

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON  
TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY  
SCHOOLS IN KAKAMEGA COUNTY, KENYA**

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**A Thesis Submitted in Fulfilment of the Requirement for the Award of  
the Degree of Doctor of Philosophy in Education in Educational  
Administration**

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## DECLARATION

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

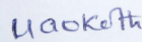


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## **DEDICATION**

I dedicate this work to my Father Maurice Abung'ana, Mum Azibeta Abung'ana; Brothers Michael Mudeheri and Daniel Lubutse, Sisters Ruth Aluvisia and Hellen Alluvisia and all future scholars

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## **ABBREVIATIONS AND ACRONYMS**

<b>CEMESTE</b>	Centre for Mathematics Science and Technology Education in Africa
<b>CPD</b>	Continuing Professional Development
<b>DQASOS</b>	District Quality and Standards Officer
<b>HR</b>	Human Resource
<b>KEMI</b>	Kenya Education Management Institute
<b>KNUT</b>	Kenya National Union of Teachers
<b>KSSHA</b>	Kenya Secondary Schools Heads Association
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission of Science Technology and Innovation
<b>NCLB</b>	No Child Left Behind
<b>PD</b>	Professional development
<b>PDM</b>	Participation in decision making
<b>PRP</b>	Performance related pay
<b>QAS</b>	Quality Assurance Standards
<b>TPD</b>	Teaching Professional Development
<b>TSC</b>	Teachers Service Commission

## ABSTRACT

The purpose of the study was to investigate the influence of principals' management practices on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya. The objectives of the study therefore were: To establish and determine the influence of principals' involving teachers in decision making on job satisfaction of teachers in public secondary schools, to establish the influence of supervision principals on teachers' job satisfaction in public secondary schools, to determine influence of principals promoting professional development on teachers' job satisfaction in public secondary schools, to examine the influence of principals' performance appraisal on teachers job satisfaction in public secondary schools, to establish the influence of principals' interpersonal relationship on teachers job satisfaction in public secondary schools in public secondary schools in Kakamega County, Kenya. Descriptive survey research design was used to carry out the study. The study was guided by the Two Factor Theory advanced by Fredrick Herzberg of 1959 as a model for exploring motivation. 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. The study sample included 64 schools, 64 principals, 300 teachers and 5 TSC officials. The study used interview guide for the principal and TSC official and questionnaires for teachers. Pearson product moment correlation was used to analyze the five hypotheses. The findings showed that the entire five hypothesis were rejected. On Principals involving teachers in decision making and teachers' job satisfaction, ( $r = .407$ ,  $p\text{-value} < 0.05$ ). On Supervision and teachers' job satisfaction, ( $r = .521$ ,  $p\text{-value} < 0.05$ ). On Professional development and teachers' job satisfaction, ( $r = .595$ ,  $p\text{-value} < 0.05$ ). On Performance appraisal and teachers' job satisfaction ( $r = .655$ ,  $p\text{-value} < 0.05$ ) and on Interpersonal relations and teachers' job satisfaction ( $r = .489$ ,  $p\text{-value} < 0.05$ ). The results of Multiple Linear Regression done between the independent variables and job satisfaction indicated that Performance appraisal (PA) ( $\beta = .515$ ,  $p < .05$ ) had the highest influence on the criterion variable while supervision (PS) ( $\beta = .001$ ,  $p < .05$ ) had the lowest influence on the criterion variable. Two displayed a negative influence on principals' involving teachers in decision making (PITDM) ( $\beta = -.073$ ,  $p < .05$ ) and ( $\beta = -.040$ ,  $p < .05$ ) for interpersonal relation (IA). The study concluded that principals' management practices influenced teachers' job satisfaction. The study recommends principals to foster cooperation in terms of involving teachers in decision making on issues pertaining to the school, recommend teachers in terms of professional development by ensuring fair selection is done and funds are effectively distributed and emphasize on making every teacher and employee share certain task or responsibility so that they feel they are contributing towards the success of the school making them feel satisfied with their jobs. The study also recommends principals to be equipped with the required supervision knowledge and skills that would lead to improved teachers' job satisfaction and this may be acquired from management training institutions including Kenya Education Management Institute (KEMI) among other institutions.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

It is in the public knowledge that the management of school affairs traditionally falls within the responsibilities of the principals; therefore, the managerial skills possessed by the principals of Secondary school organizations must contain various resources for the achievement of set objectives and hence, required management skills. In the secondary school setting, Students' academic success is dependent on majorly human material and financial resources, which are entrusted to the managerial ability and resourcefulness of school principals. According to Natalie (2016), an administrator can boost teachers' job satisfaction in a school by fostering a culture of trust, praising teachers for their accomplishments, and offering both instrumental and expressive support. Va (2021) reports that in Title I primary schools, teachers and principals thought that collaboration, support, and job recognition had an impact on teachers' work satisfaction and retention. According to the research by Al Ajlan (2019), certain actions taken by school administrators, including as monitoring the classroom and congratulating teachers for their achievements, have an effect on how content teachers are at work. Teachers who enjoy their work are better equipped to provide a welcome environment for learning and are more motivated to perform their

duties. This can be helped by great staff teamwork and effective communication. In secondary schools, the leadership and management skills of the principal are ultimately accountable (Munir & Iqbal, 2018). To put it another way, he or she must demonstrate more concern for the welfare of the less seasoned workers and offer guidance on how to handle jobs and get around problems. According to Hassan (2016), the management style of the principal has a significant impact on how effectively instructors can do their jobs. As an illustration, observational leadership enables the leaders to spot areas for development and improvement as well as possible issues and offer solutions. The principals must to be able to identify the challenges instructors face on a daily basis by receiving regular reports and maintaining constant contact with them.

Porter (2019) asserts that the principal can enhance both the welfare of the school and teacher performance. Additionally, a school principal's character traits influence overall success (Hutton, 2017). The principal is also responsible for overseeing school operations and ensuring optimal output. Along with teacher quality, the control objectives include professional and motivational growth (Hartanto & Purwanto, 2019). According to the Teachers Service Commission's (TSC) management plans, a principal needs to have a strong sense of judgment, problem-solving abilities, and communication skills, especially when managing departmental meetings, in order to manage people. A principal must be able to inspire others and foster a sense of teamwork within the department because they oversee human resources and relations. The department's subject matter expert

should also have strong instructional leadership and supervision abilities. The principal should foster an environment that supports effective learning. For the department to continue offering interactive learning, this calls for critical and creative thinking. In order to boost the quality of teaching and the general level of services provided by the school, the principal is more accountable for the teaching and learning that take place in such facilities (Porter, 2019).

Increasing teacher job satisfaction is crucial for improving retention rates, whether we are talking about local, national, or global levels. Since it also concentrates on and adds to the welfare of the teacher, it is not just about teacher retention. Additionally, content teachers provide students with greater learning support and instruction (Kunter et al., 2013). Furthermore, content teachers are less likely to quit their jobs because they are more dedicated to their jobs (Blömeke, Houang, Hsieh, & Wang, 2017), which is crucial in schools with a high teacher turnover rate.

Armstrong & Taylor (2014) define job satisfaction as "the attitudes and feelings people have about their work." According to him, a person's attitude toward their job determines whether they are satisfied or unsatisfied; if they feel and think favorably about their job, they are satisfied, and the opposite is true. Armstrong et al. (2014) assert that there are three degrees of influences that affect job satisfaction. The first level of intrinsic driving variables includes the five components of work, sometimes referred to as the job characteristics model,



which are skill variation, task identity, task significance, autonomy, and feedback. The effectiveness of supervision is the second factor, which mostly influences employee attitudes. Finally, success or failure without a doubt, success results in satisfaction, while failure invariably leads to discontent. When someone puts in the effort and makes the most of their opportunities, they will feel better and be more content since they have shown others and themselves that they are capable, successful, and have the potential. Someone who persistently fails to carry out their responsibilities as they should will cause emotional unhappiness (Armstrong & Taylor, 2014).

According to Shmailan (2016), employee performance is significantly impacted by work satisfaction. The efficacy of corporate organizations is determined by employee motivation, which is influenced by their level of job satisfaction. As a result, this link has an effect on productivity. Sims, Waniganayake, and Hadley (2017) identified student conduct, school leadership, and opportunity for career advancement as significant predictors of teacher job satisfaction. A recent longitudinal study on the impact of working conditions in schools on employee satisfaction and burnout was undertaken in Finland (Malinen & Savolainen, 2016). Wan Ahmad and Abdurahman (2015) assert that employees who have a high level of job satisfaction exhibit acceptable organizational behavior, prefer to remain at work, and are impacted by abnormal behavior at work, such as turnover, poor productivity, slowness, and absenteeism, which can be a threat to educational organizations. High teacher work satisfaction promotes education as a

whole since these teachers delivered better instruction and had more successful students.

Since secondary education is essential to developing a nation's future human resource, secondary school teachers must be happy in their jobs. Enhancing the status of job satisfaction requires the provision of necessary workspace amenities and conditions. Secondary school instructors will ultimately perform better when they are completely satisfied with their working environment. According to Muguongo, Muguna, and Muriithi (2015), secondary school teachers' dissatisfaction has a significant negative impact on both student achievement and teacher retention. In addition, teacher discontent poses a threat to student sustainability, societal transformation, and society at large. According to Mtyuda and Okeke (2016), factors like job security, pay, relationships with supervisors, working environment, occupation, and issues linked to teaching are correlates of teachers' satisfaction or discontent in secondary schools. According to Afshar and Doosti (2016), effective teaching is necessary for the social transformation and sustainability of societies worldwide. This basically sums up the significance of making sure demotivators are reduced to improve secondary school teachers' effective job satisfaction.

The ability of teachers to influence institutional policies and participate in decision-making is strongly correlated with their job satisfaction, according to a 2007 study by the US Department of Education (Ingersoll and May

2012). Ingersoll and May (2012) used data from the US to find that job satisfaction was the most important consideration in decisions regarding retention, with workplace conditions being strongly yet tangentially related to retention through job satisfaction. These included teacher involvement in instructional decision-making, monitoring, and interpersonal relationships. The majority of UK experts believe that for any school administration to function well, integrating teachers in decision-making is essential (Agasisti & Bowers 2017).

Making decisions is even more crucial than other administrative tasks since it is best understood in the context of other administrative duties. Employees frequently view decision-making participation as a means of feeling valued for their work (Giri & Kumar, 2013). According to Kukenberger et al. (2015), workers see having a say in organizational decisions as a safety net that might promote teamwork.

According to Moshet (2013), who investigated the connections between organizational commitment and job satisfaction in senior schools in Botswana, involving teachers in decision-making leads to happier teachers who are more committed to the organization's objectives as well as their work. For efficient school administration, decision-making processes must be actively engaged in. Teachers lose their feeling of responsibility, though, because they feel abandoned in a vital area of school leadership because they are frequently left out of the decision-making process. Saha and Kumar's (2017) study looked at the "influence

of participation in decision-making on job satisfaction, group learning, and group commitment." The study's findings show that participation in decision-making has a large, positive impact on job satisfaction. Participation in decision-making had a considerable impact on both group learning and commitment, but neither had any effect on the other. Group commitment both aided and significantly influenced job satisfaction. Unquestionably and significantly, the dedication of the group and job satisfaction were related. According to the findings, taking part in the staff selection process is strongly advised because it encourages employees to have a feeling of commitment to their respective companies.

According to British research, 80% of employees are unhappy with the way their performance is evaluated (Cook & Crossman 2004, in Aleassa 2014). Only 13% of managers, employees, and 6% of CEOs believe their performance management system is appropriate, according to a study with close to 50,000 participants (Posthuma and Campion, 2008, in Dusterhoff, Cunningham & MacGregor, 2014). Danku, Dordor, and Bokor (2015) claim that the Ghana Education Service's (GES) basic schools' performance requirements don't take the opinions of the personnel into consideration. Agyei (2019) advised efficient communication and information sharing with appraisees right away following performance evaluation. According to Kwao (2019), the Performance Appraisal System (PAS) is not fully acknowledged and supported by all personnel, which has resulted in subpar feedback, unclear performance criteria, and indifference among instructors toward the appraisal procedures in the Ghana Education Service.

According to Charles (2018), management should ensure effective communication and information dissemination to teachers as soon as the performance evaluation is completed, and the appraiser should involve teachers fully and use a more collaborative approach when conducting evaluations. Malunda and colleagues (2016) pointed out that the nature and regularity of teacher evaluations had an impact on instruction, and they recommended that the Ministry of Education Science and Technology (MOESTs) design standardized formative evaluation tools for continuing teacher evaluation. Since Kenya's independence, teacher evaluations have been an essential component of the educational system. The existing literature acknowledges the potential advantages of evaluations, such as boosting teacher productivity and enhancing student achievement. As it establishes whether or not the educational goals are being met, evaluation is a crucial component of instruction and teaching overall. It influences choices about instruction, curriculum, funding, placement, advancement, and grades (Morton & Montgomery, 2013). Gichuki (2015) conducted study on how instructors at public secondary schools felt about the usefulness of the performance review procedure. The study found that there are issues with how appraisers and appraisees communicate performance feedback.

According to Mbiti, Arasa, and Kinyili (2019), staff performance reviews improve employee performance by raising productivity, which also improves organizational performance. Making personnel decisions, assisting organizational diagnosis and development, determining training needs, providing feedback on

employees' performance, documenting the processes used to give organizational rewards, and fostering communication between staff and management are all goals of staff performance appraisal (Mbiti, Arasa, & Kinyili 2019). Performance reviews, continuing coaching, ongoing criticism, coaching, development planning, and follow-up are all components of performance management. The most often used methods for conducting performance appraisal processes are management by objectives (MBO), 360-degree evaluations, behavioral observation scales, and behaviorally anchored rating scales. Performance of the company is impacted by how willing personnel are to go above and beyond.

To the greatest extent possible, supervisors should cultivate cooperative relationships with instructors while putting supervision into practice. This encourages friendship, which will aid teachers in performing better. Supervisors must also avoid disciplining teachers exclusively for their errors without offering simple, straightforward answers and advice (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014). Yousaf, Usman, and Islam (2018) conducted a study on the effects of principal supervision methods on the output and professional growth of primary school teachers in Pakistan. Regardless of the teachers' schools, the study indicated that staff development in administrators' supervisory ways considerably increases teachers' professional growth and job performance. Principals and other important stakeholders should pay attention to their staff development procedures in order to boost teacher productivity and growth.

In Nigeria, the principals oversee the heads of department by verifying the lesson plans and working schemes, making sure the instructors attend class on a regular basis, keeping track of absenteeism, and inspiring dedicated teachers by paying them (Shuaibu, 2016). The principal's responsibility is to supply the tools required for students to carry out their given tasks successfully. Shuaibu claims that some head teachers in contemporary schools have a propensity to avoid supervising classroom activities in favor of inspecting school construction projects, requesting donations from the general public and Parents-Teachers Associations (PTA), hosting visitors, and other less important administrative duties. The principal's involvement in instructional supervision is still a top priority, despite the fact that it can be difficult given the range of duties they handle. The department of Education Standards Agency (ESA) oversees educational monitoring in Uganda.

Aguti (2015) asserts that the most important factor affecting teachers' productivity, education, and performance is their ability to conduct effective school inspections. In a study conducted in the Teso subregion of Eastern Uganda in 2021, Okia, Naluwemba, and Kasule looked at the performance of primary school teachers as well as the state of support and supervision. The results showed that the support supervision provided by head teachers did not considerably improve teachers' performance. Maryanti, Arafat, and Eddy (2021) found that the teachers' job satisfaction was positively and significantly impacted by the principal's supervision of the teachers. Therefore, having the principal oversee the teachers' work may increase their sense of job satisfaction. If the principal can successfully plan for supervision, conduct supervision, and follow up on supervision findings, an increase in teachers' job

satisfaction with their work at the school would surely be promoted, claim Naimah & Utaminingsih (2021). According to Nurhayati, Mesiono, and Daulay (2022) the principal is expected to be able to regularly oversee the teachers under his leadership in order to improve their competence.

The quality of educational organizations can be raised by instructional supervision, making it an essential part of educational administration (Maldrine & Kiplangat, 2020). This was in line with (Lan, 2015), who asserted that instructional supervisory behaviors of school principals were one of the factors that significantly influenced teachers' work happiness. The outcome of supervisory duties like setting performance targets and offering constructive feedback is overall academic and professional contentment. Additionally, Baluyos et al. (2019) point out that the supervision school administrators give has an impact on the efficacy of their staff management.

According to a study by Ilgan (2015), the actions of individuals in positions of power, in this case, school administrators, directly affect the job satisfaction of instructors. It has been established that a principal's oversight of instruction has a substantial role in predicting a teacher's job satisfaction. It's further confirmed by Gultom, et. al., (2017), in discovering bettering academic supervision (e.g., distributing duties more fairly, effectively disseminating memos, addressing the issue of a particular instructor, etc.) can also enhance work satisfaction. The research of Kalai (2017) indicates that secondary school head teachers are crucial



to the smooth operation of their institutions since most of the secondary school head teachers in Kenya are chosen from among currently employed teachers and have little to no formal administrative or academic experience. As a result, the school head in a school motivates, organizes, make teachers self-directed, and work cooperatively to guarantee that feedback is oriented in the direction of correcting errors so that students can achieve their objectives.

Teachers in Kenya complain that the system for upgrading teachers is occasionally haphazard and erratic, or incomplete but still not thorough. This is repeated and is always present and coexisting, or, in other words, it is random and erratic because teachers who live in remote areas have little chance of being visited by an inspector, even the quality and standards officer for the sub-county (SCQASO). The school's efforts and goals that support each employee's personal and professional development are included in the staff development program (Mhozya 2007). This enables each employee to work more effectively and with more enjoyment. According to Duncan (2011), improving teachers' teaching effectiveness has received significant attention in the USA. Although the South American education system encourages teachers to constantly advance their knowledge and abilities, Kubeka and White (2014) asserted that professional staff development encounters a number of challenges, such as inadequate funding, poor planning, teachers' lack of involvement in program design, and inexperienced program facilitators. As a result, instructors won't be able to successfully advance

their professional skills, which will demotivate them and make them feel dissatisfied with their employment.

The feedback given to employees after an appraisal leaves them feeling unsatisfied according to Kampkotter's (2014) research into how German workers feel about performance reviews and their jobs. Because of this, organizational commitment is significantly influenced by work satisfaction. Attitude at work is a factor in how committed an employee is to their work. Performance reviews are improved by prompt feedback that enables one to address issues before they worsen, which is advantageous to both the company and the employee. In a related study on employees' satisfaction with their performance appraisals, Othman (2014) identified employee satisfaction with performance appraisals is positively and significantly correlated with the fairness of the appraisal system, the types of performance evaluation measures, the structure of rating scales, the relationship between the appraiser and the appraisee, and the appraiser's credibility.

According to Shayo's (2013) examination of the effects of Tanzania's performance appraisal system on employees' performance, employee performance appraisals are ineffective and not very well used. A probe into the efficacy and behavior of teachers working for the teaching service must be done by the Teachers Service Commission. For better oversight and ongoing evaluation of teachers' effectiveness in implementing the educational curricula at the

institutional level, the Commission proposed an open performance grading system for instructors. The assessment framework is used to give feedback, improve communication, and define tasks and responsibilities. Section 52 of the Code of Regulations for Teachers (2015) states that the Commission is in charge of regulating the structure of performance exams. According to Section 52, heads of organizations must oversee the evaluations of the teachers in their particular institutions, use the results to support any suggested promotions, agreements, or other rewards, determine any training requirements, and carry out corrective actions within the institutions.

Dissatisfaction may result from the nature of the position itself, which governs how staff members and managers interact with one another. Poor interpersonal ties between staff members and managers had a detrimental impact on job satisfaction and occasionally caused personnel to quit their positions (Korte and Wynne, 2010). Previously, Anuna, Mbonu, Isah, Manga, and Agim (2015) highlighted a hostile relationship between principals and teachers in Imo State, Nigeria public secondary schools that caused the teachers to hand over the majority of the disciplinary sections of the schools to the principals. Tyagi (2010) investigated how interactions with others influenced teacher educators' perspectives. Finding the strong relationships between teacher work attitudes and interpersonal interactions was the study's main goal. A positive association between teachers' attitudes and interpersonal abilities was found in the study's

findings. The findings suggested a considerable relationship between teachers' attitudes and social conduct.

Flexibility in teacher placement, according to districts and school administrators (Cohen-Vogel & Osborne-Lampkin, 2007; Levin, Mulhern & Schunck, 2005), is crucial to improving both educational equity and overall quality of instruction. The ability to relocate teachers purposely to different schools, even if they don't want to, in order to achieve a mix of personnel among schools that is better positioned to fulfill district goals, is one aspect of this assignment flexibility. However, the collective bargaining agreement (CBA) between the district and the local union generally prohibits it from doing so. Because seniority is frequently used to determine who is moved and where they are placed (Koski & Hornig, 2007; National Council on Teacher Quality, 2010; Strunk & Grissom, 2010), these transfers are not strategic; rather, they restrict forced transfers to circumstances where declining student enrollment results in the loss of teaching positions (known as excessing or surplusings). Job transfers are periodically used to encourage teachers in a variety of ways to enhance morale in the classroom, to give skilled instructors the chance to learn more about how a school functions, to prevent monotony and boost job satisfaction, and so on. Job transfers benefit the participants' employees by reducing job burnout, apathy, and fatigue, which eventually results in an increase in motivation and enjoyment at work (Plowman, 2012). Employees vary in their receptivity to the prospect of changing jobs.

Because it is thought to contribute to a larger growth in abilities, higher achievers are more likely than underperformers to appreciate job transfers (Khan 2010).

According to Keiyoro (2012), education and training are the foundation and means by which Kenya will develop into a middle-income country in the Task Force on the Re-Alignment of the Education Sector to the Constitution of Kenya 2010 and Vision 2030. Every Kenyan child is also entitled to free and compulsory basic education, as provided by the 2010 Constitution. However, this right can only be realized if teachers are extremely content with their jobs and take an all-inclusive approach to involving teachers in running the school. Teachers become educators in order to address their requirements. An essential part of Kenya's social and economic development is the teaching profession. Teachers are responsible for implementing educational policies and initiatives that support the development of human resources.

In Kakamega County, teacher turnover and attrition appear to be challenging problems. The government has frozen teacher hiring since the late 1990s, which has caused an astonishing and abrupt decline in student enrolment in teacher-training institutions, contributing to the current teacher shortage. Another worrying development is the increasing number of teachers who are transferring to other schools outside the nation. Regular education is disturbed when teachers quit their positions in the middle of the school year or when they are engaged in significant projects for the institution. However, reports from the QASO in

Kakamega County indicate that a drop in student performance has been caused by several factors, including failure to finish the curriculum on time, teacher absenteeism, a lack of professional document preparation, being late, and a lack of dedication (R.O.K., 2016). The purpose of the study is to investigate the influence of principal management practices on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

## **1.2 Statement of the problem**

The Kenyan government has made significant changes to the educational systems that are in line with the global trend to increase secondary school teachers' job satisfaction. These changes include better salary payments and TSC performance reviews, as well as the provision of facilities and resources via government grants, tuition, and in-service courses by KEMI and CEMESTEA for a teacher's professional development. These changes also permit students to receive grants from the government. The teacher-student ratio is the root of the growing concern about the recruitment and retention of qualified teaching staff in secondary schools in Kakamega County. It has compromised educational outcomes for learners in a variety of ways, increased the workload of teachers, decreased their motivation levels, and unintentionally but subtly affected the general performance of both teachers and students. The worst teacher-to-student ratio is found in Kakamega East Sub-County, where it stands at 1:47 as opposed to 1:35 in Kakamega Central Sub-County, 1:43 in Kakamega South, 1:41 in Kakamega

North, 1:40 in Khwisero and Butere, and 1:42 in Mumias area Sub-Counties. Despite government efforts through KEMI, CEMESTEPA, regular salary reviews, and the provision of grants for tuition and the construction of most buildings, for example, to recognize teachers through promotions, Performance reviews are criticized by KNUT and KUPPET (2018) for being exclusionary, process-focused rather than teachers-focused, a time-consuming and draining process, and a lack of payoffs in the form of job advancement, promotion, or transfer. Research on work satisfaction in Kakamega County has been done by Musambi & Juma (2020), Barasa & Kariuki (2020), Kerubo, Wamocha, Obaki & Owano (2019), Waseka, Simatwa and Okach, (2016). Nevertheless, they did not perform research on the management practices of the principals; this study investigated the influence of principals' management practices on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya,

### **1.3 Purpose of the study**

The study investigated the influence of principals' management practices on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

### **1.4 Objective of the study**

The study was based on the following objectives:

- i) To determine the influence of principals' involvement of teachers in decision making on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.
- ii) To establish the influence of principals' supervision on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.
- iii) To determine influence of principals' involvement in professional development on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya
- iv) To examine the influence of principals' performance appraisal on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya
- v) To establish the influence of principals' interpersonal relationship on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya

### **1.5 Research hypotheses**

The study was based on the following research hypothesis:

Ho1: There is no significant relationship between principals' involvement of teachers in decision making and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

Ho2: There is no significant relationship between principals' supervision and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.



