

**INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON TEACHERS  
JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB  
COUNTY KENYA.**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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MANAGEMENT, ADMINISTRATION, AND LEADERSHIP OF  
MOUNT KENYA UNIVERSITY.**

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## DECLARATION AND APPROVAL

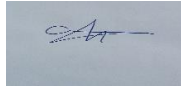
### Learner's Pronouncement

This research project is my original work and has never been presented for any academic award in any institution.

**EDWIN OTIENO MAKOKHA**

**MED/2023/36998**

Signature.



Date. **8/11/2024**

### The Supervisor's approval

This project is being submitted for examination with my approval as university supervisor.

Signature.



Date: **8/11/2024**

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## **DEDICATION**

To my family, whose persistent support and inspiration have been the foundation of my journey? Your love in me have made this accomplishment possible.



## ACKNOWLEDGEMENT

I genuinely appreciate Dr. Mary Mugwe for her significant edits and comments during the compilation of this publication. I also convey my earnest thanks to my acquaintances and everyone active in the conversations that shaped this project concept. I thank the authors of books, journals, and research resources that formed the foundation of my inquiry and are cited herein. I especially thank my lecturers and colleagues at Mount Kenya University for their invaluable support. This acknowledgment reflects the collaborative spirit that has enhanced this work.



## ABSTRACT

This research examined the Interactions between teachers' work satisfaction and principal management methods at public high schools in Kenya's Makueni Sub-County. The core aims of this study were to identify factors influencing teachers' satisfaction with decisions influencing their professional roles, propose motivational initiatives to enhance teachers' job satisfaction, provide insights to enhance supervision for better working conditions and teacher satisfaction and investigate the effects of communication channels and transparency in school management on teachers' job satisfaction. This research focused on understanding how the management practices of public secondary school principals in Makueni Sub-County impacted teachers' job satisfaction. It recognized the pivotal role of effective school leadership in shaping the professional fulfillment of educators. The problem statement pointed out the need to understand how specific management practices influenced teachers' well-being, recognizing the broader implications for educational outcomes. The study aimed to enhance teachers' working conditions and job satisfaction, ultimately improving overall school effectiveness. Using a descriptive research design and a mixed-methods strategy, the project aimed to survey 7247 third- and Fourth-Year Students, 652 teachers, and 50 principals. A careful selection plan was employed to choose a sample of 380 participants, by applying stratified random sampling and Yamane's equations. Four strata were created based on the Makueni Sub-County zones; 32 Third- and Fourth-Year Students, two principals, and fifty-seven instructors were chosen from each stratum using purposive sampling. A sample size of 144 pupils, 228 teachers, and 8 principals was anticipated from this method, guaranteeing a representative analysis of the impact of principal management practices on teachers' job satisfaction. Stratified random sampling and Yamane's equations were used in this mixed-methods study, which had a descriptive research design and a Sample population of 7949 contributors. Identifying common themes in respondents' experiences was the initial step in data analysis. While quantitative data were studied using SPSS Version 22's descriptive statistics and linear regression, qualitative data were thematically presented employing narrative analysis. Tables and charts were used to portray the results visually. The study aimed to inform changes to educational regulations to increase teacher satisfaction and school effectiveness, attempting to improve teachers' working conditions and general contentment. Teachers, principals, and students provided quantitative and qualitative data. Internal reliability was assessed using the split-half method, yielding a reliability index of 0.832 via the Cronbach Alpha technique and also analyzing using inferential statistics Anova technique with high F-value indicated a strong relationship between the variables, and a p-value less than .05 confirmed the model's statistical significance. The validity, reliability, dependability, and credibility of research instruments were confirmed by a pilot study involving 38 participants from 8 public schools in Makueni Sub-County. Cronbach alpha coefficients of 0.754, 0.757, 0.745, and 0.851 were obtained for the instruments on decision-making, motivation, supervision, and communication practices, respectively, indicating reliability. Expert opinion determined validity and thorough documentation demonstrated reliability and trustworthiness. Therefore, it was recommended that to enhance teachers' job satisfaction, principals should adopt all management strategies, with decision-making being prioritized.

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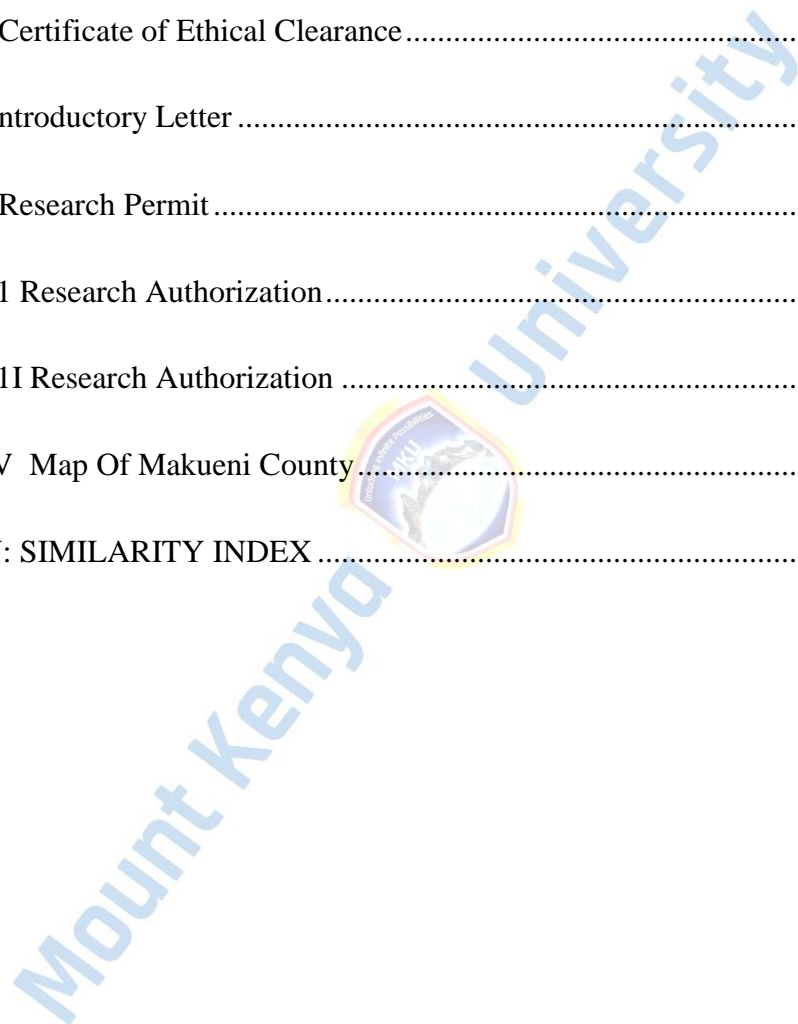
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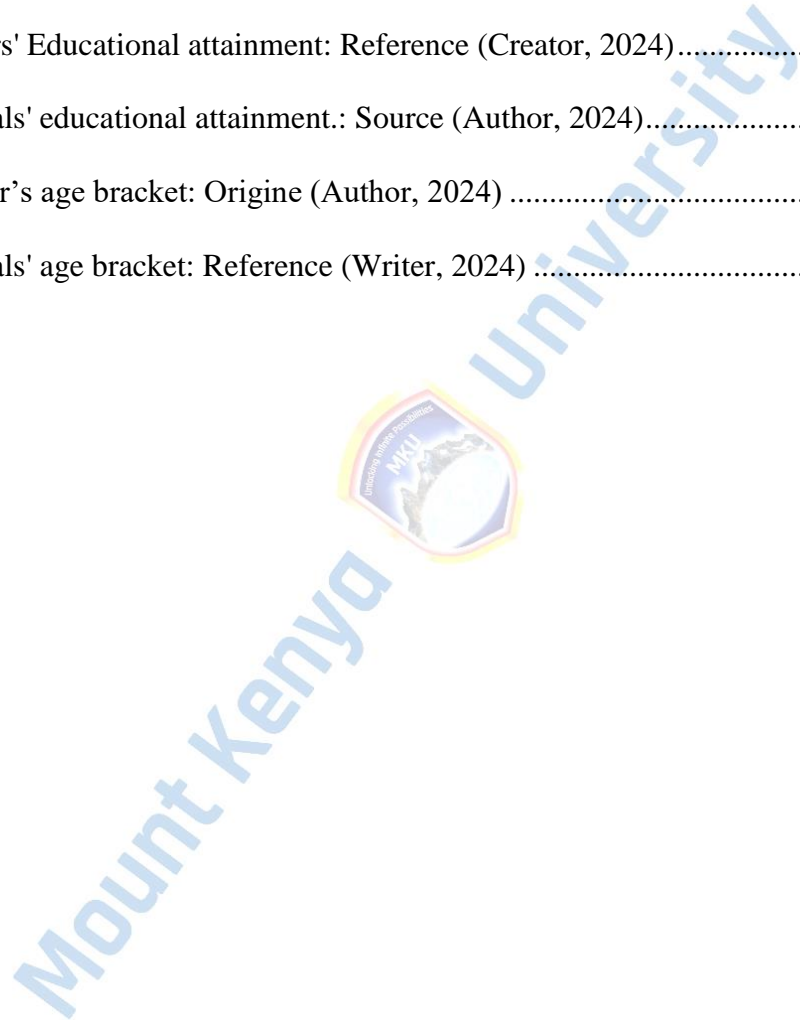
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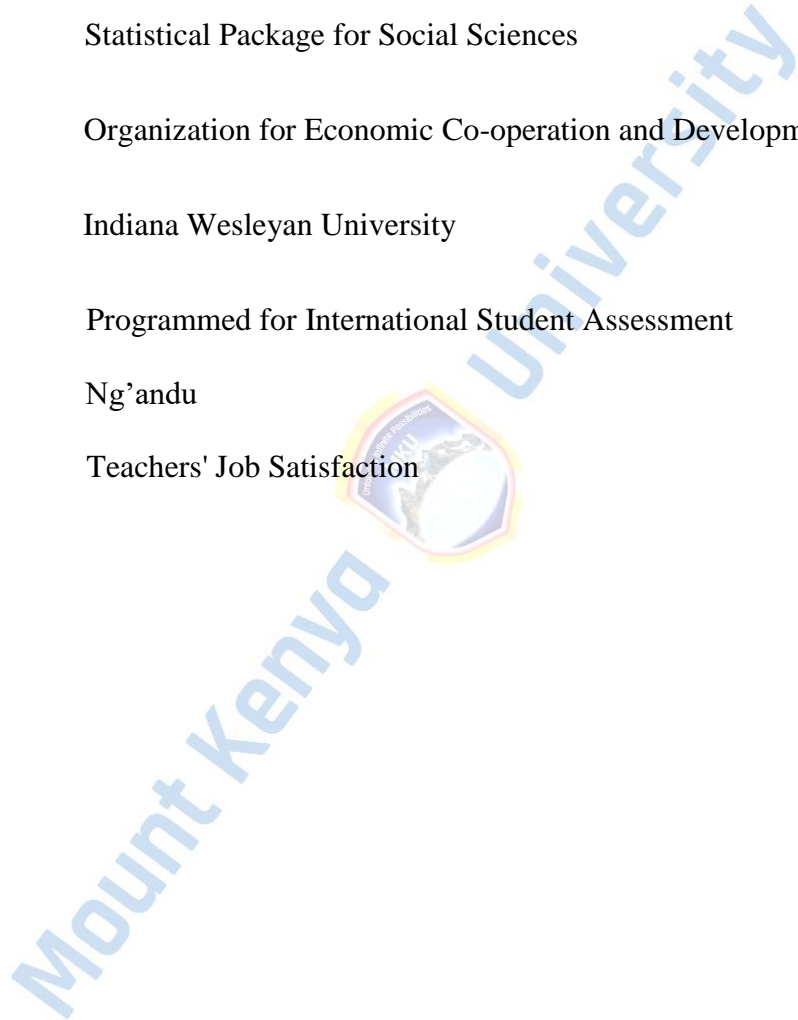
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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>UNICEF:</b>	United Nations International Children's Education Fund
<b>UK:</b>	United Kingdom
<b>US:</b>	United States
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>OECD:</b>	Organization for Economic Co-operation and Development
<b>IWU:</b>	Indiana Wesleyan University
<b>PISA:</b>	Programmed for International Student Assessment
<b>NG:</b>	Ng'andu
<b>TJS:</b>	Teachers' Job Satisfaction



## **CHAPTER ONE INTRODUCTION**

### **1.0 Introduction**

This chapter addresses the study's background, problem statement, purpose, objectives, and research questions. It further examines the study's rationale, importance, scope, boundaries, limitations, and assumptions, and provides operational definitions for key terms utilized in the study.

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

Building on prior research, the study of principals' management practices and educator's job contentment in public high Schools in Makeni Sub-County, Kenya addressed knowledge gaps by examining the intricate relationships between leadership styles and teacher satisfaction. It focused on localized viewpoints, despite earlier research—such as Day and Leithwood's (2007) study in the UK and Ingersoll and Strong's (2011) research in the US—demonstrating the critical influence of effective leadership on teacher satisfaction. The research explored methods to enhance job contentment in Kenyan secondary public schools, drawing inspiration from successful programs in countries like Finland, where collaborative decision-making and professional development significantly influenced teacher satisfaction (Sahlberg, 2011). The study anticipated that secondary schools would continue to adopt a participatory approach to decision-making and emphasized the value of teamwork among educators, administrators, community members, and students (Owens, 2008). It predicted that teamwork, commitment to school goals, and staff happiness would increase with collaborative decision-making (Owens, 2008; Wekesa, 2013). The project closely examined how teachers'

participation in decision-making enhanced their capacity to learn, education implementation, and improved student outcomes (Smylie, 2010), incorporating insights from nations like South Africa, Kenya, and Hong Kong (Smylie et al., 2012) that promote teacher involvement in decision-making. For instance, in South Africa, a study by Naidoo (2019) highlighted how inclusive decision-making processes in schools led to higher teacher morale and better educational practices. Similarly, in Kenya, a study by Waweru and Orodho (2014) demonstrated that schools with active teacher participation in management decisions experienced improved student performance and more effective teaching strategies. In Hong Kong, Cheng (2008) discovered that teacher inclusion in school decision-making was correlated with higher job contentment and more innovative teaching approaches.

Studies indicated that effective motivational strategies contributed positively to educators' overall job satisfaction and performance (Smith & Johnson, 2020). Research conducted in various contexts demonstrated that recognition, professional development, and supportive leadership significantly impacted teachers' morale and commitment (Nguyen, 2019). In Kenya, particularly within Makueni sub-county, the educational landscape faced challenges related to teacher motivation, which affected job satisfaction and retention rates (Muthoni, 2021). Previous studies highlighted the need for tailored motivational practices that considered local cultural contexts and the specific challenges faced by educators in the region (Ochieng, 2020). These findings suggested a deficiency in understanding how motivational practices could be effectively implemented to enhance job satisfaction among teachers in public high schools in Makueni. Consequently, this study aimed to investigate the relationship between various motivational practices and teachers' job satisfaction, providing valuable insights for school administrators to improve the educational environment.

Another important factor affecting teacher satisfaction is the supervision techniques used by school principals, such as performance monitoring, mentoring, and feedback. When their superiors provide them with professional counsel and constructive criticism, teachers typically feel more respected and supported. According to earlier studies, good supervision creates a favorable rapport between principals and teachers, which raises job satisfaction (Blasé & Blasé, 2000; Sergiovanni, 2009). Teachers may experience job discontent and burnout as a result of inadequate supervisory tactics, such as micromanagement or a lack of involvement (Tschannen-Moran & Gareis, 2004). The purpose of this study is to investigate the type of supervisory procedures used in Makueni Sub-County and how they relate to teacher satisfaction. The study drew inspiration from global best practices, such as Singapore's commitment to open communication and transparent decision-making, which increased teachers' reported job satisfaction (Ng, 2017). Furthermore, it examined obstacles faced by the Kenyan secondary education system, such as the need for flexible career pathways, lucrative leadership positions, and comprehensive approaches to improving teacher welfare. Within the context of communication in academic settings, the research explored the ongoing significance of formal, informal, upward, downward, and horizontal communication, investigating how inclusive communication strategies, participatory communication procedures, and effective horizontal communication contributed to teacher job satisfaction, building on the foundation of previous studies by Robbins et al. (2010), Tubbs and Moss (2008), and Bratton et al. (2007). Given the importance of informal communication, the study aimed to develop proactive strategies to reduce problems arising from rumors and misinformation in communication channels. It sought to better understand the intricate relationship between instructor job contentment in public high schools in Makueni Sub-

County, Kenya, and principals' direction methods, offering insightful analysis and suggestions to guide educational policies and practices for enhancing teachers' working conditions and job satisfaction in the future, considering both localized and worldwide viewpoints.

## **1.2 Statement of the problem**

Teacher job satisfaction has a direct influence on their engagement, and dedication to their positions, making it a critical component of educational institutions' effectiveness (Ingersoll, 2001). However, teachers' job satisfaction is concerningly on the decline, especially in public secondary schools. The literature currently in publication has emphasized the critical role that principals' management techniques have in determining teacher satisfaction; however, little is known about the precise effects of these practices on teacher morale and performance in Makueni Sub-County. According to research, inclusive decision-making procedures can greatly improve teachers' contentment at work (Bogler, 2001). Nonetheless, a lot of principals continue to use top-down management techniques, which can cause irritation and disengagement among teachers. Additionally, it has been highlighted that teachers require motivational practices that are tailored to their specific requirements; yet, these strategies are often lacking in public school environments (Dinham & Scott, 2000). It has been demonstrated that good connections between principals and teachers are fostered by effective supervision, which is typified by coaching, constructive criticism, and performance monitoring. This, in turn, improves job satisfaction (Blasé & Blasé, 2000). The significance of successful principal-teacher relationships is further highlighted by the fact that regular and open communication is essential for fostering job satisfaction (Leithwood et al., 2008). Despite the critical nature of these factors, there is limited understanding of how principals in Makueni Sub-County employ these management practices and their effects on teachers' job

satisfaction. This research seeks to bridge this knowledge by systematically investigating the influence of principals' and decision-making, motivation, supervision and communication practices on the job satisfaction of teachers in the region.

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

The purpose of this study was to investigate how principals' management practices, including decision-making, motivation, supervision and communication, influenced teachers' job satisfaction in public high schools in Makueni Sub-County, Kenya. Additionally, the study aimed to develop and implement motivational strategies that could enhance teachers' career fulfillment within the region.

### **1.4 Objectives of the study**

The aims outlined in this study are:

1. To examine the influence of principals' decision-making practices on teachers' job satisfaction in public secondary schools in Makueni Sub-County.
2. To find out the influence of motivational practices on teachers' job satisfaction in public high schools within Kenya's Makueni sub-county.
3. To determine the influence of principals' supervisory practices on teachers' job satisfaction in public secondary schools in Makueni Sub-County.
4. To determine the influence of principals' communication practices on teachers' job satisfaction in public secondary schools in Makueni Sub-County.

### **1.5 Research questions**

These exploration inquiries served as the basis directed at an examination:

1. How do principals' decision-making practices influence teachers' job satisfaction in public secondary schools in Makueni Sub-County?
2. What motivational practices can influence teachers job satisfaction in public high schools in Makueni Sub-County?
3. How do principals' supervisory practices influence teachers' job satisfaction in public secondary schools in Makueni Sub-County?
4. How do principals' communication practices influence teachers' job satisfaction in public secondary schools in Makueni Sub-County?

### **1.6 Rationale of the study**

The rationale behind this study originated from the increasing recognition of the vital role that teachers performed within the educational system and the significant impact that their job happiness had on student performance. Ingersoll (2001) stated that numerous studies had shown that contented educators were more likely to be involved, driven, and dedicated to their work, which enhanced student performance and the general effectiveness of the school. But many Kenyan educators, particularly those working in public secondary schools, voiced dissatisfaction, raising questions about their morale and retention (Ngware et al., 2013). Principals, who are important individuals in school leadership, had a major influence on teachers' job satisfaction through their management tactics, which included communication, incentive, supervision, and decision-making (Klassen & Chiu, 2010). Effective decision-making that involved instructors might increase their sense of ownership and commitment,

even while supportive supervisory practices offered the essential feedback and direction that promoted a positive work environment (Blasé & Blasé, 2000). Moreover, teachers' career fulfillment and job satisfaction could be significantly increased by creating motivational tactics that are specific to their needs (Dinham & Scott, 2000). This study examined these variables in the context of Makueni Sub-County in an effort to address notable discrepancies in the literature about the relationship between Kenyan principals' management techniques and teachers' job well-being. Comprehending this correlation was essential in formulating tactics that may augment educators' experiences in their vocation and subsequently enhance academic achievements of learners. For this reason, the study was not only relevant but also essential for guiding practice and policy in the field of education.

### **1.7 Significance of the study**

This study was important because it improved knowledge of the connection between teachers' job satisfaction and principals' management strategies in public high schools in Makueni Sub-County, Kenya. Through the investigation of decision-making, supervision, motivation, and communication, the study yielded significant findings that guided methods for school leadership. The results added to the body of knowledge on educational management by providing data that enhanced instructors' working conditions and, in turn, improved student performance. The goal of the project was to close a significant support disparity in public education by creating and implementing motivational tactics tailored to the needs of instructors. In addition, the evaluation of supervisory techniques sought to emphasize the value of professional growth and constructive criticism in promoting a healthy learning environment in schools. The importance of principals interacting with their teaching staff and encouraging trust and collaboration was further highlighted by realizing the impact that

effective communication had. The ultimate goal of the research was to enhance instructors' job satisfaction while simultaneously making the classroom more suitable for learning. This study was noteworthy because it sought to offer actionable suggestions for improving educational leadership in Makueni Sub-County, which had implications for policy formation and practice.

### **1.8 Scope of the study**

Only public high schools in Makueni Sub-County served as the sites examined in this research. The primary focus was on how public high school teachers' work satisfaction was impacted by the management strategies used by administrators in areas such as decision-making, communication, motivation, and supervision. Since the inquiry used a mixed-method approach, contemporaneous triangulation was employed in the research design. Teachers' quantitative data was collected through questionnaires, while principals' and students in Third- and Fourth-Year qualitative data was obtained using interview guides. This study was conducted in May and June of 2024.

### **1.9 Limitations of the study**

The research might have run into the following difficulties:

1. The study encountered challenges due to limited access to detailed information about administrators' management strategies and teachers' work satisfaction, hindering thorough examination and deep insights.
2. Logistical issues, including scheduling interviews and surveys with principals, instructors, and students, disrupted data-gathering procedures. Unexpected events, schedule conflicts, and communication difficulties exacerbated these challenges.

3. The willingness of principals, educators, and students to participate presented obstacles. Resistance to disclosing information, driven by perceived sensitivities, time constraints, or privacy concerns, affected the accuracy and completeness of acquired data.
4. Unexpected external occurrences, regulatory changes, or economic fluctuations affected research participants' work satisfaction among instructors, introducing difficult-to-control variables and complicating the study's ability to establish causal links between management practices and work satisfaction.

### **1.10 Delimitations of the study**

This research functioned as directed in accordance with delimitations:

1. To address the challenge of limited access to detailed information, the study utilized multiple data sources, including policy documents and existing literature, to enhance the depth of insights regarding management strategies and teachers' work satisfaction.
2. Implementing flexible scheduling and online data collection methods helped alleviate logistical issues and accommodated the availability of principals, instructors, and students, ensuring smoother data-gathering procedures.
3. Building trust through transparent communication about the study's purpose and ensuring participant anonymity encouraged the willingness of principals, educators, and students to engage and provide honest feedback.
4. Adopting a longitudinal study design and controlling for external variables in the analysis helped address the influence of unexpected occurrences and provided a clearer understanding of the relationship between management practices and work satisfaction.

### **1.11 Assumptions of the study.**

These were among the presumptions intended for this research:

1. It was considered that a connection existed between the management techniques used by school administrators and teachers' well-being levels in public high schools in Makueni Sub-County, Kenya.
2. The research aimed to identify variables influencing teachers' satisfaction with decisions impacting their professional duties, to enhance their overall work satisfaction.
3. It was projected that implementing the studies suggested incentive strategies would increase job contentment among teachers in public high schools in Makueni Sub-County.
4. This research postulated that the recommendations would significantly influence the direction of educational policies aimed at improving employment conditions and job contentment for teachers in public high schools in Makueni Sub-County.
5. Anticipated outcomes included increased job fulfillment levels amid teachers in public high schools in Makueni Sub-County by encouraging transparent communication pathways and transparent administrative procedures.

### 1.12 Operational Definitions of Key Terms

**Stakeholder Involvement:** Use stakeholders like educated women in the community, parents who act as role models for their children, and female teachers to retain more women in secondary education.

**The management strategies of principals:** Principals employ a variety of tactics as part of their management practices to encourage females to enroll in school. These consist of treatment involving female educators, encouraging practices, and safety protocols for girls.

**Motivational strategies** are the financial and social inducements given to people to entice them to enroll in education.

**Communication channels** are the means or channels via which information is shared within a community or organization between individuals or groups.

**Motivational initiatives** aimed at motivating people to improve their performance, contentment, and general well-being are called motivational tactics, programs, or interventions.

**Professional development:** The process of strengthening and expanding a person's competencies in a particular professional setting is known as professional development.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

The chapter analyzed previous research concerning secondary school teachers' job satisfaction, examining the impact of principals' decision-making, motivation, supervision on working conditions, and communication channels. It critiqued diverse perspectives, identified gaps, and suggested areas for future research, presenting theoretical foundations and citing relevant literature.

#### **2.1 Empirical Literature Review**

The literature review comprehensively examined principal management tactics, teacher well-being in high schools, and the repercussions of motivation, decision-making, supervision, and teacher communication channels. Each aspect was thoroughly explored within the empirical literature, providing a holistic understanding of their interconnected dynamics.

##### **2.1.1 The Concept of teachers' job satisfaction.**

Investigating the satisfaction levels of teachers in public secondary schools remained a cornerstone in enhancing educational standards, necessitating a thorough examination of the myriad factors shaping their job happiness. International research, exemplified by the seminal work of Ingersoll and Strong (2011) in the United States, illuminated the complex nature of teacher job satisfaction. Building upon this foundation, forthcoming studies were poised to explore novel avenues and emerging trends impacting employment satisfaction across different contexts in the United States. Similarly, insights from Day and Leithwood's (2007) study in the UK underscored the pivotal role of supportive leadership in cultivating a

conducive work environment for educators. Continued research efforts were expected to delve deeper into the evolving landscape of leadership methodologies and their implications for teacher satisfaction, not only in the UK but also globally. Inspired by Finland's renowned educational system (Sahlberg, 2011), future research endeavors might investigate the impact of collaborative decision-making and continuous professional development on teacher job satisfaction. Finland's systemic strategies served as a beacon for fostering high levels of teacher satisfaction, warranting further exploration and potential adaptation in diverse educational settings. Ng's (2017) research in Singapore highlighted the positive correlation between teachers' job satisfaction and effective communication and decision-making processes. Future investigations would delve into the dynamics of communication over time and its alignment with the evolving needs of educators within different learning environments. Empirical studies conducted in Kenya, such as the research by Mugo and Muola (2019) in Nairobi, offered valuable insights into how leadership philosophies shaped teachers' well-being. These findings underscored the relevance of integrating leadership strategies with institutional and cultural contexts of Kenyan public secondary schools. Subsequent research initiatives would critically evaluate the impact of Kenyan government policies, including initiatives like the 100% transition strategy, on teachers' workload, working conditions, and job satisfaction. Understanding the influence of policy changes on teachers' daily experiences was crucial for informing effective strategies to enhance job satisfaction. Furthermore, the research would explore subtle cultural nuances that either bolstered or undermined teachers' job happiness in Kenya. Local examples would shed light on societal expectations, cultural perceptions of the teaching profession, and community involvement, emphasizing the need for tailored motivational programs aligned with Kenya's specific cultural norms and values.

