



School-based Support Supervision as a Predictor of Teacher Job Satisfaction in Secondary Schools in Bukedea District, Uganda

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Abstract: This study examined the influence of school-based support supervision by school managers on teacher job satisfaction in secondary schools in Bukedea District, Uganda. The study was underpinned by Herzberg's Two-Factor Theory of Motivation. Convergent parallel mixed methods research design was employed. The study targeted 480 secondary school teachers and 81 administrators from both government-aided and private secondary schools., a sample of 214 teachers were selected using proportionate simple random sampling techniques for the quantitative data, while purposive sampling was used to select 10 participants for the qualitative data collection. Quantitative data were collected using structured questionnaires while interviews were conducted to collect qualitative data. Quantitative analysis using descriptive statistical methods revealed a moderately significant positive relationship between school-based support supervision and teacher job satisfaction ($r = .436$, $p = .000$). Linear regression analysis indicated that school-based support supervision accounted for 19% of the variance in teacher job satisfaction. However, classroom observation and peer supervision were found to negatively predict teacher job satisfaction. The study concluded that while school-based support supervision plays a role in job satisfaction, its effectiveness is limited when teacher welfare is not adequately addressed. Additionally, other factors influence teacher job satisfaction. The study recommends strengthening the capacity of school-based supervisors to conduct regular, meaningful supervision to enhance teacher job satisfaction. Furthermore, ensuring equitable pay across different school categories and teacher levels is essential for improving job satisfaction.

Keywords: Support supervision, job satisfaction, capacity building, secondary school, Educational Leadership, Teacher motivation, Professional development, Performance monitoring

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1. Introduction

Support supervision is a structured process that provides employees with constructive feedback, goal-setting opportunities, and strategies to improve their performance to meet organizational standards (USAID, 2010). In a school setting, support supervision is conducted by school administrators, primarily led by the headteacher, through a

collaborative approach where both the supervisor and supervisee work towards shared goals. Unlike traditional autocratic supervision methods, school-based support supervision focuses on supporting teachers to enhance their performance and professional growth. In this study, school-based support supervision includes classroom observation, capacity building, performance monitoring, feedback provision, and motivation from school administrators.

Teacher job satisfaction refers to an educator's perception of how well their job meets their fundamental needs (Luthan, 2011). Indicators of job satisfaction include the nature of work, salary, and opportunities for promotion. Ainley & Carstens (2018) define teacher job satisfaction as the sense of fulfillment and gratification derived from teaching. It involves both positive and negative self-evaluations of work experiences, which can be influenced by internal and external factors and, in turn, affect student performance (Skaalvik & Skaalvik, 2011). A satisfied teacher is more committed, productive, and less likely to leave the profession. In this study, teacher job satisfaction is measured by commitment to work, productivity, and retention.

Teacher job satisfaction is a growing global concern. In the United States, for instance, a survey by EdWeek Research Center (2022) revealed that slightly over 50% of teachers were satisfied with their jobs, but only 12% reported being very satisfied. Furthermore, 50% stated they would not encourage their children to pursue teaching, citing increased workload, lack of respect, low salaries, and disengaged students as key concerns.

In Africa, similar trends have been observed. In Kenya, research by Obonyo (2017) found that 56.7% of teachers were dissatisfied with their jobs, and 63.9% would not choose the profession again if given the chance. Frequent teacher strikes over pay and working conditions reflect this dissatisfaction. In Uganda, teacher job satisfaction is also low, with a severe shortage of science teachers, particularly in rural schools. The Uganda National Teachers' Union (UNATU, 2013) attributes this to poor pay and pay disparities between professions. This dissatisfaction manifests through teacher absenteeism, late arrivals, unfinished tasks, and poor student-teacher interactions (Magyezi, 2014).

