivation increases employee’s commitment to work and to produce quality results. But there is not always a positive relation between morale and productivity. Proper monitoring and serious guidance put in place may lead to better results, but sometimes good performance may be realized by even low morale. However, it is doubtful whether the combination can last (Rao, 2019) Stephen
(2014) notes that motivated employees are more creative and productive and would always renew their commitment in achieving the defined goals of the organization. Creativity will come as result of continued desire to impress the management by developing better ways of doing things that are effective and efficient. To improve team work spirit among the workers, managers should focus on improving the competition level by organizing the team groups and energizing them by involving rewards. (Ryckman, 2009).

2.8 Summary of the Literature Review

From the literature review the following issues came out clearly:-

There is need for continuous training on leadership skills based on emerging issues relating to change of behaviour and attitude of teachers in order to enable principals choose motivational strategies that are in line with teacher needs and personalities.

A good motivational strategy should endeavour to create intrinsic motivation. Teachers who are intrinsically motivated have high educational achievement as compared to those who are extrinsically motivated. Intrinsic motivation is guided and driven by an interest in the task and exists within an individual rather than relying on any external pressure. One could be more intelligent yet unmotivated to dedicate his intelligence to certain task.

Monetary rewards have been noted as one of the major motivational strategies used by school principals in most of the school. Other strategies identified include, guidance and counselling, positive comments and bonding forums.
Two leadership behaviour that motivates has come out clearly; one which is task oriented and another people oriented behaviour. A balance of the two behaviours has been found to work in many situations

Path goal theory has pointed out the key role of a leader as been supportive, achievement oriented, facilitative, and participative all this should be based on teacher needs and environment of operation. Literature review has confirmed that within and outside Africa the morale of teachers has been going down. The key indicators of poor morale have been noted as: -chronic absenteeism, resistance, resignation, poor performance in the students, low work attitude and continuous conflicts.

2.9 Controversies in the Literature

This review identified some contravening feelings and ideas explained by different scholars - in that some had a general feeling that the head of the school is be the main source of poor morale on teachers while others have felt that the principal happens to be one of the factors influencing the morale of teachers. Some researchers have affirmed that monetary rewards is the only motivational strategy that can influence the morale of teachers while others have disputed that salary cannot be enough to motivate employees but proper teacher principal relationship.

2.10 Research Gaps

From the literature review these gaps have been noted: -

Most of the studies in Makueni county have narrowed down to external factors affecting teacher morale where by issues like, teacher pay, eternal policies of the employer, delayed promotion from one grade to another, excessive pressure on
teachers, a lot of expectation from the society and lack of community/parent support has been identified as the key issues affecting teacher morale. Little has been done on principal’s motivational strategies in relation to teacher morale. This study sought to add knowledge on the influence motivational strategies have on teacher morale focusing on the principal’s conduct, organizational ability and issues concerning his personalities as a motivational strategy.

There is a question on lack of standard structural way governing the application of motivational strategies in schools as well as lack of proper administrative tools for accessing or evaluating the success of motivational strategy in different situations.

Finally, there seems to be questions on leadership theories in that there are emerging issues that appear complex and no continuous modification of the theories to accommodate such issues. Are there modern theories that put into consideration the emerging issues as a result of change of needs and attitude?
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, study location, target population, sample and sampling procedures, methods of data collection, validity and reliability of the research instruments and data analysis. Logistical and ethical consideration appears at the end of the chapter.

3.2 Research Design

The research design used was correlational. The choice was considered appropriate because it sought to measure a relationship. According to Orodho (2009) the correlation coefficient is a precise way of stating the extent to which the variables are related. The study wanted to establish the relationship between the two variables; teachers’ morale and applied motivational strategies. A scatter plot was drawn to check for Linearity and Karl Pearson’s coefficient method was used to determine the degree of relationship between the study variables. The study sought to describe in quantitative terms the degree to which the variables related. The correlation coefficient was worked out using SPSS.

3.3 Variables of the Study

Based on the research hypothesis, the study was guided by two variables: dependent and independent. The dependent variable was teacher morale while the independent variable was the principal motivational strategies. Critical analyses of teacher’s perception on the identified principal’s motivational strategies within the school was done intensively. This was correlated with the principal’s motivational strategies performance.
3.4 Location of the Study

This study was conducted in Makueni County. It attracted the attention of the researcher in that; it has many schools of all levels and would enable one carry out a well-balanced study, it was close to the researcher and this would not inconvenience the researcher in terms of cost, the county had exhibited some indicators of low morale over time; A TSC monitoring report (2017) noted that Makueni County was among the leading counties in the concluded cases of teacher indiscipline in the country and finally the researcher also wanted to add knowledge on the already existing factors leading to poor morale among teachers in this county.

3.5 Target Population

The county comprises of; 60 sub county schools, 18 county schools, 34 extra county schools and 10 national schools. The target population was therefore 976 teachers from all these schools and 244 principals. The researcher focused on the two key stakeholders (teachers and principals) because it was assumed that their interaction was on daily basis and was conversant with what happens in the school daily.

3.6 Sampling Techniques

3.6.1 County

This study used purposive sampling to choose the county of study which was Makueni County. This county was handpicked from a list of 47 counties because the researcher had a feeling that; the county had all the categories of school needed to carry out a balanced study, it was easily accessible and this would help him collect data keenly and accurately, and finally the county had exhibited some indicators of low morale in teachers.
3.6.2 Schools

Having noted that the county had different categories of schools, Stratified sampling technique was used to identify schools. The different categories of schools were stratified in terms of private mixed schools, public mixed schools, and single sex public schools single sex private schools, national, county and sub county schools and then chosen. All these sub groups in the population were captured. Stratified sampling ensured presentation was in proportion to the number of each category in the population.

3.6.3 Respondents

Simple random sampling was used to select the sample of 121 respondents (24 principals and 97 teachers) from the 12 selected public secondary schools in Makueni-County. From each sampled school, 10 teachers (5males and 5 females) were randomly sampled for the study. This provided equal opportunity for each group to express their views and feelings on the principal motivational strategies. According to Mugenda and Mugenda (2003), this sample helped yield data that can be generalized to the larger population. The response rate for the teachers was 92.0% and 70.0% for the principals.

3.7 Sample size

The sample comprised of 12 schools 97 teachers and 24 principals. This was 10% of the population which according to Mugenda gives reliable results and also from other observed studies 10% of the population has been confirmed as adequate enough to make good representation.
Table 3.1: Sampling frame

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total</th>
<th>Sample (%)</th>
<th>Sample size (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>244</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Teachers</td>
<td>976</td>
<td>10</td>
<td>97</td>
</tr>
</tbody>
</table>

3.8 Research Instruments

This study used two questionnaires for collecting data; one for teachers and another for principals. They were preferred in this study because it allowed reaching out large sample within a short period of time and with no extra personnel (Kothari, 2002). They had close-ended questions and some open-ended items to give respondents an opportunity to give their views and so this led to both qualitative and quantitative data.

3.8.1 The Head teachers Questionnaire (HTQ)

The HTQ was used to gather information from the heads of schools from the sampled public secondary schools in the County. This had two sections A and B. Section A comprised general information about the type of school, gender, academic qualification and length of headship experience. Section B gave principals an opportunity to rate their motivational strategies as perceived by teachers on the listed motivational strategies and also express their feeling on teacher’s satisfaction level as they had observed. This enabled proper comparison during data analysis in order to establish whether there was any notable relationship. Also the age and experience of the principal was factored because experienced leaders were thought to have a wealth of leadership skills and may be doing well as teacher management is concerned. The level of education gave the study an opportunity to analyse
whether increased knowledge may have effects on management and therefore give recommendations on improving teacher training for better administration.

3.7.2 Teachers Questionnaire (TQ)

This also had two sections A and B. Section A of the questionnaire comprised general information about the teacher such as gender, academic qualification and teaching and section B assessed the feeling of teachers on the principals ‘motivational strategies on four main aspects; Commitment levels of principal on teacher support, level/modes and ways of communication within the school, process of decision making in the school as initiated by the principal, and commitment of the principal in inspiring the school vision. The questionnaires had a list of all possible motivating approaches of the principal from which teachers had to rate their principals in their level of satisfaction with principal’s motivational strategies based on a 5-point scale as follows: extremely satisfied (5) fully satisfied (4), satisfied, (3) not satisfied (2) extremely dissatisfied. The study opted this kind of instrument because it is easier to analyse the data since they are in an immediate usable form.