Ho3: There is no significant relationship between Principals' involvement in professional development and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

Ho4: There is no significant relationship between Principals' Performance appraisal practises and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

Ho5: There is no significant relationship between Principals' Interpersonal relationship and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

### **1.6 Significance of the study**

The findings of this study could be very significant to the school administrators to increase teachers' job satisfaction. Secondly, the Ministry of Education and KEMI might improve in-service training programs that help teachers feel more satisfied with their jobs by using the findings. In order to lessen teachers' resistance to performance appraisals and to ensure teachers' job satisfaction, the Ministry of Education would encourage more professional development courses for secondary school teachers and educate them on the necessity of performance reviews. The data may be used by school administrators or principals to solve problems and enhance management methods that influence teacher job satisfaction. The findings also avail data for future researchers on management practices that

influence teacher job satisfaction. The findings could also enable the Teachers Service Commission to design and come up with effective policies that will see a prompt service delivery. The findings may foster great understanding between the teachers and principals and how best they can work together for the implementation of the curriculum and general running of the school to evade avenues where teacher dissatisfaction emanates from. The study's findings would be significant to the County Education Board and Sub-County Education Board, particularly their human resource department, because they would be educated on management practices that make secondary school teachers feel satisfied with their jobs and, as a result, would take the necessary actions or measures to help alleviate the hassle. The findings of the study would be of interest to educational interest groups such as the Kenya National Union of Teachers (KNUT), the Kenya Union of Post-Primary Education Teachers (KUPPET), and the Kenya Secondary School Heads Association (KSSHA) because the study directly affects them, allowing them to identify areas to defend teachers on, areas to advise the Teachers Service Commission on, and ways to ensure teachers are satisfied with their jobs.

### **1.7 Limitation of the study**

According to Best and Kahn (2007), limitations are situations that are beyond the researcher's control and may make it difficult to apply the study's findings to other contexts. Because the study was limited to Kakamega County, the findings may not be applicable outside of that county. Within the five sub-counties chosen for the study, schools are dispersed and range in size and category. Teachers may not provide the desired responses on some factors, such as involvement levels in decision-making, due to intimidation. The researcher made it clear to the respondents that the survey would preserve their privacy and would only be used for scholarly purposes.

### **1.8 Delimitation of the study**

The respondents included teachers and principals employed by the TSC at public secondary schools in Kakamega County, Kenya, as well as county TSC officials. The study concentrated on how certain principal management practices, such as principals' involving teachers in decision-making, principals' supervision, principals' involvement in professional development, principals' performance appraisal, and principals' interpersonal relations, affected teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

### **1.9 Assumptions of the study**

The assumptions made were as follows:

- i) Teachers are aware of what job satisfaction entails.
- ii) Respondents will be truthful in their responses.
- iii) The principals have a crucial role in deciding whether or not teachers are satisfied with their jobs.
- iv) Selected principals' management practices influences teachers job satisfaction

### **1.10 Definition of Significant Terms**

**Influence** is the effect the principals' management practices has towards job satisfaction.

**Interpersonal relationship** refers to the correlation exhibited between principals and teachers in a school in order to ensure effective performance

**Job satisfaction** is a teacher's contentment and feeling about his or her work.

**Participation in decision making** refers to the process by which teachers take part to identify and give solutions based on the values of the school.

**Principal** is the head of a secondary school in Kenya

**Professional development** is the training that teachers receive to help them build capacity and advance their careers while on the job.

**Principals' Management Practices:** This includes principals involving teachers in decision making, principals' supervision, principals' involvement in professional development, principals' performance appraisal and principal' interpersonal relation

**Performance appraisal:** is the systematic assessment of teachers' performance in relation to set targets to make judgment about how good or weak a particular work performance is.

**Supervision** refers to the monitoring of school activities by the principal by checking on professional documents, service delivery, syllabus coverage and giving direction on how tasks are performed for achievement of goals.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one, comprises of the introduction which consists of the: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumption of the study, definition of significant terms and the organization of the study. Chapter two focuses on review of related literature under the following subheadings: Principals involving teachers in decision making and how it influences job satisfaction in public secondary schools, principals' supervision and its' influence on teachers' job satisfaction in public secondary schools,

principals' involvement in professional development and its' influence on teachers' job satisfaction in public secondary schools and principals' performance appraisal and its' influence on teachers' job satisfaction in public secondary schools, principals' interpersonal relation and its influence on teachers' job satisfaction, theoretical and conceptual framework. Chapter three deals with research methodology; research design, target population, research instruments, validity of instrument, reliability of instruments, data collection procedure and data analysis techniques and ethical consideration. Chapter four consists of data analysis, presentation and interpretation of findings while chapter five provides the summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter consists of the literature review structured under the following sub headings; concept of job satisfaction, principals' involvement in decision making and teachers' job satisfaction, principals' supervision and teachers job satisfaction, principals' involvement on professional development and teachers' job satisfaction, principals' performance appraisal and teachers' job satisfaction, principals' interpersonal relationship and teachers' job satisfaction, summary of literature review, theoretical framework and the conceptual framework of the study.

#### **2.2 Concept of job satisfaction**

Many researches have been undertaken on the concept of job satisfaction, which rose to prominence in the 1930s (Locke, 1976). Hoppock (1935) defined job satisfaction as a set of psychological, physiological, and environmental elements that influence a person's perception of their job satisfaction. A welfare assessment of a worker with experience in several work-related sectors is mentioned by Memon, Salleh, Mirza, Cheah, Ting, Ahmad, & Tariq,(2021) as the concept of job satisfaction. The contented attitude and behavior of employees is the

definition of job satisfaction, (Bharadwaj, Khan, & Yameen, 2021). Janovac, Virijević Jovanović, Tadić, Tomić, & Ćufalić,(2021), asserts that an employee's emotional condition at work affects how satisfied they are with their employment. On the other hand, according to Sesen and Ertan (2021), the idea of job satisfaction refers to employees' feelings and perspectives on many aspects of their employment with the company. The idea of job satisfaction serves as a gauge for how much someone values their employment (Nanjundeswaraswamy, 2021). According to Hilton researchers (2021), an employee's cognitive and emotional responses to their work are reflected in their level of job satisfaction. According to Bharadwaj et al. (2021), job satisfaction is characterized as employees' cognitive and emotional reactions to their employment in a company.

Aseanty, Gunawan & Julieta, (2022) asserts that job satisfaction is the view of an employee that is influenced by a range of factors, including supervision, interpersonal relationships, happiness at work, safety, and contentment with the tasks given. According to Nanjundeswaraswamy (2021), the productivity and effectiveness of an employee's performance results are what characterize occupational pleasure. The objective of job satisfaction, according to Bharadwaj et al. (2021), is to assess an employee's job qualities by encouraging a good attitude toward their work.

Guinot, Monfort & Chiva (2021) asserts that the goal of job satisfaction is to evoke pleasant emotions from employees when they are working for a company. According to scientific study, one of the most essential variables that a firm must



address in order to increase its performance, productivity, and attainment of strategic objectives is job satisfaction. Businesses have been complaining about declining levels of employee satisfaction, and these problems are very severe. Chen, Sparrow, and Cooper (2016) claim that the phrase "job satisfaction" is used to describe one's feelings, beliefs, and attitude regarding their work.

According to Chen, Sparrow, and Cooper (2016), a worker may be satisfied with some elements of their job and dissatisfied with others. Since it is believed to be a key element in boosting an organization's performance and competitiveness, employee satisfaction must be thoroughly investigated. Additionally, the lower levels of truancy among employees are a result of increased job satisfaction. The effects of satisfaction on truancy seem to be far more tangible. Absenteeism is likely to increase at the point where job satisfaction levels drop. In situations where there are few options for a reasonable level of satisfaction, teachers may also choose to be absent (Safi & Kolahi, 2016).

Kurniawan (2015) asserts that job satisfaction is an emotional response that frequently manifests as an employee's joy about their work. Numerous elements, including job satisfaction, job evaluation, advancement and income, position, coworkers and colleagues, work environment, and even their leaders, may be involved in this situation. The job satisfaction assessment variable was improved by Jabeen, Friesen & Ghoudi (2018) and uses a modified five-item job satisfaction scale. The proposed statement is evaluated using three aspects of job satisfaction: the respondent's current job satisfaction, their love for their profession, and their

pleasure at work. Employees' intentions to leave their jobs will decrease as work satisfaction increases. When compared to negative, unfavorable attitudes and feelings, positive, favorable attitudes and feelings are more closely associated with job satisfaction (Armstrong, 2017).

### **2.3 Review of Historical Job Satisfaction Theorists**

Job satisfaction is crucial, particularly at the office. As indicated below, various theorists have developed various ideas regarding job satisfaction, including Arthur Kornhauser, Robert Harpock's theory of career development, The theories of equity proposed by Stacey Adams, the hierarchy of needs proposed by Abraham Maslow, and efficiency proposed by Victor Vroom.

The area of industrial/organizational psychology was founded on the ideas that as the nature of work became more complicated, it became necessary to organize and control its processes and behaviour connected to work (Weber, 1968). Its fundamental theories have been developed over the course of the previous 120 years by a large number of theorists; some of these theories complement one another, while others are vastly unlike. A small number of individuals were chosen to represent the key contributors to the area for the purposes of this study. Inquiry into the psychology of the workplace first began in the late 1800s, and the first academic text on the topic was published in 1913 as a result of this groundbreaking research (Spector, 2011).

The first to recognize that the features of teachers' attitudes and productivity cannot be separated from the school are Elton Mayo and Fritz Roethlisberger. They contributed to the Hawthorne investigations between 1924 and 1933, which is how the significance of teachers' attitudes in the classroom came to light (Wright, 2006). The Hawthorne Effect, a well-known phrase derived from the Hawthorne investigations, denoted that worker performance/productivity increased when workers took part in their employer's experiment (Kornhauser, 1933). It has been discovered that social variables are more crucial to teachers' job performance than physical factors that contribute to job satisfaction.

The first standards for conducting job satisfaction interviews were established in 1933 by Arthur Kornhauser, who referred to them as job attitudes. The most preferred verbal-based interviewing strategies were employed by earlier researchers (Kornhauser, 1933). The first three forms varied from an interview's written transcription: According to Kornhauser (1933), the impressionistic technique comprises writing down what people say and how they say it, whereas the guided interview requires the interviewee to respond to predetermined questions. The unguided interview entails documenting the interviewee's ideas informally. The fourth and fifth techniques (Kornhauser, 1933) concentrated on a specific question and answer structure, with the fourth type being blank inquiries seeking yes/no responses (generating simple data) and the fifth type being scales for assessing diverse attitudes. The attitude of each teacher in the classroom is

influenced by the classroom atmosphere as well as how their principal treats them.

Robert Hoppock, who is regarded as a pioneer in the field of job satisfaction research, developed the first survey of job satisfaction. "Job satisfaction as an independent variable may not even exist," claimed Hoppock, the author of the 1935 book *Job Satisfaction*. "Whatever satisfaction is, we appear to take it from a variety of settings." According to Hoppock, satisfaction can be attained on many different levels, but total satisfaction is undesirable because it implies that the only enjoyment derived from work, when in reality, teachers were looking for a place where they might be relieved of the stress of their hectic jobs while still being motivated to go to work.

Six aspects that Hoppock identified as contributing to possible causes of job satisfaction were listed. A teacher's upbringing, an incredibly complicated factor, will shape their personality and how they react (favourably or negatively) to uncomfortable situations. Thirdly, a teacher's status in life and how they perceived themselves in society as these factors affected their sense of self-respect and had an effect on how they interacted with others at work and in their personal lives. Fourth, thought about how the nature of the job matched teachers' personal interests and preparedness for it; fifth, the quest of stability, both financial and social; and sixth, a sense of place and altruism toward the workplace and others. Hoppock thought that in addition to the aforementioned elements, people needed

to study and comprehend job satisfaction since it allowed them to get over unhappiness, which is only bad for the instructor and society.

Based on the hierarchy of needs, Maslow developed one of the most well-known requirements theories of job satisfaction (Stein, 2007). According to Maslow's theory, tasks and goals are motivated by basic human wants, or an internal drive (Stein, 2007). Maslow (1943, 2012) asserts that these achievements are evidenced by effort and the satisfaction of wants in the following order: psychological, security, affection, esteem, and self-actualization. According to Stein (2007), the requirements framework has allowed for the identification and research of factors such as pay, working conditions, job security, and task characteristics. Maslow studied self-actualizers and high performers within the hierarchy of needs, including prominent people including Eleanor Roosevelt, Thomas Jefferson, Abraham Lincoln and others. Self-actualization, which is what causes people to feel content with their professions, was shown to be highly prevalent in all of them. The way one views life's goals is a distinctive trait of self-actualization, and while achieving the final goal is a success, the journey itself is just as significant, if not even more so. Many successful people have this personality feature. Principals that take pleasure in supporting and assisting other educators are the ones who are content with their roles in both their workplace and community.

The concept of the equity theory, which J. Stacey Adams introduced to the subject (Adams, 1963), states that employees seek an equitable balance between the input and production of their co-workers in the teaching profession as well as with their

schools. "Outputs are the incentives, including compensation, perks, favourable treatment, fun, and status. The employee's contributions to the organization are referred to as inputs. Teachers are motivated to alleviate tension if they perceive unfairness among their colleagues (Bartol & Durham, 2000). This tension is brought on by teachers' perceptions of inequity. The key is that perceived inequity rather than actual equity is what drives behaviour (Bartol & Durham, 2000). According to an interesting application of the equity theory, when a teacher believes that another person's compensation is excessively high compared to their talent, it negatively affects their job satisfaction. Adams goes on to state that other environmental elements also affect how happy or unhappy people are at work (Warr, 2009). Researchers Bartol and Durham (2000) discovered that while Adams attempted to make scenarios with a favourable conclusion, the reality was that perceived inequities often had a negative outcome. Adams' equity theory reached its apex with his conviction that if we could get "an understanding of inequity, we increase our knowledge of our most basic productive resource, the human organism."

Few scholars, according to Victor Vroom (Vroom, 1960), looked into employee behaviour from the efficiency theory, which simultaneously studied the environment, behaviour, and performance. Vroom later came to the conclusion that little research had "been conducted... on selected principal characteristics which influence these relationships" and that prior participation had only been related to dependent variables like "morale, productivity, turnover, and job

satisfaction" (Vroom, 1960, p. 4). Vroom looked into whether personality elements should be included and then presented his theory as a mathematical function of:

Force = Expectancy  $\times$   $\sum$  (Valences  $\times$  Instrumentalities) According to Spector's restatement of Vroom's idea on page 200 of his 2011 book, "Force," "force represents the amount of motivation an individual has to engage in a particular behaviour... relevant to job performance." Force is created by multiplying the expectancy the subjective likelihood that a person will be able to carry out the action or behaviour by the sum of valences the physical or mental value and instrumentalities the likelihood that a given action will produce a given reward. If the formula is simplified, it would read as follows: A teacher's incentive to perform is equal to their capacity, times the total of the value (or reward), times the likelihood that they would really participate. In reality, this means that the teacher is happy with his work when he feels that the rewards correspond to the productivity goals. The situation was possibly more complicated because there were numerous emotional attraction combinations, which increased the likelihood of multiple outcomes. Consider a teacher's choice between taking a vacation and working extra hours. Depending on the teacher, one option may be more appropriate than the other while still providing satisfaction. In the end, Vroom (1960) came to the conclusion that an individual's consequences mainly depend on their personality attributes. The expectancy theory was modified by Vroom, and it became well-known.

## **2.4 Principals' involvement of teachers in decision making and job satisfaction**

By include teachers in the school administration process, the school head teacher honors teachers' leadership skills and abilities (Wachira, 2017). The main goal of participative leadership practice is to improve school performance through teamwork and shared decision-making between head teachers and teachers. Participatory leadership, according to Wambane (2015), enhanced school operations. The most effective leaders tend to create school buildings, tend to grow their employees, and oversee the learning program (Leithwood, et al., 2019). Effective school administrators involve teachers in decision-making. As a result, their leadership and decision-making styles are related. As a result, their leadership and decision-making styles are related. The transactional, transformational, and laissez-faire leadership styles are those that are most frequently associated with involving teachers. For the institutional strategy to succeed, it's critical to find this kind of connection between participatory decision-making and leadership (Hariri et al., 2014). According to Joda and Olowoselu (2016), being a principal is a position of control and prestige that comes with the ability to lead, inspire, and help instructors and students achieve specific goals. To manage school resources and pupils effectively, the school principal must make difficult decisions on a daily basis. The principal makes sure that the ambiance and culture of the school are satisfactory. As the head of a school, the principle takes the lead in enhancing the caliber of instruction and



learning, continually keeps the institution's educational objectives in mind, and makes sure all school-wide activities are directed toward achieving those objectives. There is little doubt that principals make many decisions that affect the teachers in their schools. These decision-making methods could be logical, instinctive, or avoidant, and they could pose a performance challenge for teachers.

Leaders who uphold their leadership responsibilities and those to the faculty and staff will be worried about institutional adherence. Since instructors are essential to the organization and one of the most important factors influencing kids' accomplishment, committed leaders will create a good correlation between external and internal organization stakeholders. The activation of teachers' roles as academics, decision-makers, and leaders with regard to many areas of student achievement and educational quality is essential for the improvement of the organization. These acts help develop responsible leaders, which strengthens teachers' dedication to their profession (Haqu et al., 2017). Participation in decision-making, according to Goksoy (2014) and Wadesango (2012), led to good interpersonal communication, sound judgment, and a productive workplace that attracted quality teachers. Furthermore, Goksoy (2014) contended that involvement in school reform was crucial for fostering commitment and achieving organizational objectives, which in turn increased teachers' involvement in extracurricular activities.

According to Ako (2013), teachers who are not involved in decision-making exhibit resistance to commands and exhibit low performance. Ako also pointed out that in the study's decision-making process, teachers are not included. Chidiebere and Danat (2014) investigated the effects of participative decision-making and information-sharing activities on employee attitudes and well-being and investigated whether work intensification plays a mediating role in these relationships. The study was titled Participatory Workplace Activities, Employee Level Outcomes, and the Mediating Role of Work Intensification. Participatory decision-making routinely favors employees, as was demonstrated. Employees who are given the freedom to freely participate in organizational decision-making also have a greater chance of developing a logical sense of empowerment at work, being better able to handle heavy workloads through capacity building, and reporting higher levels of job satisfaction (Chidiebere & Danat, 2014). The aggregating idea of PDM in schools and its impacts on academic performance (Somech, 2020).

Employees who are involved in decision-making tend to think more holistically, take on more responsibility at work, develop more diverse skills, and communicate more effectively. In the end, involvement in decision-making boosts employees' trust in their jobs and gives them more discretion. Tehseen and Hadi (2015), argue that if there is good management of teachers in the classroom, suitable infrastructure, a positive school climate, quality teaching materials, and good school culture and supervision, teachers' performance will depend on

teachers' satisfaction hence there is a good chance that teachers will perform well at work.

With reference to the University of Technology in South Africa, Kok, Lebusa, and Joubert (2014) assessed the involvement of teachers in decision-making and discovered that traditionally, decisions about staffing, curriculum, or resource allocation were made by school principals or other members of administrative managerial teams. Typically, administrators did not include teachers in decision-making and did not give them the responsibility to carry out school rules. Teachers who are only informed on the outcomes of decisions may not fully comprehend the reasons behind or methods used to make those decisions. Their seclusion within the classroom may have contributed to their alienation or misunderstanding of education because they rarely had the chance to participate in these important issues. With the emergence of teacher empowerment, it was anticipated that teachers would be given the power to make important decisions regarding the running of the school. Teachers would be encouraged to take engage in school-related tasks outside of the classroom, such as curriculum creation, learning evaluation, student placement, staffing, or professional development. However, the study's focus was on a South African university context, which is a different research topic than secondary schools, therefore the current study.

The likely result of this, according to Ndu & Anagbogu (2017) is that when teachers are not active in governance, they act as if they are strangers in the school setting. Thus, according to Mart (2013) and Ndu & Anagbogu (2017), the majority of instructors do not give their all to the school with a full sense of dedication and commitment. According to Duze (2015), principals frequently wield authority while making choices, depriving teachers of the right to meaningfully influence some delicate matters in the school.

As a result of teachers' lack of involvement in decisions that directly or indirectly affect them, Ofojebe (2017) noted that truancy, vandalism, violent protests, and ongoing strike actions are some of the ills that have plagued the majority of Nigerian secondary schools (Jonah, 2016; Ofojebe, 2017; and Tijani, 2019). According to (Udoh & Akpa (2017) and other scholars Udoh & Akpa, (2017); and Tijani & Obiweluozor, (2019). The realization of school goals will be simple, apathy and opposition within the school will be minimized. This is because teachers who are sufficiently involved in decision-making process will be committed and receive adequate support from the principal. According to Wadesango & Bayaga (2013), teachers' involvement in the school management system has a number of benefits. In the first place, it reduces teacher inequalities; in the second, it brings about management change and has a significant impact on teachers' job satisfaction and students' learning by making teachers more accountable to their community (Amasuomo, 2014; and WES Staff, 2017).

In a desktop review conducted by Wagner (2014), the effects of teachers' participation on performance and satisfaction were examined. It was discovered that this practice encouraged teachers to assume greater responsibility for the events that took place in their classrooms, increasing their sense of change ownership and giving them a voice in the development of school policy. It was thought that including teachers in decision-making would improve ties between them and administrators. The participation of teachers in decision-making was seen as a transformation project centered on a management strategy for replacement schools. While the current study used a descriptive and correlational design, the previous study used a desktop design. The study focused more on the level to which teachers are participating in various areas because the Kenyan policy framework has allowed for the same, but the current study focused more on how the teachers would use participatory decision-making to establish school ownership.

In her study of decision-making participation and its impact on teachers' job satisfaction and commitment in Amsterdam, Appelbaum (2013) discovered that each school must create a site-based management that includes teachers, parents, and principals as members. This committee's task is to participate in group decision-making to raise student achievement. The study found that when principals involve teachers in decision-making, conflicts that could otherwise arise because of individual differences can be avoided. The principals are also able to share the power and responsibility given to them by the frameworks by

delegating decision-making to the instructors. The study was conducted in Germany, which has a more developed economy than Kenya.

Similar Samira, Hossa, Konstantinos, and Marios (2015) conducted a study on participatory decision-making and work satisfaction for teachers in the UAE and found out that making decisions involved generating lesson plans, creating assessment tools, managing the classroom, and creating student progress reports. According to the data, there were differences in gender and nationality when it came to teachers' participation in decision-making and job satisfaction, but there was no discernible statistical variation in teachers' job satisfactions by school type.

The success of teachers in influencing decisions and the content of these decisions may be crucial for having teachers actually become leaders in schools by influencing the decision-making process, encouraging the shift of their active participation in the direction of teacher leadership, according to Scott-Ladd and Chan's (2014) investigation of the relationship between emotional intelligence and participation in decision-making among secondary level teachers in New Zealand. The study further claimed that teachers who participate in shared decision-making processes that are truly relevant increase their possibilities for teacher leadership. The goal of the current study was to determine how the same holds true in Kenya while taking into account the two distinct environments of shared leadership which can be formed through inclusive decision-making.

Ocham and Okoth (2015), found that teachers' significant involvement in school decision-making improved their dedication and motivation, which in turn improved the performance of the school. The contention was that head teachers, as managers, ought to endeavor to maintain the environment that encourages teachers in the classroom and minimizes outside factors that can obstruct the learning process. Teachers feel appreciated and empowered when school leaders involved them in decision-making. Giving teachers the chance to make school decisions can enhance teachers' job satisfaction (Jackson, 2013; Katz & Shahar, 2015; Torres, 2018). Teachers who feel valued and respected by other teachers and school leaders are more likely to be satisfied (Sergent, 2003; Dou et al., 2017). Excluding teachers from decision-making may give them the feeling that they are not part of the school, leading to dissatisfaction

Olcum & Titrek (2015) investigated the relationship between the modes of decision-making used by school principals and the levels of job satisfaction among teachers. They found that administrators and instructors who answered to the survey showed that their levels of job satisfaction were high, that administrators were specifically concerned with decision-making, and that they rarely overlooked decision-making techniques. Work satisfaction levels was found to be significantly higher than managers' methods of decision-making (Olcum & Titrek, 2015). Lin (2014), found that teacher involvement in school decision-making increases job satisfaction, which is a good sign of effective management. Teachers' expertise has a substantial impact on both school

decisions and classroom management. The school can encourage and provide opportunities for teachers to be involved in curricular activities such as choosing a textbook, developing curriculum, learning assessments, student placement, personnel in taking, and professional development (Lin, 2014), cited in (Mawajdeh, 2020). Nevertheless, he believes that many areas involve teachers in decision-making. According to a study by Wong, et al. (2018), when principals give teachers certain responsibilities, they allow them to assist and monitor various tasks to ensure that everyone in the school is moving toward the attainment of the school's main goals.

Teachers' collaboration in decision making can also be defined as a practice where teachers cooperate or work in teams to ensure the effective implementation of the curriculum. Teachers' collaboration in decision making can lead to teachers' job satisfaction, commitment, and improvement in students' academic achievement (Duyar et al., 2013; Ronfeldt, Farmer, McQueen, & Grissom, 2015). Teachers' disunity can lead to dissatisfaction. There is a need for schools to create an environment where teachers can share ideas and help one other to grow professionally. Teacher collaboration enhances professional teacher learning (Jong, Meirink & Admiraal, 2019). Teacher collaboration in planning lessons can improve students' academic achievement (Reeves, Pun & Chung, 2017). Teachers working in teams enjoy shared responsibility and job satisfaction (Krammer, Rossmann, Gastager & Gasteiger-Klicpera, 2018). Teachers are likely to feel comfortable in schools that promote collaboration because their social needs are



met. According to Maslow's hierarchy of needs theory, teachers need love and affection just like other human beings. Teachers are more likely to feel satisfied with schools that promote collaboration in decision making. Positive relationships between teachers and principals make them feel less frustrated (Urlick, 2016). Exchanging ideas with other teachers and principals increases the teachers' satisfaction rate because it makes them know that their opinions are pertinent to the school's success and are under full consideration by other teachers and administrators.