In Bukedea District, secondary schools are experiencing high levels of teacher absenteeism, poor task completion, and an increasing number of teachers intending to leave their jobs (ASSHU, 2019). Given this backdrop, this study sought to investigate how school-based support supervision influences teacher job satisfaction.

1.1 Problem Statement

To improve school-based support supervision, the Directorate of Education Standards (DES) developed and implemented the Teacher Supervision Tool (TST) to standardize supervision in schools (MOES, 2017). This initiative was introduced after a report by the Ministry of Education and Sports (MOES, 2012) found that only 20% of secondary school headteachers conducted school-based supervision of teachers. Mulanda et al. (2016) further noted that inadequate internal supervision led to outdated

teaching methodologies. Consequently, headteachers, deputy headteachers, and senior teachers were designated as school-based supervisors to enhance teacher performance and job satisfaction.

Despite these efforts, studies by Omaali (2021) in Ugandan secondary schools and Okia (2021) in primary schools within the Teso region (including Bukedea) revealed that support supervision remains inadequate. This has contributed to low teacher performance, characterized by incomplete syllabus coverage, chronic lateness, unprofessional conduct, and poor task completion—indicators of job dissatisfaction. These challenges have also led to increased student absenteeism, high dropout rates, and poor academic performance, as evidenced by Uganda National Examinations Board (UNEB) results from 2015–2020. For example, in 2018, only 14% of students in Bukedea who sat for the Uganda Certificate of Education (UCE) exams scored in divisions one and two, while 57% scored in divisions four and nine. In 2019, the figures remained discouraging, with only 15% of students achieving grades in divisions one and two.

While the exact reasons for poor performance and low job satisfaction are unclear, school-based support supervision could be a contributing factor. Studies in Uganda on teacher job satisfaction have primarily focused on rewards (Magyezi, 2014), work environment (Aluka, 2014), and its impact on student performance (Kasaija et al., 2019). While Omaali (2021) examined the management of support supervision in secondary schools, the study did not explore its link to teacher job satisfaction. This gap necessitates further research to assess how school-based support supervision influences teacher job satisfaction, with the aim of informing strategies to reduce teacher turnover and absenteeism in secondary schools in Bukedea District.

2. Literature Review

Support supervision is crucial in enhancing the quality of teaching and learning by providing strong leadership and ongoing support for professional development (Okello et al., 2020). Schools can utilize support supervision to identify challenges faced by teachers, offer immediate feedback, provide training opportunities, and create motivational incentives. Effective supervision fosters teacher job satisfaction, leading to increased commitment, productivity, and reduced turnover.

Kilminster et al. (2007) identified key factors for effective support supervision, including knowledge of the local teaching context, collaboration between supervisors and supervisees, constructive feedback, planned supervision with clear learning objectives, and a knowledgeable

supervisor. Effective supervision requires supervisors to be competent, empathetic, and willing to mentor teachers.

Several studies highlight the role of supervision in teacher effectiveness. Kalule & Bouchamma (2014) identify supervision as an extrinsic motivator, while Aguti (2015) argues that teachers tend to perform better under supervision. Okia et al. (2021) found that democratic and non-directive supervision positively impacted teacher performance in Ugandan primary schools, emphasizing the importance of collaborative supervision.

The Ministry of Education and Sports introduced the Teacher Supervision Tool to standardize supervision and improve teacher effectiveness (Okia, 2021). This tool assesses teaching preparation, lesson delivery, student engagement, gender inclusivity, learner assessment, and teacher-student interactions. However, research by Baggy & Mijares (2021) found that frequent classroom observation negatively impacted on teacher job satisfaction, as it was perceived as stressful and judgmental.

