ISSN 2278-2540 | DOI: 10.51583/IJLTEMAS | Volume XIV, Issue VIII, August 2025

Influence of Collegial Relationships on Teacher Job Satisfaction in Public Secondary Schools in Kesses Sub County

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DOI: https://doi.org/10.51583/IJLTEMAS.2025.1408000167

Received: 31 Aug 2025; Accepted: 06 Sep 2025; Published: 19 September

Abstract: Collegial relationships among Teachers play a key role in influencing teacher work satisfaction, notably in public secondary schools in Kesses Sub-County, Uasin Gishu County, Kenya. The purpose of this study was to find out the influence of collegial relationships on teacher job satisfaction. The study was guided by the following hypothesis; H_{01}: There is no significant relationship between collegial relationships and teacher job satisfaction. Ex post facto research design was adopted. The study was anchored on Herzberg's two factor theory. Quantitative data was gathered through a structured survey administered to teachers across multiple public secondary schools, while qualitative insights was obtained from in-depth interviews with selected participants. The data collected was analyzed using descriptive statistics, inferential tests, and regression analyses, among others. Results were as follows; collegial relationship, teacher involvement in curriculum development, teaching and learning resources and physical working conditions had a positive and significant effect on teacher job satisfaction of (β=1.204, p=0.000). The study concluded that collegial relationships enhances teacher job satisfaction. The study further concluded that respecting each other at the school affects teachers' job satisfaction. Trusting each other helps to improve how teachers relate with one another at the school which subsequently affect job satisfaction. Teacher relationships at school being built on mutual trust affects job satisfaction. Teachers' commitment to one another at the school affects job satisfaction. How teachers relate with their colleagues being influenced by their level of commitment to one another affect job satisfaction. The study recommended that teachers should respect each other at the school and should trust each other so as to improve how they relate with one another at the school. Teacher relationships at school should be built on mutual trust. Teachers should be committed to one another at the school. A further study should be done on other determinants of teacher job satisfactions in Uasin Gishu County and other counties in Kenya. The study will be of benefit to policy makers and it will be instrumental in shaping educational policies and practices that enhance teacher job satisfaction.

Key words: Collegial relationship, Teacher job satisfaction, Public secondary schools, Kesses Sub County

I. Introduction

A collegial relationship is an element that enhances students' academic success (Toropova, et al., 2021). Owing to their authority within the school, collegial relationships foster a positive learning environment. According to Homana, et al. (2016), the term collegial relationships is a friendly and cooperative relationship between colleagues. It often involves mutual respect, shared responsibility, moral support mostly amongst colleagues whose professional standing is the same or those who happen to work towards a goal that is common. Getzels and Guba (2017) noted that teachers are significant members of the school community and the relationship amongst themselves is essential to the education of students. In Thailand, Toropova, et al. (2021) opine that collegial relationships can impact teachers work performance and students learning outcomes when the relationship is positive. In South Korea, Wentzel and Watkin (2022) posit that collegial relationships has a critical impact on teacher job satisfaction. In China, scholarly works of Bahtilla and Hui (2021) reveal that a positive collegial relationship encourages collaboration and professional development, resulting in greater job satisfaction.

According to Omar, et al. (2015), an employee's attitude about their work in an organization is a key component of job satisfaction. If the worker is not satisfied with the job they are doing at the moment. They won't be satisfied with their jobs if it's physical or mental. Collegial relationships directly impact teachers' satisfaction with their jobs (Skaalvik & Skaalvik, 2017). Learners' attainment is significantly affected by the classroom teacher. The goal is to come up with ways to inspire teachers to remain in the career (Ker, Lee, & Ho, 2022). The preceding Studies show that teachers are becoming dissatisfied with their jobs and show the intention to exit the profession and institution. Scholarly works of Akinnola and Oredein (2021) reveal that in Nigeria, teachers are the vital aspect of success of the education system. They bear the bulk tasks in modelling the learners' minds. According to Aldridge and Fraser (2016), teachers also play greater roles in the industry, especially as a result of certain outside variables majorly influencing teacher job satisfaction embrace socioeconomic status, cultural attitudes, government policies, economic conditions, and community engagement.