On the topic of job satisfaction and participatory decision-making, Pacheco and Webber (2014) conducted a research which showed that the marginal impacts of individual and situational variables were equivalent in terms of their impact on job satisfaction, regardless of whether the worker had participated in Decision Making (PDM). Teachers have the chance to share their knowledge with colleague educators and school officials when they are involved in decision-making. This fosters a stronger sense of teamwork among teachers while also enhancing the interaction between school administrators and teachers. Research by Wainaina, Iravo & Waititu,(2014) found that decisions that involve instructors are more effective on teachers' involvement in decision-making on academic staff organizational commitment in Kenya's private and public institutions. Khezerloo, Hassani & Alishahi(2016) found out that there was a positive and significant relationship between participation in decision making and satisfaction with one's employment. In other words, those who have a strong sense of work qualities and

a strong sense of participation in decision-making are likely to have high levels of organizational commitment. Ofoegbu (2014) found that participatory decision-making had a favorable effect on teachers' job motivation, dedication to their jobs, performance, and schools' effectiveness. Additionally, communication inside the school is much more successful and everyone produces more effective results when all the teachers participate in decision-making.

Fathi (2014) conducted research on the viability of involving teachers in the development of the curricula for the Persian language education system in Iran and found that doing so increased their sense of job satisfaction. An examination examining the opinions and experiences of South African school principals with participatory management was undertaken by Mungunda (2013), who notes that the outcomes of participatory decision-making in schools vary. The level of motivation, contentment, and performance increases when teachers are involved in decision-making. In their investigation of "decision-making and job satisfaction as correlates of teachers job performance in junior secondary schools in Abia State, Nigeria," Uba-Mbibi and Oluchi (2013) identified the following advantages: Involvement in decision-making increases acceptance of decisions, which increases the incentive to carry them out leading thus increasing their job satisfaction levels.

In Arusha Municipality, Ngussa (2017) investigated the impact of decision-making participation on teachers' commitment. The researcher employed a

descriptive comparative design to compare the participation rates in Arusha's public and private secondary schools of which the results showed a substantial correlation between instructors' dedication and their involvement in decision-making. Sagvandy (2015) looked on the involvement of teachers in various levels of professional skill development decision-making at the Dezfoul council with a sample size of 70 participants. It was found that there was a strong correlation between administrative, organizational, and conference-related actions and teacher involvement in educational research. Involving instructors in decision-making also increased their productivity for the benefit of pupils, according to the researcher.

A study on decision-making in the context of Swedish and Finnish teachers' perceptions of autonomy was undertaken by Paulsrud and Wermke in 2019. In the data gathering and analysis processes, the researcher used a variety of research techniques. In addition, questionnaires and interviews served as the field's data collection tools. The study found that teachers' education, professional ethics, and institutional norms all had an impact on how involved they are in management. The degree of education of the instructors, the culture of the school, and the personality of the school administration all influence their engagement. Hammad (2017) found out that sometimes, teachers' perceptions of decision-making in the classroom are influenced by situations in which the decision-making process is delegated to important administrators in the institution, making implementation challenging. Therefore, it is necessary to train school administrators as well as

instructors to increase their understanding of the value of group decisions for enhancing job satisfaction as well as work performance in schools.

Leaders that practice distributed leadership have a shared school vision as well as accountability, obligations, and values. Distributed leadership, occupational self-efficacy, and professional autonomy are all positively correlated, according to research (Unterrainer, Jeppesen, & Jonsson, 2017). Members believe that working together will help them achieve their academic objectives and boost their sense of self-efficacy in handling the difficulties that come with carrying out their responsibilities. It is clear that teachers who participate in distributed leadership could grow in confidence, which could aid in the development of the leadership behaviors, skills, and abilities necessary to handle any challenging circumstance that might arise in the school. Distributed leadership boosts employee self-efficacy, which has a favorable impact on work-related performance, individual autonomy, and employee job satisfaction, they stated in their study (Unterrainer, Jeppesen, & Jonsson, 2013).

According to Martin, Guillaume, Thomas, Lee, & Epitropaki, (2015), instructors who have strong relationships with their team leaders report being more satisfied with their jobs. Staff from all levels of the school are mobilized to participate in various leadership capacities during the leadership team recruiting process. In order to boost performance and specialization, this move encourages the division of labor by dividing the leadership assignment into manageable chunks and

distributing it among qualified staff members. Teachers' job satisfaction and sense of self-efficacy are ultimately increased. Collaborative leadership is a component of distributed leadership. To accomplish school goals, members must collaborate and effectively communicate to exchange knowledge and information. Collaboration with team members gives teachers a safety net; it catapults ideas and aids in the development of stupid ideas into innovative instructional plans (Gates, 2018). Teachers must collaborate with one another and support one another through support, mentoring, and information exchange. It is essential to teachers' dedication to their jobs and can lead to job satisfaction (Madiha, 2012). The school is set up to facilitate the distribution of leadership. Examples include fostering positive teacher connections, fostering an environment that fosters creativity and innovation, and establishing reasonable expectations for instructors. In addition to the aforementioned, school principals are required to establish an enabling school environment that promotes academic advancement, teacher wellbeing, and job happiness (Zakariya, 2020).

Participatory decision-making in South African schools was examined by Meintjes (2018). In the data collecting and analysis phases of the study, mixed research methods were used. In order to get information from the individuals, the researcher also used interviews and questionnaires. According to the study, educators' involvement in making decisions about schools is impacted by the lack of assertive instructors, dialogical teachers' voices in staffrooms and staff meetings, and a lack of collegiality among staff members. The researcher

continued, "Principals struggle to extend decision-making within the school management team and exclude the general teaching staff beyond the senior managers in a school where a hierarchical, autocratic culture exists." Principals also suffer from accountability pressure alone in such schools and do not engage in participatory practices. As a result, the authoritarian management style found in public secondary schools has an impact on the effectiveness of the teaching staff as well as the way that school initiatives are carried out.

### **2.5 Principals' supervision and teachers' job satisfaction**

One of the key elements that affects job satisfaction is management and supervision. As a supervisor, the principal is in charge of enhancing teachers' capacity to direct learning activities in classrooms which influences teachers' job satisfaction (Susanti, Wardiah, & Lian, 2020). The principal has a significant impact on a teacher's professionalism, especially the higher the level of academic oversight. As for positive influence, if academic supervision is good and teachers have a positive work environment, teachers become more satisfied with their jobs leading to professionalism at the school and increase in the standard of education (Mulyani, Muhdi, & Miyono, 2021).

The ministry of education and the TSC delegate the management and supervision of teachers to the head teacher. According to Vannucci, Whiteside, Saigal, Nichols, and Hileman (2017), supervision is connected to technical expertise, interpersonal skills, and the coordination of work activities aimed at achieving

organizational goals. One of the most important occupational risks in the modern world is job stress, which can be caused by poor managerial and supervision abilities at work. Stress at work has a detrimental impact on job satisfaction, which lowers teachers' commitment and increases the likelihood of high turnover. This study set out to establish the teachers' attitude and feelings on the job factor of management and supervision in secondary schools in Kilifi County and how it influences their job satisfaction levels.

Jia, Cheng, and Hale (2017) assigned an 80% favorable and 20% negative rating to employee contact with their supervisor. Employee mood, attitude, and dedication were negatively impacted by 20% of the communication, which decreased productivity. The purpose of the study was to determine whether the degree of job satisfaction among instructors was impacted by their interactions with their supervisors. Wang, Demerouti, and Le Blanc (2017) found that the high levels of transformational leadership exhibited by supervisors result in a happy emotional reaction that inspires teachers to work hard to attain the institutional goals. Conversely, inadequate or abusive supervision results in lower levels of job satisfaction, which in turn affects the instructors' psychological anguish at their jobs and consequently bad performance.

The quality of educational organizations can be improved through instructional supervision, making it a crucial component of educational administration (Maldrine & Kiplangat, 2020). L'an (2015) also agrees that one of the elements

that greatly impacted the level of job satisfaction of the teacher was the instructional supervisory behaviors of school principals. Job satisfaction and overall school improvements are results of supervisory responsibilities including performance goals setting and giving constructive criticism (Baluyos et al., 2019).

Autonomy is an intrinsic benefit that appears to have an impact on supervisors' job satisfaction across a range of professions. It encourages innovation and change when it is present and gives decision-making authority (Kim et al., 2016). Supervision may have an impact on teachers' job happiness. The primary purpose of supervision is to coordinate, motivate, and support the development of the teaching profession, not merely to correct and learn (Suchyadie & Nurjanah, 2016). Teachers are eager to experience a working environment that meets their standards. Most likely, there are two possible outcomes in the relationship between teachers' job satisfaction and school administrators' supervision: a sense of accomplishment or a lack of drive to work. According to Ilgan (2015), persons in positions of control, in this case school administrators, directly affect how satisfied instructors are with their jobs. How well a principal oversees education is a strong determinant of a teacher's work satisfaction. According to Gultom et al.'s (2017) research, increasing academic supervision through more equitable workload distribution and efficient memo distribution can also increase work satisfaction.



Mwesiga and Okendo (2018) looked into how well secondary school principals in the Tanzanian region of Kagera supervised teachers' instructional activities. The study used a mixed-methods research strategy with convergent parallel design. The findings point to a strong, significant link between teacher commitment to teaching and school leadership. Mbatia (2016) conducted research in Kenya to understand how head teachers supervise their staff members' performance in the Nakuru North district's public elementary schools. 94 instructors and 20 head teachers took part in the study. The majority of head teachers gave their approval and assistance to the teachers as they prepared professional documentation, and they looked over the student workbooks to determine how much was completed and what comments had been made. Teachers concurred that instructional monitoring enhances both teaching and learning, and they viewed it favorably since head teachers implement it in their schools. The study's conclusions were that head teachers should observe classrooms and hold conferences to talk about challenges they face and potential solutions.

According to Zahari, Salleh, Nik, Syuhada, Baniamin, and Raja (2020), a number of variables, including the supervisory relationship's quality and the workplace's physical environment, are important to employees' feelings of job satisfaction. According to Gitocho (2016), some of the factors in having a fulfilling career are how head teachers approach this specific employee in terms of fairness, trust, integrity, and respect. Mohamed and Ali (2016) assert that a supervisor motivates and leads workers to have high levels of job satisfaction.

Increased organizational support and worker job satisfaction can come from good working relationships (Wnuk, 2016). Nemes and Sharali (2015) looked at how well primary school head teachers in Tanzania's Kondo district were able to oversee instruction and learning. In order to achieve the desired goal of accomplishing teaching and learning, it was determined that head teachers involve teachers in the selection of teaching subjects. A few of the HTs were found to observe classes, but most were found to guarantee that there was an equal supply of teaching and learning resources, review lesson plans, and class notebooks.

Yousaf, Usman, and Islam (2018) looked on how school managers supervise teachers in relation to staff development and how that affects their productivity and development in primary schools. This study used a survey instrument to gather information from a sample of Pakistani administrators and teachers in Lahore in order to meet this goal. According to the findings of correlation and regression studies, principals' staff development supervision techniques do aid to improve teacher performance and their overall development. Additionally, it was discovered that male and female school principals' staff development strategies do not differ much.

Mapolisa and Tshabalala (2013) looked into the teaching methods used by Zimbabwean school heads. The descriptive survey design was used for the investigation. All primary school teachers in Zimbabwe's three educational provinces, the Midlands, Matabeleland North, and Matabeleland South, made up

the target population. It used the random sample method. Three hundred and ninety-two (392) female and three hundred and fifty-six (356) male respondents were used, for a total of seven hundred and forty-eight (748) respondents. The key conclusions showed that most heads did not comprehend the idea of instructional supervision. The survey also showed that teachers had negative attitudes toward instructional supervision and that school administrators prioritized other, more urgent matters such as financial management, athletics, and grounds maintenance over instructional supervision.

According to research Sabitu and Ayandoja, (2012) majority of principals verify lesson plans, instructors' work records, and ensure that pupils arrive on time for class. Samoei (2014) found that 66.7% of school principals regularly orient new teaching staff. According to a study by Ghavifekr and Ibrahim (2014), the supervision methods used by Heads of Department had an impact on the teachers' job satisfaction, which in turn affected how well they performed at work. In order to increase teachers' capacity for instruction, Romano (2014) identified teachers' acceptable instructional materials that might be employed to enhance the delivery of a specific curriculum.

In Nigeria's Ekiti State, Ekiti Central Senatorial District, Oyewale and Alonge (2013) evaluated teachers' motivation in relation to the performance of principals' instructional supervisory roles. They discovered that one of the challenges schools face today is inspiring teachers to complete assigned tasks in order to achieve

predetermined goals. Therefore, in order for instructors to provide the pupils with high-quality instruction, principals must inspire them and get them in the correct state of mind. The writers emphasized that when teachers are sufficiently motivated, they will be eager to exert more effort in their line of work and as a result, greater results would be attained. According to the study, principals should exercise democratic leadership skills, completely involve teachers in program planning, provide quality instructional materials, and enhance working conditions through communicating with school boards in order to increase teachers' job satisfaction.

According to Oyewole and Ehinola (2014), instructional supervision strategies in the framework for school organization should routinely conduct in-depth analyses of the following variables. Educator Support: Regularity and timeliness, weekly lesson planning, attention to work schedules, and recording of students' work. Student learning efforts included attendance and punctuality in class, finishing assignments, accomplishments, and behavior ratings. Curriculum advantages: the suitability of texts and their applications, the usefulness of ongoing assessment, and guidance counseling in the educational system. School resources: Equipment and supplies, as well as the cleaning and upkeep of the accommodations' facilities (classrooms, labs, libraries, hallways, and offices, among others). Mohammed (2017) in Ethiopia revealed that lack of openness, teachers' skill gaps, and lack of decision-making knowledge all had an impact on how involved instructors are in decisions. The study also demonstrated that principals lack self-confidence, which

influences how they make decisions in response to political authority involvement. Therefore, to enhance work performance in secondary schools, instructors should receive training to help them become more confident in their ability to make decisions.

According to a study by Usman (2015) and Mulatya, et al., (2022), the performance of teachers and the academic achievement of students in secondary schools are significantly correlated towards job satisfaction. Regular professional instructional supervision using robust supervision strategies like checking students' notebooks, checking teachers' lesson plans/notes, and inspecting teachers' record keeping are examples of these significant correlations. Similar studies by Njiru (2014) and Otieno et al., (2022) found that instructional supervision by supervisors improved the teachers' skills in the preparation of curriculum documents and, ultimately, timely coverage of the syllabuses, especially when conducted in a humane way since it makes the teachers feel satisfied with their jobs. In a study by Arsaythamby et al. (2013) on the effects of clinical supervision on the teaching performance of secondary school teachers in Malaysia, it was discovered that clinical supervision assisted instructional supervisors in identifying teachers' classroom deficiencies and ultimately assisted teachers in resolving them to improve teaching and learning for more effective and improved student understanding thus leading to increased teachers' job satisfaction.

In order to provide teachers with a clear direction for their work in the classroom, instructional supervision requires appropriately recognizing their abilities. Fullan and Hargreaves (2015), citing Hosack-Curlin (2004), point out that principals, rather than strictly adhering to the prescribed measures, make their own assessments of the people and groups they are in charge of managing. They also devise plans to satisfy statutory requirements using locally derived policies and rules. According to Hazi and Rucinski (2016), in order to uphold standards, principals must accurately and impartially report on their staff members in annual reports or when assessing a teacher's suitability for a position of responsibility. This includes each teacher's strong and weak areas in relation to the standards outlined in the guidelines (Fullan, 2014). According to Ekpoh and Eze (2015), providing teachers with guidance, resources, and support is the primary instructional supervisory function of school administrators. They continue by saying that teachers' opinions of teaching and curricular instruction are directly influenced by principals through instructional supervision. The principal evaluates instructors based on their lesson plans, attendance records, absence rates, and levels of assiduity. She/he can not only lack the necessary abilities but also be averse to assign staff workers with supervisory responsibilities (Wanzare, 2013). When conducting supervision in schools, principals should avoid using intimidation and fault-finding techniques in favor of methods that help teachers develop their confidence and character while also making them feel at home and content at work.

## **2.6 Principals' encouraging professional development on teachers' job satisfaction**

Professional development is seen as a crucial tool for expanding principals' subject-matter expertise and enhancing their instructional strategies. According to Darling-Hammond et al. (2017), professional development is a byproduct of activities that are offered by outside sources and is integrated into teachers' daily tasks in order to enhance their knowledge and alter how they teach in ways that benefit students. According to Komariah et al. (2018), professional development (PD) has a significant positive impact on teachers' job satisfaction by maintaining teachers' capacity in terms of competence, skills, and personality because it has given them first-hand experience through research, experimentation, sharing, problem-solving, and knowledge development. The provision of more effective professional learning activities for teachers in schools, where these activities lead to positive change for teachers and their students, is one pathway for realizing improvements in student learning (Namamba & Rao, 2017). Ocham and Okoth (2015) discovered that all professional development opportunities, whether they come in the form of in-service programs, funding for external seminars, or conferences, help teachers and administrators greatly. These chances also motivate educators to develop their instructional abilities. Ocham and Okoth (2015) discovered that teachers were motivated to work more to accomplish the institutional goals when head teachers encouraged them to enroll in professional courses. This explains why enthusiastic teachers are able to pick up new

information from others anytime they are given the opportunity to take part in workshops and other types of professional development activities. The performance of students in the KCPE can be high, average, or low mean score depending on the head teacher's capability. Muthuri, Okoth, and Akala (2021) assert that head teachers encourage teachers to attend workshops, further studies, seminars, and in-service courses in the process of school management.

In secondary schools in the Malaysian state of Perak, Norwani, Daud, Mansor, and Yusof (2017) investigated the relationship between the level of in-service training (IST) needs and teachers' teaching abilities to students' achievement. There was no correlation between demographic characteristics (gender, age, and teaching experience) and the degree of IST needs and teaching abilities on teachers' job satisfaction. The study discovered no significant link between teaching skills and student achievement and a marginally significant relationship between IST needs and teaching skills on teachers' job satisfaction. The study's implications include recommendations for enhancing IST performance and instructional techniques in order to raise teachers' satisfaction levels and students' achievement.

According to a study by Blasé and Blasé (2014), there are a number of strategies that can be used to advance one's career while also enhancing a teacher's ability to use reflective behavior that is instructive. These strategies include putting an emphasis on eliciting teacher cooperation, setting up mentorship associations, and



incorporating adult education concepts into staff development. According to Kwakman (2013), keeping up with new information is a professional's primary duty because professional knowledge is based on receiving it because it advances constantly. The professional area, including new topic features, evolving pedagogical techniques, manuals, and teaching methods, is impacted by the fundamental goal of keeping up with new advancements and insights. The success of workshops as a method of structured training depends on the preparation of the principal and the involvement of the participants through the provision of proper information regarding the workshop's objective and what to bring which increases the teachers' job satisfaction. The biggest benefit of attending a workshop is the knowledge exchange that takes place among attendees. In order to improve the teacher's professional development, competencies, and skills, it needs to be encouraged. Nzambi (2015) discovered that head teachers encourage their professional growth by using coworkers or supervision to coach them on instructional approaches. Alternative strategies included encouraging teachers to pursue private education through outside sources like consultants, workshops, and college courses.

Song and Mustafa (2015) emphasized the importance of increasing the degree of teachers' job satisfaction by providing more curriculum materials or extracurricular activities to teachers as well as providing more professional development opportunities in which they can learn how to integrate laboratory activities into their teaching. Liang et al. (2017) cautioned that a lack of

professional growth programs among kindergarten teachers was the lead factor for teacher turnover and attrition. Klaijnsen, Vermeulen, & Martens, (2018) found that teachers' access to development programs influence their intentions to quit or remain in the teaching practice. In sum, research finds that environmental factors such as the availability of professional growth opportunities for teachers influence job satisfaction (Torres, 2018) retention, and attrition rates. Professional development programs increase job satisfaction because it helps to create a satisfying environment for educators to acquire skills and resources to address challenges within their work environment (Spratt, 2019; Merchie, Tuytens, Devos, & Vanderlinde, 2018; Dou et al., 2017);Chepkonga, 2022; Lander, Lewis, Nahavandi, Amsbury, & Barnett, (2020) and Manduca (2017) echoed that effective professional development must happen when there is mutual participation, content is centered on curriculum needs and research-based practices, extended over a while to allow for active learning and practice, connected to the system and school-wide goals, follow- up activities including coaching with feedback opportunities, and additional development activities

According to Sawant and Sawant (2017) and Sambo, Ighamoh and Abu-Udenyi, (2014), LIS professionals should participate in CPD programs such training and refresher courses, workshops, seminars, conferences, research and publishing, group discussions, mentorship, benchmarking, demonstrations, etc. since they undoubtedly increase their knowledge and acquire new abilities that enable them to meet the demands of daily life. Their productivity and efficiency rise as a result

of continuous learning. As it improves user services and user pleasure while also enhancing professional job performance and satisfaction, it would be beneficial to both users and professionals. An institution's staff needs comprehensive growth and development. Technology development is a driving factor in workers' job satisfaction. Employees' professional development and job satisfaction are both enhanced by advanced training at work. According to researchers, professional development training is essential for defining goals that benefit a business. To increase the expertise and productivity of library workers,

Saini, Kushwaha and Mohanta, (2017) recommended that training be done on a regular basis. (P.K. Saini and colleagues, 2017). In the university libraries in the Nigerian states of Edo and Delta, Gloria et al. (2016) performed a survey of 88 academic librarians and found that training has a significant impact on job satisfaction. A whopping 83% of respondents concurred that training affects their job satisfaction and improves employees' satisfaction and ability to provide high-quality services (Gloria et al., 2016, Hawa et.al 2022). Sandholtz, Ringstaff and Matlen, (2019) found that professional development programs boost employees' professional progress and raise their degree of job satisfaction as well as their professional proficiency. In order to implement and maintain science and technology education, it is therefore believed that teachers' professional development is a key step. Studies examining the viability of these professional development initiatives, however, have produced meager or even negative outcomes. This is true for all forms of professional development, including data

utilization and lesson study not just professional development for science and technology teaching (Wolthuis, Van Veen, De Vries, and Hubers, 2020). From a subject-centered socio-cultural approach, Eteläpelto, Vähäsantanen, Hökkä and Paloniemi, (2013) construct teacher agency, assuming that personal agency and social context are analytically distinct yet mutually constitutive and highly interrelated in complicated ways. In addition, historically, teacher autonomy has been important when it comes to pedagogies in their classrooms.

Shani and Divyapriya (2013) examined the connection between knowledge management and job advancement among information technology workers. Organizations should develop knowledge management practices to improve awareness regarding career development, sharing knowledge regarding career plans, and career counseling, from the very beginning of their careers, according to the ideas, in order to meet new challenges and retain good employees. Information overload is a major issue for memory retention, and it was discovered that a lack of training and knowledge exchange is the greatest cultural obstacle to knowledge management. They discover that the most crucial variables that have an impact on knowledge management and career advancement are professional specialization and promotion. The influence of knowledge management on IT professionals' ability to advance staff career development was shown to be significant. It was suggested that in order to improve knowledge, it is crucial to provide current information, offer monetary and non-monetary benefits, and

provide excellent knowledge with encouragement and appreciation in order to support individuals' attempts to advance their careers.

According to Chahal, (2013), banks in the private sector receive more effective training than banks in the public sector. The study's findings suggest that training and effectiveness promote an employee's performance, boost their confidence in their skills, and give them the chance to land a well-paying job and succeed at work. The outcomes imply that the training attempts to provide the trainee with the capacity to change their behaviors and that this empowers them to become more productive and skilled. As a result of multiple training programs being adopted as goals as a significant aspect in the business sector, (Kaur, 2016) emphasis on short-term and long-term productivity enhancement. To create training objectives that will aid in achieving an organization's overall business goals, one should be aware of the organization's aims.

Kwaku and Mensah (2016) looked into how teachers' continuous professional development (CPD) affected how they taught in the Ghanaian district of Kassena-Nankana West. The simple random sampling technique was used to select 93 basic school teachers from a population of 310. The results showed that successful teaching in elementary schools was substantially correlated with teacher effectiveness. Similar to this, elementary school teachers felt that professional development programs were pertinent to their methods of managing the classroom. In order to increase basic school teachers' capacity for effective

teaching, this study came to the conclusion that capacity building programs should be encouraged often.

Junejo, Sarwar, and Ahmed (2017) investigated how in-service training affected teachers' satisfaction and performance. It is commonly accepted that the performance of teachers in terms of their specialized knowledge, experience, and professional abilities lies with the satisfaction of the teachers and may be considerably improved with the adoption of specific in-service training programs. The in-service teachers working for the Sindh Technical Education & Vocational Training Authority (STEVTA), Government of Sindh, Karaschi Region, were the study's target population. The perception and experience of teachers (n=150, m=100, f=50) who took advantage of the opportunity to receive in-service training were obtained using closed-ended questions. The study's conclusions demonstrated the beneficial effects of in-service training programs leading to increased instructors job satisfaction and performance. The study also showed that teachers had a favorable view of their own professional development.

Lamba and Choudhary, (2013) assert that to build workplace abilities, there are various training programs available, including orientation learning, job training, safety training, promotional training, refresher courses, and vocational training. According to Mahmood, Iqbal, & Sahu, (2014) a skilled workforce produces both high-quality and high-quantity products. Workers that have received proper training, respond and adapt successfully to new technologies.

Masum, Azad, Hoque&Beh, (2015) suggested that training and development is one of the essential roles of human resource management strategies that can satisfy the shifting expectations of the workforce to increased job satisfaction. The value of staff training has increased as employment in the banking sector has become more dynamic (Megharaja, 2014). Having a thorough approach to measuring and assessment methods in guaranteeing long-term effectiveness in training programs. It is essential for the organization's training to be effective that the training methodologies and measuring procedures are acknowledged. According to Rahman, (2014)in order to pursue the vibrant business settings, management should focus on bolstering human resources through a variety of training programs. Training and development initiatives as HRM practices have been shown to affect job satisfaction and improve company performance (Sarker, 2014).

According to a study by Olembo, Wanga & Karuga, (2015), it is the role of school principals to organize seminars and workshops for instructors on teaching techniques, student evaluation, and test design. Through these exercises, teachers are prepared since they are given the necessary information and abilities for their subject-area requirements. The actions that school principals intend to oversee teachers will serve as the basis for assessing and keeping track of their actual performance. In the Central Kajiado district, Kerei (2017) conducted a survey on the factors influencing the development of staff members working in public secondary education institutions. Teachers largely agreed as a result that the

district's staff development programs were lacking. Several factors, including a lack of motivation to participate in training programs, a lack of funding, a non-supportive administration, limited access to urban centers, and deteriorating infrastructure, posed difficulties for the staff development in the central Kajiado district.