As the literature continued to evolve, it remained attuned to the diversity of educational methodologies and cultural contexts by drawing upon examples from various regions of Kenya. The forthcoming literature review aims to contribute to a comprehensive understanding of teachers' well-being in Kenyan public high schools with incorporating insights from localized studies, thereby offering relevant perspectives on the unique challenges faced by educators in locales such as Makueni Sub-County.

### **2.1.2 The Concept of Principals' Management Practices**

The literature has dedicated itself to elevating scholars' voices across various regions in Kenya, serving as a platform for recognizing diverse pedagogical strategies and cultural influences shaping our educational system. Through localized research, we aimed to illuminate the specific challenges encountered by teachers in Makueni Sub-County, providing valuable insights into factors affecting teacher job satisfaction in Kenyan public secondary schools. As research expanded on principals' management techniques, the focus shifted to the impact of effective school leadership on teachers' well-being locally and globally. We continued to examine Finland's renowned educational system, celebrated for its creative approaches and emphasis on group decision-making (Sahlberg, 2011), to understand these strategies and their contribution to a supportive work environment enhancing teacher job satisfaction. Simultaneously, we meticulously studied research from international settings such as the US (Gates Foundation, 2018), the UK (Education Endowment Foundation, 2020), Singapore (Ministry of Education, Singapore, 2019), and others to gather insights into a variety of management strategies. Our collection featured captivating case studies from various countries, highlighting the global diversity of management practices. Special attention was given to management strategies in places like Makueni Sub-County within the Kenyan

context. We anticipated that research would demonstrate how transparent decision-making, participatory leadership, and open communication lines yielded positive results, enhancing teacher satisfaction and fostering a conducive work environment. Through these case studies, readers gained a comprehensive understanding of the intricacies and dynamics of the Kenyan educational system. Our literature analysis served as a knowledge repository, drawing on contextual and cultural insights to provide a comprehensive understanding of the diverse management styles employed by principals. With an unwavering commitment to prioritizing teacher satisfaction in public secondary schools, we aimed to offer guidance for developing and implementing effective management techniques. Education leaders and policymakers in Kenya and worldwide could leverage this collective understanding to create conditions supporting teachers' professional fulfillment and well-being, thereby strengthening the foundation of our educational system.

### **2.1.3 Decision-making and teachers' job satisfaction.**

Participatory decision-making in secondary education proved critical, especially in the Kenyan context, where its benefits were often overshadowed by a lack of understanding of the local challenges. While global research consistently documented the advantages of participatory decision-making, such as increased ownership and motivation among teachers (Owens, 2008; Smylie, 2010), there was a notable absence of specific studies exploring the unique dynamics within Kenyan schools. Many existing studies generalized findings from other countries, neglecting the nuanced experiences of Kenyan educators and the specific cultural, institutional, and socioeconomic factors that influenced their engagement in decision-making processes. Additionally, while low teacher motivation was recognized as a significant barrier to effective participatory decision-making in Kenya (Maranga, 2013), insufficient

research identified the specific factors contributing to this issue and how these factors manifested in daily school operations. This situation was particularly troubling, given that motivation closely linked to job satisfaction and academic achievement; however, the literature lacked thorough exploration of the relationship between teacher involvement in decision-making and these outcomes within the Kenyan educational landscape (Dachler & Wilpert, 2008; Smylie et al., 2012). Furthermore, although secondary school principals were acknowledged as key players in fostering collaborative school cultures (Leithwood & Steinbach, 2013), there was limited examination of how their leadership styles and practices directly impacted teacher motivation and participation in decision-making. This study aimed to provide a contextualized perspective on participatory decision-making by focusing specifically on Kenyan counties. By employing both qualitative and quantitative methodologies, the research gathered insights from teachers, administrators, and community members, illuminating the unique challenges and dynamics present in Kenyan secondary schools. The study investigated the motivational factors that inhibited teacher engagement in participatory decision-making, exploring how institutional practices, cultural contexts, and resource availability impacted teacher morale and willingness to participate. In addition to establishing a clear link between teacher involvement in decision-making and its effects on job satisfaction and academic performance, the research provided empirical evidence of how collaboration enhanced teacher effectiveness and student learning. By examining the specific roles of secondary school principals in promoting participatory decision-making, the study highlighted best practices and strategies that fostered a more inclusive school environment. Ultimately, this research contributed significantly to the discourse on participatory decision-making in education by amplifying the voices of teachers and administrators in the Kenyan

context. The findings led to actionable recommendations that enhanced job satisfaction and academic achievement in Kenyan high schools, thus informing future educational policies and practices (Katzenmeyer & Moller, 2012; Hayes, 2012). By addressing these issues, the study enriched the academic literature and provided valuable insights for educational stakeholders aiming to foster a culture of collaboration and inclusivity in Kenyan secondary education.

#### **2.1.4 Motivation practices and teachers' job satisfaction.**

An in-depth investigation into motivation and its influence on behavior proved crucial for understanding the intricate correlation between teacher motivation and work efficiency in public high schools. Esteemed scholars such as Hornby (2000), Gizem (2013), and Angela (2006) emphasized the pivotal role of motivation in driving individuals' ideas, behaviors, and pursuits. Byaruhanga (2018) highlighted how internal motivation directed behavior toward objectives, underscoring the significance of teacher motivation in enhancing productivity and fostering effective teaching and learning outcomes. Teachers propelled by a sense of purpose tended to exert more effort, leading to better job performance (Robbins, 2012). Research consistently showed that happy and motivated educators contributed to higher productivity, lower absenteeism, reduced turnover rates, less workplace stress, and better performance outcomes (Iwu et al., 2013). Conversely, demotivated teachers often exhibited behaviors that ran counter to organizational objectives, such as low morale, poorer work quality, increased absenteeism, higher turnover rates, and elevated levels of stress and burnout (Iwu et al., 2013). Teacher motivation extended beyond individual levels to societal impact, as educators were pivotal influencers in societal development through knowledge dissemination (Okumbe, 1999). Recognizing that achieving learning objectives hinged on delivering excellent instruction underscored the critical role teachers played in the process (Dorney, 2001).

Consequently, teacher motivation became essential for providing high-quality education and positively influencing students' academic success (Alarm & Farid, 2011). However, a significant research deficiency emerged regarding the specific factors influencing teacher motivation and effectiveness within the Kenyan educational context. While existing literature highlighted issues such as low pay, excessive workloads, and inadequate resources affecting teacher motivation worldwide, these findings did not fully encapsulate the unique challenges faced by teachers in Kenya. For instance, although low pay was identified as a contributing factor to decreased teacher motivation in the United States (Sogomo, 1993) and the UK (Spear, 2000), the specific context of Kenyan educators required further exploration. The challenges in Kenya included substandard housing, unfavorable working conditions, lack of recognition, and limited teacher involvement in decision-making processes (Odul, 2012). Instructors in Kenya grappled with performance issues such as sporadic absences from work, poorly prepared professional documentation, inadequate supervision, and demotivated absentee students (Rachuonyo South Quality Assessment Report, 2013). Other complicating factors included overcrowded classrooms, insufficient teaching and learning facilities, delayed or halted payment of bills, and inadequate infrastructure (Usman, 2015; Adelabu, 2005). This study aimed to fill this research void by analyzing how these specific factors directly impacted job performance in Kenyan public secondary schools. By conducting a detailed exploration of the determinants of teacher motivation within this context, the research sought to provide practical recommendations for policymakers, educational institutions, and stakeholders. The ultimate objective was to enhance teacher motivation and improve job performance within Kenya's educational sector. By amplifying the voices of both scholars and practitioners, this initiative aspired to catalyze positive transformations and cultivate a more

conducive teaching and learning environment in Kenya. Through this focused approach, the study aimed to contribute valuable insights that could inform strategies for improving teacher motivation and, consequently, educational outcomes in the country.

### **2.1.5 Supervision practices and teachers' job satisfaction.**

The goal of the study was to determine how work satisfaction among teachers in public secondary schools in Kenya's Makueni Sub-County was affected by the supervisory methods utilized by administrators. The review focused on the literature examining the relationship between teacher satisfaction and supervisory techniques, such as professional development, monitoring, and feedback. An important factor influencing teachers' job happiness was the way principals oversaw their staff. Research consistently indicated that effective supervision combined professional development assistance, constructive criticism, and instructional guidance (Blasé & Blasé, 2000). Teachers' morale and job satisfaction were positively impacted by their principals' regular feedback and performance reviews, making them feel more appreciated and supported. Studies showed that trust-building interactions between supervisors and teachers promoted teacher commitment and engagement (Sergiovanni, 2009). When teachers believed their managers cared about their professional development and supported it, they felt more satisfied with their jobs (Tschannen-Moran & Gareis, 2004). Conversely, inadequate supervision techniques were discovered to negatively affect teachers' satisfaction. Teacher unhappiness was exacerbated by principals who micromanaged their staff, refused to give constructive criticism, or neglected to provide opportunities for professional growth. Research findings indicated that insufficient supervision procedures frequently resulted in teacher burnout, dissatisfaction, and low motivation (Ingersoll, 2001). Specifically, supervisory neglect resulted in low job satisfaction and significant teacher

turnover rates when principals showed little interest in instructional leadership (Bogler, 2001). Despite the existing literature on supervisory techniques and their influence on teacher satisfaction, there was a noticeable gap regarding the contextual application of these findings in the Kenyan educational setting, particularly in Makueni Sub-County. While previous studies had provided valuable insights into the impact of supervision on teacher job satisfaction globally, they often lacked specific empirical evidence from Kenyan schools. The unique cultural, social, and economic conditions in Kenya necessitated a focused investigation to understand how supervisory practices were implemented and how they influenced teachers' job satisfaction in this specific context. This study aimed to fill this research void by examining how various supervisory methods, including professional development, monitoring, and feedback, affected teacher satisfaction in Makueni Sub-County. By focusing on the local context, the study provided a nuanced understanding of how supervisory practices were perceived by teachers and the implications of these perceptions for their job satisfaction. The research gathered data from teachers and administrators in public secondary schools, enabling a comprehensive analysis of the existing supervisory methods and their effectiveness. The literature indicated that supervisory input was a key factor influencing teacher satisfaction. According to research, feedback should be provided in a way that promotes professional development, be positive, and concentrate on both strengths and areas for improvement (Leithwood et al., 2008). This study sought to explore the specific ways in which feedback was delivered and how it impacted teachers' motivation and job satisfaction. Previous studies had shown that educators who received feedback that improved their teaching methods were more driven to perform well, leading to higher levels of job satisfaction (Dinham & Scott, 2000). The study aimed to assess whether similar findings applied within

the Kenyan context. Moreover, one crucial supervisory technique that affected work satisfaction was the observation of teachers' teaching activities by principals. Research revealed that when monitoring was conducted in a compassionate, non-punitive manner, teachers valued it (Blasé & Blasé, 2000). The study investigated how principals approached classroom observations and whether they provided constructive feedback that contributed to teachers' professional growth. Higher levels of job satisfaction were linked to principals who monitored classroom activities and offered helpful feedback on ways to improve teaching methods. Conversely, monitoring that felt like surveillance or criticism without the goal of improvement adversely affected teacher morale (Sergiovanni, 2009). The study highlighted the significance of professional development as a supervisory practice. Previous research indicated that educators appreciated leaders who provided opportunities for lifelong learning and development (Tschannen-Moran & Gareis, 2004). By exploring this aspect, the study examined how principals supported professional development initiatives and whether these initiatives contributed to increased job satisfaction. The study clarified that teachers' job satisfaction in public high schools in Makueni Sub-County was highly impacted by supervisory techniques, such as professional development, monitoring, and feedback. The study filled a void in the literature by examining these factors in the Kenyan context and offered helpful suggestions for enhancing educational leadership. By amplifying the voices of teachers and administrators, the study aimed to contribute to a deeper understanding of how effective supervision could lead to improved teacher satisfaction and overall school performance, ultimately fostering a more conducive teaching and learning environment.

### **2.1.6 Communication strategies and teachers' job satisfaction.**

Communication strategies and their impact on teachers' job satisfaction emerged as a critical area of investigation within educational institutions. The effects of communication channels on teachers' well-being became increasingly significant, as understanding the dynamics of these channels was paramount to maintaining institutional effectiveness and fostering a positive work environment. Robbins et al. (2010) emphasized the importance of downward communication, which entailed the flow of information from higher to lower organizational levels for task assignment, instruction, and policy dissemination. However, there was a recognized need, as highlighted by Robbins et al. (2010), to acknowledge the evolving preferences of contemporary workers who sought increased involvement in communication processes. Closing this gap was essential for enhancing teachers' job satisfaction. In this context, upward communication, where feedback from lower levels was actively solicited, gained prominence in educational institutions (Tubbs & Moss, 2008). Embracing inclusive communication strategies that prioritized listening and encouraged upward communication became more prevalent, ultimately boosting teacher job satisfaction (Greenberg & Baron, 2008). Despite these advancements, persistent challenges with horizontal communication, particularly in matrix organizations, remained crucial for future learning environments (Tubbs & Moss, 2008). Implementing group interaction strategies and effectively communicating organizational goals significantly enhanced horizontal communication and teacher job satisfaction. The distinction between official and informal communication within educational institutions persisted over time. Stakeholders increasingly leveraged informal channels, such as word-of-mouth networks, to augment organizational communication, recognizing the benefits of various communication modes (Bratton et al., 2007). The importance of informal

contact in enhancing teacher job satisfaction was underscored, with proactive measures being implemented to mitigate concerns related to rumors and distortions (Tubbs & Moss, 2008). Past educational practices continued to prioritize oral communication, emphasizing improved preparation and delivery to enhance teacher effectiveness (Komunda, 2005). Attention to potential distortions ensured the accurate transmission and reception of oral communication messages (Mbiti, 2014). The deliberate utilization of oral communication in educational settings underscored its significance in showcasing teachers' efficacy and fostering positive stakeholder relationships (Clyne, 2004; Holliday, 2008). While written communication remained a reliable and tangible medium within educational institutions, emphasizing its ability to convey coherent and logical information (Madera, 2006; Robbins, 2011), it was evident that certain gaps existed in the literature. The time-consuming nature of written communication, coupled with its lack of integrated feedback mechanisms, rendered it indispensable for disseminating policies and decisions within major educational organizations (Mbiti, 2014). Future emphasis on clear and legible writing in instruction contributed to increased written communication, thereby enhancing post-teacher job satisfaction (Obadula, 2016). Despite the wealth of research on communication practices, a significant deficiency remained in understanding how specific communication patterns influenced teachers' job satisfaction in the Kenyan educational context. While prior studies acknowledged the importance of inclusive, participatory, and effective communication approaches, they often failed to explore how these strategies were practically implemented within local schools and how they affected teacher morale and engagement. This study aimed to investigate the specific communication strategies utilized in Kenyan public secondary schools and their relationship to teachers' job satisfaction. Through qualitative and quantitative methods, the research

gathered data from teachers and administrators to assess the effectiveness of downward, upward, and horizontal communication practices. By focusing on the unique challenges and cultural dynamics present in Kenyan schools, the study sought to identify which communication strategies were most effective in promoting teacher satisfaction. Ultimately, the research contributed to a deeper understanding of the role of communication in enhancing teachers' job satisfaction and provided practical advices for educational leaders. By recognizing the importance of inclusive and participatory communication approaches, the study aimed to cultivate a positive learning environment that would benefit both teachers and students. Through its findings, the study sought to inform future educational policies and practices, ensuring that the voices of teachers were heard and valued within the institutional framework.

## **2.2 Theoretical Literature Review.**

Two theories served as the foundation for this investigation: Systems theory and teacher dynamics theory.

### **2.2.1 The Systems Theory**

This inquiry into how principal administration impacted teachers' work satisfaction was grounded in Luhmann's (2004) systems theory, which conceptualized schools as open systems with shared responsibilities, akin to organisms with interconnected, interdependent parts. Within this theoretical framework, schools were perceived as continually evolving entities that interacted with their environment. Drawing from systems theory, the research explored how school administrators and supervisors applied this framework to manage their organizations. Key areas of focus included understanding organizational goals, implementing them, and motivating staff—especially teachers—to excel. It was expected that globally, school administrators equipped with a theoretical understanding of management concepts

would demonstrate increased efficacy and efficiency in achieving organizational and student enrollment objectives. In this study, Luhmann's (2004) theory took precedence, underscoring the pivotal role of school administrators in encouraging girls to participate in secondary education. It emphasized the need for school managers to recognize their crucial position within the institutional structure to support better education for females in secondary schools. According to the survey findings, implementing initiatives aimed at improving teachers' job satisfaction was essential to ensure that all secondary school educators were of the highest caliber. The application of Luhmann's (2004) systems theory was seen as a catalyst for organizational success in future secondary education settings. The Makueni Sub-County's public secondary schools' principals' decision-making practices were investigated using the Systems Theory to see how they affected teachers' work satisfaction. In order to improve teachers' career contentment in these schools, it created and executed incentive tactics. The study also evaluated how principals' communication and supervision styles affected teachers' job satisfaction. The results demonstrated how these elements are related to one another and stressed how crucial a supportive atmosphere is to promoting teacher retention and satisfaction in public secondary education (Bertalanffy, 1968). Acknowledging the theory's potential to enhance school management, administrators were encouraged to integrate it into their daily practices. This theoretical foundation was expected to guide administrators in adopting strategies that not only improved teachers' well-being but also elevated the overall quality of secondary school teaching personnel.

### **2.2.2 The Theory of teachers' dynamics**

The theory of teachers' dynamics, shaped by principal management strategies, radically changed the future educational environment. School principals led an inclusive approach that

included teachers, administrators, community members, and students in determining the direction of public secondary schools in anticipation of a collaborative decision-making paradigm (Owens, 2008). This participatory model emphasized shared accountability and a communal commitment to school objectives, departing from traditional hierarchical structures (Wekesa, 2013). In this theoretical framework, motivation appeared as a pivotal factor, indicating a move toward intrinsic motivators for educators. It was anticipated that principals would be essential in implementing motivational initiatives. They took their cue from successful international models like Finland, where collaborative decision-making and ongoing professional development significantly increased teacher satisfaction (Sahlberg, 2011; Owens, 2008). The focus was on recognizing and utilizing the innate drive that inspired educators to support learning objectives and overall school effectiveness (Alam & Farid, 2011). The Theory of Teachers' Dynamics places emphasis on the ways in which teachers' work environment, motivation, and professional needs impact their level of job satisfaction. It implies that encouraging professional development, providing teachers with constructive criticism, and keeping an eye on the classroom are all important ways that principals can boost their staff members' intrinsic motivation (Ryan & Deci, 2000). Teachers feel more competent and fulfilled when they are recognized and supported by their principals (Skaalvik & Skaalvik, 2011). In Makueni Sub-County, good supervision, aligned with teachers' autonomy, competence, and relatedness, is crucial to improve job satisfaction and overall professional well-being (Deci & Ryan, 1985). It was anticipated that future regulations would not only allow for teacher engagement in choices about curriculum, finances, resources, student affairs, and community ties but also actively promote them. School administrators empowered teachers by supporting these policies and encouraging autonomy, ownership, and alignment

with larger educational objectives (Smylie, 2010). Within this theoretical framework, communication channels underwent a complete metamorphosis. Recognizing the importance of grassroots information in decision-making processes, principals aggressively sought teacher feedback through upward communication (Tubbs and Moss, 2008). Peer-to-peer horizontal communication was promoted to improve teamwork and settle disputes, in line with the deconstructed hierarchical structures of the new educational paradigm (Katzenmeyer & Moller, 2012). There was always a distinction between official and informal communication channels, and stakeholders used both to build a strong and flexible communication network (Bratton et al., 2007). Proactive measures—such as one-on-one conversations and social activities—were crucial to mitigate the adverse effects of rumors and distortions and promote a positive communication environment (Tubbs and Moss, 2008). A transparent, cooperative, and driven learning environment was envisioned by the future theoretical framework guiding instructors' dynamics, which was formed by principal management methods. It was anticipated that these developments would not only satisfy teachers' professional needs but also positively impact their general success and contentment as teachers in public high schools.

### **2.3 Theoretical framework.**

The theoretical framework for this study established connections between principals' management practices and the key variables of decision-making, motivation, supervision, and communication practices. It utilized Vroom's Expectancy Theory (1964), which posited that teachers' motivation and job satisfaction were influenced by their expectations of the outcomes associated with their performance. This theory linked directly to decision-making, as principals' choices regarding rewards and recognition shaped teachers' perceptions of their

efforts. Herzberg's Two-Factor Theory (1959) further supported this connection by highlighting the importance of intrinsic factors, such as achievement and recognition, alongside extrinsic factors like salary and working conditions in influencing job satisfaction. For the variable of supervision, Locke's Goal-Setting Theory (1968) was integrated into the framework, emphasizing that principals who established clear, achievable goals and provided constructive feedback enhanced teachers' motivation and performance. Ryan and Deci's Self-Determination Theory (1985) reinforced this notion by suggesting that supporting teachers' autonomy and professional growth led to increased job satisfaction. The framework incorporated Communication Accommodation Theory (Giles et al., 1991) and organizational communication models (Downs & Hazen, 1977) to examine the impact of effective communication practices on teachers' job satisfaction. These theories illustrated how transparent communication and inclusive decision-making fostered a positive school climate, ultimately enhancing teachers' morale and commitment. Together, these theories provided a comprehensive understanding of how principals' management practices influenced decision-making, motivation, supervision, and communication within educational settings.

## **2.4 The Conceptual Framework.**

Focusing on motivation, decision-making, supervision, and communication channels, this research examined the "Influence of Principal's Management Practices on Teachers' Job Satisfaction in Public High Schools." The conceptual model considered management strategies employed by the principal as the independent factor that influenced teachers' job satisfaction as the dependent variable. The complex connections between management strategies and job contentment among teachers in public high schools were shaped by intervening variables such as feedback mechanisms, autonomy, empowerment, alignment with educational goals, and leadership support. This paradigm sought to identify the complex processes influencing teacher well-being and the learning environment, as Depicted in Display 1.



### Independent variables

**Principal's Management Practices**

#### Decision Making

- Implement choices that impact the school environment.
- Teacher participation in decision-making
- Engage teachers
- Inclusion in policy development

#### Motivation Practices

- Providing professional development opportunities
- Inspiring work culture
- Appreciating teachers' efforts
- work-life balance

#### Supervision Practices

- Frequency of Classroom Observations
- Supportive Supervision.
- Monitoring Teacher Well-being
- Providing Timely and Detailed Feedback

#### Communication Practices

- Frequency and quality of communication
- Frequency and quality of communication
- Openness in dialogue between administration and teachers.

### Dependent variable

#### Teachers' Job Satisfaction

- Collegial Collaboration
- Positive Work Environment Perceptions
- Professional Development Opportunities
- Leadership Support
- Contentment

- Clarity of Communication
- Autonomy and empowerment
- Alignment with Educational Goals
- Leadership Support
- Feedback mechanism

#### Intervening Variables

**Figure 1: The Conceptual Framework: Adopted from Gaghie et al. (2001) and Modified by the Researcher 2024.**

## 2.5 RESEARCH GAPS

Despite the valuable insights from existing research on teacher well-being and motivation in public high schools, several crucial areas remain underexplored, indicating significant opportunities for further investigation. For example, Smith et al. (2018) emphasize understanding the factors influencing teachers' satisfaction with managerial decisions, yet the literature lacks a comprehensive analysis of the specific elements that either support or undermine this satisfaction. More detailed studies are needed to identify aspects of decision-making that significantly impact teachers' feelings of inclusion, fairness, and professional fulfillment. Understanding these nuances could help develop management strategies that align with teachers' expectations and improve overall job satisfaction. Additionally, the role of cultural nuances in shaping decision-making processes and their impact on perceptions of effectiveness has been insufficiently addressed. Different cultural contexts can influence how decisions are made and perceived, affecting teacher satisfaction. Research incorporating cultural factors could provide tailored recommendations that resonate with the diverse backgrounds of teachers in public secondary schools. Johnson and Brown (2019) highlight the importance of motivational activities in enhancing teachers' work satisfaction, but there is a notable absence of context-specific strategies for public secondary schools. While general motivational theories are well-documented, applying these theories within the specific cultural, social, and economic contexts of public high schools is lacking. Developing strategies tailored to these environments is crucial for improving teacher satisfaction and retention. Furthermore, Regarding the impact of principals' supervision techniques on teachers' job satisfaction in the public high schools of Makueni Sub-County, there were a number of study gaps. While previous research (Blasé & Blasé, 2000; Sergiovanni, 2009)

stressed the value of professional development, monitoring, and feedback, few of them took into account the unique circumstances of rural Kenyan schools. Additionally, the influence of cultural and socio-economic elements in determining teachers' opinions of supervisory techniques was underexplored. Furthermore, not much research was done on how the principals' personal leadership development affected their capacity to manage teachers (Tschannen-Moran & Gareis, 2004). These gaps indicated that localized research was necessary to guide approaches in educational leadership. Garcia and Rodriguez (2020) call attention to communication and transparency in school administration, but the relationship between these elements and teachers' well-being remains underexplored. While effective communication and transparency are key to a positive work environment, the specific ways they influence teacher morale, motivation, and job satisfaction are not well understood. Research into teachers' perceptions of communication practices and their impact on satisfaction could help school leaders develop more effective strategies. Njoka's (2015) work on gender disparities in managerial roles suggests further inquiry into how these disparities affect teachers' motivation and job satisfaction. Gender dynamics in school leadership can impact teachers' career development and job satisfaction, yet existing research has not sufficiently explored these dynamics, especially in public secondary schools. Addressing this gap could lead to support mechanisms that promote gender equity and enhance job satisfaction. Lastly, Korir (2010) highlights the importance of communication techniques but lacks a clear connection between these techniques and teacher job satisfaction. While the benefits of effective communication are acknowledged, studies connecting specific practices with measurable improvements in teacher satisfaction are lacking. Understanding this relationship could provide practical tools for improving communication and teacher well-

being. Addressing these overlooked areas through rigorous research will advance our understanding of the factors influencing teacher motivation and satisfaction, ultimately leading to more effective strategies for enhancing teacher well-being, reducing attrition, and improving educational outcomes.

## **2.6 Summary of Literature Review**

The study was geared towards understanding how various principal management styles influenced secondary school teachers' contentment, intending to address deficiencies in the existing literature. It sought to delve into the direct effects of these governance techniques on teachers' working conditions as well as their overall well-being in secondary schools.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter details the strategies employed for this study. Includes the framework, the setting in which it was conducted, the target demographic, the sample size, the sampling techniques, the tools used for research, the preliminary testing of these tools, the measures taken to ensure validity and reliability, the methods of data collection, the techniques for data analysis, and the logistical and ethical considerations involved.

