

Influence of Principals' Supervision on Teachers' Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya

Hillary shikokoti¹ Professor Ursulla A. Okoth² Dr. Susan Chepkonga³
Department of Educational Management Policy and Curriculum Studies,
University of Nairobi
Email:hilzshiks@yahoo.com

Abstract

The study investigated influence of principals' supervision on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya. The objective was: To determine the influence of principals' checking on teachers' professional document and principals' class visitation on teachers' job satisfaction. The study was based on the Path Goal theory. The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County. Purposive sampling to select five sub counties included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava sub county. 64 schools selected using stratified sampling, purposive sampling for 64 principals and 5 TSC officials while simple random sampling for 300 teachers. Questionnaires and interview guides were used to collect data. The findings for the null hypothesis that there is no significant relationship between principals' checking on professional documents and teachers' job satisfaction using Chi square test was (df=16, Pearson $\chi^2=92.826$, $p=0.005$ at 0.05 significance level). Therefore, the null hypothesis was rejected hence there is a relationship between principals' checking on professional documents and teachers' job satisfaction. The null hypothesis that there is no significant relationship between principals' class visitation and teachers' job satisfaction using Chi square test was (df=16, Pearson $\chi^2=103.379$, $p=0.005$ at 0.05 significance level). The null hypothesis was rejected. Hence there is a relationship between principals' class visitation and teachers' job satisfaction. The study concluded that principals checking on professional documents and principals class visitation influenced teacher job satisfaction. The study recommended that Principals should be equipped with the required supervision knowledge and skills that would lead to improved teachers' job satisfaction. QASOs should ensure increased teachers' job satisfaction by regular supervision to secondary schools, guide, monitor principals and receive regular updates on progress of class visits and lesson observations to enhance the exercises of instructional leadership conducted by the principal and advise.

Keywords: Principals' supervision, principals checking on professional documents, principals' class visitation, teachers' job satisfaction, secondary schools

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1.0 Introduction

Supervision and management is one of the principal factors which have an impact on job satisfaction. The principal as a supervisor has the responsibility for increasing the ability of teachers to manage learning activities in schools and has a very important role in the development and progress of the school (Susanti, Wardiah, & Lian, 2020). As for Positive influence if academic supervision is good and the work culture of teachers is good, the professionalism of teachers' increases, and the quality of education increases (Mulyani, Muhdi, & Miyono, 2021). According to Porter (2019), the principal has a role in improving teachers' job satisfaction, as well as the school welfare According to Hamzah et al. (2015), supervision is an important aspect of educational management as it can enhance the quality of educational organizations. It can also draw together discrete elements of instruction into whole-school actions, reducing the risk of burn-out, enhancing work performance and increasing job satisfaction (Glickman et al., 2015). The principal has the task of supervising the activities of the school which ensures teachers are satisfied with their jobs leading to completion of syllabus on time. The control objectives include professional and motivation development, as well as teacher quality (Hartanto & Purwanto, 2019). Satisfied teachers provide their students with higher education quality and improved learning support while contented teachers display greater dedication to work and especially important when teacher turnover is high (Abu Karsh, 2018; Kara, 2020; Toropova, Myrberg & Johansson, 2021). Teachers are vital to adapting student requirements, cultural, social trends, information, communication, and technology to meet students' needs while also ensuring traditional morality and social morality are preserved (Kaur, 2020; Lien, et. al., 2021; Mania & Alam, 2021).

A study carried out by Tampan (2016) sought to find out supervisory skills of school administrators from the diocese of Butuan, Mindanao in the Philippines. The results showed that supervisory skills played an important role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel and teaching staff. A principal has a role to stimulate and inspire the teachers to

do creative work and to encourage them to grow professionally. A research carried out by Sharma (2014) in three Asian countries (Malaysia, Thailand and India), revealed that supervision is not conducted effectively even though it is the responsibility of the principals. It was further noted that teachers did not benefit from the supervision as evidenced by their comments, which indicated that the ones supervising were fault finders who viewed supervision as punitive rather than encouraging teachers to improve their teaching and learning activities.

In Nigeria, the heads of department are supervised by the principals by checking the working schemes, lesson notes and ensuring the teachers go to class in a regular basis, monitoring absenteeism and motivating hard-working teachers by rewarding them, (Shuaibu, 2016). The principal has a role to provide necessary materials for effective performance of the assigned duties.

