



RELATIONSHIP BETWEEN SUPERVISION AND JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN NAKURU WEST SUB-COUNTY, KENYA

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Abstract:

Overwhelming pressure to perform in the absence of support might explain public secondary school teachers' lack of satisfaction with their work. Nevertheless, while supervision is an important aspect of educational management as it can enhance the quality of educational organizations, development of staff is key to better supervision. In this paper, the authors seek to examine the relationship between supervision practices and job satisfaction of teachers in public secondary schools in Nakuru West Sub-County. The study, which is guided by Herzberg's Two-Factor Theory, adopted a correlation research design, and was carried out in Nakuru West Sub-County, Nakuru County, Kenya. The study targeted 326 teachers drawn from 9 public secondary schools in Nakuru West Sub-County. A sample size of 150 respondents obtained using stratified random sampling was used for the study. Data for the study was collected using structured questionnaires and analyzed using descriptive and inferential statistical methods. The findings indicate that supervision practices ($\beta = 0.125$, $p = 0.197 > p = 0.05$) have no significant association with job satisfaction; and, therefore, does not influence job satisfaction. The study recommends that the school management should pay more attention to their supervision practices and try to create a rapport with their teaching staff to enable them address issues regarding appraisals in their work.

Keywords: job satisfaction, teaching staff, supervision practices, public secondary schools

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1. Introduction

Armstrong (2010) explains that job satisfaction is the ultimate reward for efficient employees in an organization. It manifests itself in the form of economic rewards such as good pay package and the organization's general mindfulness of the employees' social welfare. Job satisfaction is also defined as the end condition of feeling, the feeling that is encountered after completing a task and may be negative or positive depending on the outcomes of the errand endeavored (Kythreotis, Pashiaridis & Kyriakides, 2010). Likewise, job satisfaction is the set of emotions and beliefs that individuals have about their current job. Individuals' level of job satisfaction can range from extraordinary satisfaction to outrageous disappointment (Aziri, 2011).

Individuals also can have different views about different facets of their professions. For example, the nature of work they do, their colleagues, managers or subordinates and their compensation (Otanga & Mange, 2014). Job satisfaction is one of the most grounded indicators of esteemed organizational productivity. It might, for example, be associated with an individual's emotions of attainment having quantitative or qualitative nature (Mullins, 2005). Supervision, on the other hand, is an important aspect of educational management as it can enhance the quality of educational organizations. It can also draw together discrete elements of instruction into whole-school actions, reducing the risk of burn-out, enhancing work performance and increasing job satisfaction (Glickman, Gordon & Ross-Gordon, 2015; Rico, 2010). In relation to the improvement of instruction, supervision is identical to leadership. Glickman et al. (2015) defines the direct impact of supervision on instructional leadership in terms of five tasks: direct assistance, group development, staff development, curriculum development and action research. Glickman and his colleagues believe that the integration of these tasks unite teachers' needs with the school's goals.

Pajak (1990) defines supervision through practice in 12 areas: communication, staff development, instructional programs, planning and change, motivating and organizing, observation and conferencing, curriculum, problem-solving and decision-making, service to teachers, personal development, community relations and research and program evaluation. According to Pajak (1990), these 12 activities are not the responsibility of one individual but of the entire organization.

This study adopts Pajak's (1990) viewpoint, since its all-sided definition includes most dimensions of supervision. Herzberg's (1987) motivation hygiene theory states that there are certain factors in the workplace that foster job satisfaction, while a separate set of factors causes dissatisfaction. On the one hand, achievement, recognition, work itself, responsibility, advancement and growth can motivate staff. On the other, hygiene factors such as policy, supervision, relationship, work conditions, salary and security must be satisfied if they are not to have a negative influence on staff.

2. Literature Review

This section entails a review of literature related to staff development, supervisory practices, teacher involvement in decision making, instructional supervision on teachers and how they influence teachers' job satisfaction. In particular, empirical literature regarding teacher supervision as well as motivation aspects were correspondingly reviewed.

