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**Effects of Principals' Supervisory Support on Teachers' Work-Life Balance in Isiolo
County, Kenya**

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Abstract

Purpose: The study aimed to assess the effects of principals' supervisory support on teachers' work-life balance in Isiolo County, Kenya. Specifically, it sought to determine the effect of principals' supervisory support on teachers' work performance and to assess its influence on teachers' time management and turnover rates.

Methodology: The study employed a descriptive survey design using a mixed-methods approach. A sample of 220 teachers and 23 principals was drawn from 34 public secondary schools in Isiolo County. Data were analyzed using SPSS Version 25, applying both descriptive and inferential statistical techniques.

Findings: The findings indicated no statistically significant relationship between principals' supervisory support and teachers' work-life balance in Isiolo County ($F(1,220) = 1.916, p = .168, p > .05$). Although routine supervisory practices such as lesson observations were commonly conducted, individualized mentorship was limited due to contextual challenges including high teacher-to-principal ratios, insecurity, and heavy workloads.

Unique Contribution to Theory, Practice and Policy: The study recommends that school leaders conduct regular workload audits with teachers to identify unsustainable work practices and sources of stress. It further recommends that principals establish structured mentorship programmes, particularly for newly recruited teachers, and strengthen the provision of teaching resources. Additionally, principals should receive training in adaptive leadership, focusing on active listening, participatory decision-making, and effective resource allocation to better support teachers in challenging educational environments.

Keywords: Supervisory Support, Work-Life Balance, Work and Time Management, Isiolo County, Kenya

JEL classification: M12, M54, J24, J22, I21, I28

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INTRODUCTION

Educational environments characterized by demanding teaching conditions require effective instructional leadership to sustain teachers' performance and instructional quality. This is particularly relevant in challenging contexts such as Isiolo County, Kenya, where teachers often contend with resource limitations and difficult working conditions. As instructional leaders, principals provide professional guidance, monitor classroom practices, and offer constructive feedback to strengthen teachers' pedagogical competence and instructional effectiveness (Kavita et al., 2024). These supervisory practices create both operational support, through improved instructional planning and classroom management, and psychological support, by fostering teachers' confidence, professional competence, and sense of value. Consequently, teachers become more motivated, committed, and capable of delivering quality instruction while experiencing greater job satisfaction and a reduced likelihood of disengagement or turnover (Kavita et al., 2024). Through this dual mechanism, instructional leadership serves as a critical link between effective school management and enhanced teaching efficiency.

The leadership approach enables principals to fulfill their profession better while teachers maintain their motivation and reach higher professional standards. Research indicates that professional supervision leads administrators to face less job abandonment rather than more (Ngugi & Muli, 2024). Teaching staff deal with serious problems in Isiolo County, Kenya, that stem from insufficient resources as well as safety risks and heavy workloads. The support system includes mentoring sessions, classroom observation, formal performance evaluations, and beneficial feedback mechanisms. Research shows proper supervisory methods lead to better teacher enthusiasm, decrease professional fatigue, and enhance school engagement, yet establish minimal connection to workplace-personal life integration.

Research done previously shows that when supervisors provide effective support, it reduces teacher stress levels, which subsequently leads to better psychological health as well as enhanced job satisfaction. Berkovich and Eyal (2020) establish that teacher engagement results from school leadership, which subsequently influences their personal and professional balance. A systematic supervisory framework needs development specifically for teachers who work in challenging conditions.

Supervisory support encounters major obstacles because principals need better training, available resources remain short, and the ratio of teachers to principals is too high. Research shows that principals in restricted resource areas regularly deal with administrative needs instead of delivering individual help to their teaching staff. The effectiveness of supervision decreases because there is no standardized system for mentorship programs in operation.

The study's specific objectives include:

- 1) To evaluate the relationship between principals' supervisory support and teachers' work-life balance in difficult environments in Isiolo County.
- 2) To determine how principals' supervisory support affects teachers' time and work management in difficult environments in Isiolo County.