In Ghana, Kweku and Stella (2018) indicate that supervisory practices of the school heads are important in improving teachers job satisfaction, and that apart from new teachers' orientation all the other practices involved in the supervision by the head teachers are vital in improving motivation of teachers in the Anomabo education circuit. In Uganda, instructional supervision is carried out by the department of Education Standards Agency (ESA). According to Aguti (2015), school inspection capacity is the most vital component for teachers' productivities and teacher education as well as performance

In Kenya, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools with principals as instructional supervisors. As the Republic of Kenya Report (2015) noted, head teachers as the managers of their schools have the responsibility to ensure that teachers implement the set curriculum, and that learning is actually taking place. The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices. The Kenya Education Commission (1964) stresses on the role of instructional supervision in schools and gave principals the role of school-based supervision of instructions. On the other hand the Gachathi Commission (1976) and the Kamunge Report (1988) established an inspectorate department in the Ministry of Education censurable for supervision (MOE, 2009) The Education Act (2013) stresses the urgency for didactic supervisions by chartering Education Standards and Quality Assurance Council (ESQAC) whose objectives are appraisal of tutors and sustenance of specialty standards and relevance of education in educational institutions. In addition to that, the Basic Education Act (2013) warrants the Teachers Service Commission (TSC), Cabinet Secretary for Education, National Education Board (NEB), national quality assurance bodies and the County Education Board (CEBs) with the consent of sustainment of quality, standards and relevance of training and education. In Kakamega County principals have the responsibility of directly influencing goal setting, tasks accomplishment and supervising curriculum implementation. Teachers' job satisfaction can be influenced by supervision. Supervision of instructional practices incorporates all assignments by which educational supervisors pronounce leadership in enrichment of teaching and learning such as classroom observation of instructions, overseeing of teachers' meetings and of individual and group conferences (Naimah & Utaminingsih 2021). The principals in schools in Kakamega County should oversee, assess, evaluate and direct staff members to meet the stated goals via observation and evaluation of the lesson, documentation of teacher's performance and advising on areas of improvement. According to Wanjiru (2015) Checking teacher's professional records is another important instructional supervision activity which encompasses student's report forms, schemes of work, classroom attendance register, lesson plans, progress records, records of work and mark books of which the aim of checking the professional records is to assess the teachers' level of preparedness and efforts in gathering information relevant to the lesson. The appropriateness of the teaching and learning resources and evaluation techniques and the content covered in different subjects. This study seeks to investigate the influence of principals' supervision on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

1.1 Statement of the problem

Supervision is a very important aspect of Principals' role in a school. For any system to function effectively and achieve its objective keen supervision is a vital role to success. The Basic Education Act of 2013 tasks the school leadership, particularly the principal with a central role in setting the tone of the school in supervisory activities that augments their job satisfaction (MoE, 2013). Mutwiri (2015) study in Meru County found that teachers were unhappy with various parts of the supervision by their respective principals, thus, affecting their job satisfaction. According to the findings in a study by (Fatima & Ali, 2016), majority of the teachers would feel more satisfied when they receive helpful suggestions and guidance from their supervisors. Teachers want to know that their principal has their best interests in mind. One of the main duties of a principal is to provide ongoing, collaborative teacher support. The relationship between a teacher and a principal has to be built on a foundation of trust. Teachers more so in Kakamega County are the custodians of instruction and curriculum implementers and therefore, supervision is key especially in checking of teachers' professional documents and class visitation to motivate their endless efforts to achieve them. From the foregoing background, it is evident that lack of

principals' supervision at the school level could be dangerous to the implementation and execution of curriculum and policies of the school. Despite the fact that various studies have been conducted on job satisfaction of teachers in public secondary schools in Kakamega County, there is still a clear indication that teachers are not satisfied with their jobs as it is noticeable in teacher lateness, absenteeism, low productivity and early retirement (Kakamega County Education Office Report, 2021). According to this particular report, there is a high turnover rate as many teachers are abandoning their jobs for other jobs. From earlier studies reviewed on teachers' job satisfaction in Kakamega County, teachers also engage themselves in business-related activities leading to less commitment and divided attention towards their teaching job which remains scanty on how principals' supervision influences teachers' job satisfaction in public secondary schools in Kakamega County. This study seeks to investigate the influence of principals' supervision on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