Further, studies such as Suchyadi (2018) in Indonesia found a positive correlation between principal supervision and teacher job satisfaction, though the study lacked qualitative insights. Conversely, Maldrine & Kiplangat (2020) in Kenya reported no significant relationship between supervision and job satisfaction, indicating the need for further research to explore this dynamic within the Ugandan context. Given these mixed findings, this study sought to provide deeper insights into the influence of school-based support supervision on teacher job satisfaction in Bukedea District with the following objectives: To assess the level of implementation of school-based support supervision in secondary schools in Bukedea District. To determine the level of teacher job satisfaction in secondary schools in Bukedea district. To determine the influence of school-based support supervision on teacher job satisfaction in secondary schools in Bukedea District and to explore other factors that influence teacher job satisfaction in secondary schools in Bukedea District.

3. Methodology

3.1 Research design

A Convergent parallel mixed-research design was used in the study. Both quantitative and qualitative methods were used in the same stage of the research process, methods evaluated equally, the two components analyzed independently, and the results interpreted together (Creswell & Pablo-Clark, 2011). Triangulation of the methods was done by directly comparing the quantitative

statistical results and qualitative findings for purposes of corroboration and validation. The qualitative method in this study is one on one interview of headteachers using an interview guide to solicit their views in detail and while quantitative data was obtained through cross-sectional survey using a questionnaire for teachers and heads of department to capture

3.2 Sampling and samples

The study population consisted of 81 administrators who included Headteachers, director of studies and deputy Headteachers. In each of the sample schools only one administrator was selected for the interview. A total of 214 teachers were selected from the population of 480 teachers, according to Krejcie and Morgan's sampling table (1970) to solicit quantitative data through questionnaires. Ten administrators from both Government and private secondary schools were selected to give qualitative data through interviews. Purposive sampling was used to choose administrators based on their administrative experience. The researcher wanted to explore the activities carried out by school-based support supervisors, the frequency of support supervision, the level of teachers' job satisfaction, relationship between school-based support supervision and job satisfaction, challenges to support supervision and other factors that influence teacher job satisfaction in secondary schools in Bukedea District.

3.3 Data collection tools

The data was attained through one-on-one interviews and questionnaires. The data from the head teachers was obtained through interviews, Creswell (2014) asserts that interviews are the best way of evaluating personal insights and description of the state of affairs being studied and to get firsthand information from those who are reliably informed and obtain a more accurate information (Easwaramoorthy & Various, 2006). Interview guides were used to uphold focus on the study variables and to prevent departure from the intended purpose that could misrepresent the study findings (Wyse, 2014). The information from teachers was gathered using questionnaires in order to reduce time and cost reduction. Creswell (2016) recommends that questionnaires are the most cost-effective method of data collection. The intention was to get the teachers' views to minimize the cost of the study while allowing free expression with minimal fear (Chaleunvong, 2009). Besides, questionnaires were used because they guarantee uniformity of data and the population was literate therefore could read and understand for themselves (De Leeuw, 2008).

3.4 Quality control of data collection instruments

The research instruments and data collection procedures were valid and reliable. Reliability and validity are important for trustworthiness and believability of research findings (Neuman, 2003)

Neuman (2003) posits that validity proposes that data is true and aligns with reality. It denotes the degree to which a research tool precisely measures what it plans to. It was verified by means of Content Validity Index (CVI). It encompassed lectures (supervisors) rating the importance of items in the research tools in relation to variables in the study and agreement ruling is that only variables recording above 0.70. The CVI value was obtained using the method:

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

CVI = Number of relevant items (33)/total number of items (36) was calculated and found to be 0.91 indicating that the CVI was acceptable since was greater than 0.78. Lynn's (1986) criteria where CVI is greater than 0.78 is considered excellent and items are passed as relevant if they were tested by a minimum of three experts. School based support supervision scale had 25 items and 22 items were valid.

Validity in addition to the above was realized by sharing the interpretations of data obtained with the respondents. The participants in the pilot study reviewed the items in the research tools for efficacy to promote validity.