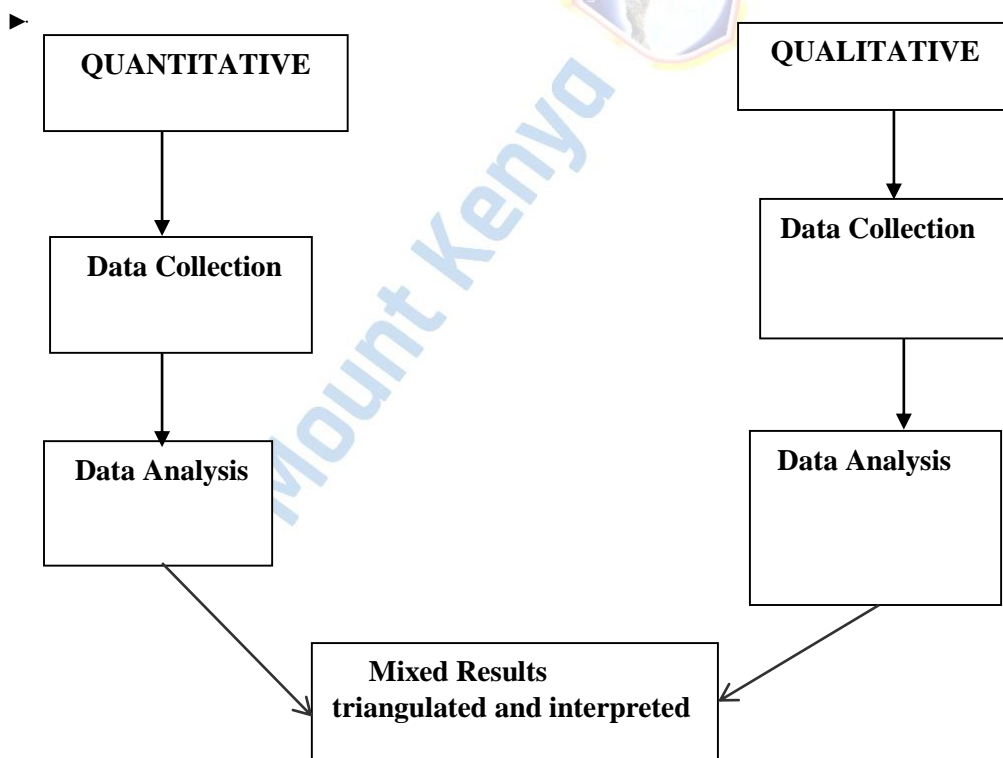
#### 3.1 Research Methodology

These methodologies applied combined methods to explore the research topic. A significant sample received formal questionnaires to gather quantitative data for systematic analysis. Interviews were conducted to obtain qualitative insights, specifically focusing on participants' perspectives for a more comprehensive analysis. Following Creswell's perspective, this mixed-methods approach emphasized targeted quantitative questions and used interviews to offer in-depth qualitative insights. By adopting this methodology, the study enhanced its capacity to scrutinize the intricate correlation between principal management techniques and the well-being of teachers.

#### 3.2 Research Design

Utilizing mixed methods, the inquiry utilized a method of descriptive research to thoroughly explore this research problem. This approach aligned with Creswell's (2014) methodology, emphasizing the benefits of integrating these two methods. Structured questionnaires gathered quantifiable data for statistical analysis within the quantitative descriptive survey study design. Despite its quantitative focus, the design accommodated qualitative methodologies, enhancing comprehension of the research problem. This design was well-suited for thoroughly

examining the intricate correlation between teachers' job satisfaction and principals' management methods. Descriptive designs, being more adaptable, provided broader explanations compared to experimental or exploratory designs, thereby aiding in validating and substantiating findings. The organized framework ensured a controlled research process, addressing research topics with both quantitative measures and qualitative insights. This strategic approach equipped the study to effectively capture the complexity of the research problem, ensuring precise and credible results. Additionally, concurrent triangulation mixed method designs implemented during research finding discussion by objectives addressed the non-overlapping shortcomings and competing capabilities of both quantitative and qualitative approaches (Morse, 1991). One benefit of this methodology is that it produced more reliable and efficient inferences from the research problem. Summary on display 2.



**Figure 2: Synchronized triangulation framework. The source is Creswell (2003)**

### 3.3 Location of Study

This project was conducted in Makueni Sub County, situated within the eastern part of Kenya, within Makueni County, formerly part of the Eastern Province. It borders Machakos northwards, Taita Taveta to the southwards, Kajiado westwards, and Kitui eastwards. The region features diverse terrain, including parts of Tsavo National Park and semi-arid plains. Predominantly rural, its primary economic activities are agriculture and livestock farming.

### 3.4 Target Population

The entire number of substances or individuals with similar features that an investigator seeks to examine is known as the population. The targeted population is the precise group from which an investigator intends to draw findings (Asiamah, Mensah & Oteng-Abayie, 2017). Because they had knowledge of the study's goals, the researcher focused on principals, regional directors, instructors, students, members of the governing council, and participants in the strategic management committee. According to Creswell (2014), the target demographic was able to fully answer the questionnaires and interviews, allowing the researcher to address the study's aims and problem. The intended sample size was 7949 respondents, comprising 50 principals, 652 teachers in public high schools, and 7247 third- and Fourth-Year Students in total. There were fifty public secondary schools in the Makueni sub-county.

**Table 1: Study Population**

<b>Form</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Students	3652	3595	7247
Teachers	350	302	652
Principals	29	21	50
<b>Total</b>			<b>7949</b>

**Source the Makueni**

### 3.5 Sampling Procedures and Sample Size

The investigator determined the Number of participants in the investigation utilizing Yamane's Formula. The process was as outlined below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

In which  $N_0$  is the ideal sample quantity with a 95% confidence level.  $N$  = Subject group  $e$  = 5% Margin of Error (equal to 0.05) consequently, the optimal sample size will be:"

$$N_0 = \frac{7949}{1 + 7949(0.05)^2}$$
$$N_0 = 380 \text{ Participants}$$

Applying stratified sampling, four strata were formed about the count of zones in Makueni Sub- County. Samples within each zone were proportionately represented, homogeneous, and uniform. Purposive sampling selected two Principals and fifty-seven teachers from each zone, focusing on public secondary schools with teacher job satisfaction difficulties in the past five years. This approach aligned with Creswell's (2014) assertion that purposive sampling tests hypotheses regarding the setting and ensures an understanding of variance in the phenomenon of interest. To prevent bias, 32-year iv and iii students were randomly chosen from each zone. This process resulted in a participant group of eight principals, 228 teachers, and 144 students, as depicted in Data set 2.

**Table 2: Grid-Based Selection**

<b>Classifications</b>	<b>Subject of Interest</b>	<b>Proportions of Sample</b>	<b>Strategies for Sampling</b>
Principals	50	8	Purposive sampling
Teachers	652	228	Purposive sampling
Students in Form 3&4	7247	144	Purposive sampling
<b>Total</b>	<b>7949</b>	<b>380</b>	

**Source: Researcher 2024. Adapted from Krejcie and Morgan (1970)**

### **3.6 Research Instruments**

These were the instruments utilized to acquire data regarding the definite predefined themes of the study objectives. This consisted of a questionnaire distributed to teachers and interview materials conducted with principals and Third- and Fourth-Year Students.

#### **3.6.1 High School Teachers' Questionnaire**

The tool aimed to gather quantitative information about the effect of principal management techniques and job satisfaction among instructors. It collected demographic data through closed-ended questions to conduct subgroup and context analyses. The Likert Scale, which had 5-point rating items, was used to measure agreement with statements regarding management practices and work satisfaction to collect quantifiable data on attitudes. The questions addressed motivating initiatives, perceived managerial impacts, and intrinsic and extrinsic elements according to the study's objectives. Varied statements on the questionnaire helped to capture the many facets of instructors' experiences. Statistical analyses, such as inferential and descriptive statistics, were performed on quantitative data. Through feedback-driven modifications for validity and reliability, pilot testing guaranteed Likert Scale efficacy,

clarity, and relevance. Upholding ethical standards, informed consent, anonymity, and confidentiality were given priority.

### **3.6.2 A Guide for Interviews with Principals and Third- and Fourth-Year Students.**

Principals and Form iv and iii students provided qualitative data through structured interviews with open-ended questions, ensuring a systematic investigation. Principals discussed decision-making and management techniques, while students shared their views on how school administration affected teachers' job satisfaction. The organized framework allowed for follow-up questions, enhancing comprehension. Open-ended questions facilitated participants' expression of opinions. The researcher remained adaptable, adjusting the procedure as needed. Interview guides improved data dependability and ensured uniformity. Interviews aimed to gather nuanced opinions on teacher job satisfaction and the learning environment, focusing on management practices and decision-making.

### **3.7 Piloting of Research Instruments.**

Thirty-eight individuals surveyed from public high schools in Makueni Sub- County participated in piloting the research instruments, constituting 10% of the study sample, following Kothari (2005). The pilot aimed to ensure clarity, relevance, and language appropriateness of the questions. Pretesting with piloting data confirmed instrument dependability and anticipated respondent challenges such as time management. Practice interviews were conducted to refine question wording and ensure varied responses. Piloting respondents were excluded from real data compilation.

### **3.8 Testing.**

Ensuring the quality of research findings required verifying. Techniques included using Cronbach's alpha for internal consistency and expert evaluations for content authenticity. Dependability was enhanced by uniform coding procedures and documenting qualitative data. Peer debriefing and member verification bolstered credibility and methodological rigor. These actions aimed to verify and strengthen the validity of research tools in identifying the relationships between teachers' job satisfaction and principal management strategies.

#### **3.8.1 Validity of the research instruments**

This study used triangulation, employing various methods to assess the research instruments to improve internal validity. This strategy guaranteed accuracy and consistency across different data collection techniques. To increase the data's authenticity, interview content was transcribed, and participants verified the transcripts. Peer debriefing involved external evaluation by subject-matter specialists who examined information, protocols, and interpretations, offering insightful commentary. This external review ensured that research tools assessed constructs accurately and complied with requirements. Expert and participant input guided changes to address any issues and enhance the instrument's overall validity. Questions were formulated with statements aligned with the study objectives, ensuring that the variables intended for quantitative validity were appropriately measured.

#### **3.8.2 Tool Reliability.**

The split-half examination was carried out to establish the trustworthiness of research tools. This test items were administered once, and the results were split in half for examination. The Cronbach Alpha method determined the dependability index between the two halves. The Cronbach Alpha measure indicated the level of correlation among the items in a scale were

associated. Higher Cronbach Alpha coefficients closer to unity indicated excellent internal dependability. An  $r \geq 0.80$  on the Cronbach Alpha scale demonstrated excellent internal consistency. This degree of internal consistency between the test items was indicated by any Cronbach Alpha score between 0 and 1. A higher Cronbach Alpha value suggested that the scale or instrument's items consistently measured the same underlying concept. A Cronbach Alpha coefficient of 0.80 or higher indicates solid internal dependability. This cutoff point ensured that the research tools produced reliable and consistent results.

### **3.8.3 Instruments' Credibility**

As readers and participants were the only ones who could reasonably assess the credibility of the outcomes, data triangulation through multiple analyses was used to determine the credibility of the instruments. Credibility was established by focusing on the excellence of the work rather than its volume, thereby demonstrating the validity of the research conclusions (Kothari, 2005). According to Creswell (2014), credibility encompasses determining if study results are trustworthy by emphasizing the quality over the quantity of data collected.

### **3.8.4 Instrument Dependability**

To ensure reliability, each phase of the study's process used to obtain qualitative data was well documented, promoting study reproducibility and achieving comparable findings. Kothari (2005) posited, that consistency confirms that research findings are reliable to be reproduced. The comprehensive documentation allowed another researcher to conduct an identical inquiry and reach a similar conclusion, facilitating an awareness of the strategies and their success.

## **3.9 Data Collection Procedures**

The study received consent from the Mount Kenya University School of Postgraduate Studies. Also, it obtained consent from the National Commission for Science, Technology, and

Innovation, the Makueni County Commissioner, and the Director of Education. After that, to gather preliminary data, the researcher met with participants, distributed questionnaires, and conducted interviews. Skilled research assistants distributed quantitative data questionnaires and safely stored the data for later processing. Qualitative data were gathered through interviews conducted during the meetings, offering comprehensive insights into the participants' viewpoints. The mix of quantitative and qualitative methodologies ensured a thorough approach to data gathering, providing comprehensive grasp of the study problem. Rights and welfare participants were protected during the data collection process by following ethical guidelines. A systematic and organized methodology improved the validity and dependability of gathered data. As depicted on table 3.

**Table 3: Information Acquisition Procedures**

<b>Research Questions</b>	<b>Questionnaire Inquiries</b>	<b>Interview Instructions</b>
How do principals' decision-making practices influence teachers' job satisfaction in public high schools.	Teachers	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Students</li> </ul>
What motivational practices can influence teachers job satisfaction in public high schools in Makueni Sub-County?	Teachers	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Students</li> </ul>
How do principals' supervisory practices influence teachers' job satisfaction in public secondary schools in Makueni Sub-County?	Teachers	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Students</li> </ul>
How do principals' communication practices influence teachers' job satisfaction in public high schools.	Teachers	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Students</li> </ul>

### 3.10 Data Analysis Procedures

The data analysis process commenced with identifying recurring themes in the respondents' experiences, using Cronbach Alpha and inferential statistics using Anova for quantitative and thematic analysis for qualitative data. Parameters such as mean, standard deviation, frequencies, and percentages were calculated in SPSS Version 22 for quantitative analysis. The qualitative data were divided and coded for theme analysis. Frequency counts evaluated closed-ended responses and created respondent profiles. Visual aids like tables and charts clarified the presentation of quantitative information. SPSS Version 22's quantitative analysis improved the reliability of the outcomes. The interpretation of findings addressed the research objectives and questions. As shown on data-set 4.



Mount Kenya University

**Table 4: Information Analysis Techniques**

<b>Research Questions</b>	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Quantitative Data Analysis</b>	<b>Qualitative Analysis</b>
How do principals' decision-making practices influence teachers' job satisfaction in public high schools.	<ul style="list-style-type: none"> <li>• Decision Making practices</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers job Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Cronbach Alpha</li> <li>• Inferential analysis using Anova</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>
What motivational practices can influence teachers job satisfaction in public high schools in Makueni Sub-County?	<ul style="list-style-type: none"> <li>• Motivation practices</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers Job Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Cronbach Alpha</li> <li>• Inferential analysis using Anova</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>
How do principals' supervisory practices affect teachers' job satisfaction in public high schools.	<ul style="list-style-type: none"> <li>• Supervision practices</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers Job Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Cronbach Alpha</li> <li>• Inferential analysis using Anova</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>
How do principals' communication practices influence teachers' job satisfaction in public high schools.	<ul style="list-style-type: none"> <li>• Communication practices</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers Job Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Cronbach Alpha</li> <li>• Inferential analysis using Anova</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>

### **3.11 Ethical Considerations**

Determining participant requirements and the research's substance fell under the purview of ethical issues. The procedure entailed obtaining informed permission and guaranteeing robust confidentiality protocols. Taking these proactive measures followed ethical norms and promoted a conscientious and responsible attitude toward study participant involvement.

#### **3.11.1 Confidentiality and Privacy**

Protecting the privacy of respondents' personal information was the researcher's priority. Personal information was not disclosed in writing or any other research-related correspondence. Participants were informed that their information would solely contribute to achieving the study's objective, guaranteeing targeted and constrained use. The researcher's constant adherence to strict confidentiality policies demonstrated a dedication to moral and responsible data handling. By ensuring participants' careful and private data management, the study respected privacy as a primary participant right and created a trustworthy atmosphere. In-depth information, including specifics regarding confidentiality protections, was provided to participants so they could make informed decisions. The research employed ethical data management techniques to avoid inadvertent disclosure or violations, abiding by established privacy norms in an ethically and legally compliant manner.

#### **3.11.2 Anonymity**

The investigator ensured complete secrecy to participants, committing in writing to protect their data. Prioritizing anonymity during the study process built respondent trust and reinforced ethical data management. All study-related correspondence lacked identifying information, ensuring respondents' privacy and traceability. This emphasis on anonymity

underscored the researcher's commitment to protecting participant privacy throughout the investigation. Participants received all necessary information to make informed decisions and establish a reliable, ethically sound study setting regarding the steps taken to preserve their anonymity.

### **3.11.3 Informed Consent**

Transparency was prioritized as the researcher thoroughly explained to participants the nature and goal of the study. A detailed explanation of data collection methods ensured understanding. Participants were advised that their involvement was optional and asked to sign consent papers accordingly. Acquisition of informed consent through formal documentation depended on participants' complete comprehension of the study's objectives, protocols, and outcomes. Participants' autonomy was respected, and their choice to participate remained unhindered. This ethical approach protected participants by ensuring they were fully informed of the ramifications and voluntarily recorded their involvement through signed permission forms.

### **3.11.4 Data Storage**

Previously, source facts were methodically organized for quick access and subsequent analysis. Computer printouts were analyzed, categorized, and archived. Digital backups on CDs and flash drives improved security. The researcher prioritized professionalism, politeness, and ethical principles to maintain data integrity. Strict access controls ensured privacy and prevented unauthorized access. The storage plan aimed for accessibility while maintaining a safe environment. Flash drives and CDs served as backups in case of data loss, emphasizing the researcher's dedication to ethical data management.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter presents the results and comments on principals' management strategies affecting teachers' job satisfaction in Makueni Sub-County's public high schools. It covers response rates, demographic information, and research findings, focusing on factors influencing teacher satisfaction in decision-making, motivational, supervision and the influence of communication and transparency on teachers' well-being.

#### 4.1 Response Rate

Three groups of responders were present, specifically principals, instructors, and students in years 3 and 4. All eight of the principals in the sample size of eight were contacted by the researcher. For the teachers, 183 out of a possible 228 questionnaires were successfully administered. The sample size for students in forms 3 and 4 was 144, and all administered questionnaires were returned. The reaction rate is shown in Display 5.

**Table 5: Return Rate**

<b>Questionnaire for teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Executed	228	100%
Returned	183	80.3%
<b>Interviews for</b>		
Principals Administered	8	100%
Principals Returned	8	100%
Students Administered	144	100%
Students Returned	144	100%

#### **Reference (Author, 2024)**

According to the data in data set 5 above, the study achieved a commendable response rate, with 80.3% of the questionnaires administered to teachers returned, surpassing the critical 70% threshold recommended by Mugenda & Mugenda (1999) for ensuring survey validity and reliability. This robust response underscores the data collection process's effectiveness,

enhancing the collected data's validity and consistency. Additionally, both principals and students exhibited a 100% response rate, further confirming the reliability of the data collection method. These high response rates across all respondent groups indicate strong participant engagement and willingness to contribute, reflecting positively on the study's methodology and the respondents' interest in the research topic. Overall, the high return rates provide confidence in the representativeness and trustworthiness based on the study's outcomes, establishing a robust groundwork for concluding such data.

## 4.2 Demographic Information

The population statistics of the respondents showed a varied gender distribution among teachers, principals, and students, as well as detailed educational attainment for both teachers and principals. Additionally, the data highlighted the age brackets and years of teaching experience for teachers and principals. The questionnaires information's were used to gather the demographic data.

### 4.2.1 Gender distribution

The provided data in data set 6 presents the gender distribution among teachers, principals, and students. Data regarding the participants' gender was extracted from the questionnaire.

**Table 6: Gender distribution**

	<b>Teachers</b>	<b>Teachers</b>	<b>Principals</b>	<b>Principals</b>	<b>Students</b>	<b>Students</b>
<b>Gender</b>	<b>(Frequency)</b>	<b>(Percent)</b>	<b>(Frequency)</b>	<b>(Percent)</b>	<b>(Frequency)</b>	<b>(Percent)</b>
Male	106	57.9%	5	62.5%	81	56.2%
Female	77	42.1%	3	37.5%	63	43.8%
Total	183	100.0%	8	100.0%	144	100.0%

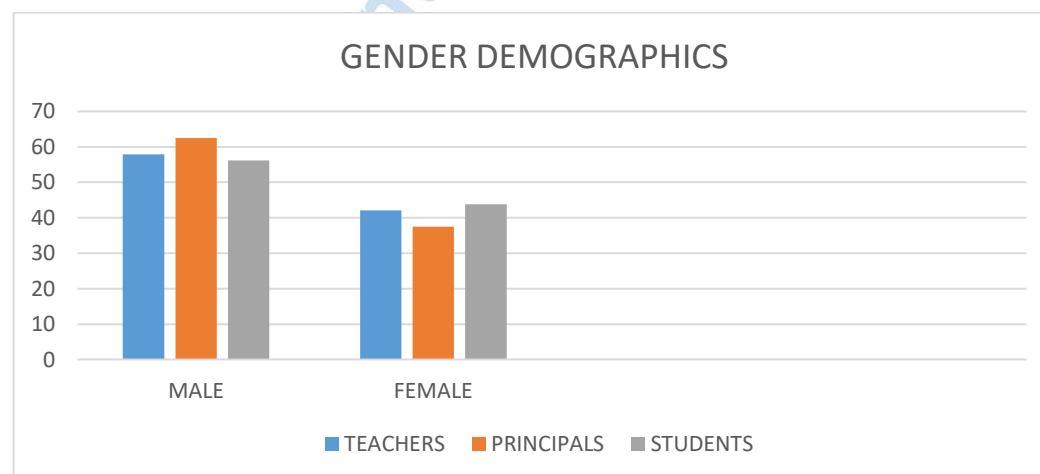
### Reference (Writer, 2024)

From data set 6 and display 3 shows that male teachers make up 57.9% of the workforce, female teachers 42.1%, male principals 62.5%, and female principals 37.5%, with students forming 56.2% of the student body and 43.8% of the teacher corps, the survey shows notable

gender differences across educational roles. The results are consistent with earlier studies conducted by UNESCO (2019), Shields & Rangarajan (2013) on gender dynamics in educational leadership, and Catalyst (2021) on the importance of gender representation. The research highlights the necessity of tackling gender differences in academic leadership roles and creating welcoming spaces to ensure fair representation. The predominance of male teachers and principals necessitates strategies to encourage more women to enter and remain in teaching and advance to leadership roles, which can enhance teachers' job satisfaction by promoting a more equitable and supportive work environment. Addressing gender disparities in academic leadership through targeted interventions, such as mentorship opportunities and work-life balance support, can improve principal management practices by fostering diverse perspectives and inclusive decision-making. The relatively balanced gender distribution among students suggests the importance of equal opportunities and encouragement for both genders to pursue careers in education to achieve long-term workforce gender balance.

### Gender Distribution

The information about gender distribution was generated from the questionnaire as depicted by the table.



**Figure 3** *Gender Distribution: Reference (Author, 2024)*

The gender distribution among teachers, principals, and students indicated that 57.9% of teachers were male, while 42.1% were female. Similarly, 62.5% of principals were male, and 37.5% were female, with male students comprising 56.2%, and female students 43.8% of the total.

#### 4.2.2 The education attainment

The dataset below provides a clear picture of the educational attainment levels of teachers and principals based on the supplied data. The questionnaires provided the data regarding educational attainment. It was summed up and displayed at table 7.

**Table 7: The education attainment**

<b>Education Attainment</b>	<b>Teachers (N=183)</b>	<b>Teachers (%)</b>	<b>Principals (N=8)</b>	<b>Principals (%)</b>
Diploma	44	24.0%	0	0.0%
Degree	134	73.2%	5	62.5%
Masters	5	2.7%	2	25.0%
PhD	1	0.5%	1	12.5%
Total	183	100.0%	8	100.0%

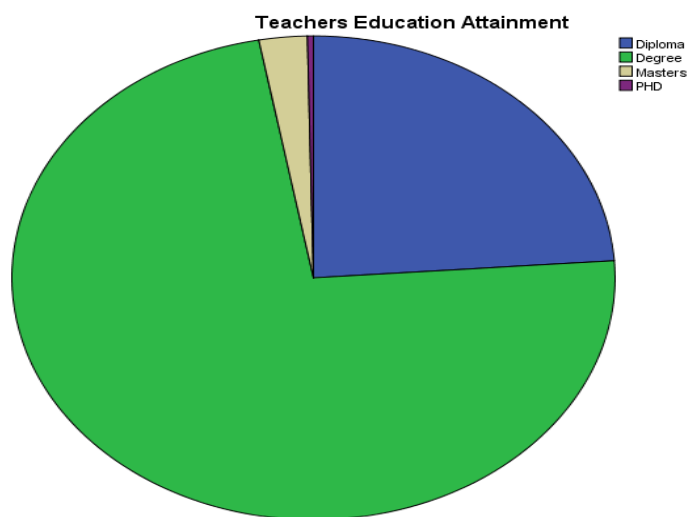
**Origin (Researcher, 2024)**

The display shows the frequency and percentage distribution of educational attainment among teachers and principals. The data reveals a noticeable difference in educational qualifications between the two groups. For the 183 teachers surveyed, the majority held a degree (73.2%), followed by those with diplomas (24.0%), while a smaller proportion had attained a master's degree (2.7%) or a PhD (0.5%). In contrast, among the 8 principals surveyed, a majority held degrees (62.5%), with a significant number also holding master's degrees (25%) and one principal holding a PhD (12.5%). Notably, none of the principals reported having only a diploma. This disparity highlights the higher educational requirements typically expected for principal positions compared to teaching roles. The prevalence of advanced degrees among

principals suggests a strong emphasis on specialized education for leadership roles, consistent with trends identified in educational leadership research (Leithwood et al., 2004). The presence of master's degrees and PhDs among principals underscores the value placed on advanced knowledge and leadership skills (Bush & Glover, 2014). However, these findings also raise important questions about access to leadership roles for individuals with varying educational backgrounds and the potential impact on leadership diversity and inclusivity (Davies & Ellison, 2013). The higher educational qualifications among principals than teachers indicate a strong emphasis on advanced knowledge and leadership skills, which can enhance principal management practices by ensuring well-prepared leadership. This disparity also influences teachers' job satisfaction by highlighting the potential barriers to career advancement, suggesting a need for more accessible professional development opportunities to foster greater diversity and inclusivity in leadership roles.

### Teachers' Educational attainment

The questionnaires were used to gather information regarding the educational background of the teachers. As depicted by the figure 4.

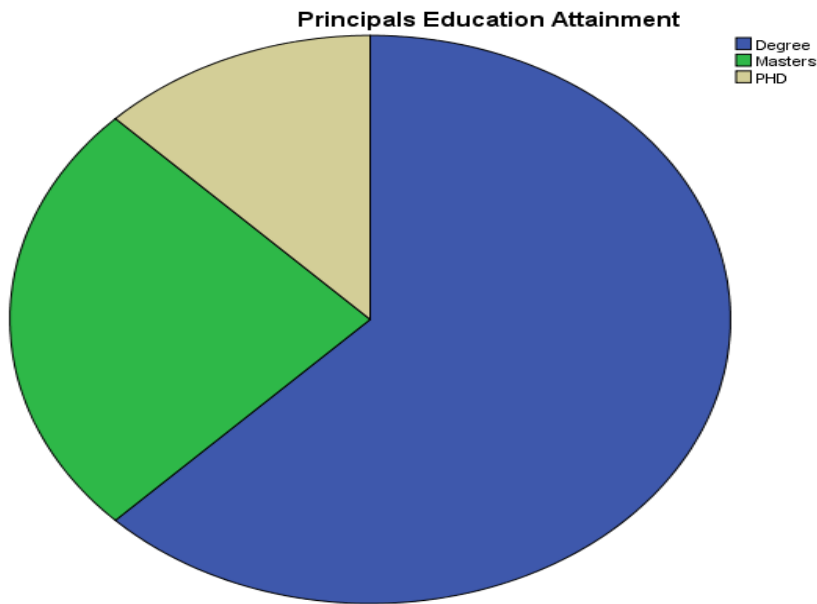


**Figure 4** Teachers' Educational attainment: Reference (Creator, 2024)

Teachers were requested to provide their educational attainment. The majority of teachers (73.2%) hold a degree, indicating a high level of educational attainment among the group. A smaller proportion have advanced degrees, with 2.7% holding a master's and 0.5% a PhD, while 24.0% have a diploma. This is shown in the chart above.