Reeves et al. (2017) established that the quality of teaching among teachers and its impact on students' outcomes was influenced by the level of satisfaction of teachers derived from professional development programs. In this regard, it can be concluded that professional development practices such as training, mentorship, and counseling equip teachers with valuable skills required to support learning. These findings imply that failure to achieve teacher morale through professional development programs could lead to low academic outcomes. Teachers will be less motivated to offer quality instructions and support to learners. According to Kelcey, Spybrook, Phelps, Jones, & Zhang, (2017), professional development activity addresses the teachers' satisfaction levels by expanding content knowledge, meeting legal requirements, encouraging best practices for managerial and instructional strategies within the classroom, and developing curriculum. High-quality teachers offer excellent educational opportunities that produce successful learners (Dos Santos, 2019).



## **2.7 Principals conducting Performance appraisal and teachers' job satisfaction**

Appraisals have been utilized around the world to hold teachers accountable in front of employers, students, and parents. A teacher appraisal, for example, was used to assist teachers in their professional development and career planning in England (William & Thompson, 2017), whereas in Kenya, the Commission's annual staff report indicates the use of appraisals to assess teachers' performance comprehensively and objectively with reference to job description (TSC/TPAD/01). The appraisal reports generated by the exercise, in addition to assisting in the study of teacher training needs, also guide the determination of promotions and demotions (TSC annual staff report, TSC/TPAD/01). Kenya's practice of teacher performance evaluation began with independence, for example, in 1964, when Ominde made policy recommendations representing aspects of education. According to one such suggestion, one such recommendation was that the performance of instructors be reviewed through inspections. As a result, the Kenyan government initiated inspectorial evaluations of schools and instructors in order to enhance educational standards (Ratemo, 2016). According to Elliott (2015), a performance appraisal system evaluates a person's productivity at work and room for growth. This indicates that the working goals or expectations must be jointly developed by the supervisor and the employee. Gichuki (2015) explored how teachers felt about the performance review process in public secondary schools in the Naivasha and Gilgil districts of

Nakuru County using a descriptive survey design. The study found that administrators' reflection and self-evaluation were the most frequently employed system of performance rating. The best PA technique, nevertheless, used several different approaches. Furthermore, because to a lack of PA-related abilities, most instructors thought that appraisers at their schools were ineffective. Another observation was that the appraisers and their employer, TSC, failed to give the teachers performance feedback. Even though the assessment system has been recognized as an essential management tool for supporting decision-making, many initiatives have yet to produce the expected results. According to Iqbal, Akbar, and Budhwar (2015), the accuracy, fairness, and success of a performance review are significantly influenced by how employees feel about it and how the review process is conducted.

The term "performance appraisal" can also refer to a periodic formal process wherein employees are assessed by a manager or other judge, who uses a set of metrics to assess each employee's performance, assigns a grade or scores to the assessment, and then typically notifies the employee of the outcome. In essence, the purpose of an appraisal is to raise employee productivity (DeNisi & Murphy, 2017). According to Paul, Abeguki, Hezekeah, and Dirisu (2014), the performance evaluation is a unique and significant kind of career development that includes a standard review of employee performance in a company and then additionally provides feedback to the employees. Individual perceptions of the work done have not changed as a result of the assessment reviews. According to

Dusterhoff, Cunningham, and MacGregor (2014), discontent with the process has also been associated to decreased organizational commitment, work dissatisfaction, and higher inclinations to resign. Performance evaluations are used widely across the globe, yet there is still mounting opposition to the idea's success in raising performance. In management study and practice, the necessity of conducting performance evaluations on a regular basis has also remained a contentious issue (O'Boyle, 2013). Since the costs of implementing PA systems outweigh the benefits, the effectiveness of performance evaluations has come under fire. According to some, resources would be better used by developing accurate and effective methods of communication for performance evaluations that reflect job satisfaction (Vasset, Marnburg, and Furunes, 2012).

Marthouret and Sigvardsson (2016) investigated the impact of rapid feedback on worker performance and motivation in Sweden. Using a qualitative and inductive methodology, this study investigated a Swedish insurance corporation. According to the findings, the quick feedback technique has a beneficial impact on staff motivation and performance. Odhiambo (2015) investigated the impact of performance feedback on staff productivity at Schindler Limited. The descriptive research method was used in this study, and the sample population included 108 Schindler employees from the Kisumu, Mombasa, and Nairobi branches. Furthermore, stratified sampling was used to divide the study population into strata. According to the findings, proper feedback is crucial for meeting the objectives. Negative performance evaluation

has a negative significant effect on staff productivity, according to the findings.

Jääskeläinen and Sillanpää (2013) presented opposing perspectives on the difficulties and root causes of the failure to design suitable performance rating systems. The relationship between employee fairness PA perceptions and job happiness is firmly established in the management literature currently in publication. Due to this gap, some people believe that the performance appraisal process is nothing more than an annual ritual of form filling. Even if a number of studies have stressed the seeming value of performance evaluations, modern researchers are unable to provide a comprehensive framework for evaluating the effectiveness of the PA system (Iqbal, Anwar & Haider, 2015). According to Der-Fa, Peng-KwanG and Kuo-Chih (2020), it is critical for businesses to provide employee with feedback so as to improve motivation and job performance. Employees require transparent, specific, and also detailed response

to realize their strengths as well as weaknesses. With this information, employees can gain a better grasp of their work obligations and identify strategies to enhance and perfect their performance (Van Houten, Hill & Parsons, 2018).

Maharaj (2014) studied administrators' perspective on the performance evaluation of Ontario's teachers, which sampled 178 respondents from a survey, the findings showed that teachers believed their evaluations were more heavily influenced by their relationships with the school administrators than by the nature of their teaching methods. They questioned the assessment that was based solely on one

person's viewpoint. When evaluating the same person, various supervisors could arrive at different conclusions. Employees who believe the findings of appraisals are unjust may believe the results are incongruous with their real input. Esakkimuthu and Vellaichamy (2015) conducted a study on job satisfaction among library professionals in engineering institutions and suggested that organizations should be allowed to attend professional conferences, seminar on deputation and must be allowed to visit other libraries, information centers, documentation centers of other states which would be highly motivating and conducive to increase their efficiency and enhancing the value to their services.

A favorable work environment is one that draws people in and motivates them to deliver quality work so that teachers make the greatest use of their knowledge, skills, and competences, and utilize the resources at their disposal. It has been demonstrated that a bad work environment is linked to low job satisfaction, absenteeism, complaints, burnout, and depressive symptoms (Osibanjo, Gberevbie, Adeniji, & Oludayo, 2015). Sohail (2019) conducted a survey on 88 academic librarians in the university libraries in the Edo & Delta state in Nigeria. The result indicates that job satisfaction is greatly influenced by training. 83 percent of the respondents agreed that training influences their job satisfaction. Training also enhances their fulfillment and quality service delivery. Professional development programs increase the job satisfaction level, professional proficiency and uplift the professional growth of employees. Pandita and Dominic,

(2016) found that professionals who involved in professional development activities during their job are more satisfied than those who do not participate.

Anyadike (2013) asserts that underutilization occurs as a result of performance appraisal methods that exclude teachers from learning the findings of their evaluations. Although performance reviews are a component of the public service's performance management system, experience as university employees in Uganda shows that appraisees frequently receive ineffective, if any, feedback on their evaluations. The anticipated structural adjustments to the workplace that would promote job satisfaction are not made. Otieno, Matula, and Okoth (2021), found that professional development appraisal positively influences secondary school teachers' performance. This results from the establishment of goals at the start of the assessment cycle, which guide the teachers in bringing out their clear performance for the Performance appraisal assessment, Focussing on goals assists the poor performers to do better, and support the delivery of high-quality achievement in an organization this increases satisfaction as the teacher is guided resulting in better KCSE results (Wahjono, 2015).

According to Dessler (2013), there are four performance appraisal indicators that need to be assessed: the clarity of performance expectations, the degree of communication between the employee and the supervisor, the employee's trust in the supervisor, and the fairness of the performance review process with regard to work satisfaction. The first sign is the clarification of performance expectations,

which suggests that staff members may be better informed about the goals and functions of performance evaluations and the part they play in deciding an employee's future within the company. All employees need to participate in performance reviews so they can grasp the organizational goals and what is expected of them in terms of meeting their performance goals (Dessler, 2013). It makes the employee more satisfied with their employment at the company. In addition, supervisors should receive training in a variety of areas, including how to effectively supervise staff, resolve conflicts, provide coaching and counseling, set performance expectations, and provide feedback to staff with the skills and knowledge they need to make decisions while evaluating performance reviews. Fairness in the Teacher performance appraisal development is very important for any school. The principal plays a crucial role in determining how well an employee is performing at work through an efficient and fair performance review procedure (Dessler, 2013).

Summerville (2014) conducted a study on how performance review feedback is used in classrooms. According to the study's findings, 84% of principals relied solely on teacher observations and the majority did not use statistics to inform their judgments. Principals' ignorance of how to evaluate and use PA data was identified as one of the major obstacles to effective usage of PA systems (Summerville, 2014). Ramirez, Clouse, and Davis (2014) conducted another study that found Colorado faces a number of difficulties when evaluating teachers' effectiveness. The majority of the difficulties, according to the researchers, were

related to school leadership. In this sense, they determined that the motivation of school administrators was crucial to the process of evaluating teachers. The PA processes might not be correctly carried out by administrators if they lack sufficient motivation.

According to Mwema & Gachunga (2014), evaluation of individual performance within a firm enhances the body's overall efficacy. Informative, motivating, and administrative performance are the three main and essential components of a performance appraisal system. Administrative decisions are influenced by appraisal since it takes part in the facilitation of planned employee rewards, wage increases, and the transmission of authority to the most capable workers. The motivational position involves starting a learning experience while simultaneously inspiring employees to do better. Finally, the informational purpose of the appraisal system is completed when it provides managers with feedback, data, and an evaluation of each employee's strengths and flaws when it is properly or effectively employed. The appraisers and the appraisees in an organization gain a great deal from effective performance appraisal. The employees, or appraisees, gain in certain ways. The appraisers are better able to identify their areas for improvement and alter their behavior as a result. Additionally, evaluations start a useful seminar where workers can give their managers advice and receive feedback on their own behavior. Last but not least, employees receive assistance in starting programs for behavior modification and can better comprehend the aims and goals of the business (Mwema et al., 2014). The likelihood that a person



will be subject to a performance appraisal system has economic significance as well because it has been demonstrated that employee involvement, feedback, and goal clarity are all frontally and positively related to job satisfaction, which is a predictor of productivity and performance (Paterson, Luthans, & Jeung, 2014).

Bryson, Lauren Hamilton Edwards & David M. Van Slyke (2018) investigated the relationship between piece-rate, team-incentive, or profit-sharing schemes and job satisfaction. Their findings, which control for wage levels, as well as individual, business unit, and country fixed effects, demonstrate that employees under Performance Related Pay schemes are more satisfied with their jobs. Other contextual factors that should be taken into account in this include the employees' satisfaction with the performance appraisal process as a whole, the performance appraisal feedback, or their assessments of the quality, justice, and fairness of the performance appraisal regime (Sommer & Kulkarni, 2012; Gupta & Kumar, 2013). Denisi (2016) revealed that teacher' performance appraisal practices in public secondary schools in Kenya display flaws which require to be reviewed immediately if teachers' performance evaluation is to be used to improve quality of education in Kenya.

The organization can benefit from effective performance appraisal implementation in a number of ways. This procedure has the benefit of determining an employee's skill level and meeting their demands for professional development and career goals (Khan, 2013). Since everyone behaves and

interprets the world differently, perception varies from person to person. Other personal characteristics of a person, such as attitudes, personality, intentions, interests, previous experiences, and expectations, might affect perception. Numerous studies have shown that acceptance of the PA and the satisfaction it produces are significantly influenced by the perception of equality as it relates to the PA (Ahmed, 2013). The most scientific answer, according to Dusterhoff, Cunningham, and MacGregor (2014), was satisfaction with the appraisal. These writers differentiate between two types of satisfaction: one related to the appraisal session and one related to the appraisal system and how it is thought to be used. The performance appraisal is viewed as a crucial component of a strategic management strategy because it provides a mechanism for connecting employee competencies and behaviors to the strategic objectives of the company. Employee perception of the program and satisfaction with its overall use are necessary for it to fulfill this strategic role, (Dusterhoff, Cunningham, and MacGregor, 2014).

In Kirinyaga West Sub County, Kareithi (2018) attempted to ascertain the impact of performance reviews on teachers in secondary schools. The research design used in the study was descriptive. In Kirinyaga West Sub-county, 371 teachers were the study's target population. The study's sample selection process used stratified random sampling. 192 participants were included in the study's sample. The results of the study showed that secondary school teachers believed that goal-setting techniques had improved their teaching methods (mean 3.198); that the feedback they had received agreed with what the teachers had actually

accomplished (mean 3.249); and that the TSC based promotions on performance (mean 3.249). The study's findings also showed a strong correlation between teachers' performance and their goal-setting, performance-feedback, and reward-system practices.

To promote a positive image and so prevent a bad opinion of the PA system, managers must stay in regular contact with their staff (Khan, 2013). Based on the aforementioned, an employee's level of trust in their supervisor enabled them to solidify their perception of the PA and, as a result, their level of job satisfaction. Employees are thought to be encouraged by performance reviews to continue their performance cycle. The result were the establishment of goals that signal the start of the evaluation cycle, assisting employees in expressing their performance goals, the monitoring of performance during the evaluation, assisting underachievers, and supporting the delivery of high-quality performance within an organization (Wahjono, 2015).The capability of conducting performance appraisals to identify specific behaviors or job performance that should be stopped or reinforced, serving as an employee development and coaching tool, providing a realistic assessment of an employee's readiness for promotion, and lastly serving as the basis for awarding merit pay for the employees based on their performance was dependent on the experience of conducting performance appraisals. By aiming to mobilize the finest efforts from the workforce, these performance appraisal goals increased an organization's efficiency (Darehzereshki, 2013).

In Gem-Sub County, Kenya, Okoth & Oluoch (2019) conducted a study on the effect of performance reviews on teachers' motivation. The survey approach utilized was descriptive. 446 instructors from Gem Sub County's public secondary schools were the study's target group. The sample of 103 teachers was chosen using a random selection procedure. Primary data were gathered using well-structured questionnaires. In order to investigate the impact of teacher performance reviews on teachers' motivation in Gem Sub-County's public secondary schools, regression analysis was performed. The study's findings demonstrated that fairness in performance evaluation, feedback on performance evaluation, performance rewards, and performance goal setting had a favorable and significant impact on teacher motivation in Gem sub-county.

Dessler (2013) identified four performance appraisal indicators: the degree of communication between the employee and the supervisor, the employee's trust in the supervisor, and the fairness of the performance review process with regard to job satisfaction. The findings suggested that employees may become more acquainted with the goals and functions of performance evaluations through the part they play in determining an employee's future in the company. Additionally, all employees need to participate in performance reviews so that they can comprehend the corporate goals and what is expected of them in terms of meeting their performance goals (Dessler, 2013). Moreover, supervisors should receive training in a variety of areas, including how to supervise employees, resolve conflicts, provide coaching and counseling, set performance expectations, and

provide feedback to workers. The supervisor received the knowledge and competence they need to make decisions during the performance appraisal review as a result of this course. The second indicator is the organization's level of supervisor-employee communication. The supervisor's evaluation of an employee's performance at work is a crucial part of an efficient and equitable performance appraisal process (How, 2011; Dessler, 2013). According to Iraki (2013), several teachers refused to receive performance reviews and chose to place the blame on their students rather than admitting their own failings. According to Otieno (2022), the establishment of standards between heads and instructors and subsequent evaluations had a favorable impact on teacher job satisfaction and performance. This suggests that when done correctly, it has the potential to raise job satisfaction, which will improve performance. The management practice of teacher evaluation in a supportive environment should be promoted.

## **2.8 Principals' Interpersonal relationship and teachers' job satisfaction**

Principals are contended working at schools when they have good interactions with other teachers and staff (Di Benneto & Alfred, 2017). This suggests that a principal's interpersonal relationship with other teachers has an impact on how happy the teachers are at work. According to Prachi (2018), an interpersonal relationship is a close bond between people who work in the same organization. To perform at their highest level, coworkers should have a close bond. For a

strong interpersonal relationship and eventually a positive work environment, people need to be honest with one other. By working together as a team and communicating well at work, professional relationships can remain healthy. With effective teamwork from other individuals, interpersonal bonds progressively form. Therefore, initiatives should be taken to improve the interpersonal abilities of those who work with others (Obakpolo, 2015).

Maforah (2015), Wang, Pollock, and Hauseman (2019) pointed out that good relationships between principals and their students, teachers, parents, and supervisors are more indicative of job satisfaction. Thus, Bakwai (2016) came to the conclusion that the development of a cooperative and interdependent relationship between principals, the school, and the community is an essential component of teachers' job satisfaction that affects principals' achievement of job, academic, and personal satisfaction.

According to Siburian (2013), Job satisfaction refers to an individual's attitude toward their employment that shows a sense of contentment and also the degree to which a person perceives fairness in the course of executing a work is a function that describes how closely job satisfaction is related to feeling of justice. One attitude that has an impact on behavior is job satisfaction, and job happiness is influenced by a variety of circumstances. These include the actual work itself, performance and recognition, compensation plans, accountability, career growth, pay, working conditions, managers, and coworkers (Martha 2015). According to

Sergiovanni and Starrat (2013), one of the primary indicators of low job satisfaction is a lack of opportunities for employees to interact, share ideas, and demonstrate respect for one another. Because this condition promotes workplace happiness, it is important to strengthen and step up relationships between coworkers and subordinates (Mustapha, 2013).

In order to assess the level of teaching effectiveness among college professors, Raymund (2014) focused on evaluating the interpersonal abilities and administrative influence of West Visayas State University-Janiuay Campus (WVSU-JC) school administrators. The results showed that WVSU-JC school administrators' interpersonal skills are particularly noticeable in their support of the faculty. When it comes to teaching performance, students receive assistance from the teacher heads because interpersonal skills, administrative influence, and teaching performance are interrelated and interconnected. The school administrator's ability to allow teachers a high degree of initiative and creativity in their work makes them more dedicated is very clearly evident in their influence. The improvement of one will improve the other two as well. Similar Li and Su (2014), found out that relationships between principals and teachers has a positive impact on teachers' ability to perform their jobs, but that these relationships have an impact in different ways depending on the sub-domains of teachers' relationships and the job in question.

Srivalli & Vijayalakshmi (2015) conducted a study to assess the degree of job satisfaction and interpersonal relationships among faculty members of engineering institutes in Nellore Dist., Andhra Pradesh. Using a convenience sampling sample strategy, information is acquired from 120 professors at six engineering universities. The analysis found a positive relationship between interpersonal connections and occupational happiness. The relationship between workload and job happiness is also not good. Fashiku (2016) conducted research to determine the connection between leaders' communication styles and lecturers' job performance at the Kwara State College of Education. Fashiku (2016) conducted research to determine the connection between leaders' communication styles and lecturers' job performance at the Kwara State College of Education. Using proportionate simple random sampling, 200 academic staff members and 300 students were chosen from State-owned Colleges of Education. Two instruments that have been validated were used to create four hypotheses. The study's findings showed a strong correlation between lecturers' work effectiveness and leaders' democratic communication style. The communication styles of leaders—autocratic and laissez faire—did not significantly affect lecturers' performance. The study suggested that in order to accomplish the organizations' stated goals and objectives, leaders should communicate more democratically. Their study's findings suggested a link between effective leadership communication and increased organizational output. Particularly, a favorable association exists between organizational productivity and job performance and a



communication style that is clear, amiable, open, and attentive. Conversely, a domineering and tense communication style has a bad impact on the efficiency of a business. Based on their findings, the researchers advised managers to use appropriate leadership communication techniques to provide important information and raise employee job dedication, which might increase the output of the organization.

Veronica and Dorothea (2015) studied a manufacturing company in Yogyakarta and Surakarta, which sought to determine the relationships between job satisfaction, organizational commitment, and turnover. The findings demonstrated the complexity of the relationship between work satisfaction, organizational commitment, and turnover intention. However, the study concluded that organizational commitment had an indirect impact on job dissatisfaction's effect on the intention to leave. The research also showed a link between organizational commitment and work happiness. According to the report, managers should exert every effort to foster an environment that assures employee job satisfaction in order to increase employee commitment to the company and job performance.

According to Ramjee (2018), it is impossible to ignore the reality that interpersonal relationships also have an impact on how well an organization or corporation performs. It is true that interpersonal relationships have an impact on job happiness, and that job satisfaction has an impact on organizational performance (Bakotic, 2016). Ram (2013) found that job happiness is a side effect

of interpersonal interactions and is not solely a function of pay. According to Patricia (2015), management involvement can promote friendship at work through social events both within and outside of the office. In a similar spirit, Edwards (2015) stated that productivity growth depends on worker satisfaction. According to Schreiner (2018), maintaining positive working relationships between employers and employees is essential for a company's success because these ties can boost employee satisfaction and even productivity. A worker that is happy with their work is probably going to be more dedicated to it. Additionally, high levels of job commitment are probably to be expected when there is good interpersonal communication between subordinates and superiors as well as within the subordinates themselves. The achievement of organizational goals will follow from improved job performance and productivity of the workforce (Ajadi & Alade-Yussuf, 2016; Ogunbamila & Fayankinnu, 2014).

Ethridge (2017) asserted that principals' positive interpersonal relationships with the staff are associated with successful schools, shared vision and norms, openness of governance, and trusting relationships that produce committed and contented school community members, highlighting the significance of principals' interpersonal relationship levels in the secondary school organization to their job satisfaction and school success. Olsen and Huang (2019) found support for the idea that teachers' interactions with principals improve their ability to teach, strengthen their sense of community and shared responsibility, and increase their level of job satisfaction. According to Abari, Ibikunle, Animashaun, and Oguntuga

(2016), the most effective teachers are those who are motivated by their positive relationships with their principals. This improves their morale and work performance, which results in effective teaching as indicated by the consequential effect of high student achievement. According to Kane, Hoff, Cathcart, Heiffner, Palmon, and Peterson (2017), children who perceive that their principals (and instructors) favorably connect with them, care about them, and have high expectations for them are more likely to engage in learning and are less likely to misbehave. According to research, the success of job satisfaction and educational objectives depends significantly on the principals' interpersonal relationships with other school personnel. According to Koula (2015), principals' interpersonal relationships play a crucial role in the efficient running of the classroom and the school as a whole since they influence both teachers' work satisfaction and students' academic success. This implies that only happy principals can care about teachers' happiness and the accomplishment of school objectives.

According to Al Tayyar's (2014) research on secondary school teachers in Saudi Arabia, most of the instructors were happy with their jobs and this was ascribed to interpersonal relationships. This is clear from the fact that where there are strong, meaningful relationships, there is unity, which fosters cooperation and, ultimately, increases job efficiency. Okorie and Victor (2016) did a study in Nigeria with the aim of determining the effectiveness of principals' motivating tactics for teachers' motivation in public and private secondary schools in Ebonyi State. The findings demonstrated that teachers' job happiness is motivated by the interpersonal

interactions with principals. In a similar vein, Nwinyokpugi and Omunakwe's (2019) investigation of Port Harcourt, Nigeria, workplace interpersonal interactions found a favorable relationship between those ties and job satisfaction, which in turn increased organizational productivity.

In a study by Getange (2016) on teacher productivity and motivational tactics in Kenya's Kisii County, the findings showed that 74% of respondents generally agreed that administrators should use interpersonal relationships as a tool for motivating teachers. In contrast, a study by Njiru (2014) that looked at the motivation and job satisfaction of teachers in Kenya's Kiharu District came to the conclusion that instructors were dissatisfied with their work, especially with the interpersonal relationship components. The discovery suggests that interpersonal connections are not always clear-cut. In order for partnerships between teachers and principals to be successful, each party must be willing to make sacrifices and foster opportunities for communication and sharing.

Vasiliki (2015) looked into the relationships between teachers and students as well as between principals and teachers, as well as how these relationships impacted the school's efficiency and, in particular, the performance and behavior of its pupils. It was discovered that most schools have formal and cordial relationships between principals and teachers as well as between teachers and their coworkers. More specifically, the conduct, credentials, and personality of instructors and principals are crucial elements that foster positive

relationships. Because of this, it is important to improve the relationship between coworkers or between a supervisor and subordinate because it results in more job satisfaction (Mustapha, 2013). Along with enhancing the social tie between the employees and their jobs, the circumstance will promote job satisfaction and teamwork. Working together as a team and having a positive attitude may be advantageous to the whole organization. A large part of the employees' contentment with social interaction came from the satisfaction and reasonable amount of time allowed to them for self-socialization, such as over lunch, during breaks, and among customers. Their opportunity to cultivate a sense of teamwork and belonging among coworkers will consequently be increased.

According to Siburian (2013), interactions between leaders and their subordinates can take many different forms. A friendly interchange that may include actions like talking about work-related issues, participating in decision-making, and being available to the leader whenever needed. Interpersonal relationships at work improve employee job satisfaction. According to Siburian (2013), a person's attitude toward their work that expresses a sense of fulfillment is what is meant by job satisfaction. The degree to which a person perceives fairness in the course of executing a work is a function that describes how closely job satisfaction is related to feeling of justice. One attitude that has an impact on behavior is job satisfaction, and job happiness is influenced by a variety of circumstances. These include the actual work being done, accomplishment and recognition, the structure of rewards, responsibility, upward mobility, income,

working conditions, supervisors, coworkers, and management policy (Martha 2015). Interpersonal relationships are one aspect impacting job happiness, according to Dugguh and Dennis' (2014) study. Additionally, they recommend that workers be provided adequate time to socialize. In addition to preventing superfluous behavior at the workplace, this circumstance will aid in the development of sense.