Reliability is the degree to which the instrument yields the same results on repeated trials (James, 1970). It was verified by means of internal consistency reliability by Cronbach's alpha, a reliability measure. This was verified by carrying out a pilot study. 25 teachers who did not take part in the study were chosen. The overall Cronbach alpha obtained for the questionnaire was of the value $\alpha = 0.90$ far above the recommended 0.70 (Amin, 2015) The two subscales in the questionnaire yielded Cronbach alpha of 0.89 and 0.78 school based support supervision and job satisfaction respectively. These values meant that the scales used were consistent.

3.5 Data Collection Procedure

An introductory letter was obtained from the Dean faculty of Education, Busitema University and used to secure permission to carry out study. An appointment was made with the DEO and a brief explanation concerning the investigation was given before proceeding to the sampled schools. In schools, consent was sought from the

headteachers to administer research tools. One teacher was chosen to administer questionnaires to their colleagues while the researcher carried on one-on-one interviews with the administrator. Data collected was then be organized, examined, presented and interpreted.

3.6 Data Analysis

Quantitative data was analyzed and tabulated by means of statistical package for social sciences (SPSS) version 20. Frequencies and percentages were calculated in regard to the main answers to the key variables in the study (Creswell (2005). In this section, the data analysis was done starting with the demographic data and then following each objective. The demographic information yielded frequencies and percentages, whereas for Objectives 1 and 2 descriptive statistics were generated to establish the degree of implementation of support supervision then the level of teacher job satisfaction.

For objective 3, Pearson correlation coefficient was applied to establish if there was a significant relationship between school-based support supervision and teacher job satisfaction in secondary schools in Bukedea District and linear regression analysis was done to determine the degree of influence of school-based support supervision on teacher job satisfaction.

Objective 4 Analyzed the qualitative data, data was organized into themes and analyzed by content. Respondents' opinions were subdivided and integrated into the report. Data from the quantitative and qualitative methods was then triangulated, analyzed and discussed.

Data from open-ended questions and interviews, was organized into themes according to the stated objectives, subjected to content analysis and then presented in narrative form. To Nieuwenhuis(2014) content analysis is the method of seeing data from different angles to figure out main ideas that can be used in the interpretation of raw data. Key points were identified, classified into main themes and interpreted to bring out the study findings. This was in agreement with Flick (2013) view that the purpose qualitative analysis is to compare the diverse cases and define shared elements and divergent views with aim of obtaining overall statements from the findings.

4. Results and Discussion

4.1 The Influence of School-Based Support Supervision on Teachers' Job Satisfaction in Secondary Schools in Bukedea District

To assess the relationship between school-based support supervision and teacher job satisfaction, the Pearson

correlation coefficient was used to analyze the data. The results are presented in Table 1 below.

Table 1: Pearson Correlation Between School-Based Support Supervision and Teacher Job Satisfaction

Variable	Pearson Correlation	Sig. (2-tailed)	N
School-Based Support Supervision	1	-	214
Teacher Job Satisfaction	.436**	.000	214

Source: Primary Data (2022)

Note: $p < 0.01$, significant at the 0.01 level (2-tailed).

The findings in Table 1 indicate a statistically significant positive correlation ($r = 0.436$, $p < 0.001$) between school-based support supervision and teacher job satisfaction in secondary schools in Bukedea District. This suggests that as school-based support supervision increases, teachers' job satisfaction also improves. This result aligns with Herzberg's Two-Factor Theory of Motivation, which posits that supervision is a positive possible factor influencing job satisfaction. Herzberg (1959) categorized supervision as a "hygiene factor," meaning that when supervision is effective and supportive, it prevents

dissatisfaction and enhances teachers' motivation and morale.

However, while school-based support supervision contributes to teacher job satisfaction, other factors such as remuneration, students' discipline, teachers' welfare, work environment, and community relations also play a role. Further analysis using regression was conducted to determine the extent to which school-based support supervision predicts teacher job satisfaction.

