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## INFLUENCE OF HEADS OF INSTITUTIONS' PROFESSIONAL DEVELOPMENT SUPPORT ON NON-TEACHING STAFF JOB PERFORMANCE IN PUBLIC COMPREHENSIVE SCHOOLS IN LIKUYANI SUB-COUNTY, KENYA.

### Authors

Majanga, Charlotte Musimbi <sup>1</sup>, Koros Peter <sup>2</sup>, Rose Atoni<sup>3</sup>

<sup>1, 2, 3</sup> The Catholic University of Eastern Africa

Correspondance Email: [charlottesmusimbi5@gmail.com](mailto:charlottesmusimbi5@gmail.com)

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### Abstract

*This study investigated the influence of heads of institutions' professional development strategy on non-teaching staff job performance in public comprehensive schools in Likuyani Sub-County, Kenya. The study was anchored on Herzberg's Two-Factor Theory of Motivation and adopted a convergent mixed-methods design. The target population comprised 51 public comprehensive schools, while the sample consisted of 23 schools, including 23 Heads of Institutions, one Quality Assurance and Standards Officer, and 115 non-teaching staff. Data were collected using questionnaires, in-depth interview guides, and a document analysis schedule. The validity of the research instruments was established through expert review, while reliability was assessed using Cronbach's alpha. Quantitative data were analyzed using frequencies, percentages, and one-way analysis of variance (ANOVA), whereas qualitative data were analyzed thematically and presented in narrative form. The findings revealed a statistically significant influence of heads of institutions' professional development administrative support on non-teaching staff job performance,  $F(4, 108) = 18.742, p < .001$ . The study concluded that professional development administrative support enhanced staff*

*competence and confidence, while collaboration promoted teamwork and coordination. Conducive working conditions facilitated effective task execution, and motivational practices strengthened staff commitment and willingness to improve performance. The study recommended that the Ministry of Education and heads of institutions strengthen professional development opportunities, collaboration mechanisms, workplace facilities, and motivational practices to enhance non-teaching staff job performance in public comprehensive schools.*

**Key Terms:** Professional Development Strategy; Non-Teaching Staff Job Performance

## 1.0 Introduction

Professional development is particularly important because non-teaching staff increasingly operate in institutions where administrative procedures, information systems, communication technologies and service expectations continue to change. Structured professional development provides employees with relevant skills while strengthening confidence in carrying out assigned responsibilities. In Kenya, Ireri (2021) established that career growth among non-teaching staff is strongly influenced by structured professional development. Training supports the development of skills required to adapt to institutional demands and encourages innovation and organizational growth. The absence of professional development leaves employees less prepared for new responsibilities, thereby reducing confidence and productivity. Professional development therefore influences performance through improved competence, adaptability and willingness to undertake new responsibilities. However, training opportunities are more likely to produce meaningful performance improvements when employees receive relevant programs and institutional support to apply acquired skills in their daily work. Across Africa, the performance of non-teaching staff was also affected by the manner in which educational institutions managed human resources and working conditions. Schools operated within environments characterized by resource constraints, increasing administrative demands and changing expectations for service delivery. Such conditions required heads of institutions to provide practical support that enabled employees to perform effectively despite operational challenges. Professional development strengthened staff capacity, collaboration improved coordination, conducive working conditions reduced operational barriers and motivation sustained commitment. The literature from Nigeria, Uganda, South Africa, Indonesia and other contexts demonstrated the relevance of these strategies, but most studies considered employee performance generally or examined individual strategies separately. However, there remained limited context-specific empirical evidence on how the four administrative support strategies, individually and collectively, influenced the job performance of non-teaching staff in public comprehensive schools. This gap was particularly significant in the context of evolving school structures, where the roles and responsibilities of non-teaching staff were increasingly expanding and becoming more complex. In Kenya, non-teaching staff operates within institutional and legal frameworks intended to safeguard employee welfare, working conditions and employment rights. The Employment Act (2007, revised 2023) provides the legal framework for employment conditions, contracts, working hours, leave and termination procedures. The Occupational Safety and Health Act (2007) provide for workplace health and safety, while more recent welfare-related reforms affect employee deductions and social protection arrangements. These frameworks demonstrate the importance attached to employee welfare and workplace conditions. Relevant government institutions, including the Ministry of Labour and Social Protection, Public Service Commission, Teachers Service Commission and other statutory agencies, contributed to the regulation of employment and institutional practices. However, the existence of formal policies did not automatically guarantee effective administrative support at school level. The manner in which heads of institutions interprets and

