

Influence of Headteachers' Supervision Strategies on Teachers' Job Satisfaction in Secondary Schools in Masereka, Democratic Republic of Congo

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ABSTRACT

This study examined the influence of headteachers' supervision strategies on teachers' job satisfaction in secondary schools in Masereka, Democratic Republic of Congo. The study was guided by the need to understand how instructional supervision practices such as classroom observation, feedback provision, mentoring, coaching, collaboration, and performance appraisal affect teachers' motivation, morale, and overall job satisfaction. A descriptive research design was adopted, integrating both quantitative and qualitative approaches. The target population comprised 120 teachers and 15 headteachers from 15 secondary schools. A sample of 90 teachers and 15 headteachers ($n = 105$) was selected using purposive sampling. Data were collected using structured questionnaires for teachers and semi-structured interview schedules for headteachers. Quantitative data were analyzed using descriptive statistics, including means and standard deviations, while qualitative data were analyzed thematically.

Findings revealed that headteachers' supervision strategies are moderately implemented ($M = 2.88$, $SD = 0.90$). Teachers perceived supervision as beneficial in improving instructional practices, particularly through feedback, classroom observation, and collaboration. However, weaknesses were noted in the regularity of supervision, fairness of appraisal, and consistency of feedback. The study further found that teachers' job satisfaction was moderately high ($M = 3.02$, $SD = 0.86$), with strong intrinsic motivation, commitment, and enthusiasm for teaching. Nevertheless, teachers reported lower levels of recognition, morale, and perceived value from school leadership. The study concludes that headteachers' supervision strategies have a positive but inconsistent influence on teachers' job satisfaction. It recommends strengthening structured supervision systems, improving feedback quality, enhancing fairness in appraisal, institutionalizing teacher recognition, and reducing administrative workload on headteachers to improve instructional leadership effectiveness.

Keywords: instructional supervision, headteachers, job satisfaction, teacher motivation, secondary schools, Masereka, Democratic Republic of Congo.

INTRODUCTION

Education is widely recognized as a critical instrument for social transformation, economic growth, and sustainable development across the world. Through education, societies cultivate the knowledge, skills, and competencies necessary for national productivity and global competitiveness. Within the education system, teachers occupy a central role as the primary implementers of curriculum and facilitators of learning. Their effectiveness significantly determines the quality of educational outcomes achieved in schools. As noted by Toropova et al. (2021), teachers' professional attitudes and motivation strongly influence classroom practices and students' academic success. In addition, Nguyen et al. (2022) observe that the success of educational reforms and curriculum implementation largely depends on teachers' level of commitment and satisfaction with their professional responsibilities.

Teacher job satisfaction has therefore emerged as a key concern in educational research and policy discussions. Job satisfaction refers to the degree to which teachers feel positively about their professional roles, responsibilities, and working environments. It reflects teachers' perceptions of various factors including recognition, professional autonomy, workload, institutional support, and leadership practices. According to Madigan and Kim (2022), teachers who experience positive working conditions and supportive leadership tend to demonstrate greater enthusiasm and dedication in their teaching activities. Similarly, Liu et al. (2023) argue that teachers who perceive their work environments as supportive and professionally rewarding are more likely to maintain high levels of motivation and commitment to their instructional responsibilities.

Among the various determinants of teacher job satisfaction, school leadership practices have consistently been identified as a crucial factor. School leaders influence the organizational climate of schools through their management approaches, communication practices, and decision-making processes. Effective leadership contributes to the creation of supportive environments that promote professional collaboration and teacher development. Hallinger and Wang (2022) emphasize that school leaders play a central role in shaping institutional cultures that either encourage or hinder teachers' professional well-being. Furthermore, Leithwood et al. (2023) assert that leadership practices that promote trust, shared vision, and collaborative relationships significantly enhance teachers' sense of professional fulfillment and job satisfaction.

In secondary schools, headteachers serve as the chief administrators and instructional leaders responsible for ensuring the effective functioning of schools. Their responsibilities extend beyond administrative management to include supervision of teaching and learning processes. Instructional supervision is a systematic process through which school leaders monitor classroom instruction, evaluate teaching practices, and provide professional support aimed at improving instructional effectiveness. Zepeda et al. (2022) note that effective supervision enables teachers to receive constructive feedback and guidance that strengthens their pedagogical practices. Similarly, Bush (2023) highlights that instructional supervision plays a vital role in improving teaching quality and promoting continuous professional development among teachers.

Headteachers utilize various supervision strategies to enhance instructional effectiveness and support teachers in their professional roles. These strategies may include classroom observation, mentoring and coaching, professional feedback, and collaborative supervision. Classroom observation enables headteachers to assess teaching practices and identify areas requiring improvement. Through mentoring and coaching, teachers are provided with guidance and professional support aimed at enhancing their instructional competence. Zepeda et al. (2022) indicate that mentoring relationships between school leaders and teachers promote professional learning and help teachers refine their pedagogical skills. In addition, the OECD (2023) reports that collaborative supervision practices encourage professional dialogue and teamwork among teachers, thereby fostering a culture of shared learning within schools.

The effectiveness of supervision strategies largely depends on the leadership style adopted by headteachers. Supportive and participatory supervision approaches tend to foster positive relationships between school leaders and teachers, thereby enhancing teachers' motivation and confidence in their professional roles. According to Bush (2023), supervision that focuses on professional growth rather than fault-finding is more likely to promote teacher commitment and job satisfaction. Similarly, Madigan and Kim (2022) observe that when teachers perceive supervision as a supportive process aimed at improving their professional competence, they tend to respond positively and demonstrate higher levels of engagement in their teaching responsibilities.