2.1 Staff Development, Supervisory Practices and Teachers Job Satisfaction

The aim of staff development is to shift the learning to the actual field work (De Rijdt, Stes, van der Vleuten & Dochy, 2013). Glickman et al. (2015) narrated that supervision is like leadership which has a function and a process. This improves the quality of education, learning, training and teaching (De Rijdt et al., 2013). In addition, it needs understanding, relational skills and procedural skills. In this regard, supervisors work in collaboration to improve learning (Zepeda, 2014). Staff development supervisory practices of principals also respond to teachers' requirements and improve supervisory competence (Suseela, 2007). Therefore, Principals should offer professional and continuous development including coursework, seminars and learning chances for better development of staff.

According to Zepeda (2014), staff development is imperative for better supervision. It helps in teachers grooming and making education a learning experience. Furthermore, better staff development practices help in offering required trainings to the teachers, also with respect to curriculum and teamwork (Jill & Betty, 2012). Additionally, better staff development practices of principals may help teachers with respect to human relations and development (Heaton, 2016). In this vein, the goals need to be identified and better strategies should be selected first to approach objectives (Steiner & Kowal, 2007). Hence, staff development practices need to be focused and should be backed up by continuous feedbacks (Steiner & Kowal, 2007). Better staff development practices help in grooming teachers and achieving better performance and at the end, making their tasks interesting and increase the chances of job satisfaction and growth (Pajak, 1990). Therefore, for achieving the improvement in overall standard of education, staff development supervisory practices of principals must be given serious consideration.

Yousaf, Usman and Islam (2018) carried out a study on effects of supervision practices of Principals on work performance and growth of primary school teachers in Pakistan. The study found that staff development in supervision practices of principals contribute significantly in teachers' work performance and teachers' growth irrespective of male and female primary schools. Therefore, the Principals and significant stake holders should pay attention to their staff development practices as these can enhance their teachers' work performance and growth. They should relatively focus more on staff development practices to train teachers in achieving overall aims of schools. Further, it is also found that there is no significant difference between principals' staff development practices in male and female schools.

This shows that staff development practices employed by Principals of male and female schools are not much different. The findings also revealed that similar supervision practices for both male and female school teachers work reasonably well as results depict the significant influence of supervision practices on works performance and growth on teachers (Yousaf et al., 2018). On the other hand, significant differences were found in work performance and growth of male and female teachers. This indicated that the work performances as well as the growth of male and female teachers are significantly different. This may require differentiated practices which lead to their growth and performance enhancement. Following this, teachers' work performance can be improved, and their growth can be achieved. This in turn will surely help in improving children's grades and attaining good fame. However, in Nakuru West Sub-County, this is not practiced; hence, this study investigated how training and development influence teachers' job satisfaction.

2.2 Influence of Teacher Involvement in Decision Making on Teachers Job Satisfaction

Communication is any form of expression which can serve the purpose of the mutual understanding of ideas, information and attitudes. According to Armstrong and Taylor (2014), some of the things managers need to communicate to their employees include learning, training and development opportunities, the objectives, strategies, policies and current and expected performance of the organization, working conditions, and expectations. Heads of schools need to communicate to their teachers about the financial position of the school, strategies being adopted for effective management of the school as well as operational activities in the school. Wilkinson and Marchington (2015) note that such a move would communicate to employees that they are trusted by the management and thus create a feeling of being involved in school management as well. This boosts teamwork and will give heads of school an easy time to deal with teachers who feel they are involved in decision making and developing strategies to run the school.

2.3 Influence of Instructional Supervision on Teachers Job Satisfaction

In its current form, instructional supervision was introduced in the United States in the middle of the 20th century. Generally, effective teacher supervision is a cyclical process that includes a pre-observation conference, classroom observation, and a post-observation conference (Zepeda, 2012). Supervision is conducted either by principals or by specially assigned supervisors. In the era of educational cuts and increased accountability requirements, teacher supervision has become one of the main responsibilities of a principal.