implements institutional responsibilities determines whether non-teaching staff actually experiences professional development, collaboration, motivation and favorable working conditions.

### 1.1 Theoretical Framework

This study was anchored on Herzberg's Two-Factor Theory of Motivation, developed from the work of Herzberg, Mausner, and Snyderman. The theory distinguishes between two categories of factors that influence employees' experiences at the workplace: hygiene factors and motivators. Hygiene factors include working conditions, institutional policies, supervision, interpersonal relationships, job security, and remuneration. Their presence helps prevent employee dissatisfaction, although they do not necessarily produce sustained job satisfaction. In contrast, motivators include achievement, recognition, responsibility, advancement, and opportunities for professional growth. These factors are associated with increased job satisfaction, motivation, and willingness to perform effectively. Herzberg's Two-Factor Theory therefore provides a useful framework for understanding employee motivation and job performance in organizational and educational settings (Alshmemri et al., 2017; Jones & Lloyd, 2005). In the context of public comprehensive schools, the theory is relevant because heads of institutions provide administrative support that may encompass both hygiene factors and motivators. A conducive working environment, adequate work resources, supportive institutional policies, and appropriate supervision correspond to hygiene factors because they can reduce dissatisfaction and create conditions that enable staff to perform their duties effectively. Professional development opportunities, recognition, responsibility, and opportunities for growth are more closely associated with motivators because they can enhance employees' sense of achievement, competence, personal growth, and commitment to their work. Similarly, collaboration can be linked to the theory through interpersonal relationships, participation, and shared responsibility within the workplace. The theory therefore provides a basis for explaining how heads of institutions' professional development administrative support may be associated with the job performance of non-teaching staff. When heads of institutions provide opportunities for professional development, supportive supervision, appropriate working conditions, recognition, and opportunities for staff growth and participation, non-teaching staff may develop greater competence, confidence, job satisfaction, and commitment to their responsibilities. These conditions may, in turn, be reflected in improved job performance. The theory thus provides the theoretical basis for examining the relationship between heads of institutions' professional development administrative support and non-teaching staff job performance in public comprehensive schools.

### 2.0 Research Design and Methodology

The study employed a convergent design within a mixed-methods approach. The design was appropriate because the study required both numerical evidence and detailed explanations concerning heads of institutions' administrative support and non-teaching staff job performance. In a convergent design, quantitative and qualitative data are collected during the same phase of the research, analyzed separately, and brought together during interpretation (Creswell & Plano Clark, 2025; Bilgic et al., 2026). This approach enabled the researcher to examine the study variables quantitatively while also obtaining detailed accounts from heads of institutions concerning their experiences with non-teaching staff.

### 2.1 Target Population

Table 1: *Target Population*

| Category                                | Population |
|-----------------------------------------|------------|
| Schools                                 | 51         |
| Heads of institutions                   | 51         |
| Non-teaching staff                      | 255        |
| Quality Assurance and Standards Officer | 1          |

Source: Researcher, 2026

**Sampling Procedures:** The study employed systematic sampling to select schools, heads of institutions and non-teaching staff. Purposive sampling was used to select the Quality Assurance and Standards Officer. The final sample comprised 23 schools, 23 heads of institutions, 115 non-teaching staff and one Quality Assurance and Standards Officer.