3.9 Validity of the Instrument

To ensure accuracy and meaningfulness of inferences from the research results. The study instruments were keenly examined by my supervisor and other research experts. They did a critical analysis of all items and gave some suggestions on modification. Also experienced secondary school teachers were also consulted; this was because they have been in the system for long and has ground information on what is best for teachers. The instrument was modified using the suggestions from
all these experts. Validity was also enhanced by putting into consideration results of pilot study. The pilot study guided in removing some bits that looked ambiguous and guided in framing questions in a language that was understood by all.

3.10 Reliability of the Instrument

According to Mugenda (2013), the quality of any successful research depends on the accuracy of the data collected. It is therefore important for one to maximize the reliability and validity of the data collected. To ensure reliability of the data, instruments tried to reduce random error by ensuring proper and accurate coding of the data, carrying out a critical review of the questions was done to eliminate any ambiguity in the questions and also adopting test-retest method, where the instrument was administered twice to the same group but after a period of 3 weeks and a correlation coefficient of 0.73 was obtained which was high enough to guarantee proper reliability.

3.11 Piloting Study

According to Mugenda (2013), it is important to test any instrument of study to ensure that items in the instrument are stated clearly and have the same meaning to all respondents. The piloting of the study was done in two different schools which comprised of 4 teachers and 2 principals. The main focus was to assess the clarity of the instrument and the ease of the use of the instrument. After piloting the instrument modification was done according to the observed shortcoming.
3.12 Data Collection Procedure

First of all, an approval from Kenyatta university graduate school was sought and then later proceeded to the National commission for science, Technology and Innovation (NACOSTI) for permission to collect data. A copy of the permit was submitted in the sub county office to be allowed to carry out the exercise in the schools selected. In the schools, permission was sought from the principal and teachers before filling the questionnaire. The collection of data took one month; this was enough period since most of the schools targeted had official WhatsApp group where the questionnaire was posted after permission was granted other questionnaires were delivered to individual teachers. Brief guidelines on how the questionnaire was to be filled were given.

3.13 Data Analysis

This study generated both qualitative and quantitative data; hence qualitative and quantitative methods of data analysis were used in analysis. Qualitative analysis considered the inferences that were made from the opinions of the respondents (Mugenda & Mugenda, 2003). For qualitative data, a deductive approach which is based on a pre-determined structure guided by research objectives was used. Coding which involved categorizing data into concepts and pattern was also guided by research objectives of the study. Validation of data was done to ensure that data was not flawed and thereafter a relationship was established based on the research objectives. For quantitative data the study used the Pearson’s correlation coefficient which is a measure of strength of association between two variables. Once the data was organized a scatter plot of the two variables to check for linearity was drawn. The correlation coefficient (r) was worked out using a computer programme.
(SPSS). After obtaining the value it was compared with the critical value by entering the degree of freedom (df) computed using the programme.

Proving hypothesis was done as follows:

i). There is no significant relationship between principal's motivational strategies and teacher morale

$H_0$: $p=0$

The significance level was 0.05 and was used to read out the p-value. The decision was made as follows:

If the P-value would be smaller than the significance level $\alpha$, the null hypothesis would be rejected in favor of the alternative, and if the P-value would be larger than the significance level $\alpha$, the null hypothesis would not be rejected.

3.14 Logistical and Ethical Considerations

Permission to conduct the research was sought first in the graduate school Kenyatta University and then preceded to the National commission for science, Technology and Innovation (NACOSTI) upon payment of Ksh.1000 for a research permit. A copy of the permit was submitted in the sub county office to be allowed to carry out the exercise in the schools selected. One of the ethical requirements for any research requires the measures be put in place to protect the identity of all participants. The respondents were assured of anonymity before the administration of the document and also the instrument guideline section assured them identity protection. A proper plan for the research was done putting into consideration time frame and resources available. For this matter, the time allocated was only one month. Public transport as noted has been a problem and limitation to many researchers and for this case
personal motorbike was used to carry out research materials and took me to the required destinations. Finally, the choice of the words and expressions used in the research instruments was carefully selected to cater for diverse characteristics of the respondents.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretation and discussion according to the objectives of the study. The objectives of the study were:

i. To find out the level of teacher involvement in decision making and teacher’s feelings on how decisions are made in Makueni County.

ii. To establish the manner/mode of communication and the feeling of teachers on principal’s communication approaches in Makueni County.

iii. To examine the level of teacher support by the principal and teacher’s feelings on the support accorded to them in Makueni County.

iv. To find out the extent to which the principal inspires the school vision and teachers feeling on principal’s commitment in realizing the school vision in Makueni County.

4.2 Demographic Background of the Respondents

This section presents a description of the demographic background of the sampled respondents. Information was collected from public secondary school teachers and principals.

The demographic data of the respondents included gender, nature of the school, category of school, academic qualification of all the teachers and number of years one served.
Table 4.1: Demographic Background of the Respondents (teachers)

<table>
<thead>
<tr>
<th></th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School level</strong></td>
<td></td>
</tr>
<tr>
<td>County School</td>
<td>20%</td>
</tr>
<tr>
<td>Sub county school</td>
<td>75%</td>
</tr>
<tr>
<td>National school</td>
<td>5%</td>
</tr>
<tr>
<td><strong>School category</strong></td>
<td></td>
</tr>
<tr>
<td>Girls school</td>
<td>25%</td>
</tr>
<tr>
<td>Boys school</td>
<td>33%</td>
</tr>
<tr>
<td>Mixed school</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Teacher qualification</strong></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>15%</td>
</tr>
<tr>
<td>Degree</td>
<td>66%</td>
</tr>
<tr>
<td>Masters</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Teaching experience</strong></td>
<td></td>
</tr>
<tr>
<td>less than 5</td>
<td>12%</td>
</tr>
<tr>
<td>5-10 years</td>
<td>30%</td>
</tr>
<tr>
<td>10-15 years</td>
<td>31%</td>
</tr>
<tr>
<td>Above 15 years</td>
<td>27%</td>
</tr>
</tbody>
</table>

4.2.1 School level Surveyed in Makueni-County

The schools involved in the study were from two categories; - county and sub-county as shown in table 4.1. Majority of the sampled schools (75%) belonged to the sub-county category while 20% were county schools and 5% were national schools. It means that like other regions in Kenya, Sub-County schools form the majority of the schools in the county.

4.2.2 School category Surveyed in Makueni-County

The schools were further sub-categorized into girls, boys and mixed schools (table). Of the sampled schools, 25% were girl’s schools, 33% were boy’s schools and the
remaining 42% were mixed schools. This shows that mixed schools dominate schools in the county while girl’s schools are minority.

4.2.3 Background Information of Teachers

The study sought to establish the background of the teachers in terms of their gender, academic qualifications and teaching experience. In terms of gender, the ratio of the sampled teachers was 1:1, meaning that 50% of the teachers were males and another 50% female. This study found out that there was a good gender balance in almost all the schools. This means teaching is a career that is admired by every gender. And so this made it easy to pick out respondents observing a good gender balance

4.2.4 Academic Qualifications of the Sampled Teachers

On the qualifications of the teachers, the study established that majority of the teachers 59 (65.56%) had a bachelor degree in education and only (15.55 %) had masters meaning that teachers are now valuing the importance of upgrading themselves for better performance. Those who had diploma in teaching (19%) the study noted that most of them were in the process of acquiring a degree to improve their capacity in delivery and most of them operated under fear and low self-esteem. It was hard to convince them to respond to the questionnaire.

4.2.5 Teaching experience of the School teachers

The study noted that teachers between 5-10yrs (31%) formed the majority in the county and therefore may not be well conversant with teacher’s code of conduct which can be prerequisite for the possible ups and downs in the school. 30% of the teachers were above 15 years and majority felt frustrated and stagnated in the same
grade expressing bitterness and resistance. From their responses the study noted that majority pegged their stagnation on lack of support from the principal. From the responses of the newly employed teachers (12%) displayed a lot of hope in the profession and exhibited a lot of support on the school administration believing that their growth in the profession was determined by their commitment and support of the school administration.

4.2.6 Background Information of Principals

Unlike the teachers the gender of the head teachers was skewed in favour of the male (75%) while the female principals were only 25% (Figure 4.6). This is a clear indication that leadership in schools has been dominated by men and there is need for proper balance.

![Figure 4.1: Gender of the Principals](image-url)
4.2.7 Principals’ Academic Qualification

In terms of qualification the study established that majority of the principals (65%) were degree holders while 15% were master’s holders meaning that principals have now noted the importance of higher training in school management and most of them were enrolling for this programme. This study noted that schools that were led by master’s holders had a different environment and interaction with teachers was free. Teachers looked relaxed and with some hope unlike other schools where even convincing teachers to fill the questionnaire was difficult because they were full of fear and tension.