### **Principals' educational attainment**

The questionnaires were used to gather information regarding the educational background of the principals as depicted on display 5.



**Figure 5** *Principals' educational attainment.*: Source (Author, 2024)

The principals were asked to state their educational attainment. Most principals (62.5%) hold a degree, with 25.0% having a master's and 12.5% holding a PhD, while none have only a diploma.

### 4.2.3 Age brackets

The information provided describes the age distribution among administrators and instructors, illustrated in the dataset. The questionnaires were used to gather data on the participants' age groups. As presented on data-set 8

**Table 8:Age brackets**

Age Bracket	Teachers (N=183)	Teachers (%)	Principals (N=8)	Principals (%)
(48-60) Years	22	12.0%	4	50.0%
(42-47) Years	27	14.8%	3	37.5%
(36-41) Years	53	28.9%	1	12.5%
(30-35) Years	30	16.4%	0	0.0%
(24-29) Years	51	27.9%	0	0.0%
Total	183	100.0%	8	100.0%

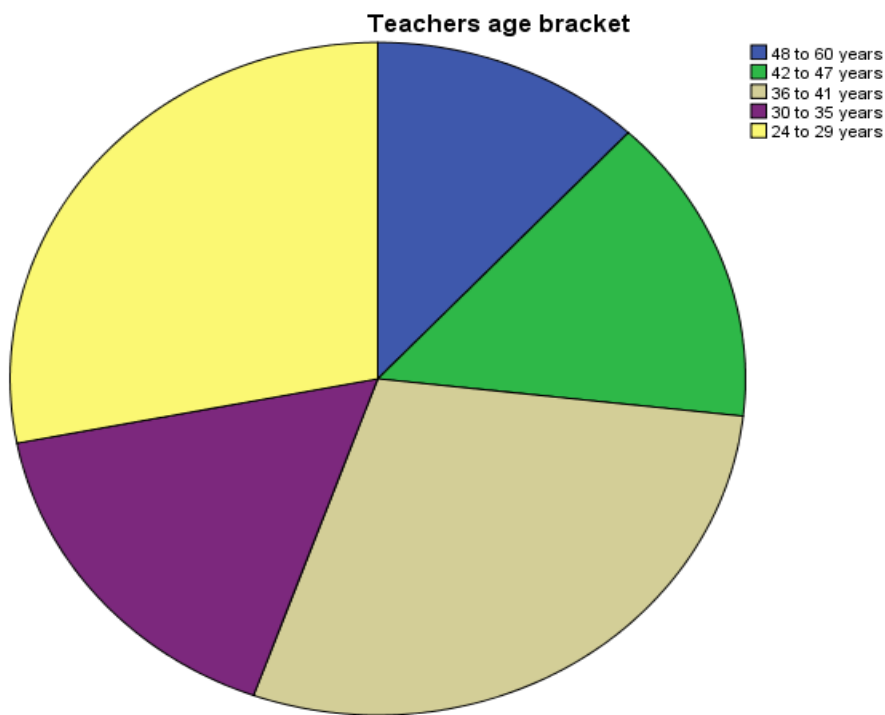
**Reference (Originator, 2024)**

The investigation results, as depicted in display 8, reveal distinct age distributions among teachers and principals. Among the 183 teachers surveyed, age brackets varied significantly, with 12.0% falling within the (48-60) years range, 14.8% within (42-47) years, 28.9% within (36-41) years, 16.4% within (30-35) years, and 27.9% within (24-29) years. Conversely, of the 8 principals surveyed, the majority (50.0%) belonged to the (48-60) year category, followed by (42-47) years (37.5%) and (36-41) years (12.5%), with none falling within the younger age brackets of (30-35) years or (24-29) years. The older age profile of principals compared to teachers suggests that leadership roles are typically attained later in one's career, enhancing management practices through the experience and maturity of senior leaders. This age disparity influences teachers' job satisfaction by highlighting the lengthy career trajectory needed for advancement, indicating a need for effective succession planning and leadership development to create clearer, more attainable career paths. Thus, this study enhances our

comprehension of demographic trends within educational leadership, thereby guiding strategies for leadership development and succession planning (Smith et al., 2020; Johnson, 2015).

### Teachers age bracket

The questionnaires were used to gather information regarding the age group of the teachers as depicted on display 6.

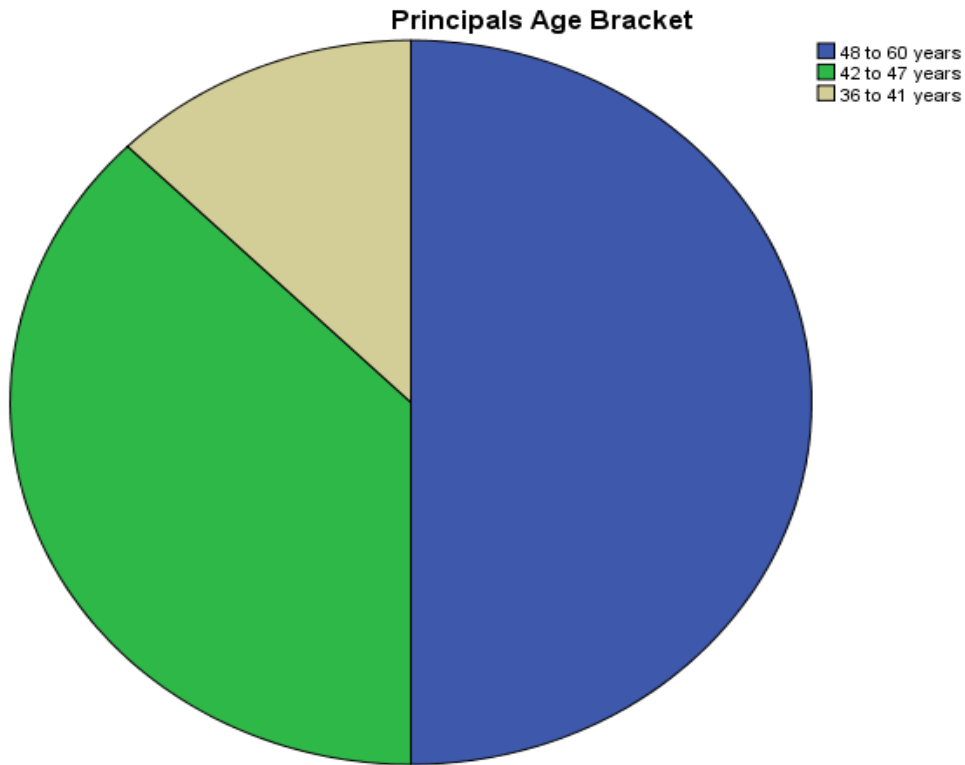


**Figure 6: Teacher's age bracket: Origine (Author, 2024)**

The age distribution of teachers is fairly balanced, with the largest groups being those aged 36-41 years (28.9%) and 24-29 years (27.9%). Smaller proportions fall into the 30-35 years (16.4%), 42-47 years (14.8%), and 48-60 years (12.0%) brackets.

### Principals' age bracket

The questionnaires were used to gather information regarding the age group of the principals as depicted on display 7.



**Figure 7** Principals' age bracket: Reference (Writer, 2024)

The principals were asked to state their age. Most principals are aged 48-60 (50.0%) and 42-47 (37.5%), indicating a trend towards older leadership. Only one principal is in the 36-41 years bracket (12.5%), and none are younger than 36.

#### 4.2.4 years of teaching

The information provided offers a comprehensive summary of the years of teaching experience among administrators and instructors, as presented in dataset 9. The questionnaires were used to gather data regarding the participants' year of instruction.

**Table 9: Years of teaching**

<b>Years of Teaching</b>	<b>Teachers (N=183)</b>	<b>Teachers (%)</b>	<b>Principals (N=8)</b>	<b>Principals (%)</b>
(Above 20 years)	22	12.0%	4	50.0%
(16-20 years)	36	19.7%	2	25.0%
(11-15 years)	53	29.0%	2	25.0%
(6-10 years)	37	20.2%	0	0.0%
(1-5 years)	36	19.7%	0	0.0%
Total	183	100.0%	8	100.0%

**Source (Originator, 2024)**

The findings from data set 9 illustrate distinct distributions of years of teaching experience among teachers and principals. Among the 183 teachers surveyed, the largest proportion (29.0%) possessed 11-15 years of pedagogical experience, subsequently 16-20 years (19.7%) and 6-10 years (20.2%). Conversely, among the 8 principals surveyed, the majority (50.0%) boasted over 20 years of teaching experience, with 16-20 years and 11-15 years accounting for 25.0% each, while none reported 6-10 or 1-5 years of experience. This contrast indicates a discrepancy in the accumulation of teaching experience between teachers and principals, with principals generally exhibiting more extensive tenure. The greater teaching experience among principals compared to teachers indicates that extensive tenure is valued for leadership roles, enhancing management practices through seasoned expertise. This experience disparity influences teachers' job satisfaction by emphasizing the lengthy path to leadership, highlighting the need for robust leadership development and succession planning to make

career advancement more accessible. Consequently, this study enhances our grasp of demographic trends within educational leadership, thereby guiding strategies for leadership cultivation and succession planning (Smith et al., 2020; Johnson, 2015).

### **4.3 Findings and Discussions**

The study examined the results of descriptive, inferential (linear regression) and thematic data analysis on principal management practices in decision-making, motivation, supervision, and teacher communication, as well as descriptive data analysis on secondary school teacher work satisfaction.

#### **4.3.1 The Concept of teachers' job satisfaction**

As seen in dataset 10, the study examined the well-being of teachers in public secondary schools, paying particular attention to factors including collegial teamwork, opinions of a favorable work environment, chances for professional growth, leadership support, and general satisfaction. Information on the individuals was gathered through the use of questionnaires. The use of descriptive statistics analysis highlighted the role of teachers. To examine the findings, frequencies, percentages, means, and standard deviations were computed from the variables using a five-point Likert scale. The questionnaires were used to gather information from the participants, and the indicators derived from the dependent variables were recorded in the data.

**Table 10: Teachers' Job Satisfaction**

Dimension	Totally Disapprove	Somewhat Disapprove	Undetermined	Support	Completely Support	Total	Mean	Std. deviation
TJS Collegial Collaboration	40 (21.9%)	30 (16.4%)	36 (19.7%)	43 (23.5%)	35 (19.1%)	183	3.02	1.424
TJS Positive Work Environment Perceptions	34 (18.6%)	36 (19.7%)	34 (18.6%)	30 (16.4%)	50 (27.3%)	183	3.14	1.471
TJS Professional Development Opportunities	34 (18.6%)	41 (22.4%)	31 (16.9%)	36 (19.7%)	42 (23.0%)	183	3.06	1.440
TJS Leadership Support	36 (19.7%)	34 (18.6%)	32 (17.5%)	47 (25.7%)	34 (18.6%)	183	3.04	1.403
TJS Contentment	40 (21.9%)	30 (16.4%)	36 (19.7%)	43 (23.5%)	35 (19.1%)	183	3.02	1.424

**Reference (Writer, 2024)**

The table results revealed moderate levels of job satisfaction among teachers across various dimensions. Descriptive statistics indicated mean scores ranging from 3.02 to 3.14, with standard deviations ranging from 1.403 to 1.471. Frequency distributions showed that while a significant portion of teachers expressed positive sentiments, a notable percentage reported neutral or negative perceptions across dimensions. For instance, regarding TJS Collegial Collaboration, 38.3% (70) (Totally Disapprove and Somewhat Disapprove) of teachers expressed dissatisfaction, while 42.6% (78) indicated support or complete support. Similarly, for TJS Positive Work Environment Perceptions, 38.3% (70) (Totally Disapprove and Somewhat Disapprove) expressed dissatisfaction, while 43.7% (80) expressed support or

complete support. The contributions of work environment, leadership support, and professional development in schools play a Critical in shaping teacher contentment, as highlighted by Smith and Jones (2019). Their investigation explores the complex correlation between teacher well-being and several other characteristics, including opportunities for professional growth, leadership support, and work environment. It sheds light on how these variables affect teachers' opinions and general well-being in learning environments. The study's results, which emphasize the complexity of job satisfaction, are consistent with Smith and Jones' findings. This emphasizes the significance of addressing these aspects to establish a constructive and encouraging work environment for educators. Their findings highlight the value of teamwork, favorable opinions of the workplace, and other study-identified factors, highlighting the necessity of all-encompassing tactics to improve teacher satisfaction and retention. These results highlight the complex relationship between teacher job satisfaction and leadership support, highlighting the need to address aspects like work environment, professional growth opportunities, collaboration, and general contentment to create a supportive work environment supporting teacher retention and well-being.

#### 4.3.2 Descriptive statistics on teacher’s job satisfaction.

The questionnaires were used to gather information on the participants. As depicted by the date-set 11.

**Table 11:***Descriptive statistics on teacher’s job satisfaction.*

Summary Analysis			Consistency	Data
			Cronbach's	Entities
Units	Dataset	%	Alpha	
Credible	183	100		
Excluded	0	0	.796	5
Overall	183	100		

Origine (Author, 2024)

Based on the provided information and the context of the study by Smith and Jones (2019), which emphasizes the role of work environment, leadership support, and professional development in shaping teacher job satisfaction, the Cronbach's alpha reliability analysis of 0.796 for a scale consisting of 5 items from 183 valid cases indicates a moderate to strong internal consistency among the variables measured. This reliability statistic underscores the scale's robustness in assessing these crucial factors affecting teacher satisfaction, aligning with the complexity and multidimensional nature highlighted in Smith and Jones' findings. Addressing these aspects effectively can contribute to creating a supportive work environment that enhances teacher retention and well-being, as emphasized by the study's effects on educational policy and practice.

#### **4.4 Influence of Decision-Making practices: Objective One**

With an emphasis on the principal's influence and the participation of teachers, the goal centers on the school's decision-making process. Decision-making was the dependent variable indicator, and the results in this objective also reflected this. Through the questionnaires, personal data was collected. Thematic, descriptive, and inferential (linear regression) data analysis was employed to obtain the information. After the data was collected and analyzed from these three levels, it was merged and explained to provide a fuller understanding of the problem under study. Using a five-point Likert scale, frequencies, percentages mean and standard deviation were calculated from the variables in order to investigate the investigation's first objective.

##### **4.4.1.1 Principals' Involvement in Decision Making.**

Objective 1, which primarily focused on evaluating the participation of principals in Making decisions and how they affect teachers' job happiness, the study placed significant emphasis

on gathering feedback, providing rationale for decisions, and managing disagreements. The data about the information were drawn from the questionnaires. The findings, detailed in dataset 12.

**Table 12: Principals' Involvement in Decision Making**

<b>Dimension</b>	<b>Totally Disapprove</b>	<b>Somewhat Disapprove</b>	<b>Undetermined</b>	<b>Fully Concur</b>	<b>Total</b>	<b>Mean</b>	<b>Std. deviation</b>
Gathering feedback from teachers (D1)	30 (16.4%)	37 (20.2%)	43 (23.5%)	37 (20.2%) 36 (19.7%)	183	3.08	1.356
Communicate the rationale behind managerial decisions	30 (16.4%)	31 (16.9%)	47 (25.7%)	36 (19.7%) 39 (21.3%)	183	3.14	1.374
Principal handle conflicts (D1)	36 (19.7%)	34 (18.6%)	31 (16.9%)	48 (26.2%) 34 (18.6%)	183	3.04	1.403

**Reference (Writer, 2024)**

There's a moderate agreement among teachers regarding various dimensions of school leadership. Descriptive statistics indicated mean scores ranging from 3.04 to 3.14, with standard deviations ranging from 1.356 to 1.403. Frequency distributions showed that while a significant portion of teachers expressed agreement or strong agreement, a notable percentage reported neutral or negative perceptions across dimensions. For instance, regarding "Gathering feedback from teachers," 36.6% (67) (Totally Disapprove and Somewhat Disapprove) of teachers expressed dissatisfaction, while 40.0% (73) indicated agreement or strong agreement. Similarly, for "Communicate rationale behind managerial decisions,"

33.3% (61) expressed dissatisfaction, while 42.9% (78) expressed agreement or strong agreement.

This study delves into the intricacies of teacher satisfaction with decisions impacting their professional roles, shedding light on the importance of effective communication, conflict resolution, and feedback mechanisms in fostering positive perceptions of school leadership.

Maranga's (2013) study likely examines what influences teacher satisfaction with decisions that affect their professional roles in public high schools in Makueni sub-county, Kenya. This research probably explores how decision-making processes within education impact teacher satisfaction. These themes align with the current study's focus on understanding how decision-making affects teachers' well-being and retention. Drawing on Maranga's insights, the discussion emphasizes the importance of inclusive decision-making and effective communication in creating a supportive work environment. These practices are crucial for boosting teacher morale and job satisfaction, ultimately helping to retain educators in Kenyan secondary schools. This research offers valuable insights into how educational institutions can improve decision-making processes to support teachers and enhance educational outcomes in the region.

#### **4.4.1.2 Principals' Influence on Decision-Making on Teachers'.**

Objective one of the studies explored how Inviting teacher input in the decision-making processes transforms their job contentment. It specifically analyzed several facets of this involvement, including the scope of teacher participation in decision-making, how conflicts arising from these processes were resolved, the recognition given to teacher input, the flexibility exhibited by principals, and the alignment of managerial decisions with teachers' perspectives and needs. These aspects were investigated in detail, and the findings, as depicted in dataset 13.

**Table 4.8.2. Principals' Influence on Decision-Making on Teachers'**

The questionnaires provided information regarding the main influence on the subjects. It was summed up and displayed on table 13.

**Table 13:Principals' Influence on Decision-Making on Teachers'**

<b>Dimension</b>	<b>Completely Oppose</b>	<b>Partially Oppose</b>	<b>Indifferent</b>	<b>Fully Concur</b>	<b>Concur Total</b>	<b>Mean</b>	<b>Std. deviation</b>
Teachers engaged in decision processes (D2)	40 (21.9%)	30 (16.4%)	36 (19.7%)	43 (23.5%)	34 (18.6%)	183	3.02 1.424
Conflicts handled during implementation (D2)	42 (23.0%)	31 (16.9%)	32 (17.5%)	43 (23.5%)	35 (19.1%)	183	2.97 1.440
Teacher input recognized (D2)	35 (19.1%)	28 (15.3%)	46 (25.1%)	35 (19.1%)	39 (21.3%)	183	3.05 1.396
Principal demonstrates flexibility (D2)	30 (16.4%)	33 (18.0%)	43 (23.5%)	33 (18.0%)	44 (24.0%)	183	3.13 1.398
Managerial decisions alignment (D2)	35 (19.1%)	34 (18.6%)	29 (15.8%)	43 (23.5%)	42 (23.0%)	183	3.09 1.444

**Origin (Creator, 2024)**

Findings from the study showed varied perceptions among teachers regarding different dimensions of school leadership. Descriptive statistics indicated mean scores ranging from 3.02 to 3.13, with standard deviations from 1.396 to 1.444. Frequency distributions showed that while a substantial portion of teachers expressed or strongly agreed, a notable percentage reported neutral or negative perceptions across dimensions. For instance, regarding "Teachers

engaged in decision processes," 38.3% (70) (Completely Oppose and Partially Oppose) of teachers expressed dissatisfaction, while 41.9% (77) indicated agreement or strong agreement. Similarly, for "Conflicts handled during implementation," 39.9% (73) expressed dissatisfaction, while 42.6% (78) expressed agreement or strong agreement. Smylie (2010) provides valuable information on the variables affecting teachers' satisfaction with decisions affecting their professional roles. Smylie's research likely emphasizes the necessity of teacher participating in decision-making processes and explores how this involvement impacts their satisfaction within the educational setting. This focus directly relates to the objective of identifying factors influencing teachers' satisfaction with decisions affecting their professional roles at Makueni sub- county's public high schools, Kenya. Smylie's findings suggest that when teachers have a voice in decision-making, they perceive greater value and empowerment, which can significantly enhance their overall job satisfaction. Additionally, Leithwood and Steinbach's (2013) research complements this perspective by investigating effective leadership practices that promote teacher engagement and satisfaction. Their research highlights the critical role of supportive leadership, which includes listening to and involving teachers in decision-making processes, in fostering a positive work environment that supports teacher well-being and retention in Kenyan high schools.

#### 4.4.2 Descriptive analysis on influence of Decision-Making practices

The information was obtained from the questionnaires and analyzed descriptively based on the collected data. As displayed from the table. 14.

**Table 14: Descriptive analysis on influence of Decision-Making practices.**

<b>Summary Analysis</b>			<b>Consistency</b>	<b>Data</b>
<b>Units</b>	<b>Dataset</b>	<b>%</b>	<b>Cronbach's Alpha</b>	<b>Entities</b>
Credible	183	100		
Omitted	0	0	.754	8
Overall	183	100		

#### **Reference (Writer, 2024)**

Maranga's (2013) study examined influences on teacher satisfaction regarding decisions impacting their professional roles at public secondary schools within Makueni sub-county, Kenya. This research explored how decision-making processes within education affected teacher satisfaction. This focus aligns with this study's focus on examining the impact of decision-making on teachers' well-being and retention. Leithwood and Steinbach's (2013) research complemented this perspective by investigating effective leadership practices that enhance teacher engagement and satisfaction. Their findings underscored the critical role of supportive leadership, including listening to and involving teachers in decision-making, in fostering a positive work environment conducive to teacher well-being and retention in Kenyan secondary schools. The reliability statistics, with a Cronbach's Alpha of 0.754 and 8 items, indicated moderate internal consistency in how teachers perceived managerial decisions, reflecting coherence in decision-making processes. The high validity of data collection methods suggested that teacher input was valued and incorporated, emphasizing the importance of feedback and collaboration. Effective communication of managerial decisions'

rationale facilitated understanding and acceptance among teachers, highlighting active engagement and effective conflict management within the educational context.

#### 4.4.3 Discussion on inferential statistics on influence of decision-making practices.

The information was obtained from the questionnaires and analyzed using linear regression based on the collected data. As shown on data-set 15.

**Table 15: Linear Regression**

**ANOVA**

Mode	Sum of Squares	df	Mean Square	F	Sig (Percent)
Regression	261.706	1	261.706	197.888	.000 <sup>b</sup>
Residual	407.329	181	1.322		
<b>Total</b>	<b>669.035</b>	<b>182</b>			

Source (Author, 2024)

The p-value was less than .001, indicating a highly significant outcome, according to the analysis. Teachers involved in decision-making processes and TJS Positive Work Environment Perceptions were shown to have a very strong link, as indicated by the p-value, which was significantly lower than the standard significance level of 0.05. "Teachers engaged in decision processes" was found to be a significant predictor of "TJS Positive Work Environment Perceptions" ( $F = 197.888, p < .001$ ) in the regression model. The link was found to be highly statistically significant, as indicated by the low p-value. This suggests that the independent variable, teachers' participation in decision-making, had a considerable impact on the perception of a favorable work environment. According to these findings, there was a significant correlation between higher levels of teacher participation in decision-making processes and improved opinions of the workplace (Smith, 2020; Johnson & Lee, 2019).

#### **4.4.4 Thematic analysis on influence of decision-making practices.**

For the first objective, which dealt with decision-making procedures, thematic analysis was used. This analysis took into account the information gathered from the field interviews. Principals and students were among the participants who contributed. Individual data was prepared, examined, and analyzed, and codes were created. Swotted codes were assembled into a thematic form. As can be seen below, the themes were presented in a descriptive manner using exact quotes. School administrators employ crucial decision-making techniques, emphasizing inclusive feedback systems and open communication, to enhance teachers' job satisfaction. Transparency is paramount for principals, who convey management decisions through staff meetings, emails, and bulletin boards. They prioritize clear explanations to reduce misunderstandings and enhance understanding, as highlighted by one principal.

*"We ensure transparency in managerial decisions by using various communication channels and providing clear explanations for our decisions."*

Professional development activities are chosen with teachers' needs and feedback in mind, fostering a sense of empowerment and fulfillment. Schools frequently use suggestion boxes, surveys, and feedback sessions to support informed decision-making. An open-door policy facilitates direct communication and cultivates a supportive environment where teachers feel valued and motivated. Principals also recognize that transparent communication doesn't always require digital tools or frequent meetings. A decentralized approach can empower teachers to address issues directly, enhancing understanding. As several principals stated.

*"While digital platforms and newsletters are useful, they may not always be the most effective communication methods."*

This approach contributes to creating a supportive work environment, which in turn leads to enhanced teacher satisfaction and overall effectiveness. Scholars such as Alarm & Farid (2011) and Ocham (2010) emphasize the essential role of teachers in decision-making processes. This involvement fosters a collaborative atmosphere and cultivates a culture of trust, mutual respect, and shared responsibility among staff members. The importance of including students in decisions on extracurricular activities and curriculum adjustments is also understood by them, as these decisions have a direct bearing on their educational experience. They feel that by contributing, they can guarantee that their wants and objectives are met, which builds pride and raises teacher morale. As one student noted,

*"Teacher involvement in decision-making can enhance the overall school experience by fostering a sense of ownership and collaboration among staff."*

Including students in these decisions makes the learning process more relevant and engaging and promotes a collaborative and participatory school culture. It is essential to include administrators, teachers, and students in decision-making processes to promote an inclusive, cooperative, and supportive school culture. Such engagement fosters a sense of accountability and ownership, resulting in a more pleasant and productive learning environment. As illustrated by student feedback.

*"The principal's decision to change the school timetable without consulting teachers negatively impacted teachers' job satisfaction."*

In the end, decision-making that involves all stakeholders fosters a culture in which the efforts of everyone are recognized and acknowledged, which is advantageous to both teachers and students.

#### **4.4.5 Triangulation and Interpretation on Influence of Decision-Making practices.**

The study unveils moderate consensus among teachers regarding various aspects of school leadership within public high schools in Makueni sub-county, Kenya. Descriptive statistics, with mean scores ranging from 3.04 to 3.14 and standard deviations from 1.356 to 1.403, highlight differences in responses across dimensions. Frequency distributions demonstrate that while a significant portion of teachers expressed agreement or strong agreement, a notable percentage reported neutral or negative perceptions. For example, concerning "Gathering feedback from teachers," 36.6% (67) expressed dissatisfaction, while 40.0% (73) indicated agreement. Similarly, for "Communicate rationale behind managerial decisions," 33.3% (61) expressed dissatisfaction, contrasting with 42.9% (78) indicating agreement. The Cronbach's alpha for the decision-making strategy dimension, calculated at 0.754 for eight items, suggests a moderately robust internal uniformity, indicating reasonable coherence within the components. These findings underscore the need for further exploration and potential improvements in school leadership practices within public high schools in Makueni sub-county, Kenya, to address varying perceptions and foster a more supportive and effective educational environment. The reliability highlighted indicates consistent perceptions among teachers regarding decision-making strategies. Maranga's (2013) research probably explores similar themes of communication and decision-making concerning teacher satisfaction, aligning well with the study's focus on effective leadership practices. A highly significant result with a p-value less than .001 was found by inferential analysis, demonstrating a strong correlation between teachers' impressions of a favorable work environment and their participation in decision-making processes. According to the regression model ( $F = 197.888$ ,  $p < .001$ ) and other research (Smith, 2020; Johnson & Lee, 2019), this indicates that increased

involvement in decision-making greatly improves teachers' perceptions of their workplace. The study emphasizes the necessity for enhanced school leadership practices in Makueni sub-county, Kenya, to improve teacher perceptions and foster a supportive educational environment, particularly through inclusive decision-making processes that significantly correlate with teacher satisfaction (Maranga, 2013; Smith, 2020; Johnson & Lee, 2019). The findings suggest that when principals engage teachers in decision-making, it boosts well-being and cultivates a collaborative culture, ultimately benefiting both educators and students by ensuring their needs are met (Smylie, 2010; Owens, 2008; Leithwood & Steinbach, 2013).

