



*The Cradle of Knowledge: African Journal of
Educational and Social Science Research
AJESSR - ISSN 2304-2885-p, 2617-7315-e
Volume 13, Issue 2, 2025
P.O. Box 555 (00202) Nairobi, Kenya
editor@serek.or.ke*

**SOCIETY OF
EDUCATIONAL
RESEARCH
AND
EVALUATION
IN KENYA**

Influence of Administrative Practices on Teachers' Job Satisfaction in Public Secondary Schools in Isinya Sub-County, Kenya

*Elizabeth Jebet Kiagu & Petronilla Mutinda Kingi
Department of Educational Management, Policy & Curriculum Studies
University of Nairobi
P.O. Box 92, Kikuyu (Nairobi), Kenya.*

tirenkiagu@students.uonbi.ac.ke; petronilla@uonbi.ac.ke, Kingipetronilla@gmail.com

Abstract

Worldwide, job satisfaction persists as a critical issue, closely linked to administrative practices. This study examined how teacher involvement and administrative support for professional development influence teachers' job satisfaction in public secondary schools in Isinya Sub-County, Kenya. The study was guided by Herzberg's Two-Factor Theory of Motivation and employed a descriptive survey design within a mixed-methods approach. The Sample size included 97 teachers, 11 principals, and 8 county education officers, from whom data were collected using structured questionnaires and semi-structured interviews. Quantitative data were analysed through descriptive statistics and Pearson correlation, while qualitative data were examined using thematic content analysis to provide deeper insights. The findings indicated a strong positive correlation between teacher involvement in administration and job satisfaction ($r = 0.846$, $p = 0.001$), as well as between professional development support and job satisfaction ($r = 0.891$, $p = 0.000$). Teachers expressed greater satisfaction when actively engaged in decision-making, delegation of responsibilities, and governance, and when afforded opportunities for continuous professional growth. The study concludes that participatory leadership and consistent professional development initiatives play a critical role in strengthening teacher motivation, satisfaction, and retention. It recommends institutionalising inclusive administrative practices and harmonising professional development support across schools to enhance sustainability in the teaching profession.

Keywords: *Administrative practices; teacher involvement; professional development; job satisfaction; participatory leadership; public secondary schools; Isinya Sub-County; Kenya*

1. Introduction

Teacher job satisfaction has become a central issue in global discussions on education quality, school effectiveness, and teacher retention. Across the world, teacher satisfaction is increasingly recognised as a critical determinant of educational outcomes, teacher motivation, and institutional performance. According to the OECD (2021), job satisfaction is strongly shaped by administrative practices at the school level, including participatory leadership, opportunities for professional development, and supportive working environments. Countries such as Finland, Singapore, and Canada have implemented administrative empowerment strategies that prioritise teacher involvement, continuous professional learning, and positive school climates, resulting in stronger teacher retention rates and improved student outcomes (UNESCO, 2021).

In contrast, many education systems in Sub-Saharan Africa, including Kenya, continue to grapple with administrative shortcomings that undermine teacher morale. Limited involvement in decision-making, insufficient access to professional growth opportunities, and inadequate support systems contribute to rising cases of teacher burnout, absenteeism, and turnover (World Bank, 2020). Mulkeen and Higgins (2021) emphasise that weak administrative structures in African schools often fail to recognise teachers as key stakeholders in school leadership, thereby limiting their commitment and reducing sustained classroom performance.



In Kenya, concerns over teacher dissatisfaction have been highlighted in government and research reports. The Basic Education Statistical Booklet (MoE, 2022) notes increasing teacher stress linked to administrative overload and limited opportunities for advancement. Similarly, the Teachers Service Commission (TSC) Annual Report (2023) indicates that many public secondary school teachers feel excluded from critical administrative processes and welfare policies. Empirical studies have also shown that practices such as participatory leadership, welfare support, and access to professional development strongly correlate with job satisfaction and retention (Ngari & Mureithi, 2022; Abuga & Kipkoech, 2021). However, implementation of these practices remains uneven, with rural and semi-urban areas facing major deficits.

At the county level, Kajiado County illustrates these challenges, particularly within Isinya Sub-County. Schools in this semi-arid area face high teacher-pupil ratios, limited administrative support, and inadequate professional development opportunities. Njeri and Mutua (2021) observe that administrative bottlenecks hinder collaborative decision-making, while Onyango (2023) highlights that many teachers rely on personal initiatives to pursue training due to a lack of structured institutional support. Consequently, disparities in teacher motivation and satisfaction exist between well-managed and poorly managed schools, raising questions about the role of school-level administration in sustaining teacher performance.

