

KEMI Journal of Educational Leadership and Management

KJELM

[ISSN 3079-4048]

Volume: 2 Issue: 3 | Nov-2026

Influence of principals' administrative practices on teachers' job satisfaction in public and private secondary schools in Nairobi County, Kenya

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Cite this article in APA

https://doi.org/10.68147/2ad2207a

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Abstract

Teacher job satisfaction is an important determinant of teachers' commitment, effectiveness and retention. School administrative practices may influence teachers' professional experiences and satisfaction with their work. This study examined the influence of senior school administrative practices on teachers' job satisfaction in secondary schools in Nairobi County, Kenya. Specifically, it investigated the influence of principals' support for professional development, teacher involvement in school decision-making, non-monetary incentives, and the working environment on teachers' job satisfaction. The study adopted a descriptive survey research design. Data were collected using questionnaires completed by 118 teachers and interviews with 20 school administrators. Quantitative data were analysed using descriptive statistics and multiple linear regression. The findings indicated a statistically significant relationship between school administrative practices and teachers' job satisfaction. The regression model was statistically significant, $F(4,113) = 349.581$, $p < .001$, with the four administrative practices collectively explaining 94.1% of the variance in teachers' job satisfaction ($R^2 = .941$). Principals' support for professional development had the strongest positive contribution ($\beta = .323$, $p = .002$), followed by non-monetary incentives ($\beta = .289$, $p = .002$), teacher involvement in decision-making ($\beta = .252$, $p = .012$), and working environment ($\beta = .237$, $p = .002$). Qualitative data from interviews with principals and deputy principals were analyzed thematically to identify recurring patterns and themes relating to school administrative practices and teachers' job satisfaction. The study concludes that supportive and participatory

administrative practices are important in enhancing teachers' job satisfaction. It recommends that school administrators should strengthen opportunities for professional development, recognize teachers' contributions, involve teachers in decision-making as well as improvement of working conditions.

Key terms: school administration, administrative practices, teacher job satisfaction, professional development, teacher participation, non-monetary incentives, working environment

Introduction

Teacher job satisfaction is an important dimension of educational quality because teachers' experiences within their schools influence their professional commitment, well-being, and willingness to remain in the profession. Although job satisfaction is an individual perception, it is shaped partly by the organisational conditions under which teachers work. The Organisation for Economic Co-operation and Development (OECD, 2025), in its report on the results of the Teaching and Learning International Survey (TALIS) 2024, identifies professional learning opportunities, teacher autonomy, support from school leaders, and working conditions as important job resources associated with teachers' professional outcomes. These international findings provide a useful basis for examining how school administrative practices relate to teachers' job satisfaction, although their implications must be considered in the context of individual education systems.

School administrators influence teachers' working experiences through the ways they organise school activities, communicate with staff, allocate responsibilities, recognize contributions, and facilitate professional participation. The present study examines four administrative practices: principals' support for professional development, teacher involvement in school decision-making, non-monetary incentives, and the working environment. These practices represent distinct but potentially related dimensions of school administration. Examining them together provides an opportunity to investigate how they are associated with their job satisfaction.

Non-monetary incentives form the third administrative practice. These include recognition, commendations, certificates, opportunities to undertake meaningful responsibilities, and acknowledgement of professional contributions. Such practices can communicate that teachers' work is valued by school leadership. Their relevance lies in examining whether recognition and other non-financial forms of appreciation are associated with teachers' satisfaction. The extent to which these practices are meaningful may depend on how consistently and fairly they are applied within individual schools.

Nairobi County provides a relevant setting for investigating these relationships because the study encompasses both public and private secondary schools within one metropolitan county. Including both ownership categories allows the study to examine teachers' experiences across different institutional settings while maintaining a defined geographical focus. However, the county should not be assumed to represent all Kenyan school contexts, and any differences between public and private schools should be established through evidence rather than presumed. The value of the Nairobi setting is therefore its relevance to the study's defined population and its potential to generate context-specific evidence on school administration and teachers' job satisfaction.

The study investigated the influence of principals' support for professional development, teacher involvement in school decision-making, non-monetary incentives, and the working environment on teachers' job satisfaction in public and private secondary schools in Nairobi County, Kenya. By examining these practices, the research sought to contribute evidence on their respective relationships with job satisfaction and to inform discussions of school leadership and teacher management. The study's focus is

particularly relevant to administrators seeking to strengthen their administrative practices in senior schools.