Table 2: Model Summary Showing the Relationship Between School-Based Support Supervision and Teacher Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.436	0.190	0.186	5.31416

Source: Primary Data (2022)

The coefficient of determination ($R^2 = 0.190$) indicates that 19% of the variations in teacher job satisfaction can be attributed to school-based support supervision, while the remaining 81% is influenced by other factors. This finding reinforces the view that although support supervision plays an important role, it is not the sole determinant of job satisfaction.

4.2 Influence of Individual Constructs of School-Based Support Supervision on Teacher Job Satisfaction

To further understand the predictive power of various aspects of school-based support supervision, regression analysis was conducted. The results are presented in Table 3.

Table 3: Regression Analysis of School-Based Support Supervision Constructs on Teacher Job Satisfaction

Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	4.436	7.146	-	0.621	0.540
Classroom Observation (CLASSOBR)	-1.418	0.455	-0.765	-3.120	0.004
Feedback (FEEDBAC)	2.308	0.826	0.895	2.793	0.010
Capacity Building (CAPBUILD)	1.536	0.306	1.012	5.016	0.000
Motivation (MOTIVATI)	0.269	0.357	0.120	0.754	0.458
Peer Supervision (PEERSUP)	-2.412	0.624	-1.081	-3.868	0.001
Performance Monitoring (PERFMON)	3.968	0.840	0.713	4.723	0.000

Source: Primary Data (2022)

4.3 Discussion of Findings:

Classroom Observation (-1.418, p = 0.004)

Classroom observation negatively and significantly predicted teacher job satisfaction. This suggests that frequent and possibly rigid classroom observations may induce stress and reduce autonomy, leading to dissatisfaction. This aligns with the Self-Determination Theory (Deci & Ryan, 1985), which emphasizes that autonomy is critical to job satisfaction. This was qualitatively supported as one of the interviewed headteachers noted: *“Some teachers feel like they are being judged unfairly during observations, which makes them anxious and demotivated.”*

Feedback (B = 2.308, p = 0.010)

Feedback was a significant positive predictor of teacher job satisfaction. This aligns with Vroom’s Expectancy Theory (1964), which states that employees are motivated when they receive constructive feedback that enhances their performance.

Capacity Building (B= 1.536, p = 0.000)

Capacity-building initiatives such as training and workshops significantly enhanced teacher job satisfaction. This supports the Job Characteristics Model (Hackman & Oldham, 1976), which suggests that professional development fosters job enrichment and satisfaction.

Motivation (B = 0.269, p = 0.458, Not Significant)

Motivation in the form of rewards and recognition was not a significant predictor of job satisfaction. This contradicts Herzberg’s (1959) assertion that recognition and rewards enhance job satisfaction. However, it might be due to the

low or inconsistent nature of incentives in these schools. As noted by one interviewee: *“Rewards are rare, and when they come, they are not enough to make a significant impact.”*

Peer Supervision (b= -2.412, p = 0.001)

Peer supervision negatively affected teacher job satisfaction, suggesting that teachers might perceive it as interference or lack of professional trust. This is consistent with Social Exchange Theory (Blau, 1964), which indicates that negative peer interactions can lead to dissatisfaction. The interviewee seems agreed: *“Sometimes, peer supervision feels like policing rather than support. It creates unnecessary tension.”*

Performance Monitoring (B = 3.968, p = 0.000)