Globally, numerous studies have highlighted the strong relationship between instructional leadership and teacher job satisfaction. School leaders who prioritize professional support, constructive feedback, and teacher participation in decision-making processes often create positive school climates that enhance teacher motivation and commitment. Leithwood et al. (2023) argue that leadership practices emphasizing collaboration and shared responsibility significantly improve teachers' professional experiences. In the same vein, the OECD (2023) emphasizes that supportive leadership structures in schools contribute to improved teacher morale, professional satisfaction, and overall school performance.

In the African context, however, education systems continue to face numerous challenges that may affect teachers' motivation and job satisfaction. Many schools struggle with limited teaching resources, overcrowded

classrooms, and insufficient professional development opportunities. These conditions often create demanding work environments that may reduce teachers' enthusiasm and commitment to their professional responsibilities. UNESCO (2022) notes that teachers in many African countries frequently experience high workloads and inadequate institutional support. Similarly, the World Bank (2023) reports that improving school leadership and supervision practices is essential for strengthening teacher motivation and enhancing educational quality in the region.

The Democratic Republic of Congo (DRC) is among the countries where the education sector continues to face significant structural and administrative challenges. Although various reforms have been introduced to expand access to education and improve the quality of teaching and learning, many schools still experience difficulties related to infrastructure, teaching materials, and teacher support. According to UNESCO (2022), addressing leadership and management challenges within schools is essential for improving educational outcomes in the country. Furthermore, the World Bank (2023) highlights that strengthening instructional leadership and teacher support mechanisms can significantly enhance the effectiveness of secondary education systems in the DRC.

Masereka, a locality in the Democratic Republic of Congo, represents a context where secondary schools operate within challenging socio-economic and institutional environments. Teachers working in these schools may encounter professional challenges such as limited instructional resources, heavy workloads, and inadequate professional support. Under such circumstances, the supervision strategies adopted by headteachers become critical in shaping teachers' professional experiences and job satisfaction. Bush (2023) emphasizes that effective instructional supervision helps teachers overcome professional challenges and maintain high levels of commitment to their work. Similarly, Leithwood et al. (2023) argue that supportive leadership practices are essential for promoting positive work environments that enhance teacher satisfaction and school effectiveness.

Despite the recognized importance of instructional supervision in enhancing teachers' professional performance and job satisfaction, there is limited empirical evidence on how headteachers' supervision strategies influence teachers' job satisfaction in secondary schools in Masereka. Understanding this relationship is essential for strengthening school leadership and improving the management of teaching and learning processes. Therefore, this study seeks to examine the influence of headteachers' supervision strategies on teachers' job satisfaction in secondary schools in Masereka, Democratic Republic of Congo. The findings of this study are expected to contribute to the existing body of knowledge on educational leadership and provide insights that may inform policies and practices aimed at improving teacher motivation and educational quality.

Statement of the Problem

In an ideal education system, headteachers are expected to provide effective instructional supervision that supports teachers' professional growth, enhances motivation, and promotes high levels of job satisfaction. Through constructive supervision strategies such as classroom observation, mentoring, feedback, and collaborative support, school leaders are able to guide teachers in improving their instructional practices and maintaining commitment to their professional responsibilities. Such leadership practices contribute to positive school climates that enhance teacher morale and improve teaching and learning outcomes (Hallinger & Wang, 2022; Leithwood et al., 2023). However, the current situation in many secondary schools, particularly in developing countries, shows that these ideal supervisory conditions are not always achieved. Teachers often face challenges such as inadequate professional support, limited teaching resources, heavy workloads, and ineffective leadership practices, which may contribute to low levels of job satisfaction and reduced motivation in their work (Madigan & Kim, 2022; Bush, 2023).

In the Democratic Republic of Congo, and particularly in Masereka, secondary schools operate under challenging socio-economic and institutional conditions that may influence teachers' professional experiences and satisfaction with their jobs. Despite the critical role of headteachers' supervision in supporting teachers and improving instructional quality, there is limited empirical evidence on how supervision strategies adopted by headteachers influence teachers' job satisfaction in secondary schools in this area. This gap in knowledge limits the ability of education stakeholders to develop effective leadership strategies that support teachers and enhance educational quality. Therefore, this study seeks to examine the influence of headteachers' supervision strategies on teachers' job satisfaction in secondary schools in Masereka, Democratic Republic of Congo, with the aim of

providing empirical evidence that can inform leadership practices and contribute to improving teacher motivation and the overall quality of education.

Objectives

1. To examine the supervision strategies employed by headteachers in secondary schools in Masereka, Democratic Republic of Congo.
2. To assess the influence of headteachers' supervision strategies on teachers' job satisfaction in secondary schools in Masereka, Democratic Republic of Congo.

LITERATURE REVIEW

Supervision Strategies Employed by Headteachers in Secondary Schools

Instructional supervision is a core function of school leadership, aimed at improving the quality of teaching and learning, supporting teacher development, and fostering professional growth (Zepeda et al., 2022). Headteachers employ a variety of supervision strategies, each intended to address specific aspects of instructional effectiveness. Common strategies include classroom observation, mentoring and coaching, collaborative supervision, and performance appraisal (Bush, 2023; OECD, 2023). Classroom observation allows headteachers to monitor teachers' instructional practices, identify strengths and areas for improvement, and provide constructive feedback aimed at enhancing teaching quality (Hallinger & Wang, 2022). Mentoring and coaching strategies facilitate individualized support for teachers, offering guidance on pedagogical approaches, classroom management, and curriculum implementation. These strategies are particularly effective in developing novice teachers or those requiring additional support to meet instructional standards (Leithwood et al., 2023).