## 2.9 Summary of literature reviewed

The following matrix shows the summary of the literature review based on teachers' job satisfaction. The matrix is a summary of literature reviewed highlighting the author, the study, methodologies and findings. It presents the focus of the study by identifying the knowledge gaps from reviewed related literature

<b>S/N</b>	<b>Author</b>	<b>Topic</b>	<b>Methodology</b>	<b>Findings of Study</b>	<b>Knowledge Gap/Focus of Current Study</b>
<b>1</b>	Mugambi (2018)	Influence of Teacher Participation In Decision-Making on Job Motivation In Public Secondary Schools In Nyeri, Nairobi And Kajiado Counties, Kenya	Descriptive research methodology, combining quantitative and qualitative methods, was employed in this study.	According to the study's findings, there is a strong positive correlation between the use of participatory decision-making and the motivation of public secondary teachers for their jobs. Conclusion:	This study focused on how principals make decisions, how much secondary school teachers participate in decision-making, how motivated teachers are for their jobs, and how participation in decision-making affects teachers' job motivation while this study focused on principals' involvement of teachers in decision making on teachers' job satisfaction. The study focussed in Nyeri,

				Teachers' motivation for their jobs is likely to rise when they are given more chances to participate in decision-making. Enhanced workplace motivation can result in great performance..	Kajiado and Nairobi Counties while this study focussed only in Kakamega county.
2	MUTUNE (2019)	Influence of Headteachers' leadership Practices on Teachers' Job Satisfaction in Nakuru and Primary School, Kenya	The use of mixed approaches was made. The convergent parallel design was used for this study. In this approach, quantitative and qualitative research are carried out concurrently in a single study.	The results of the survey showed that job satisfaction was highest when it came to coworkers, supervision, and communication. The ways in which head teachers led had a negligible impact on how satisfied teachers were with their compensation, the nature of their work, their	The study looked at head teachers' leadership styles while this study focussed on principal management practices  The study was conducted in Nakuru county, Kenya while this study was in Kakamega County, Kenya  The study focused on private primary schools while this study concentrated in public secondary schools.



				colleagues, and communication. Supervision was a key element of job satisfaction for teachers that was significantly influenced by head teachers' leadership styles.	
3	Ejimofofor (2015)	Teachers' Job Satisfaction, Their Professional Development And The Academic Achievement Of Low-Income Kindergartners	Longitudinal design	Academic achievement of students is not strongly correlated with teachers' overall job satisfaction. There were no discernible links between instructors' professional growth and pupils' academic achievement.	<p>The study's focus was on kindergarten students' academic progress and teachers' job happiness, while this study focused on principals' management practices on teachers' job satisfaction.</p> <p>The study focused on kindergarten pupils while this study focused on secondary schools</p>

4	Zemach (2017)	Effect of Teachers Performance Appraisal System on Teachers Job satisfaction: The Case of Arbaminch Town Governmental Secondary Schools	Descriptive survey research design.	Teachers in the study area report feeling unsatisfied with their jobs as a result of the teacher performance appraisal systems being used not being created and run on the level of the teacher's career.	<p>The study centred on teachers' perceptions of performance reviews and the difficulties encountered while conducting reviews in schools</p> <p>The study was a Case study while this study was a correlational study.</p> <p>Teachers' Performance appraisal on teachers' job satisfaction was the main study title while this study looked at principal performance appraisal on teachers' job satisfaction as an objective</p>
	Al Tayyar (2014)	Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia	Descriptive survey design was used	The results suggest that teachers were generally happy with their careers, and that interpersonal relationships, followed by school management and the nature of the work, contributed most to this happiness.	<p>The study's primary area of interest was the working conditions for school teachers while this study primary area was principals' management practices on teachers' job satisfaction.</p> <p>The study was conducted in Saudi Arabia while this study was in Kakamega County, Kenya</p> <p>The study independent variable was</p>

					job satisfaction but in this study job satisfaction was the dependent variable
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## **2.10 Theoretical framework**

Herzberg's 1959 two-factor theory of motivation served as the theoretical foundation for this study since it was thought to be pertinent for understanding the teachers' job satisfaction in public secondary schools in Kakamega County, Kenya. Herzberg's two-factor theory postulates that a variety of work-related elements, specifically motivational and hygienic factors that function on two different dimensions, emerged as having a substantial association with job satisfaction and job discontent. While the other set of variables, hygiene, deals with the environmental setting of the job, the surrounding circumstances, and the job content (extrinsic to the job), the first set of elements, motivators, are genuine factors (intrinsic to the job). Recognition, accountability, the task itself, and growth are some of the motivating aspects. The existence of motivational factors, also referred to as "satisfiers," promotes self-actualization (Herzberg, Mausner, & Snyderman, 1959).

The hygiene or extrinsic factors include remuneration, promotion, working conditions and supervision. These factors are in a separate dimension of factors dealing with secondary conditions of a job. Therefore, Herzberg's two-factor theory works with two different needs of an employee. One set of factors "hygiene" relates to the physical nature of employees, leading to the avoidance of bad feelings at work, but they do not produce growth, while the other set of

factors, motivating factors, directly relate to growth or self-actualization needs. In this relationship, neither can motivating factors prevent bad feelings at work nor can hygiene factors lead to growth needs (Whitsett & Winslow, 1967). Herzberg also contends that such development results from the task itself (Locke, 1976).

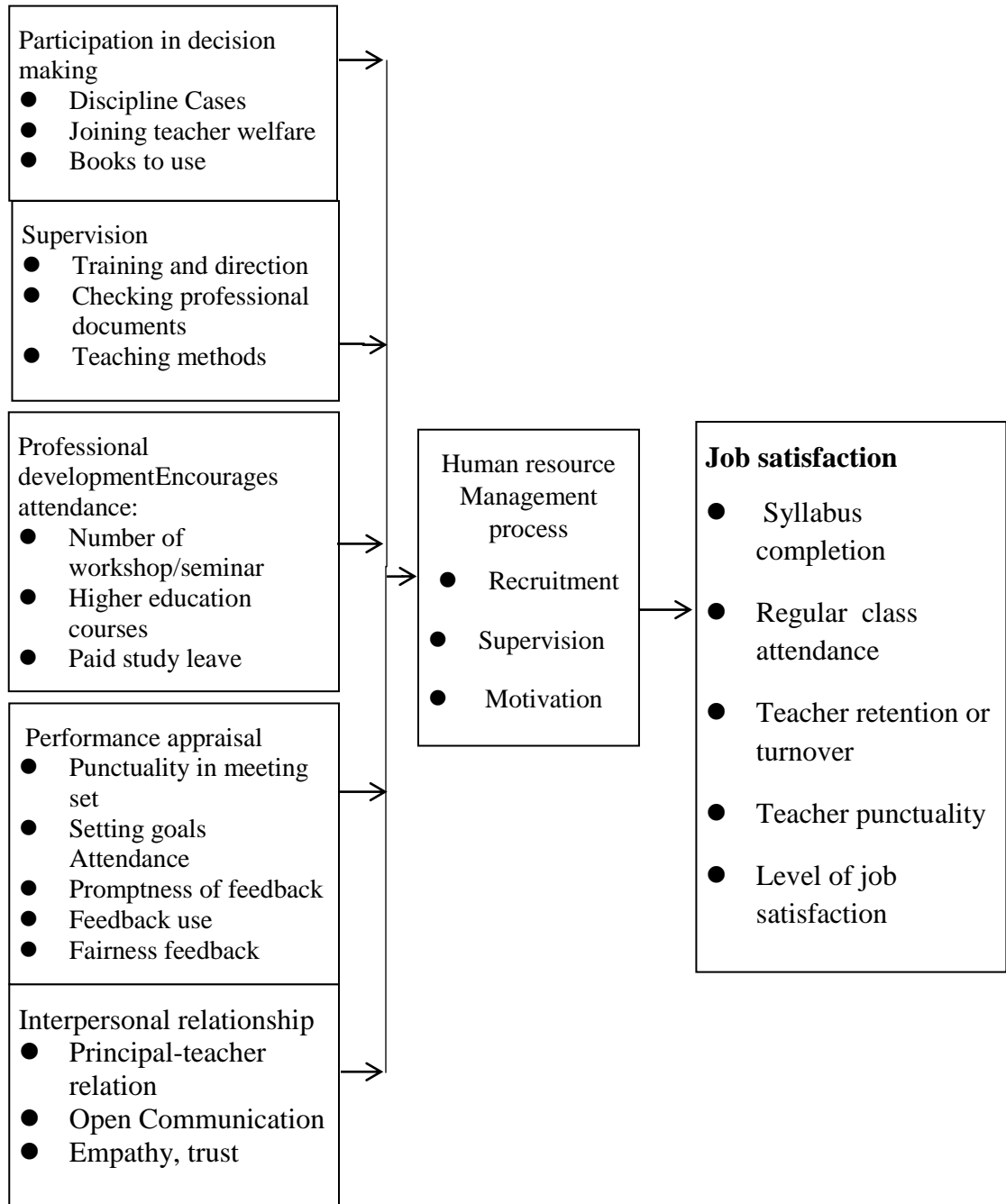
Herzberg's two-factor theory has several benefits, including emphasizing internal employee motivation rather than concentrating on other external factors. Additionally, money is treated as incidental in this theory because other factors, such as job promotion, recognition, and relationships among employees, are thought to be more motivating than money.

The disadvantages of using Herzberg two factor theory is that;it is not necessary that satisfied employees will lead to increase in productivity in the company as job satisfaction is one of the factors behind the increase in job productivity but not the only factor. Another problem with the Herzberg theory is thatit can be subjective since different people have different meaning when it comes to job satisfaction hence, for example, some people may like flexible working hours while for others it may be troublesome, similarly some people like to have more salary as opposed to promotions and power while some give more weight to power and promotions as compared to money. This theory's disregard for external factors, which in reality play a significant role, is another drawback. For instance, even if a company implements all of the Herzberg theory's components, employees may not be happy if a rival pays more for the same job profile.

This study revolved around the Herzberg theory with its hygiene and motivational factors and their influence on teachers' job satisfaction. Several scholars such as Ssesanga and Garrett (2005) utilized the framework developed from the Herzberg theory to establish factors influencing the job satisfaction of academics in Uganda. Samuel and Chipunza (2009) also used the Herzberg theory to establish motivational variables influencing staff retention in private and public organizations in South Africa. Further, Sutherland (2004) revealed that both hygiene and motivational factors influence employee retention in organizations. Generally, the Herzberg two-factor theory explains that the wants of employees are divided into two groups. One group revolves around the need for one to develop in his/her occupation as a source of personal growth. The second group serves as the first's fundamental support system and is known for receiving fair treatment in terms of pay, supervision, working conditions, and administrative procedures. Individuals do not experience a high level of job satisfaction or motivation to do well on the job when the needs of the second group are met. It is anticipated that by addressing this second set of needs, job performance issues and general discontent will be avoided. Herzberg's two-factor theory showed the variables in this study, including involvement in decision-making, supervision, professional development, performance appraisals and interpersonal relationships, as well as how it affects job satisfaction at work through discipline cases, checking professional development, tracking the number of workshops or seminars attended, punctuality, feedback, and principal-teacher relationships.

## **2.11 Conceptual framework**

The conceptual framework illustrates the interrelationship between the independent variable and dependent variable. This is shown in figure 1



**Figure 1: The influence of selected management practices by principals of teachers' job satisfaction**



Figure 2.1 shows principals' management practices as involving teachers in decision making, supervisory activities, professional development, performance appraisal and interpersonal relations that may affect teachers' job satisfaction. The results of teachers' job happiness are determined by the completion of the curriculum, regular attendance in class, teacher retention or turnover, and the process of teacher punctuality, all of which have an impact on job satisfaction, teachers' school attendance, and turnover. When these elements are in place, teachers experience the purpose of their job and take ownership of its results, which promotes teacher satisfaction and may reduce absenteeism and turnover (Khan 2010).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter illustrates and describes the research methodology used to investigate and carry out the study. It covers the following areas; introduction, research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of instruments, data collection procedures and data analysis techniques and ethical considerations.

#### **3.2 Research design**

Descriptive survey research as well as correlational research study design were both utilized. While descriptive survey research design was employed because it allowed the researcher to characterize features of a person or group as they actually are, correlational research design was utilized because the research study tested correlations between variables (Kothari 2011). The descriptive surveys solely focus on existing conditions or relationships, held attitudes, and current processes. Kothari (2011) asserts that surveys only focus on the facts, such as relationships that already exist, beliefs that people have, actions that are taking place, results that are already obvious, or emerging trends. Due to its capacity to extract a wide variety of information and the fact that both interviews and

questionnaires were employed, the design was most suitable for the study. It also had the capacity to lessen bias and reliability. The methodology is considered suitable because it enables the gathering of descriptive information about how administrators include teachers in decision-making, interpersonal interactions, supervisory activities, professional development, performance evaluations, and how these factors affect teachers' job satisfaction. Best and Kahn (2007) state that testing hypotheses and the relationship between unmodified variables are also important aspects of descriptive surveys. The collected data was simple to generalize and made amenable to combined quantitative and qualitative techniques of statistical data analysis procedures.

### **3.3 Target population**

According to Borg & Gall (2007) and Glass (1996), the term "target population" refers to all individuals who make up a real imaginary group of subjects, people, or events for which a researcher seeks to generalize the study's findings. The study focused on 324 public secondary schools in five Sub-Counties of Kakamega County, which had 324 principals, 5,789 teachers, and 12 TSC Sub-County officials.

### **3.4 Sample size and sampling procedures**

According to Fowler (2002), a sample must be representative of the population from which it was taken. According to Best & Kahn (2011), a sample that is 20% or larger is deemed to be large enough to detect a significant effect (Kerlinger & Lee, 2000). Table 1 lists the number of Sub-counties, school principals,

teachers, and TSC officials who were sampled, along with their sampling techniques.

**Table 1: Sample sizes for schools, principals, teachers and TSC officials by Sub-County**

Sub-counties	Targeted Schools	Sampled Schools	Principal	Targeted Teachers	Sampled Teachers	TSC officials
Lurambi	76	17	17	550	95	1
Ikoloma	57	10	10	279	65	1
Shinyalu	67	14	14	256	55	1
Navakho	44	5	5	190	40	1
Malava	80	18	18	225	45	1
Total	324	64	64	1500	300	5
Purposive Sampling		Random sampling	Census sampling		Simple random Sampling	Purposive sampling

**Selection of sub counties:**The researcher used purposive sampling to select five sub counties which included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava in Kakamega County because for instance Lurambi sub county has one National school and the rest had a variety of extra county and county schools with vast population. Due to this, a study used purposive sampling, allowing the researcher to pick examples that have the necessary data regarding the study's objectives (Kerlinger & Lee 2000; Kothari 2011).

**Selection of schools:** The selected sub counties in Kakamega County had 324 public secondary schools. The schools to be included in the study in each sub county were selected at random.

The Kothari, 2013 sample size calculation formula was used to get the overall number of schools to be included in the study, i.e.

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + Z^2 \cdot p \cdot q}$$

Where;

n= size of the sample

Z= score corresponding to 95% confidence level

P= sample proportion (likelihood of success where 0.95 was used)

q=1-p (likelihood of failure)

N= the target population; and

e= acceptable error which is 5 percent.

From this formula, the sample size for schools was calculated as follows:

$$n = \frac{1.96^2 \times 0.95 \times 0.055 \times 324}{0.05^2(324-1) + 1.96^2 \times 0.95 \times 0.055} = \frac{65.0344464}{1.0082236} = 64.50399 = 64 \text{ Schools}$$

To ensure representation in terms of school types, stratification of schools was done in terms of national, extra-county, county and sub county systems. Where possible, proportionate sampling was done to include appropriate schools in each sub-county's sample. In order to discover a substantial effect (Kerlinger & Lee, 2000), the researcher used 64 schools, which is regarded as a big sample (Best & Kahn, 2011) as shown in Table 1

**Selection of principals:** All 64 principals of the sampled schools were included in the study.

**Selection of teachers:**At this stage, it was noted that schools did not have equal number of teachers. The number of teachers ranged from nine (single stream schools) to 76 (11 streams schools). The number of teachers to be included in each school's sample was proportionate to its size. Once the number to be interviewed in each school had been determined, simple random sampling was used to choose the teachers to be included in the sample. The papers were marked "yes" or "no," the teacher who picked "yes" was included in the study. It was determined that a sample size of 300 teachers was adequate to identify a substantial effect (Best & Kahn, 2011) and was large enough to do so (Kerlinger

& Lee, 2000). Using the formula shown below, the sample was computed (Kothari, 2013).

$$n = \frac{Z^2 \cdot P \cdot q \cdot N}{e^2 (N-1) + Z^2 \cdot p \cdot q}$$

Where;

n= size of the sample

Z= score corresponding to 95% confidence level

P= sample proportion (likelihood of success where 0.42 was used)

q=1-p (likelihood of failure)

N= the target population; and

e= acceptable error which is 5 percent.

From this formula, 300 teachers participated.

$$n = \frac{1.96^2 \times 0.42 \times 0.58 \times 1500}{0.05^2(1500-1) + 1.96^2 \times 0.42 \times 0.58} = \frac{1403.72064}{4.68331376} = 299.72808 = 300 \text{ teachers}$$

$$0.05^2(1500-1) + 1.96^2 \times 0.42 \times 0.58 = 4.68331376$$

**Selection of Teachers Service Commission Officials:**The TSC officials were selected by purposive sampling of which one TSC official from each sub county of the five selected was selected.

### **3.5 Research Instruments**

The study employed teacher questionnaires, an interview guide for the principal and a TSC representative.

#### **3.5.1 Questionnaires: (Appendix 3)**

According to Cohen et.al, (2018), questionnaires can be used to gather information from a sizable population sample and are the best method for doing so when conducting a descriptive survey. Because they allow for rapid collection of large amounts of data from respondents, questionnaires were frequently utilized in data collection. Additionally, they are free of researcher prejudice. They included both closed- and open-ended questions, allowing for unlimited explanation. Creswell and Creswell, (2017) goes on to say that questionnaires record data on people's views, opinions, and behaviours. Two sections were present on the surveys given to teachers; The background information was gathered in Section A and included the following details: gender, age, working experience, educational background, and in-service courses; Section B contained the selected management practices which involved five variables on a Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree seeking to establish the relationship on teachers' job satisfaction. The five management practices used by principals involved principals involving teachers in decision making, supervision, promoting professional development, performance appraisal, teacher delocalization policy and interpersonal relationship and section C on the general information of people.



### **3.5.2 Interview guide: Appendix 2 and 4**

Cohen et.al, (2018),assert that an interview guide gives the researcher detailed information on cases of interest. They are helpful for researching delicate subjects and give the researcher the chance to learn about the principals in detail. Interviews enable a detailed understanding of how people understand and relate to various aspects, according to Turner (2010). Because the tools made it possible for the researcher to probe and follow information trails to learn more, it was determined to be appropriate. Data on principals' management methods and their connection to job satisfaction were gathered from principals and TSC officials using an interview guide that covered questions from the five variables. For the sake of cross-referencing the information and sources, data gathered through interviews were also employed.

### **3.6 Validity of the Instruments**

Validity is the extent to which findings and data reflect the phenomenon being studied (Kothari, 2019). Validity, as defined by Ranjit and Kumar (2005), is the attribute of a measuring technique that offers reliability and accuracy. Validity was defined by Creswell and Creswell, (2017) as the extent to which a test measures what it claims to measure. The comments of the supervisors and specialists from the Department of Educational Administration and Planning were therefore incorporated for expert judgment in order to improve the content validity (Kothari, 2019; Best & Khan, 2011). They provided corrections on the questionnaire and interview schedule's wording, length, structure, and ambiguities, which were used to change and reorganize the instrument. Kothari

(2019) argued that content validity is a non-statistical method used to validate the content, which served as a foundation for the application of expert judgment. Piloting was utilized to evaluate the study's viability and the adequacy of the language employed, as well as the clarity of the test items. After a two-week period while maintaining all initial conditions constant, two schools, two principals, one TSC official, and 20 teachers were employed to test the dependability of the instruments (Kothari, 2019).

### **3.7 Reliability of the Instruments**

According to Fraenkel and Wallen (2011), a measuring instrument's reliability is determined by how consistently accurate it is throughout time (Kothari,2019). Using the test-retest method, the reliability of the questionnaires was assessed. The formula for calculating the reliability coefficient was Pearson's product-moment correlation (r) coefficient (Best & Kahn, 2011).

$$r = \frac{\sum(x-x)(y-y)}{\sqrt{[\sum(x-x)^2][\sum(y-y)^2]}}$$

x=the score of the independent variable

Y=the score of dependent variable

X=the mean score for independent

Y=the mean score for dependent variable

Source: Elifson, Runyon and Haber (1990)

A reliability coefficient of more than 0.70 is deemed sufficient for instruments to be utilized in social research, according to Kothari (2019), who stated that teachers' questionnaires had a r value of 0.86, indicating that the instruments were very dependable.

### **3.8 Data collection procedures**

After receiving approval from the School of Education at the University of Nairobi, the researcher went on to secure study permission from NACOSTI, the National Commission of Science, Technology, and Innovation. The County Director of Education for Kakamega County received a copy of the permit and issued a letter of authorization for the visit to the schools. Prior to distributing the questionnaires, the researcher gave a brief introduction to the respondents and reported to the principals of various schools with the intention of informing them of the purpose and significance of the study. The questionnaires were given to the teachers in person throughout the study, and they were collected as soon as they were finished. The researcher also completed the principals' and TSC officials' interview guides. As questions were posed, answers were written down.

### **3.9 Data analysis techniques**

Making meaning of enormous amounts of data, reducing the amount of information, identifying key patterns, and creating a framework for presenting the evidence of what the data revealed are all part of data analysis (Best & Kahn, 2011). The Statistical Package for Social Science (SPSS), version 20, was used to

code the data, enter it into the computer, and verify the accuracy of the questions. This entailed categorizing and arranging data into a thematic framework based on important themes, concepts, and classifications.

Data were analysed on both a quantitative and qualitative level. The analyses used descriptive statistics, which included frequencies and percentages. Tables were used to present the results. Use was made of descriptive statistics including frequencies, percentages, means, and standard deviation. The ranking was based on a Likert scale, with 1 standing for "Strongly Disagree," 2 for "Disagree," 3 for "Neutral," 4 for "Agree," and 5 for "Strongly Agree." In order to calculate the Means, the scores were employed. A mean value above 3.00 indicated a good attitude for positively stated items, whereas a value below 3.00 indicated a negative attitude.

In order to handle qualitative data, interviews and open-ended questions were recorded, categorized, and published as narratives, verbatim, or transformed into frequency tables. Some of the answers were transformed into percentages and frequencies, which were then displayed as tables. The Pearson product moment correlation, an inferential statistic, was employed to analyse all five hypotheses and ascertain the relationship between each independent variable and teacher job satisfaction. Analysis of the independent variables in connection to teachers' job satisfaction was done using Pearson product moment correlation at a 5% level of significance. An analysis of multiple linear regressions was conducted to determine which factor had the greatest impact on teachers' job satisfaction.

### **3.10 Ethical considerations**

To ensure that the respondents' fundamental rights were not violated, ethical concerns were followed. This was accomplished by first providing participants with information on the study's nature and goals through an introductory letter (Appendix 1). A license permit was obtained from the County education office; a research permit and authorization to conduct research in schools were obtained from the National Commission of Science and Technology; the respondents were informed that their participation in the study is voluntary and that there are no risks to their physical or mental health or financial gain. To moderate expectations, the researcher clarified that there was no financial benefit to participating in the study. Each and every in-text citation was acknowledged by adding it to the reference list when it was required. To check for plagiarism, the

thesis was run via Turn Tin program. Since respondents' identities were kept secret to protect them, only the respondent category—principals, teachers, and TSC officials—was used to refer to them. When specific respondents were mentioned, identities were coded to maintain anonymity.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents data analysis, presentation and interpretation of the study findings from the field. This chapter begins with the instrument return rate, demographic information of the respondents, data analysis and interpretation. The findings are given as follows; principals' involving teachers in decision making, principals' supervision, principals promoting professional development, principals' performance appraisal, principals' interpersonal relationship and its influence on teachers' job satisfaction in public secondary schools. Data was analysed by use of Statistical Package for Social Sciences (SPSS) computer programme.

#### **4.2 Instruments Return Rate**

The Instruments were administered to the respondents. Table 2 shows the response return rate.

*Table 2: Instrument return rate*

Type of instrument	Number administered	Number returned	%return rate
TSC interview guide	5	5	100.0%
Principals interview guide	64	60	93.8%
Teachers' questionnaire	300	300	100.0%

Table 2 shows that the response rate was high at 5(100.0%) for the teachers' questionnaires were returned and 60(93.8%) principals' interview guides were responded to. All the 300 questionnaires administered to teachers were fully filled and returned making the instrument return rate to be 300(100.0%). Out of the 64 principals selected to be interviewed only 60 principals returned the instrument, thus making a return rate of 60(93.8%), while all 5 TSC officials were interviewed making 100% return rate. A return rate of 60% and higher, in accordance with Kothari (2019), is considered appropriate.