Various stakeholders in Kenya are becoming increasingly concerned about the poor performance of both students and teachers. One factor influencing students' academic performance is poor collegial relationships among teachers (Mbogo, 2015). This adversely affects the student's academic performance and drastically decreases the amount of teaching time (Onyango, et al., 2020). Research on the poor academic performance of children in Uasin Gishu County revealed that factors such as teachers' motivation,

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economic status, and severe workloads impact both their performance at work and the academic performance of their students. This may not apply to Kesses Sub County because it was conducted over a larger area. Furthermore, it was impossible to demonstrate the relationship between teachers' collegial relationships and teachers' job satisfaction. This made it necessary to conduct this study to investigate how collegial relationships among teachers' influences teachers' job satisfaction.

Teacher job satisfaction is an important factor that affects the value of education and student results in schools. Despite its importance, approximately, a half of the educators in public schools in Uasin Gishu County face minimal job satisfaction that led to high revenue rates, decreased morale, and reduced instructional quality (Jepkoech, 2024). The school environment, including collegial relationships plays a vital role in shaping teachers' job satisfaction (Kiboss & Jemiryott, 2020). The precise effects of these collegial relationship's teachers working in public schools in Kesses Sub County, Uasin Gishu County, Kenya, are not well understood, thus a gap in research. The gap in knowledge hinders efforts to develop effective strategies and policies to enhance teacher job satisfaction and retention.

II. Objective of this study

The objective of this study is to examine the influence of collegial relationships on teacher job satisfaction in public secondary schools in Kesses Sub County. Specifically, the study aims to explore how positive interpersonal dynamics among teachers—such as mutual respect, trust, collaboration, and emotional support—affect their sense of fulfillment, commitment to the teaching profession, and overall morale.

The study seeks to investigate the extent to which collegiality fosters a supportive work environment that encourages professional growth, enhances job performance, and reduces teacher stress and burnout. By focusing on peer-to-peer interactions such as team teaching, mentorship, joint decision-making, and shared responsibilities, the research will identify how these relationships contribute to a more cohesive school culture.

Furthermore, the study will assess how a collegial environment can influence teacher retention, classroom effectiveness, and long-term career satisfaction. The findings are expected to inform school leadership and educational policymakers on practical strategies to enhance collegiality in schools, ultimately leading to improved teacher well-being and better educational outcomes for students.

H_{01}: Collegial relationships has no significant influence on teacher job satisfaction in public secondary schools in Kesses Sub County.

III. Research Methodology

An ex post facto research design was ideal for investigating how the collegial relationships influences teacher job satisfaction without manipulating variables. An ex post facto research design can be used to analyze a cause based on a certain effect studied (Gupta & Gupta, 2022). Its adoption in this study is because the research design is associated with analysis of a research on the basis of opinion and then arrives at a good decision. Target population is a group of individuals or subjects who have comparable or shared traits (Ørngreen & Levinsen, 2017). Teachers and principals made-up the target group in this regard. As of 2021, Kesses Sub-County had 35 public secondary schools (Uasin-Gishu Education Office 2021). This research study targeted a total of 35 principals and 985 teachers, from the 35 public secondary schools in the sub county and 1 sub-county director of education from the sub-county. This research was carried out in Kesses Sub County which is found in Uasin Gishu County, Kenya. The Kesses Sub County in Kenya's Uasin Gishu County was the site of this study. Uasin Gishu County is 330 kilometres northwest of Nairobi in the Kenyan Rift Valley. In connection to learning, Uasin Gishu County has a variety of both essential and advanced institutions of learning. The county has a number of colleges and universities. Uasin Gishu County has 166 public secondary schools, with Kesses Sub County having 38. The sample size was 11 public primary schools calculated using Yamane 1967 sample size determination formula.