## 2.2 Data Collection Instruments

The study employed a combination of a structured questionnaire, in-depth interview guides and a document analysis schedule.

## 2.3 Validity and Reliability of Research Instruments

Content validity was established through expert review of the questionnaire, interview guides and document analysis schedule. Experts in educational administration and research methodology examined the instruments for clarity, relevance, completeness and alignment with the study objectives and research questions. Their recommendations were used to revise unclear, repetitive and irrelevant items. The reliability of the questionnaire was determined using Cronbach's alpha coefficient.

## 2.4 Trustworthiness of Qualitative Instruments

Trustworthiness was established through credibility, transferability, dependability and confirmability. Credibility was enhanced through triangulation of information obtained from non-teaching staff, heads of institutions, the Quality Assurance and Standards Officer and institutional documents. Transferability was supported by providing adequate descriptions of the study context and participants. Dependability was enhanced through systematic documentation of data collection and analysis procedures. Confirmability was strengthened by maintaining interview notes and an audit trail to demonstrate that the findings were grounded in participants' responses.

## 2.5 Data Analysis Procedures

Following data collection, descriptive analysis was conducted using frequencies and percentages to summarize the respondents' demographic characteristics and their responses to the study variables. The findings were presented in tables to facilitate clear interpretation and comparison. Inferential analysis was subsequently conducted using Analysis of Variance (ANOVA) to determine whether there were statistically significant differences in the mean job-performance scores of non-teaching staff across the different levels of heads of institutions' administrative support strategies.

## 3.0 Findings

The questionnaire items assessed the extent to which heads of institutions supported the professional development of non-teaching staff through identification of professional development needs, provision of training opportunities, facilitation of workshops and seminars, support for the acquisition of job-related skills, and provision of developmental feedback. These dimensions examined the extent to which heads of institutions promoted continuous professional growth, skills enhancement, and performance improvement among non-teaching staff. The findings are presented in Table 1 and interpreted in relation to the research question and relevant empirical studies.

Table 1

*Non-Teaching Staff Responses on Professional Development Administrative Support*

| Statement                                                                                                           | Never Rarely Sometimes Often Always |     |   |     |    |      |    |      |    |      |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----|---|-----|----|------|----|------|----|------|
|                                                                                                                     | f                                   | %   | f | %   | f  | %    | f  | %    | f  | %    |
| The head of institution identifies professional development needs among non-teaching staff                          | 3                                   | 2.7 | 7 | 6.2 | 17 | 15.0 | 27 | 23.9 | 59 | 52.2 |
| The head of institution provides opportunities for non-teaching staff to attend training programmes                 | 3                                   | 2.7 | 6 | 5.3 | 15 | 13.3 | 30 | 26.5 | 59 | 52.2 |
| The head of institution facilitates attendance of non-teaching staff at workshops, seminars and refresher courses   | 4                                   | 3.5 | 8 | 7.1 | 17 | 15.0 | 56 | 49.6 | 28 | 24.8 |
| The head of institution provides support for non-teaching staff to acquire new job-related skills                   | 3                                   | 2.7 | 7 | 6.2 | 14 | 12.4 | 60 | 53.1 | 29 | 25.7 |
| The head of institution provides feedback that helps non-teaching staff identify areas for professional improvement | 3                                   | 2.7 | 6 | 5.3 | 15 | 13.3 | 58 | 51.3 | 31 | 27.4 |

Source: Field Data, 2026

Identification of professional development needs was reported positively, with 59 (52.2%) non-teaching staff indicating that heads of institutions always identified their professional development needs. This suggests that heads were attentive to areas where non-teaching staff required additional knowledge, skills or competencies. Identifying individual development needs may enable administrators to match training opportunities with specific work requirements and address competency gaps that could affect the quality and efficiency of service delivery. Needs assessment may also help employees recognize areas requiring improvement and encourage them to participate actively in professional development activities. However, 3 (2.7%) respondents indicated that heads never identified their professional development needs, suggesting that a small proportion may not receive systematic assessment of their development requirements. This situation may be associated with limited staff appraisal, inadequate consultation or insufficient attention to the professional needs of non-teaching personnel. A similar finding was reported by Esmene and Quezon (2024), who established that training and mentorship based on employee development needs strengthened competence, confidence and work engagement, enabling non-teaching personnel to undertake their responsibilities more effectively.