Statement of the Problem

Teachers' job satisfaction is an important consideration in school effectiveness, teacher commitment and workforce stability. Teachers' professional experiences are shaped partly by the administrative conditions in which they work, including opportunities for professional development, participation in school decision-making, recognition of their contributions, and the quality of the working environment. Where these administrative practices do not adequately address teachers' professional needs, teachers may experience dissatisfaction that could affect their engagement and perceptions of their work. Understanding the relationship between school administration and teacher job satisfaction is therefore important for effective school leadership and teacher management.

In Nairobi County, public and private secondary schools operate in different institutional settings, making it important to examine how administrative practices relate to teachers' job satisfaction within this context. Although professional development, participatory decision-making, non-monetary incentives and working conditions are recognised as relevant dimensions of teachers' professional experiences, their respective contributions to job satisfaction may vary across school contexts. Without context-specific empirical evidence, school administrators may have limited information on which administrative practices are most strongly associated with teachers' job satisfaction and therefore warrant particular attention.

The central research problem is the need to establish how principals' support for professional development, teacher involvement in school decision-making, non-monetary incentives, and the working environment relate to teachers' job satisfaction in senior schools in Nairobi County, Kenya. The study examines the relationship between each of these four administrative practices and teachers' job satisfaction to provide evidence that can inform school-level administrative decisions and teacher-management strategies. The study investigates these administrative practices on teachers' job satisfaction in public and private secondary schools in Nairobi County, Kenya.

Objectives of the Study

The study was guided by the following four specific objectives, focusing on teachers' job satisfaction in public and private secondary schools in Nairobi County, Kenya:

1. To determine the influence of school administrators' support for professional development on teachers' job satisfaction.
2. To assess the influence of teachers' involvement in school decision-making on their job satisfaction.
3. To evaluate the influence of non-monetary incentives on teachers' job satisfaction.
4. To establish the influence of the working environment on teachers' job satisfaction.

Research Hypotheses

The study tested the following null hypotheses at the 0.05 level of significance concerning the relationship between school administrative practices and teachers' job satisfaction in public and private secondary schools in Nairobi County, Kenya.

H01: School administrators' support for professional development has no statistically significant influence on teachers' job satisfaction.

H02: Teachers' involvement in school decision-making has no statistically significant influence on

teachers' job satisfaction.

H03: Non-monetary incentives have no statistically significant influence on teachers' job satisfaction.

H04: The working environment has no statistically significant influence on teachers' job satisfaction.

Literature Review

Teachers' Job Satisfaction

Teachers' job satisfaction refers to the extent to which teachers experience positive feelings and attitudes towards their work, professional responsibilities, workplace conditions, and career experiences. It encompasses perceptions of recognition, professional growth, relationships with colleagues and administrators, compensation, and opportunities for career advancement. High levels of job satisfaction have been associated with improved instructional effectiveness, organisational commitment, teacher retention, and learner achievement, while dissatisfaction often contributes to absenteeism, low morale, and attrition from the profession (Skaalvik & Skaalvik, 2017; Collie et al., 2012). Teachers who perceive their work environment positively are generally more motivated and committed to achieving educational goals (Toropova et al., 2021).

School Administrative Practices and Teachers' Job Satisfaction

School administrative practices play a significant role in shaping teachers' experiences and perceptions of their work environment. Effective school leadership contributes to a positive organisational climate by promoting communication, collaboration, fairness, and professional support (Leithwood et al., 2020). Studies have shown that administrative practices directly influence teacher motivation, commitment, job performance, and overall satisfaction (Nguni et al., 2006; Hallinger & Heck, 2010). Principals who provide supportive leadership and involve teachers in school governance create conditions that enhance professional fulfilment and productivity.

Professional Development and Teachers' Job Satisfaction

Professional development enables teachers to strengthen their pedagogical knowledge, instructional skills, and professional competence. Continuous learning opportunities have been shown to improve teachers' confidence, motivation, and commitment to their profession (Darling-Hammond et al., 2017). Teachers who participate in meaningful professional development programmes often report higher levels of job satisfaction because they feel valued and supported by their institutions (OECD, 2020). Furthermore, professional development contributes to improved classroom practices and learner outcomes while fostering professional growth and career advancement.

Teacher Involvement in Decision-Making and Job Satisfaction

Teacher participation in decision-making is widely recognized as an important determinant of job satisfaction. Involving teachers in school governance promotes a sense of ownership, professional autonomy, and organisational commitment (Bogler & Somech, 2004). Participatory leadership approaches allow teachers to contribute to decisions affecting curriculum implementation, learner welfare, school policies, and resource allocation. Research indicates that teachers who perceive themselves as active participants in school decision-making report higher levels of motivation, professional commitment, and job satisfaction than those excluded from organizational processes (Somech, 2010; Leithwood et al., 2020).