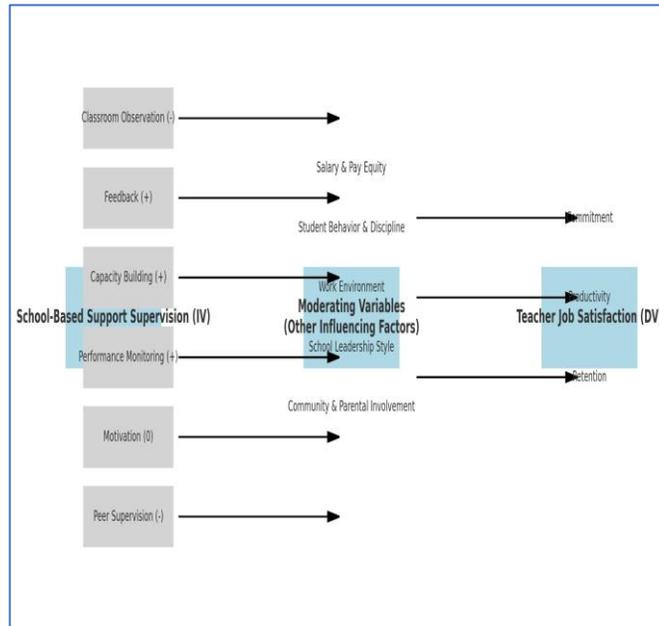
Performance monitoring had the strongest positive influence on teacher job satisfaction, indicating that when performance is effectively monitored, teachers feel recognized and valued. This is supported by the Goal-Setting Theory (Locke & Latham, 1990), which posits that well-defined goals and performance evaluations enhance motivation and satisfaction. Administrators also accept that *“When my work is assessed fairly and I get positive feedback, I feel a sense of achievement.”* The interviewees also agreed that school-based support supervision influenced teacher job satisfaction. While another administrator added that *“When we carry out classroom observation, we identify challenges teachers face for example in the preparation of pedagogic documents, lesson delivery, learner assessment and their interactions. When feedback is provided the capacity of teachers to perform is enhanced and this facilitates their professional growth therefore raising their job satisfaction. In addition, we also reward good performance which motivates them”*

5. Conclusion and Recommendation

5.1 Conclusion

The study examined whether school-

based support supervision influenced teachers job satisfaction in secondary schools. The findings of this study are summarized in figure shown below which can serve as a model of implementing school-based support supervision



The conceptual framework chart visually represents the relationship between school-based support supervision and teacher job satisfaction while considering moderating variables. The study findings align with this framework, confirming that school-based support supervision has a moderate positive influence on teacher job satisfaction.

From the study results:

1. Positive Predictors:
 - Feedback, capacity building, and performance monitoring significantly improved teacher job satisfaction. These components foster professional growth, provide constructive guidance, and create a supportive environment that enhances teacher motivation and productivity.
 - This supports Herzberg's Two-Factor Theory, where effective supervision acts as a hygiene factor that prevents dissatisfaction.
2. Negative Predictors:
 - Classroom observation and peer supervision negatively impacted teacher job satisfaction, indicating that overly frequent or poorly implemented

supervision practices may cause stress, reduce autonomy, and lower morale.

- This aligns with the Self-Determination Theory, which emphasizes the importance of teacher autonomy in professional satisfaction.
3. Neutral Influence:
 - Motivation (incentives and recognition) was found to have an insignificant effect, suggesting that extrinsic rewards alone do not necessarily increase job satisfaction if other working conditions remain unfavorable.
 4. Moderating Variables:
 - The study findings indicate that while supervision plays a role, other factors such as salary & pay equity, work environment, leadership style, and student behavior significantly influence teacher job satisfaction. This explains why supervision alone accounts for only 19% of the variance in job satisfaction, as shown in the regression analysis.

Final Interpretation of the result

The models show that school-based support supervision is essential but not sufficient on its own to ensure high teacher job satisfaction. Strengthening positive supervision practices while addressing external moderating factors (such as pay disparities and teacher welfare) will create a more conducive environment for teacher retention, commitment, and productivity.

5.2 Recommendation

1. Redesign Classroom Observation: It should be supportive rather than punitive to enhance teacher autonomy.
2. Enhance Feedback Mechanisms: Provide constructive and timely feedback to teachers.
3. Strengthen Capacity Building: Increase professional development programs.
4. Improve Peer Supervision: Establish a culture of mentorship rather than judgment.
5. Revise Motivation Strategies: Introduce meaningful incentives and recognition programs.

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