Traditionally, teacher supervision aims to develop and support teachers by providing objective feedback on their classroom practices to help solve instructional issues, develop and refine instructional skills, and assess teachers' performance (Gall & Acheson, 2010). Although supervision varies in different schools, districts, and educational systems, the general agreement among researchers and practitioners is that effective supervision is meaningful and based on trust (Zepeda, 2012). Following its

introduction in the 1960s, the concept of teacher supervision has been modified and different models have been introduced. Among the most popular ones have been instructional supervision, differentiated supervision and developmental supervision (Zepeda, 2012; Sungu et al., 2014).

As the name suggests, instructional supervision focuses on improving instruction and student achievement by providing professional assistance to teachers (Sungu et al., 2014). Differentiated and developmental supervisory approaches are more teacher-driven and conducted based on teacher needs and career stages. Although these models differ in foci, they are all directed at professional development for teachers to increase their instructional efficacy and to improve student learning (Glickman et al., 2015). International research points to the positive effects of instructional supervision on teachers. A study from New Brunswick by Bouchamma and Michaud (2011), reported that supervisors (i.e., principals, assistant principals and department chairs) have gained knowledge and developed skills from supervising teachers.

A quantitative study of one Wyoming school district reported that teachers found the post-observation conference more important, valued principal's constructive feedback, and believed that supervisory experiences helped them reflect on their pedagogical practice (Range et al., 2013). However, an overview of empirical research on teacher supervision points to the numerous obstacles to successful implementation of this process. Among the common factors inhibiting the success of instructional supervision is a school's hostile climate (Moswela, 2010), inadequate supervisory and interpersonal skills of principals and the lack of feedback and follow-up (Pansiri, 2008; Titanji & Yuoh, 2010; Wanzare, 2012). However, the instructional supervision in public secondary schools in Nakuru West Sub-County has been insufficiently investigated. Hence, this study, sought to establish how the instructional supervision practices, adopted by principals, influence teacher job satisfaction.

3. Materials and Methods

The section covers the needed materials and methods that was employed during the research. It includes research design as well as sampling technique that was employed in the study. Further, the section entails methods through which samples were arrived at. Finally, data collection instrumentation in addition to the analysis procedures were also explicated in this section.

3.1 Research Design

The study adopted a correlational research design. According to Oso and Onen (2009), the major purpose of a correlation study is to determine whether an association exists between two or more paired and quantifiable variables. The design was useful in obtaining both qualitative and quantitative data. This design was appropriate to the study because it facilitated the testing of the relationships between each hypothesized supervision practices and job satisfaction.

3.2 Sampling and Sample Size

The study was carried out in public secondary schools in Nakuru West Sub-County, Nakuru County, Kenya. The authors considered all the 9 public secondary schools in Nakuru West-Sub-County that comprised a total of 346 teachers. These schools were chosen because the problem of teacher attrition was manifest. The schools in the region were therefore found to have lost many teachers on an average of 16% to other professions, (Nakuru County Education Office, 2019). As described by Mugenda and Mugenda (2013), target population refers to an entire group of individuals, events or objects having common observable characteristics.

From the available population of 326 teachers, a sample size was obtained using Nassiuma's (2000) proposed formula thus:

$$n = \frac{Nc^2}{c^2 + (N - 1)e^2}$$

Where n = sample size, N = population size, c = coefficient of variation ($\leq 30\%$), and e = error margin ($\leq 5\%$). In this study, c is taken as 50% as recommended by Nassiuma (2000), e to be 2% and $N = 326$, therefore, fitting this into the formula:

$$n = \frac{326 * (0.5)^2}{(0.5)^2 + (326 - 1) * (0.03)^2} = 150.23 \approx 150$$

The study therefore obtained a sample of 150 teachers. Schools were not sampled because they were initially subjected to census sampling method.

3.3 Data Collection and Analysis

Collection of data from the sampled teachers was done using questionnaires on a 4-point likert scale. The collected data was then analyzed by Statistical Package for Social Sciences (SPSS), version 22 computer programme, showing both descriptive and inferential statistical presentations. Descriptive analysis was done using frequencies and percentages to describe the basic characteristics of the population on the studied topic. Inferential statistics involved the use of Pearson's Product Moment correlation to determine the nature of the relationship between the supervision and job satisfaction.