![Educational qualification](image)

Figure 4.1: Principals’ Academic Qualification

4.2.8 Experience of the School Principals

The experience levels of the principals may be a hindrance to enhancing proper interaction with teachers; teachers tend to respect older and more experienced heads as opposed to greenhorns.
**Figure 4.3: Experiences of the School Principals**

### 4.3 Principal’s manner and levels of communication

The first research objective sought to establish the feeling of teachers and principal on; how communication of ideas is done, manner/when feedback is given, instruction on procedures put in place for taking up tasks, manner/how often briefs are held, process of communication, organization of staff meetings, integrity and honest levels of the principal in giving out information and the level of democracy (level of buy-in and willing followers) within the school. The data was organized and presented into two tables as shown below; one table represents teachers feeling and the other principal’s feelings.
Table 4.2: Teachers feelings on modes and levels of communication.

<table>
<thead>
<tr>
<th>Level, mode and manner of communication embraced by the school head within the school</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>%</th>
<th>Actual Score X/450</th>
<th>Total max score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers feeling</td>
<td>ED</td>
<td>NS</td>
<td>S</td>
<td>FS</td>
<td>ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. The principal is able to advance</td>
<td>2</td>
<td>17</td>
<td>24</td>
<td>30</td>
<td>17</td>
<td>65</td>
<td>313</td>
<td>450</td>
</tr>
<tr>
<td>his ideas in a logical and understandable way to all levels of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. There is no delay in giving out feedback</td>
<td>9</td>
<td>51</td>
<td>10</td>
<td>11</td>
<td>9</td>
<td>45</td>
<td>230</td>
<td>450</td>
</tr>
<tr>
<td>iii. Instructions and procedures of doing things are well defined</td>
<td>1</td>
<td>10</td>
<td>26</td>
<td>33</td>
<td>20</td>
<td>66</td>
<td>331</td>
<td>450</td>
</tr>
<tr>
<td>iv. Briefs are often held to inform teachers on emerging issues</td>
<td>10</td>
<td>40</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>65</td>
<td>236</td>
<td>450</td>
</tr>
<tr>
<td>v. Information is passed out well in a formal way</td>
<td>3</td>
<td>24</td>
<td>38</td>
<td>20</td>
<td>5</td>
<td>67</td>
<td>233</td>
<td>450</td>
</tr>
<tr>
<td>vi. Well planned staff meeting for discussing out issues is often held</td>
<td>17</td>
<td>33</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>51</td>
<td>284</td>
<td>450</td>
</tr>
<tr>
<td>vii. Protocol is observed in the communication process</td>
<td>0</td>
<td>20</td>
<td>33</td>
<td>36</td>
<td>1</td>
<td>58</td>
<td>288</td>
<td>450</td>
</tr>
<tr>
<td>viii. His Communication is able to generate buy-in and willing followers</td>
<td>4</td>
<td>10</td>
<td>28</td>
<td>26</td>
<td>12</td>
<td>52</td>
<td>272</td>
<td>450</td>
</tr>
<tr>
<td>ix. The principal is truthful even when delivering bad news when appropriate</td>
<td>0</td>
<td>32</td>
<td>38</td>
<td>12</td>
<td>8</td>
<td>66</td>
<td>266</td>
<td>450</td>
</tr>
</tbody>
</table>

The principals feelings on how they advance their ideas to teachers, how often they hold briefs with teachers, how paths of operation are defined, how often feedback is
given to teachers, how truthful are when giving information, and manner on which
staff meeting are conducted was summarized as shown below in the table.

**Table 4.3: Principals feeling on modes and levels of communication**

<table>
<thead>
<tr>
<th>Level, mode and manner of communication embraced by the school head within the school principal feeling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>%</th>
<th>Actual Score</th>
<th>Total maximum score X/450</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal is able to advance his ideas in a logical and understandable way to all levels of the school.</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>72</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>There is no delay in giving out feedback</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>62</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>Instructions and procedures of doing things are well defined</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>71</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>Briefs are often held to inform teachers on emerging issues</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>74</td>
<td>78</td>
<td>100</td>
</tr>
<tr>
<td>Information is passed out well in a formal way</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>71</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>Well planned staff meeting for discussing out issues is often held</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>63</td>
<td>65</td>
<td>100</td>
</tr>
<tr>
<td>Protocol is observed in the communication process</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>68</td>
<td>63</td>
<td>100</td>
</tr>
<tr>
<td>His Communication is able to generate buy-in and willing followers</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>66</td>
<td>58</td>
<td>100</td>
</tr>
<tr>
<td>The principal is truthful even when delivering bad news when appropriate</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>64</td>
<td>76</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.1 and 4.2 shows the various feelings of both teachers and principal on the different aspects of communication. On communication of ideas within the school 19 (21.11%) were not satisfied, 26.67% were satisfied and (33.33%) were fully satisfied. The general rating by the teachers and principal was 65%: 75% respectively. On timely feedback, 60 (66.67%) were not satisfied, 30 (33.33%) were satisfied, principal rating was 67% and that of teachers was 45% ; instruction on procedure for taking up task 12.22% were not satisfied 26% were satisfied and 59% were fully satisfied. The rating for teacher and principal was 66%: 78% respectively. Concerning how often briefs are held, (50. 55%) were not satisfied, 44.44% were satisfied and general rating of the two respondents were 65%: 75% respectively. In the process of communication within the school more than half (58.67 %) of the teachers were dissatisfied, 41.33% were satisfied and Principal rating was 65%. On how staff meetings were organized 50, (52%,) were dissatisfied and 44.44% were satisfied. General rating by teachers and principal was 54%: 63% respectively. Concerning communication that focused on a buy-in and willing followers 15.67% were not satisfied, 60% were satisfied and 13.33 % were fully satisfied. Principal rating was 58%.

Managing communications effectively in a school is a key dimension of leadership that motivates teachers. (MOE, 2017) confirms that many problems in and out of schools can be directly traced to the effectiveness of school's communications--; whether information was communicated or not, what was communicated, how it was communicated, and who communicated it. Taking time to think about what you want to say will also ensure that communication is done appropriately.
Timely feedback is very important to any employee. It helps them evaluate their performance and if possible plan on their improvement, Susan (2018) confirms that immediate feedback enables one to plan based on the recommendation given and so lack of it causes confusion leading to low morale. The high level of dissatisfaction on this aspect in the county may have been caused by loaded school programs of the principal who may have lacked enough time to observe and give feedback.

The manner unto which briefs are held attracted high levels of dissatisfaction 50/90 (55.55% majority of the principals citing overloaded schedule as a hindrance to having continuous briefs and so this agrees with Janelle (2009) who noted that all workers wish to be continually heard and their ideas considered in order to instill confidence and a sense of belongingness which improves satisfaction level.

This high rating on protocol governing task taking has a deeper meaning that an orderly environment has a way of motivating workers and this agrees with MOE (2016) that when procedures and protocol are well defined in an education centre it improves the means of getting things done and therefore boost productivity. World Bank (2008) notes that quality of education will depend on how schools are managed and one of the key issues of management of human resource is that they have to be continually motivated, protected and properly directed to enhance productivity.

The ability of principals to convince teachers agree with what they intend to do results to high levels of satisfaction. This confirms a study by Kennedy Nyambeche Getange (2016) in Kisii County on relationship between motivational strategies and teacher productivity which identified that 69.6% embraced effective communication
as a strategy which embraced a buy in and willing follower’s approach and affected positively the morale of the teachers. Many problems in and out of school can be directly traced to the effectiveness of school communication in how, when and who has done it. Taking time to think on manner of communication enhances professionalism (MOE, 2017). Proper motivation must be geared towards a serious change of worker’s mind set to focus on genuine commitment to the goals of the organization. It is therefore important for a leader to maintain proper planning for continuous meetings for interaction and evaluating their progress. Fairness in any working environment yields a balanced atmosphere that creates a sense of belongingness (Philip, 2006). More than half of the teachers gave a low rating on the regular meeting citing poor preparation before the meeting and that most of the meetings were not effective. Indira (2017) argues that leader behaviour to motivate must exhibit good role modeling acting responsibly and also speaking responsibly to workers. The actual score of the nine attributes from the two respondents were carefully computed for the purposes of running out the correlation coefficient and thereafter the hypothesis was proved as follows;

<table>
<thead>
<tr>
<th></th>
<th>Correlations</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T MORALE</td>
<td>FEELING</td>
</tr>
<tr>
<td>T MORALE</td>
<td>Pearson Correlation</td>
<td>.881**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>9</td>
</tr>
<tr>
<td>PRINCIPAL FEELING</td>
<td>Pearson Correlation</td>
<td>.881**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>9</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
**Null Hypothesis** $H_0$: There is no correlation between teacher’s morale and principal’s motivational strategy on level, mode and manner of communication embraced by principals in Makueni County. $r=0$

**Alternate Hypothesis** $H_a$: There is a correlation between teachers’ morale and principal’s motivational strategy on level, mode and manner of communication embraced by principals in Makueni County. $r \neq 0$

The average feeling of the teacher and the principal on the nine attributes of communication within the school was computed out using the Likert scale and recorded in the table above. The average score for each attribute was properly computed in line with the weight attached to the Likert scale and then a correlation was run on the two feelings to determine the strength of correlation. The value obtained of 0.881 was not equal to zero and so we failed to accept the null hypothesis. The results of the Pearson correlation indicated that there was a strong significant positive correlation between teacher morale and principal motivational strategy related to manner of communication within the school in Makueni County.