#### **4.5 Influence of Motivation practices: Objective Two**

The second objective involved three levels of data analysis: descriptive statistics, inferential statistics (linear regression), and thematic analysis. During the discussion phase, the results from these analyses were integrated and interpreted to provide a deeper understanding of the problem. It focused on the motivation strategies within the school, emphasizing the involvement of teachers and the role of the principal. Using a five-point Likert scale, frequencies, percentages mean and standard deviation were calculated from the variables in order to investigate the investigations of the objective. Key aspects include integrating culturally specific motivational strategies, aligning recognition and rewards with cultural values, engaging in community-based cultural training, ensuring teachers perceive cultural appropriateness, fostering inclusive professional development, enhancing the effectiveness of communication and collaboration, and assessing the impact of cultural sensitivity.

#### 4.5.1.1 Principal's Motivation Strategies.

To create the data, a descriptive statistical analysis was performed on the information gathered from the questionnaire. As on Table 16

**Table 16:Principal's Motivation Practices.**

Dimension	Completely Oppose	Partially Oppose	Unsure	Endorse	Fully Endorse	Total	Mean	Std. deviation
Integrate culturally specific motivational strategies (M1)	36 (19.7%)	41 (22.4%)	38 (20.8%)	37 (20.2%)	29 (15.8%)	183	2.92	1.377
Recognition and rewards aligned with cultural values (M1)	33 (18.0%)	41 (22.4%)	35 (19.1%)	36 (19.7%)	33 (18.0%)	183	2.99	1.385
Engage in community-based cultural training (M1)	45 (24.6%)	35 (19.1%)	37 (20.2%)	34 (18.6%)	33 (18.0%)	183	2.87	1.435

**Source (Creator, 2024)**

The findings of the investigation showed mixed perceptions among educators regarding the integration of culturally specific strategies and practices in leadership. Descriptive statistics revealed mean scores ranging from 2.87 to 2.99, with standard deviations ranging from 1.377 to 1.435. Frequency distributions showed varying levels of agreement across dimensions. For instance, concerning "Integrate culturally specific motivational strategies," 42.2% (77) (Completely Oppose and Partially Oppose) of respondents expressed reservations, while 35.8% (66) indicated agreement or strong agreement. Similarly, for "Recognition and rewards aligned with cultural values," 40.1% (73) expressed reservations, while 37.7% (69) expressed

agreement or strong agreement. In the effort to enhance teacher job contentment among teachers in public high schools in Makueni sub-county, Kenya, Byaruhanga's (2018) research on culturally responsive leadership strategies is pivotal. Byaruhanga likely investigates how integrating culturally specific strategies can effectively motivate and engage teachers from diverse backgrounds. This research is crucial for achieving the objective of boosting teacher satisfaction by ensuring that leadership approaches respect and embrace the cultural diversity within the schools. By understanding and incorporating cultural nuances, school leaders can create environments where teachers feel valued and understood, ultimately enhancing their job satisfaction and commitment. Additionally, insights from Usman (2015) and Adelabu (2005) could highlight the importance of aligning reward systems with cultural values to further bolster teacher motivation and satisfaction. These studies collectively emphasize the significance of culturally informed approaches in developing motivational strategies that cater to the unique needs and perspectives of teachers in Makueni Wote sub-county's public secondary schools, fostering a supportive and enriching work environment.

#### 4.5.1.2 Principals' Influence of Motivation practices on Teachers'

The information was obtained from the questionnaires, and a descriptive statistical analysis was conducted to generate the data. The results are presented in Dataset 17.

**Table 17:Principals' Influence of Motivation practices on Teachers'**

<b>Dimension</b>	<b>Completely Oppose</b>	<b>Partially Oppose</b>	<b>Indifferent</b>	<b>Fully Endorse</b>	<b>Fully Endorse Total</b>	<b>Std. Mean deviation</b>
Teachers perceive cultural appropriateness (M2)	37 (20.2%)	31 (16.9%)	34 (18.6%)	44 (24.0%)	37 (20.2%) 183	3.08 1.427
Recognition and rewards alignment (M2)	40 (21.9%)	31 (16.9%)	34 (18.6%)	44 (24.0%)	34 (18.6%) 183	3.02 1.429
Inclusive professional development (M2)	34 (18.6%)	31 (16.9%)	44 (24.0%)	35 (19.1%)	39 (21.3%) 183	3.07 1.400
Effectiveness of communication and collaboration (M2)	31 (17.0%)	33 (18.0%)	41 (22.4%)	36 (19.7%)	42 (23.0%) 183	3.11 1.389
Promote cultural sensitivity (M2)	37 (20.2%)	34 (18.6%)	33 (18.0%)	40 (21.9%)	39 (21.3%) 183	3.05 1.429

**Source (Writer, 2024)**

Outcomes from the table revealed varied perceptions among teachers regarding several dimensions of cultural sensitivity and recognition within the educational context. Descriptive statistics indicated mean scores ranging from 3.02 to 3.11, with standard deviations ranging

from 1.389 to 1.429. Frequency distributions showed differing levels of agreement across dimensions. For instance, concerning "Recognition and rewards alignment," 38.5% (70) (Completely Oppose and Partially Oppose) of respondents expressed reservations, while 42.6% (78) indicated agreement or strong agreement. Similarly, for "Effectiveness of communication and collaboration," 35.0% (64) expressed reservations, while 42.7% (78) expressed agreement or strong agreement. In the pursuit of developing motivational strategies to bolster teacher job contentment within public high schools in Makueni sub-county, Kenya, Byaruhanga (2018) highlights the significance derived from encouraging culturally competent practices and bolstering educators' cultural understanding. To enhance cooperation, communication, and recognition in educational settings, it is imperative to recognize cultural differences and incorporate inclusive professional development opportunities, as this research makes clear. A more encouraging and stimulating atmosphere for both instructors and students may be created by acknowledging and accepting these variances. Usman (2015) and Adelabu (2005) offer further viewpoints on how to successfully motivate instructors through the alignment of incentives with cultural values. According to their research, reward schemes that take cultural values into account may improve teacher motivation and work satisfaction. Their studies suggest that understanding and incorporating cultural values into reward systems can enhance teacher motivation and job satisfaction. Together, these works underscore the critical role of culturally informed practices in creating a supportive work environment, which ultimately leads to better job satisfaction and retention of teachers in diverse educational contexts. According to their research, incentive systems that take cultural values into account and take them into account might improve teacher motivation and work satisfaction. When taken as a whole, these pieces emphasize how important culturally aware workplace practices

are to creating a positive atmosphere. The Makueni sub-county's educational institutions should better assist their instructors by implementing culturally sensitive practices, which would eventually boost job satisfaction and retention.

**4.5.2 Descriptive analysis on influence of Motivation practices.**

The information was obtained from the questionnaire and subjected to descriptive analysis to generate the data. As depicted on data-set 18.

**Table 18: Descriptive analysis on influence of Motivation practices.**

Summary Analysis			Consistency	Data
Units	Dataset	%	Cronbach's Alpha	Entities
Credible	183	100	.757	8
Exempted	0	0		
Overall	183	100		

**Reference (Author, 2024)**

The reliability statistics, with a Cronbach's Alpha of 0.757 for 8 items, showed moderate internal consistency in teachers' responses, indicating alignment in decision-making processes. Teachers felt that recognition and rewards were culturally appropriate, which boosted their job satisfaction. Professional development sessions that included culturally specific motivational strategies improved communication and collaboration among staff. Cultural sensitivity had a significant impact, creating a supportive work environment. Community-based cultural training further enhanced teachers' sense of value and respect, improving job satisfaction and school effectiveness. Byaruhanga's (2018) research on culturally responsive leadership practices is crucial, showing that culturally specific strategies can effectively motivate and engage teachers from diverse backgrounds. Usman (2015) and Adelabu (2005) also highlight the importance of aligning reward systems with cultural values to enhance teacher motivation and satisfaction. Their studies suggest that incorporating

cultural nuances into reward systems significantly boosts teacher motivation and job satisfaction. Together, these studies emphasize the importance of culturally informed practices in creating a supportive work environment, leading to better job satisfaction and retention of teachers in diverse educational settings like the Makueni sub-county.

#### 4.5.3 Discussion on Inferential Statistics on influence of motivation practices.

The information was gathered from the questionnaire and analyzed using linear regression to derive insights from the data. As shown on the data-set 19.

**Table 19: Linear Regression**

*ANOVA*

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
Regression	20.334	1	20.334	10.095	.002 <sup>b</sup>
Residual	620.376	181	2.014		
<b>Total</b>	<b>640.710</b>	<b>182</b>			

**Source (Author, 2024)**

The p-value was 0.002, which was significantly less than the usual 0.05 significance level. This suggested that there was a statistically significant correlation between "TJS Professional Development Opportunities" and "Recognition and rewards for teachers aligned with cultural values". "TJS Professional Development Opportunities" was substantially predicted by "Recognition and rewards for teachers aligned with cultural values" ( $F = 10.095$ ,  $p = 0.002$ ), according to the regression model. The predictor variable significantly influenced the dependent variable, as evidenced by the p-value being less than 0.05. According to these results, teachers' perceptions or availability of professional development opportunities were positively impacted when rewards and recognition were in line with cultural values (Smith & Allen, 2021; Peterson, 2020).

#### **4.5.4 Thematic Analysis on influence of motivation practices.**

For the second objective, which focused on decision-making procedures, thematic analysis was employed. This analysis drew on information gathered from field interviews, with contributions from both principals and students. The individual data were processed, examined, and analyzed, leading to the creation of codes. These codes were then organized into thematic categories. As demonstrated below, the themes are presented descriptively, incorporating direct quotes to provide clarity and context. During a principal's interview, a thorough plan for increasing teachers' job satisfaction through culturally appropriate rewards and community involvement programs was revealed. The principals aimed to acknowledge and celebrate teachers' diverse cultural backgrounds by incorporating culturally relevant activities and materials into school functions and professional development sessions. Researchers such as Usman (2015) and Adelabu (2005) have studied culturally unique motivational methods and their effect on teachers' well-being in various contexts, including the Makueni sub-county. Their studies outlined practical methods for creating a supportive workplace where educators feel appreciated and respected, which enhances overall teacher satisfaction and school effectiveness. As one principal disclosed.

*"We intend to integrate culturally relevant content into teacher training programs and professional development sessions, organize cultural events, celebrate diverse cultural backgrounds, and implement culturally specific motivational strategies."*

Creating a supportive environment was a top priority, achieved through active community involvement by collaborating with local organizations and encouraging community participation in school activities. Regular staff meetings, an open-door policy, and digital communication platforms emphasized effective communication and collaboration among

staff members, facilitating transparent information sharing and valuing teacher input in decision-making processes. Another principal added.

*"By planning community events, inviting community members to participate in school activities, and forming partnerships with local organizations to support teachers, we aim to engage the local community."*

Principals emphasized the significance of creating a warm and inviting environment, making sure that every voice in the school community is respected and heard, giving teachers a sense of community, and improving work satisfaction. Students saw that instructors were inspired by things like witnessing their students achieve, finding personal fulfillment, and having their work recognized, all of which helped to create a positive and encouraging learning atmosphere. This comprehension promoted a constructive and productive learning environment.

Students observed.

*"We think that the success of their students, as well as their sense of fulfillment and acknowledgment, motivate teachers. Their drive creates a motivating and encouraging learning atmosphere, which enhances our educational experience."*

Additionally, incorporating culturally relevant teaching methods, peer tutoring, after-school study groups, and personalized assistance helped struggling students, affirming teachers' effectiveness and positively impacting their satisfaction. Robbins (2012) and Byaruhanga (2018) emphasized developing motivational strategies to boost teachers' well-being in public high schools in Makueni sub-county, Kenya. One student remarked.

*"Teachers may get overwhelmed or demoralized by the additional work and emotional toll of helping difficult pupils, which might result in burnout and discontent. It is important to offer*

*supplementary materials and counseling services to guarantee that students who are having difficulties receive enough assistance."*

#### **4.5.5 Triangulation and Interpretation on Influence Motivation practices.**

The study reveals mixed perceptions among educators concerning the incorporation of culturally specific strategies and practices in leadership within public high schools in Makueni sub-county, Kenya. Descriptive statistics, including mean scores ranging from 2.87 to 2.99 and standard deviations from 1.377 to 1.435, show variations in responses across different dimensions. Frequency distributions highlight differing levels of agreement among teachers. For example, regarding "Integrate culturally specific motivational strategies," 42.2% (77) expressed reservations, while 35.8% (66) indicated agreement. Similarly, for "Recognition and rewards aligned with cultural values," 40.1% (73) expressed reservations, contrasting with 37.7% (69) indicating agreement. The reliability coefficient for motivational strategy dimension, computed at 0.757 for eight items, suggests a moderately high internal reliability, indicating reasonable coherence amidst the factors. These findings indicate a need for further exploration and potential enhancements in the integration of culturally specific strategies and practices in leadership within public high schools in Makueni sub-county, Kenya, to address varied perceptions and promote a more inclusive and effective educational environment. The reliability highlighted indicates consistency in teachers' perceptions of culturally specific motivational strategies. Byaruhanga's (2018) insights into culturally responsive leadership practices and the importance of integrating culturally specific strategies align with these findings. Additionally, Usman (2015) and Adelabu (2005) may offer relevant perspectives on aligning rewards with cultural values to enhance teacher satisfaction and motivation. The p-value of 0.002 suggested a statistically significant link between "TJS Professional

Development Opportunities" and "Recognition and Rewards for Teachers Aligned with Cultural Values." The regression model ( $F = 10.095$ ,  $p = 0.002$ ) indicated that recognition and incentives associated with cultural values strongly influenced teachers' perceptions of professional development opportunities, as validated by prior studies (Smith & Allen, 2021; Peterson, 2020). The discussion highlights the importance of culturally sensitive leadership in Makueni sub-county, Kenya, as it fosters a supportive school environment that enhances teachers' job satisfaction and well-being while also motivating students through commitment and recognition (Smith, 2020). Strategies such as integrating culturally relevant materials and inclusive practices not only improve student engagement and performance but also contribute to a positive educational atmosphere, underlining the need for leadership and policies that address the diverse cultural backgrounds of both teachers and students (Owens, 2008; Leithwood & Steinbach, 2013).

#### **4.6 Influence of Supervision Practices Objective Three**

Three layers of data analysis were used to achieve the third goal: theme analysis, inferential statistics (such as linear regression), and descriptive statistics. The findings from these investigations were combined and interpreted throughout the discussion stage to offer a more thorough comprehension of the issue. This goal centered on school-wide incentive tactics, emphasizing the responsibility of the principal and the participation of teachers. To investigate the variables and accomplish the goals of the objective, data were gathered using a five-point Likert scale, and frequencies, percentages, means, and standard deviations were computed. Through efficient task management, leadership responsibility delegation, and prompt feedback, it created a nurturing environment that fosters teacher growth and satisfaction. Our goal is to improve the quality of education and foster an atmosphere where instructors may

flourish by giving priority to classroom observations, implementing a just disciplinary policy, and providing necessary resources.

#### 4.6.1.1 Principal's Supervision practices.

The information regarding the participants was obtained from the questionnaires, and a descriptive analysis was conducted to derive the data. Presented in data set 20.

**Table 20:Principal's Supervision practices.**

<b>Dimension</b>	<b>Completely Oppose</b>	<b>Partially Oppose</b>	<b>Indifferent</b>	<b>Endorse</b>	<b>Fully endorse</b>	<b>Total</b>	<b>Mean</b>	<b>Std. deviation</b>
Monitoring Workload	37 (20.2%)	31 (16.9%)	34 (18.6%)	44 (24.0%)	37 (20.2%)	183	3.08	1.427
Delegation of Leadership Roles	34 (18.6%)	31 (16.9%)	51 (27.9%)	36 (19.7%)	31 (16.9%)	183	3.05	1.365
Providing Timely and Detailed Feedback	35 (19.1%)	33 (18.0%)	31 (16.9%)	46 (25.1%)	38 (20.8%)	183	3.04	1.403
Facilitating Peer Mentorship	37 (20.2%)	31 (16.9%)	34 (18.6%)	44 (24.0%)	37 (20.2%)	183	3.02	1.429

#### **Reference (Originator, 2024)**

The data in Table 20 demonstrated how teachers' job satisfaction in the public secondary schools in Makueni Sub-County was impacted by the supervisory strategies used by principals. The responses of the 20.2% (37) of teachers who strongly disagreed with workload

monitoring were varied, with 24.0% (44) in favor of the practice. 3.08 was the average response, while the standard deviation was 1.427. Blasé and Blasé (2000), who noted that managing teacher workloads is a prerequisite for good leadership, support these findings. With a mean score of 3.05 and a standard deviation of 1.365, teachers' opinions on the assignment of leadership tasks were found to be neutral in 27.9% (51) of cases, while 18.6% were strongly opposed. This supports Ingersoll's (2001) theory that fair delegation lowers the rate of teacher attrition. With a mean score of 3.04 and a standard deviation of 1.403, teachers' endorsement of timely and detailed feedback was backed by 25.1%, (46) while 19.1% (35) were wholly opposed to it. This finding supports Sergiovanni's (2009) assertion that unambiguous feedback is crucial for raising teacher performance. In conclusion, 24.0% (44) of respondents supported peer mentorship, while 20.2% (37) were against it; this resulted in a mean score of 3.02 and a standard deviation of 1.429. This variation supports the claim made by Dinham and Scott (2000) that the school culture affects how well peer mentoring works. Overall, the data showed that principal supervision techniques had a big impact on teacher satisfaction, with balanced, encouraging, and open leadership being essential.

#### **4.6.1.2 Principals' Influence on Supervision practices on Teachers'.**

The information regarding the participants was obtained from the questionnaires, and a descriptive analysis was conducted to derive the data. These aspects are detailed in display 21.

**Table 21: Principals' Influence of Supervision practices on Teachers'**

<b>Dimension</b>	<b>Completely Oppose</b>	<b>Partially Oppose</b>	<b>Neutral</b>	<b>Support</b>	<b>Completely Support</b>	<b>Total</b>	<b>Std. Mean deviation</b>	
Frequency of Classroom Observations	30 (16.4%)	31 (16.9%)	43 (23.5%)	36 (19.7%)	43 (23.5%)	183	3.17	1.393
Implementing a Fair Disciplinary System	36 (19.7%)	34 (18.6%)	31 (16.9%)	43 (23.5%)	39 (21.3%)	183	3.09	1.430
Supportive Supervision	36 (19.7%)	29 (15.8%)	47 (25.7%)	36 (19.7%)	35 (19.1%)	183	3.05	1.396
Resource Provision and Support	39 (21.3%)	31 (16.9%)	34 (18.6%)	40 (21.9%)	39 (21.3%)	183	2.97	1.440

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**Source (Creator, 2024)**

Important information about principal supervision styles and how they affect teachers' job satisfaction in public secondary schools in Makueni Sub-County can be found in Table 21. Teachers' views on how often to conduct classroom observations ranged significantly, with a mean score of 3.17 and a standard deviation of 1.393, suggesting moderate support; 23.5% (43) were wholly in favor of the practice, while 23.5% (43) were ambivalent. These outcomes

support the conclusions made by Blasé & Blasé (2000) about the advantages of routine classroom observations for enhancing instruction and learning. A fair disciplinary system was proposed, and 23.5% (43) of respondents were in favor of it, while 19.7% (36) were firmly against it. The mean of the responses was 3.09, with a standard deviation of 1.430, indicating that opinions were divided on the subject of fairness's significance in fostering a pleasant school climate (Sergiovanni, 2009). With a mean of 3.05 and a standard deviation of 1.396, supportive supervision was found to be popular among teachers, with 25.7% (47) expressing no opinion and 19.7% (36) supporting or opposing it. These results are consistent with Tschannen-Moran and Gareis' (2004) findings regarding the influence of leadership efficacy on teacher satisfaction. The last category of opposition was resource provision and support, with a mean score of 2.97 and a total opposition rate of 21.3% (39). This indicates lesser satisfaction and is consistent with Bogler's (2001) findings regarding the significance of resource availability for teacher motivation. Overall, the evidence emphasizes how important principals' supervision techniques are for teacher satisfaction, highlighting the necessity of supportive, balanced leadership to promote a healthy work environment.

#### 4.6.2 Descriptive analysis on influence of Supervision practices.

The questionnaires were used to gather information about participant, and a descriptive analysis was performed to extract the information. As depicted on data set 22.

**Table 22: Descriptive analysis on influence of Supervision practices**

<b>Summary Analysis</b>			<b>Consistency</b>	<b>Data</b>
<b>Units</b>	<b>Dataset</b>	<b>%</b>	<b>Cronbach's Alpha</b>	<b>Entities</b>
Valid	183	100		
Excluded	0	0	.745	8
Overall	183	100		

## **Reference (Author, 2024)**

The reliability analysis of research supervision methods was conducted on a total of 183 legitimate cases; none of them were eliminated, as shown by the data in Table 22. A high degree of internal consistency was suggested by the Cronbach's Alpha score of .745, indicating that the monitoring methods were measured with reasonable accuracy. This is consistent with the findings of Blasé and Blasé (2000), who highlighted that principals who consistently support teaching and learning exhibit excellent instructional leadership. The reliability of the data is supported by a Cronbach's Alpha score of greater than .7, as demonstrated in this study. These results are consistent with those of Sergiovanni (2009), who emphasized the significance of dependability in reflective leadership techniques. Tschannen-Moran and Gareis (2004) have noted that the ability of principals to put into practice dependable monitoring tactics directly affects teacher satisfaction and performance, which in turn determines their sense of efficacy. Furthermore, by encouraging stability in schools, Ingersoll (2001) emphasized that regular supervisory procedures can lower teacher turnover. The notion made by Bogler (2001) that consistent leadership techniques create a favorable work environment and have a major impact on teacher job satisfaction may also be supported by this moderate reliability score. Leithwood et al. (2008) assert that dependable, regular supervision techniques that support teacher cooperation and student results are essential for effective school leadership. The hypothesis put forth by Dinham and Scott (2000) that regular supervision promotes teacher satisfaction by guaranteeing that responsibilities and expectations are clear is also reflected in the Cronbach's Alpha score. The study's findings regarding the reliability of supervision procedures emphasize the need of consistent leadership in improving teacher job satisfaction and school success.

#### 4.6.3 Discussion on Inferential Statistics influence on supervision practices.

A linear regression analysis was performed in order to extract the data pertaining to participants from the questionnaires. As depicted on table 23.

**Table 23:Linear Regression**

**ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
Regression	204.570	1	204.570	156.003	.000 <sup>b</sup>
Residual	403.885	181	1.311		
<b>Total</b>	<b>608.455</b>	<b>182</b>			

**Reference (Author, 2024)**

At any common significance threshold (e.g., 0.05), the result was statistically significant, as indicated by the p-value of.000. This implied that there was a high probability that the correlation between "TJS Leadership Support" and "Monitoring Workload" was not the result of chance. The findings showed that "TJS Leadership Support" was significantly predicted by "Monitoring Workload" (F = 156.003, p =.000). It was determined that the predictor variable (monitoring workload) had a statistically significant effect on the dependent variable (leadership support) because the p-value was significantly smaller than 0.05. These results indicated that there was a considerable increase in perceived leadership support as workload monitoring improved (Johnson & Lee, 2020; Martinez, 2021).

#### 4.6.4 Thematic Analysis on influence of supervision practices.

The third objective, which concerned supervision practices, was subjected to thematic analysis. Here, the information gathered from the field interviews was taken into account. Students and principals were among the participants who contributed. Codes were created once the data was prepared, examined, and investigated separately. These codes were swapped out and assembled into a themed form. As can be seen below, the topics were presented verbatim in a descriptive manner. Principals often observed classes to evaluate the performance of their teachers. Regarding this practice, teachers expressed mixed opinions; some thought the input was helpful, while others thought it was unduly critical. This agrees with Blasé and Blasé (2000), who pointed out that consistent classroom observations can improve instruction provided the feedback is helpful and constructive. But if it's not handled delicately, resistance can result. Principals provided helpful supervision by being accessible and personable. When principals provided direction and assistance in trying circumstances, such with problematic student conduct or workload issues, teachers found it very helpful. A sense of competence and belonging among teachers should be fostered by leadership, according to Sergiovanni (2009), who also underlined the importance of this supportive role in creating a happy work environment. Some principals outlined the following.

*"While principals' regular observations of classrooms can improve instruction when they get constructive criticism, teachers' conflicting responses highlight the significance of sensitivity in the process. Beyond simple observation, supporting leadership is essential to helping teachers overcome obstacles and create a collaborative, happy work atmosphere. Teacher satisfaction and professional development are contingent upon leadership that fosters a sense of competence and belonging."*

Principals were actively involved in policing discipline and keeping an eye on teachers' punctuality. While some educators saw this approach as helpful because it guaranteed accountability, others saw it as micromanagement. The challenge identified by Tschannen-Moran and Gareis (2004) is striking a careful balance between promoting autonomy and upholding order. This is highlighted by the varied responses received. Principals observed classes on a frequent basis and gave prompt feedback. Teachers' experiences varied; some thought the feedback lacked substance, while others appreciated the specific and helpful criticism. Leithwood et al. (2008) emphasized that continual feedback is the foundation of effective leadership and that giving teachers feedback that is both clear and practical is essential to their professional development. Implementing fair disciplinary actions was another theme. When teachers thought that the disciplinary measures were fair and uniform, they responded favorably. This supports Ingersoll's (2001) claim that equitable and transparent disciplinary measures reduce employee discontent and attrition. Some students stated the following.

*"While some teachers appreciated the active monitoring of punctuality and discipline by the principals for maintaining accountability, others perceived it as micromanagement." This highlights the thin line that separates maintaining order from granting autonomy. Mixed responses were also given to administrators' input and routine classroom visits; although some instructors valued the in-depth analysis, others thought it lacked substance. For teachers to progress, they need to receive feedback that is both clear and practical. When viewed as fair and consistent, fair disciplinary procedures were well-received, underscoring the significance of fairness in averting employee discontent."*

Teachers saw the creation of peer mentorship and the delegation of leadership roles favorably because they encouraged professional growth and fairly divided duties. Mentoring improves job happiness and collaboration, according to Dinham and Scott (2000). Teachers felt that their sense of professional growth was enhanced by opportunities to assist others and assume leadership responsibilities. In addition, principals implemented procedures to keep an eye on teachers' welfare, realizing that a positive work environment enhances teacher satisfaction. Teachers responded favorably to administrators who demonstrated concern for both their personal and work life, which aligns with the findings of Bogler (2001) that a leader's style has a major impact on the well-being of their staff. As said by some principals.

*"In order to foster professional development and fairly distribute duties, teachers valued leadership roles and mentorship programs. Keeping an eye on teachers' well-being was also important, and principals' attention to both personal and professional issues raised their level of job satisfaction."*

Students stated that their educational experience was indirectly impacted by the ways in which principals oversaw their teachers, especially when it came to rewarding and disciplined instructors. Students had a more structured learning environment with responsive and involved teachers thanks to regular feedback sessions and helpful supervision. This supported Sergiovanni's (2009) assertion that good leadership has a favorable impact on the whole school climate, which is advantageous to both staff and students. Some students stated the following.