Statement of the Problem

An effective education system depends on teachers who are able to maintain a healthy balance between their professional responsibilities and personal well-being. In order to achieve this balance, principals must provide sufficient supervisory support in the form of instructional direction, emotional support, equitable workload management, timely feedback, and the

provision of favorable working conditions. In Arid and Semi-Arid Lands (ASALs), where teachers work in difficult environmental and socioeconomic circumstances that exacerbate occupational stress, such support is especially crucial. To improve teacher effectiveness, motivation, and well-being, Kenya's Teacher Performance Appraisal and Development (TPAD) framework and other educational policies place a strong emphasis on ongoing professional development and supervision. Teachers in Isiolo County nevertheless face significant obstacles in striking a work-life balance in spite of these supervisory systems. Teachers' workload and psychological strain are increased by the county's thin population distribution, harsh weather, insecurity, poor physical infrastructure, and restricted access to necessary services. As a result, a lot of teachers suffer from exhaustion, burnout, absenteeism, low job satisfaction, and trouble juggling work and personal commitments. These difficulties have a negative impact on student outcomes, teacher retention, and instructional quality in addition to undermining teachers' well-being. Despite the fact that principals are supposed to offer supervisory assistance that lessens these difficulties, questions remain about the efficiency and sufficiency of such assistance in challenging educational settings. The majority of Kenya's empirical research has focused on the supervisory methods of principals in connection to student academic achievement, teacher effectiveness, organizational commitment, and Kenya Certificate of Secondary Education (KCSE) outcomes. Understanding how supervisory assistance affects teachers' work-life balance has received relatively little research, particularly in difficult situations like Isiolo County. Because supervisory approaches that improve teachers' well-being in traditional school settings might not sufficiently address the particular demands of ASAL environments, this poses a significant contextual and empirical gap. As a result, there is still not enough data to guide school leadership initiatives and policies that support teachers' work-life balance in challenging learning environments. This study therefore sought to examine the influence of principals' supervisory support on teachers' work-life balance in public secondary schools operating in difficult educational environments in Isiolo County, Kenya.

Theoretical Framework

This study integrates the Path–Goal Theory of leadership with the Job Demands–Resources (JD-R) Model to explore how principals' supervisory support influences teachers' work-life balance in challenging contexts, specifically in Isiolo County. The Path–Goal Theory posits that strong leadership clarifies expectations and removes obstacles, thereby improving motivation and performance through supportive behaviors such as mentoring and professional development. These actions are essential for enhancing teacher confidence and job satisfaction while alleviating stress. The JD-R Model complements this by identifying job demands, like large class sizes and resource limitations, and contrasting them with resources that help manage these challenges. Here, the support from principals acts as a critical resource, enabling teachers to cope with stress and achieve a better work-life balance. This dual-theory framework provides a nuanced understanding of the effects of supervisory support in difficult educational environments, particularly in Isiolo County's public secondary schools. Moreover, according to House (1996), leadership effectiveness hinges on the satisfaction, motivation, and performance of subordinates. The Path-Goal Theory emphasizes that leaders should provide clear guidance and facilitate growth by removing obstacles. Dixon and Hart (2010) highlight that senior leaders can enhance younger workers' performance through flexible strategies, clear directives, and incentives. House (1971) stresses the importance of offering specific directions and reducing barriers to foster employee development. Successful principals implement performance standards and continuous staff development to minimize workplace stress and

enhance satisfaction. The collaboration between teachers and principals, along with the surrounding school environment, significantly shapes teachers' competencies and knowledge base. Motivated teachers experience improved work-life balance and productivity, which can help mitigate professional challenges like stress. However, there remains a lack of research detailing the factors influencing school administrators and educational staff in creating effective work-life balance systems.

LITERATURE REVIEW

Principal's Provision of Supervisory Support

The effect of principals' supervisory support on teachers work life balance was reviewed. The findings revealed that 79% of the teachers felt supported and 21% did not feel supported. They are effective because of supervisory support that takes place in the classroom, in supervision meetings, and via mentorship, which facilitates teacher growth and workload, while also supporting student growth. Thakral (2015) highlighted that supervision promotes transparency, motivation and job satisfaction. But 15% of teachers said it was not effective due to high teacher-to-principal ratio, supervision that's not always on, and less than adequate mentorship. Supervision support for teachers' professional development is helpful, but there are difficulties with ensuring its effectiveness and consistency in supporting teachers' work life balance in difficult teaching contexts. In a study conducted by Arusei, et al., (2023), it was found that school leadership has a significant effect on job satisfaction of teachers. There were large group differences in the provision of open communication and sanitary facilities. Other factors such as subsidized meals, good teacher facilities, water, teachers' housing and security did not show significant differences. The findings indicate that some working condition interventions have a significant effect on teacher satisfaction, while others are likely to have little or no effect. The study highlights the head teacher's contribution in developing conducive working environment in influencing teachers' professional satisfaction.