Opportunities to attend training programs were reported as always available by 59 (52.2%) non-teaching staff. This suggests that heads of institutions provided regular opportunities through which employees could acquire knowledge and competencies relevant to their responsibilities. Training opportunities may expose non-teaching personnel to new procedures, technologies and approaches for handling their duties, thereby improving their ability to respond to changing institutional requirements. Access to structured training may also enhance confidence and motivation because employees are provided with opportunities to improve their professional capabilities. However, 3 (2.7%) respondents reported that heads never provided opportunities to attend training programs, indicating that a small proportion experienced limited access to formal professional development. Such limitations may arise from inadequate training allocations, limited availability of relevant programs or administrative priorities that favor other staff categories. A similar pattern was identified by Leung and Lam (2025), who found that professional development opportunities expanded employees' learning experiences and strengthened engagement, work involvement and workplace attachment, supporting improved performance within educational institutions.

Facilitation of attendance at workshops, seminars and refresher courses was reported as often occurring by 56 (49.6%) non-teaching staff. This indicates that heads of institutions frequently enabled employees to participate in structured professional learning activities. Administrative facilitation may involve granting permission, adjusting work schedules, providing financial assistance or arranging replacements to ensure that employees can attend training without disrupting institutional operations. Such support can increase exposure to current knowledge and practical skills while allowing employees to exchange experiences with personnel from other institutions. Professional interaction may further encourage the adoption of improved approaches to workplace responsibilities and strengthen confidence in performing assigned duties. However, 4 (3.5%) respondents indicated that heads never facilitated their attendance at such activities, suggesting that some employees experienced barriers to participation. These barriers may include limited funding, staffing constraints or inadequate institutional planning for professional development. Supporting this observation, Leung and Lam (2025) established that access to professional learning strengthened employee engagement and involvement by expanding opportunities for knowledge development, thereby supporting improved workplace performance.

Support for acquiring new job-related skills was reported as often occurring by 60 (53.1%) non-teaching staff. This suggests that heads of institutions frequently encouraged and supported the development of competencies directly connected to employees' responsibilities. Job-related skills may enable non-teaching staff to perform tasks more accurately, adopt improved work methods and respond effectively to emerging demands within comprehensive schools. Administrative support for skill acquisition may also reduce competency gaps and promote greater confidence when employees encounter unfamiliar tasks or changes in institutional procedures. Continued development of relevant skills may therefore strengthen employees' capacity to fulfil their responsibilities and maintain effective performance. However, 3 (2.7%) respondents indicated that heads never supported them in acquiring new job-related skills, showing that some employees had limited opportunities for competency development. This may reflect insufficient training resources, limited identification of appropriate programs or inadequate follow-up after training. The observation is reinforced by Esmene and Quezon (2024), who found that training and mentorship strengthened the competence and confidence of non-teaching personnel, enabling them to perform assigned responsibilities more effectively and contribute more meaningfully to institutional activities.