4. Results and Discussion

The aim of this study was to assess the relationship between supervision practices and job satisfaction among public secondary school teachers in Nakuru West Sub-County, Kenya. Supervision practices were described in terms of training, involvement in decision making and communication.

4.1 Descriptive Statistics on Perception of the Supervision Practices

The data scores on supervision practices were computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed, and conclusions drawn. The findings are presented in Table 1.

Table 1: Supervision Practices on Job Satisfaction

Statement	SD	D	A	SA	Mean	St. Dev
	%	%	%	%		
My supervisors always available for consultation	1.8	66.4	29.1	2.7	2.33	0.56
Peer to peer supervision is always practiced in our school	35.5	60.9	2.7	1	1.69	0.571
My supervisors set clear targets and standards for work	1.8	90.9	7.3	0	2.05	0.298
My supervisors always follow up on assignments given to me	1.8	60	38.2	0	2.36	0.52
I get along well with my supervisors	45.5	48.2	5.5	1	1.62	0.635
My supervisors involve me in decision making	42.7	54.5	2.7	0	1.6	0.545
My supervisor supervises my teaching	3.6	90	6.4	0	2.03	0.316
My supervisor supervises how I manage classroom	38.2	56.4	5.4	0	1.66	0.565
I am supervised on how I do guiding and counseling	43.6	54.5	1	1	1.59	0.563
My supervisor supervises syllabus completion	1	52.7	45.5	1	2.46	0.536
My supervisor supervises my marking	0	50	49.1	1	2.51	0.52
My supervisor supervises my arrival time	0	46.4	50.9	2.7	2.56	0.551
Aggregate					2.038	0.515

From the results in Table 1, it is evident that most supervisors were not always available for consultation as indicated by majority (66.4%) of the teachers who disagreed with the statement. The teachers further disagreed that their supervisors set clear targets and standards for work (90.9%). The findings also indicate that most supervisors did not always follow up on assignments given to the teachers as indicated by majority (60%) of respondents who disagreed. According to Hampton (2019), supervisory behavior strongly affects the development of trust in relationships with employees, and in turn, has a significant impact on job satisfaction. The supervisor's attitude and behavior toward employees may also be a contributing factor to job-related complaints.

Most teachers (60.9%) also disagreed that peer to peer supervision was always practiced in their schools. This was in contrast to Wabuko (2016) who found that majority of the teachers observed one another in class in schools in Nairobi County. This is a form of differentiated supervision that has been shown to yield better results as it improves the self-efficacy of the teachers and self-efficacy increases their job satisfaction (Klassen & Chiu, 2016). According to a study by Glickman et al. (2015), differentiated and developmental supervisory approaches are more teacher-driven and conducted based on teacher needs and career stages. Although these models differ in foci, they are all directed at professional development for teachers to increase their instructional efficacy and to improve student learning.

Most teachers also claimed that they do not get along well with their supervisors as indicated by majority (48.2%) who disagreed and 45.5% who strongly disagreed. This finding was in contrast to Mghanga (2013) who found that the relationship between the supervisors and the employees was moderately good and influenced their level of satisfaction to a very great extent consistent with Herzberg. According to Iwu, Gwija, Olumide and Tengeh (2013), while obtaining the support of colleagues at work is essential to job satisfaction, having the support and co-operation of supervisors and or management may present an even equal or higher positive impact on job satisfaction.

The results also show that majority of the teachers were not always involved in decision making by their supervisors as indicated by majority (54.5%) of the respondents who disagreed. This could lead to dissatisfaction of teachers as it makes it difficult for the principals to have an easy time to deal with teachers who feel they are involved in decision making and developing strategies to run the school. Wilkinson and Marchington (2015) observed that supervision especially when done with the intention of letting teachers be involved in decision making communicates to them that they are trusted by the management and thus create a feeling of being involved in school management as well. Indeed, Gupta (2018) states that allowing employees an opportunity to influence decisions and control over their pace of work led to their job satisfaction. Similarly, Muguongo et al. (2015) found that task autonomy, participatory and decision-making were among the factors that affect teachers' satisfaction to a great extent. According to Desslar (2014), the employee voice was important in the workplace and therefore, organizations should allow employees to have some input in decision-making that will affect them; establish goals and objectives but let the employees determine how they will achieve those goals and objectives.