Teachers' Work-Life Balance

The balance between teachers' work and life is the ability to balance professional duties with personal wellness. The study in Isiolo County revealed that principals' monitoring and control is useful but it is constrained by environmental and institutional factors. Stress increased with increased workloads and psychosocial support was found to have a positive impact on job satisfaction but limited to a small number. Schools that have flexible schedules and teacher autonomy reported a better work life balance, but uncertainty, limited resources and inefficiencies were still significant challenges. The moderately positive correlation ($R=0.095$) between the dimensions of supervisory support and work-life balance revealed by ANOVA analysis suggests that the external factors contribute more to the work-life balance of teachers.

Conceptual Framework

A conceptual framework as defined by Moschis (2024) is a visual representation that effectively explains the relationship between dependent and independent variables. The independent variable was Principal's Provision of Supervisory Support and the dependent variable was Teachers' Work-Life Balance, see Figure 1.

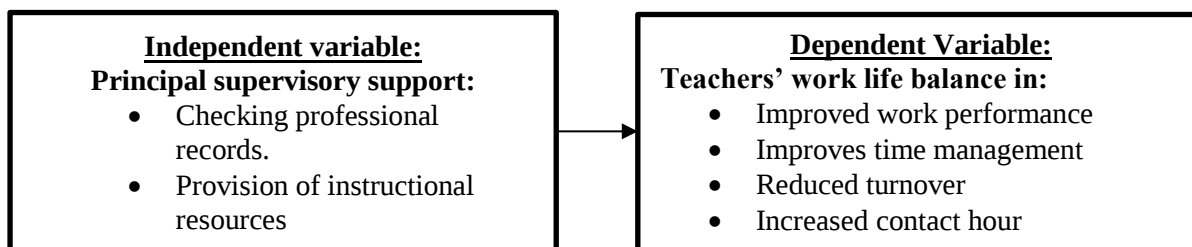


Figure 1: Conceptual Framework

Empirical Review

Principal's Provision of Supervisory Support and Teachers' Work-Life Balance

Principals are vital in fostering supportive school environments that allow teachers to juggle their professional responsibilities with personal well-being. They fulfill a role as instructional leaders through activities such as classroom observation, mentoring, feedback provision, coaching, and professional development, which strengthen teachers' instructional skills, confidence, and job satisfaction (Susanti et al., 2020; Mulyani et al., 2021). Effective supervisory support encompasses not just monitoring but also emotional encouragement, collaborative problem-solving, and fair workload management, thereby alleviating occupational stress and promoting work-life balance. In Kenya's public education system, especially in Arid and Semi-Arid Lands (ASALs), the need for supervisory support is heightened due to challenges like teacher shortages, inadequate infrastructure, insecurity, long travel distances, and adverse climatic conditions. These factors elevate teachers' workload and psychological strain, making the role of supportive school leadership crucial for maintaining teacher motivation, well-being, and retention. The Teacher Performance Appraisal and Development (TPAD) framework in Kenya highlights the significance of continuous instructional supervision, professional feedback, and teacher support to elevate both instructional effectiveness and professional growth (Teachers Service Commission [TSC], 2018). However, the successful implementation of these practices largely relies on principals' ability to tailor them to the specific circumstances of hardship schools. Research underscores the positive impact of instructional supervision on teacher effectiveness. Aseka (2016) found that regular classroom observation and constructive feedback significantly enhanced teachers' instructional performance. Kiiru (2015) suggests that such supervision is most successful when principals build trusting professional relationships grounded in mutual respect, open communication, and collaborative efforts. These relationships foster teacher commitment, reduce workplace stress, and contribute to a supportive environment for balancing professional and personal lives. Conversely, weak principal-teacher relationships can lead to diminished motivation and effectiveness, adversely affecting student outcomes. Additionally, Wabuko (2016) demonstrated that principal-led supervisory practices such as mentoring and continuous professional development significantly affect teachers' job satisfaction and well-being. Teachers benefiting from consistent guidance and professional learning opportunities are better positioned to handle instructional challenges, leading to improved teaching effectiveness and lower occupational stress. This aligns with broader educational leadership findings that link supportive supervision to enhanced psychological well-being through professional efficacy, decreased work-related stress, and heightened organizational commitment (Hallinger, 2020; UNESCO, 2023). Despite existing studies highlighting the importance of supervisory support for instructional effectiveness, there is a scarcity of research examining its effects on teachers'

work-life balance, particularly in Kenya's ASAL regions, where socio-economic and environmental challenges exacerbate occupational stress. Addressing this research gap is crucial for shaping school leadership practices and educational policies aimed at improving teacher welfare and retention, as well as enhancing the quality of education in Kenya's most challenging educational settings, such as Isiolo County.