Non-Monetary Incentives and Teachers' Job Satisfaction

While financial rewards remain important, non-monetary incentives significantly influence teachers' motivation and job satisfaction. Recognition, appreciation, promotion opportunities, supportive supervision, professional autonomy, and positive interpersonal relationships contribute to teachers' sense of value and professional fulfilment (Herzberg et al., 1959). Studies have demonstrated that teachers often derive satisfaction from being acknowledged for their achievements and receiving opportunities for professional growth and leadership responsibilities (Bennell & Akyeampong, 2007). Such incentives enhance morale and contribute to long-term retention within educational institutions.

Working Environment and Teachers' Job Satisfaction

The working environment includes physical facilities, availability of teaching and learning resources, collegial relationships, safety, workload, and institutional culture. A conducive working environment enables teachers to perform their duties effectively and contributes positively to job satisfaction (Johnson et al., 2012). Conversely, inadequate facilities, excessive workload, resource shortages, and unsupportive leadership have been linked to teacher dissatisfaction and reduced performance (Ingersoll & Strong, 2011). Educational institutions that invest in supportive working conditions tend to experience higher teacher commitment and better educational outcomes.

Research Gap

Previous studies have established the importance of school administrative practices in influencing teacher job satisfaction (Nguni et al., 2006; Leithwood et al., 2020). However, most studies have focused on individual aspects of administration such as leadership style, professional development, or working conditions in isolation. Limited empirical evidence exists on the combined influence of professional development support, teacher involvement in decision-making, non-monetary incentives, and working environment on teachers' job satisfaction within secondary schools in Nairobi County, Kenya. Furthermore, inconsistencies in findings across educational contexts suggest the need for additional localized research. This study therefore sought to examine the influence of principals' administrative practices on teachers' job satisfaction in secondary schools in Nairobi County, Kenya.

Theoretical Framework

McGregor's Theory X and Theory Y

This study was guided partly by Douglas McGregor's Theory X and Theory Y, which explains how managerial assumptions influence employee behaviour, motivation, and performance. According to McGregor (1960), Theory X assumes that employees are inherently unwilling to work, avoid responsibility, and require close supervision and control. In contrast, Theory Y assumes that employees are self-motivated, capable of self-direction, and willing to assume responsibility when provided with supportive working conditions.

In educational institutions, principals who embrace Theory Y principles tend to encourage participation, collaboration, professional autonomy, and mutual trust. Such leadership practices create a supportive school climate that enhances teachers' professional commitment and job satisfaction. Conversely, highly controlling administrative practices associated with Theory X may negatively affect teacher morale and reduce satisfaction with the work environment. Therefore, the theory provides a useful lens for understanding how principals' administrative approaches influence teachers' workplace experiences and perceptions.

Herzberg's Two-Factor Theory

The study was also informed by Frederick Herzberg's Two-Factor Theory (Herzberg et al., 1959), which proposes that employee satisfaction and dissatisfaction are influenced by two distinct categories of factors: hygiene factors and motivators. Hygiene factors include supervision, organizational policies, interpersonal relationships, working conditions, and job security. Their absence creates dissatisfaction, but their presence alone does not necessarily produce satisfaction.

Motivators, on the other hand, include achievement, recognition, responsibility, advancement, and opportunities for professional growth. These factors contribute directly to positive attitudes toward work and increased job satisfaction. Within educational settings, teachers are more likely to experience job satisfaction when they receive recognition for their efforts, participate in professional development activities, and are entrusted with meaningful responsibilities.

Application of the Theories to the Study

The two theories complement each other in explaining teachers' job satisfaction. McGregor's Theory Y emphasizes supportive leadership, participation in decision-making, and professional trust, while Herzberg's Two-Factor Theory highlights the importance of both organizational conditions and intrinsic motivational factors. Together, the theories suggest that principals' administrative practices influence teachers' job satisfaction through the provision of professional development opportunities, involvement in decision-making, non-monetary incentives, and a conducive working environment.

The study therefore adopted these theories as the conceptual foundation for examining the influence of principals' administrative practices on teachers' job satisfaction in secondary schools in Nairobi County, Kenya.

Methodology

Research Design

The study adopted an explanatory sequential mixed-methods design. Quantitative data were first collected from teachers using structured questionnaires and analysed using descriptive and inferential statistics. Qualitative data were subsequently collected through semi-structured interviews with principals and deputy principals to provide supplementary explanations and deeper insights into the quantitative findings. The integration of quantitative and qualitative evidence enabled a more comprehensive understanding of the relationship between principals' administrative practices and teachers' job satisfaction.