Using a stratified random sample technique, the schools were categorized and chosen based on four levels: sub-county, county, extra-county, and national. The study used stratified random sampling where the respondents were grouped into principals and teachers. Purposive sampling was used in the selection of the principals and teachers. The sub county director was selected using purposive sampling technique. This study gathered information using observation, interview guidelines, and a questionnaire. The study objectives served as a guide for the researcher as they build these instruments. To ensure the study's goals and content reflect the whole set of objects to be examined, the researcher examined them. This kind of validity is referred to as content validity and the researcher consulted colleagues and supervisors in the Department of Educational management planning and curriculum studies for professional assistance. The study ensured the questions are clear, concise, concrete, correct and complete in form and content. Additionally, the instrument had a manageable page count. In two schools in the nearby Nandi County, a pilot study was carried out to determine the dependability of the research equipment. There was a test-retest methodology used. Approximately thirty instructors from two Nandi County schools received the questionnaire; the same responders received it again two weeks later. The collected data was coded to facilitate analysis. After that, both qualitative and quantitative analysis techniques were applied and SPSS Version 20.0 facilitated the analysis. To provide descriptive data, frequency counts of the responses was acquired in tables and graphs. The frequency distribution, percentages, means, and standard deviations are among the descriptive statistics that was calculated. Regression analysis helped in the testing of hypotheses adopted in this study which was to lead to either rejection or failure to reject and subsequently inform the conclusion made in this study. Data analysis was comprehensive as presented in chapter

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four. The assumptions of regression model were done in the study before the actual regression analysis was conducted. All the results were presented either using tables or figures.

IV. Results & Discussion

Response rate is the total number of people who participate in a study out of the sample size (Gupta & Gupta, 2022). Out of the total respondents, 76.8% completely filled the questionnaires. According to Saharan, et al. (2024), the response rate sufficient for data analysis should be 60% or above. In this study, a response rate of 76.8% was good and therefore adequate for analysis and reporting. Response rate was presented in Table 1;

Table 1: Response rate

Response rate	Frequency	Percent
Responded	218	76.8
Not responded	66	23.2
Total	**284**	**100.0**

Background information was provided in this study because it helps the reader to be able to understand the research problem. The study therefore sought to determine the respondents' bio-data which included distribution of respondents by sex, age, professional qualification, specialization and teaching experience in public secondary school. Other aspects included distribution of respondents by location and type of school. Results on the bio-data was presented below; on distribution of respondents by sex which had been operationalized using male and female, the results were provided in Table 2;

Table 2: Distribution of respondents by sex

Statements	Frequency	Percent
Male	138	63.3
Female	80	36.7
Total	218	100.0

Out of the total respondents, 63.3% were male and 36.7% female. Both genders participated in the study which helped to enhance diversity of opinions which contributed to improvement of the quality of the study. On age, the results were provided in Table 3;

Table 3: Distribution of respondents by age

Statements	Frequency	Percent
Below 30 years	60	27.5
31-40 years	106	37.6
41-50 years	33	15.1
51-60 years	19	8.7
Above 60 years	0	0.0
Total	**218**	**100.0**

The results revealed that 27.5% of the total respondents were below 30 years, 37.6% between 31 and 40 years, 15.1% between 41 and 50 years and 8.7% between 51 and 60 years. This implies that the respondents were drawn from different age groups which enhanced diversity of opinions that contributed to improvement in the quality of the study. In this study, another area of interest was distribution of respondents by professional qualifications and findings were as under;

Table 4: Distribution of respondents by professional qualifications

Statements	Frequency	percent
Bachelors' degree	125	57.3
Master's degree	73	33.5
Phd	3	1.4
Others (specify)	17	7.8

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Total	**218**	**100.0**

Out of the total respondents, 57.3% had a bachelors' degree, 33.5% master's degree, 1.4% had PhD while 7.8% had other qualifications which include post-graduate diploma in education among others. In regards to specialization, the study results were as under;

Table 5: Distribution of respondents by specialization

Statements	Frequency	percent
English/literature	5	2.3
Math/chemistry	18	8.3
Bio/Agriculture	7	3.2
Bio/chemistry	8	3.7
Math/chemistry	14	6.4
Math/physics	12	5.5
Physics/chemistry	12	5.5
Kis/history	12	5.5
History/CRE	12	5.5
Kis/Geography	12	5.5
Home science/Bio	12	5.5
Math/computer	12	5.5
Maths/business	12	5.5
Geo/Business	12	5.5
Home science/Kiswahili	17	7.8
Computer/Business	41	18.8
Total	**218**	**100.0**