Collaborative supervision has increasingly gained attention as an effective strategy in modern school leadership. This approach emphasizes professional dialogue, shared problem-solving, and peer-to-peer learning among teachers. According to OECD (2023), collaborative supervision promotes a culture of continuous professional development and encourages teachers to adopt innovative teaching practices. Moreover, studies have shown that combining multiple supervision strategies, such as mentoring with classroom observation, enhances teachers' instructional competence and contributes to professional satisfaction (Zepeda et al., 2022; Bush, 2023). Despite these benefits, the effectiveness of supervision strategies often depends on how they are implemented. Supportive, participatory, and developmental approaches have been found to produce better outcomes than authoritarian or purely evaluative methods (Madigan & Kim, 2022).

In the African context, supervision practices in secondary schools face challenges including high teacher-student ratios, limited resources, and inadequate professional development for headteachers (UNESCO, 2022). In the Democratic Republic of Congo, research indicates that headteachers often struggle to provide consistent and effective supervision due to infrastructural constraints and heavy administrative workloads (World Bank, 2023). Consequently, understanding the specific supervision strategies employed in contexts such as Masereka is critical to identifying practices that effectively support teachers while improving instructional quality.

Influence of Headteachers' Supervision Strategies on Teachers' Job Satisfaction

Teacher job satisfaction is a multifaceted concept that reflects teachers' professional fulfillment, motivation, and attitudes toward their work environment. It has been closely linked to leadership and supervision practices in schools (Toropova et al., 2021; Nguyen et al., 2022). Effective supervision strategies positively influence teachers' job satisfaction by providing professional guidance, recognition, and opportunities for continuous learning. For example, classroom observation followed by constructive feedback has been shown to improve teachers' confidence and perceived competence, which in turn enhances their satisfaction with their teaching roles (Hallinger & Wang, 2022). Similarly, mentoring and coaching allow teachers to receive personalized support, fostering a sense of professional value and reinforcing their commitment to the profession (Leithwood et al., 2023).

Collaborative supervision also plays a critical role in enhancing teacher satisfaction. By promoting teamwork, professional dialogue, and shared responsibility in instructional improvement, this approach strengthens teachers' professional identity and morale (OECD, 2023). Research demonstrates that teachers who participate in collaborative supervision report higher levels of motivation, engagement, and overall job satisfaction compared to those subjected to purely evaluative or hierarchical supervisory practices (Zepeda et al., 2022; Bush, 2023). Conversely, supervision approaches that are perceived as authoritarian, punitive, or overly bureaucratic have been found to decrease teacher satisfaction, contribute to professional stress, and increase turnover intentions (Madigan & Kim, 2022).

In the DRC, and specifically in secondary schools in areas like Masereka, teachers often face challenging working conditions, including limited teaching resources, high workloads, and insufficient administrative support (UNESCO, 2022; World Bank, 2023). These conditions underscore the importance of headteachers' supervision strategies in shaping teacher experiences and professional attitudes. While studies globally indicate that effective supervision enhances teacher job satisfaction, there is limited empirical research focusing on the relationship between supervision strategies and teacher satisfaction within the DRC context. Understanding how headteachers' supervision strategies influence teacher satisfaction in Masereka can provide critical insights for improving school leadership practices, supporting teacher motivation, and ultimately enhancing the quality of secondary education.

METHODOLOGY

This study will adopt a descriptive research design to examine the influence of headteachers' supervision strategies on teachers' job satisfaction in secondary schools in Masereka, Democratic Republic of Congo. The descriptive design will be appropriate because it allows for systematic collection and analysis of information regarding existing phenomena, in this case, the supervision practices of headteachers and their potential effects on teachers' professional satisfaction, without manipulating the study variables (Creswell & Creswell, 2018).

The study will be conducted in selected secondary schools in Masereka, where teachers will be actively engaged in delivering the curriculum under the supervision of headteachers. The target population will comprise teachers, headteachers, and education officers within the Masereka jurisdiction, as these groups will possess direct knowledge and experience regarding school supervision and its effects on teachers' job satisfaction. Specifically, the population will include approximately 120 teachers and 15 headteachers across 15 secondary schools in the study area.

A purposive sampling technique will be employed to select participants who will have direct experience with instructional supervision and teacher management. This sampling approach will ensure that the respondents will be knowledgeable about the supervision strategies implemented by headteachers and their potential influence on teacher motivation and job satisfaction. The final sample will consist of 90 teachers and 15 headteachers giving a total of 105 respondents. This sample size will be considered sufficient to provide comprehensive and reliable data while remaining manageable within the study context.

Data will be collected using questionnaires for teachers and semi-structured interview schedules for headteachers. The teacher questionnaire will contain two sections: demographic information and items measuring aspects of supervision strategies, such as classroom observation, mentoring, feedback provision, and collaborative supervision, as well as dimensions of job satisfaction including professional motivation, morale, and work engagement. Responses will be captured using a four-point Likert scale ranging from strongly disagree to strongly agree. The interview schedules will provide qualitative insights into the experiences, perceptions, and challenges associated with supervision strategies and their influence on teacher satisfaction.

The validity of the research instruments will be ensured through expert review by supervisors and educational leadership specialists, who will assess the clarity, relevance, and comprehensiveness of the questionnaire and interview items. Reliability will be established through a pilot study to be conducted in three secondary schools which will generate a Cronbach's alpha coefficient that will indicate the internal consistency of the questionnaire items. Ethical principles such as informed consent, voluntary participation, confidentiality, and anonymity will be strictly observed throughout the study.