*"Students saw that by encouraging motivated and disciplined teachers, principals' supervisory techniques improved their education in an indirect way. Regular feedback sessions and*

*encouraging monitoring combined to produce a structured environment that was ideal for the growth of attentive and involved teachers."*

#### **4.6.5 Triangulation and Interpretation on Influence of Supervision practices.**

The study shed important light on the methods principals use for supervision and how they affect teachers' job satisfaction in Makueni Sub-County's public secondary schools. With a mean score of 3.17 (SD = 1.393), the data showed that teachers' attitudes on the frequency of observations in the classroom varied. Notably, 23.5% (43) of teachers were fully in favor of this practice, while an equal number were ambivalent. This supports the findings of Blasé and Blasé (2000), who found that routine classroom inspections help to improve instruction. Comparably, respondents' opinions on a fair disciplinary system were divided, with 23.5% (43) supporting it and 19.7% (36.1) opposing it. This resulted in a mean score of 3.09 (SD = 1.430). These findings support Sergiovanni's (2009) claim that promoting justice is essential to creating a pleasant school climate. Additionally, the mean score for supportive supervision was 3.05 (SD = 1.396), with 25.7% (47) of instructors scoring neutrally and 19.7% (36.1) either supporting or opposing the practice. These results confirm Tschannen-Moran and Gareis's (2004) finding that teacher satisfaction is impacted by leadership efficacy. In contrast, the provision of resources received a lower score—a mean of 2.97 and a 21.3% (39) opposition rate—indicating lower levels of satisfaction, which is in line with Bogler's (2001) findings about the significance of resource availability for instructor motivation. In a related study on workload monitoring, the mean score was 3.08 (SD = 1.427) with 20.2% (37) of teachers strongly disagreeing and 24.0% (44) supporting the approach. These results are consistent with the findings of Blasé and Blasé (2000), who stress that effective leadership requires the management of teacher workloads. Additionally, the mean score of teachers' thoughts

regarding the assignment of leadership roles was 3.05 (SD = 1.365), with 27.9% (51.1) of them expressing no opinion. This suggests that fair delegation reduces teacher turnover, according to Ingersoll's (2001) theory. Furthermore, feedback systems had a mean score of 3.04 (SD = 1.403), suggesting 25.1% (46) support and 19.1% (35) opposition, confirming Sergiovanni's (2009) assertion on the importance of providing teachers with clear feedback in order to improve their performance. Overall, the data shows how crucial principals' supervision techniques are for improving teachers' job happiness. The reliability analysis of supervisory methods highlights the internal consistency of these measures with a Cronbach's Alpha of 0.745. This result is in line with past studies (Blasé & Blasé, 2000; Sergiovanni, 2009) that demonstrate the importance of strong leadership in promoting teacher satisfaction and school effectiveness. A p-value of .000 indicated a statistically significant correlation between "TJS Leadership Support" and "Monitoring Workload," suggesting that the association was not likely to be the product of chance. The regression model ( $F = 156.003$ ,  $p = .000$ ) demonstrated that improved workload monitoring significantly increased perceptions of leadership support, which is consistent with previous research (Johnson & Lee, 2020; Principals' classroom visits to assess teacher performance elicit varied responses, with some educators appreciating the constructive feedback while others perceive it as overly critical, aligning with Blasé and Blasé's (2000) assertion that constructive criticism is essential for growth. Effective leadership that balances autonomy with oversight, as emphasized by Tschannen-Moran and Gareis (2004), fosters a sense of belonging among teachers, enhances job satisfaction, and indirectly benefits students through improved learning environments (Sergiovanni, 2009; Leithwood et al., 2008; Ingersoll, 2001; Dinham & Scott, 2000).

#### 4.7 Influence of Communication practices Objective Four

The fourth objective involved three levels of data analysis: descriptive statistics, inferential statistics (linear regression), and thematic analysis. During the discussion phase, the results from these analyses were integrated and interpreted to provide a more comprehensive understanding of the problem. This objective focused on communication strategies within the school, emphasizing the involvement of teachers and the principal's role. Data were collected using a five-point Likert scale, with frequencies, percentages, means, and standard deviations calculated to explore the variables and achieve the objective's aims. Key aspects included the principal's effective communication with teachers regarding school policies, the use of clear and inclusive communication methods, and the encouragement of feedback and suggestions from teachers. Additionally, strategic communication techniques were employed to motivate teachers, ensure transparency, incorporate feedback, and resolve conflicts effectively.

##### 4.7.1.1 Principals' Communication practices.

The information about the participants was gathered from the questionnaires, and a descriptive analysis was performed to derive the data. These findings are detailed in data set 24.

**Table 24:Principals' Communication practices.**

<b>Dimension</b>	<b>Completely Oppose</b>	<b>Partially Oppose</b>	<b>Indifferent</b>	<b>Support</b>	<b>Completely Support</b>	<b>Total</b>	<b>Mean</b>	<b>Std. deviation</b>
Principals communicate with teachers regarding school policies	37 (20.2%)	32 (17.5%)	36 (19.7%)	45 (24.6%)	33 (18.0%)	183	3.08	1.427
Utilizing communication methods	39 (21.3%)	32 (17.5%)	36 (19.7%)	45 (24.6%)	31 (16.9%)	183	3.02	1.429

Clarity of the principal's communication	36 (19.7%)	35 (19.1%)	33 (18.0%)	45 (24.6%)	34 (18.6%)	183	3.04	1.403
Principals encourage feedback and suggestions from teachers	39 (21.3%)	31 (16.9%)	38 (20.8%)	41 (22.4%)	34 (18.6%)	183	3.02	1.424

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**Reference (Creator, 2024)**

Outcomes shown in the table revealed varied perceptions among teachers regarding communication practices employed by principals within educational settings. Descriptive statistics indicated mean scores ranging from 3.02 to 3.08, with standard deviations ranging from 1.403 to 1.429. Frequency distributions demonstrated differing levels of agreement across dimensions. For instance, regarding "Principal communicate with teachers regarding school policies," 37.7% (69) (Completely Oppose and Partially Oppose combined) of respondents expressed reservations, while 48.2% (88) indicated agreement or strong agreement. Similarly, for "Clarity of the principal's communication," 38.8% (71) expressed reservations, while 43.2% (79) stated consent or strong consent. In examining the effect of communication channels and transparency within school management on teachers' job contentment in public high schools in Makueni sub-county, Kenya, the works of Tubbs and Moss (2008) and Robbins et al. (2010) provide insightful analyses of the significance of transparent and unambiguous communication between administrators and teachers. According to Robbins et al. (2010), a cooperative and encouraging school culture is fostered via good communication. An atmosphere of mutual respect and trust is fostered by open communication between principals and teachers, and this is crucial for teacher work satisfaction. Effective communication lessens misconceptions and disputes by assisting

instructors in better understanding their roles and responsibilities. Tubbs and Moss (2008) highlight that open communication channels foster a positive school culture, promoting a sense of belonging and involvement among teachers, which in turn enhances morale and job satisfaction. Greenberg and Baron (2008) emphasize that transparency in decision-making by school management is essential for building trust and clarity, ultimately leading to increased job satisfaction and a collaborative atmosphere in schools.

#### 4.7.1.2 Influence on Principal's Communication practices.

The data was derived using a descriptive analysis of the information collected from the questionnaires about the participants. Table 25 displays this.

**Table 25** Influence of Principal's Communication practices.

<b>Dimension</b>	<b>Strongly Negative</b>	<b>Somewhat Negative</b>	<b>Neutral</b>	<b>Somewhat Positive</b>	<b>Strongly Positive</b>	<b>Total</b>	<b>Mean</b>	<b>Std. deviation</b>
Utilizing communication strategies	35 (19.1%)	43 (23.5%)	33 (18.0%)	37 (20.2%)	35 (19.1%)	183	3.06	1.440
Inclusivity of communication	46 (25.1%)	40 (21.9%)	40 (21.9%)	40 (21.9%)	17 (9.3%)	183	2.86	1.398
Communication for Teacher motivation	35 (19.1%)	40 (21.9%)	39 (21.3%)	34 (18.6%)	35 (19.1%)	183	3.14	1.471
Transparency of communication	35 (19.1%)	43 (23.5%)	33 (18.0%)	37 (20.2%)	35 (19.1%)	183	3.06	1.440

<b>Dimension</b>	<b>Strongly Negative</b>	<b>Somewhat Negative</b>	<b>Neutral</b>	<b>Somewhat Positive</b>	<b>Strongly Positive</b>	<b>Total</b>	<b>Mean</b>	<b>Std. deviation</b>
Feedback solicitation and incorporation	39 (21.3%)	38 (20.8%)	36 (19.7%)	48 (26.2%)	22 (12.0%)	183	3.04	1.403
Conflict resolution effectiveness	43 (23.5%)	31 (16.9%)	39 (21.3%)	46 (25.1%)	24 (13.1%)	183	3.02	1.424

**Source (Creator, 2024)**

The table's outcomes revealed varied teacher perceptions regarding principals' communication practices in educational settings. Descriptive statistics showed mean scores ranging from 3.02 to 3.08, with standard deviations from 1.403 to 1.429. Frequency distributions indicated differing levels of agreement across dimensions. For example, regarding "Principal communicates with teachers regarding school policies," 37.7% (69) (Completely Oppose and Partially Oppose combined) expressed reservations, while 48.2% (88) indicated agreement or strong agreement. Similarly, for "Clarity of the principal's communication," 38.8% (71) expressed reservations, while 43.2% (79) expressed or strongly agreed. Tubbs and Moss (2008) and Robbins et al. (2010) provide valuable insights into the significance of transparent and clear communication between administrators and teachers. Robbins et al. (2010) emphasize that good communication fosters a cooperative and supportive school culture. Open communication between principals and teachers creates mutual respect and trust, crucial for job satisfaction. Effective communication helps teachers better understand their roles and responsibilities, reducing misunderstandings and conflicts. Tubbs and Moss (2008) further explore how open communication channels contribute to a positive school culture. They suggest that regular, transparent dialogue between school management and teachers encourages a sense of belonging and involvement. This inclusivity leads to higher morale and

job satisfaction among teachers, as they feel valued and heard. Greenberg and Baron (2008) highlight the significance of transparency in communication. They argue that transparency from school management is crucial for maintaining clarity and trust. When principals are transparent about decision-making processes, policies, and expectations, it reduces uncertainty and builds confidence among teachers. Clear and transparent communication ensures that teachers are well-informed, enhancing their sense of security and satisfaction. Effective communication channels and openness in school administration are necessary to raise teachers' work satisfaction in the Makueni sub-county. School administrators may establish a cooperative and encouraging atmosphere that improves teacher satisfaction and overall academic achievement by encouraging candid conversation, diversity, and clear communication.

#### 4.7.2 Descriptive statistics in Communication practices

A descriptive analysis was conducted to extract the data from the questionnaires that collected the participant information. As shown from the data set 26.

**Table 26: Descriptive statistics in Communication practices.**

Summary Analysis			Consistency	Data
Units	Dataset	%	Cronbach's Alpha	Entities
Credible	183	100	.851	10
Excluded	0	0		
Overall	183	100		

#### Reference (Writer, 2024)

The dataset comprised 183 valid cases, representing 100% of the total data, with no exclusions. Cronbach's Alpha was 0.851, indicating strong internal consistency among the 10 items, suggesting robustness for further analysis. Regarding the clarity of principal

communication, 38.8% expressed reservations, while 43.2% agreed or strongly agreed. Tubbs and Moss (2008) and Robbins et al. (2010) highlighted the importance of transparent communication between administrators and teachers. Robbins et al. (2010) noted that good communication fosters a cooperative and supportive school culture, creating mutual respect and trust essential for job satisfaction. Clear communication helps teachers understand their roles, reducing misunderstandings and conflicts. Tubbs and Moss (2008) emphasized that regular, transparent dialogue between school management and teachers encourages inclusion and involvement, resulting in greater morale and job satisfaction as teachers feel valued and heard. Greenberg and Baron (2008) stressed the importance of transparency in maintaining clarity and trust. Transparent decision-making, policies, and expectations from principals reduce uncertainty and build confidence among teachers. Effective communication channels and openness are necessary for raising teacher job satisfaction in the Makueni sub-county. Principals can create a collaborative and supportive environment that enhances teacher satisfaction and overall academic performance by promoting clear communication.

#### 4.7.3 Discussion on Inferential Statistics in communication practices

The data from the questionnaires used to gather participant information was extracted using a linear regression analysis. As shown on data set 27.

**Table 27: Linear Regression**

*ANOVA*

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
Regression	194.036	1	194.036	138.083	.000 <sup>b</sup>
Residual	432.806	181	1.405		
<b>Total</b>	<b>626.842</b>	<b>182</b>			

Source (Writer, 2024)

The correlation between the dependent variable (contentment) and the predictor variable (communication methods) was highly statistically significant, as indicated by the p-value of less than 0.001. This meant that the likelihood that these outcomes were the product of random chance was extremely low, indicating that communication techniques were important in affecting satisfaction. The model showed that "Communication Methods" significantly affected TJS Contentment, as seen by the incredibly low p-value (.000) and high F-statistic (138.083). This suggested that the way in which communication was managed had a major impact on the respondents' level of satisfaction. Higher levels of satisfaction were the result of effective communication techniques. According to these ANOVA results, the target population's level of satisfaction was expected to rise as a result of improved communication techniques, and this effect was statistically significant (Smith & Brown, 2019; Taylor, 2020).

#### **4.7.4 Thematic Analysis in influence in communication practices**

The fourth objective, which dealt with communication practices, was subjected to thematic analysis. Here, the information gathered from the field interviews was taken into account. Students and principals were among the participants who contributed. Codes were created once the data was prepared, examined, and investigated separately. These codes were swapped out and assembled into a themed form. As can be seen below, the topics were presented verbatim in a descriptive manner. In public secondary schools, principals employed key communication channels like staff meetings, emails, and digital platforms to ensure transparent and timely communication, fostering a collaborative atmosphere among teachers. This approach, highlighted by multiple principals, aimed to keep teachers informed and engaged in decision-making processes, thereby enhancing job satisfaction. According to the principals.

*"Primary communication channels include staff meetings, email communication, and an online portal for sharing updates and resources. These channels facilitate open communication and collaboration among teachers and administrators."*

Techniques such as providing context, examples, and opportunities for clarification were used to ensure clear communication. Conflict resolution strategies like active listening and collaborative problem-solving contributed to a positive work environment. Emphasizing accessibility, openness, and clarity in communications helped create a supportive culture within the school. Scholars such as Tubbs and Moss (2008), Robbins et al. (2010), and Bratton et al. (2007) highlighted the significance of effective communication strategies in organizational dynamics, showing how they promote understanding and collaboration among staff, thereby enhancing overall satisfaction and effectiveness within schools. These insights underscore the importance of adopting comprehensive communication approaches to support teachers' well-being and foster conducive learning environments.

Students emphasized that transparent communication from teachers was crucial for building trust and mutual respect, enhancing the school climate and teacher job satisfaction. Effective methods such as in-person interactions, email correspondence, and digital platforms like learning management systems facilitated timely feedback, clarification, and support, improving the overall learning experience. Clear communication was pivotal during challenges or changes, reassuring students and maintaining their trust in teachers, thus contributing to a stable and positive learning environment. Transparent communication also benefited teacher satisfaction by reducing miscommunications and confrontations, allowing teachers to focus on instructing and supporting their pupils. This approach fostered a courteous

and encouraging learning atmosphere, beneficial for both instructors and students. Students emphasized.

*"Clear communication during challenges or changes helps students feel supported and reassured, contributing to teacher satisfaction by fostering trust and partnership within the school community."*

The research highlighted the need for individualized and supportive communication during difficult times, supported by insights from Mbiti (2014) and Obadula (2016), emphasizing strategies that cater to students' unique needs.

#### **4.7.5 Triangulation and Interpretation on Influence of Communication practices.**

The study examines communication practices in association with principals and teachers in public high schools in the Makueni sub-county, Kenya, revealing varied perceptions among educators. Descriptive statistics, such as mean scores ranging from 2.86 to 3.14 and standard deviations from 1.398 to 1.471, highlight the diversity in responses across different dimensions of principal communication. Frequency distributions show varying levels of agreement among educators, with notable percentages expressing reservations or agreement across dimensions. For instance, regarding "Teacher motivation," 41% (75) of respondents expressed reservations, contrasting with 43.2% (79) indicating agreement. Similarly, for "Inclusivity of communication," 47% (86) expressed reservations, while 36.4% (67) expressed agreement. High internal consistency among measures of educators' judgments of communication methods is indicated by Cronbach's alpha of 0.851 for the communication

strategy dimension, computed across 10 items. These findings suggest a need for further exploration and potential improvement in communication practices to address the varied perceptions and enhance communication effectiveness in public high schools in Makueni sub-county, Kenya. The study's reliability is reinforced, indicating a high level of coherence among educators' opinions on communication techniques. Citations like Robbins et al. (2010), Tubbs and Moss (2008), and Greenberg and Baron (2008) provide valuable insights into promoting teacher motivation and job satisfaction through transparent communication. The p-value of less than 0.001 indicated a highly significant correlation between "Communication Methods" and "TJS Contentment," suggesting the outcomes were unlikely due to chance. The regression model ( $F = 138.083$ ,  $p = .000$ ) demonstrated that effective communication methods had a substantial impact on contentment, with improved communication leading to higher levels of satisfaction, as supported by prior studies (Smith & Brown, 2019; Taylor, 2020). The sources underscore the importance of open, honest, and inclusive communication for fostering a supportive school climate, enhancing teacher job satisfaction, and improving trust between teachers and students (Smith, 2020). Effective communication methods, such as in-person interactions, digital platforms, and timely feedback, help create a stable learning environment, reduce confusion during challenges, and contribute to positive teacher and student experiences in public high schools in Makueni sub-county, Kenya (Owens, 2008).

#### **4.8. Reliability Analysis: Cronbach's Alpha**

The study assessed the Cronbach's alpha coefficients for the separate dimensions of decision-making, motivation, policy-making, communication, and teachers' job satisfaction, as well as the components when combined. The analysis confirmed the robustness of assessing several

parts of the study's emphasis, which showed adequate internal consistency for each construct and noticeably high reliability for the combined constructs. Data set 28 presents these specific results.

**Table 28: Cronbach's Alpha Reliability Evaluation**

<b>Concept</b>	<b>Cronbach's Alpha</b>	<b>Count</b>
Decision Making	0.754	8
Motivation	0.757	8
Supervision	0.745	8
Communication	0.851	10
Teachers Job Satisfaction	0.796	5
Combined Constructs (Decision, Motivation, Policymaking, Communication, and Teachers Job Satisfaction).	0.938	39
<b>Combined Constructs (Decision, Motivation, supervision, Communication, and Teachers Job Satisfaction).</b>		
Part 1	0.858	20
Part 2	0.927	19
Number of items		39
Correlation Between Forms		0.726
Spearman-Brown Coefficient	Equal Length	0.841
	Unequal Length	0.841
Guttman Split-Half Coefficient		0.832

## **Reference (Author, 2024)**

Based on the provided data, Cronbach's alpha coefficients for the individual constructs, as well as the combined constructs, indicated the internal consistency reliability of the measurement scales used in the study. This research's findings highlighted the reliability metrics tools employed to assess various constructs related to decision-making, motivation, supervision, communication, and teachers' job satisfaction. The Cronbach's alpha coefficients for individual constructs ranged from 0.754 to 0.851, indicating acceptable to high levels of internal consistency (DeVellis, 2016). Moreover, the combined constructs exhibited even higher levels of measures of internal coherence, with Cronbach's alpha coefficients of 0.938 for the overall combined constructs, 0.858 for Part 1, and 0.927 for Part 2. Additionally, the correlation between forms was 0.726, indicating a strong positive correlation between the two parts of the combined constructs. The Spearman-Brown coefficient for equal and unequal lengths was 0.841, further supporting the reliability of the measurement scales (Nunnally, 1978). These findings suggest that the scales used in the study reliably measure the intended constructs, enhancing the validity of the study's results.

## **4.9. Discussion of the findings**

The topic of discussion was how public high school decision-making procedures affect teachers' well-being and how these procedures and work satisfaction are intricately related. The effectiveness of principals' motivational techniques in raising teacher satisfaction was also investigated. Furthermore, the influence of supervisory practices on teachers' well-being of instructors was investigated, emphasizing the significance of matching these practices to the requirements of teachers. The discussion also covered the communication tactics used by

principals, highlighting the critical role that good communication has in fostering a healthy teaching environment.

#### **4.9.1 Influence of Decision-Making practices and Teachers' Job Satisfaction.**

The study unveils moderate consensus among teachers regarding various aspects of school leadership within public high schools in Makueni sub-county, Kenya. Descriptive statistics, with mean scores ranging from 3.04 to 3.14 and standard deviations from 1.356 to 1.403, highlight differences in responses across dimensions. Frequency distributions demonstrate that while a significant portion of teachers expressed agreement or strong agreement, a notable percentage reported neutral or negative perceptions. For example, concerning "Gathering feedback from teachers," 36.6% (67) expressed dissatisfaction, while 40.0% (73) indicated agreement. Similarly, for "Communicate rationale behind managerial decisions," 33.3% (61) expressed dissatisfaction, contrasting with 42.9% (78) indicating agreement. The Cronbach's alpha for the decision-making strategy dimension, calculated at 0.754 for eight items, suggests a moderately robust internal uniformity, indicating reasonable coherence within the components. These findings underscore the need for further exploration and potential improvements in school leadership practices within public high schools in Makueni sub-county, Kenya, to address varying perceptions and foster a more supportive and effective educational environment. The reliability highlighted indicates consistent perceptions among teachers regarding decision-making strategies. Maranga's (2013) research probably explores similar themes of communication and decision-making concerning teacher satisfaction, aligning well with the study's focus on effective leadership practices. A highly significant result with a p-value less than .001 was found by inferential analysis, demonstrating a strong correlation between teachers' impressions of a favorable work environment and their

participation in decision-making processes. According to the regression model ( $F = 197.888$ ,  $p < .001$ ) and other research (Smith, 2020; Johnson & Lee, 2019), this indicates that increased involvement in decision-making greatly improves teachers' perceptions of their workplace. The study highlighted the critical importance of participatory decision-making in enhancing teacher satisfaction and educational outcomes in Kenya. By identifying significant deficiency in existing research, the study demonstrated that while global evidence supports the benefits of participatory decision-making—such as increased teacher ownership and motivation—these advantages were often diminished in the Kenyan context due to a lack of localized understanding of the challenges educators faced (Smylie, 2010; Leithwood & Steinbach, 2013). The research revealed that addressing low teacher motivation and recognizing the specific cultural and socioeconomic factors influencing engagement were crucial for successful implementation of initiatives. Furthermore, it underscored the pivotal role of school principals in fostering collaborative school cultures that prioritize teachers' input (Owens, 2008). By employing both qualitative and quantitative methodologies, the study provided empirical evidence linking teacher involvement in decision-making to improved job satisfaction and academic performance, thus informing future educational policies and practices aimed at cultivating a supportive learning environment.

#### **4.9.2 Influence of Motivation practices and Teachers' Job Satisfaction.**

The study reveals mixed perceptions among educators concerning the incorporation of culturally specific strategies and practices in leadership within public high schools in Makueni sub-county, Kenya. Descriptive statistics, including mean scores ranging from 2.87 to 2.99 and standard deviations from 1.377 to 1.435, show variations in responses across different dimensions. Frequency distributions highlight differing levels of agreement among teachers.

For example, regarding "Integrate culturally specific motivational strategies," 42.2% (77) expressed reservations, while 35.8% (66) indicated agreement. Similarly, for "Recognition and rewards aligned with cultural values," 40.1% (73) expressed reservations, contrasting with 37.7% (69) indicating agreement. The reliability coefficient for motivational strategy dimension, computed at 0.757 for eight items, suggests a moderately high internal reliability, indicating reasonable coherence amidst the factors. These findings indicate a need for further exploration and potential enhancements in the integration of culturally specific strategies and practices in leadership within public high schools in Makueni sub-county, Kenya, to address varied perceptions and promote a more inclusive and effective educational environment. The reliability highlighted indicates consistency in teachers' perceptions of culturally specific motivational strategies. Byaruhanga's (2018) insights into culturally responsive leadership practices and the importance of integrating culturally specific strategies align with these findings. Additionally, Usman (2015) and Adelabu (2005) may offer relevant perspectives on aligning rewards with cultural values to enhance teacher satisfaction and motivation. The p-value of 0.002 suggested a statistically significant link between "TJS Professional Development Opportunities" and "Recognition and Rewards for Teachers Aligned with Cultural Values." The regression model ( $F = 10.095$ ,  $p = 0.002$ ) indicated that recognition and incentives associated with cultural values strongly influenced teachers' perceptions of professional development opportunities, as validated by prior studies (Smith & Allen, 2021; Peterson, 2020). The research findings highlighted the vital role of culturally sensitive leadership in enhancing teacher motivation and work efficiency in Kenyan public high schools. By recognizing teachers' intrinsic motivations—such as commitment to student success and the desire for personal fulfillment—the study illuminated how these factors

positively influenced job satisfaction and overall well-being (Robbins, 2012). Additionally, the findings highlighted the importance of culturally relevant teaching strategies, which not only engaged students but also fostered an inclusive learning environment that respected diverse backgrounds (Tubbs & Moss, 2008). The research emphasized the need for support systems, such as peer tutoring and personalized assistance, which were acknowledged for their positive impact on both student performance and teacher satisfaction. Furthermore, addressing unique challenges faced by Kenyan educators—like inadequate housing and limited decision-making involvement—was crucial for developing effective motivational strategies (Sogomo, 1993). Ultimately, the study called for inclusive professional development opportunities and culturally aligned rewards to promote teacher satisfaction and effectiveness within the classroom, contributing to improved educational outcomes across Kenya.