Study Area

The study was conducted in Nairobi County, Kenya. The county was selected because its senior secondary school sector includes both public and private institutions and a range of school arrangements. These include boys’ and girls’ schools, mixed day schools, mixed day-and-boarding schools, and mixed boarding schools. This diversity provided an appropriate context for examining school administrative practices and teachers’ job satisfaction across different secondary-school settings.

The study was geographically confined to Nairobi County and focused on teachers and administrators in secondary schools. The findings relate primarily to the participating schools and should not automatically be generalized to primary schools, tertiary institutions or all secondary schools in Kenya.

Target Population and Sample

The target population comprised teachers and school administrators in secondary schools in Nairobi County. The original sample comprised 182 intended participants: 160 teachers and 22 principals or deputy principals.

Of the 160 teachers targeted, 118 returned questionnaires that were included in the quantitative analysis. In addition, 20 principals or deputy principals participated in the interviews. The final analytical participation therefore comprised 138 individuals, including 118 teachers and 20 school administrators.

The teacher questionnaire response rate was 73.8% (118 out of 160), while the administrator interview participation rate was 90.9% (20 out of 22). Based on the combined numbers of intended and participating respondents, the overall participation rate was 75.8% (138 out of 182).

The study covered 22 secondary schools selected to represent different school categories. Both public and private schools were included to capture variation in the administrative contexts in which teachers worked.

Sampling Procedure

The study employed stratified and random sampling procedures in selecting participating schools. Schools were grouped into relevant categories to facilitate the representation of different types of secondary schools in Nairobi County. 22 schools were subsequently selected from the identified categories.

Teachers were the primary respondents for the quantitative component while principals or deputy principals provided information through semi-structured interviews. Principals were approached for interviews, with deputy principals participating where the principals were unavailable.

The inclusion of different school categories was intended to capture a range of administrative contexts. The exact sampling frame, the number of schools selected from each category, and the procedure used to select individual teachers should be specified from the original research records wherever these details are available. The sampling procedure should not be described as simple random or systematic sampling unless that was the method actually used.

Data Collection Instruments

Two instruments were used to collect primary data: a structured questionnaire for teachers and a semi-structured interview guide for school administrators.

The teacher questionnaire comprised demographic questions and statements relating to school administrative practices and teachers' job satisfaction. Most attitudinal items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The semi-structured interview guide was used to obtain administrators' perspectives on school leadership, decision-making processes, professional development, recognition of teachers' contributions, working conditions, and approaches to addressing teachers' concerns. They provided contextual information on how administrators understood and sought to implement practices associated with teachers' job satisfaction.

Pilot Testing

The research instruments were piloted before the main data collection exercise. The purpose of the pilot exercise was to assess the clarity and suitability of the questionnaire and interview guide and to identify

any items requiring revision before the main study.

Data Collection Procedure

Data collection involved the administration of teacher questionnaires and interviews with school administrators. Some questionnaires were distributed physically, while others were administered electronically through Google Forms, with the link shared through WhatsApp. Follow-up was undertaken to encourage the return of outstanding questionnaires.

Semi-structured interviews were conducted with participating principals or deputy principals to obtain information about school administrative practices and their perspectives on teachers' job satisfaction.

Before approaching participating schools, the researcher obtained research clearance from the National Commission for Science, Technology and Innovation (NACOSTI), followed by clearance from the Nairobi County Director of Education. Permission was subsequently obtained from the principals of the participating schools before access was granted for data collection. The researcher also sought informed consent from participants before collecting their responses.

Data Analysis

Quantitative data obtained from the teacher questionnaires were coded and analysed using descriptive and inferential statistical procedures. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarise participants' responses and perceptions of school administrative practices.

Multiple linear regression was used to examine the relationship between the four administrative practices and teachers' job satisfaction. The predictors were support for professional development, teacher involvement in decision-making, non-monetary incentives, and the working environment. The four null hypotheses were tested at the 0.05 level of statistical significance.

The regression model was specified as:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Teachers' job satisfaction

X_1 = Principals' support for professional development

X_2 = Teacher involvement in school decision-making

X_3 = Non-monetary incentives

X_4 = Working environment

β_0 = Constant

β_1–β_4 = Regression coefficients

ε = Error term

The analysis was used to test the four null hypotheses at the 0.05 level of significance.