Quantitative data from the teacher questionnaires will be analyzed using descriptive statistics, including means and standard deviations, to determine the prevalence of different supervision strategies and levels of teacher job satisfaction. Qualitative data from interviews will be analyzed using thematic analysis, which will involve identifying, coding, and categorizing key themes related to supervision practices and their perceived influence on teachers’ professional experiences. The integration of quantitative and qualitative data will allow for a comprehensive understanding of the potential relationship between headteachers’ supervision strategies and teachers’ job satisfaction in secondary schools in Masereka.

FINDINGS

Gender of Teachers

Figure 1: Gender of Teachers

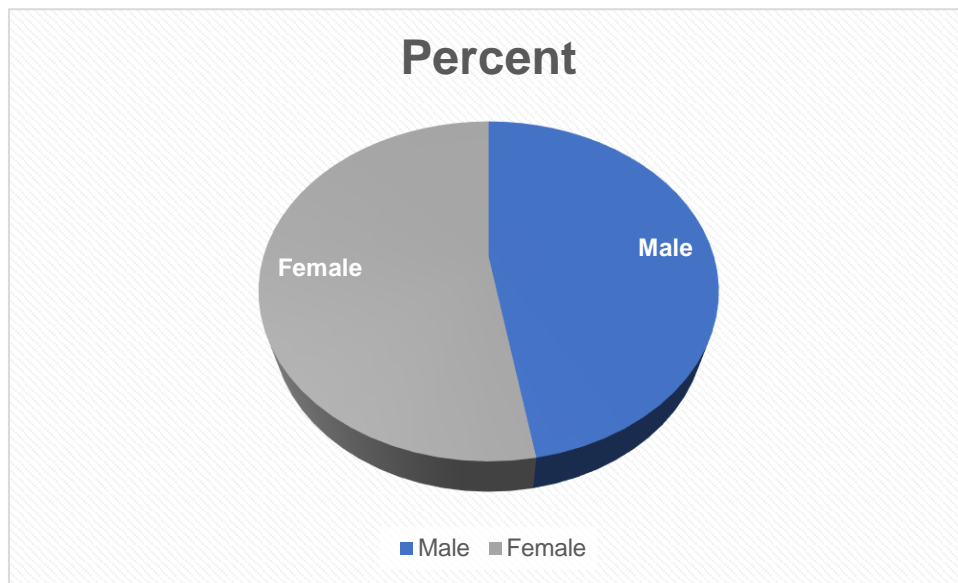


Figure 1 presents the gender distribution of the respondents in the study. Out of the number of teachers who participated, (52.7%) were female, while (47.3%) were male. This indicates a relatively balanced representation of both genders, with a slight predominance of female teachers among respondents.

Teachers’ Age Group

Figure 2: Teachers’ Age Group

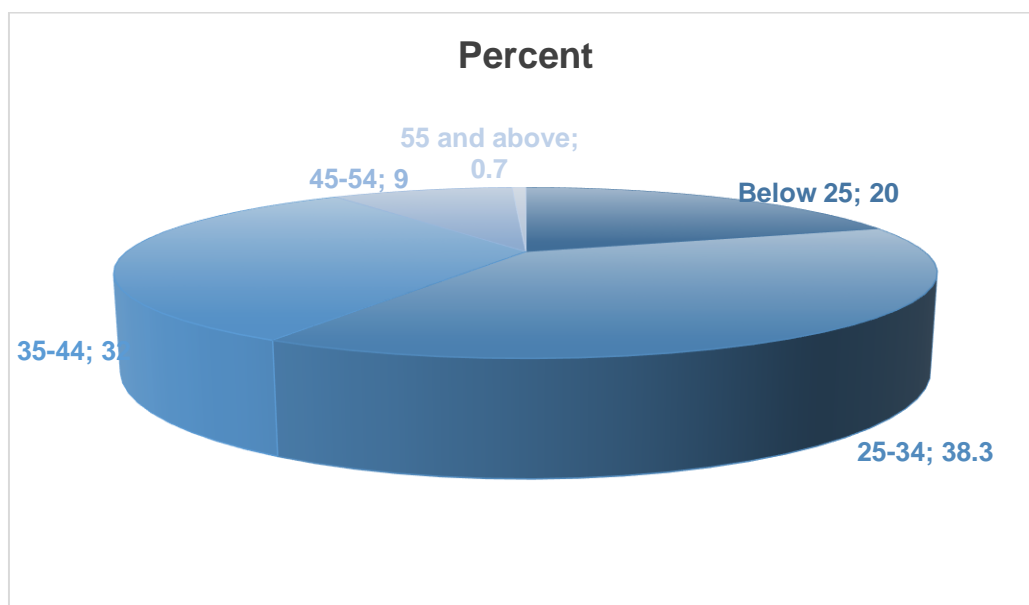


Figure 2 presents the age distribution of the teachers who participated in the study on the influence of headteachers’ supervision strategies on teachers’ job satisfaction in secondary schools in Masereka, Democratic Republic of Congo. Out of the 300 respondents, the majority were aged 25–34 years, accounting for 38.3%. This was followed by those aged 35–44 years at 32.0%. Teachers aged 18–24 years represented 16.3%, while those aged 45–54 years comprised 12.7%. Only a small proportion (0.7%) were aged 55 years and above. This distribution suggests that most of the teachers were in their early to mid-career stages, a group that is often actively engaged in school supervision processes and responsive to administrative practices that influence job satisfaction. The relatively small proportion of older teachers provides a limited but valuable perspective from experienced educators, whose views may reflect long-term exposure to different supervisory approaches within secondary schools.