Proposed Null Hypothesis:

H₀: There is no statistically significant relationship between principals' provision of supervisory support and teacher's work-life balance in Isiolo County, Kenya.

H₁: There is a statistically significant relationship between principals' provision of supervisory support and teacher's work-life balance in Isiolo County, Kenya.

METHODOLOGY

Research Design

This research used a mixed method research design with the aim of examining the relationship between supervisory support by principals and work-life balance in teachers. This design helped synthesize quantitative and qualitative data with the help of structured surveys and interviews. The study applied various data collection methods that enhanced the findings' validity, reliability, and dependability (Schoonenboom & Johnson, 2017; Akhtar, 2016). Analysis of the subject matter was thorough because of the triangulation approach.

Target Population

The target population entails the entire group of individuals that are pertinent to the research study as noted by (Matula et al., 2018). The study involved teachers in the Teachers Service Commission (TSC) employment in the Isiolo County in the public secondary schools. All of the teachers and principals of TSC were sampled in the study, 492 teachers of TSC were surveyed and 34 principals of secondary schools were surveyed across the county. This data was offered by the TSC office in Isiolo in 2022.

Sample Size and Sampling Techniques

The study utilized Yahame formula 1967 as represented below.

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

Where:

n=Sample size

N=Population size

e=Margin error (5%)

1=constant.

Therefore, the sample size for 492 teachers was calculated as follow.

$$n = \frac{492}{1 + 492(0.05)^2}$$

n=220 teachers.

A census method was also employed to include all 32 secondary school principals in Isiolo County. Therefore, the sample comprised 243 respondents, including 220 teachers and 23 principals.

Sampling Design

A proportional stratified random sampling method was employed so that teachers would be fairly represented in the ten wards of Isiolo County. Such a strategy guaranteed a fair dispersal of respondents. In the meantime, all school principals were selected using purposive sampling since they are leaders in the area of the study. The integration of such sampling methods helped to conduct a thorough evaluation of educational supervision in the Isiolo County.

Reliability

Reliability refers to the consistency and dependability of measurement tools (Mohajan, 2017). The study assessed the reliability of research instruments through Cronbach's alpha coefficient. All items obtained reliability coefficients exceeding 0.7 which proves the instruments used for measurement exhibit both high reliability as well as internal consistency.

Data Analysis

The data collection results underwent extensive review procedures to find and fix any existing errors along with empty values and inconsistencies before performing analysis. Statistical analysis of quantitative data included both descriptive and inferential techniques whereas thematic approaches analyzed the qualitative data. Combining quantitative and qualitative data enhanced the researchers' comprehension of the investigated variables.

SPSS version 25 software was applied in statistical data analysis. A summary of the data was achieved through descriptive statistics that reported frequency, percentages, means, and standard deviations. Inferential statistical analysis involves regression modeling to establish relationships between study variables. The findings were presented using tables, figures, and narrative interpretations.

Statistical Assumption Testing

Several statistical tests were conducted to validate regression analysis assumptions:

Linearity Test

A scatter plot was generated to examine whether a linear relationship existed between the independent and dependent variables. The assumption of linearity was confirmed if data points aligned along a straight diagonal line.

Normality Test

The visual plots including Q-Q plots, histograms of the residuals and statistical tests (Shapiro-Wilk test) were used to test the normality of the residuals in the regression model. A significance value of over 0.05 was a sign that data was normally distributed.

Homoscedasticity Test

Homoscedasticity provides stability in variability of residuals with respect to levels of predictors. To validate the equal dispersion, residual plots were investigated to verify whether the deviations or trends are even to maintain the accuracy and reliability of the regression findings.

RESULTS

Response Rate

The study used questionnaires to the sample of 220 teachers, all of whom returned them in time and in detail, which is impressive with a 100 per cent response rate. The findings are

comparable to those of Sammut, Griscti, and Norman (2021), who claim that response rates above 50 percent are usually regarded as sufficient to make substantive analysis and publication, whereas rates of over 60 percent are regarded as very good.

Descriptive Statistics

Principals Supervisory Support

The study evaluated the principal's supervisory support and teacher's work life balance in Isiolo County, using data presented in Table 1.