### **4.3 Background information of Respondents**

The study sought to establish the demographic information such as gender, age, working experience, academic qualification and in-service course attended. Information that was needed included the principals' gender, age, working



experience and highest professional qualification. Information that was needed for teachers included teachers' gender, age, working experience, level of education and in-service course attendance. Table 3 shows the Background information of teachers and principals involved in the study

*Table 3: Background information of teachers and principals*

<b>Gender</b>	<b>Teachers</b>		<b>Principals</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Male	178	59.3	20	66.7
Female	122	40.7	10	33.3
Total	300	100.0	30	100.0
<b>Age</b>				
Below 30 years	128	42.7		
30-40 years	98	32.7	7	23.3
40-50 years	59	19.7	19	63.3
Above 50 years	15	5.0	4	13.3
Total	300	100.0	30	100.0
<b>Working experience</b>				
Below 1year	74	24.7	0	0.0
1-5 years	105	35.0	10	33.3
6-10 years	45	15.0	10	33.3
11-15 years	29	9.7	9	30.0

16-20 years	25	8.3	0	00.0
20years and above	22	7.3	1	3.4
Totals	300	100.0	30	100.0
<b>Level of education</b>				
Diploma	44	14.7	0	00.0
Bachelors Degree	226	75.3	11	36.7
Masters degree	30	10.0	19	63.3
Total	300	100.0	30	100.0
<b>In-service course attended</b>				
Yes	185	61.7		
No	115	38.3		
Total	300	100.0		

Gender can influence job satisfaction. Table 3 shows that majority 178(59.3%) of the teachers who participated in the study were male. The female teachers were represented by 122(40.7%). This shows that the male teachers were more than the female teachers. The inclusion of both gender is significant because some authors affirm that female teachers are more satisfied with their job(Bender et al., 2005; Clark, 1997; Ishitani, 2010; Okpara et al., 2005). The majority, 66.7% of the principals who participated in the study were male while 33.3% were female.

## **Age**

Age was established in order to know whether all the age groups were represented. Table 4 shows 128(42.7%) were below the age of 30 years while 98(32.7%) were between 30-40 years. This shows that the teachers were well distributed

The findings in Table 3 show that majority 19(63.3%) of the principals' age were between 40-50 years while 7(23.3%) were in the range of 30-40 years. The principals' advanced age is in line with research by Nifadkar and Dongre (2014), who found a substantial positive association between teaching staff age and job satisfaction.

## **Working experience**

Working experience is the number of years the people who participated in the study had worked for as teachers and principals. According to the 105(35.0%) teachers had worked as teachers between 1-5 years while 74(24.7%) were below 1 year and 15% were between 6-5 years respectively. This showed that majority of teachers had worked for a few years hence had limited experience in the teaching profession.

Table 3 shows that 10(33.3%) of the principals had a worked as principals for between 6-10 years and 2-5 years respectively while 9(30.0%) had a worked for

11-15 years. Many teachers had been promoted because of experience. This shows that majority of the principals had served for less years in their schools and this might be attributed to the recent transfers done of head teachers. There was a significant inclusion of all years of experience

### **Level of Education**

Level of education was determined to show what the teachers and principals had attained. Majority 226(75.3%) of the teachers had a Bachelor's degree while 44(14.7%) had a diploma. This showed that majority of teachers had what was required in teaching in secondary school as stipulated by the Teachers Service Commission.

Table 3 shows that majority 19(63.3%) of the principals had done a Master's degree and 11(36.7%) Bachelor's degree in education. This can be attributed to the T.S.C policy that principals should have a Master's degree for them to be promoted.

### **In-service course**

In-service courses were used in the study to know whether the people who participated in the study had ever attended an in-service course. On the aspect of in-service course majority 185(61.7%) of the teachers agreed that they had

attended an in-service course. This shows that principals were encouraging teachers to undergo in-service courses.

#### 4.4 Principals involving teachers in decision making and job satisfaction

The researcher sought to determine the influence of principals' involvement of teachers in decision making on teachers' job satisfaction. Descriptive statistics such as frequencies, percentages, Means and Standard Deviation were utilized. The rating was based on Likert Scale where 1=SD, 2=D, 3=N, 4= A, 5= SA. The results of objective one were presented in Table 4 which shows the distribution of principals by involvement of teachers in decision making on teachers' job satisfaction.

*Table 4: Distribution of principals by involvement of teachers in decision making on teachers' job satisfaction*

Statement	SD		D		N		A		SA		Mean	Sd
	f	%	f	%	f	%	f	%	f	%		
School Administration involving staff in decision making	74	24.7	40	13.3	52	17.3	79	26.3	55	18.3	3.00	1.46
Teacher contribution taken seriously	45	15.0	50	16.7	55	18.3	100	33.3	50	16.7	3.20	1.32

Teamwork is Encouraged	63	21.0	22	7.3	41	13.7	93	31.0	81	27.0	3.36	1.48
Teacher take instruction discussed seriously	38	12.7	63	21.0	71	23.7	82	27.3	46	15.3	3.12	1.26
<b>Average Mean</b>											<b>3.17</b>	<b>1.33</b>

Table 4 shows that 79(26.3%) of the teachers Agreed that the school administration involved staff in decision making while 74(24.7%) Strongly Disagreed. This implies that majority of the teachers agreed with a mean of (M=3.00, SD=1.46) that School Administration involves staff in decision making. This was corroborated by Moradi and Shabbaz (2016), who discovered that incorporating teachers in decision-making resulted in fresh perspectives, improved performance, increased efficiency, commitment, and fewer disagreements. When employees actively participate in shaping the organization's policies and decisions, they are more likely to feel a connection to it (Ojasalo and Tähtinen, 2016). This is so that employees may participate and feel some level of satisfaction. Making decisions is what makes up an educational leader's work. Despite the expectation that principals will consult with others before making a choice, the principal bears the whole responsibility for the choice's success or failure. To strengthen accountability and voluntary engagement in the

implementation to job satisfaction in public secondary schools, school administrators must make sure teachers are involved in planning and other school activities. (Tchapchapchet, Iwu, and Ille 2014)

On Teacher contribution being taken seriously 100(33.3%) Agreed while 55(18.3%) said Strongly Agree and 50(16.7%) Disagreed. This implies that majority of the respondents agreed with a mean of (M=3.20, SD=1.32) that Teacher contribution is being taken seriously. In contrast, Mbope (2015) discovered that some education administrators underappreciate the role that teachers play in ensuring that programs are successful. In order to improve job satisfaction, employee performance and administer school programs efficiently, school principals need to be informed on the value of group involvement.

On Teamwork is encouraged 93(31.0%) of the teachers said Agree while 81(27.0%) Strongly Agreed. This implies that majority of the respondents agreed with a mean of (M=3.36, SD=1.48) Agree that Teamwork is encouraged. On Teamwork, Nazir& Islam, (2017) concur that team resources based on critical social resources at work that help individuals to grow and develop were positively related to work-family enrichment and project satisfaction. They feel happy that their work and experience is valued by their colleagues and managers which create a trustworthy work environment. The employees develop positive feelings for their organization by exhibiting affective commitment. Teamwork is an important driver of group commitment as the seed of trust grows and strengthens the social interactions among employees. Uncertainty among them is reduced. Difficulties

and issues related to work are solved easily when there is cooperation among the employees. Hence, success at work is easily achieved by the employees. Organizations may choose to consider group performance important for their growth. Hence, employees give more importance to generate effective group results.

On Teacher take instruction discussed seriously 82(27.3%) of the teachers Agreed while 71(23.7%) were Neutral. This implies that some of the respondents agreed with a mean of ( $M=3.36$ ,  $SD=1.48$ ). It is agreed upon by Kukenberger, Mathieu, and Ruddy (2015) that taking part in collective decision-making has a number of drawbacks. Social institutions may put pressure on certain group members to dominate others as a result of an unequal allocation of power. According to the leader-member exchange hypothesis, a prominent member may persuade other members to agree with his decisions, which may be despised by other members. As a result, disagreements within the group, lack of consensus, and indecision may occur. The employee could feel abandoned by his co-workers in such circumstances. According to Kukenberger, Mathieu, and Ruddy's (2015) research, an employee's level of involvement in daily work-related decisions is decided by their superiors.

The researcher further used inferential statistics Pearson product moment correlation to analyse the hypothesis. Hypothesis one was tested using Pearson product moment correlation to test the relationship between Principals involving teachers in decision making and teachers' job satisfaction. The hypothesis stated:



H<sub>01</sub>: *There is no significant relationship between principals involving teachers in decision making and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.*

To test hypothesis one Pearson product-moment correlation was done to determine the relationship between principals involving teachers in decision making (M=3.17, SD=1.33) and teachers' job satisfaction (M=3.17, SD=1.38)

Table 5 shows the correlation matrix between principals involving teachers in decision making and teachers' job satisfaction

*Table 5: Correlation matrix between principals involving teachers in decision making and teachers' job satisfaction*

		Principals involving teachers in decision making	Teachers Job satisfaction
Principals involving teachers in decision making	Pearson Correlation	1	.407*
	Sig. (2-tailed)		.000
	N	300	300
Teachers job satisfaction	Pearson Correlation	.407*	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation result in Table 5 indicate a positive and strong significant coefficients between principals involving teachers in decision making and

teachers' job satisfaction. The results on Table 5,  $r(298) = .407, p < 0.05$ ). Therefore the null hypothesis was rejected. Hence there is a relationship between principals' involvement of teachers in decision making and teachers' job satisfaction. This implies that when principals' involve teachers in decision making effectively it leads to teachers' job satisfaction. These findings were consistent with research by Murtiningsih and Lian (2017) who found that the decision-making process of the principal had an impact on teachers' job satisfaction. Kuja et.al (2022) assert that the decisions made by the principals support the achievement of the school's vision and mission through the work of the faculty and staff. The principal will make superior decisions as a result of systematic decision-making, and teachers as well as other school staff will be able to accept the decisions.

Further, the researcher interviewed thirty principals' on extent of teacher involvement in decision making and teachers' job satisfaction so as to get in-depth information. Table 6 shows principals' responses on what extent teacher involvement in decision making influenced job satisfaction

*Table 6: Principals' response on what extent teacher involvement in decision making influenced job satisfaction*

<b>Principals response</b>	<b>Frequency</b>	<b>Percentage</b>
To a large extent	26	86.7
To a small extent	4	13.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

The findings in Table 6 show that majority 26(86.7%) of the principals agreed that teacher involvement in decision making influenced job satisfaction to a large extent.

Another interview question posed to the principals was how teacher participation in decision making affected job satisfaction. Table 7 shows their responses.

*Table 7: Effect of teacher participation in decision making on job satisfaction*

<b>Effect of teacher participation in decision making</b>	<b>Frequency</b>	<b>Percentage</b>
Feel part of the decisions	14	46.7
Boosts morale	10	33.3
Encourages teamwork	6	20.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 7 shows that a majority 14(46.7%) of the principals said that the effect of teacher participation in decision making makes them feel part of the decisions while 10(33.3%) it boosts their morale. The results on Table 7 shows that teachers want to feel as though they are part and parcel of the institution and this is corroborated by Hammad (2017), who claims that teachers' perceptions of decision-making in the classroom are influenced by their perceptions of how difficult it is to implement decisions made by the school's main administrators. In order to increase work performance in schools, it is necessary to train school

principals and teachers to deepen their understanding of the significance of group decisions.

The principals were interviewed on principals involving teachers in decision making and job satisfaction coded as P1-P4. This was done by the researcher asking the questions on the variables and the principals answering them as the researcher noted down their responses which were as follows:

P1;

When teachers are involved in decision making in school they are motivated and enables them feel part of the system thus feels ownership of the school

P2;

The teachers feel valued and appreciated as stakeholders of the school when involved in decision making in schools

P3;

When teachers are involved in decisions in schools they are able to embrace team work and make them have an ownership of decisions made

P4;

Teachers perform their duties with great determination and vigour since what they are implementing is what they proposed so they want it to work effectively

With the responses obtained from P1, P2, P3 and P4 it is evident that when teachers are involved in decision making they do feel appreciated and part and parcel of the institution since they have some ownership.

The TSC officials were also interviewed (coded TSC1-TSC5) on principals involving teachers in decision making and how it influences job satisfaction.

Their responses were as follows:

Ruth TSC 1:

When principals involve teachers in decision making the teachers feel that they do own the school and implementation of major activities becomes effective and makes them feel satisfied

Tony TSC 2:

Majority of principals are involving teachers in decision making and that is why we are seeing low turnover rates since they feel satisfied

Jacky TSC 3:

We have encouraged principals to in cooperate teachers in terms of decision making in the school so that they can be committed to their jobs and satisfied

Brain TSC 4:

When principals do not involve teachers in decision making in school the teacher feels he/she is being detected and does not fully commit to the work rather does it for the sake of being employed

With the responses above it is evident that majority 86% TSC officials strongly agreed that principals involve teachers in decision making while 14% disagreed.

The results were in line with those of (Haryanto, 2020) in Nigeria, who discovered a significant connection between secondary school job performance and teachers' involvement in academic preparation. To improve teachers' work effectiveness, school administrators should devise effective plans to guarantee that they are actively involved in a range of educational and school-related issues. Msomi, Van der Westhuizen, and Steenekamp (2014) emphasized how crucial it is to provide employees more "voice" so they can express their ideas and take part in decision-making within their company. Other research, like those by Appelbaum, Louis, Makarenko, and Saluj (2013), also claimed that PDM has a beneficial effect on elevating employee work satisfaction, elevating employee loyalty to their firm, and most crucially, lowering employee turnover. Participation in decision-making by employees raises their organizational satisfaction levels (Kumar &Giri, 2013).

However, there is also a different opinion, in which, According to Beri (2013), the way a principal makes decisions has little bearing on how satisfied teachers are with their jobs.

#### **4.5 Principals' supervision and teachers' job satisfaction**

The researcher sought to determine the influence of principals' supervision on teachers' job satisfaction. Descriptive statistics such as frequencies, percentages, Means and Standard Deviation were utilized. Principals' supervision is known to influence teacher's job satisfaction and the manner in which it is done is very important since the working environment is determined. Bhatti et al. (2013) assert

that the effectiveness of supervision is significantly influenced by the supervisor. The process of supervision cannot be successful without the supervisor's and the supervisees' cooperation. This is due to the fact that an unsupervised or unmonitored employee is more likely to become distracted. According to Ismail et al., (2010)., it is one of the most effective techniques for improving training transfer.

Table 8 shows the distribution of frequencies and percentages of teachers on principals' supervision on teachers' job satisfaction

*Table 8: Teachers' responses on principals' supervision on teachers' job satisfaction*

Statement	SD		D		N		A		SA		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
Ensures classrooms are well ventilated	55	18.3	23	7.7	55	18.3	96	32.0	71	23.7	3.4	1.40
Provides adequate teaching materials	51	17.0	31	10.3	56	18.7	98	32.7	64	21.3	3.3	1.37

Ensures punctuality	54 18.0	26 8.7	43 14.3	103 34.3	74 24.7	3.4	1.41
Ensures motivating working conditions in school	49 16.3	38 12.7	70 23.3	91 30.3	52 17.3	3.2	1.32
Promotes learner-centred teaching methods	46 15.3	29 9.7	51 17.0	108 36.0	66 22.0	3.4	1.34
Checking professional records	62 20.7	15 5.0	32 10.7	97 32.3	94 31.3	3.5	1.49
<b>Average Mean</b>						<b>3.4</b>	<b>1.37</b>

Table 8 shows that 96(32.0%) of the teachers Agree on Ensuring classes are well ventilated while 71(23.7%) Strongly Agree and 55(18.3%) respectively. This implies that majority of the respondents agreed with a mean of (M=3.4, SD=1.4) that they Ensure classes are well ventilated of which According to Wallace, Lemaire, and Ghali (2012), who concurs that working circumstances include



things like temperature, lighting, ventilation, hygiene, noise, working hours, and resources. As a result, there is an increase in job satisfaction.

On Provision of adequate teaching materials 98(32.7%) Agree while 64(21.3%) Strongly Agree and 56(18.7%) were Neutral respectively. This implies that majority of the respondents agreed with a mean of ( $M=3.3$ ,  $SD=1.37$ ) that they provide adequate teaching materials which conquers with Takwate (2018) who argues that school principals should routinely examine their facilities to determine any areas in need, and that the Ministry of Education should swiftly provide textbooks to schools and financing to maintain school facilities as soon as they get reports from schools.

Table 9 shows that 103(34.3%) of the teachers Agree while 74(24.7%) Strongly Agree that On Ensuring punctuality and 54(18.0%) Strongly Disagree respectively that the principal ensures teachers are punctual. This implies that majority of the respondents agreed with a mean of ( $M=3.4$ ,  $SD=1.41$ ) that principals Ensure punctuality whereby Mulatya et.al. (2022) concurs that of the head teachers needed teachers to be in school earlier than the stipulated time by the Teachers Code of Regulations. According to Chidi and Akinfolarin (2017), a single yardstick can be used to evaluate performance, and that yardstick is a teacher's punctuality to job satisfaction. Teachers' punctuality has no set standards by which exceptionally good deeds can be rated, although they may exhibit pleasant behaviors like assisting coworkers with timeliness leading to increased levels of job satisfaction.

On ensuring of motivating working conditions in school 91(30.3%) of the teachers Agree that through encouraging teachers to achieve the set goals through listening to their divergent views where need be while 70(23.3%) were Neutral that the principal motivates them. This implies that majority of the respondents agreed with a mean of ( $M=3.2$ ,  $SD=1.32$ ) that the principal motivates the teachers during supervision. This is supported by Wasserman and Yehoshua (2016) who emphasized that lowering of supervisory pressure on teachers improves their teaching and strengthens the cooperation of the teachers with the administration and their work colleagues. Teachers had gained significantly by making friends with their leaders, fellow staff members, and students, whose affection was of help in time of need. Care and support from significant others reinforced teachers' attachment to the school and the teaching profession. Teachers were happy to work hard because of the satisfaction they obtained from the friendships they had established with coworkers, students, and parents. The respect they received from community members, the moral satisfaction of their profession, and the pleasure they acquired by seeing their students excelling after school sustained their morale at work.

On Promotes learner-centred teaching methods 108(36.0%) Agree while 66(22.0%) Strongly Agree and 51(17.05) were Neutral respectively that the principal ensures learner centred is effective. This implies that majority of the respondents agreed with a mean of ( $M=3.4$ ,  $SD=1.34$ ) that principals Promotes learner-centred teaching methods which is supported by Barak and Asad (2012)

who concurs that teaching constitutes the core activity in the classroom, and the type of teaching method used can greatly influence how students learn and the type of student-teacher interaction that is fostered. For example, compared to traditional teacher-centred teaching methods, learner-centred approaches are likely to encourage more active engagement by students). It can also promote relationships of mutual trust between students and teachers (Algan, Cahuc and Schleifer, 2013). Such effects pertaining to student engagement and learning are likely to affect how positively teachers perceive their jobs as teachers, which play decisive roles in determining their levels of self-efficacy and job satisfaction.

On checking professional records 97(32.35) were Neutral while 94(31.3%) Strongly Agree and 62(20.7%) Strongly Disagree that they are motivated by the principal reaffirming the teachers through guiding them on schemes of work, lesson plans and giving good comments without necessarily scolding teachers in front of students. This implies that majority of the respondents Strongly Agreed with a mean of ( $M=3.5$ ,  $SD=1.49$ ) that principals check professional records which is supported by Aseka, (2016) who found out that the head teacher's practice of checking the records of work gave them the opportunity to have a fore sight of teachers' manner of delivery and the pupils' needs for early intervention through in-service training. Supervisors can responsively help employees in the workplace through expert instructions, feedback, and information which in turn results in positive employee behaviours and outcomes. On the overall it was

established that majority of principals’ supervision had a great impact on the way teachers carried out their duties in class.

The researcher further used inferential statistics Pearson product moment correlation to analyse the hypothesis. The hypothesis stated:

*H<sub>02</sub>: There is no significant relationship between principals’ supervision and teachers’ job satisfaction in public secondary schools in Kakamega County, Kenya.*

To test second hypothesis Pearson product moment technique was done to determine the relationship between principals supervision(M=3.40, SD=1.37) and teachers’ job satisfaction(M=3.17, SD=1.38). Paterson et al (2014) state that supervisor support helps to foster responsive work environment.

Table 9 shows the Correlation matrix between Principals’ supervision and job satisfaction

*Table 9: Correlation matrix between Principals’ Supervision and teachers’ job satisfaction*

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		<b>Supervision</b>	<b>Teachers’ job satisfaction</b>
Supervision	Pearson Correlation	1	.521*
	Sig. (1-tailed)		.000
	N	300	300
Teacher job	Pearson Correlation	.521*	1

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satisfaction	Sig. (1-tailed)	.000	
	N	300	300

\*. Correlation is significant at the 0.05 level (1-tailed).

Table 9 shows the correlation matrix which indicate a positive and strong significant coefficient between principals' supervision and teachers' job satisfaction where  $r(298)=.521, p<0.05$ ). Therefore the null hypothesis was rejected. Hence there is a relationship between principals' supervision and teachers' job satisfaction. This implies that Principals' Supervision 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. Table 10 shows principals' responses on supervisory roles conducted in schools

*Table 10: Principals' response on supervisory roles conducted in schools*

<b>Supervisory roles</b>	<b>Frequency</b>	<b>Percentage</b>
Curriculum implementation	18	60.0

Class attendance	11	36.7
Checking schemes of work, lesson plans and Record of work covered	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

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Table 10 shows that majority, 18(60.0%) of the principals, said that curriculum implementation was the major supervisory activity conducted in their schools while 11(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). Supportive supervision aims at increasing work satisfaction for professionals, creating and maintaining harmonious employment relationships (Kadushin, 2014), and the internalization by the social workers of the values of the organization (Frunză, 2017; Unguru & Sandu, 2017).

Table 11 shows the principal's responses on supervisory activities and its influence on job satisfaction.

*Table 11: Principals' responses on supervisory activities influencing job satisfaction*

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

The findings in Table 11 shows 11(36.7%) of the principals agreed that supervisory activities was through building confidence while 10(33.3%) was through creating teamwork which contributes most to job satisfaction. This is supported by Kiiru (2015), who concurs that mutual understanding is crucial for effective instructional supervision, which is a joint effort between the teachers and the head teacher. This agrees with the comments of the teachers regarding the necessity of encouraging working environments and the verification of credentials to guarantee self-assurance, teamwork, and motivation. 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”

TonyTSC 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

JackyTSC 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”

Sam 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

BrianTSC 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



The answers given above make it clear that the principal's supervision is crucial to the satisfaction of teachers because of how he manages and treats them at the school. When carrying out his responsibilities, the principal must be productive, open, and efficient.

#### **4.6 Principals involvement on professional development and teachers' job satisfaction**

In order to understand how principals' participation in professional development affects teachers' job satisfaction, a study was conducted. Use was made of descriptive statistics including frequencies, percentages, means, and standard deviation. Employee satisfaction and professional growth are closely related in that as employees focus on and accomplish their goals, they feel valued by their managers and the organization, and they receive recognition as organizational goals are met in addition to their own. To achieve its aims and long-term business goals, the organization wants to keep its best employees. Employee satisfaction increases as a result, and they never want to leave the organization. Organizations should engage in ongoing programs for employee professional development to ensure the success of both the individuals and the firm (Duggan, 2010). Table 12 shows the responses of teachers on principals' involvement on professional development on teachers' job satisfaction.

*Table 12: Distribution of teachers on principals' involvement on professional development on teachers' job satisfaction*

Statement	SD		D		N		A		SA		Mea n	Sd
	f	%	f	%	F	%	f	%	f	%		
Punctuality contributes to teachers productivity	73	24.3	18	6.0	33	11.0	84	28.0	92	30.7	3.35	1.56
Training in keeping records enhances teachers working skills	61	20.3	33	11.0	37	12.3	79	26.3	90	30.0	3.35	1.51
In-service training influences	47	15.7	25	8.3	51	17.0	83	27.7	94	31.3	3.51	1.41

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Professiona 45 15.0 35 12.0 40 13.3 94 31.3 85 28.3 3.5 1.40

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motivation

Encourages 57 19.0 37 12.3 64 21.3 79 26.3 63 21.3 3.2 1.40

teachers for

further

education

Head 61 20.3 32 10.7 56 18.7 87 29.0 64 21.0 3.2 1.42

teachers

encourage

teachers to

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attend in-  
service  
courses and  
seminars

**Average** **3.35** **1.45**  
**Mean**

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Table 12 shows that 92(30.7%) of the teachers Strongly Agree while 84(28.0%) Agree on Punctuality contributes to teachers' productivity and 73(24.3%) Strongly Disagree respectively. This implies that majority of the respondents Strongly agreed with a mean of (M=3.35, SD=1.56) that Punctuality contributes to teachers' productivity. According to Schreuder, Roelen, Van der Klink, and Groothoff (2013), employees with zero absenteeism continued to work not out of any duty to their patients or pressure from their managers and coworkers, but rather because parental education aided in their personal views on subjective norms and perceived expectations.

On Training in keeping records enhances teachers working skills is done 90(30.0%) Strongly Agree while 79(26.3%) Agree and 61(20.3%) Strongly Disagree respectively This implies that majority of the respondents agreed with a mean of (M=3.35, SD=1.51) that Training in keeping records enhances teachers working skills. This is backed up by Ai-Yee, Syin-Hau, and Ching-Wing (2007) in investigating the importance, applicability, and effects of training in organizations

in Malaysia by identifying the key variables that affect training effectiveness. The survey also showed that the amount and frequency of training varied according to the level of job involvement.

On in-service training influences skill development positively 94(31.3%) of the teachers Strongly Agree while 83(27.7%) Agree and 51(15.7%) Strongly Disagree and 8.3% Disagree respectively. This implies that majority of the respondents Strongly Agreed with a mean of ( $M=3.51$ ,  $SD=1.41$ ) that in-service training influences skill development positively Professional development enhances motivation whereby Jahangiri, Shahrivari, Nategh, Firouzi, and Azimkhani (2015), concur that rigorous evaluation can help us determine the effectiveness of training initiatives. Evaluation can demonstrate whether or not the training initiatives are successful in assisting participants in reaching their objectives. Teachers that are proud of themselves and their work will constantly look for better ways to connect with all students and so foster an environment where the students want to be.