Teachers Working Experience

Figure 4: Teachers Working Experience

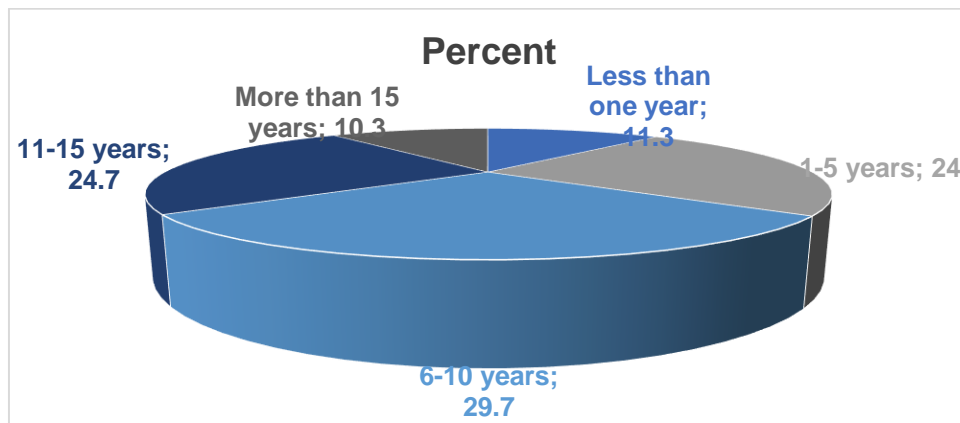


Figure 3 presents the distribution of teachers’ working experience among the respondents in the study on the influence of headteachers’ supervision strategies on teachers’ job satisfaction in secondary schools in Masereka, Democratic Republic of Congo. The findings show that the majority of teachers, 54.4%, had between 6 and 15 years of teaching experience. This was followed by those with less than 5 years of experience, who accounted for 35.3%. Teachers with more than 15 years of experience represented the smallest proportion at 10.3%. This distribution indicates that most of the respondents were mid-career teachers, suggesting that they possess substantial classroom and institutional experience. Such a profile is important for the study as it provides informed perspectives on how headteachers’ supervision strategies influence teachers’ job satisfaction, drawing from both early-career adjustment and accumulated professional experience.

Item No.	Statement	N	M	SD
1	The headteacher regularly observes classroom teaching	50	2.68	0.97
2	Classroom observations help improve my teaching methods	50	3.05	0.85
3	Constructive feedback is provided after classroom observation	50	2.72	0.94
4	The headteacher provides mentoring for professional growth	50	2.80	0.91
5	Coaching sessions help address classroom challenges	50	2.90	0.88
6	The headteacher is approachable for professional guidance	50	3.10	0.83
7	Supervision meetings allow discussion of instructional challenges	50	2.75	0.93
8	The headteacher encourages collaboration among teachers	50	3.08	0.84

9	Teachers are involved in improving teaching strategies	50	2.85	0.90
10	Feedback improves instructional practices	50	3.12	0.82
11	Performance appraisal is conducted fairly	50	2.60	0.98
12	Appraisal focuses on development rather than criticism	50	2.70	0.95
13	Headteacher encourages innovative teaching	50	2.95	0.87
14	Supervision activities are conducted regularly	50	2.78	0.92
15	Supervision strategies support effective teaching	50	3.15	0.81
	Average	50	2.88	0.90

Headteachers’ Supervision Strategies

Table 1: Headteachers’ Supervision Strategies

The highest-rated item, “Supervision strategies support effective teaching” ($M = 3.15, SD = 0.81$), indicates that teachers generally perceive supervision as a meaningful contributor to instructional effectiveness. The relatively lower standard deviation suggests moderate agreement among respondents, implying that this perception is fairly consistent across schools. This finding is strongly reinforced by headteachers’ interview responses, where one noted: “When supervision is done well, teachers are able to improve their teaching and learners benefit from better instruction,” while another emphasized: “Supervision helps us ensure that teaching standards are maintained in the school.” These qualitative insights support existing literature which emphasizes that effective instructional supervision enhances teaching quality and professional competence (Bush, 2023; Zepeda et al., 2022).

Closely following was “Feedback improves instructional practices” ($M = 3.12, SD = 0.82$), reinforcing the central role of feedback in instructional supervision. Teachers appear to value feedback as a tool for refining pedagogical approaches. However, while the mean is high, the standard deviation indicates some variation in experiences, suggesting that not all teachers receive equally effective feedback. Headteachers acknowledged this inconsistency during interviews. One explained: “We give feedback after observation, but sometimes the depth of feedback varies depending on time and workload,” while another admitted: “Some teachers may not receive as much feedback as expected due to competing responsibilities.” These responses help explain the variability reflected in the standard deviation and align with Hallinger and Wang (2022), who argue that the quality and consistency of feedback determine its effectiveness.

The item “The headteacher is approachable for professional guidance” ($M = 3.10, SD = 0.83$) also recorded a high mean, suggesting that interpersonal relations between headteachers and teachers are generally positive. This indicates that headteachers are perceived as accessible and supportive, a key component of effective instructional leadership. Interview findings corroborate this, with one headteacher stating: “I maintain an open-door policy so that teachers can consult me whenever they face challenges,” while another noted: “Teachers are free to approach me, although at times administrative duties limit my availability.” The variation captured in the standard deviation reflects these practical limitations, supporting Leithwood et al. (2023), who emphasize that approachable leadership fosters trust but must be consistently practiced.