Although literature provides important insights into the relationship between administration and teacher job satisfaction, most studies either generalise findings across large regions or focus mainly on urban schools (Kiplangat & Waweru, 2020; Njuguna & Mwangi, 2021). There remains a gap in understanding how administrative practices influence teacher job satisfaction in Isinya sub-county, where unique contextual challenges shape educational outcomes. Few studies have also integrated both quantitative data and qualitative perspectives to capture the lived realities of teachers and administrators in such contexts. This study, therefore, sought to address these gaps by examining the influence of school administrative practices on teacher job satisfaction in public secondary schools in Isinya Sub-County, Kenya. Specifically, the study was guided by three objectives: (i) to investigate the influence of teacher involvement in school administration on job satisfaction; (ii) to examine administrative support for professional development on teacher job satisfaction.

By addressing these objectives, the study provides deeper insights into how school-level administration influences teacher morale and retention in semi-urban and rural contexts. Such findings are particularly relevant for informing policy and practice within the framework of Kenya's ongoing Competency-Based Education (CBE) reforms, which require highly motivated and satisfied teachers for effective implementation.

2. Research Methodology

This study adopted a descriptive survey design employing a mixed-methods approach, which incorporated both quantitative and qualitative strategies to gather comprehensive data on the influence of administrative practices on teachers' job satisfaction in public secondary schools in Isinya Sub-County, Kenya. The use of mixed methods allowed the researcher to benefit from the breadth of quantitative data and the depth of qualitative insights. According to Creswell and Clark (2017), mixed-method research enhances understanding by integrating both approaches within a single study. Descriptive statistics, as noted by Kaur, Stoltzfus, and Yellapu (2018), were used to summarise and describe quantitative data patterns.

To collect quantitative data, structured questionnaires were administered to teachers. These instruments captured data on administrative practices and their influence on job satisfaction. Qualitative data were gathered using interviews guided by a phenomenological strategy aimed at obtaining rich, detailed insights from school principals and county education officers. This approach enabled the researcher to explore participants' lived experiences regarding administrative practices within schools. The target population comprised 360 teachers and 11 principals drawn from all public secondary schools in Isinya Sub-County, as well as 8 county education officers. According to the Teachers Service Commission (TSC, 2022), these schools and officers play a central role in the educational administration of the region. A sample of 97 teachers, representing 30% of the population, was selected using a stratified random sampling technique to ensure fair and representative coverage across schools. This method ensured that all sub-groups of teachers had equal chances of being included in the sample. Meanwhile, purposive sampling was used to select all 11 principals and 8 county officers, based on their unique positions and relevance to the study objectives. As noted by



Mugenda and Mugenda (2003), purposive sampling is ideal for selecting participants with specific knowledge relevant to the research topic.

To collect data, the researcher employed questionnaires for teachers and interview guides for principals and county officers. The use of interviews allowed for the collection of individualised and context-rich data, as supported by Cooper and Schindler (2014), who argue that interviews are effective in observing and recording both verbal and non-verbal cues. The interview schedules were composed of open-ended questions tailored to the study's objectives, facilitating the exploration of how various administrative strategies influence teacher satisfaction.

To ensure the validity of the instruments, a pilot study was conducted, and expert reviews were sought for content validity. For reliability, the test-retest technique was applied. The reliability coefficients for different variables were found to be high, with Cronbach's alpha values of 0.76 for teacher involvement, 0.79 for professional development, 0.81 for welfare, and 0.85 for working conditions. These values exceed the 0.70 threshold recommended by Mugenda and Mugenda (2003), indicating a high level of internal consistency.

Quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to summarise the data. Furthermore, the Pearson correlation coefficient was used to examine relationships between administrative practices and teachers' job satisfaction. On the other hand, qualitative data obtained from interviews were analysed through content analysis, whereby emerging themes and patterns were categorised and interpreted in alignment with the study objectives.

3.0 Results

3.1 Teachers' Involvement in Administration and Job Satisfaction

The objective of the study was to establish the influence of teacher participation in school administration on job satisfaction. To accomplish this, the study utilised a series of statements as indicators of teacher involvement in school management and employed a Likert scale to gauge the level of agreement or disagreement from each participant for each statement. The status was rated strongly agree (SA), agree (A), disagree (D), and strongly disagree. Table 3 below shows the results of the study.