Provision of feedback for professional improvement was reported as often occurring by 58 (51.3%) non-teaching staff. This indicates that heads of institutions regularly provided guidance that helped employees recognize areas requiring further professional improvement. Constructive feedback may enable non-teaching staff to understand their strengths, identify performance gaps and make appropriate adjustments in the way they undertake their responsibilities. Regular developmental feedback may also provide direction for future training and encourage employees to take greater responsibility for their professional growth. When feedback is timely and specific, employees may more readily understand expectations and improve their approaches to workplace tasks. However, 3 (2.7%) respondents reported that heads never provided feedback to help them identify areas for professional improvement, suggesting that some employees received limited developmental guidance. This may result from infrequent performance discussions, inadequate feedback mechanisms or limited interaction between heads and non-teaching staff. This observation is supported by Igwele and Oladunjoye (2024), who found that effective communication and feedback improved employees' understanding of responsibilities and strengthened coordination, enabling staff to perform assigned duties more effectively.

Heads of Institutions and the Quality Assurance and Standards Officer were interviewed to explain how professional development support influences non-teaching staff performance. The interviews focused on professional development opportunities, facilitation of training and the contribution of such support to staff performance. The participants also explained how professional development strengthens employees' competencies, confidence and ability to perform assigned responsibilities.

One Head of Institution explained:

*"We provide opportunities for non-teaching staff to attend workshops, seminars and refresher courses, especially when the programs are relevant to their duties. We also encourage them to participate in departmental training whenever opportunities arise."* [Head of Institution 4, on 23/7/2026]

The response indicates that heads of institutions support professional growth by creating opportunities for non-teaching staff to participate in training activities related to their responsibilities. Workshops, seminars and refresher courses may expose employees to updated procedures, technical knowledge and improved approaches to performing routine and emerging tasks. Such opportunities can also increase confidence by allowing staff to strengthen competencies that may not be adequately developed through routine workplace experience. The response further suggests that the relevance of training to specific duties is important because professional development is more likely to influence performance when employees can apply newly acquired knowledge directly to their work. However, access to such opportunities may depend on the availability of training programs, institutional resources and administrative decisions concerning staff participation. The empirical evidence from Awogbemi and Odediji (2024) corroborates this finding, as they established that in-service training significantly enhanced non-teaching staff productivity by strengthening relevant workplace skills, improving employees' competence and enabling personnel to perform their responsibilities more effectively within educational institutions. The study tested the following null hypothesis:

H<sub>01</sub>: There is no statistically significant influence of heads of institutions' professional development administrative support strategy on the job performance of non-teaching staff in public comprehensive schools as presented in Table 2.

Table 2

*One-Way ANOVA of Professional Development Administrative Support Strategy and Non-Teaching Staff Job Performance*

| Source of Variation | Sum of Squares | df  | Mean Square | F      | Sig.   |
|---------------------|----------------|-----|-------------|--------|--------|
| Between Groups      | 31.084         | 4   | 7.771       | 18.742 | < .001 |
| Within Groups       | 44.793         | 108 | 0.415       |        |        |
| Total               | 75.877         | 112 |             |        |        |

Source: *Field Data (2026)*

The results revealed a statistically significant influence of professional development administrative support strategy on non-teaching staff job performance,  $F(4, 108) = 18.742, p < .001$ . Since the p-value was less than .05, the study rejects the null hypothesis that there is no statistically significant influence of professional development administrative support strategy on non-teaching staff job performance in public comprehensive schools in Likuyani Sub-County, Kenya. The alternative hypothesis that there is a statistically significant influence of professional development administrative support strategy on non-teaching staff job performance is supported.

#### 4.0 Conclusion

Based on the findings of the study, it was concluded that heads of institutions' professional development administrative support strategy significantly influenced the job performance of non-teaching staff. The findings therefore demonstrate that sustained professional development support is an important administrative strategy for improving the performance of non-teaching staff.

#### 5.0 Recommendation

Based on the conclusion of the study it was recommended that the Ministry of Education and heads of institutions' professional development administrative support strategy significantly influenced the job performance of non-teaching staff. The provision of training opportunities, workshops, refresher courses, job-related skills development, and constructive developmental feedback enhanced the capacity of non-teaching staff to improve their competencies, confidence, and effectiveness in performing their assigned responsibilities.

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