Similarly, “The headteacher encourages collaboration among teachers” ($M = 3.08, SD = 0.84$) and “Classroom observations help improve my teaching methods” ($M = 3.05, SD = 0.85$) indicate that collaborative practices and classroom observation are valued aspects of supervision. Headteachers highlighted the importance of collaboration during interviews. For instance, one stated: “We organize meetings where teachers share experiences and challenges,” while another added: “Classroom observation helps us identify areas where teachers need support.” However, some limitations were also acknowledged, as one headteacher remarked: “Not

all teachers actively participate in collaborative sessions.” These insights explain the moderate standard deviations and align with OECD (2023), which identifies collaboration as a key driver of professional learning.

Moderately rated items such as “Headteacher encourages innovative teaching” (M = 2.95, SD = 0.87), “Coaching sessions help address classroom challenges” (M = 2.90, SD = 0.88), and “Teachers are involved in improving teaching strategies” (M = 2.85, SD = 0.90) suggest that while elements of innovation, coaching, and participatory decision-making are present, they are not strongly institutionalized. Interview findings provide further explanation. One headteacher noted: “We encourage innovation, but teachers sometimes lack the resources to implement new methods,” while another stated: “Coaching is done, but not as frequently as we would like.” These responses highlight structural and resource-related challenges, explaining the relatively high standard deviations and supporting Madigan and Kim (2022), who argue that participatory and developmental supervision must be consistently implemented to be effective.

Lower mean scores were observed for “Supervision activities are conducted regularly” (M = 2.78, SD = 0.92), “Supervision meetings allow discussion of instructional challenges” (M = 2.75, SD = 0.93), “Constructive feedback is provided after classroom observation” (M = 2.72, SD = 0.94), and “Appraisal focuses on development rather than criticism” (M = 2.70, SD = 0.95). These findings indicate that although supervision structures exist, their frequency, quality, and developmental orientation are limited. Headteachers openly acknowledged these constraints during interviews. For example, one stated: “Administrative duties and workload make it difficult to conduct supervision as regularly as planned,” while another admitted: “Sometimes appraisal is seen as evaluation rather than support, which affects how teachers perceive it.” The high standard deviations (above 0.90) reveal wide disparities in teachers’ experiences, suggesting that while some schools implement effective supervision, others struggle due to contextual challenges. These findings are consistent with UNESCO (2022) and World Bank (2023), which highlight resource and workload constraints in African education systems.

The lowest-rated items, “The headteacher regularly observes classroom teaching” (M = 2.68, SD = 0.97) and “Performance appraisal is conducted fairly” (M = 2.60, SD = 0.98), point to significant weaknesses in core supervisory practices. Interview data strongly support these findings. One headteacher acknowledged: “We do not always manage to observe all teachers regularly due to time constraints,” while another admitted: “Ensuring fairness in appraisal is challenging, especially when there are many teachers to evaluate.” Concerns about fairness were further highlighted by statements such as: “Teachers sometimes question the transparency of the appraisal process.” The very high standard deviations (close to 1.00) indicate extreme variability, meaning that teachers’ experiences differ significantly across schools. This inconsistency supports literature by Nguyen et al. (2023) and Oplatka (2022), which emphasizes that perceived unfairness in evaluation negatively affects teacher morale and job satisfaction.

Overall, the average mean of 2.88 (SD = 0.90) indicates that headteachers’ supervision strategies are moderately practiced but not optimally implemented. The integration of interview findings reveals that this moderate performance is largely influenced by contextual challenges such as administrative workload, limited resources, and lack of structured supervision systems. The consistently high standard deviations across most items highlight a critical issue of lack of uniformity in supervision practices, suggesting that while some headteachers demonstrate effective instructional leadership, others face constraints that limit consistent implementation. These findings underscore the need for capacity building, structured supervision frameworks, and policies that promote equitable, supportive, and development-oriented supervision practices across all schools.

Table 2 Teachers’ Job Satisfaction

Item No.	Statement	N	M	SD
1	I am satisfied with my job as a teacher	50	3.10	0.83
2	I feel motivated to perform my teaching duties effectively	50	3.05	0.85

3	I feel valued and respected by the school leadership	50	2.78	0.92
4	The working environment supports my professional growth	50	2.85	0.90
5	Supervision increases my motivation to teach	50	2.95	0.87
6	I feel confident in performing my teaching responsibilities	50	3.15	0.80
7	I feel recognized for my efforts as a teacher	50	2.70	0.95
8	I am enthusiastic about teaching my subject(s)	50	3.20	0.78
9	Support from the headteacher enhances my job satisfaction	50	3.00	0.86
10	I feel encouraged to improve my teaching methods	50	3.08	0.84
11	I am satisfied with professional guidance provided	50	2.88	0.89
12	Supervision positively influences my attitude toward teaching	50	3.02	0.85
13	My morale as a teacher is high	50	2.80	0.91
14	I feel committed to continuing in the teaching profession	50	3.18	0.79
15	Overall, I am satisfied with my teaching job	50	3.12	0.82
	Average	50	3.02	0.86

Beginning with the highest-rated items, “I am enthusiastic about teaching my subject(s)” ($M = 3.20$, $SD = 0.78$), “I feel committed to continuing in the teaching profession” ($M = 3.18$, $SD = 0.79$), and “I feel confident in performing my teaching responsibilities” ($M = 3.15$, $SD = 0.80$) indicate that teachers exhibit strong intrinsic motivation, commitment, and professional confidence. The relatively low standard deviations suggest a shared sense of dedication among most teachers. These findings were strongly supported by headteachers’ interview responses. One headteacher noted: “Most of our teachers are very committed to their work despite the challenges we face in the school,” while another emphasized, “Teachers here take their responsibilities seriously and show confidence in their teaching.” These qualitative insights reinforce the quantitative findings and align with Toropova et al. (2021), who highlight that intrinsic motivation and professional identity are key drivers of teacher effectiveness and persistence in the profession.