Table 1: Involvement in School Administration and Teachers' Job Satisfaction
(N= 97)

Statement	S A		A		D		S D		Mean	Std Dev
	N	%	N	%	N	%	N	%		
Teachers' workload	22	23	75	77	0	0	0	0	3.23	0.273
Encouraged consultation	10	10	65	67	18	19	4	4	2.84	0.237
Delegates of duties	18	19	70	72	6	6	3	3	3.06	0.254
Organizational culture and structure barriers	10	11	62	64	20	21	5	5	2.79	0.235
Academic and supervisory targets	16	17	63	65	12	12	6	6	2.92	0.243
Grand									2.97	0.248

Table 1 shows that all respondents agreed or strongly agreed that workload delegation supported their job satisfaction, with the highest mean of 3.23 and a standard deviation of 0.273, indicating strong consensus. This supports the view that effective delegation enhances role clarity and reduces overload, as noted by Tijani (2020) and Mutuma & Muriithi (2022). However, Obiakor and Offorma (2021) warn that without proper capacity-building, delegation can overburden teachers, especially in under-resourced schools. Regarding consultation in decision-making, 77% agreed or strongly agreed, while 23% disagreed. The mean was 2.84 (SD = 0.237), reflecting moderate agreement and varied experiences. This variation may stem from differences in leadership style. Osman and Dincer (2020) argue that participatory leadership fosters engagement, whereas Maiyo, Kalai & Kingi (2018) and Mureithi (2021) found that hierarchical approaches often exclude teachers from decision-making.



The delegation of administrative duties was supported by 91% of teachers, yielding a mean of 3.06 (SD = 0.254). This points to the wide acceptance of inclusive leadership. Bush and Glover (2020) emphasise that shared responsibility is essential for instructional leadership, particularly in dynamic school environments. For organisational culture and structural barriers, 75% agreed or strongly agreed, but 26% expressed disagreement. The item had the lowest mean of 2.79 (SD = 0.235), suggesting significant variability. While Njeru and Wanjala (2020) advocate for transparent governance, Kamau (2022) cautions that bureaucracy can hinder innovation and marginalise teachers.

Concerning academic and supervisory targets, 82% reported involvement, with a mean of 2.92 (SD = 0.243). This supports Mwangi and Wambua's (2023) assertion that involving teachers in planning boosts motivation. However, Oloo and Kariuki (2021) argue that some leaders impose targets, undermining genuine collaboration. The overall grand mean was 2.97 (SD = 0.248), indicating generally positive views of administrative involvement despite inconsistencies. These results align with Herzberg's Two-Factor Theory, which highlights responsibility and recognition as key motivators (Robbins & Judge, 2020). The author observes that while many schools have embraced teacher involvement, gaps in policy and leadership practices persist.

The findings confirm a strong link between teacher involvement in administration and job satisfaction. Nonetheless, the presence of dissent underscores the need for more inclusive, transparent, and well-supported leadership. Educational reforms should institutionalise participatory practices while addressing systemic barriers to meaningful teacher engagement. The principals interviewed confirmed that teachers are actively involved in school administration. This involvement takes place through consultation and participation in decision-making. Teachers are represented in the Board of Management (BoM) and the Parents' Association (PA). They also hold leadership roles such as Heads of Departments (HoDs), Deans of Studies, and members of disciplinary committees. In addition, teachers coordinate student and staff welfare, manage school farms, and oversee games, clubs, and other co-curricular activities. They further contribute to decision-making in forums such as staff, parent, and class meetings.

One principal stated,

"I involve teachers in school administration through consultation and decision-making in areas such as representation to school governing bodies, BoM, and PA. Teachers also have a say in decision-making regarding staff, parents, and class meetings."

Another added,

"Teachers play crucial roles in school management; some are heads of various departments, there is a teacher in charge of guidance and counselling, another responsible for students' welfare, boarding, games and clubs."

Most principals emphasised that teachers are delegated key responsibilities, especially during the absence of the principal and deputy.

One principal noted,

"I delegate discipline issues to my deputy and all other administrative duties during my absence on official duties. The teacher on duty (ToD) is also in charge when both the principal and deputy are away."

Another principal highlighted that teacher participation also extends to financial resource management: *"I allow teachers to participate in the management of school finances through departmental requisition of items and tendering and procurement."*

However, a contrasting view was raised by another principal who stated that,

"Some principals are hesitant to delegate due to teachers' failure to take responsibility."