1.2 Objective of the Study

1. To determine the influence of principals' checking on teachers' professional documents on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.
2. To establish the influence of principals' class visitation on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

1.3 Research Hypothesis

H₀₁: There is no significant relationship between principals' checking on teachers' professional documents and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

H₀₂: There is no significant relationship between principals' class visitation and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

2.0 Literature Review

2.1 Concept of Job satisfaction

Job satisfaction is a concept that became popular in the 1930's (Locke, 1976) and thousands of studies have been conducted on this topic. Hoppock (1935) introduced the concept of job satisfaction as a set of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. Bharadwaj et al.(2021) state that the purpose of job satisfaction is to evaluate all job characteristics of an employee by creating a positive attitude towards the employee's work. According to Kurniawan (2015), job satisfaction is an emotional response that tends to be positive in the form of an employee's happy feelings about the work they do, in this case there are several aspects that affect it, including job satisfaction, job appraisal, promotion & salary, position, their colleagues / colleagues, work environment, and even their leaders. In the job satisfaction assessment variable using the job satisfaction scale with a modified five-item version of this scale developed by Jabeen et al. (2018). The proposed statement is measured based on three dimensions regarding job satisfaction, namely the concept of satisfaction with the respondent's current job, enthusiasm for work, and feeling happy about work. The higher job satisfaction will have a negative effect on the level of employee turnover intention. Positive, favorable attitude and feelings employee feels are related to job satisfaction while the negative, unfavorable attitudes and feelings relate to job dissatisfaction (Armstrong, 2017).

2.2 Principals' checking on teachers' professional documents and teachers' job satisfaction

Teaching professional documents entails systematic documentation which reveals evidence that teaching and learning was realized. They include students' attendance registers, teachers' plans on lesson presentation among others (Nasib, 2016). Principal as instructional supervisor is mandated to ensure that all teachers prepare the above said documents (Samoei, 2014). The teaching professional documents helps the teacher to plan well, guide on learner evaluation and spent time effectively during lesson presentation (Barrington, 2020). Dangara (2015) holds that principals should be concerned with how teachers plan their lesson plans and prepare for their class, their presentation of the content to the students and the subject mastery and their class lesson control. A study made by Sule, Eyiene & Egbai, (2015) in University of Calabar in Nigeria a total of 6 Head teachers and four hundred and thirty-three 433 answered to a questionnaire with "Instructional Supervision Questionnaire (ISPQ). The results of analysis indicated that there was a significant positive relationship between instructional supervision practices and teacher's performance. The results also indicated that, there was a significant positive relationship between instructional supervision of checking teachers' lesson notes and teachers' role. The conclusion was that a face to face, ongoing instructional supervision practice is what is urgently needed, avoiding snappy, unscheduled and partial supervision. It was then recommended, among other recommendations, that Government through the Ministry of education should organize training, workshops for head teachers on the need for effective and productive instructional supervision. Records of work should be updated regularly and

supervised by principals (Mugambi, 2017).

According to the study of Aseka (2016), that in Lang'ata sub county, Nairobi, Kenya, 67.6% of teachers 'job performance was in line with independent factors that are closely linked to head teachers' instructional supervision practices (classroom observation, provision of instructional resources, checking of teachers 'professional records, teacher's professional development and reward and /or motivation. Further findings showed there was a one percent (1%) change in classroom observation practice will lead to 0.488% variation in teachers 'job performance; also, a one percent (1%) change in checking teachers 'professional records will lead to 0.384% variation in teachers 'job performance and lastly a one percent (1%) change in provision of instructional resources will lead to 0.221% variation in teachers 'job performance. It was concluded by the study that school head teachers who, in a consistent manner, carried out lesson observation and implement model teaching programs, effectively impacted on performance of teacher thus performance of students. Studies on classroom observation have shown that most secondary school principals effectively supervise teachers (Egwu, 2015). On the contrary, opposing studies have also reported that principals were ineffective in their classroom visitations (Grissom et al., 2018; Liu & Hallinger, 2018).