### 4.4 Principals commitment in inspiring the school vision and teacher morale in Makueni County

The purpose of this objective was to capture the feeling of teachers and principals on the school vision on the following aspects: -Consistency of principal in supporting the vision of the school, workability of the objectives supporting the vision, clarity of the school vision, the defined paths for achieving the school vision, availability of resources to aid in implementing the vision and commitment to realize the vision. This section shows the data on the feeling of the two correspondents; teachers and principals as follows.
Table 4.5: Teachers feeling on principal commitment in inspiring school vision

<table>
<thead>
<tr>
<th>School vision and goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>ACTUAL SCORE</th>
<th>TOTAL SCORE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>ED</td>
<td>NS</td>
<td>S</td>
<td>FS</td>
<td>ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Have strong networks and consistently identify important trend for supporting the school vision</td>
<td>5</td>
<td>28</td>
<td>33</td>
<td>20</td>
<td>4</td>
<td>260</td>
<td>450</td>
<td>58</td>
</tr>
<tr>
<td>2. He is good in communicating school vision and getting buy-in</td>
<td>7</td>
<td>29</td>
<td>30</td>
<td>17</td>
<td>7</td>
<td>258</td>
<td>450</td>
<td>57</td>
</tr>
<tr>
<td>3. School has well defined goals and objectives pointing out the school vision</td>
<td>3</td>
<td>32</td>
<td>34</td>
<td>18</td>
<td>3</td>
<td>256</td>
<td>450</td>
<td>57</td>
</tr>
<tr>
<td>4. Provides a clear and convincing rationale that supports their vision</td>
<td>9</td>
<td>30</td>
<td>26</td>
<td>15</td>
<td>10</td>
<td>257</td>
<td>450</td>
<td>57</td>
</tr>
<tr>
<td>5. Has deep knowledge on the vision and is a strategic thinker</td>
<td>5</td>
<td>24</td>
<td>33</td>
<td>20</td>
<td>7</td>
<td>267</td>
<td>450</td>
<td>59</td>
</tr>
<tr>
<td>6. There is proper paths for attaining the school goals</td>
<td>10</td>
<td>20</td>
<td>33</td>
<td>21</td>
<td>6</td>
<td>279</td>
<td>450</td>
<td>62</td>
</tr>
<tr>
<td>7. Principal avails enough resources for attaining defined goals</td>
<td>25</td>
<td>25</td>
<td>17</td>
<td>13</td>
<td>1</td>
<td>266</td>
<td>450</td>
<td>59</td>
</tr>
<tr>
<td>8. School goals are realistic and time bound</td>
<td>3</td>
<td>19</td>
<td>35</td>
<td>17</td>
<td>6</td>
<td>264</td>
<td>450</td>
<td>58</td>
</tr>
<tr>
<td>9. There is full commitment by the principal in realizing the school goal</td>
<td>7</td>
<td>34</td>
<td>25</td>
<td>15</td>
<td>9</td>
<td>255</td>
<td>450</td>
<td>57</td>
</tr>
</tbody>
</table>
This section shows data on the feeling of principals on the nine selected attributes of the school vision.

**Table 4.6: Principal feeling on their commitment in inspiring school vision**

<table>
<thead>
<tr>
<th>School vision and goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>actual score</th>
<th>Total score</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have strong networks and consistently identifies important trends for supporting</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>72</td>
<td>100</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>the school vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. He is good in communicating school vision and getting buy-in</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>74</td>
<td>100</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>3. School has well defined goals and objectives pointing out the school vision</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>68</td>
<td>100</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>4. Provides a clear and convincing rationale that supports their vision</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>70</td>
<td>100</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>5. Has deep knowledge on the vision and is a strategic thinker</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>72</td>
<td>100</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>6. There is proper paths for attaining the school goals</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>80</td>
<td>100</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>7. Principal avails enough resources for attaining defined goals</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>70</td>
<td>100</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>8. School goals are realistic and time bound</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>68</td>
<td>100</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>9. There is full commitment by the principal in realizing the school goal</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>70</td>
<td>100</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 and 4.6 above represents the feeling of teachers and principals on the different dimensions of the school vision. On the aspects of principal networks and
connectivity in supporting the vision. 36.67% were not satisfied, 63.33% were satisfied, and general rating of the teachers and the principal was 58%: 72% respectively. On commitment of the principal in implementing the vision 45.56% were not satisfied and 54.44% were satisfied. The general rating for teachers and principal was 57% and 68%. On communication of school vision to stakeholders 40% were not satisfied, 60% were satisfied overall rating was 57%: 74% respectively. How principal is knowledgeable on the school vision 32.22% were not satisfied 67.67% were satisfied General rating was 57%:70% respectively. Concerning the path defined for attaining the school vision 33.33% were not satisfied, and 60% were satisfied. The general rating was 62%: 72%. On availability of resources to support vision implementation 55.56% were not satisfied, and 44.44% were satisfied; Concerning the goals and objectives guiding vision implementation, 38.89% were not satisfied and 61.11% were satisfied; On commitment of the principal in implementing the vision 45.56% were not satisfied and 54.44% were satisfied. The general rating for teachers and principal was 57% and 68% respectively.

Proper networking among principals is a key element contributing to success in implementing school vision. National Academy of Sciences (2015) confirms that network among similar schools within a region can be helpful for supporting implementation of any vision. School with similar vision facing common challenges of limited resources would be helped by opportunities to share strategies. Technology that enhances networking can play an important role in facilitating communication and sharing materials among network members. Poor networking in some schools has affected the exchange of important ideas leading to delay in
implementing school vision hence affecting teacher satisfaction. When little is done in terms of planning on the implementation of the school vision many teachers may doubt the commitment of the principal in actualizing the vision and this may affect their morale.

According to Burch (2007) continuous inspiration, planning and creating an enabling environment is a sure way of demonstrating support on the implementation of the vision and that schools which do not offer continual effective planning on the vision implementation is enough communication that the implementation is not supported. There is therefore need for effective leadership, collaboration and a lot of innovativeness on improvisation to address challenges of inadequate resources to ensure that school vision is realised within the defined time. Effective leaders ensure that operational issues, such as resource allocation and accountability requirements serve the overarching strategic vision of the school community. Learning is supported by the effective use of school system, community expertise and resources through contextual decision-making and planning. By effectively managing risk, using data and making well informed and intentional resourcing decisions leaders can enhance the delivery and impact of their School Strategic Plans. Resourcing strategically means securing and effectively allocating resources to support instructional priorities. (https://www.education.vic.gov.au/school/teachers/management/improvement/Pages)

Goals and objective help give a general direction on the implementation any vision. AIFR (2015) has underlined the importance of supportive goals and objectives to any vision noting its importance in giving a clear picture, a road map and a sense of
direction and that lack of them lead to confusion and may affect general morale. Communication of the school vision should be continuous to ensure that members internalize and give it full attention. Geri (2013) confirms that continuous conversation on the modes and means of implementing any vision helps create enough focus on workers. There is enough evidence from the literature that when people have a common focus unity is enhanced and an easy way of realizing the desired end is achieved. John (2015) established that achievement of any goal is associated with good rewards and attracts intense positive campaign from all workers and on the other hand if workers doubt the workability of the vision chances are their commitment will be withdrawn.

The actual score of the nine attributes from the two respondents were carefully computed for the purposes of running the correlation coefficient, and thereafter the hypothesis was proved as follows;

**Table 4.7: Results for correlation coefficient hypothesis 2**

<table>
<thead>
<tr>
<th></th>
<th>teacher feelings(morale)</th>
<th>principal feeling on the strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher feelings(morale)</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.017</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>principal feeling on the strategy</td>
<td>Pearson Correlation</td>
<td>.763*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.017</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).
**Null Hypothesis** $H_0$: There is no correlation between teacher’s morale and principal’s motivational strategy on his commitment in inspiring the school vision and teacher morale in Makueni County. $r=0$

**Alternate Hypothesis** $H_a$: There is a correlation between teachers’ morale and principal’s motivational strategy on commitment in inspiring the school vision and teacher morale in Makueni county $r\neq 0$. The value obtained of 0.7638 was not equal to zero and so we failed to accept the null hypothesis. The results of the Pearson correlation indicated that there was a strong significant positive association between teacher morale and principal motivational strategy related to commitment in inspiring the school vision in Makueni County.