Majority of the teachers disagreed that their supervisors supervise their teaching (90%) and also manage their classrooms (56.4%). Most teachers also said that they were not supervised on how they do guiding and counseling (54.5%) and on syllabus completion (52.7%). These findings are consistent with Hamzah's et al. (2015) findings which found that the dimension of the curriculum was not emphasized as compared to other dimensions of teacher supervision in secondary schools in Kuala Lumpur, Malaysia and He Fei, China. 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.

However, other findings indicate that the teachers were divided on whether their supervisors supervise their marking with 50% agreeing with the statement and another 50% disagreeing. Majority of the teachers (50.9%), however, agreed that their supervisor supervise their arrival times in school. These findings agree in part with those of Wabuko (2016) who found that the head teachers regularly inspected the schemes of work and

student assessment reports. Moreover, from the results in Table 1, the overall supervision practices index as determined by aggregate mean has mean = 2.038 and standard deviation = .623. This suggests that there was general disagreement with the statements describing the supervision practices in the schools. Apart from the supervisors supervising the teachers marking of students assignments (Mean = 2.51; S. Dev = 0.52) and supervising the teachers arrival time in school (Mean = 2.56; S.Dev = 0.551) which were above the 2.5 mark, the means of all the responses on the other items describing supervision practices indicated disagreement from the teachers regarding them. These findings imply that the supervisory practices in the schools were not being done in a satisfactory way especially given that supervision was a communicative even on appraisal of performance. These approaches to supervision were likely to affect the teachers' job satisfaction. These findings are in contrast to Asif et al. (2016) who found that teachers were satisfied with the behaviors of their supervisors. The findings also disagree with Mghanga (2013) who found that majority of the teachers were slightly satisfied with the support by the immediate supervisor AEO/DEO/head of administration.

According to Hamzah et al. (2015), supervision is an important aspect of educational management as it can enhance the quality of educational organizations. It can also draw together discrete elements of instruction into whole-school actions, reducing the risk of burn-out, enhancing work performance and increasing job satisfaction (Glickman et al., 2015). Supervision was one of the hygiene factors pointed out by Herzberg in his motivation hygiene theory that must be satisfied if they are not to have a negative influence on staff.

It was also evident from the results that there was insufficient communication between the supervisors and the teachers, and this could affect their job satisfaction. According to the findings in a study by Fatima and Ali (2016), majority of the teachers would feel more satisfied when they receive helpful suggestions and guidance from their supervisors. Robbins et al. (2018) also explained that communication in the workplace controls and motivates emotional expressions in the organization. A study by Osa-Apenteng (2012) revealed that appraisal results are important for counseling sessions since staff expects that they are directed where they fall short. Therefore, through the sharing of information on supervision, heads of school can inform and clarify school goals as well as offer feedback on questions that teachers may rise in the school. Such communication will thus adopt an upward or downward or horizontal direction of information sharing.

4.2 T-Test on Perception of Supervision Practices Based on Gender

Following the descriptive findings, the study also sought to assess whether there were significantly different perceptions of the supervision practices between male and female teachers in the public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the Supervision Practices among the two groups were indeed significant. The findings are summarized in Table 2.

Table 2: T-Test on Perception of Supervision Practices based on Gender

	Gender	N	Mean	Std. Dev.	Mean Difference	df	T	F	Sig.
Supervision Practices	Male	47	24.11	1.233	-0.637	108	-1.473	7.082	0.009
	Female	63	24.75	2.735	-0.637				

From the results in Table 2, it is evident that there was a statistically significant difference in the perception of the supervision practices in the public secondary schools in the area when compared across both genders of teachers ($t = -1.473$; $f = 7.082$; $df = 108$; $p = 0.009 \leq p = 0.05$). This implies that both groups of teachers had a significantly different view of the influence of supervision practices on job satisfaction in their schools.