Classroom observation practices by school leaders include observation of teaching methods, inspecting records of work covered by teachers, checking and correcting lesson plans and holding sessions with teachers for guidance (Lyonga, 2018). Other studies have found that principals' classroom visitation practices significantly influenced or correlated with teachers' job performance (Aduma et al., 2022; Edo & David, 2019; Nnebedum & Akinfolarin, 2017) and students' academic achievement (Ekpoh & Eze, 2015; Elenwo, 2018). Manaseh (2016) stated that teachers have a positive attitude towards the school heads' supervision and that most teachers can benefit from instructional supervision since the strongest predictors of professional development are teachers' attitude and satisfaction toward supervisory practices. A study conducted by Nang Sein Nyunt and Yan Ye (2019) which considered that a school that provides enough time and resources in teachers' professional development could acquire a level of satisfaction. Imran and Tanveer (2015) found out that training assist teachers to gain skills and knowledge and allow them to realize their growth which leads to their job satisfaction in the organization. Zohair and Abbas (2014), highlighted that some employees lack knowledge, skills and competence of which training therefore brings higher confidence on workers, job knowledge, and enhanced performing skills, create greater efficiency, effectiveness and increases performance as well as satisfaction.

2.3 Principals' class visitation and teachers' job satisfaction

Class visitation of the principals in lesson observation enhances professional growth of teachers and improves teachers' teaching techniques. As the instructional supervisors, principals are encouraged to spend most of their working times in classrooms observing the teaching and learning process (Gray, Kruse & Tarter, 2016). Class observation allows principals to experience the classroom situation, enabling them to make sound decisions on the basic requirements for effective instructional needs of the students. Allen (2015) agrees with Dangara (2015) by postulating that it is in principals' checking of the actual classroom teaching that they are able to know whether teachers are teaching and whether students are adhering to the objectives noted at the end of schemes of work. Such observations make teachers to be focused when teaching and even master the content when delivering it to the students. Wanzare (2013) points out that instructional supervision with classroom visitation serves as an opportunity for the principals to assess teaching styles, classroom management skills, various aspects of teaching and allows teachers to receive constructive feedback in their teaching and in the process improves their teaching job satisfaction.

Wairimu (2016) carried out an investigation to establish how teachers perceive classroom observation; checking pupils' exercise books influence their performance of duty in primary schools in Nakuru North, District. The descriptive survey design was employed and the sample size included 20 head teachers and 9 teachers. The head teachers make classroom visitations and hold conferences to discuss the challenges teachers face in the course of teaching and learning process and the way forward. Teachers agreed that supervision helps to improve the instructional process. The teachers sampled were too few and the study ignored the students who could have important information concerning their views on classroom observation during instructional process by the principal and how it influences the teaching learning process.

In Indonesia Dwi and Puranto (2014), sought to find out whether there was a significant influence of principals supervision and teachers' performance in Pangudiluhur Ambarawa Elementary school. The study sample consisted of six teachers and the data was collected through the use of questionnaires and interview guide. Descriptive analysis technique was employed for data analysis. The research findings indicated that there was a significant positive effect of classroom visitation on teachers work performance. The sample size for this study was too small and it only targeted the teachers which is not enough to generalize the findings.

2.4 Theoretical framework

Path-Goal is based on Vroom's (1964) expectancy theory in which an individual will act 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. Path-goal theory states that leaders have to adjust their leadership style based on the characteristics of followers and type of tasks that need to be completed. Path-goal theory attempts to increase the motivation and happiness of the followers in each situation (Northouse, 2016). A leader will increase the motivation and job satisfaction of followers by adding value to follower needs, while also making the goal clear to all followers. According to path-goal theory, a leader also needs to provide rewards to increase motivation and satisfaction. It is the responsibility of the leader in line with path-goal theory, to guide followers to completion of task using proper behaviors to increase motivation (Northouse 2016). Path-goal theory focuses on leadership behavior, which is seen as source of influence that can change the attitude, motivation, and behavior of subordinate (Malik et al., 2014). Path-goal leadership theory requires educational leaders, who are interested in spreading learning culture to adopt any of directive, supportive, participative, and achievement-oriented leadership behavior. The path goal theory suggest that principals should check on teachers' professional documents and conduct classroom visits in order to improve teachers' job satisfaction

3.0 Materials and Methods

Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2019). The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County. Purposive sampling was used to select five sub counties which included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava in Kakamega County. 64 schools were selected using stratified sampling, purposive sampling for 64 principals and 5 TSC officials while simple random sampling for 300 teachers. A sample of 20% was used and considered a large sample (Best & Kahn, 2011). Questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient at $p < 0.05$ (Best and Khan 2011). The descriptive statistics used included frequencies and percentages.