This suggests variability in delegation practices across schools.

County education officers supported these observations, noting that aside from principals and their deputies, senior teachers and HoDs also perform critical administrative functions. One officer remarked,

"Involving teachers in school management as senior teachers and HoDs boosts their morale, enhancing job satisfaction."



The officer further asserted that teacher participation in decision-making fosters a sense of ownership and institutional commitment.

As one officer noted,

“Teachers feel more linked to the school when they participate in school-related decision-making, which boosts their dedication.”

These qualitative findings align with those of Tijani (2020), who states that teachers’ involvement in decision-making significantly influences their job satisfaction. The evidence indicates that schools fostering inclusive administrative practices benefit from more motivated and committed teaching staff.

The study employed Pearson correlation analysis to assess the relationship between teacher involvement in school administration and their job satisfaction. The results, as previously discussed, indicated a strong positive correlation, underscoring the importance of participatory leadership in fostering teacher morale and improving institutional performance.

Table 2: Pearson Correlation Coefficient of the Study Variables

		Teachers’ Satisfaction	Job Involvement of Teachers in School Administration
Teachers’ Satisfaction	Pearson Correlation	1	
	Sig. (2-tailed)	.	
Involvement of Teachers in School Administration	Pearson Correlation	0.846	1
	Sig. (2-tailed)	0.001	

The results in Table 2 indicate a strong and statistically significant positive correlation ($r = 0.846$, $p = 0.001$) between teachers’ involvement in school administration and their job satisfaction. This suggests that greater involvement through delegation, consultation, and participation in decision-making is associated with higher levels of job satisfaction. These findings reinforce the significance of inclusive leadership in schools. For example, Osman and Dincer (2020) and Kassie and Asgedom (2021) found that participatory leadership and teacher involvement in governance enhance morale, autonomy, and engagement. This result also supports Mwangi and Wambua’s (2023) finding that empowered teachers demonstrate stronger institutional commitment and retention. Similarly, Njuguna and Kimathi (2021), drawing from Herzberg’s Two-Factor Theory, argue that participatory practices satisfy teachers’ intrinsic needs such as recognition and responsibility, key drivers of job satisfaction (Robbins & Judge, 2020). However, the study also acknowledges the need for balance. Achieng and Maiyo, Kalai & Kingi (2018) caution that excessive delegation without proper support may lead to stress and role confusion, particularly in under-resourced schools. Thus, while involvement is vital, it should be accompanied by training and structural support. The study affirms that teacher involvement in school administration significantly enhances job satisfaction in Isinya Sub-County.

3.2 Teachers’ Professional Development and Job Satisfaction

The second objective of the study was to examine how administrative support for teachers’ professional development (PD) influences their job satisfaction. Using a five-point Likert scale, the study assessed the extent to which teachers perceived their administrators as supportive of professional development initiatives. The results are summarised in Table 3.

Table 3: Professional Development and Teachers’ Job Satisfaction (N = 97)

Statement	S A	A	D	D S	Mean	Std Dev
	N %	N %	N %	N %		



Promotes professional Development activities	10 10	62 64	19 20	6 6	2.78	0.234
Leaves to attend professional development	9 9.3	67 69	18 19	3 3	2.85	0.238
Promotion of PD programs	13 13.4	68 70	12 12	4 4	2.93	0.243
Facilitates workshops	13 13.4	71 73	10 10	3 3	2.97	0.246
encourages Professional development	15 15.5	75 77	7 7	0 0	3.08	0.256
Grand					2.92	0.243

The results from this study indicate a generally positive perception among teachers regarding administrative support for professional development (PD). Specifically, 74% of respondents agreed or strongly agreed that their school administrators promote PD opportunities, although 26% disagreed to varying extents. This contrast points to inconsistencies in support structures across schools. Furthermore, 78% reported being granted leave to attend PD activities, suggesting broad administrative approval, though the 21% who disagreed signal disparities in practice. Notably, 83% of teachers acknowledged encouragement to participate in national programs by institutions such as KEMI and KICD. A larger percentage (86%) confirmed support in attending seminars and workshops, while the most resounding affirmation (93%) came in response to whether administrators actively encouraged PD participation—none of the respondents strongly disagreed. The grand mean score of 2.92 and standard deviation of 0.243 further indicate overall agreement with slight variability among experiences.