Similarly, “Overall, I am satisfied with my teaching job” ($M = 3.12$, $SD = 0.82$), “I am satisfied with my job as a teacher” ($M = 3.10$, $SD = 0.83$), and “I feel encouraged to improve my teaching methods” ($M = 3.08$, $SD = 0.84$) indicate generally positive job satisfaction levels. Headteachers confirmed this trend in interviews, with one stating: “Many teachers express satisfaction, especially when they see their students performing well,” while another added, “We try to encourage teachers to improve through supervision and guidance.” However, the moderate standard deviations suggest that this satisfaction is not uniformly experienced. This is consistent with Nguyen et al. (2023), who argue that job satisfaction is influenced by both personal motivation and the quality of institutional support.

The findings further show that leadership and supervision play a notable role in shaping job satisfaction. Items such as “I feel motivated to perform my teaching duties effectively” ($M = 3.05$, $SD = 0.85$), “Supervision positively influences my attitude toward teaching” ($M = 3.02$, $SD = 0.85$), and “Support from the headteacher enhances my job satisfaction” ($M = 3.00$, $SD = 0.86$) demonstrate that teachers generally acknowledge the contribution of headteachers’ support to their motivation. Interview data corroborate this, with one headteacher explaining: “When we provide support and guidance, teachers become more motivated and engaged in their work.” Another remarked: “Supervision helps teachers improve, but it depends on how it is conducted.” These

responses highlight that while supervision has a positive influence, its effectiveness varies depending on its implementation, which explains the relatively higher standard deviations. This finding aligns with Hallinger and Wang (2022), who emphasize that leadership practices significantly shape teacher attitudes and engagement.

Moderately rated items such as “Supervision increases my motivation to teach” ($M = 2.95$, $SD = 0.87$), “I am satisfied with professional guidance provided” ($M = 2.88$, $SD = 0.89$), and “The working environment supports my professional growth” ($M = 2.85$, $SD = 0.90$) suggest that while professional support structures exist, they are not consistently strong. Headteachers acknowledged these limitations during interviews. For instance, one headteacher stated: “We try to guide teachers, but sometimes we lack enough time and resources to do it effectively,” while another admitted: “Professional development opportunities are limited, which affects how much support we can provide.” These insights explain the moderate means and relatively high standard deviations, indicating variability in the quality and availability of support across schools. This is consistent with OECD (2023), which notes that effective professional development depends on both resource availability and leadership commitment.

Lower mean scores were observed for “My morale as a teacher is high” ($M = 2.80$, $SD = 0.91$) and “I feel valued and respected by the school leadership” ($M = 2.78$, $SD = 0.92$). These findings suggest that although teachers are intrinsically motivated, their morale and sense of being valued are comparatively weaker. Interview responses provide important context for these results. One headteacher acknowledged: “Sometimes teachers feel that their efforts are not fully recognized, especially when resources are limited,” while another noted: “Maintaining teacher morale is a challenge because of workload and working conditions.” The high standard deviations indicate that experiences vary widely, with some teachers feeling valued and others feeling overlooked. This aligns with Oplatka (2022), who emphasizes that recognition and respect are critical determinants of teacher morale and satisfaction.

The lowest-rated item, “I feel recognized for my efforts as a teacher” ($M = 2.70$, $SD = 0.95$), highlights a significant gap in leadership practices. Recognition appears to be inconsistent and insufficient across schools. Headteachers themselves acknowledged this issue in interviews. For example, one stated: “We recognize teachers informally, but there is no structured system for rewarding their efforts,” while another admitted: “Recognition is not always consistent, and some teachers may feel left out.” The very high standard deviation reflects extreme variability, suggesting that while some teachers receive recognition, many do not. This finding is supported by Agyemang and Boateng (2024), who argue that lack of recognition undermines teacher motivation and job satisfaction.

Overall, the average mean of 3.02 ($SD = 0.86$) indicates that teachers are generally satisfied with their jobs, particularly in terms of intrinsic motivation, commitment, and confidence. However, the integration of interview findings reveals that this satisfaction is constrained by systemic challenges such as inconsistent supervision, limited professional support, and inadequate recognition mechanisms. The consistently high standard deviations across many items point to significant disparities in teachers’ experiences, largely influenced by differences in leadership practices and school contexts.

In synthesis, the combined quantitative and qualitative findings demonstrate that while teachers in Masereka exhibit strong professional commitment and enthusiasm, their job satisfaction is uneven and heavily dependent on the quality, consistency, and fairness of headteachers’ supervision and support. These results reinforce the broader literature that emphasizes the importance of supportive, participatory, and well-structured leadership practices in enhancing teacher morale, motivation, and overall job satisfaction.

CONCLUSION

The findings of this study indicate that headteachers’ supervision strategies in schools are moderately implemented (overall $M = 2.88$, $SD = 0.90$), suggesting that while supervisory structures exist, their execution is not fully optimal or consistent across schools. Teachers generally perceive supervision as beneficial to instructional improvement, particularly through feedback, classroom observation, collaboration, and access to professional guidance. However, the effectiveness of these practices is weakened by irregular implementation, variability in feedback quality, and limited consistency in mentoring and appraisal processes.

The study further reveals that although headteachers are generally perceived as approachable and supportive, core supervisory practices such as regular classroom observation, structured appraisal, and consistent feedback provision are inadequately implemented. High standard deviations across most items indicate significant disparities in how supervision is experienced by teachers, reflecting uneven leadership practices across schools.