4.0 Results and Discussions

Table 1 shows principals' responses on supervisory roles conducted in schools

Table 1: Principals' response on supervisory roles conducted in schools

Supervisory roles	Frequency	Percentage
Curriculum implementation	18	60.0
Class attendance	11	36.7
Checking schemes of work, lesson plans and Record of work covered	1	3.3
Total	30	100.0

Table 1 shows that majority, 60% of the principals, said that curriculum implementation was the major supervisory activity conducted in their schools while 36.7% said class attendance. This implies that most principals ensure that the curriculum is implemented to the latter and that the schemes of work and lesson plans are prepared in ensuring teachers attend their classes effectively. This is supported by Kadushin (2014), who affirms that there are three specific functions of supervision: administrative, educational, and supportive. The three functions of supervision are linked together and flow into one another. If one element is not being fulfilled, then the process of supervision is less effective (Kadushin, 2014). In the administrative function, the primary goal is to make sure the supervisee is effectively implementing the policies and procedures of the department. The responsibility of the supervisor within this function is to check for understanding and compliance (Kadushin, 2014).

Table 2 shows the principal's responses on supervisory activities and its influence on job satisfaction.

Table 2: Principals' responses on supervisory activities influencing job satisfaction

Supervisory activities	Frequency	Percentage
Through creating teamwork	10	33.3
Through motivation	9	30.0
Through building confidence	11	36.7
Total	30	100.0

The findings in Table 3 shows that majority 36.7% of the principals agreed that supervisory activities

was through building confidence while 33.3% was through creating teamwork which contributes most to job satisfaction. This is supported by Kiiro (2015) who asserts that instructional supervision is a collaborative effort of the teachers and the head teacher and mutual understanding is of essence. This concurs with the teachers responses on ensures motivating working conditions, checking professional records in ensuring confidence, teamwork and motivation are done.

The researcher further used inferential statistics Chi Square test to analyse both hypothesis. The hypothesis stated:

H₀₁: There is no significant relationship between principals' checking on professional documents and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

Table 4 shows the Chi Square test between principals' checking on professional documents and job satisfaction
Table 4: Chi Square test between principals' checking on professional documents and teachers' job satisfaction

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	92.826 ^a	16	.000
Likelihood Ratio	84.071	16	.000
Linear-by-Linear Association	57.301	1	.000
N of Valid Cases	300		

a. 1 cells (4.0%) have expected count less than 5. The minimum expected count is 4.94.

Table 4 indicates the result of Chi square (χ^2) testing for the hypothesis on relationship between principals' checking on professional documents and teachers' job satisfaction. The null hypothesis was tested using Chi square test (df=16, Pearson $\chi^2=92.826$, p=0.005 at 0.05 significance level). Therefore, the null hypothesis was rejected. Hence there is a relationship between principals' checking on professional documents and teachers' job satisfaction. This implies that Principals' checking on professional documents effectively leads to teachers' job satisfaction. This is supported by a Moss (2018) proposed that school managers should guide teachers to better understand the school's rules of curriculum, suitable curriculum plans, useful material, and amiable tone and attitude. This study therefore suggests that managers should promote the management of curriculum to support teachers for better supervision practices. Better guidance of curriculum will lead to better teachers' satisfaction. It is obvious, therefore, that teachers need more guidance by managers about curriculum for better working achievement. Further, the researcher interviewed thirty principals' on principals' supervision and teachers' job satisfaction so as to get in-depth information.

H₀₂: There is no significant relationship between principals' class visitation and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya

Table 5 shows the Chi Square test for principals' class visitation and teachers' job satisfaction.

Table 5: Chi Square test for principals' class visitation and teachers' job satisfaction

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	103.379 ^a	16	.000
Likelihood Ratio	96.098	16	.000
Linear-by-Linear Association	54.242	1	.000
N of Valid Cases	300		

a. 4 cells (16.0%) have expected count less than 5. The minimum expected count is 3.12.

Table 5 indicates the result of Chi square (χ^2) testing for the hypothesis on relationship between Principals' class visitation on teachers' job satisfaction. The null hypothesis was tested using Chi square test (df=16, Pearson $\chi^2=103.379$, p=0.005 at 0.05 significance level). The null hypothesis was rejected. Hence there is a relationship between principals' class visitation and teachers' job satisfaction. This implies that Principals' class visitation leads to teachers' job satisfaction. This is supported by Mulatya et.al. (2022) who concurs that of the head teachers needed teachers to be in earlier than the stipulated time by the Teachers Code of Regulations. Chidi and Akinfolarin (2017) concurs that teachers' job satisfaction can be judged through a single yard stick and that is behavioural dimensions of teachers which have no rules by which unusually good actions could be gauged, and could have a pleasant behaviour on helping colleagues on punctuality.