Out of the total respondents, 2.3% taught English/literature, 8.3% math/chemistry, 3.2% biology/ agriculture, 3.7% biology/chemistry and 6.4% math/chemistry. The results also revealed that 5.5% of the teacher's taught math/physics, 5.5% physics/chemistry, 5.5% Kiswahili/history, 5.5% history/CRE, 5.5% Kiswahili/geography and 5.5% home science/biology. Out of the total respondents, 5.5% taught math/computer, 5.5% math/business, 5.5% geography/business, 7.8% home science/Kiswahili and 18.8% computer/business. This implies that the respondents were drawn from different specializations and hence there was diversity of opinions which contributed to enhancement of the quality of the study. On teaching experience, results were presented below;

Table 6: Teaching experience in public secondary school

	Frequency	Percent
1-5 years	111	50.9
6-10 years	107	49.1
Total	**218**	**100.0**

Approximately, 50.9% of the study participants had between 1- and 5-years teaching experience while 49.1% between 6 and 10 years. In regards to where the schools were set-up, the results were presented in Table 7.

Table 7: Distribution of public secondary schools by Location

	Frequency	Percent
Urban set-up	106	48.6

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Rural set-up	112	51.4
Total	**218**	**100.0**

A total of 51.4% of the respondents revealed that the public secondary schools were located in rural set-up while 48.6% urban set-up. The schools were located in different set-ups and hence diversity of opinions was enhanced and hence the quality of the study improved. The results on the type of school were presented in Table 8.

Table 8: Type of school

	Frequency	**percent**
Day	84	38.5
Boarding	97	44.5
Mixed boarding and day	37	17.0
Total	**218**	**100.0**

Out of the total secondary schools, 38.5% were day public secondary schools, 44.5% boarding public secondary schools and 17.0% mixed boarding and day public secondary schools. The schools were of different type and therefore diversity of opinions was enhanced which improved the quality of the study.

Descriptive statistics of collegial relationships on Teacher Job Satisfaction

Findings were as under;

Table 9: Perception of Teachers on collegial relationships

Statements		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
We respect each other at the school.	F	60	89	69	2.0413	.76991
	%	27.5	40.8	31.7		
We trust each other at the school.	F	72	103	43	1.8670	.71566
	%	33.0	47.2	19.7		
Trusting each other has helped to improve how we relate with one another at the school.	F	68	103	47	1.9037	.72155
	%	31.2	47.2	21.6		
Our relationships at school are built on mutual trust.	F	49	86	83	2.1560	.76411
	%	22.5	39.4	38.1		
We are committed to one another at the school.	F	56	103	59	2.0138	.72785
	%	25.7	47.2	27.1		
How we relate with our colleagues is influenced by our level of commitment to one another.	F	63	108	47	1.9266	.70817
	%	28.9	49.5	21.6		

A total of 27.5% of the respondents were dissatisfied with the statement that they respect each other at the school, 40.8% were undecided and 31.7% were satisfied. Respecting each other at the school was further established to affect with a mean of 2.0413 and a std. dev. of 0.76991. Benevene et al. (2020) also found that respecting each other at the school affects teachers job satisfaction. On whether the teachers trust each other at the school, 33.0% were dissatisfied with the statement, 47.2% were undecided and 19.7% were satisfied. Respecting each other at the school was further established to affect job satisfaction with a mean of 1.8670

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and a std. dev. of 0.71566. The study agrees with that of Akinyemi (1995) that respecting each other at the schools affects teachers' job satisfaction.

On whether trusting each other has helped to improve how teachers relate with one another at the school, 31.2% were dissatisfied with the statement, 47.2% neutral while 21.6% were satisfied with the statement. Trusting each had helped to improve how teachers relate with one another at the school which subsequently was found to affect job satisfaction with a mean of 1.9037 and a std. dev. of 0.72155. The study concurs with that of Sweetheart-Hammond et al. (2005) that trusting each other helps to improve how teachers relate with one another at the schools which subsequently was found to affect job satisfaction. On whether teacher relationships at school are built on mutual trust, 22.5% were dissatisfied, 39.4% were neutral while 38.1% were satisfied. Teacher relationships at school being built on mutual trust was further established to affect job satisfaction with a mean of 2.1560 and a std. dev. of 0.76411. Buckley et al. (2005) also established that a teacher relationship at schools that is built on mutual trust affects teachers job satisfaction.