These findings reinforce the importance of consistent administrative support in shaping teachers' professional growth and satisfaction. While the majority of schools demonstrate a commendable commitment to PD, the presence of dissenting responses suggests the need for more standardised policies and equitable access. These results align with those of Kingi (2022), who argued that school leadership significantly affects teachers' attitudes toward professional learning, particularly when support mechanisms such as release time and logistical facilitation are in place. Similarly, Wanjohi and Murage (2021) emphasised that teacher commitment thrives in environments where leaders are visibly engaged in promoting continuous improvement.

Most principals acknowledged their role in encouraging teacher attendance at training forums hosted by TSC, KNEC, and other educational bodies. Some reported providing scholarships or flexible schedules to facilitate continued learning. Others described logistical provisions such as transport, meals, and in-house mentoring. These findings mirror the conclusions of Otieno and Simiyu (2022), who highlighted the influence of instructional supervision and supportive leadership on teacher motivation and performance. A few principals admitted reluctance to release staff for PD due to teacher shortages or concerns over lost instructional time. These constraints limit equitable access and reflect systemic barriers that disproportionately affect less-resourced schools. This echoes the findings of Muriithi and Chege (2023), who warned that unbalanced PD opportunities contribute to professional stagnation and disengagement among teachers in marginalised settings.

While administrative support for PD is evident and largely appreciated, its effectiveness hinges on uniformity, planning, and inclusivity. The findings support Darling-Hammond, Hyler and Gardner (2020), who advocate for PD that is sustained, relevant, and embedded in school improvement strategies. This means that school leaders must go beyond occasional encouragement to institutionalise PD through strategic planning, needs assessment, and ongoing follow-up. This approach would not only enhance teacher morale and retention but also improve classroom practice and learner outcomes. The study confirms that administrative support for professional development has a significant and positive influence on teacher job satisfaction. However, efforts must be made to ensure consistency, particularly in under-resourced schools.



The county officers and the principals maintained that schools support teachers' professional development by encouraging and facilitating them to attend conferences, workshops, and seminars.

A principal pointed out that, *"I encourage and facilitate teachers to attend conferences, workshops, and seminars that promote teacher professional development."*

Two principals pointed out that they encourage teachers to train as KNEC examiners and pursue the TPD recommended by TSC. Another principal narrated how she encourages teachers to pursue further studies through scholarship.

One headteacher reiterated, *"I am passionate about encouraging teachers to further their studies through scholarships."*

Most principals mentioned how they promote additional professional development approaches such as TSC and MOEST, positive evaluation of teachers, allowing HODs to evaluate teachers in their departments, and promoting ICT training for teachers.

Another principal stated, *"I encourage evaluation from TSC and MOEST. HODs are also given the task to evaluate teachers in their departments."*

The county officers reiterated that the school management provides free transport and lunch for teachers attending training. The majority also alluded that they sent the DQASO to evaluate the delivery of learning and teaching in schools and make positive remedies where necessary.

A county officer noted that, *"We deploy our officers to schools to monitor the implementation of teaching and learning teaching and learning and offer corrective measures where necessary."* Most principals unanimously agreed that professional development enhances knowledge levels and other pedagogical skills.

The principals and county officers reacted to the teachers' degree of job satisfaction. The reaction to the administrative practice of involving teachers in school administration is that the accumulated experience prepares teachers for future leadership. According to most principals and county officers, participation in school management facilitates improved communication, time management, efficiency, and teacher and student performance.

One principal stated that;

"Involving teachers in school management leads to good communication, no time wastage, efficiency and improved teacher and student performance."

Further, a county official asserted that;

"There is a free flow of information, time management, efficiency, and improved performance by teachers and students."

Involving teachers in management makes them feel appreciated, increasing their job satisfaction. Furthermore, it ceases the principal workload, allowing them to engage in other tasks. Administrative support, according to Papay (2012), is the effectiveness of schools in assisting instructors with curricular teaching methods, student discipline, and adaptability to the school environment.

In terms of the effect of professional development on teacher job satisfaction, most principals pointed out that professional development entails equipping teachers with knowledge and skills which foster job satisfaction.

One principal stated:

"Professional development equips teachers with knowledge and skills that enhance job satisfaction."

Another principal mentioned that professional development leads to collaborative learning, promoting teamwork, thus boosting teachers' job satisfaction.



Further, another principal alluded that;

“Professional development fosters collaborative learning and teamwork, promoting teachers' job satisfaction.”