Regarding job satisfaction, teachers exhibit a moderate to high level of satisfaction (overall $M = 3.02$, $SD = 0.86$), with strong intrinsic motivation, professional commitment, and confidence in teaching. Teachers are generally enthusiastic about their work and committed to the profession. However, their morale and sense of recognition are comparatively lower, indicating gaps in leadership appreciation systems and institutional support.

In synthesis, the study concludes that while headteachers' supervision positively influences teachers' motivation and job satisfaction, its impact is constrained by inconsistency, limited structured systems, and contextual challenges such as workload and resource constraints. Consequently, teacher experiences vary widely across schools, leading to uneven outcomes in instructional improvement and job satisfaction.

RECOMMENDATIONS

1. Strengthen structured instructional supervision frameworks The Ministry of Education and school management should establish clear, standardized supervision guidelines to ensure regular classroom observation, consistent feedback, and systematic follow-up across all schools.
2. Enhance quality and consistency of feedback Headteachers should be trained on providing timely, constructive, and development-oriented feedback after classroom observations to ensure uniform support for teacher improvement.
3. Promote regular and supportive appraisal systems Performance appraisal should shift from being perceived as evaluative to developmental by incorporating mentoring, coaching, and continuous professional dialogue.
4. Increase capacity building for headteachers Continuous professional development programs should be provided to equip headteachers with effective instructional leadership, coaching, and teacher support skills.
5. Institutionalize teacher recognition mechanisms Schools should establish formal recognition systems (both non-monetary and motivational awards) to improve teacher morale and reinforce positive performance.
6. Reduce administrative workload on headteachers Policy interventions should address excessive administrative duties to allow headteachers sufficient time for instructional supervision and teacher support.
7. Strengthen collaborative professional learning communities Schools should institutionalize regular teacher collaboration sessions to promote shared learning, peer support, and collective problem-solving.
8. Address resource and contextual constraints Government and stakeholders should improve resource allocation to schools to support supervision activities, coaching sessions, and professional development initiatives.

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Teachers Questionnaires

This questionnaire seeks to collect information on headteachers’ supervision strategies and their influence on teachers’ job satisfaction in secondary schools in Masereka, Democratic Republic of Congo. The information provided will be used strictly for academic purposes, and all responses will be treated with confidentiality.

SECTION B: Headteachers’ Supervision Strategies

This section is asking for information about the Headteachers’ Supervision Strategies. Please indicate your response by using a tick, on a scale of 1-4, where; 1 = Strongly disagree; 2 =Disagree; 3 = Agree; 4= Strongly Agree.

Headteachers’ Supervision Strategies	SD 1	D 2	A 3	SA 4
The headteacher regularly observes classroom teaching.				
2 Classroom observations help improve my teaching methods.				
3 Constructive feedback is provided after classroom observation.				
4 The headteacher provides mentoring to support teachers’ professional growth.				
5 Coaching sessions help me address challenges in classroom teaching.				
6 The headteacher is approachable when teachers need professional guidance.				
7 Supervision meetings allow teachers to discuss instructional challenges.				

8 The headteacher encourages collaboration among teachers.				
9 Teachers are involved in discussions about improving teaching strategies.				
10 Feedback provided by the headteacher helps improve instructional practices.				
11 Performance appraisal of teachers is conducted fairly.				
12 The appraisal process focuses on professional development rather than criticism.				
13 The headteacher encourages teachers to adopt innovative teaching practices.				
14 Supervision activities are conducted regularly in the school.				
15 Supervision strategies implemented by the headteacher support effective teaching.				

Teachers’ Job Satisfaction

This section is asking for information about the Teachers’ Job Satisfaction. Please indicate 1 = Strongly disagree; 2 =Disagree; 3 = Agree; 4= Strongly Agree.

Teachers’ Job Satisfaction	SD 1	D 2	A 3	SA4
I am satisfied with my job as a teacher.				
2 I feel motivated to perform my teaching duties effectively.				

3 I feel valued and respected by the school leadership.				
4 The working environment in this school supports my professional growth.				
5 Supervision by the headteacher increases my motivation to teach.				
6 I feel confident in performing my teaching responsibilities.				
7 I feel recognized for my efforts as a teacher.				
8 I am enthusiastic about teaching my subject(s).				
9 The support provided by the headteacher enhances my job satisfaction.				
10 I feel encouraged to improve my teaching methods.				
11 I am satisfied with the professional guidance provided in this school.				
12 Supervision practices positively influence my attitude toward teaching.				
13 My morale as a teacher is high in this school.				

14 I feel committed to continuing in the teaching profession.				
15 Overall, I am satisfied with my teaching job in this school.				

Headteachers’ Interview Schedule

Instructions

This interview aims to gather information on the supervision strategies used by headteachers and how these strategies influence teachers’ job satisfaction. Kindly respond to the questions openly and honestly.

Section A: Background Information

How many years have you served as a headteacher in this school or other schools?

Section B: Supervision Strategies

1. How often do you conduct classroom observations for teachers in your school?
2. What aspects of teaching do you normally focus on during classroom observation?
3. How do you provide feedback to teachers after observing their classroom lessons?
4. What mentoring or coaching strategies do you use to support teachers’ professional development?
5. How do you encourage collaboration and sharing of teaching experiences among teachers in your school?
6. How do you conduct teacher performance appraisal and supervision activities in this school?
7. In your opinion, how do the supervision strategies you use influence teachers’ motivation and morale?
8. What challenges do you encounter when supervising teachers in your school?