### 4.5 Principals commitment in supporting teachers

This objective helped the researcher establish the level of support teachers are accorded in the school by the principal in the follows aspects -: principal commitment in supporting teachers in getting promotion, enhancing teacher talents for good performance, guidance in taking assigned duties, availing resources teachers require to produce, giving timely feedback to help teachers re-organise their planning and how teacher’s personal challenges were addressed by the principal. Teachers and principals were the key respondents. Their feelings were captured in the table below.
Table 4.3: Teachers feeling on principal commitment on teacher support

<table>
<thead>
<tr>
<th>Principal Commitment on teacher support</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>Actual score</th>
<th>Maximum Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotes teacher growth by allowing them attend educative forums and recommend them for administrative posts</td>
<td>24</td>
<td>26</td>
<td>10</td>
<td>25</td>
<td>5</td>
<td>271</td>
<td>450</td>
<td>60</td>
</tr>
<tr>
<td>2. Appreciates teacher’s talents and enhances their opportunity for success</td>
<td>2</td>
<td>29</td>
<td>31</td>
<td>24</td>
<td>4</td>
<td>269</td>
<td>450</td>
<td>59</td>
</tr>
<tr>
<td>3. Committed in motivating teachers through monetary rewards</td>
<td>21</td>
<td>36</td>
<td>20</td>
<td>10</td>
<td>2</td>
<td>269</td>
<td>450</td>
<td>59</td>
</tr>
<tr>
<td>4. Supports teachers in carrying out their assigned duties with appropriate deadlines</td>
<td>3</td>
<td>29</td>
<td>35</td>
<td>20</td>
<td>3</td>
<td>261</td>
<td>450</td>
<td>58</td>
</tr>
<tr>
<td>5. Ensures timely provision of resources for easy working</td>
<td>2</td>
<td>26</td>
<td>34</td>
<td>25</td>
<td>3</td>
<td>281</td>
<td>450</td>
<td>62</td>
</tr>
<tr>
<td>6. Offers continuous feedback and guidance for teacher improvement</td>
<td>6</td>
<td>27</td>
<td>31</td>
<td>20</td>
<td>6</td>
<td>263</td>
<td>450</td>
<td>58</td>
</tr>
<tr>
<td>7. Gets out of his way to encourage when a teacher is struggling personally and professionally (teacher emotional support)</td>
<td>7</td>
<td>25</td>
<td>33</td>
<td>19</td>
<td>6</td>
<td>262</td>
<td>450</td>
<td>58</td>
</tr>
<tr>
<td>8. Works with teachers not against them even when the performance is low</td>
<td>10</td>
<td>20</td>
<td>29</td>
<td>20</td>
<td>11</td>
<td>272</td>
<td>450</td>
<td>60</td>
</tr>
</tbody>
</table>

This section shows the data on the feeling of the principals on the nine attributes concerning teacher support.
Table 4.4: Principal feelings on his commitment in supporting teachers

<table>
<thead>
<tr>
<th>Principal Commitment on teacher support</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Actual score</th>
<th>Total score</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotes teacher growth by allowing them attend educative forums and recommend them for administrative posts</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>75</td>
<td>100</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>2. Appreciates teacher’s talents and enhances their opportunity for success</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>75</td>
<td>100</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>3. Committed in motivating teachers through monetary rewards</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>66</td>
<td>100</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>4. Supports teachers in carrying out their assigned duties with appropriate deadlines</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>80</td>
<td>100</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>5. Ensures timely provision of resources for easy working</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>74</td>
<td>100</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>6. Offers continuous feedback, support, and guidance for teacher improvement</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>74</td>
<td>100</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Gets out of his way to encourage when a teacher is struggling personally and professionally(teacher emotional support)</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>68</td>
<td>100</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>8. Works with teachers not against them even when the performance is low</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>78</td>
<td>100</td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.8 and 4.9 shows that principal commitment in promoting teachers growth (55.55%) were not satisfied, and (44.44%) were satisfied. The overall rating for teachers and the principal was 60%: 75% respectively. Concerning the enhancement of teacher’s talents for success 34.44% felt dissatisfied, 65.55% were satisfied and general rating of teachers and principal was 59%, 75% respectively. On guidance given by the principal in taking up duties especially the newly employed teachers 35.5% felt dissatisfied, 64.55% were satisfied and general rating of teachers and principals was 58% : 68% respectively; On the issue of monetary support especially during hard times 63.35% were not satisfied, 35.55% were satisfied, general rating by teachers and principals was 59%: 66% respectively; on teacher emotional support, 35.55% were not satisfied, 64.55% were satisfied and general rating by teachers and principal was 58% :74%.

It is evident that majority of the teachers were not comfortable with the principal commitment in supporting and promoting teacher professional growth. A Tanzanian Report (2005) on plight of teachers on factor eroding teaching credibility confirms that lack of teacher support on professional development is a key issue that contributes to low teacher morale and satisfaction. Talents are special capabilities that make one outstanding in the task been pursued. Majority of the principals lay a lot of weight on student’s talents forgetting their teachers. Talented teachers yield to greater productivity in their profession if supported. The Ohio state university 1940s study confirms that people oriented behaviour of a leader which focuses on coaching, mentoring, encouraging and observing workers yields great commitment.
It is therefore notable that principals who observe their teachers carefully to identify their gifting then coach and mentor them to full actualization yields to great satisfaction. Proper Guidance on role taking avoids confusion and conflicts thus improving the work environment and hence boosting teacher morale. There is enough evidence in the literature that a happy staff will work enthusiastically. Hamid Tohidi study (2011) on effects of motivation on quality of education confirms that employees with proper guidelines of operation showed greater commitment to their work and their results were excellent resulting to high motivation. Research has revealed that monetary support in many schools is a challenge especially in the day schools MOE (2016) and this agrees with a study by Kennedy Nyambeche Getange in Kisii (2016) that many schools have experienced financial constraints hindering them from executing proper monetary reward to teachers only 28.5% of the principal employed monetary rewards in Kisii County. There is substantial evidence from the literature that welfare issues in many schools are not addressed adequately. Teachers low rating indicates that principals are not doing much to give emotional support, this explains why Mukaa sub-county within Makuenei county, two teachers Patrick Tindi 34years old and Paul Mumina 47years were found dead after committing suicide leaving behind a note explaining how they had been suffering and struggling with their jobs and also their families Daily Nation (2016).

Davis (1992) noted that any institution that observes continuous support on welfare issue of its workers, high morale and satisfaction are experienced. Happy staff has high levels of enthusiasm and develops a sense of belonging in their place of work which is a vital ingredient in motivating workers (Derrick, 2018).
The total score for each of the eight attribute on teachers and principals feeling concerning teacher support in the county was worked out and recorded as shown in table 4.7 and 4.8 above. The correlation coefficient was run and hypothesis proved as follows:

**Null Hypothesis** $H_0$: There is no correlation between teacher’s morale and principal’s motivational strategy on principal commitment on teacher support in Makueni County. $r=0$

**Alternate Hypothesis** $H_a$: There is a correlation between teachers’ morale and principal’s motivational strategy on principal commitment on teacher support in Makueni county $r 
eq 0$

**Table 4.5: Results for correlation coefficient hypothesis 3**

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Teachers feelings on principals support (morale)</th>
<th>Principals feelings on the motivational strategy on support for teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers feelings on principals support (morale)</td>
<td>Pearson Correlation</td>
<td>$.527</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>1</td>
<td>$.180</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Principals feelings on the motivational strategy on support for teachers</td>
<td>Pearson Correlation</td>
<td>$.527</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.180</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed).

The value obtained of 0.527 was not equal to zero and so we failed to accept the null hypothesis. The results of the Pearson correlation obtained indicated that there is a strong significant positive association between teacher morale and principal motivational strategy related to principal commitment on teacher support in Makueni County.
4.6 Principal’s commitment in involving teachers in decision making

This objective sought to identify the level of teacher involvement in making decision, delegation levels within the schools, and how often experts are involved in making technical decisions. The data concerning teachers and principals feeling on different dimension of decision making in Makueni County was collected and recorded in two tables as shown below.