Most county officers alluded to how professional development allows teachers to share best practices in teaching and learning, upgrade new research, learn about emerging issues, and equip them with the latest technology. It motivates teachers to pass the new knowledge to the learner, boosting performance. Teachers' job satisfaction is when students perform well on the examination.

One county officer alluded, stating;

“Professional development permits teachers to share best practices in teaching and learning, update their research and equip them with emerging issues and new technology.”

The principals and county officers asserted that the working environment influences employees' mindset and growth. A principal pointed out that a positive environment motivates workers to produce high-quality work consistently. One of the principals said, *“A Conducive work environment motivates teachers to yield high-quality work continuously.”*

Another headteacher affirmed that the working environment helps to boost greater work participation and increased school inclusion. Furthermore, a healthy environment reduces absenteeism and improves individual and institutional resilience.

“Work environment boosts work participation, increases school inclusion and reduces absenteeism, improving individual and institutional resilience.”

A county officer reiterated that the staff respects others' values, ideas, and beliefs in a good working environment. Workers feel valued, safe, and committed to work.

“In a good working environment, the staff respect others' values, ideas, beliefs and feel valued and safe, thus boosting their commitment to work.”

The principals and the county officers unanimously agreed that a healthy working environment fosters collaboration, risk-taking, accountability, equality, increased work productivity, retention, improved performance, and job satisfaction.

According to most principals and county officers, welfare packages create a healthy, efficient, dedicated, loyal, effective, and satisfied workforce for the school's success.

“Welfare packages promote a healthy, efficient, dedicated, loyal and satisfied workforce.”

Providing welfare packages makes teachers' work life better and equally enhances their standard of living, stated one of the county officers. Another county officer asserted that welfare packages make workers happy and contented at home and in the workplace, improving general efficiency.

“Welfare packages make employees happy and contented at home and workplace, promoting general efficiency.”

A principal stated that welfare packages are essential in creating satisfaction among teachers, which increases staff engagement and improves performance, reducing absenteeism and staff turnover. The findings field (Mechanic & Irefin, 2014) the empirical study established that employees are motivated when staff welfare is taken care of, leading to commitment and high productivity, translating into good organisational performance.

The principals and the county officers outline other factors affecting teachers' job satisfaction, such as reasonable remuneration, promotion, training, workload, and decentralisation.

A principal and a county officer noted that;

“Other factors influencing teachers' job satisfaction include remuneration, promotion, training, workload, and decentralisation.”

On the contrary, the county officers noted that the ineffective implementation of administrative practices affects teachers' job satisfaction negatively, leading to poor performance by both teachers and students. Wambasi (2015)



States that in Bungoma public primary schools, most teachers were highly motivated by income, working environment, and promotion in that order.

The study conducted a Pearson correlation to examine the influence of professional development on teachers' job satisfaction in Isinya Sub-County. The table below shows the results. Table 4 indicates a strong positive correlation between teachers' job satisfaction and professional development. The Pearson correlation coefficient is 0.891, with a significance level of 0.000. It shows a strong correlation between the two variables and that professional development will likely significantly impact teachers' job satisfaction in Isinya Sub-County. It is important to note that this correlation does not necessarily mean that professional development causes an increase in teachers' job satisfaction. Furthermore, it could also be that teachers who are more satisfied with their jobs are more likely to seek professional development opportunities to further their skills and career development.

Table 4: Pearson Correlation Coefficient of Professional Development

		Teachers' Satisfaction	Job	Professional development
Teachers' Satisfaction	Job	Pearson Correlation	1	
		Sig. (2-tailed)	.	
	Professional development	Pearson Correlation	0.891	1
		Sig. (2-tailed)	0.000	

The study concurs with Nyaga (2007), Lieberman, and Pointer (2010) that teachers' professional development can affect job satisfaction. They argue that personalised professional development helps teachers develop new skills for job satisfaction. Kingi (2022) stated that after the COVID-19 pandemic, teaching faces 21st-century challenges that require the need for teachers' professional development. Teachers need professional training on how to handle learners affected and how to curb the spread of COVID-19.

4. Discussions

The study's findings show that job satisfaction among teachers is low, as indicated by the high number of teachers seeking transfer and low productivity, demonstrated by the poor academic performance in the national examinations. To strengthen teachers' commitment to improving job satisfaction, administrative processes must be addressed. The findings are consistent with those of Kingori (2003), Maiyo, Kalai & Kingi (2018), and Orina (2008), who discovered that graduate teachers were dissatisfied with their jobs due to low pay, poor working conditions, and a lack of administrative recognition.