For the regression analysis, the number of observations included in the model was determined by the teacher records used in the quantitative analysis. Qualitative data obtained from interviews with school administrators were analyzed thematically to identify recurring patterns and shared perspectives concerning the administrative practices influencing teachers' job satisfaction.

Four key themes emerged from the interview accounts: professional growth and development, participation in decision-making, non-financial recognition, and supportive working conditions. These themes reflect administrators' perspectives on the importance of creating an environment in which teachers can enhance their professional competencies, contribute to decisions affecting their work, feel appreciated for their contributions and perform their duties under favourable working conditions.

The interviews further highlighted the practical challenges administrators encounter in implementing these practices. Administrators indicated that limited financial and material resources could constrain their ability to provide support consistently. This finding highlights a potential tension between administrators' commitment to promoting teacher satisfaction and the institutional resources available to translate that commitment into practice.

The qualitative themes were considered alongside the quantitative findings to provide a more contextualised understanding of the relationship between school administrative practices and teachers' job satisfaction. While the quantitative analysis examined the statistical relationships between the selected administrative practices and job satisfaction, the interview findings offered insight into how administrators understood these practices and the constraints affecting their implementation. Collectively, the findings underscore the importance of combining supportive leadership practices with adequate institutional capacity to foster a conducive and professionally fulfilling teaching environment.

Ethical Considerations

Ethical approval for the study was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) and relevant educational authorities before commencement of data collection. Permission to conduct the study was sought from participating schools through their principals. Participation in the study was voluntary, and informed consent was obtained from all respondents before data collection.

Confidentiality and anonymity were maintained throughout the study. Participants were assured that information collected would be used solely for academic purposes and would not be disclosed to unauthorised persons. Schools and individual participants were identified using coded identifiers rather than personal names. Data were stored securely and accessed only by the researcher to ensure privacy and protection of participants' information.

Findings and Discussion

This section presents and discusses the findings of the study in relation to the four research objectives. The study examined the influence of principals' administrative practices on teachers' job satisfaction in public and private secondary schools in Nairobi County, Kenya. Data were collected from teachers through questionnaires and from principals and deputy principals through interviews.

The study targeted 182 participants comprising 160 teachers and 22 school administrators. A total of 118 completed teacher questionnaires were returned and analysed, while 20 principals or deputy principals participated in the interviews. This represented a teacher response rate of 73.8%, an administrator participation rate of 90.9%, and an overall participation rate of 75.8%. The response rate was considered adequate for analysis and interpretation of the study findings.

Quantitative data were analysed using descriptive statistics and multiple linear regression, while qualitative interview data were analysed thematically. The findings are presented according to the study objectives and are discussed alongside relevant literature and the theoretical framework. The analysis focuses on principals' support for professional development, teacher involvement in decision-making, non-monetary incentives, and the working environment as determinants of teachers' job satisfaction.

Support for Professional Development and Teachers' Job Satisfaction

The first objective examined the influence of school administrators' support for professional development on teachers' job satisfaction. Professional development was considered in terms of opportunities for continuous learning, acquisition of professional competencies, and career growth.

The regression results reported a positive and statistically significant contribution of professional development support to teachers' job satisfaction ($\beta = 0.323$, $p = .002$). Among the four predictors, professional development support recorded the largest reported standardised coefficient. The null hypothesis that professional development support had no statistically significant relationship with teachers' job satisfaction was therefore rejected.

The administrator interviews provided additional context for interpreting this relationship. Professional growth emerged as one of the recurring themes with administrators identifying professional development as an important form of support for teachers. However, they also indicated that limited school resources could constrain their capacity to provide such opportunities consistently.

Teacher Involvement in Decision-Making and Job Satisfaction

The second objective assessed the influence of teachers' involvement in school decision-making on job satisfaction. The findings demonstrated a statistically significant positive contribution of teacher involvement in decision-making ($\beta = 0.252$, $p = .012$). The null hypothesis was therefore rejected.

The result indicates that teachers' participation in decisions affecting their professional responsibilities and school operations is associated with higher levels of job satisfaction. Participation can enhance teachers' sense of ownership, professional agency and recognition within the school.

This finding is strongly supported by the 2024 OECD TALIS evidence. The OECD (2025) reports that teachers who are actively involved in school decisions encouraged to assume leadership roles or able to exercise greater professional autonomy tend to report higher levels of job satisfaction.

The Kenyan context provides similar evidence. Shikokoti et al. (2023) found a statistically significant relationship between principals' involvement of teachers in decision-making and teacher job satisfaction in public secondary schools in Kakamega County ($\chi^2 = 79.826$, $p = .005$). Kiagu and Kingi (2025) reported a strong positive correlation between teacher involvement in administration and job satisfaction ($r = .846$, $p = .001$).