Table 1: Principals' Supervisory Support

Statements	N	Never	Rarely	Sometimes	Often	Always	Mean	SD
Teachers receive resources on time	220	31 (14%)	70 (32%)	49 (22%)	47 (21%)	23 (11%)	2.82	1.22
Teachers' professional documents are frequently checked	220	16 (7%)	59 (27%)	82 (37%)	39 (18%)	24 (11%)	2.98	1.08
Teachers are frequently assessed in class	220	35 (16%)	30 (14%)	72 (33%)	26 (12%)	57 (26%)	3.18	1.37
Principals support teachers' welfare	220	21 (10%)	58 (26%)	37 (17%)	54 (25%)	50 (23%)	3.24	1.32
Principals' timely provide monitoring tools to teachers	220	41 (19%)	59 (27%)	22 (10%)	53 (24%)	45 (21%)	3.00	1.44
Valid N (listwise)	220							

The Table 1 shows descriptive statistics that shed light on the different facets of the supervisory functions of principals such as provision of resources, checking of professional documents, classroom assessment, supporting teacher welfare and provision of timely monitoring tools.

Teachers' Access to Resources on Time

The results indicate that 32% of the teachers reported that they "rarely" receive resources on time, while 22% indicated they receive resources "sometimes." Meanwhile, 21% and 11% said that they are provided with resources often and always, respectively. The average of 2.82 (SD = 1.22) indicates a moderate degree of resource provision on time with significant differences in the responses. The implication of this finding is that the slow pace of resources distribution may hamper the efficiency of teachers and subsequently their work-life balance.

Frequency of Checking Teachers' Professional Documents

The study revealed that one-third of the participants (37 percent) said they have their professional documents checked sometimes, whereas 27 percent respondents said that they are rarely checked. Nevertheless, just 18% and 11% of teachers mentioned that their documents are reviewed either often or always, respectively. The average score of 2.98 (SD = 1.08) is indicative of the moderate frequency of professional document checking, but consistency improvements can also boost accountability and organized professional growth.

Frequency of Teacher Assessments in Classroom

Some of respondents (33) said that they are sometimes assessed in class, with 26 saying they are always assessed. On the other hand, 16% and 14% said that they are never or rarely assessed. The average of 3.18 (SD = 1.37) is an indication that teacher assessments are relatively common, which can lead to better performance and work-life balance due to the existence of a systematic feedback on career development.

Principals' Support for Teachers' Welfare

Regarding the contribution of the principals towards the welfare of teachers, a quarter of respondents said that principals often contribute to their welfare, and 23% said that they always contribute to the welfare of teachers. Meanwhile, 26% said that they received welfare support rarely. The average of 3.24 (SD= 1.32) indicates that there is a fairly positive trend in the level of participation of principals in teacher welfare. Improved job satisfaction and general work-life balance of teachers can also be enhanced through improved welfare programs.

Provision of Monitoring Tools to Teachers

The results show that 24% of the teachers said that principals always give monitoring tools on time, with 21% claiming always. Nevertheless, some interesting data were also reported by 27% and 19% of teachers, who reported rarely and never, respectively. The average of 3.00 (SD = 1.44) shows a moderate rate of monitoring tool provision. Providing teachers with monitoring tools in time can increase the effectiveness of the classroom and decrease the stress levels at work. Descriptive statistics indicate that although principals provide different degrees of supervisory support, other areas like provision of resources on time and regular checks of professional documents need more enhancement. Teacher welfare and regular evaluation can help in improving the work-life balance of teachers and this underlines the importance of effective leadership in schools. The result indicates that enhancing supervisory support systems may go a long way in improving the job satisfaction and general work-life balance of teachers in Isiolo County.

Linear Regression

The analyses involved a linear model summary to determine whether the relationship between supervisory support of principals and work-life balance of teachers in challenging environment in public secondary schools in Isiolo County exists. The ways in which principals provided supervisory support to the work-life balance of teachers were summarized in a model. The study's findings of the model's summary are shown in Table 2.

Table 2: Model Summary for Principals Supervisory Support

Model	R	Model Summary ^b			Std. Error of the Estimate
		R Square	Adjusted R Square		
1	.095 ^a	.009	.004		1.55917

a. Predictors: (Constant), Principals supervisory support
b. Dependent Variable: Teachers' Work-life balance

Table 2 shows that supervisory support of principals and the work-life balance of teachers are weakly positively correlated ($r = 0.095$) and have a low R^2 (0.009) which is 0.9% of the variability. The adjusted R-value (0.004) also supports the fact that the model has a low explanatory power, meaning that 91% of the changes in the work-life balance of teachers are due to other factors that are not under investigation. This implies that though there is some influence of supervisory support, external influences are much more significant. Besides, the statistical significance of the supervisory support provided by principals in the explanation of the work-life balance of teachers was also done using ANOVA as shown in Table 3.