As obtained in this study, both Maiyo, Kalai & Kingi (2018) and Papay's (2012) studies agree that job satisfaction is essential and a factor in influencing job performance. Moreover, both studies emphasise the need for an adequate evaluation system. Both studies recognise how competitive pay, appreciation, respect, and trust may contribute to job satisfaction. These findings show the importance of providing teachers with appropriate resources for their professional growth.

The study by Maiyo, Kalai & Kingi (2018) covered factors determining job satisfaction among teachers in private secondary schools in Nairobi, while the study by Papay (2012) focused on evaluative practices and their implications for teacher job satisfaction in the US. Thus, the two studies' scope differs slightly, leading to some disagreement. For instance, while both studies recognise the importance of pay, the research by Maiyo, Kalai & Kingi (2018) suggests other factors, such as job security and rewards, can contribute to teacher job satisfaction, while the study by Papay (2012) does not discuss these factors. The survey by Papay (2012) also suggests that evaluative practices can contribute to a positive teaching environment, which leads to job satisfaction, while the research by Maiyo, Kalai & Kingi (2018) does not address this issue.

5. Conclusion

Based on the findings of this study, it is evident that teacher involvement in school administration significantly influences their job satisfaction. Teachers who were actively engaged in administrative roles through delegation,



consultation, and decision-making processes reported higher levels of satisfaction. These findings affirm that when teachers are recognised as key stakeholders in management serving in roles such as heads of departments, disciplinary committees, and Boards of Management, they develop a greater sense of ownership, motivation, and morale. However, inconsistencies in the extent and quality of involvement across schools suggest a need for standardised leadership practices that promote equity and inclusivity.

Similarly, the study established that administrative support for teachers' professional development positively impacts their job satisfaction. Teachers who had access to professional development opportunities, such as training workshops, KEMI and KICD programs, and study leaves, expressed greater fulfilment in their roles. The quantitative data, reinforced by qualitative responses from principals and education officers, confirmed that administrators who actively facilitate, encourage, and resource professional growth foster more motivated and committed teaching staff. Despite this, disparities in access and implementation were observed, with some teachers reporting limited support due to staffing shortages or lack of institutional prioritisation. Therefore, school leaders should adopt more systematic, equitable, and sustained approaches to professional development as a means to enhance both teacher capacity and overall school performance.

6. Recommendations

1. School administrators should consistently involve teachers in decision-making, delegation, and consultation processes to foster a sense of ownership and improve job satisfaction.
2. The TSC should develop and enforce clear guidelines to ensure equitable teacher involvement in school administration across all schools.
3. Schools should provide equal opportunities for all teachers to attend workshops, KEMI/KICD programs, and further studies, supported by structured leave and resources.
4. Establish school-level systems that prioritise and monitor ongoing professional growth, ensuring every teacher receives consistent support regardless of school size or location.

7. References

- Abuga, R., & Kipkoech, L. (2021). Influence of school administrative structures on teacher motivation in public secondary schools in Nakuru County, Kenya. *International Journal of Education and Research*, 9(6), 112-123.
- Achieng, J., & Maiyo, Kalai & Kingi (2018), M. (2022). Leadership practices and teacher performance in Kenyan secondary schools. *East African Journal of Education and Social Sciences*, 3(2), 45–54.
- Barasa, J., & Njoroge, R. (2020). School leadership and teacher performance in Kenyan secondary schools. *African Journal of Education and Practice*, 6(4), 112–123.
- Bush, T., & Glover, D. (2020). *School Leadership in Sub-Saharan Africa: Emerging Policies and Practices*. Bloomsbury.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective Teacher Professional Development*. Learning Policy Institute.
- Herzberg, F. (1959). *The Motivation to Work*. New York: Wiley.
- Kamau, J. M. (2022). Structural barriers to teacher involvement in Kenyan secondary schools. *International Journal of Educational Management*, 36(1), 121–135.
- Kassie, A. T., & Asgedom, A. (2021). Teacher participation in school governance and its influence on job satisfaction. *International Journal of Educational Leadership and Management*, 9(1), 23–40.
- Kingi, P. M. (2022). Professional Training Programs and Career Progression: Implications for Teacher Performance during COVID-19 in Kenya. *Journal of African Interdisciplinary Studies*, 6(1), 4-20.
- Kiplangat, H., & Waweru, S. (2020). Teacher management practices and their influence on job satisfaction in Kenyan secondary schools. *African Journal of Educational Management*, 28(2), 59–74.
- Lieberman, A., & Pointer Mace, D. H. (2010). Making practice public: Teacher learning in the 21st century. *Journal of Teacher Education*, 61(1-2), 77–88.
- Maiyo, Kalai & Kingi (2018), J., & Mureithi, K. (2021). Power dynamics in school leadership: A Kenyan perspective. *International Journal of Educational Leadership*, 8(1), 29–44.
- Maiyo, R. J., Kalai, J. M., & Kingi, P. (2018). Factors Influencing Female Teachers' Progression to Top Management Positions in Public Secondary Schools in Narok North Sub-County, Kenya.