On Professional development enhances motivation 94(31.3%) of the teachers Agree while 85(28.3%) Strongly Agree and 45(15.0%) Strongly Disagree respectively. This implies that majority of the respondents agreed with a mean of ( $M=3.46$ ,  $SD=1.40$ ) that Professional development enhances motivation which Ko (2012) backed up by pointing out that career growth entails gaining professional knowledge and independence to boost creativity, job effectiveness, and Schools must look for ways to enhance teachers' professional growth and job performance

in order to better manage the teaching and learning process (Arong and Ogbadu, 2010). One way to do this is through monitoring.

On encouraging teachers to work for further education 79(26.3%) Agree while 64(21.3%) were neutral and 63(21.3%) Strongly Agreed respectively. This implies that majority of the respondents agreed with a mean of ( $M=3.18$ ,  $SD=1.40$ ) that encouraging teachers to work for further education wherein Brown and Wynn (2009) found that administrators who actively supported their teachers were more committed to their own personal development and retained teachers at higher rates than their peers. According to Brown & Wynn (2009), Roberson & Roberson (2009), and Meyers & Hitt (2017) and Moir (2009), more effective administrators are able to build a culture of learning, mentoring, and improved teaching conditions inside the school. Principal support is crucial for the satisfaction of both new and experienced teachers.

On principals' encouragement on in-service courses majority 87(29.0%) Agree while 64(21.0%) Strongly Agree and 61(20.3%) Strongly Disagree respectively. This implies that majority of the respondents agreed with a mean of ( $M=3.20$ ,  $SD=1.42$ ) that head teachers encourage teachers to attend in-service courses which was backed by Inayatullah and Jehangir (2012) who looked into the impact of teachers' performance and found that support from head teachers raises teachers' performance levels, which in turn improves students' performance and goal-accomplishment. According to the study, teachers that are motivated can better connect with their pupils and encourage them to learn more. The principals'

remarks reveal that among the different kinds of training they send their teachers to are subject techniques, teacher management, capacity building, in-service training, and teacher management.

Inferential statistics were also employed by the researcher to analyze the hypothesis. With the use of Pearson product moment correlation, hypothesis three was examined. The premise was as follows:

*H<sub>03</sub>: There is no significant relationship between principals' involvement on professional development and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.*

The link between principals' involvement in professional development (M=3.35, SD=1.45) and teachers' work satisfaction (M=3.17, SD=1.38) was examined using Pearson product moment correlation to determine hypothesis three.

Table 13 shows the correlation matrix between Principals' involvement on professional development and teachers' job satisfaction

*Table 13: Correlation matrix between Principals' involvement on professional development and level of job satisfaction*

		<b>Professional development</b>	<b>Teachers' job satisfaction</b>
Professional development	Pearson Correlation	1	.595*
	Sig. (2-tailed)		.000
	N	300	300

Teachers' job satisfaction	Pearson Correlation	.595*	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation result in Table 13 shows a positive and strong significant coefficient between professional development and job satisfaction where  $r(298)=.595, p<0.05$ ). Therefore the null hypothesis was rejected. Hence there is a strong significant relationship between principals' involvement on professional development of teachers and teachers' job satisfaction. This implies that Principals' involvement on professional development of teachers effectively leads to teachers' job satisfaction. This was supported by Iwu, Ezeuduj, Iwu, Ikebuaku, and Tengeh (2018) who established that instructors who had been exposed to professional development and training reported higher levels of job satisfaction than those who had been in the teaching profession but had not been provided with such opportunity. According to Akpan's (2017) research, professional development has a considerable impact on teachers' job happiness. The correlation between these two factors was positive, indicating that teachers' levels of satisfaction are likely to rise when they get ongoing professional development affecting their productivity and commitment at work. Table 14 shows the number of time teachers have attended professional development.



*Table 14: Number of times teachers have attended professional development training*

<b>Number of times attending training</b>	<b>Frequency</b>	<b>Percentage</b>
once a term	10	33.3
Twice a term	10	33.3
More than four times	9	30.0
Once a year	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 14 shows majority, 10(33.3%) of the principals said that teachers go for professional development once and twice a term respectively and 9(30.0%) said more than four times. This shows that professional development trainings have been taken seriously by teachers.

Table 15 shows principal's response on professional development trainings conducted in schools

*Table 15: Principals' response on professional development trainings conducted by principals in schools*

<b>Professional development training</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers are positively motivated	11	36.7
Improves teacher performance	14	46.7
Encourages coordination between principal and teachers	5	16.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 15 shows that majority 14(46.7%) of the principals said professional development improves teacher performance while 11(36.7%) said that teachers are positively motivated this shows that majorly professional development helps in ensuring performance becomes better. If trainees use newly acquired knowledge and abilities on the job, training positively impacts trainees' attitudes and behaviors at the workplace. Employees are motivated to perform at their highest level at work (American Psychological Association, 2012) and are obligated to give back to their businesses in other ways, such as by changing their habits and carrying out tasks as instructed (Bulut & Culha, 2010).

TSC officials were interviewed on some of the professional development they encourage teachers to attend and their responses are shown below:

Ruth TSC 1;

Principals encourage teachers to attend in-service courses such as KEMI, SMASSE, KNEC training, subject enhancement workshops and seminars this makes teachers feel they are important in the school since they are considered for improvement.

Tony TSC 2;

Principals encourage training of examiners, training of management of institution and going for further studies in order to professionally grow in service delivery this makes teachers feel contented.

Jacky TSC 3;

Principals ensure the teachers attend courses such as CEMESTEA, INSETS, KISE, performance contracting courses and teacher management courses

BrianTSC 4;

They encourage teachers to attend capacity building courses, induction courses, subject methods and content, workshops organized by ministry of education and TSC in their various subjects to improve on their performance in school giving the teacher morale to work effectively

The teachers who responded to the questionnaires and the principals who were interviewed both emphasized the importance of professional development for ensuring teachers' growth. Principals should make sure teachers enroll in professional development programs to help them feel like they are developing at work and are a part of the institution. This concurs with Duță and Rafailă's (2014) argument that instructors should pursue continual professional development since it is crucial to keeping up with changes in the teaching-learning dynamic and upgrading their subject-matter expertise and instructional strategies. Additionally, it equips educators with the information and skills needed to update curricula and found organizations that may develop innovative teaching strategies to enhance efficient instruction.

#### **4.7 Principals performance appraisals and teachers job satisfaction**

The aim of the study was to examine the influence of principals' performance appraisals on teachers' job satisfaction. Frequencies, percentages, means, and standard deviation were used as descriptive statistics.

The fourth Objective was performance appraisal, which typically entails assessing performance based on the opinions and judgments of peers, subordinates, managers, supervisors, and even employees themselves. Performance reviews

assist employees in raising their level of performance by providing feedback on areas that need improvement. They also assist employees in maintaining high standards by providing encouragement and positive reinforcement, both of which can help employees feel more inspired and motivated internally. Through performance reviews, the company can give employees information on their rates of development, their skills, and their potential. Table 16 shows the distribution of teachers' responses on principals' promoting professional development on teachers' job satisfaction.

*Table 16: Distribution of teachers' responses on principals' performance appraisal on teachers' job satisfaction*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mea</b>	<b>Sd</b>
	<b>f%</b>	<b>f%</b>	<b>f%</b>	<b>f</b>	<b>%</b>	<b>f%</b>	<b>n</b>
Enhances class attendance	62 20.7	33 11.0	44 14.7	100 33.3	61 20.3	3.2	1.43
Enhance punctuality in classes	50 16.7	34 11.3	51 17.0	105 35.0	60 20.0	3.3	1.36

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Performance	49 16.3	25 8.3	5418.0	11538.4	5719.0	3.4	1.33
assessment							
is done							
regularly to							
enhance							
preparation							
of records							
Promptness	43 14.3	40 13.3	6521.7	10033.3	5217.3	3.3	1.29
in receiving							
feedback							
Recognition	51 17.0	35 11.7	5919.7	10434.7	5117.0	3.2	1.33
for work							
accomplished							
Integrity	52 17.3	41 13.7	5418.0	95 31.7	5819.3	3.2	1.37
portrayed at							
all times							

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Decisiveness	34	11.3	45	15.0	62	20.7	107	35.7	52	17.3	3.3	1.24
in terms of												
discipline												
and school												
activities												
<b>Average</b>											<b>3.3</b>	<b>1.34</b>
<b>Mean</b>												

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Table 16 shows on enhances class attendance 100(33.3%) Agree while 62(20.7%) Strongly Disagree and 61(20.3%) Strongly Agree while (Mean=3.22, Standard deviation=1.43). This implies that principal do not enhance class attendance effectively. This was supported byThe Office for Civil Rights in the United States included teacher absenteeism in its Civil Rights Data Collection Survey in 2009, which prompted politicians to pay more attention to this issue. Kronholz (2013) revealed that 36% of the nation's teachers missed more than ten days annually using information from the most current Civil Rights Data Collection Survey.

On enhances punctuality in classes 105(35.0%) Agree while 60(20.0%) Strongly Agree and 51(17.0%) were Neutral respectively while (Mean=3.30, Standard deviation=1.36). This is supported by Carson (2014) who shows that when a teacher is successful, on time for class, a good teacher, and a kind caretaker, there is no such thing as a poor learner. A teacher can mould and have a beneficial

impact on a learner's life by providing good instruction, mentorship, and opportunities.

On performance assessment is done regularly to enhance preparation of records 115(38.4%) of the teachers Agree while 57(19.0%) Strongly Agree and 54(18.0%) Strongly Disagree and 8.3% Disagree while (Mean=3.35, Standard deviation=1.33). Every employee has to participate in performance assessment so they may learn about the corporate objectives and what is expected of them in terms of meeting their performance goals (Dessler, 2013). A ubiquitous practice in almost every firm, performance evaluation of employees is a requirement for both greater employee and organizational performance. Employee satisfaction is crucial for an organization's performance to be at its best. More than 90% of larger firms utilize performance assessment systems, and more than 75% of these are scheduled annually, according to Seldon, Ingraham, and Jacobson's (2011) research. The success of a corporation is seen to depend on employee satisfaction.

On Promptness in receiving feedback 100(33.3%) of the teachers Agree while 65(21.7) were Neutral and 52(17.3%) Strongly Agree respectively that they are given feedback (Mean=3.26, Standard deviation=1.29). Rasheed et al. (2015) Human resource managers who design ways to enhance employee satisfaction with feedback should improve the manner in which they give feedback to their staff in order to more effectively accomplish organizational goals.

On recognition for work accomplished 104(34.7%) Agree while 59(19.7%) and 51(17.0%) Strongly Disagree respectively that they are effectively recognised while (Mean=3.23, Standard deviation= 1.33). The findings are supported by Van Wart (2008,) who concurs that acknowledgment is a key component of motivational strategies and an intangible reward that expresses appreciation and commendation. However, most managers in the organization have not used it to its full potential. He continued by saying that acknowledgment has an upbeat connotation and that it recognizes positive behaviour or deeds. Arusei et.al (2023) asserts that managers in organizations can put this strategy into practice when leading by moving around the office, shaking hands warmly, celebrating, speaking kindly, and making a small written statement on a piece of paper, to mention a few techniques.

On integrity portrayed at all times 95(31.7%) Agree while 58(19.3%) Strongly Agree that integrity is effectively maintained and 54(18.0%) were Neutral respectively while (Mean=3.22, Standard deviation=1.37). The findings of this research are supported and improved by the research done by Yudhawati (2007) and Joko Purnomo (2011), integrity has a considerable and advantageous impact on employees' performance. It was discovered, with reference to the discussion of the foregoing, that integrity has a major impact on performance. Thus, it can be inferred that the Government Hospital in the City of Kendari will employ more health professionals with high integrity and who will also perform at a higher level.



On decisiveness in terms of discipline and school activities 107(35.7%) Agree while 62(20.7%) were Neutral and 52(17.3%) Strongly Agree respectively with (Mean=3.33, Standard deviation=1.24). This study concurs with a study by Duze (2011) on the relationship between teachers' and students' involvement in decision-making and its effects on academic performance and internal discipline, it was found that when these two groups participate in decision-making, the levels of discipline are strengthened. Overall, the majority of the teachers lacked an opinion

Table 17 shows the model summary on Principals' performance appraisal and level of job satisfaction

The fourth hypothesis was then put to the test using Pearson product moment correlation. The premise was as follows:

*H0<sub>4</sub>: There is no significant relationship between principals' performance appraisal and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.*

The association between the job satisfaction of teachers (M=3.17, SD=1.38) and the performance appraisal of principals (M=3.30, SD=1.34) was examined using a correlation analysis employing Pearson product moment correlation. The null hypothesis states that there is no significant relationship between teachers' job

satisfaction and principals' performance appraisals. The results are presented in Table 17

Table 17 shows correlation matrix between Principals' performance appraisal and teachers' job satisfaction

*Table 17: Correlation matrix between Principals' performance appraisal and teachers' job satisfaction*

		Performance appraisal	Teachers' job satisfaction
Performance Appraisal	Pearson Correlation	1	.665*
	Sig. (2-tailed)		.000
	N	300	300
Teachers' job satisfaction	Pearson Correlation	.665*	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation results in Table 17 indicate a positive and strong significant coefficient between principals' performance appraisal and teachers' job satisfaction where  $r(298)=.655$ .  $p<0.05$ ). This implied that the more proficiently principals performed performance appraisals, the more contented teachers were with their work. Decisiveness in terms of discipline and school activities, as well as improving class attendance, were the performance rating metrics that had a major influence. This suggests that teachers' job satisfaction is influenced by the principals performance appraisals. The results of the hypothesis 4 test that 'There

is no significant relationship between principals' performance appraisal and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya'. This findings concur with those of How, (2011) and Dessler, (2013) studies, which found that an efficient and impartial performance appraisal process is a crucial component of the supervisor's evaluation of an employee's performance at work.

According to a number of research (Morrow, 2011 and Abdul Shukor, et al., 2008), The fairness of performance assessments is highly connected with employees' commitment, job satisfaction, and motivation to their employers, according to a number of studies. Since they are more familiar with the employee's work performance and behavior, the supervisor takes part in this process. The supervisor should have the opportunity to fairly supervise the employees and give them feedback that motivates them to learn more about their job responsibilities. This was corroborated by a 2017 study by Bashir on the effects of Pakistan Excel English School's Performance Appraisal System (PAS) on instructors' productivity and satisfaction. The performance appraisal system and teachers' job satisfaction were shown to be strongly correlated in Kuwait. These findings on employee job satisfaction show that it has a positive effect on the variables. It indicates that people will contribute more to effectively and efficiently achieving organizational goals the more contented they are with their employment.

Further, the researcher interviewed thirty principals' and County TSC officials on performance appraisals and teachers' job satisfaction so as to get an in-depth information. Table 18 shows principals' response on performance appraisals affecting job satisfaction.

*Table 18: Principals' response on effects of performance appraisals on teachers' job satisfaction*

<b>Performance appraisal effect</b>	<b>Frequency</b>	<b>Percentage</b>
Resistance due to negative perception	15	50.0
Feel dissatisfied due to not being involved	9	30.0
lack of feedback	6	20.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 18 shows that 15(50.0%) of the principals said performance appraisal has brought resistance due to negative perception while 9(30.0%) said they feel dissatisfied due to not being involved. The supervisor's evaluation of an employee's performance at work is a crucial part of an efficient and equitable performance appraisal process (How, 2011; Dessler, 2013).

Table 19 shows performance appraisal influence on job satisfaction

*Table 19: Principals' response on performance appraisal influence on job satisfaction*

<b>Performance appraisal influence</b>	<b>Frequency</b>	<b>Percentage</b>
Positively	10	33.3

Negatively	20	66.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 19 shows majority 20(66.7%) of the principals said that performance appraisal has influenced job satisfaction negatively and this can be attributed to teachers' resistance and not being inducted well on performance appraisal.

The TSC officials were interviewed on the influence of performance appraisal on teachers' job satisfaction and their responses were as follows:

Ruth TSC 1:

Performance appraisal in schools has made teachers feel threatened with their jobs because of the negative perception they have about performance appraisals making them not to be satisfied in schools.

Tony TSC 2:

Performance appraisals has not been welcomed well by the teachers because of lack of sensitization on the importance of performance appraisals thus creating fear and lack of cooperation thus making them loose morale.

Jacky TSC 3:

Performance appraisals have made teachers feel insecure with their jobs since they believe it's more of a witch hunt to their jobs than promoting performance in schools thus negative reactions making them not to be fully committed to their work.

Brian TSC 4:

Principals are encouraged to promote performance appraisals so as to improve performance in schools and ensure teachers collaborate in a

humane way without fear in order to make them feel contented at the work place

Principals and TSC officials who were interviewed concurred with teachers that in order to make teachers feel at ease, schools' principals and the Teachers Service Commission must educate teachers about performance evaluation and persuade them that the goal is not to intimidate them but to raise academic standards and student achievement. Bhatti and Qureshi (2007) found a connection between performance reviews, increased job satisfaction, and higher worker productivity, which supported this. According to the data on employee job satisfaction, the variables are positively impacted. It indicates that employees' contributions to effectively and efficiently achieving organizational goals will increase in direct proportion to their level of job satisfaction.

#### **4.8 Principal interpersonal relationship and teachers' job satisfaction**

The study sought to establish the influence of principals' interpersonal relationship on teachers' job satisfaction. Use was made of descriptive statistics including frequencies, percentages, means, and standard deviation. Any organization's members must share the same goals, ambitions, and insights in order for the organization to fulfil its purposes and objectives. They must work constructively together to accomplish what one person cannot do alone. Therefore, the objectives of the organization will barely be accomplished if the individuals that comprise the space do not interact constructively with one another. There are workplaces where relationships among coworkers, managers, and subordinates are strained; for example, when competition, animosity, bias, backbiting, witch-hunting, and

other unpleasant behaviors are commonplace among the people, it may not be best for the firm. The "give and take" phenomenon, which is the foundation of a true and genuine relationship, is necessary for the existence of a good workplace environment. The ability of the school administrator to reward teachers with high levels of initiative and originality in their work makes them more committed; interpersonal skills, administrative clout, and teaching performance are intertwined and interdependent when it comes to teaching performance; and, finally, when it comes to students receiving the best possible education, teacher heads provide assistance, teaching performance is intertwined and interdependent.

Ince and Gul (2011) describe communication as the exchange of thoughts, sentiments, and opinions between two or more people when they interact verbally, written down, or through other visual cues. The sharing of information related to the day-to-day performance of an employer's work, on the other hand, is referred to as employee communication. This is important if the employee is to be a valuable team member. Teamwork, according to Dianna (2006), is a type of group labor that may involve individual tasks, but usually entails some kind of group task in which each member contributes a portion to a paper that is created collectively and is meant to reflect the group's collective wisdom. Unexpectedly, new research demonstrates that groups can perform better than individuals. Table 20 shows the distribution of frequencies and percentages of teachers on principals' interpersonal relationship on teachers' job satisfaction.

*Table 20: Distribution of teachers' responses on principals' interpersonal relationship on teachers' job satisfaction*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mea</b>	<b>SD</b>
	<b>f %</b>	<b>f %</b>	<b>f %</b>	<b>f %</b>	<b>f %</b>	<b>n</b>	
Principal relates well with teachers	57 19.0	24 8.0	42 14.0	93 31.0	84 28.0	3.4	1.45
Principal has open communication with teachers	59 19.7	22 7.3	46 15.3	95 31.7	78 26.0	3.4	1.44
Listens to teachers	63 21.0	24 8.0	44 14.7	94 31.3	75 25.0	3.3	1.46



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Informs	61 20.3	19 6.3	42 14.0	92 30.7	86 28.7	3.4	1.47
teachers on							
all changes							
and events							
Resolves	53 17.7	24 8.0	60 20.0	96 32.0	67 22.3	3.3	1.38
conflict							
amicably							
Considers	53 17.7	30 10.0	53 17.7	102 34.0	62 20.6	3.3	1.37
views of							
teachers							
Gives	59 19.7	24 8.0	49 16.3	96 32.0	72 24.0	3.3	1.43
permission							
to all staff							
Is easily	54 18.0	25 8.3	48 16.0	83 27.7	90 30.0	3.4	1.45
Approached							

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Grants	59	19.7	13	4.3	41	13.7	84	28.0	103	34.3	3.5	1.49
permission												
in times of												
need												
<b>Average</b>											<b>3.33</b>	<b>1.44</b>
<b>Mean</b>												

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Table 20 shows that 93(31.0%) of the teachers Agree while 84(28.0%) Strongly Agree on principals relating well with teachers and 57(19.0%) Strongly Disagree and 8.0% Disagree while (Mean=3.41, Standard deviation=1.45). This implies that the principals relationship with the teachers' job satisfaction is high. This is corroborated by research from Cravens, Goad Oliver, Shigehiro, and Stewart (2015) who claim that a positive workplace culture offers employees a sense of purpose in the company, which is further seen as a crucial component in achieving performance goals. The interaction with co-workers is crucial for achieving satisfaction (Pitts, Marvel, and Fernandez, 2011).

On Principal has open communication with teachers 95(31.7%) Agree while 78(26.0%) Strongly Agree and 59(19.7%) Strongly Disagree respectively while (Mean=3.37, Standard deviation=1.44). This implies that open communication is essential for teachers to feel happy and satisfied in their work place. The results

were supported by Marshall's (2014) assertion that instructors were content with the routes for communication in their schools. The teachers enjoyed that a variety of verbal and nonverbal communication techniques were employed. Gitaka (2014), which illustrated the significance of trust and organizational commitment in connection to effective communication inside organizations. According to the study, commitment and trust "do not just happen"; they must be preserved through good communication.

On listens to teacher's majority 94(31.3%) of the teachers Agree while 75(25.0%) Strongly Agree and 63(21.0%) Strongly Disagree respectively while (Mean=3.31, Standard deviation=1.46). This implies that when the principal listens to teachers the teachers feel satisfied with their job. These results were supported by Sancar's (2014) finding that head teachers consistently listened to teachers' opinions and comments. According to Grootenboer and Hardy's (2017) study, school administrators tried to use teachers' expertise by soliciting their ideas in order to have a clear focus while preparing activities. It is increasingly important for principals to understand the significance of their supervisory approaches in relation to teachers' job satisfaction. Principals should adopt supportive behaviours, such as handling criticism constructively, giving genuine praise, and listening to and accepting teachers' suggestions. Teachers should interact with one other in a setting of trust, confidence, and cooperation rather than acting in a disengaged manner.

On informs to all teachers on changes and events 92(30.7%) of the teachers Agree while 86(28.7%) Strongly Agree and 61(20.3%) Strongly Disagree respectively that the principal informs teachers on changes and events while (Mean=3.41, Standard deviation=1.47). This suggests that the principle plays a significant part in creating conditions that improve teachers' commitment to their jobs and sense of job satisfaction. The study's results support Kapur's (2018) assertion that strong interpersonal connections between teachers, between teachers and administrators, and between teachers not only improve teachers' job satisfaction but also the achievement of educational goals in schools.

On resolving conflict amicably 96(32.0%) Agree while 67(22.3%) Strongly Agree and 60(20.0%) were Neutral respectively that the principal resolves conflict while (Mean=3.33, Standard deviation=1.38). This implies that when principals resolve conflicts among staff teachers are able to perform their duties effectively since they are contented and satisfied. Musyoki (2013) agrees that in order to meet their demands, principals pay attention to both their own needs and some of the needs of the teaching staff. This indicates that teachers who show poor commitment and are unsatisfied with the principals' dispute resolution method are more likely to leave the company. According to Wachira (2011), integrating the operations of several subsystems is more easily accomplished using the problem-solving approach. The use of the principal's and the teachers' knowledge and skills to identify solutions and carry them out successfully is appropriate when problems

seem difficult. This tactic is regarded as highly competent since it is thought to be both suitable and effective in the resolution of conflicts.

On considering views of teachers 102(34.0%) Agree that the principal considers views of teachers while 62(20.6%) Strongly Agree and 53(17.7%) Strongly Disagree and 10.0% Disagree with a (Mean=3.30, Standard deviation=1.37). This suggests that there may be a considerable barrier to implementing public policies and tactics that cause teachers to feel unsatisfied if the school principal's and the teachers' perspectives are divergent. According to Shin (2015), Teo, and Milutinovi (2015), an innovation's perceived benefit to professional practice is just as crucial to its success as the innovation itself. Kamete (2014) asserts that a leader's capacity for effective communication significantly affects the institutional successes. Better organizational goals can be attained with high communication abilities. The study's findings showed that good communication skills among head teachers can bridge the gap between them and instructors, making it easier to accomplish institutional goals. Through participative leadership, Wanjiru (2016) found that head teachers who stayed receptive to teachers' perspectives also created positive interpersonal relationships, which boosted teachers' satisfaction with their work.

On principals giving permission to staff 96(32.0%) Agree while 72(24.0%) Strongly Agree and 59(19.7%) Strongly Disagree respectively that the principal gives permission to staff while (Mean=3.33, Standard deviation=1.43). The behaviours of administrators who are viewed favourably by teachers include those

that foster collegial connections, trust, and supportive behaviour that promotes teacher and student learning (Godwin & Kabeta, 2019).

On being easily approached by teachers 90(30.0%) Strongly Agree while 83(27.7%) Agree and 54(18.0%) Strongly Disagree that the principal is easily approachable while (Mean=3.43, Standard deviation=1.45). In addition to acting as a check on the excesses of the expanding, occasionally contradictory external influences, school administrators can have a substantial impact on these school-level variables. Social support from co-workers is very important and is characterized by feeling like a member of a team and having kind and considerate co-workers (Kamete 2014).

On granting permission when there is need 103(34.3%) Strongly Agree while 84(28.0%) Agree that the principal grants permission to teachers and 59(19.7%) Strongly Disagree respectively while (Mean=3.53, Standard deviation=1.49). This suggests that recognizing the requirements of their instructors and establishing a setting that meets those needs are crucial components of a principal's job. Teachers who work for principals that foster supportive settings have the opportunity to feel fulfilled in their careers (Sancar 2014).