Table 4.11: Teachers feeling on Principal’s commitment in involving teachers in decision making

<table>
<thead>
<tr>
<th>decision making</th>
<th>Attained Score x/450</th>
<th>Total score expected</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. All teachers are involved in making important decisions</td>
<td>16 12 27 16 9</td>
<td>51.1</td>
<td>450</td>
</tr>
<tr>
<td>ii. Decisions made after delegation are respected and acted upon.</td>
<td>18 25 29 12 6</td>
<td>46.0</td>
<td>450</td>
</tr>
<tr>
<td>iii. Teachers interest is put into consideration when making decision</td>
<td>11 31 25 20 3</td>
<td>55.1</td>
<td>450</td>
</tr>
<tr>
<td>iv. Teachers are given more time to think about important decisions</td>
<td>18 30 29 22 1</td>
<td>62.2</td>
<td>450</td>
</tr>
<tr>
<td>v. There is a buy in /adequate support before any decision is made</td>
<td>20 36 24 16 4</td>
<td>54.0</td>
<td>450</td>
</tr>
<tr>
<td>vi. Staff with higher level of expertise collaborate with the principal when making technical decisions</td>
<td>12 38 30 28 2</td>
<td>57.3</td>
<td>450</td>
</tr>
</tbody>
</table>
Table 4.6: Principal feeling on teacher involvement in decision making

<table>
<thead>
<tr>
<th>Decision Making</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Attained Score x/100</th>
<th>Total score expected</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. All teachers are involved in making important decisions</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>52</td>
<td>100</td>
<td>52</td>
</tr>
<tr>
<td>ii. Decisions made after delegation are respected and acted upon.</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>62</td>
<td>100</td>
<td>62</td>
</tr>
<tr>
<td>iii. Teachers interest is put into consideration when making decision</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>61</td>
<td>100</td>
<td>61</td>
</tr>
<tr>
<td>iv. Teachers are given more time to think about important decisions</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>59</td>
<td>100</td>
<td>59</td>
</tr>
<tr>
<td>v. There is a buy in /adequate support before any decision is made</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>48</td>
<td>100</td>
<td>48</td>
</tr>
<tr>
<td>vi. Staff with higher level of expertise collaborate with the principal when making technical decisions</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>57</td>
<td>100</td>
<td>57</td>
</tr>
</tbody>
</table>

The table 4.11 and 4.12 shows the outcome on the attributes of teacher involvement in decision making. 17.77% of teachers were fully dissatisfied, 13.33% were not satisfied and 57.77% more than half felt satisfied. The general rating by the principal was 52%. On the attribute of delegation in decision making, 20% were fully dissatisfied, 27.77% were not satisfied and 52.23% were satisfied. On the attribute of teacher interest in decision making, 12.22% were fully dissatisfied, 34.44% were not satisfied and 53.33% were satisfied. Principal overall rating on the aspect was
61%. On the attribute of engaging experts in making technical decision 13.33% were fully dissatisfied, 42.22% were not satisfied and 44.45% were satisfied. principal general rating was 57%. The results showed that more than half (53.33%) of the schools teachers were not given enough time to think about important decisions and this is concurred with feeling of principals who have felt that some matters needed urgent intervention and therefore not allowing room for creating more time for discussion. On the attributes of buy-in support when making decision, 22.25% were fully dissatisfied, 40% were not satisfied and 37.78% were satisfied. The overall rating of the principals was 48%.

Decision making process that is all inclusive promotes high satisfaction among teachers. A sense of acceptance and confidence is instilled when one feels that he/she is an important member in determining what should be done. According to Casey (2019) actively engaging all workers in decision-making process increases overall company morale. Active teacher involvement lowers that gap between administration and teacher opening the lines of communication between principal and teachers. There is substantial evidence in the literature that delegated decision making empowers school staff by providing authority and flexibility to solve educational problems. Teachers will own their decisions and have renewed commitment in taking up tasks that they participated in putting in place. Studies have found that participation enhances communication among teachers and administration contributing to quality of teachers work lives and assist in professionalizing teaching and democratizing schools (David, 1999). Ohio state university 1940s study on leadership behavior confirmed that people oriented behavior that focuses on listening and observing the needs of workers takes into
consideration workers interest when making decisions and leads to high levels of satisfaction. The involvement of experts in making technical decisions instills confidence and avoids mistakes that may be costly to the institution. Also individuals who are affected by the decision possess the expertise regarding the decision and are responsible for implementing the decision and should be involved in making decision (http://education state university.com). Some decisions are very technical and needs some time to make consultation in order to avoid errors that may be very costly. Susan (2013) comments that several meetings should be held to help think together over sensitive issues after consultation. The overall score of the five attributes for both teachers and principal was used to run out a correlation coefficient which was used to prove the hypothesis.

**Null Hypothesis** $H_0$: There is no correlation between teacher morale and principal motivational strategy on teacher involvement in decision making in Makueni county. $r=0$.

**Alternate Hypothesis** $H_a$: The correlation between teacher morale and principal motivational strategy on teacher involvement in decision making in Makueni county is not equal to zero. $r=0$
Table 4.7: Results for correlation coefficient hypothesis 4

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Teachers feelings (morale)</th>
<th>Principals feelings their level of decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers feelings (morale)</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.629</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Principals feelings their level of decision making</td>
<td>Pearson Correlation</td>
<td>.629</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.095</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).

The value obtained of 0.629 was not equal to zero and so we failed to accept the null hypothesis. The results therefore indicates that there is a strong significant positive correlation between teacher morale and principal motivational strategy related to teacher involvement in decision making in Makueni County.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the project, implications of the findings, conclusion, recommendation and further research to fill the gaps which the researcher identified during his research. The presentations are in tandem with the research objectives.

The research objectives were:

i) To investigate the level of teacher involvement in decision making and teacher’s feelings on how decisions are made in Makueni county.

ii) To establish the level /mode of communication and the feeling of teachers on principal’s communication attributes in Makueni county

iii) To examine the level of teacher support by the principal and teacher’s feelings on the support accorded to them in Makueni County.

iv) To find out the extent to which the principal inspires the school vision and teachers feeling on principal’s commitment in realizing the school vision in Makueni County.

5.2 Research Hypothesis

The study was guided by a simple null hypothesis;

There was no significant correlation between principal’s motivational strategies and teacher morale in Makueni County?

1. There was no significant correlation between principal’s modes/ levels of communication and teacher morale in Makueni County.
2. There was no significant correlation between the principal’s commitment in inspiring the school vision and teacher morale in Makueni County.

3. There was no significant correlation between principal’s commitment in supporting teachers and teacher morale in Makueni County.

4. There was no significant correlation between principal’s commitment in involving teachers in decision making and teacher morale in Makueni County.

5.3 Summary of the Research Findings

From the data presentation and analysis, the following emerged:

5.3.1 Objective 1: Motivational strategy on modes, levels and manner of communication

The study revealed that most teachers were satisfied with the following aspects of communication within the school; the communication of ideas by the principal resulting to a buy in and a willing followers, the well laid procedures for taking up task, the formal way as to which information was communicated and also the degree of truthfulness of the principal when communicating. Aspects of communication that led to high levels of teacher dissatisfaction included; untimely feedback, unplanned staff meeting and broken process of communication.

5.3.2 Objective 2: Inspiring vision as a motivational strategy

The study established that principals are not consistent in supporting and implementing the school vision. Their commitment was not commendable and they rated it lowly showing that it really affected their morale. Majority of them were fully satisfied with the way the principals defined clear paths and guidelines to govern the implementation of the school vision. Principals were also certain with the
plans they had put in place to support their vision actualization. Majority of the
teachers were not satisfied with the way principals communicated the vision and
also commitment in communicating the vision was questionable. The following
attributes of the principal concerning the vision was not satisfying according to the
rating given; Principal knowledge on the vision, objectives supporting the vision, rationale behind the vision and also its practicability hence affecting teacher morale.

5.3.3 Objective 3: Support on teachers as a motivational strategy

The study has found out that majority of the teachers were not satisfied with the level of support principals have accorded them in terms of: support to attend educative forums, in service training and support to further their studies to stand a better chance in times of promotion. Principals also noted that they had not fully supported teachers in terms of growth due to financial challenges as schools faced low cash crisis. Teacher talents were found to be an area not supported and that teachers expressed full dissatisfaction. It was crystal clear that school focused fully on students forgetting that teachers were also talented in areas like; games, ICT, leadership, guidance / counseling and needed support.

5.3.4 Objective 4: Attributes involving decision making as a motivational strategy

The findings showed that teachers in many schools were not involved in making major decisions. Majority reported that the principal only reported to them what had been decided by selected few. Concerning delegation level, the findings are clear that majority of the principals did delegation and respected decisions made by the teachers. Most of the teachers felt that their interest was not put into consideration
when important decisions were made also teachers were not given enough time to
think about major and sensitive issues before decisions were made. The study has
established that in most schools principals are able to convince their teachers to
accept their ideas and therefore get their full support in implementing the ideas.
Teachers felt that experts were not consulted in making technical decisions.