The consistency of these findings across different Kenyan settings strengthens the argument that participatory school leadership can contribute meaningfully to teachers' professional satisfaction.

Non-Monetary Incentives and Teachers' Job Satisfaction

The third objective examined the influence of non-monetary incentives on teachers' job satisfaction. The descriptive findings reported that recognition of teachers' hard work received a mean score of 4.62 (SD=.733). Assigning teachers leadership responsibilities recorded a mean of 3.78 (SD=1.302) while appreciation through certificates or tokens recorded a mean of 3.36 (SD=1.279). The overall reported mean for non-monetary incentives was 3.93 (SD=1.104).

The regression results indicated that non-monetary incentives made a positive and statistically significant contribution to teachers' job satisfaction ($\beta = 0.289$, $p = .002$). This was the second-largest reported standardized coefficient among the four predictors. The corresponding null hypothesis was therefore rejected at the 5% significance level.

The descriptive findings suggest that recognition of teachers' work was particularly prominent among the

incentive-related items reported in the study. Recognition may communicate appreciation, reinforce a sense of professional value, and acknowledge teachers' contributions to school activities. Other forms of non-monetary recognition, such as certificates of commendation, public acknowledgement, and appropriate leadership responsibilities, may also provide opportunities for teachers to feel valued within their institutions.

The administrator interviews offered further context for this finding. Non-financial recognition emerged as a recurring theme, with administrators identifying appreciation and recognition as important ways of supporting teachers. Their accounts also indicated that resource limitations could restrict the provision of some forms of support.

Working Environment and Teachers' Job Satisfaction

The fourth objective investigated the influence of the working environment on teachers' job satisfaction. The descriptive findings indicated that reduction of teachers' workload received a relatively high mean score of 4.53 (SD = 1.142). Communication recorded a mean of 3.16 (SD = 1.452), while the adequacy of physical workspace and resources recorded a mean of 3.86 (SD = 1.325). The overall mean for working-environment factors was 3.85 (SD = 1.306).

The regression analysis showed that the working environment had a statistically significant positive contribution to teachers' job satisfaction ($\beta = 0.237$, $p = .002$). Although this was the smallest reported standardized coefficient among the four predictors, the relationship remained statistically significant.

The descriptive results indicate variation across the working-environment items. Workload reduction received a relatively high mean score, whereas communication recorded a lower mean. This pattern suggests that the working environment should not be treated as a single, uniform condition. Different aspects of the school environment may be experienced differently by teachers and may require distinct administrative responses.

Thematic Analysis of Administrator Interviews

Qualitative data from interviews with 20 principals and deputy principals were analyzed thematically to identify recurring perspectives concerning the administrative practices examined in the study. Four themes were identified from the interview accounts:

Professional Growth and Development

Professional growth emerged as an important theme in administrators' accounts. The interviews indicated that administrators recognized the relevance of opportunities for professional learning and development in supporting teachers' workplace experiences. Professional development was viewed as a way of helping teachers strengthen their competencies and continue developing in their profession. However, administrators indicated that limited resources could constrain the opportunities they were able to provide.

This theme complements the quantitative finding that professional development support had the largest reported standardized coefficient among the four predictors. It provides contextual insight into the perceived importance of professional growth while highlighting the practical constraints that may affect its implementation.

Participation in Decision-Making

Administrators' accounts emphasized the relevance of involving teachers in decisions affecting school operations and their professional responsibilities. Such involvement can provide opportunities for

teachers to contribute their experience and perspectives to school management.

This theme is consistent with the quantitative finding of a positive and statistically significant relationship between teacher involvement in decision-making and job satisfaction. The interviews represent administrators' perspectives and do not independently establish how frequently teachers were consulted or how influential their contributions were in actual decisions.

Non-Financial Recognition

Administrators identified appreciation and recognition of teachers' contributions as relevant aspects of supporting teachers. Such recognition may take forms that acknowledge professional effort and contribution without necessarily requiring direct financial rewards.

This theme provides context for the quantitative finding that non-monetary incentives made a positive contribution to teachers' job satisfaction. It also suggests that recognition is an administrative practice that can be considered alongside professional development and participation in decision-making. However, recognition should be meaningful and fair.

Supportive Working Conditions and Resource Constraints

The fourth theme concerned supportive working conditions and the challenges of providing them. Administrators' accounts emphasized the importance of a conducive working environment while acknowledging that limited financial and material resources could restrict their ability to provide support consistently.