Table 3: ANOVA Statistics for Principals Supervisory Support

		ANOVA ^a			
Model		Sum of Squares	df	Mean Square	F
1	Regression	4.657	1	4.657	1.916
	Residual	512.945	216	2.431	
	Total	517.603	220		

a. Dependent Variable: Teacher's Work-life balance

b. Predictors: (Constant), Principals' Supervisory Support

The ANOVA test showed that the goodness of fit of the model was insignificant with the $F(1, 220) = 1.916$, P Value of 0.168, $P = 0.05$) indicating important implications on the relationship between supervisory support and teachers work-life balance. These observations indicate a need to conduct more research on alternative approaches or measures that can improve the support system of educators.

Also, the regression coefficients were estimated in order to identify which degree of changes in the dependent variable (work life balances of Teacher) can be explained by the independent variable (Supervisory Support of Principal), see Table 4.

Table 4: Coefficient Statistics for Principal's Supervisory Support

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1	(Constant)	2.640	.388		6.797	.000
	Supervisory support	-.169	.122	-.095	-1.384	.168

a. Dependent Variable: Teachers' Work-life balance

The results of Table 4 indicate a significant result: with a 1-unit rise in the degree of supervisory support of the principal, there is a decline by 0.169 units in the work-life balance of teachers ($b = 2.460$, p -value = .000, $P < .05$, 2-tailed). This correlation is considered to be statistically inconsequential. This suggests that even though a correlation was observed, the principal-to-teacher supervisory support does not play a significant or a substantial role in improving a work-life balance among teachers.

The research indicates that the using of supervisory practices such as resource delays, uneven distribution of tools can be streamlined to decrease the occupational stress of teachers. Burnout can also be avoided with strong welfare support. These results indicate that administrative measures that foster accountability and compassionate governance in harsh setting in Isiolo County are required.

Discussions

The researchers support Ngole and Mkulu (2021) in recognizing principal supervision as a key factor that improves teaching methods. Mbezi (2016) insists that school leadership needs better training and resources for improvement. Supervisory support from principals showed limited impact ($R = 0.095$) on teachers' work-life balance according to study findings even though this result differs from Muasya (2016) who reported positive job satisfaction effects when supervisors provide incentives and decision-making opportunities. Analyses of ANOVA established insignificant results with $F = 1.916$ and $p = 0.168$, thus contradicting the findings of Wabuko (2016) about principal support as an essential contributor to teachers' work-life

balance. This evidence indicates that even though supervisory support proves beneficial for teachers it becomes overshadowed by numerous external workload-related constraints.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The results showed that 79% of principals involve in supervisory support yet resource distribution and assessment methods and monitoring tools still display discrepancies. Supervisory support from administrators helps teachers control their workload yet statistical data did not establish a link between this form of support and teachers' work-life balance which indicates special external factors more significantly influence work-life balance. The improvement of supervisory support requires principals to provide resources on time and to enhance assessment capabilities and obtain training that addresses both emotional and financial support needs. The promotion of structured supervision and continuous assessments and reduced administrative burdens must become part of school promotion. Work-life balance improvement for educators in challenging settings requires an integrated system where both supervisors and institutional entities provide complete assistance. The study accepted the null hypothesis (**H₀**) that there is no significant influence between principals' provision of supervisory support to teachers and work-life balance in Isiolo County, Kenya. Therefore, the study's findings rejected the alternative hypothesis (**H₁**): There is a statistically significant relationship between principal supervisory support and teachers' work-life balance in public secondary schools in Isiolo County.

Recommendations

The study examined Principal's Supervisory Support effects on teachers' work balance in difficult educational environments in Isiolo County. The study's recommendations are as follows:

- i) School principals to do periodic workload audit with teachers to determine unsustainable practices (e.g., too much administrative work).
- ii) Measured stress points with tools such as time-tracking surveys.
- iii) ii) School principals to plan mentorship programs that would pair new and veteran teachers to minimize isolation. Incorporate training of principals about advocating district-level resources (e.g., grants to obtain counseling services).
- iv) Embed adaptive leadership through workshops to enhance active listening, participatory decision-making, and resource allocation among school principals in difficult challenges.

Conflict of Interests

The authors have not declared any conflicts of interests.

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