On whether teachers are committed to one another at the school, 25.7% were dissatisfied, 47.2% neutral while 27.1% were satisfied with the statement. Teachers are committed to one another at the school was further established to affect job satisfaction with a mean of 2.0138 and a std. dev. of 0.72785. Omar et al. (2020) also established that teachers who are committed to one another at the schools affect their job satisfaction. On whether how teachers relate with their colleagues is influenced by our level of commitment to one another, 28.9% were dissatisfied, 49.5% neutral and 21.6% were dissatisfied with the statement. How teachers relate with their colleagues that is influenced by their level of commitment to one another was further established to affect job satisfaction with a mean of 1.9266 and a std. dev. of 0.70817. Findings are in agreement with that of Homana (2006) that how teachers relate with their colleagues that is influence by their level of commitment to one another affects their job satisfaction. The sub-county director interviewed revealed that;

Collegial relationships are important in enhancement of teachers' job satisfaction. The various ways in which collegial relationships can enhance teacher job satisfaction include respect, trust and commitment.

The principals interviewed revealed that;

Majority of the teachers have good working relationship amongst themselves at the school. Teamwork is evident among the teachers and their level of commitment towards each other keeps on improving from time to time (P#18). Teachers help us in providing suggestions on matters that arise in the school that requires various decisions to be made (P#3). We involve them in decision making and are always willing to provide take on more responsibilities when assigned (P#7). We collaborate with other teachers on lesson planning or student activities every term (P#11). In the previous few years' teamwork with colleagues led to improvement in the performance of KCSE exams (P#24). We are always open and comfortable communicating with our colleagues about challenges that we undergo during teaching in the schools which helps to lessen the burden of too much responsibilities on our side (P#31).

Teachers' Job Satisfaction

Findings were as under;

Table 10: Perception of teachers on Job Satisfaction

Statement		Dissatisfied	Neutral	Satisfied	Mean	Std. Dev.
The attitude towards the job is positive.	F	54	61	103	2.0321	.72727
	%	24.8	28.0	47.2		
The present job offers psychological or physiological gratification.	F	12	87	119	2.4908	.60139
	%	5.5	39.9	54.6		
The present job fulfills the psychological and physiological needs.	F	17	164	37	2.0917	.49030
	%	7.8	75.2	17.0		
Job satisfaction means liking the job.	F	89	104	25	1.7064	.66239
	%	40.8	47.7	11.5		
Job satisfaction enhances the employee's performance and productivity.	F	24	50	144	2.1193	.57160
	%	11.0	22.9	66.1		

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On whether the attitude towards the job was positive, 24.8% were dissatisfied with the statement, 28.0% were neutral while 47.2% satisfied. Their attitude towards the job was positive with a mean of 2.0321 and a std dev. of 0.72727. Findings are similar to that of Benevene et al. (2020) that teacher's attitude towards the job was positive. In regards to whether the present job offers psychological or physiological gratification, a total of 5.5% were dissatisfied with the statement, 39.9% neutral while 54.6% satisfied. Many were in favour with the statement with a mean of 2.4908 and a std dev. of 0.60139. The study by Akinyemi (1995) also established that their present job offered psychological or physiological gratification. In relation to whether the present job fulfills the psychological and physiological needs, 7.8% were dissatisfied with the statement, 75.2% neutral while 17.0% satisfied. Many were in favour of the statement with a mean of 2.0917 and a std dev. of 0.49030. Robbins (2007) also found similar results. On whether job satisfaction means liking the job, 40.8% were dissatisfied with the statement, 47.7% neutral while 11.5% were satisfied with the statement. Many supported the statement with a mean of 1.7064 and a std dev. of 0.66239. The study concurs with that of Wood (2005) that job satisfaction does not mean liking the job. On whether job satisfaction enhances the employee's performance and productivity, 11.0% were dissatisfied with the statement, 22.9% neutral while 66.1% were satisfied. Many agreed with the statement with a mean of 2.1193 and a std dev. of 0.57160. The study concurs with that of Akinyemi (1995) that job satisfaction enhances the employee's performance and productivity.