This theme complements the quantitative finding that working-environment factors were positively and significantly associated with teachers' job satisfaction. It also highlights the difference between recognizing the importance of favorable working conditions and having the institutional capacity to provide them. Some improvements, such as clearer communication and more considered workload allocation, may be addressed through administrative practices, whereas improvements requiring additional facilities, staffing, or materials may depend on resources beyond an individual school's control.

Integration of the Quantitative and Qualitative Findings

Considered together, the quantitative and qualitative findings provide complementary perspectives on school administrative practices and teachers' job satisfaction. The regression results indicate positive and statistically significant relationships between job satisfaction and each of the four administrative practices, while the administrator interviews provide contextual insight into why these practices are considered relevant and what may constrain their implementation.

Overall Influence of Administrative Practices on Teachers' Job Satisfaction

Multiple linear regression was conducted to establish the combined influence of the four administrative practices on teachers' job satisfaction. The reported model produced an R of .970 and an R^2 of .941, with an adjusted R^2 of .939. Thus, the reported model explained 94.1% of the variance in teachers' job satisfaction.

The regression model was statistically significant, $F(4,113) = 349.581$, $p < .001$.

The individual predictors were also statistically significant:

Administrative practice	β	p-value	Interpretation
Professional development support	.323	.002	Significant positive contribution

Non-monetary incentives	.289	.002	Significant positive contribution
Teacher involvement in decision-making	.252	.012	Significant positive contribution
Working environment	.237	.002	Significant positive contribution

The resulting regression equation was:

$$Y = -0.120 + 0.323X_1 + 0.252X_2 + 0.289X_3 + 0.237X_4 + \varepsilon$$

where Y represents teachers' job satisfaction, X_1 represents professional development support, X_2 represents teacher involvement in decision-making, X_3 represents non-monetary incentives, and X_4 represents the working environment.

Professional development support recorded the largest coefficient, followed by non-monetary incentives, teacher involvement in decision-making and working environment. This indicates that, within the reported regression model, professional development support made the strongest relative contribution to teachers' job satisfaction.

Discussion of the Overall Findings

Taken together, the findings demonstrate that school administrative practices are important organisational dimensions of teachers' job satisfaction. The four practices examined in the study were each reported to be positively and statistically significantly associated with job satisfaction. This suggests that teachers' workplace experiences are shaped by a combination of professional growth opportunities, recognition, participation, and the conditions under which they perform their duties.

The comparatively strong contribution of professional development support may reflect the importance teachers attach to opportunities to improve their professional competencies, advance their careers, and respond to changing instructional demands. In a demanding school environment, access to relevant training and professional learning may also communicate that school leadership values teachers' expertise and future development. However, the coefficient does not establish that professional development is universally more important than other administrative practices; it indicates its relative contribution within this particular model and sample.

Hypothesis Testing Summary

Based on the individual regression results reported in the study, all four null hypotheses were rejected at the 5% significance level.

1. Professional development support was positively and statistically significantly associated with teachers' job satisfaction (β =.323, p=.002). The null hypothesis was rejected.
2. Non-monetary incentives were positively and statistically significantly associated with teachers' job satisfaction (β =.289, p=.002). The null hypothesis was rejected.
3. Teacher involvement in school decision-making was positively and statistically significantly associated with teachers' job satisfaction (β =.252, p=.012). The null hypothesis was rejected.
4. The working environment was positively and statistically significantly associated with teachers' job satisfaction (β =.237, p=.002). The null hypothesis was rejected.

The reported results indicate that all four administrative practices were significant predictors of teachers' job satisfaction within the specified regression model.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study examined the relationship between school administrative practices and teachers' job satisfaction in secondary schools in Nairobi County, Kenya. The study focused on administrative support for professional development, teacher involvement in decision-making, non-monetary incentives, and the working environment. The reported quantitative findings indicate positive and statistically significant relationships between each of these practices and teachers' job satisfaction.

Professional development support recorded the largest reported standardized coefficient. This finding suggests that opportunities for professional learning and growth may be particularly relevant to teachers' workplace experiences. Supporting teachers' participation in relevant training, workshops, seminars, and further studies may help them strengthen their professional competencies and feel that their development is valued by school leadership.

Teacher involvement in decision-making was also positively and significantly associated with job satisfaction. This highlights the potential value of participatory administrative practices that allow teachers to contribute to decisions affecting their professional responsibilities and school operations. Meaningful consultation may strengthen teachers' sense of professional agency and their involvement in the school community.