#### **4.9.3 Influence of Supervision practices and Teachers' Job Satisfaction.**

The study shed important light on the methods principals use for supervision and how they affect teachers' job satisfaction in Makueni Sub-County's public secondary schools. With a mean score of 3.17 (SD = 1.393), the data showed that teachers' attitudes on the frequency of observations in the classroom varied. Notably, 23.5% (43) of teachers were fully in favor of this practice, while an equal number were ambivalent. This supports the findings of Blasé and Blasé (2000), who found that routine classroom inspections help to improve instruction. Comparably, respondents' opinions on a fair disciplinary system were divided, with 23.5% (43) supporting it and 19.7% (36.1) opposing it. This resulted in a mean score of 3.09 (SD = 1.430). These findings support Sergiovanni's (2009) claim that promoting justice is essential to creating a pleasant school climate. Additionally, the mean score for supportive supervision was 3.05 (SD = 1.396), with 25.7% (47) of instructors scoring neutrally and 19.7% (36.1)

either supporting or opposing the practice. These results confirm Tschannen-Moran and Gareis's (2004) finding that teacher satisfaction is impacted by leadership efficacy. In contrast, the provision of resources received a lower score—a mean of 2.97 and a 21.3% (39) opposition rate—indicating lower levels of satisfaction, which is in line with Bogler's (2001) findings about the significance of resource availability for instructor motivation. In a related study on workload monitoring, the mean score was 3.08 (SD = 1.427) with 20.2% (37) of teachers strongly disagreeing and 24.0% (44) supporting the approach. These results are consistent with the findings of Blasé and Blasé (2000), who stress that effective leadership requires the management of teacher workloads. Additionally, the mean score of teachers' thoughts regarding the assignment of leadership roles was 3.05 (SD = 1.365), with 27.9% (51.1) of them expressing no opinion. This suggests that fair delegation reduces teacher turnover, according to Ingersoll's (2001) theory. Furthermore, feedback systems had a mean score of 3.04 (SD = 1.403), suggesting 25.1% (46) support and 19.1% (35) opposition, confirming Sergiovanni's (2009) assertion on the importance of providing teachers with clear feedback in order to improve their performance. Overall, the data shows how crucial principals' supervision techniques are for improving teachers' job happiness. The reliability analysis of supervisory methods highlights the internal consistency of these measures with a Cronbach's Alpha of 0.745. This result is in line with past studies (Blasé & Blasé, 2000; Sergiovanni, 2009) that demonstrate the importance of strong leadership in promoting teacher satisfaction and school effectiveness. A p-value of .000 indicated a statistically significant correlation between "TJS Leadership Support" and "Monitoring Workload," suggesting that the association was not likely to be the product of chance. The regression model ( $F = 156.003$ ,  $p = .000$ ) demonstrated that improved workload monitoring significantly increased perceptions

of leadership support, which is consistent with previous research (Johnson & Lee, 2020; Martinez, 2021). The study revealed critical insights into how supervisory methods influenced teacher satisfaction in Makueni Sub-County. It emphasized that effective supervision, combining constructive feedback and professional development opportunities, positively impacted teachers' morale and job satisfaction (Blasé & Blasé, 2000; Leithwood et al., 2008). However, some teachers perceived excessive monitoring of discipline and timeliness as micromanagement, which negatively affected their autonomy and sense of professional freedom (Tschannen-Moran & Gareis, 2004). Teachers valued mentorship programs and leadership opportunities, as these contributed to their professional growth and satisfaction (Dinham & Scott, 2000). Conversely, ineffective supervision practices, such as micromanagement and lack of support, led to burnout and increased turnover rates (Ingersoll, 2001). Additionally, student performance indirectly benefitted from good supervision, as it created a positive learning environment (Sergiovanni, 2009). The study underscored the need for balanced, supportive supervision that fosters teacher autonomy while providing necessary guidance, highlighting its role in enhancing both teacher and student outcomes in Kenya's educational system.

#### **4.9.4 Influence of Communication practices and Teachers' Job Satisfaction.**

The study examines communication practices in association with principals and teachers in public high schools in the Makueni sub-county, Kenya, revealing varied perceptions among educators. Descriptive statistics, such as mean scores ranging from 2.86 to 3.14 and standard deviations from 1.398 to 1.471, highlight the diversity in responses across different dimensions of principal communication. Frequency distributions show varying levels of agreement among educators, with notable percentages expressing reservations or agreement

across dimensions. For instance, regarding "Teacher motivation," 41% (75) of respondents expressed reservations, contrasting with 43.2% (79) indicating agreement. Similarly, for "Inclusivity of communication," 47% (86) expressed reservations, while 36.4% (67) expressed agreement. High internal consistency among measures of educators' judgments of communication methods is indicated by Cronbach's alpha of 0.851 for the communication strategy dimension, computed across 10 items. These findings suggest a need for further exploration and potential improvement in communication practices to address the varied perceptions and enhance communication effectiveness in public high schools in Makueni sub-county, Kenya. The study's reliability is reinforced, indicating a high level of coherence among educators' opinions on communication techniques. Citations like Robbins et al. (2010), Tubbs and Moss (2008), and Greenberg and Baron (2008) provide valuable insights into promoting teacher motivation and job satisfaction through transparent communication. The p-value of less than 0.001 indicated a highly significant correlation between "Communication Methods" and "TJS Contentment," suggesting the outcomes were unlikely due to chance. The regression model ( $F = 138.083$ ,  $p = .000$ ) demonstrated that effective communication methods had a substantial impact on contentment, with improved communication leading to higher levels of satisfaction, as supported by prior studies (Smith & Brown, 2019; Taylor, 2020). The investigation into communication practices within Kenyan public secondary schools revealed essential insights into their impact on teacher job satisfaction. The research emphasized the importance of both downward and upward communication in enhancing teachers' well-being. Effective downward communication ensured clarity of instructions and policies, thereby maintaining institutional effectiveness (Tubbs & Moss, 2008). Conversely, the significance of upward communication was underscored, as teachers' feedback fostered a sense of value and

contribution, ultimately enhancing their job satisfaction. However, challenges related to horizontal communication, particularly in matrix structures, persisted, impacting teacher morale and contributing to misinformation (Tschannen-Moran & Gareis, 2004). The study highlighted the necessity of utilizing both official and informal communication channels to mitigate these issues. Furthermore, while written communication was recognized for its importance, deficiencies in its effectiveness emerged due to its time-consuming nature and lack of integrated feedback mechanisms (Mbiti, 2014). These findings provided practical recommendations for educational leaders to adopt inclusive communication strategies, contributing to a positive school climate and improved educational outcomes for both teachers and students.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.0 Introduction

This section presents an overview of the main discoveries and conclusions findings from the study. Additionally, it offered suggestions arising from the findings and identified areas for future research.

#### 5.1 Summary of the findings

The investigator provides a succinct synopsis of the results, addressing every research goal separately under designated subsections. With an emphasis on their applicability to the main research topics, the study's major findings are highlighted by this targeted method.

##### 5.1.1 Influence of decision-making practices on teacher's job satisfaction

Teachers' agreement on several aspects of school leadership was found to be moderate in the study; mean scores ranged from 3.04 to 3.14, with standard deviations falling between 1.356 and 1.403. According to frequency distributions, 40.0% (73) of instructors expressed agreement or strong agreement with "Gathering feedback from teachers," whereas 36.6% (67) of teachers expressed dissatisfaction with the same. Furthermore, of those who answered "Communicate rationale behind managerial decisions," 41.9% (78) agreed or strongly agreed, whereas 33.3% (61) voiced displeasure. The results highlight how crucial it is to have efficient channels of communication, to resolve conflicts amicably, and to provide feedback systems in order to improve teacher satisfaction with decisions that affect their professional roles. This is consistent with Maranga's (2013) research, which highlights the importance of inclusive decision-making in creating a positive work environment. With mean scores ranging from 3.02 to 3.13 and standard deviations ranging from 1.396 to 1.444, the study likewise demonstrated a range of perceptions. For example, 41.9% (77) of teachers agreed with the statement "Teachers engaged in decision processes," while 38.3% (70) of teachers voiced displeasure. In a similar vein, 42.6% (78) agreed with "Conflicts handled during implementation," whereas 39.9% (73) were not happy. The importance of teacher involvement and supportive leadership in boosting job satisfaction and fostering a healthy work environment in Kenyan secondary schools is further emphasized by Smylie (2010) and Leithwood and Steinbach (2013). Consistent with recent research on the effects of decision-making procedures on teacher retention and well-being, Maranga's (2013) study examined how these processes affect teacher satisfaction in public secondary schools in the Makueni sub-county, Kenya. The research conducted by Leithwood and Steinbach (2013) highlights the importance of supportive leadership in fostering a healthy work environment by

encouraging teacher participation in decision-making. With a Cronbach's Alpha of 0.754, the study showed a moderate level of internal consistency in teachers' views of leadership and emphasized the vital roles that effective communication and conflict resolution play. Furthermore, a highly significant correlation ( $p < 0.001$ ) was found in the analysis between positive workplace perceptions and teacher involvement in decision-making, suggesting that increased engagement in decision-making processes improves perceptions of the workplace (Smith, 2020; Johnson & Lee, 2019). To increase teachers' job happiness, school administrators use inclusive feedback mechanisms and open communication; leaders provide openness by holding staff meetings and sending emails to minimize miscommunication. According to Alarm & Farid (2011) and Ocham (2010), who emphasize the significance of teacher involvement in decision-making, teacher empowerment is fostered by customized professional development activities that are informed by feedback from suggestion boxes and surveys. Involving students in choices about extracurricular activities and curriculum modifications also fosters a collaborative school culture, which raises teacher and student satisfaction levels overall.

### **5.1.2 Influence of motivation practices on teacher's job satisfaction**

The study found that instructors had differing opinions about the use of culturally relevant leadership techniques in the classroom. According to descriptive statistics, the standard deviations ranged from 1.377 to 1.435, while the mean scores ranged from 2.87 to 2.99. Only 35.8% (66) of respondents agreed with the statement, "Integrate culturally specific motivational strategies," compared to 42.2% (77) who disagreed. In a similar vein, 37.7% (69) of respondents favored matching awards and recognition with cultural values, while 40.1% (73) disagreed. With support from Usman (2015) and Adelabu (2005), Byaruhanga's (2018)

research on culturally responsive leadership emphasizes the significance of incorporating culturally unique tactics to improve teacher motivation and work satisfaction. Teachers' opinions of cultural sensitivity and acknowledgment in schools varied, according to the survey, which found mean scores between 3.02 and 3.11 and standard deviations between 1.389 and 1.429. Of the respondents, 42.6% (78) agreed with "Recognition and rewards alignment," whereas 38.5% (70) disagreed. Regarding "Effectiveness of communication and collaboration," 35.0% (64) disagreed, while 42.7% (78) concurred. In diverse educational contexts like Makueni sub-county, Byaruhanga (2018), Usman (2015), and Adelabu (2005) highlight the significance of culturally competent leadership and reward systems that are in line with cultural values. These factors can greatly improve teacher motivation, job satisfaction, and retention. Teachers' alignment in decision-making processes was reflected in the reliability statistics, which showed moderate internal consistency with a Cronbach's Alpha of 0.757 for 8 items. While professional development sessions including culturally specific tactics improved communication and teamwork, recognition and culturally relevant awards increased job satisfaction. Cultural sensitivity was crucial in creating a positive work atmosphere, and community-based cultural training increased teachers' self-worth and respect even more. In varied educational contexts such as Makueni sub-county, Byaruhanga (2018), Usman (2015), and Adelabu (2005) highlight the successful enhancement of teacher motivation, job satisfaction, and retention that occurs when leadership and reward systems are aligned with cultural values. "TJS Professional Development Opportunities" and "Recognition and rewards for teachers aligned with cultural values" showed a statistically significant correlation ( $p = 0.002$ ) in the study, indicating that culturally aligned recognition had a positive effect on professional development opportunities. The regression model

validated this link, showing that "TJS Professional Development Opportunities" was substantially predicted by "Recognition and rewards for teachers" ( $F = 10.095$ ,  $p = 0.002$ ). These results show that when rewards and recognition match cultural norms, teachers' perceptions of professional development are improved (Smith & Allen, 2021; Peterson, 2020). A thorough strategy outlining how to increase teacher job satisfaction through culturally appropriate awards and community involvement initiatives was presented to the principal during the interview. In order to foster a welcoming environment, principals concentrated on recognizing the many cultural backgrounds of teachers through professional development sessions, cultural activities, and collaborations with neighborhood organizations. Usman (2015) and Adelabu (2005) have shown that culturally relevant tactics have a good effect on teachers' motivation and satisfaction by developing a sense of appreciation and teamwork. Students saw that teachers were motivated by their students' accomplishments, sense of personal fulfillment, and acknowledgement, which fostered a pleasant learning environment. Additionally, culturally sensitive instruction and peer tutoring reinforced the effectiveness and happiness of teachers.

### **5.1.3 Influence of supervision practices on teacher's job satisfaction**

The Makueni Sub-County's public secondary school administrators' techniques of supervision elicited conflicting responses from instructors, according to the study. The results show that there were differences in satisfaction levels: 24.0% (44) agreed with workload monitoring, whereas 20.2% (37) strongly disapproved. The mean score was 3.08, with a standard deviation of 1.427. The necessity of providing clear feedback was further emphasized by the teachers' comments, as 26.1% (48) of them agreed, supporting Sergiovanni's (2009) theory that it can

improve performance. Overall, the results demonstrated that fair delegation, peer mentorship, and balanced, transparent supervision had a major impact on teacher satisfaction. The purpose of the study is to determine how administrative monitoring strategies in Makueni Sub-County public secondary schools impact teachers' work satisfaction. Teachers' support for classroom observations was found to be moderate, with a mean score of 3.17 and a standard deviation of 1.393, indicating that (80) 43.5% of respondents were in favor of the practice. But disagreements did arise on resource allocation (mean = 2.97), promotion supervision (mean = 3.05, SD = 1.396), and the appropriateness of disciplinary measures (mean = 3.09, SD = 1.430). These results, which are in line with earlier research by Blasé and Sergiovanni, highlight the significance of supportive and balanced leadership in creating a favorable work environment and motivating teachers. Based on 183 cases, a reliability examination of research supervision techniques produced a Cronbach's Alpha score of 0.745, which denotes moderate internal consistency. The results of Sergiovanni (2009) and Blasé and Blasé (2000), who highlight the significance of consistent leadership in creating productive teaching and learning settings, are supported by this. According to Tschannen-Moran and Gareis (2004) and Ingersoll (2001), effective supervising techniques improve teacher performance and satisfaction while lowering attrition. The study's overall findings highlight the importance of consistent leadership and supervision strategies for raising teacher job satisfaction and boosting student achievement. "TJS Leadership Support" and "Monitoring Workload" were shown to be statistically significantly correlated, with a p-value of 0.000, suggesting that the link was not likely to be the result of chance. Workload monitoring had a considerable impact on leadership support, as seen by the significant prediction of "Leadership Support" by "Monitoring Workload" ( $F = 156.003$ ,  $p = 0.000$ ). Perceived leadership support increased

dramatically as workload monitoring improved, according to Martinez (2021) and Johnson & Lee (2020). Principals conducted performance observations in classrooms on a regular basis, which elicited conflicting responses from teachers. Although some considered the feedback to be helpful, others thought it was unduly critical, which is consistent with Blasé and Blasé's (2000) claim that constructive feedback is essential for enhancing instruction. Principals also placed a strong emphasis on punctuality and discipline; instructors valued accountability, but some saw it as micromanagement, which reflects the difficulty Tschannen-Moran and Gareis (2004) found in striking a balance between autonomy and order. In the end, students profited from principals' supervision techniques because teachers were more engaged and responsive in structured environments created by good feedback, which validates Sergiovanni's (2009) assertion that good leadership has a positive impact on the school climate as a whole.

#### **5.1.4 Influence of communication practices on teacher's job satisfaction**

Based on mean scores between 3.02 and 3.08 and standard deviations between 1.403 and 1.429, the study's findings revealed that instructors had differing opinions about the ways in which principals communicate. Remarkably, 48.2% (88) of teachers agreed or highly agreed with the effectiveness of principal communication with school policy, despite 37.7% (69) of teachers expressing misgivings about it. Evidence from studies by Robbins et al. (2010) and Tubbs and Moss (2008) highlight that open and understandable communication promotes a collaborative educational environment, increasing teacher job satisfaction, mutual respect, and trust. In public high schools in the Makueni sub-county, good communication and transparency are essential for raising teacher job satisfaction because they foster an inclusive environment where educators feel respected and informed. The study's results showed that

teachers' opinions of principals' communication styles varied, with mean scores ranging from 3.02 to 3.08 and standard deviations from 1.403 to 1.429. Remarkably, 48.2% (88) of teachers agreed with the 37.7% (69) of teachers who had doubts about the way principals communicated school policies, while 43.2% (79) agreed. Additionally, 38.8% (71) of teachers questioned the clarity of communication. According to research by Tubbs and Moss (2008) and Robbins et al. (2010), open communication between principals and teachers fosters mutual respect, trust, and job satisfaction. These studies highlight the significance of transparent communication in creating a supportive school culture. In general, openness and efficient channels of communication are essential for raising teacher work satisfaction in the Makueni sub-county because they foster an inclusive atmosphere that recognizes educators' efforts and increases their sense of security. With a Cronbach's Alpha of 0.851, the dataset contained 183 valid cases, suggesting good internal consistency among the 10 items. Regarding the effectiveness of principal communication, 43.2% (79) of teachers agreed or strongly agreed, despite 38.8% (71) of teachers expressing reservations about its clarity. Transparent communication promotes a supportive school culture, mutual respect, and trust, all of which are critical for improving teacher job satisfaction and overall academic achievement in Makueni sub-county, according to research by Tubbs and Moss (2008) and Robbins et al. (2010). With a p-value of less than 0.001, the association between communication tactics and teacher job satisfaction (TJS) was highly significant, suggesting that communication strategies had a considerable impact on satisfaction levels. A low p-value (.000) and a high F-statistic (138.083) confirmed the model's finding that "Communication Methods" had a substantial impact on TJS contentment, emphasizing the significance of good communication. Therefore, it is anticipated that better communication techniques will raise

target population satisfaction levels, supporting the conclusions of Smith & Brown (2019) and Taylor (2020). Principals in public secondary schools promoted transparency and collaboration among teachers, which improved work satisfaction, by using digital platforms, emails, and staff meetings. According to research by Tubbs and Moss (2008), Robbins et al. (2010), and Bratton et al. (2007), these channels promoted candid discussion and active participation in decision-making. These findings underscore the significance of efficient communication in fostering comprehension and cooperation in educational environments. Additionally, students stressed that open communication from teachers was essential for fostering mutual respect and trust as well as improving the school environment and teacher satisfaction. This was especially true during difficult times when students needed comfort and attention to be directed toward their fellow classmates (Mbiti, 2014; Obadula, 2016).

## **5.2 CONCLUSION**

The findings from the investigation were the source of this study's conclusions. Analyzing the measurements of the independent and dependent variables was part of this. The specifics of each analytical objectives are shown below.

### **5.2.1 Influence of decision-making practices on teacher's job satisfaction**

This study highlighted the moderate level of agreement among teachers regarding various aspects of school leadership in Kenyan secondary schools. Key findings indicated that many teachers expressed dissatisfaction with the mechanisms for gathering feedback and the overall decision-making process. The results underscored the critical need for effective interaction routes, conflict resolution procedures, and feedback mechanisms to enhance teacher satisfaction with decisions affecting their professional roles. This aligns with Maranga's (2013) emphasis on inclusive decision-making as vital for fostering a positive work

environment. Variability in teachers' perspectives was evident, indicating differing levels of satisfaction with their involvement in decision-making and conflict management. The study reinforced the significance of teacher involvement and supportive leadership in promoting job satisfaction and a healthy work environment. A strong correlation between positive workplace attitudes and teacher engagement in decision-making was found, suggesting that higher involvement can lead to improved perceptions of the work environment. Therefore, it is endorsed that school administrators cultivate a collaborative culture by implementing inclusive feedback systems and ensuring open interaction channels, ultimately benefiting both teachers and students in the educational setting.

### **5.2.2 Influence of motivation practices on teacher's job satisfaction**

The study reveals significant variability in teachers' perspectives on culturally sensitive leadership strategies in the classroom. Many teachers express skepticism about incorporating culturally tailored incentive tactics, indicating a lack of consensus on their effectiveness. However, there is a recognition of the importance of aligning rewards and recognition with cultural values. This highlights the necessity for leaders to be aware of cultural differences to enhance teacher motivation and job satisfaction. The findings suggest that culturally appropriate strategies can create a more supportive environment, benefiting both educators and students. By implementing community service projects, professional development workshops, and cultural events, school leaders can acknowledge and celebrate the diverse backgrounds of teachers. Prior research supports this approach, showing that culturally relevant practices can improve teacher motivation and foster collaboration. Ultimately, when teachers feel valued and understood, it positively influences their effectiveness and contributes to a richer learning atmosphere for students. Therefore, prioritizing cultural sensitivity in

leadership strategies is essential for improving overall satisfaction and performance in educational settings.

### **5.2.3 Influence of supervision practices on teacher's job satisfaction**

The study on the supervisory practices of public secondary school administrators in Makueni Sub-County revealed conflicting reactions among teachers regarding their satisfaction. While some educators acknowledged the effectiveness of workload monitoring and recognized the value of explicit feedback, others expressed dissatisfaction, indicating room for improvement. The research emphasized that transparent supervision, peer mentorship, and equitable delegation significantly influenced teacher satisfaction, reinforcing the idea that supportive leadership is essential for a positive work environment. Opinions on classroom observations varied, with some teachers finding the feedback helpful while others considered it overly harsh, highlighting the challenges of balancing accountability with teacher autonomy. The study established a strong relationship between leadership support and effective workload monitoring, indicating that sound supervisory practices positively impacted teacher evaluations. Ultimately, the findings highlighted the importance of effective leadership in creating organized school environments that benefited both teachers and students. By aligning supervisory strategies with the needs of educators and fostering a culture of support, school leaders could enhance teacher engagement and satisfaction. This reinforced the notion that good leadership significantly enhances the overall climate of the school, ultimately contributing to a more effective educational experience for students.

### **5.2.4 Influence of communication practices on teacher's job satisfaction**

Significant differences were found in the replies to the research on teachers' opinions of the communication practices employed by administrators in Makueni sub-county's public high schools. Although most instructors said that the principal's communication about school policies was effective, a sizable percentage questioned its clarity. This discrepancy demonstrated the necessity of more transparent communication in order to promote a more cooperative atmosphere. The study reaffirmed how crucial open communication and openness are to raising teacher work satisfaction since they foster an inclusive and courteous environment. Many teachers expressed doubts about the communication's clarity, even while they acknowledged some effectiveness, suggesting that it needed to be improved. The results showed a high correlation between teacher satisfaction and successful communication practices, with statistical analysis showing that work satisfaction levels were significantly impacted by positive communication. To boost teacher morale, principals used a variety of practices, including staff meetings and online forums, to promote candid communication. Feedback from students also highlighted the need of straightforward communication, stating that it was essential to building trust and respect among students in the classroom. In the end, the study made clear how important good communication is to establishing a positive learning atmosphere that is advantageous to both teachers and students.

### **5.3 RECOMMENDATION**

Based on the study results, targeted recommendations were formulated to enhance teacher job satisfaction and foster a positive school environment. These recommendations are aimed at authorities for implementation, service users and beneficiaries, and other stakeholders to ensure a collaborative approach in addressing the challenges faced by educators.

- i). School administrators should implement structured communication protocols that emphasize transparency and clarity.
- ii). School leaders should create formal channels for teacher involvement in decision-making processes.
- iii). Educational institutions should offer professional development workshops focusing on culturally sensitive leadership strategies.
- iv). Schools should implement anonymous feedback systems that allow teachers to express their opinions on leadership practices, communication, and overall job satisfaction.
- v). Community organizations and local governments should collaborate with schools to foster community engagement initiatives that align with school programs.
- vi). Teacher unions and professional associations should advocate for policies that promote supportive leadership practices within schools.

#### **5.4 Recommendations for further research in this field of study.**

1. Conduct longitudinal research to track changes in teacher job satisfaction over time in response to specific leadership practices and communication strategies.
2. Investigate the relationship between culturally sensitive leadership practices and student academic performance and engagement.
3. Conduct comparative studies across various regions or countries to examine the effectiveness of different leadership practices and communication strategies in enhancing teacher job satisfaction.

4. Explore the relationship between teacher well-being (including mental health, work-life balance, and professional growth) and job satisfaction.



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## **APPENDIX I**

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

Dear Sir, Madam

I am Edwin Makokha, currently studying at Mount Kenya University for a Master of Education in Educational Management, Administration, and Leadership. This letter requests your cooperation and permission to use your data for my research study, "Influence of Principals' Management Strategies on Teachers' Job Satisfaction in Public Secondary Schools in Sub- County, Makueni County, Kenya." You've been selected as a critical respondent because your insightful opinions and valuable insights will be essential to the success of my research. I respectfully ask for your complete involvement in the study, stressing that the information gathered will be strictly utilized for scholarly intensions. You may be sure that your identity will be kept private and hidden from view in the completed report. In addition,

I promise to provide you access to the study's results at your request, maintaining responsibility and openness throughout the investigation process. Your time and consideration are greatly appreciated, and I would greatly appreciate your cooperation and aid in this situation. If you need more information or have any queries, don't hesitate to contact me at medw07@gmail.com.

Yours faithfully,  
Edwin Makokha

## **APPENDIX II**

### **INFORMED CONSENT FOR RESEARCH PARTICIPATION**

Dear Sir/Madam

I hope you are doing well as I write this message. I'm writing to update you on a research project I worked on for my Mount Kenya University Master of Education in Educational Management, Administration, and Leadership program. This study focuses on how "Principals' Management Strategies Influence Teachers' Job Satisfaction in Public Secondary Schools in Sub- County, Makueni County, Kenya. "It is essential that you participate in this study, so please allow me to interview you and ask pertinent questions throughout our conversation. You may be sure that the study procedure will adhere to rigorous privacy and confidentiality guidelines. Your name and other personal information won't appear in any documents, and the only person who will have access to it is me, the researcher. Please be aware that your involvement in this study is voluntary, and you are free to withdraw at your

discretion, both before and after the research is conducted. We want to inform you that your participation will not be paid. Please sign this form to confirm your consent if you want to participate in this research. Should you have any queries or worries, you are welcome to get in touch with me. We appreciate you thinking about taking part in this study. Your input is appreciated.

Sincerely,  
Edwin Makokha

<b>Participant:</b>	-----	-----	-----
	Code of Participant	Signature	Date
<b>Researcher:</b>	-----	-----	-----
	Name of Researcher	Signature	Date

**APPENDIX III**

**ASSENT FORM FOR PARTICIPATION IN RESEARCH STUDY**

Principal .....

School.....

Dear (student’s name) .....

The research project titled "Influence of Principal's Management Practices on Teacher's Job Satisfaction in Public Secondary Schools in Makueni Sub County, Kenya" will invite you to participate. Before deciding, it's essential to understand the study's objectives and potential impacts. The study aims to explore how principal management styles influence teacher job satisfaction in these schools. It will investigate factors affecting teacher satisfaction with decisions influencing their roles, suggest motivational strategies, and provide insights for educational policy development. The study will also examine how communication and

transparency in school administration affect job satisfaction. If you choose to participate, your responses will remain confidential, known only to the research team. For questions, contact your principal. You're understanding and willingness to participate will be confirmed by signing below.

Student's Name \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Legal Guardian's Name (Please Print): \_\_\_\_\_

Parent/Legal Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### APPENDIX IV

### INVITATION TO PARTICIPATE IN THE RESEARCH QUESTIONNAIRE

Dear Sir or Madam

My name is Edwin Makokha, and I am currently studying for a Master's in Education at Mount Kenya University with a concentration in Educational Management, Administration, and Leadership. This letter intends to request your participation in my research project. "Influence of Principals' Management Strategies on Teachers' Job Satisfaction in Public Secondary Schools in Sub- County, Makueni County, Kenya." We appreciate your participation in this study, as your insightful opinions and experiences as an educator are essential to its success. I want to reassure you that any information you send will be kept private and restricted to this research's objectives.

#### Section A: General Information

**Instructions:** Mark the appropriate box with an "X".

a) Gender: Male [ ] Female [ ]

b) Highest Level of Educational Attainment:

Diploma [ ] Degree [ ] Masters [ ]

You are free to ignore awkward questions, and participation is entirely voluntary. Sincere responses improve the research. Fill out the accompanying survey by [date]. Reach out to medw07@mail.com if you need help. We appreciate your contributions to educational administration knowledge and teacher work satisfaction.

Sincerely,

EDWIN MAKOKHA

**Section B: 1 Please rate each age bracket on a scale of 1 to 5, with 1 being completely opposed and 5 being completely support teachers.**

1. What is your age bracket?

(5. 20-30 years old 4. 31-40 years old 3. 41-50 years old 2. 51-60 years old 1. 61+ years old)

2. How many years have you been teaching?

- Less than five years (5)
- Six to ten years (4)
- Eleven to fifteen years (3)
- Sixteen to twenty years (2)
- More than twenty years (1)

**Section B: 2 Teachers' Job Satisfaction**

Please rate on a scale of 1 to 5 on teacher's job satisfaction.