4.3 Regression of Supervision Practices on Job Satisfaction among Teachers

The study also sought to determine whether supervision practices significantly correlated to job satisfaction among public secondary school teachers in Nakuru West Sub-County, Kenya. Bivariate regression analysis was conducted to determine whether there was a significant relationship between supervision practices and Job Satisfaction among Teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values was greater than $p > 0.05$. The findings are summarized in Table 3.

Table 3: Regression of Supervision Practices on Teachers' Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.911	5.094		0.179	0.858
Supervision practices	0.656	0.207	0.293	3.166	0.002
R	.293a	F	10.022		
R Square	0.086	Df	(1,107)		
Adjusted R Square	0.077	Sig.	.002b		

a Dependent Variable: Job Satisfaction
 b Predictors: (Constant), Supervision Practices

The results in Table 3 indicate that there was indeed a significant relationship between supervision practices and job satisfaction among public secondary school teachers in the area ($\beta = 0.293$, $p = 0.002 < p \leq 0.05$). In addition, this finding implies that a unit in increase of supervision practices will necessarily translate to a 29.3% increase in standard deviations in variations of job satisfaction among public secondary school teachers in Nakuru West Sub-County. The positive but moderate relationship observed between the variables suggests that improving supervision practices would necessarily lead to increased job satisfaction among the teachers in the secondary schools in the area.

This finding agrees with Asif et al. (2016), who found that supervision significantly correlated with teachers' job satisfaction. Teachers were satisfied with the behaviors of their supervisors. The findings also support those of Hamzah et al. (2015) who found that supervision practices have a positive and medium relationship to teacher satisfaction in Kuala Lumpur, Malaysia, while there was positive and strong relationship between them

in He Fei, China. As such, teachers job satisfaction will decrease if the level of supervision practices correspondingly decreases. Therefore, supervision cannot have effect on performance if staff job satisfaction is downplayed. For improved performance, supervisors must make staff job satisfaction their top priority.

The study hypothesis was tested under the null hypothesis hence;

H0: Supervision practices have no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

Table 4: Regression Results of Job Context factors on Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-8.559	8.483		-1.009	0.315
Supervision Practices	0.281	0.216	0.125	1.299	0.197

a Dependent Variable: Job Satisfaction

The regressed results as shown in Table 4 suggest that there was indeed no significant relationship between the two variables ($\beta = 0.125$, $p = 0.197 > p \leq 0.05$). Therefore, the null hypothesis was accepted and, subsequently, the view that improving supervision practices raises job satisfaction levels among public secondary school teachers in Nakuru West Sub County, Kenya rejected as well. This result supports those of Duță and Rafailă (2014), who found that continuous professional development is important for teachers because it is the key towards updating teachers' knowledge of their subjects and teaching skills in light of the ever-changing teaching-learning dynamics, it equips teachers with knowledge and skills to apply curriculum changes and establish institutions that can develop innovative teaching practices to enhance effective teaching.

5. Conclusion

The findings presented in this study indicate that most supervisors were not always available for consultation and that peer to peer supervision was not always practiced in their schools. The supervisors did not set clear targets and standards for them and did not always follow up on assignments given to the teachers. Most teachers also claimed that they do not get along well with their supervisors and were not always involved in decision making. Majority of the teachers claimed that their supervisors did not supervise their teaching, how they manage their classrooms and further how they do guidance and counselling.

However, other findings indicate that the teachers were divided on whether their supervisors supervise their syllabus completion. Majority of the teachers, however, said that their supervisor supervises their arrival times in school. Findings from the correlation analysis revealed that supervision practices significantly affected teacher job satisfaction in secondary schools in the area ($\beta = 0.293$, $p = 0.002 < p \leq 0.05$). However, in the joint model in multiple regression alongside other factors, this was not found to be so ($\beta = 0.125$, $p = 0.197 > p = 0.05$). Therefore, the null hypothesis was accepted and,

subsequently, the view that improving supervision practices raises job satisfaction levels among public secondary school teachers in Nakuru West-Sub County, Kenya. The study concludes that supervision practices significantly influenced job satisfaction among teachers only when its effect was considered independently and not when combined with other factors. Improving supervision practices would necessarily lead to increased job satisfaction among the teachers in the secondary schools in the area.

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