Non-monetary incentives likewise showed a positive and statistically significant relationship with job satisfaction. Recognition of teachers' efforts, acknowledgement of professional contributions, and appropriate opportunities to assume leadership responsibilities may communicate appreciation and reinforce teachers' sense of value within their institutions. Such practices should complement, rather than replace, fair remuneration and adequate working conditions.

The working environment also had a positive and statistically significant relationship with teachers' job satisfaction, despite having the smallest reported standardized coefficient among the four predictors. The finding reinforces the relevance of workload management, effective communication, suitable workspaces, and adequate teaching and learning resources to teachers' professional experiences.

Recommendations

Based on the reported findings, the study makes the following recommendations:

1. School administrators should identify teachers' professional learning needs and facilitate access to relevant training, workshops, seminars, and other development opportunities. Where feasible, schools should support further study through appropriate arrangements that allow teachers to balance academic advancement with their professional responsibilities.
2. Principals and other school administrators should establish regular opportunities for teachers to contribute to decisions affecting teaching, learning, and school administration. Meaningful consultation, appropriate committee participation, and transparent communication can help ensure that teachers' professional perspectives are considered in school management.
3. Schools should recognize teachers' professional contributions through appropriate commendations, public acknowledgement, certificates, and opportunities to undertake suitable leadership responsibilities. Recognition should be transparent, fair, and based on clear criteria.
4. School administrators should review workload allocation, strengthen communication, and identify practical improvements to staff workspaces and teaching and learning resources. Where staffing

shortages or resource limitations exceed school-level capacity, administrators should communicate these needs to the relevant education authorities and advocate for appropriate support.

5. The Ministry of Education and other relevant education authorities should consider how resource allocation, staff facilities, teaching and learning materials, and appropriate welfare provisions can support better working conditions.
6. The Teachers Service Commission and relevant education authorities should continue to strengthen leadership development for principals and deputy principals, with attention to professional development support, participatory management, staff recognition, workload management and effective communication.

Implications of the Findings

At the policy level, the findings suggest that teacher wellbeing and job satisfaction deserve consideration within broader efforts to strengthen school effectiveness. However, because the study was conducted among selected secondary schools in Nairobi County, the findings should not automatically be generalized to all schools in Kenya or interpreted as proof of causal effects.

Limitations of the Study

The study was conducted in selected secondary schools in Nairobi County, Kenya. Therefore, although the findings provide insights into the relationship between school administrative practices and teachers' job satisfaction, they may not be generalizable to all secondary schools in Kenya, particularly those operating under different socioeconomic and administrative conditions.

The study adopted a cross-sectional survey design, which captured teachers' perceptions of administrative practices and job satisfaction at a single point in time. The design could not establish how these practices and levels of job satisfaction change over time or conclusively demonstrate long-term causal relationships. Changes in school leadership, education policies, resource allocation, and working conditions may influence teachers' job satisfaction beyond the period covered by the study.

The study relied partly on self-reported data from teachers, which may have been influenced by individual experiences, personal interpretations, or reluctance to express critical views about school administration. Although the overall response rate was 75.8%, the possibility of non-response bias cannot be entirely excluded, since the views of teachers who did not participate may differ from those who responded. The response rate provided a substantial basis for analyzing the collected data.

The qualitative component involved interviews with principals and deputy principals. While these participants provided valuable administrative perspectives, their views may not fully reflect teachers' experiences. The integration of quantitative and qualitative findings helped provide a broader understanding of the issues but did not eliminate the limitations associated with the data sources.

Recommendations for Further Research

Future studies could examine the relationship between school administrative practices and teachers' job satisfaction across other counties in Kenya to establish whether similar patterns occur in different educational, institutional, and socioeconomic contexts. Comparative studies involving public and private secondary schools could also determine how differences in governance structures, resource allocation, and management approaches influence teachers' job satisfaction.

Longitudinal studies could investigate whether changes in administrative practices are associated with sustained changes in teachers' job satisfaction over time. Such studies would extend the present cross-

sectional findings by examining how the relationship evolves and whether improvements in administrative support produce lasting outcomes.

Further research could build on the present explanatory sequential mixed-methods design by conducting more in-depth qualitative investigations into teachers' experiences of professional development support, non-monetary incentives, participation in decision-making, and working conditions. Researchers could also compare teachers' perspectives with those of school administrators to identify areas of agreement and disagreement.

Future studies could examine how factors such as school leadership styles, institutional resources, teacher workload, and career stage influence the relationship between administrative practices and job satisfaction. These avenues would deepen understanding of the mechanisms through which school administration shapes teachers' professional experiences and inform context-sensitive strategies for improving job satisfaction.

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