5.4 Conclusions

The study arrives at the following conclusions;

Objective 1:
The manner/mode of communication in schools within Makueni county by the
principal has a lot of effects on teacher morale levels. Untimely feedback, poor
planning of staff meetings, unplanned briefs, and lack of proper formal
communication is an issue of concern to many teachers within the county.

Objective 2:
The commitment of the school principal in inspiring the school vision in Makueni
County is one of the key issues contributing to teacher’s change of attitude leading
to renewed commitment in taking up duties hence high morale.

Objective 3:
Teacher support in terms of proper guidance in times of need, professional growth,
monetary advancement and simplified roles has a great say in the morale of teachers
in Makueni County

Objective 4:
In decision making, most of the teachers are not involved in decision making and
also decision made after delegation are not treated with a lot of concern. In most
schools experts are not engaged in decision making and this has affected the quality of decisions made for technical issues hence affecting teacher morale in the county.

5.5 Recommendations

5.5.1 Recommendations for Policy

i. There is need to focus on the modes, manner and level of communication within the school in the following dimensions; Giving timely feedback, continuous training of the principals to strengthen their capacity in managing effective communication, and enhanced monitoring of principals on their school management in line with teacher satisfaction and protection.

ii. Concerning the school vision, the study suggests BOM to work closely with the school principal to monitor and assess vision implementation at every given phase. Mobilizing resources available to ensure continuous progress in the achievement of the school vision is key to realizing the school vision.

iii. There is need for continuous teacher support in the following areas; emotional support, professional growth, financial support and spiritual growth based on current needs and emerging issues.

iv. There is need for well-defined and refined process of decision making that adopts inclusivity and proper delegation. The study suggests adoption of four options of involvements in decisions: deciding alone, seeking participation and input, seeking collaboration, and letting others decide.
5.5.2 Recommendations for Further Research

The following recommendations for further research were made:

i. A part from school internal motivational strategies affecting teacher morale in work there is also need to investigate the extent to which home /family factors affect teacher morale at work since the study noted some case of teacher suicide citing school frustration and family issues.

ii. Further research can be carried out in other counties with various educational challenges to determine whether same motivational attributes have different impact on teacher morale.

iii. Study on other motivational strategies can also be done to add knowledge on the already existing strategies to know to what extent they influence teacher morale in other counties.
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KENYATTA UNIVERSITY
SCHOOL OF EDUCATION

DEAR SIR/MADAM,

RE: RELATIONSHIP BETWEEN PRINCIPAL’S MOTIVATIONAL STRATEGIES AND TEACHER MORALE IN MAKUENI COUNTY

I am a post-graduate Student from the above named university wishing to carry out a research on the above mentioned topic. I kindly request you to respond to the questionnaire attached. Every bit of information given will be treated with a lot of confidentiality and privacy. Your name and other personal details are not required. Your positive response will be highly appreciated.

Thanks in advance for your cooperation.

Yours sincerely,

Samuel Kyumbi Joseph
Appendix II: Questionnaire for Teachers

This questionnaire is made to gather information from school administrators in Makueni County to help in concluding a survey that seeks to establish the relationship between principal’s motivational strategies and teacher morale.

Instructions:
1. Do not write your name in the questionnaire.
2. Please fill the parts as required.
3. If you have completed this questionnaire do not fill another one.
4. All information will be treated with a lot of confidentiality. Thank you.

Part 1

Tick where applicable

1. What is your Gender?
   Male [ ] Female [ ]

2. How long have you being teaching?
   Less than 5 years. [ ] 10 – 15 [ ] Above 15 [ ]

3. Education level
   Diploma /higher diploma [ ] Degree [ ]
   Masters [ ] PhD level [ ]

4. Level of your school
   County [ ] Sub-county [ ]

5. School category
   Mixed [ ] Boys school [ ] Girls school [ ]

PART 2

In this section you are required to rate the level of satisfaction with the following motivational strategies of the school principal.

Tick (✓) the response number that applies to each statement. Each statement has an attached weight as follows:
(Extremely satisfied-5), (Fully satisfied-4), (Satisfied-3) (Not satisfied-2), (Extremely dissatisfied-1)

Teachers feelings on principal modes and manner of communication.

<table>
<thead>
<tr>
<th>Level, mode and manner of communication embraced by the school head within the school</th>
<th>Teachers feeling</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>%</th>
<th>Actual Score X/450</th>
<th>Total maximum score</th>
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</thead>
<tbody>
<tr>
<td>i. The principal is able to advance his ideas in a logical and understandable way to all levels of the school.</td>
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<td>ii. There is no delay in giving out feedback</td>
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<td>iii. Instructions and procedures of doing things are well defined</td>
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<td>iv. Briefs are often held to inform teachers on emerging issues</td>
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<td>v. Information is passed out well in a formal way</td>
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<td>vi. Well planned staff meeting for discussing out issues is often held</td>
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<td>vii. Protocol is observed in the communication process</td>
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<td>viii. His Communication is able to generate buy-in and willing followers</td>
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<td>ix. The principal is truthful even when delivering bad news when appropriate</td>
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</tbody>
</table>
### Summary of teachers feeling on principal commitment in inspiring school vision.

<table>
<thead>
<tr>
<th>School vision and goals</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>ACTUAL SCORE</th>
<th>TOTAL SCORE</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1. Have strong networks and consistently identify important trend for supporting the school vision</td>
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<td>2. He is good in communicating school vision and getting buy-in</td>
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<td>3. School has well defined goals and objectives pointing out the school vision</td>
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<td>4. Provides a clear and convincing rationale that supports their vision</td>
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<td>5. Has deep knowledge on the vision and is a strategic thinker</td>
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<td>6. There is proper paths for attaining the school goals</td>
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<td>7. Principal avails enough resources for attaining defined goals</td>
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<td>8. School goals are realistic and time bound</td>
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<td>9. There is full commitment by the principal in realizing the school goal</td>
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<tr>
<td>Principal commitment on teachers support</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>ACTUAL SCORE</td>
<td>TOTAL SCORE</td>
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<td>------------------------------------------</td>
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<tr>
<td>1. Promotes teacher growth by allowing them attend educative forums and recommend them for administrative posts</td>
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<td>2. Appreciates teacher’s talents and enhances their opportunity for success</td>
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<td>3. Committed in motivating teachers through monetary rewards</td>
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<td>4. Supports teachers in carrying out their assigned duties with appropriate deadlines</td>
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<td>5. Ensures timely provision of resources for easy working</td>
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<tr>
<td>6. Offers continuous feedback and guidance for teacher improvement</td>
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<tr>
<td>7. Gets out of his way to encourage when a teacher is struggling personally and professionally</td>
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<td>8. Works with teachers not against them even when the performance is low</td>
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</tbody>
</table>
Teachers feeling on Principal’s commitment in involving teachers in decision making

<table>
<thead>
<tr>
<th>Level of decision making</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>Attained Score x/450</th>
<th>Total score expected</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. All teachers are involved in making important decisions</td>
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<tr>
<td>ii. Decisions made after delegation are respected and acted upon.</td>
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<tr>
<td>iii. Teachers interest is put into consideration when making decision</td>
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<td>iv. Teachers are given more time to think about important decisions</td>
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<tr>
<td>v. There is a buy in /adequate support before any decision is made</td>
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<tr>
<td>vi. Staff with higher level of expertise collaborate with the principal when making technical decisions</td>
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</table>

Part 3.
Are you satisfied in your current station?..............yes/no?

a) Are there any other motivational strategies in your school that are motivating?
   ..................................................................................................................

b) To which extend are you satisfied in your current station?..........................

c) what are some of your principal’s leadership attributes that kills your morale...
   ..................................................................................................................
Appendix III: Questionnaire for School Administrators

This questionnaire is made to gather information from school administrators in Makueni County to help in concluding a survey that seeks to establish the relationship between principal’s motivational strategies and teacher morale.

Instructions:

a) Do not write your name in the questionnaire.

b) Please fill the parts as required.

c) If you have completed this questionnaire do not fill another one.

d) All information will be treated with a lot of confidentiality.