Table 6 shows principals' responses on supervisory roles conducted in schools

Table 6: Principals' response on supervisory roles conducted in schools

Supervisory roles	Frequency	Percentage
Curriculum implementation	18	60.0
Class attendance	11	36.7
Checking schemes of work, lesson plans and Record of work covered	1	3.3
Total	30	100.0

Table 6 shows that majority, 60% of the principals, said that curriculum implementation was the major

supervisory activity conducted in their schools while 36.7% said class attendance. This implies that most principals ensure that the curriculum is implemented to the latter and that the schemes of work and lesson plans are prepared in ensuring teachers attend their classes effectively. This is supported by Kadushin (2014), who affirms that there are three specific functions of supervision: administrative, educational, and supportive. The three functions of supervision are linked together and flow into one another. If one element is not being fulfilled, then the process of supervision is less effective (Kadushin, 2014). In the administrative function, the primary goal is to make sure the supervisee is effectively implementing the policies and procedures of the department. The responsibility of the supervisor within this function is to check for understanding and compliance (Kadushin, 2014).

Table 7 shows the principal's responses on supervisory activities and its influence on job satisfaction.

Table 7: Principals' responses on supervisory activities influencing job satisfaction

Supervisory activities	Frequency	Percentage
Through creating teamwork	10	33.3
Through motivation	9	30.0
Through building confidence	11	36.7
Total	30	100.0

The findings in Table 7 shows that majority 36.7% of the principals agreed that supervisory activities was through building confidence while 33.3% was through creating teamwork which contributes most to job satisfaction. This is supported by Kiiru (2015) who asserts that instructional supervision is a collaborative effort of the teachers and the head teacher and mutual understanding is of essence. This concurs with the teachers responses on ensures motivating working conditions, checking professional records in ensuring confidence, teamwork and motivation are done.

TSC officials were interviewed on the influence of principals' supervision on teacher's job satisfaction.

Ruth TSC 1:

The way the principal does his or her supervision in school greatly determines the level of satisfaction of a teacher and this would influence the service delivery rendered through his promptness of feedback"

John TSC 2:

The principal has to conduct his supervisory roles in a humane way and also assist teachers who have some difficulty in doing some activities this strengthens the working relationship by making the teachers feel contented and if poorly done may lead to biased grading their duties effectively since they are not

Rose TSC 3:

Supervision is a great determinant of curriculum implementation and the principals have to consistently do it and also build trust with the teachers by delegating some activities and create room for interaction through the training courses they undergo after appraisal to be happy at the work place"

Kevin TSC 4:

The principal has to ensure that the supervision is effectively done since its part of the activities that ensure curriculum is implemented and should be done effectively without any biasness in grading or poor grading this makes the teachers commit themselves fully since they are satisfied

Michael TSC 5:

Supervision on activities such as schemes of work, lesson plans, class attendance are integral to ensure the students are taught and to show whether the teachers feel happier with their jobs

With the responses above it is evident that Principals' supervision is very important to the satisfaction of teachers by the way he administers and treats them at the school. The principal has to be effective, transparent and efficient when performing his duties.

5.0 CONCLUSION/RECOMMENDATIONS

5.1 Conclusion

From the findings, the study concluded that principals' supervision in decision making influenced teacher job satisfaction. It was evident by principals checking on professional documents and principals' class visitation. Implying that the more principals' check on professional documents and conduct class visits appropriately the more they are likely to be satisfied with their jobs.

5.2 Recommendations

1. Principals should be equipped with the required supervision knowledge and skills that would lead to improved teachers' job satisfaction
2. The QASOs should ensure increased teachers' job satisfaction by regular supervision to

secondary schools, guide, monitor principals and receive regular updates on progress of class visits and lesson observations to enhance the exercises of instructional leadership conducted by the principal and advise.

3. The Teachers Service Commission to ensure head teachers are trained and empowered with knowledge and skills on how to use staff meetings to conduct supervision of instruction to enhance teachers' job satisfaction

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