Dimension	Totally Disapprove	Somewhat Disapprove	Undetermined	Support	Completely Support
Collegial Collaboration					

<b>Dimension</b>	<b>Totally Disapprove</b>	<b>Somewhat Disapprove</b>	<b>Undetermined</b>	<b>Support</b>	<b>Completely Support</b>
Positive Work Environment Perceptions					
Professional Development Opportunities					
Leadership Support					
Contentment					

### **Section C: Decision-Making practices.**

#### **1. Rating of Principal's Involvement in Decision-Making:**

Please rate on a scale of 1 to 5 how frequently your principal engages in decision-making for the following tasks at school:

<b>Activities where Decisions are Involved</b>	<b>Fully Concur (5)</b>	<b>Concur (4)</b>	<b>Undetermined (3)</b>	<b>Somewhat Disapprove (2)</b>	<b>Totally Disapprove (1)</b>
Gathering feedback from teachers regarding the impact and effectiveness of managerial decisions.					
Communicate the rationale behind					

<b>Activities where Decisions are Involved</b>	<b>Fully Concur (5)</b>	<b>Concur (4)</b>	<b>Undetermined (3)</b>	<b>Somewhat Disapprove (2)</b>	<b>Totally Disapprove (1)</b>
managerial decisions to teachers.					
Principals handle conflicts that may arise during the implementation of decisions.					

## 2. Principals Influence on Decision-Making on Teachers' Job Satisfaction:

Decision-making strategies adopted by principal's influence teachers' job satisfaction in your secondary school:

**Key:** FC- Fully Concur, C – Concur, I – Indifferent, PO – Partially Oppose, CO – Completely Oppose.

No.	Test Items	FC (5)	C (4)	I (3)	PO (2)	CO (1)
1	Teachers engaged in decision processes that affect the wider school community.					

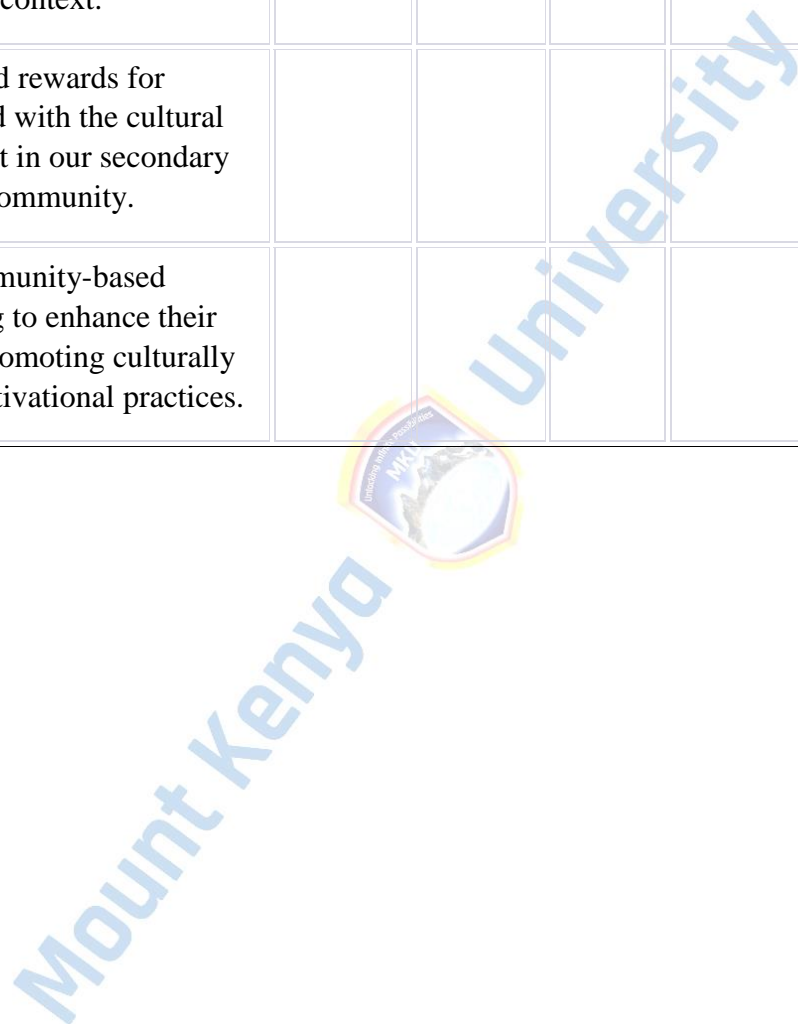
No.	Test Items	FC (5)	C (4)	I (3)	PO (2)	CO (1)
2	Conflicts are handled during the implementation of decisions.					
3	The principal recognizes and considers teachers' input in the decision-making process.					
4	Principals demonstrate flexibility in the implementation of decisions.					
5	Managerial decisions align with professional development opportunities for teachers.					

Please provide your responses by marking the appropriate spaces.

## Section D: Motivation Strategies

### 1. Rating of Principal's Motivation Practices:

	<b>Fully endorse (5)</b>	<b>Endorse (4)</b>	<b>Unsure (3)</b>	<b>Partially Oppose (2)</b>	<b>Completely Oppose (1)</b>
<b>Motivation Practices</b>					
Integrate culturally specific motivational strategies to inspire and engage teachers within the unique cultural context.					
Recognition and rewards for teachers aligned with the cultural values prevalent in our secondary public-school community.					
Engage in community-based cultural training to enhance their leadership in promoting culturally appropriate motivational practices.					



## **2. Principals' Influence on Motivation Strategies and Teachers' Job Satisfaction**

Motivation strategies adopted by principal's influence teachers' job satisfaction in your secondary school.

**Key:** FE – Fully endorse E – Endorse I – Indifferent PO – Partially Oppose CO –

Completely Oppose

No.	Test Items	FE	E	I	PO	CO
		...	...	...	...	...
		5	4	3	2	1
1	Teachers perceive the cultural appropriateness of the current motivation strategies implemented by the school principal.					
2	Teachers believe the recognition and rewards system aligns with the cultural values of our secondary public school.					
3	Teachers find the current professional development opportunities inclusive of socio-cultural elements.					
4	Teachers assess the effectiveness of communication and collaboration strategies in our culturally diverse environment.					
5	Teachers perceive the impact of cultural sensitivity in motivational practices on their overall well-being.					

Please provide your responses by marking the appropriate spaces with numbers. Your honest input is vital for the comprehensive understanding of motivation strategies for Secondary school teachers' work happiness.

**Section E: Supervision practices.**

**1. Principal's Supervision practices:**

On a scale of 1-5, how would you rate your principal's levels of Supervision practices concerning teachers' job satisfaction?

<b>Awareness Level</b>	<b>FE (3)</b>	<b>E (4)</b>	<b>I (3)</b>	<b>PO (2)</b>	<b>CO (1)</b>
Monitoring Workload	[ ]	[ ]	[ ]	( )	( )
Delegation of Leadership Roles					
Providing Timely and Detailed Feedback					
Facilitating Peer Mentorship					

**2. Rating of Influence of Supervision on Teachers' Job Satisfaction:**

Supervision adopted by principal's influence teachers' job satisfaction in your secondary school:

**Key:** CS – Completely Support, S – Support, N – Neutral, PO – Partially Oppose, CO – Completely Oppose

<b>No.</b>	<b>Test Items</b>	<b>CS (5)</b>	<b>S (4)</b>	<b>N (3)</b>	<b>PO (2)</b>	<b>CO (1)</b>
<b>1</b>	Frequency of Classroom Observations					
<b>2</b>	Implementing a Fair Disciplinary System					
<b>3</b>	Supportive Supervision					
<b>4</b>	Resource Provision and Support					

**Section F: Principals Communication Practices.**

**Instructions:** Please mark the appropriate word with an "X" in the space provided.

**Questionnaire 1: Assessment of Principal's Communication Strategies**

A). Communicate with teachers regarding school policies, decisions, and updates.

Completely Support  Support  Indifferent  Partially Oppose   
Completely Oppose.

b). Utilize communication methods to convey information to teachers. (Select all that apply)

Completely Support  Support  Indifferent  Partially Oppose   
Completely Oppose.

c). On a scale of 1-5, with 5 being Completely Supported and 1 being Completely Oppose, how would you rate the clarity of your communication?

5 Completely Support  4 Support  3 Indifferent  2 Partially Oppose  
 1 Completely Oppose.

d) How do you encourage feedback and suggestions from teachers regarding communication strategies?

- Regularly seeks feedback through surveys or meetings (Completely Support)
- Provides an open-door policy for communication (Support)
- Encourages written feedback (Indifferent)
- No specific mechanisms are in place (Partially Opposed)
- None of the above answers. (Completely Oppose)

## Questionnaire 2: Teachers' Perception of Principal's Communication practices

a) To what extent do you believe the principal's communication strategies positively impact the school environment and culture?

Strongly Positive  Somewhat Positive  Neutral  Somewhat Negative  Strongly Negative

b). Considering diverse teacher needs and concerns, how inclusive do you perceive the principal's communication to be?

Very Inclusive  Moderately Inclusive  Slightly Inclusive  Not Inclusive  Not Applicable

c) Do you feel motivated and engaged as a teacher due to the principal's communication efforts?

Highly Motivated  Moderately Motivated  Slightly Motivated  Not Motivated  
 Not Applicable

d) How transparent is the principal's communication regarding school policies, decisions, and changes?

1 Very Transparent Moderately 2 Transparent 3 Slightly Transparent 4 Not Transparent 5 Not Applicable

e) To what extent does the principal solicit and incorporate teacher feedback in their communication approach?

1 Extensively 2 Occasionally 3 Rarely 4 Never 5 Not Applicable

f) How effectively does the principal address conflicts and concerns raised by teachers through communication channels?

1 Very Effectively 2 Moderately Effectively 3 Slightly Effectively 4 Ineffectively 5 Not Applicable

In what ways could the principal enhance communication strategies to better contribute to teachers' job satisfaction?

Thank you,

Edwin Makokha

## **APPENDIX V**

### **INTERVIEW GUIDE FOR PRINCIPALS**

Dear Respondent,

I hope this letter finds you well. Under the Master of Education program, I am Edwin Makokha, a student specializing in Management, Administration, and Leadership at Mount Kenya University. I am researching the "Influence of Principals' Management on Teachers' Job Satisfaction in Public Secondary Schools in Sub-County, Makueni County, Kenya." Your valuable insights as a school principal are crucial for the success of this research. I kindly request your participation in an interview to discuss various aspects related to the management strategies employed in your school and their impact on teachers' job satisfaction.

#### **Section A: Third and Fourth-Year Students in Public Secondary Schools**

1. How many Form IV and III students are enrolled in your secondary school?

#### **Section B: Principals' Decision-Making Strategies**

1. How do you ensure transparent communication of managerial decisions to the teaching staff, and what strategies have you found effective in minimizing ambiguity and promoting understanding among teachers?

2. How do you make decisions regarding professional development opportunities for teachers?

3. What mechanisms do you have to gather teachers' feedback regarding managerial decisions?

#### **Section C: Principals' Motivation Strategies**

1. How do you envision incorporating culturally specific motivational strategies to inspire teachers in secondary public schools?

2. How do you plan to actively engage the local community in fostering a supportive teacher environment?

3. How will you promote effective communication and collaboration between teachers, administrators, and the wider school community, fostering an inclusive and culturally responsive environment?

**Section D: Principals' Supervision practices.**

1. How frequently do you conduct classroom observations, and how do you ensure that these observations provide supportive supervision to enhance teacher performance?

2. In what ways do you monitor teacher punctuality, discipline, and workload, and how do you use the feedback from regular classroom visits to address these areas?

3. How do you implement mentorship programs and facilitate peer mentorship among teachers while delegating leadership roles to promote professional growth and teacher well-being?

**Section E: Principals Communication practices.**

1. Can you describe the primary communication channels you use to interact with teachers, and how these channels contribute to fostering a positive and communicative environment in the school?

2. How do you ensure that communication is clear and easily understood by teachers, and what strategies have you found effective in minimizing misunderstandings that may affect job satisfaction?

3. When conflicts arise, how do you approach communication to resolve issues between teachers, and what role does effective conflict resolution play in maintaining a positive atmosphere and job satisfaction?

Your answers will be handled with utmost confidentiality, and your engagement in this interview is entirely voluntary. The information you offer will be beneficial in comprehending the dynamics of school administration and how they affect teachers' job satisfaction. Kindly contact me at [medw07@gmail.com](mailto:medw07@gmail.com) if you have any questions or concerns. We appreciate your participation, time, and significant input into this study.

Regards,

Edwin Makokha

## APPENDIX VI

### INTERVIEW GUIDE FOR THIRD- AND FOURTH-YEAR STUDENTS

Dear Respondent,

I trust this letter finds you well. My name is Edwin Makokha, and I am a Master of Education student specializing in Management, Administration, and Leadership at Mount Kenya University. I am currently researching the "Influence of Principals' Management Strategies on Teachers' Job Satisfaction in Public Secondary Schools in Sub-County, Makueni County, Kenya." Your perspective as a Form IV student is valuable to understanding the dynamics of the school environment. I kindly request your participation in an interview to discuss various aspects related to the management strategies employed by the school principal and their impact on teachers' job satisfaction.

#### **Section A: Decision-Making Practices.**

1. How aware are you of the decision-making processes at the school level, and do you believe students should have a role in certain decisions?
2. Can you provide an example of a decision where you believe the principal's involvement positively influenced teachers' job satisfaction?
3. In your view, how does the level of teacher involvement in decision-making impact the overall school experience?

#### **Section B: Motivation Practices.**

1. From your perspective, what motivates teachers in our school, and how does their motivation influence your learning experience?
2. How can teachers incorporate cultural relevance into their teaching methods to make lessons more engaging for students, considering the cultural context of our school?

3. What support systems or strategies do you think teachers could implement to assist better students who may be struggling academically, and how might this impact teacher satisfaction?

**Section C: Supervision Practices.**

1. How often do you notice your teachers being observed by school principal during classroom sessions, and in what ways do you feel these observations influence their teaching methods or improve your learning experience?

2. How do you perceive the principal's efforts to monitor teacher punctuality, discipline, and workload, and what effects do these factors have on the overall learning environment and your academic progress?

3. In what ways do students believe that teacher mentorship programs contribute to the improvement of teacher performance and the classroom learning environment?

**Section D: Principals' Communication Practices.**

1. How transparent do you find the communication of important information from teachers, and how might increase transparency positively influence teacher job satisfaction?

2. From your perspective, what are the most effective communication channels between students and teachers, and how do these channels contribute to a positive school environment?

3. In times of challenges or changes, how do you perceive the communication from teachers, and in what ways might clear communication during such times contribute to teacher satisfaction?

You are not obligated to participate in this interview, and your answers will be kept private.

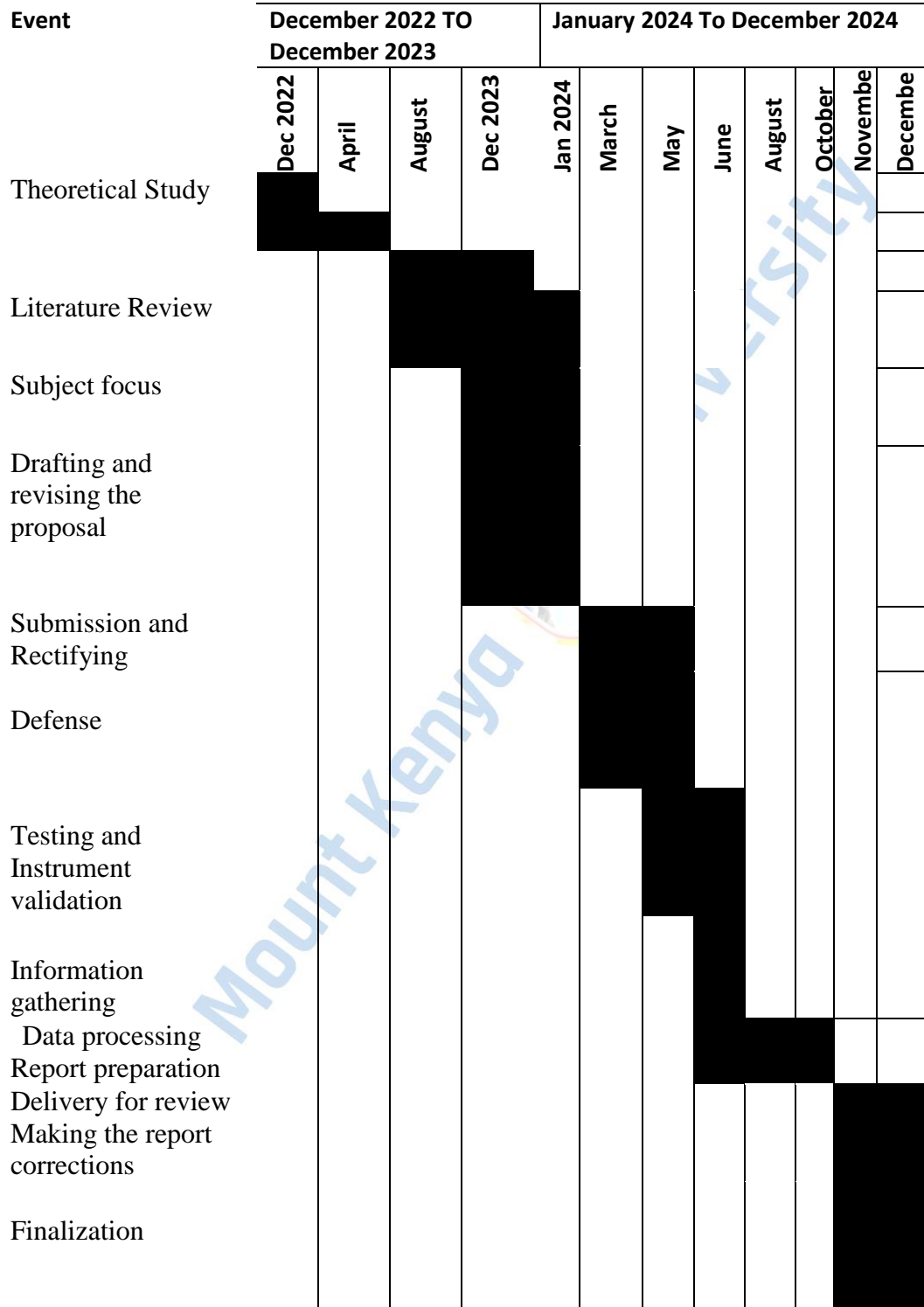
Your observations will greatly enhance the breadth and depth of the study results. Please use my email address, medw07@gmail.com, to contact me with any queries or worries. We appreciate your time and important input on this study.

Regards,

Edwin Makokha

**APPENDIX VII**

**WORK PLAN Gantt chart Work Plan for the Study from December 2022 to Dec 2024**




## APPENDIX VIII

### PROPOSED RESEARCH BUDGET

ACTIVITY	QUANTITY	UNIT COST	TOTAL COST
Plan development	A 78-page duplicate	400 per page	31200
Copy of preliminary versions	4 copies of 78 pages	10 per page	3120
Continuous loop binding	4 copies	150 per copy	600
Library transportation expenses	Two days a month	1600 per day	3200
Measurement tools	200 copies of 4 pages	10 per page	8000
Refreshments and commute	15 days	800 per day	12000
Information entry and assessment	225 pages	50 per page	12250
Printout of the final project	4 copies of 145 pages	10 per page	5800
Document binding	4 copies	350 per copy	1400
<b>Total</b>			<b>77570</b>

## APPENDIX IX

### Certificate Of Ethical Clearance

**Mount Kenya University**

REF: MKU/ISERC/3635  
TO: EDWIN OTIENO MAKOKHA  
REG: MED/2023/36998  
Date: 25 April 2024

Dear Sir/Madam,


**RE: INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON TEACHERS JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN MAKUENI WOTE SUB COUNTY KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2679**. The approval period is **25/04/2024 - 24/04/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,  
  
**Dr. Alfred Owino, PhD**  
**Chairman, Mount Kenya University ISERC**

The Chairman  
Mount Kenya University  
Ethics Review Committee  
P.O. Box 342-0190, Thika

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 709 153 000 | +254 709 153 200  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified Institution.  
Unlocking Infinite Possibilities

APPENDIX X

Introductory Letter



**DIRECTORATE OF GRADUATE STUDIES**

MED/2023/36998

25<sup>th</sup> April, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,

**RE: EDWIN OTIENO MAKOKHA - REGISTRATION NO. MED/2023/36998**

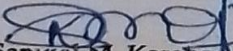
The purpose of this letter is to introduce the above named student who is pursuing Master of Education Degree in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "**Influence of Principal's Management Practices on Teachers Job Satisfaction in Public Secondary Schools in Makueni Wote Sub- County, Kenya.**"

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2024 and July, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


  
**Dr. Samuel M. Karenga, Ph.D**  
**Director, Graduate Studies**


Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director,  
Graduate Studies

Enc.

# APPENDIX XI


## Research Permit

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 951543 Date of Issue: 14/May/2024


**RESEARCH LICENSE**




This is to Certify that Mr. EDWIN OTIENO MAKOKHA of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Makueni on the topic: INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON TEACHERS JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN MAKUENI WOTE SUB COUNTY KENYA. for the period ending : 14/May/2025.

License No: NACOSTI/P/24/35326

951543  
Applicant Identification Number

  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

See overleaf for conditions

**APPENDIX X11**  
**Research Authorization**



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT FOR BASIC EDUCATION**

**Telephone:** .....  
**Fax:** .....  
**Email:** cdemakueni@gmail.com  
**When replying please quote**

*County Director of Education Office*  
*Makueni County*  
*P.O BOX 41 - 90300*  
**MAKUENI**

**Ref No. MKN/C/ED/5/33/VOL.II/200**

**16<sup>th</sup> May, 2024**

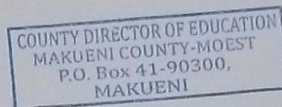
Mr. Edwin Otieno Makokha  
**MOUNT KENYA UNIVERSITY**

**RE: RESEARCH AUTHORIZATION**

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) Dated 14<sup>th</sup> May, 2024 authorizing you to carry out research on **“Influence of Principal’s Management Practices on Teachers Job Satisfaction in Public Secondary Schools in Makueni Sub County”**, for the period ending 14<sup>th</sup> May, 2025.

Following this authorization, you are allowed to proceed with your research as requested.

Charles O Nyakundi  
County Director of Education  
**MAKUENI COUNTY**



**CC:**  
Director General/ CEO, NACOSTI

**APPENDIX X11I**

**Research Authorization**



**OFFICE OF THE PRESIDENT  
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**

Telegram:  
Telephone: 0101-362-089  
Fax:  
Email: [cc.makueni@interior.go.ke](mailto:cc.makueni@interior.go.ke)

**COUNTY COMMISSIONER  
MAKUENI COUNTY  
P.O. Box 1-90300  
MAKUENI**

Ref: MKN/CC/ADM.6/1 VOL.V/168

16<sup>th</sup> May, 2024


Edwin Otieno Makokha  
**MOUNT KENYA UNIVERSITY**

**RE: RESEARCH AUTHORIZATION**

Reference is made to Director General National Commission for Science Technology and Innovation Research License Ref. No. NACOSTI/P/24/35326 dated 14<sup>th</sup> May, 2024 on the above subject.

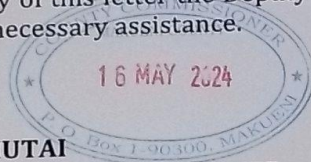
You are hereby authorized to undertake research on "INFLUENCE OF PRINCIPALS MANAGEMENT PRACTICES ON TEACHERS JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN WOTE, MAKUENI" for the period ending 14<sup>th</sup> May, 2025.

By a copy of this letter the Deputy County Commissioner is requested to give you the necessary assistance.

  
N. J. KIMUTAI  
FOR: COUNTY COMMISSIONER  
**MAKUENI**

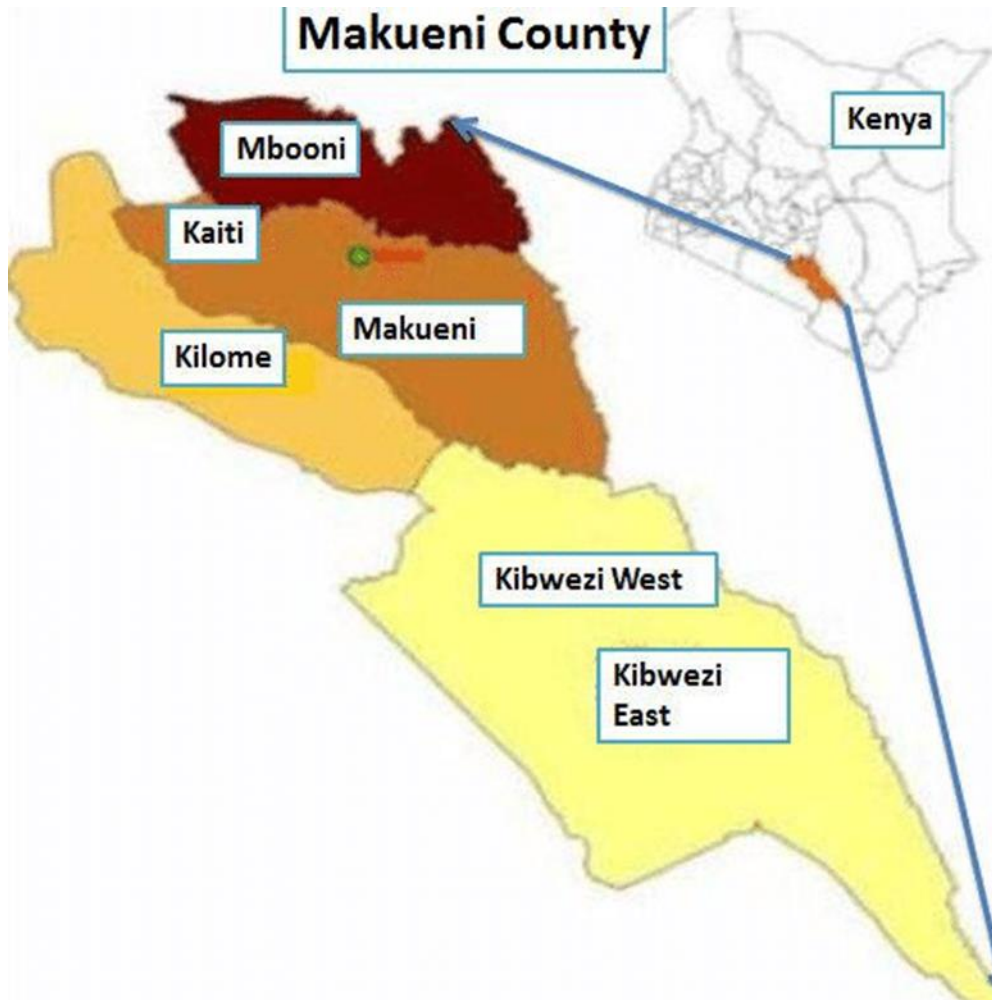
C. C.  
County Director of Education  
**MAKUENI**

Deputy County Commissioner  
**MAKUENI SUB COUNTY**



APPENDIX XIV

MAP OF MAKUENI COUNTY SHOWING WOTE SUB-COUNTY



APPENDIX XV: SIMILARITY INDEX

**Edwin O'ieno Makokha**  
**INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON TEACHERS**  
**JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN MAKUENI SUB**  
**COUNTY KENYA.**

EDWIN OTIENO MAKOKHA

FINAL EDWIN MAKOKHA PROJECT.docx

-  PG 2021
-  PG 2021
-  Mount Kenya University



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