Part 1
Tick √ where applicable

i. What is your Gender?
   Male [ ]   Female [ ]

ii. How long have you being teaching?
   Less than 5 years [ ]  – 10 [ ]
   10 – 15 [ ]  Above 15 [ ]

iii. Education level
   Diploma /higher diploma [ ]  Degree [ ]
   Masters [ ]  PhD level [ ]

iv. Level of your school
   County [ ]  Sub-county [ ]

v. School category
   Mixed [ ]  Boys school [ ]
   Girls school [ ]

Section 2
In this section you are required to rate your satisfaction level as a principal in line with your level of commitment on the following behaviours

Tick the response number that applies to each statement. Each statement has an attached weight as follows:
(Extremely satisfied-5), (Fully satisfied-4), (Satisfied-3) (Not satisfied-2), (Extremely dissatisfied-1)

Principal rating on his feelings about his /her commitment in supporting teachers

<table>
<thead>
<tr>
<th>1, Principal Commitment on teacher support</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>Attained Score x/450</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Teacher growth has been supported by allowing them attend educative forums and recommend them for administrative posts</td>
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<td></td>
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<tr>
<td>ii. A peaceful and safe working environment has been maintained</td>
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<tr>
<td>iii. teachers have manageable workload</td>
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<tr>
<td>iv. Teacher motivation has been maintained through rewards</td>
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<td></td>
</tr>
<tr>
<td>v. reasonable duties with appropriate deadlines have been maintained</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>vi. maximum support to teachers in times of calamities has been observed</td>
<td></td>
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<td></td>
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<tr>
<td>vii. Have Ensured timely provision of resources for easy working</td>
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</tr>
<tr>
<td>viii. Have Offered continuous feedback, support, and guidance for teacher improvement</td>
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<tr>
<td>ix. Have Supported teachers when people complains about them</td>
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<tr>
<td>x. Have not dismissed any concern a teacher may have</td>
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<tr>
<td>xi. Have gone out of my way to encourage teachers when struggling personally and professionally</td>
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<tr>
<td>xii. Have Worked with teachers not against them</td>
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</tr>
</tbody>
</table>
Principal rating on his feelings on how he/she has inspired the school vision and his commitment in implementing it.

<table>
<thead>
<tr>
<th>School vision and goals</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>Attained Score x/450</th>
<th>Total score expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Have strong networks and consistently identify important trend for supporting the school vision</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ii. Communicating school vision and getting buy-in has been done</td>
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<td></td>
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<tr>
<td>iii. School has well defined goals and vision</td>
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<tr>
<td>iv. A clear and convincing rationale that supports their vision has been advanced</td>
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<tr>
<td>v. Have deep knowledge on the vision and am a strategic thinker</td>
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<tr>
<td>vi. There is proper communication of the school goals to teachers</td>
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<tr>
<td>vii. There is proper paths for attaining the school goals</td>
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<td>viii. Enough resources have been availed for attaining defined goals</td>
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<tr>
<td>ix. School goals are realistic</td>
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<tr>
<td>x. There is full commitment in realizing the school goals</td>
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</tr>
</tbody>
</table>
Principal rating on his/her feeling on the process of decision making within his/her school

<table>
<thead>
<tr>
<th>Level of decision making</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>Attained Score x/100</th>
<th>Total score expected</th>
<th>%</th>
</tr>
</thead>
</table>

i. Teachers are given more time to think about important decisions

ii. There is a buy in /adequate support before any decision is made

iii. Staff with higher level of expertise collaborate with the principal when making technical decisions

iv. Teachers interest is put into consideration when making decision

v. Teachers are given more time to think about important decisions

vi. There is a buy in /adequate support before any decision is made
Principal rating on his/her communication attributes communication as exercised

<table>
<thead>
<tr>
<th>Level, mode and manner of communication embraced by the school head within the school principal feeling</th>
<th>1 ED</th>
<th>2 NS</th>
<th>3 S</th>
<th>4 FS</th>
<th>5 ES</th>
<th>%</th>
<th>Actual Score X/450</th>
<th>Total maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. The principal is able to advance his ideas in a logical and understandable way to all levels of the school.</td>
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<tr>
<td>ii. There is no delay in giving out feedback</td>
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<tr>
<td>iii. Instructions and procedures of doing things are well defined</td>
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<tr>
<td>iv. Briefs are often held to inform teachers on emerging issues</td>
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<tr>
<td>v. Information is passed out well in a formal way</td>
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<tr>
<td>vi. Well planned staff meeting for discussing out issues is often held</td>
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<tr>
<td>vii. Protocol is observed in the communication process</td>
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<tr>
<td>viii. His Communication is able to generate buy-in and willing followers</td>
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<tr>
<td>ix. The principal is truthful even when delivering bad news when appropriate</td>
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</tbody>
</table>

Part 3

Are you satisfied in your current station?.............yes/no?

a) Are there any other motivational strategies in your school that are motivating?.................................................................
............................................................................................................................

b) To which extend are you satisfied in your current station?...............  
............................................................................................................................

c) what are some of your principal’s leadership attributes that kills your morale?.................................................................
Appendix V: Research Budget

<table>
<thead>
<tr>
<th>NO</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>1</td>
<td>TRANSPORT</td>
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</tr>
<tr>
<td>2</td>
<td>PHOTOCOPYING PAPERS</td>
<td>6 200.00</td>
</tr>
<tr>
<td>3</td>
<td>WAGES</td>
<td>4 500.00</td>
</tr>
<tr>
<td>4</td>
<td>FEEDING</td>
<td>3 500.00</td>
</tr>
<tr>
<td>5</td>
<td>ACCOMODATION</td>
<td>5 000.00</td>
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<tr>
<td>6</td>
<td>SECURITY</td>
<td>6 000.00</td>
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<tr>
<td>7</td>
<td>AIRTIME</td>
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<tr>
<td>8</td>
<td>ENVELOPS SIZE A4</td>
<td>3 000.00</td>
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<tr>
<td>9</td>
<td>STATIONARY</td>
<td>1 200.00</td>
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<tr>
<td>10</td>
<td>MISCILLENIOUS</td>
<td>5 000.00</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>49 400.00</strong></td>
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</table>

THIS RESEARCH WILL BE FUNDED AS FOLLOW;

PERSONAL SAVING…………………………………………………………..40,000.00

FRIENDS CONTRIBUTION ................................. ..........................9400.00
Appendix VI: Research Schedule for the Study

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>SCHOOL</th>
<th>TIME</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>WK1</td>
<td>MON</td>
<td>KASIKEU BOYS</td>
<td>2-5PM</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>KASIKEU GIRLS</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ENGULI ABC</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>TUE</td>
<td>LUMU SEC</td>
<td>2-5PM</td>
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<tr>
<td></td>
<td></td>
<td>KAYATTA SEC</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MUSAAI SEC</td>
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<tr>
<td></td>
<td>WED</td>
<td>MUANI SEC</td>
<td>2-5PM</td>
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<tr>
<td></td>
<td>THUR</td>
<td>MUANGINI SEC</td>
<td>2-5PM</td>
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<tr>
<td></td>
<td>FRI</td>
<td>KANDOLO SEC</td>
<td>2-5PM</td>
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<tr>
<td>WK2</td>
<td>MON</td>
<td>UTHINI GIRLS</td>
<td>2-5PM</td>
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<tr>
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<td>TUE</td>
<td>KITAINGO SEC</td>
<td>2-5PM</td>
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<td></td>
<td>WED</td>
<td>KWAKIKETI SEC</td>
<td>2-5PM</td>
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<td></td>
<td>THUR</td>
<td>KITONGUNI SEC</td>
<td>2-5PM</td>
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<td></td>
<td>FRI</td>
<td>MBIINI SEC</td>
<td>2-5PM</td>
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<tr>
<td>WK3</td>
<td>MON</td>
<td>SULTAN HAMUD SEC</td>
<td>2-5PM</td>
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<tr>
<td></td>
<td>TUE</td>
<td>KITHEINI SEC</td>
<td>2-5PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WED</td>
<td>MUMELA SEC</td>
<td>2-5PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THUR</td>
<td>KITHEINI SEC</td>
<td>2-5PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FRI</td>
<td>MASOKANI SEC</td>
<td>2-5PM</td>
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</tr>
<tr>
<td>WK4</td>
<td>DATA</td>
<td>ANALYSIS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Appendix VII: A Research Authorization permit

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/26028/2014
DATE: 2nd March, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR JOSEPH SAMUEL KYUMBII — REG. NO.

I write to introduce Joseph Samuel Kyumbi who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Education Management Policy and Curriculum Studies.

Joseph intends to conduct research for a M.Ed Project Proposal entitled, “Relationship between Principal’s Motivational Strategies and Teacher Morale in Secondary Schools in Makueni County Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. Elishiba Kimani
AG. DEAN, GRADUATE SCHOOL
Appendix VIII: NACOSTI Research permit

This is to certify that Mr. Joseph Kinyua of Kenyatta University, has been licensed to conduct research in Nakuru on the topic: RELATIONSHIP BETWEEN PRINCIPALS MOTIVATIONAL STRATEGIES AND TEACHER MORALE IN SECONDARY SCHOOLS IN MAKENI COUNTY, KENYA for the period ending 16 June 2021.