The fifth hypothesis was then put to the test using the Pearson product moment method. The premise was as follows:

*H0<sub>5</sub>: There is no significant relationship between principals' interpersonal relationship and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.*

The correlation between principals' interpersonal relationships (M=3.33, SD=1.44) and teachers' job satisfaction (M=3.17, SD=1.38) was examined using Pearson's product moment analysis. The null hypothesis states that there is no significant relationship between principals' interpersonal relationship and teachers' job satisfaction.

Table 21 shows the Correlation matrix for principals' interpersonal relationship and teachers' job satisfaction.

*Table 21: Correlation matrix for principals' interpersonal relationship and teachers' job satisfaction*

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		<b>Interpersonal relation</b>	<b>Teachers' job satisfaction</b>
Interpersonal relation	Pearson Correlation	1	.489*
	Sig. (2-tailed)		.000
	N	300	300
Teachers' job satisfaction	Pearson Correlation	.489*	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The correlation results in Table 21 indicate a positive and strong significant coefficients between Principals' Interpersonal relation and teachers' job satisfaction where  $r(298)=.489, p<0.05$ ) and the indicators of Principals interpersonal relation that had a significant effect were Listens to teachers, Resolves conflict amicably, Considers views of teachers, Is easily approached by teachers and Usually grants permission whenever there is need respectively. This implies that the more teachers have interpersonal relationship with the principal the more they feel satisfied with their jobs.

Further, the researcher interviewed thirty principals' and County TSC officials on Interpersonal relations and teachers' job satisfaction so as to get in-depth information. Table 22 shows principals' response on principals' interpersonal relationship affecting job satisfaction.

*Table 22: Principals' response on effect of principals' interpersonal relationship on teachers' job satisfaction*

<b>Principal interpersonal relationship effect</b>	<b>Frequency</b>	<b>Percentage</b>
Encourages teamwork	21	70.0
Builds on confidence	9	30.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 22 shows that majority 21(70.0%) of the principals said interpersonal relationship encourages teamwork while 9(30.0%) said it builds on confidence of



teachers. This shows that when the principal has a good interpersonal relationship with the teachers, effective coordination becomes eminent. This was corroborated by James and Nickson (2013), who looked at how employee relations affected the organizational performance of private universities in Kenya. They used the following dimensions or factors to affect interpersonal relationships: an open environment, teambuilding initiatives, and the start of social activities among employees.

Raymund (2014) examined the interpersonal skills and administrative influence of West Visayas State University-Janiuay Campus (WVSU-JC) school administrators in order to gauge the quality of college instructors' instruction. The findings demonstrated that the interpersonal abilities of WVSU-JC school administrators are particularly evident in their support of the faculty. Students benefit from the support of the teacher heads when it comes to teaching performance since interpersonal skills, administrative influence, and teaching performance are intertwined. The ability of school administrators to encourage teachers to take a lot of initiative and be creative in their job will increase their commitment. The other two will also improve as the first one does.

Job satisfaction may be impacted by factors other than the principal's relational and affective domains, such as workload, student behaviour, and working circumstances. Undoubtedly, the principal has authority over every aspect of a school, but the principal-teacher dynamic appears to influence how committed and happy teachers are to their jobs. It is implied that a principal's leadership style,

particularly in the relational and affective areas that boost teacher work satisfaction, may help stop teacher turnover rates.

Li and Su (2014) discovered that workplace relationships had a favourable impact on each employee's ability to accomplish their job. Particularly, there is strong support for the idea that various elements of effective management communication, such as high frequency, openness and accuracy, performance and feedback, and sufficient information about organizational policies and procedures, are positively related to employee satisfaction because they ensure the employee is happy and content at work (Asamu, 2014).

Principals were interviewed on principals' interpersonal relationship on teachers' job satisfaction and their responses were as follows:

P15:

When there is good interpersonal relationship between the principal and the teachers' good working relationship is encouraged.

P16;

Good interpersonal relationship exhibited by the principal towards teachers can help in quick conflict resolution in schools.

P17 response;

Principals having a good interpersonal relationship with teachers help in sharing of knowledge and ideas thus promoting effective collaboration towards delivery of service thus feeling comfortable with their jobs.

P18;

Good interpersonal relationship improves teamwork since the teachers feel free to work and share their opinions without discrimination

P19;

When the principal has good interpersonal relationship with his teachers' confidence is built.

The TSC officials were also interviewed on the influence of interpersonal relationship on teachers' job satisfaction and their responses were as follows

Ruth TSC 1:

Principals should work with the teachers in a good way in-order to promote good relationship this makes the teachers happy and fulfilled

Tony TSC 2:

Principals should motivate the teachers through assisting those who have problems in certain areas and giving guidance in-order for the teachers to feel satisfied

Jacky TSC 3:

Interpersonal relationship between the principal and the teacher is very important for proper cooperation and effectiveness towards the implementation of the curriculum.

Sam TSC 4:

Principals should ensure they relate well with the teachers because this enables the teachers to feel comfortable in the environment and promote team work and consultations thus promoting effective service delivery

Brian TSC 5:

For teachers to feel satisfied with their jobs the principal has to exhibit some good social interaction by showing concern on their jobs

The findings of both the principals and TSC officials who were interviewed agreed with the teachers responses that principals' interpersonal relationship

makes the teacher feel free in terms of contributing to the improvement of the school making him feel happy since he or she is able to give views showing they are part and parcel of the school.

The null hypothesis states that there is no significant relationship between principals' interpersonal relationship and teachers' job satisfaction. This implies that the more teachers have interpersonal relationship with the principal the more they feel satisfied with their jobs. Numerous studies demonstrating the beneficial correlation between team-based working and the caliber of goods and services provided by an organization have enabled the employment of teams (Neelam and Shilpi 2015).

#### **4.9 Multiple regression between selected principals' management practices and teachers' job satisfaction**

Multiple regression analysis was performed to assess which variables greatly influenced teachers' job satisfaction. Data was analysed with all the six variables of selected principals' management practices and teachers job satisfaction.

Table 23 shows the Study variable means and standard deviations

*Table 23: Study variable means and standard deviations*

<b>Variables selected</b>	<b>Mean(M)</b>	<b>Standard</b>
<b>Principals' management</b>		<b>Deviation(SD)</b>
<b>Practices</b>		

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Principals involving teachers in decision making	3.17	1.33
Principals' supervision	3.40	1.37
Principals' involvement in professional development	3.35	1.45
Principals' performance appraisal	3.30	1.34
Principals' interpersonal relation	3.33	1.44
Teachers' job satisfaction	3.17	1.38

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Table 25 shows supervision  $M=3.40$ ,  $SD=1.37$  had the highest mean while Principals' involvement in professional development had ( $M=3.35$ ,  $SD=1.45$ ) and Principals Interpersonal relation had ( $M=3.33$ ,  $SD=1.44$ ) respectively.

To find out to what extent some of the selected principals' management practices predicted on teachers' job satisfaction in public secondary schools in Kakamega County, a multiple linear regression analysis was done. This analysis involved six independent variables(predictors) and a dependent variable(outcome) variable. The dependent variable is teachers' job satisfaction while the independent variable; Principals involving teachers in decision making, principals' supervision, principals' involvement in professional development, principals' performance appraisal and principals' interpersonal relation .

Table 24 shows the model summary between selected principal management practices and teachers' job satisfaction

*Table 24: Model summary between selected principal management practices and teachers' job satisfaction*

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square Change	F Change	Sig. F Change			
1	.691 <sup>a</sup>	.478	.467	1.00841	.478	44.644	5	293	.000

a. Predictors: (Constant), Principal involving teachers in decision making, Performance appraisal, Interpersonal relation, Professional development, supervision

Table 24 shows the model summary which has a positive relationship; R= 0.691, between the selected principal management practices and teachers job satisfaction. The combined linear effects of the variables explained 78 percent variance in the teachers' job satisfaction. This implied that teachers' job satisfaction was highly predictable by the six determinants.

Table 25 shows ANOVA table on selected principals' management practices and teachers' job satisfaction

*Table 25: ANOVA table on selected principals' management practices and teachers' job satisfaction*

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	272.383	5	45.397	44.644	.000 <sup>b</sup>
	Residual	297.947	294	1.017		
	Total	570.330	299			

a. Dependent Variable: Teachers' job satisfaction

b. Predictors: (Constant), Principals' involving teachers in decision making, Performance appraisal, Interpersonal relation, Professional development, supervision

Table 25 shows the test of significance of the model using ANOVA. There are a total of 299(N-1) degrees of freedom. With 4 predictor variables, the regression effect has 5 degrees of freedom. The regression effect was statistically significant;  $F(6,294)=44.64, p=.000$ ).

Table 26 shows the regression analysis between selected principals management practices and teachers job satisfaction

*Table 26: Regression analysis between selected principals management practices and teachers job satisfaction*

<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>T</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1	(Constant)	.137	.226		.607	.544
	Principals' involving teachers in decision making (PITDM)	-.092	.081	-.073	-1.142	.254

Supervision(PS)	.001	.100	.001	.012	.991
Professional development (PD)	.333	.099	.284	3.349	.001
Performance appraisal(PA)	.661	.085	.515	7.802	.000
Interpersonal relation(IA)	-.046	.077	-.040	-.595	.552

a. Dependent Variable: Teachers' job satisfaction

Table 26 shows that out of the six predictors that displayed significant relationships, Performance appraisal (PA) ( $\beta=.515$ ,  $p<.05$ ) had the highest influence on the criterion variable while supervision (PS) ( $\beta=.001$ ,  $p<.05$ ) had the lowest influence on the criterion variable. Two displayed a negative influence on principals' involving teachers in decision making (PITDM) ( $\beta=-.073$ ,  $p<.05$ ) and ( $\beta=-.040$ ,  $p<.05$ ) for interpersonal relation (IA) respectively. This implies that a change in one unit (going up) of a predictor, teachers' job satisfaction is predicted to go up by the standardized  $\beta$ -value shown in Table 28. For instance if performance appraisal (PA) which had the highest influence goes up by one unit teachers' job satisfaction goes up by .515 but as principals' involving teachers in decision making (PITDM) goes up by one unit teachers' job satisfaction goes down by -.073.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the study findings, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the Study**

The study investigated the influence of selected principals' management practices on teachers' job satisfaction among public secondary schools in Kakamega County, Kenya. The study was guided by five objectives: To determine principals involving teachers in decision making, to establish the influence of principals' supervision, to determine the influence of principals' promoting professional development, to examine the influence of principals' performance appraisal and to establish the influence of principals' interpersonal relationship on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya. The literature review focused on the appropriate objectives, theoretical framework and conceptual framework.

The theoretical framework was based on the two-factor theory advanced by Fredrick Herzberg of 1959 as a model for exploring motivation. The two-factor theory assumes happy/motivated or job satisfied employees produce more.

The study used both Correlational research design because it tested the relationship between two variables and descriptive survey research design was used because it allowed the researcher to describe characteristics of an individual or group as they really are. The target population included 324 public secondary schools that had 324 principals and 5,789 teachers in Kakamega County, in the purposively select 5 sub-counties. A random sample of 64 schools, census sample of 64 principals and simple random sample of 300 teachers were used in the study.

Interview schedule (TSC officials and Principals) and questionnaires (teachers) were used as instruments for data collection. After data cleaning, the data was coded and entered into computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20. The quantitative data was analysed using descriptive statistics such as frequencies, percentages, means, and standard deviation. Inferential statistics was analysed using Pearson product moment correlation and Multiple Linear regression. Qualitative data was processed by transcribing and categorizing from interviews and open-ended questions, using content analysis and reported as narratives, verbatim or converted to frequency tables.

### **5.3 Summary of the findings**

This section presents the summary of the findings:

**5.3.1 To determine the influence of principals' involvement of teachers in decision making on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.**

The findings of this study showed that there was a positive and significant coefficients between principals involving teachers in decision making and teachers' job satisfaction where  $r(298) = .407, p < 0.05$ ) which implied that there was a relationship between principals involving teachers in decision making and teachers' job satisfaction.

**5.3.2 To establish the influence of principals' supervision on teachers' job satisfaction in public secondary schools.**

The results of the second hypothesis  $H_02$  showed there was a positive and strong significant coefficient between principals' supervision and teachers' job satisfaction where  $r(298) = .521, p < 0.05$ ) which implied through providing adequate teaching materials, ensuring punctuality, ensuring motivating working conditions in schools and checking professional records there was a relationship between principals' supervision and teachers' job satisfaction. This implies that principal supervision was very critical for ensuring teachers are satisfied.

### **5.3.3 To determine influence of principals' involvement in professional development on teachers' job satisfaction in public secondary schools.**

The third hypothesis H<sub>03</sub> had a positive and strong significant coefficient between professional development and job satisfaction where  $r(298)=.595, p<0.05$ ) which Training in Keeping records enhances teachers working skills, In-service training influences skill development positively and Encourages teachers for further education respectively had a significant effect. This implied that there was a relationship between principals' involvement in professional development and teachers' job satisfaction. This implies that when principals involve teachers in professional development the teachers feel encouraged and satisfied.

### **5.3.4 To examine the influence of principals' performance appraisal on teachers' job satisfaction in public secondary schools**

The findings of the fourth hypothesis H<sub>04</sub> showed there was a positive and strong significant coefficient between principals' performance appraisal and teachers' job satisfaction where  $r(298)=.655, p<0.05$ ) was rejected. This implied that the more principals conducted performance appraisals effectively the more teachers were satisfied with their jobs hence there was a relationship between principals' performance appraisals and teachers' job satisfaction.

### **5.3.5 To establish the influence of principals' interpersonal relationship on teachers' job satisfaction in public secondary schools.**

The results of the fifth hypothesis H<sub>05</sub> showed that there was a positive and strong significant coefficients between Principals' Interpersonal relation and teachers' job satisfaction where  $r(298)=.489$ ,  $p<0.05$ ) and the indicators Principals interpersonal relation that had a significant effect were Listens to teachers, Resolves conflict amicably, Considers views of teachers, Is easily approached by teachers and Usually grants permission whenever there is need respectively. This implied that there was a relationship between principals' interpersonal relationship and teachers' job satisfaction of when principals have a good cordial relationship the teachers feel satisfied.

Out of the five predictors that displayed significant relationships, Performance appraisal (PA) ( $\beta=.515$ ,  $p<.05$ ) had the highest influence on the criterion variable while supervision (PS) ( $\beta=.001$ ,  $p<.05$ ) had the lowest influence on the criterion variable. Two displayed a negative influence on principals' involving teachers in decision making (PITDM) ( $\beta=-.073$ ,  $p<.05$ ) and ( $\beta=-.040$ ,  $p<.05$ ) for interpersonal relation (IA) respectively. This implies that a change in one unit (going up) of a predictor, teachers' job satisfaction is predicted to go up by the standardized  $\beta$ -value shown in Table 28. For instance if performance appraisal (PA) which had the highest influence goes up by one unit teachers' job satisfaction goes up by .515 but as principals' involving teachers in decision making (PITDM) goes up by one unit teachers' job satisfaction goes down by -.073.

### **5.3 Conclusion**

From the findings, the study concluded that principals involving teachers in decision making influenced teacher job satisfaction. It was evident by school administration involving the staff in decision making, team work encouraged, teacher contribution taken seriously and teacher taking instructions discussed seriously. Implying that the more teachers are involved in staff decision making the more they are likely to be satisfied with their jobs.

The study established that principals' supervision influenced teachers' job satisfaction. It was evident by teaching materials, motivating working conditions, learner-centred and teaching methods respectively. This implies that when supervision is done effectively the teachers are more satisfied.

The study also established that principals' involvement on professional development influenced teachers' job satisfaction at a positive and strong significant level. It was evident by Head teacher encouragement, motivation and teacher encouragement respectively. This implies that the more principals involve teachers in professional development the more teachers feel they are satisfied with their jobs.

On principals' performance appraisal, it was established that it influenced teacher job satisfaction at a positive and strong significant level. It was evident by class attendance, recognition, integrity, Performance assessment and decisiveness. It

means that the more principals conduct performance assessment the more teachers are satisfied with their work.

The study also concluded that principals' interpersonal relationship influenced teacher job satisfaction at a positive and strong significant level. This implies that the more principals have a good interpersonal relationship with the teachers the more they are satisfied with their jobs.

The study concluded on principal management practices that performance appraisal which had the highest influence while principals' involving teachers in decision making and interpersonal relations have a low influence on teachers' job satisfaction

#### **5.4 Recommendations**

The recommendations made from the study are given in the following sections:

##### **5.4.1 Recommendations for study**

- 1) The Teachers Service Commission should ensure that the school leadership is led by experienced people and that KEMI reminds teachers of their skills and the promotion criteria is well done through fairness
- 2) The Quality Assurance Service should make sure they serve as important monitors, particularly in supervision, and promote work-satisfying behaviours through group decision-making.

- 3) Teachers should be allocated enough time to attend in-service courses and enough funds allocated to it in order to encourage them and increase their satisfaction levels
- 4) Board of Management should allocate enough funds to school activities and monitor activities in schools to increase the satisfaction levels of teachers
- 5) The Teachers Union i.e. KUPPET, and KNUT should advocate for teachers activities such as salaries, In-service courses, supervision and good interpersonal relationship with the principals which in turn leads to improved K.C.S.E and completion of the syllabus coverage

#### **5.4.2 Recommendations for Policies**

Based on the findings the study made the following recommendations:

- I) Each teacher should be required to take a certain number of hours of professional development courses each term.
- II) Performance appraisal should be done in a way to enhance job satisfaction through prompt feedback with no biasness

#### **5.4.3 Recommendations for management practice**

1) The Ministry of Education should:

- I) Make sure principals involve teachers in decision-making regarding educational issues in order to guarantee that teachers are satisfied in their positions.



II) policies on training of principals in instructional strategies, classroom management, leadership skills and work life balance are effectively implemented

2) Principal should:

- I) Encourage collaboration by include teachers in decision-making processes regarding matters relevant to the school.
- II) Recommend teachers in terms of professional development, ensure fair selection is done and funds are effectively distributed this will enable teachers feel satisfied.
- III) Make sure that each teacher and employee has a specific role or responsibility so that they feel like they are helping the school succeed. Principals can guarantee that teachers are satisfied and that they learn within work groups by involving them in decision-making.
- IV) In order to increase teachers' job satisfaction, principals should be prepared with the necessary supervision knowledge and abilities, which may be obtained from management training organizations like Kenya Education Management Institute (KEMI), among others.
- V) Provide regular feedback to teachers regarding their performance, strengths and areas of improvement which should be constructive, specific and actionable in a timely manner

3) The Ministry of Education and Teachers Service Commission should ensure that principals conduct supervision that promotes increased satisfaction of teachers.

#### **5.4.4 Recommendation for theory**

1). The Ministry of Education in conjunction with Education Practitioners should foster for theories that affect both teachers and principals and their work environment in providing a healthy environment for work

2). In order to make room for better practices in education, principals should devise strategies for ensuring that teachers are satisfied with their positions.

#### **5.5 Suggestion for further research**

Based on the findings, the current study suggests as follows:

- 1) There is a need to do research on teacher performance evaluations to determine how well they contribute to the advancement of teacher preparation and student achievement.
- 2) The researcher recommends that more study be done on how principals include teachers in decision-making and its effect on fulfilling the development goals of education toward Vision 2030.
- 3) More research should be done on professional development and the best ways to implement it in order to create the right mechanism for attaining teacher job satisfaction.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 30197-00100

Nairobi

Date:28/2/2018.

To,

The Principal,

.....

Dear Sir/Madam,

#### **RE: PARTICIPATION IN RESEARCH**

I am a postgraduate student at the School of Education, University of Nairobi currently working on **Influence of Selected Principals' management practices on Teachers' job satisfaction in public secondary schools in Kakamega County, Kenya**. I request that you allow me to gather data from your school because it has been selected randomly. The information you give is for academic purpose only and your identity will be kept confidential.

Thank you in advance.

Yours faithfully,

Hillary Shikokoti

## APPENDIX 2:INTERVIEW GUIDE FOR PRINCIPALS

School code:.....

Date:.....

Interviewer.....

1. What is your age. Below 30 years ( ) 30-40 years ( ) 40-50 years ( ) above 50 years ( )
2. How long have you worked as a head teacher? Below 1year ( ) 2-5years( ) 6-10 years ( ) 11-15 years ( ) 20 years and above ( )
3. What is your highest professional qualification? Bed ( )M.ed ( ) Any other (Specify)
4. To what extent does principals' involvement of teachers in decision making influence their job satisfaction.....
5. What are some supervisory roles that you conduct in your school.....?
6. How do the following supervisory activities influence teacher job satisfaction; checking professional records, ensuring classes are well ventilated, providing adequate teaching materials and ensuring teacher punctuality
7. What are some of the professional development trainings you encourage teachers to attend?.....
8. How many times have teachers attended professional development training in your school?.....
9. How does professional development of teachers affect job satisfaction.....
10. How does teachers' performance appraisal affect their job satisfaction ....
11. To what extent has interpersonal relationship influence job satisfaction among teachers?.....
12. Are teachers punctual in your school?.....
13. Do teachers attend class regularly.....

**Thank you for your cooperation**

### APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

The aim of this questionnaire is to get information on the influence of selected principals’ application management practices on teachers’ job satisfaction. Your responses will be used for the purpose of the study only. Your identity will be kept confidential therefore do not write your name. Kindly cooperate as much as possible. Tick one response as appropriate or fill in the spaces provided.

**Section A: Background Information**

1. What is your gender? Female ( ) Male ( )
2. What is your age (in years) Below 30 years ( ) 30-40 years ( ) 40-50 years ( ) above 50 years ( )
3. How long have you worked? In years. Below 1 year ( ) 1-5 years ( ) 6-10 years ( ) 11-15 years ( ) 20 years and above ( )
4. What is your level of education? 1. Diploma ( ) 2. Bachelors degree ( ) 3. Masters degree ( ) 4. Others ( ) please specify.....
5. Have you attended any In-service course? Yes ( ) No ( )

**Section B: Influence of selected management practices on teachers’ job satisfaction**

Please indicate the level of agreement on the following aspects influencing selected management practices on teacher’ job satisfaction. The scale is 1-5 whereby 1= Strongly agree 2= disagree, 3=Neutral, 4 =Agree 5= strongly agree

<b>6</b>	<b>Principals involving teachers in decision making</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	The school administration involves the staff in decision making					
ii)	The contribution of teachers is taken into consideration					
iii)	Teamwork is encouraged by the school management					
iv)	When decisions are made by the management alone the teachers take instructions					
<b>7</b>	<b>Supervision</b>					
i)	Ensures classrooms are well ventilated					

ii)	Provides adequate teaching materials					
iii)	Ensures punctuality					
iv)	Ensures working conditions in the school is motivating on incentives					
v)	Promotes learner centred teaching methods					
vi)	Checking professional records					
<b>8</b>	<b>Professional development</b>					
i)	Being more punctual contributes to teachers productivity at work					
ii)	Training in records enhances teachers working skills and boosts their morale					
iii)	In-service training has a positive effect on (teachers satisfaction) skill development					
iv)	Professional development enhances motivation					
v)	Encourages teachers for further education					
vi)	Encouragement received from head teacher to attend in-service courses and seminars related to your job					
<b>9</b>	<b>Performance appraisal:</b>					
i)	Enhances class attendance					
ii)	Enhances punctuality in classes					
iii)	Performance assessment is done regularly to enhance preparation of professional records					
iv)	Promptness in receiving feedback					
v)	Recognition for work accomplished					
vi)	Integrity is portrayed at all times					
vii)	Decisiveness in terms of discipline and school activities					
<b>10</b>	<b>Interpersonal relation: The principal</b>					
i)	Relates well with teachers					
ii)	Has open communication with teachers					
iii)	Listens to teachers					
iv)	Informs to all teachers about changes and events					
v)	Resolves conflict amicably					
vi)	Considers views of teachers					
vii)	Gives permission to all staff					
viii)	Is easily approached by teachers					
ix)	Usually grants permission whenever there is need					
<b>12</b>	<b>Teachers' Job Satisfaction</b>					
i)	When teachers are satisfied with their job syllabus					

	completion is effective					
ii)	Regular class attendance is effective when teachers are satisfied with their jobs					
iii)	Teacher punctuality is effective when teachers are satisfied with their jobs					
iv)	The level of job satisfaction is high when teachers are satisfied with their jobs					

**Part C: General**

11. Give two other Management practices the principals should do to help improve job satisfaction.....

12. What are the challenges of job satisfaction among teachers.....

**Thank you for your cooperation**

**APPENDIX 4: INTERVIEW SCHEDULE FOR TSC OFFICIAL**

1. What is your age. Below 30 years ( ) 30-40 years ( ) 40-50 years ( ) above 50 years ( )
2. What is your highest professional qualification? Bed ( ) M.ed ( ) Any other (Specify)
3. To what extent does principals' involvement of teachers in decision making influence their job satisfaction.....
4. What are some supervisory roles that you conduct in your school.....?
5. How do the following supervisory activities influence teacher job satisfaction; checking professional records, ensuring classes are well ventilated, providing adequate teaching materials and ensuring teacher punctuality
6. What are some of the professional development trainings you encourage teachers to attend?.....
7. How many times have teachers attended professional development training in your school?.....
8. How does professional development of teachers affect job satisfaction.....
9. How does teachers' performance appraisal affect their job satisfaction ....
10. To what extent has interpersonal relationship influence job satisfaction among teachers?.....
11. To what extent has teacher delocalization influenced their job satisfaction.....
12. Have majority of teachers transferred in your school?.....

**Thank you for your cooperation**

**Appendix 5: RESEARCH PERMIT**



REPUBLIC OF KENYA



Ref No: 732542 Date of Issue: 22/November/2019

This is to Certify that Mr.. Hillary Abungana of University of Nairobi, has been licensed to conduct research in Kakamega on the topic: Influence of selected principals management practices on teachers' job satisfaction among public secondary schools in Kakamega County, Kenya for the period ending : 22/November/2020.

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732542

Director General

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APPENDIX 6: SUB COUNTY MAP