- Mulkeen, A., & Higgins, P. (2021). Teacher preparation and support in Sub-Saharan Africa: A comparative study. *UNESCO Institute for Statistics Reports*.
- Muriithi, T., & Chege, P. (2023). Barriers to professional development in rural schools in Kenya. *East African Journal of Education and Social Sciences*, 4(1), 45–54.
- Mutuma, G., & Muriithi, P. (2022). Delegation practices and teacher motivation in Kenyan public schools. *African Journal of Educational Research*, 10(1), 15–24.
- Mwangi, F., & Wambua, S. (2023). Inclusive leadership and teacher motivation in public secondary schools in Kenya. *African Journal of Educational Studies*, 11(1), 66–80.
- Mwangi, P., & Wambua, L. (2023). Collaborative instructional leadership and academic performance in public schools. *East African Journal of Education and Social Sciences*, 4(2), 45–56.
- Ngari, J. M., & Mureithi, F. (2022). School leadership and teacher job satisfaction in public secondary schools in Kenya. *Journal of Educational Policy and Leadership*, 10(1), 1–13.
- Njeri, L., & Mutua, M. (2021). Administrative challenges affecting school performance in semi-arid areas of Kenya. *International Journal of Academic Research in Education*, 7(1), 33–47.
- Njeru, A., & Wanjala, S. (2020). Transparency and accountability in school management. *Kenya Journal of Education, Planning and Economics*, 12(3), 80–94.
- Njuguna, J. K., & Mwangi, M. (2021a). Administrative support and teacher performance in Kenyan secondary schools. *Journal of Contemporary Education Research*, 3(4), 89–98.
- Njuguna, J., & Kimathi, M. (2021b). Participatory leadership and job satisfaction among secondary school teachers in Nairobi County. *Kenya Journal of Educational Management*, 4(1), 92–105.
- Obiakor, F., & Offorma, G. (2021). Teacher burnout in Sub-Saharan Africa: Exploring causes and solutions. *Education and Society in Africa*, 6(4), 100–114.
- OECD. (2021). *Teaching and Learning International Survey (TALIS) 2021: Teachers and School Leaders as Valued Professionals*. OECD Publishing.
- Oloo, J., & Kariuki, L. (2021). Authenticity in school leadership: A study of participatory decision-making in Kenyan schools. *African Education Review*, 18(2), 114–129.
- Onyango, D. (2023). Determinants of teacher motivation in rural Kenyan counties. *Kenya Journal of Educational Management*, 5(2), 44–61.
- Osman, A., & Dincer, S. (2020a). Participatory leadership and teacher engagement: A systematic review. *Journal of Educational Leadership and Policy Studies*, 4(1), 22–36.
- Osman, M., & Dincer, C. (2020b). *The effect of participative decision-making on teachers' job satisfaction*. *International Journal of Contemporary Educational Research*, 7(2), 89–97.
- Otieno, B., & Simiyu, C. (2022). Instructional supervision and teacher performance in Kenyan public schools. *International Journal of Educational Leadership and Management*, 10(1), 79–95.
- Robbins, S. P., & Judge, T. A. (2020). *Organisational Behaviour* (18th ed.). Pearson Education.
- Teachers Service Commission (TSC, 2022).
- Teachers Service Commission (TSC). (2023). *Annual Report 2022/2023*. Nairobi: TSC.
- Tijani, B. (2020). Teachers' involvement in school administration and its effect on job satisfaction. *African Journal of Education and Practice*, 6(3), 45–57.
- UNESCO. (2021). *Global Education Monitoring Report: Teachers and Teaching*. Paris: UNESCO Publishing.
- Wanjohi, M., & Murage, D. (2021). *The role of headteachers in supporting continuous professional development*. *Journal of Educational Policy and Management*, 5(3), 33–48.