Correlation analysis

The results were as under;

Table 11: Correlation analysis

n=218		Satisfaction	Collegial r/ship
Satisfaction	Pearson Correlation		
	Sig. (2-tailed)	1	
Collegial r/ship	Pearson Correlation	.820**	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

In Table 11, the results indicated a positive and significant relationship between collegial relationships and teachers job satisfaction (r=0.820, p=0.000). The study concurs with that of Buckley et al. (2005) that a positive and significant relationship exists between collegial relationships and teachers' job satisfaction.

Regression analysis

Regression analysis was then conducted and the results presented in this study include model summary, model of fitness test and regression co-efficient. The model summary results were presented in Table 12.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957[a]	.915	.914	1.03903

a. Predictors: (Constant), collegial relationship

In Table 12, the adjusted r square value was 0.914 which implies that collegial relationships explain 91.4% change I teacher job satisfaction in public secondary schools in Kesses sub county, Uasin Gishu County, Kenya. Model fitness test was done using Analysis of Variance (ANOVA) and the results were presented in Table 13.

Table 13: Model Fitness

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	2479.534	1	619.883	574.185	.000[b]
1	Residual	229.952	216	1.080		
	Total	2709.486	217			

a. Dependent Variable: Teacher job satisfaction

b. Predictors: (Constant), collegial relationship

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The value of the F test was F (1, 216) = 574.185, p<0.05. This meant that the model was fit for the study as the p value was below 0.05. This implies that administrative support, collegial relationship, teaching & learning resources and physical working conditions can significantly affect teacher job satisfaction. This study was further sought to determine the extent to which the independent variables affect the dependent variable and the results were presented in Table 14.

Table 14: Regression Co-efficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.969	.894		4.438	.000
1	Collegial relationship	1.204	.034	.726	35.601	.000

Dependent Variable: Teacher job satisfaction

Regression model for the study was as follows;

$Y = 3.969 + 1.204X_1$

Where;

Y=Teacher job satisfaction

X_1= Collegial relationship

The results as per Table 14 reveal that collegial relationships has a significant positive effect on teacher job satisfaction (β=1.204, p=0.000). This implies that an improvement in collegial relationships by one unit is able to increase job satisfaction by 1.204 units when administrative support, teaching and learning resources and physical working conditions are held constant. This led to the rejection of the null hypothesis **(H_{01})** that there is no significant relationship between collegial relationships and teacher job satisfaction. The study therefore concluded that there is a significant relationship between collegial relationships and teacher job satisfaction. The study concurs with that of Kavanaugh and Ninemeier (2001) that there is a significant relationship between collegial relationships and teacher job satisfaction.

V. Conclusions & Recommendations

Collegial relationships has a significant positive effect on teacher job satisfaction. This led to rejection of the null hypothesis (H_{01}) that there is no significant relationship between collegial relationships and teacher job satisfaction. The study further concluded that respecting each other at the school affects teachers' job satisfaction. Trusting each other helps to improve how teachers relate with one another at the school which subsequently affects job satisfaction. Teacher relationships at school being built on mutual trust affects job satisfaction. Teachers' commitment to one another at the school affects job satisfaction. How teachers relate with their colleagues being influenced by their level of commitment to one another affect job satisfaction. The study recommended that teachers should respect each other at the school and should trust each other so as to improve how they relate with one another at the school. Teacher relationships at school should be built on mutual trust. Teachers should be committed to one another at the school. A further study should be done on other determinants of teacher job satisfactions in Uasin Gishu County and other counties in Kenya. A study should be conducted on school environment as a determinant of teacher job satisfaction in public secondary schools in Kesses Sub-County, Uasin Gishu County, Kenya but other determinants should be adopted besides administrative support, collegial relationship, teaching and learning resources and physical working conditions.

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