



AN INVESTIGATION OF THE INFLUENCE OF FIELD EDUCATION OFFICERS' TRANSFORMATIONAL LEADERSHIP PRACTICES IN TEACHER MANAGEMENT ON PRIMARY SCHOOL ADMINISTRATORS' JOB SATISFACTION IN THE SOUTH RIFT REGION, KENYA

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Abstract:

As the bedrock of national development, education relies on Primary School Administrators' Job satisfaction (JS) to drive motivation, foster commitment, and mitigate burnout, all of which directly enhance learner outcomes. Primary school teachers in Bomet and Narok counties of Kenya's South Rift region miss 12.9% and 23.5% of scheduled lessons, respectively, well above the 6.6% national average, signalling profound shortcomings in teacher morale and professional fulfilment. This study aimed to investigate the influence of Field Education Officers' (FEOs) Transformational Leadership Practices (TLP) in Teacher Management, specifically Enabling Others to Act and Challenging the Process, on primary school administrators' JS in the South Rift region. Grounded in House's Path-Goal Theory and Herzberg's Two-Factor Theory, the research adopted a concurrent triangulation mixed-methods design. The target population comprised 2,754 primary school administrators (heads of institutions, deputy heads, and senior teachers), 79 FEOs, and 16 FEOs' immediate supervisors, giving a total population of 2,849. From this, a sample of 347 was selected using Nassiuma's (2000) formula for sample size determination, comprising 276 Primary School Administrators and 63 FEOs through stratified random sampling, and 8 FEOs'

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Immediate Supervisors through purposive sampling. The study employed a concurrent triangulation mixed-methods design. Data were collected using structured questionnaires, interview guides, and document analysis guides. Quantitative data were analyzed using descriptive statistics and simple linear regression with the help of SPSS version 27. All statistical analyses were subjected to tests of significance at $\alpha = 0.05$. Qualitative data were analyzed thematically using NVivo 14. The study revealed that Teacher Management had a significant positive influence on Primary School Administrators' JS ($R^2 = .340$, $\beta = .583$, $p < .001$). The key recommendation is for the Teachers Service Commission to focus on transforming Teacher Performance Appraisal and Development (TPAD) from a compliance-oriented exercise into a genuine tool for teacher growth and reflection. The researchers hope that these findings will strengthen Teacher Management practices holistically, thereby creating a supportive professional environment that sustainably boosts Primary School Administrators' JS across Kenya.

Keywords: transformational leadership practices, field education officers, teacher management, primary school administrators, job satisfaction, primary schools

1. Introduction

Job satisfaction (JS), particularly among school administrators, is widely recognized as a critical driver of instructional quality, learner achievement, and overall institutional effectiveness (Sun, Lee, & Tang, 2025). Conversely, persistently low JS manifests in heightened teacher absenteeism, professional burnout, and increased attrition, all of which severely undermine educational continuity, learner outcomes, and school sustainability (Wartenberg *et al.*, 2023). These consequences pose a significant global concern, threatening the stability and quality of education systems worldwide. In response, Transformational Leadership (TL) has emerged as a pivotal paradigm for improving school climate, enhancing teacher well-being, and fostering a supportive work environment (Sun, Lee, & Tang, 2025). Central to this framework is the premise that effective transformational leaders are not primarily endowed with innate traits but are cultivated through deliberate training, sustained professional development, structured mentorship, and reflective practice (KEMI, 2025).

In Teacher Management, Field Education Officers (FEOs) apply TL to enhance institutional health and professional well-being (Kiambo, 2025; Omungo, 2023). They challenge existing practices through Institutional-Based Quality Assurance (IBQA) systems that introduce innovative quality metrics and disrupt conventional evaluations (Kouzes & Posner, 2023; Omungo, 2023). They enable others to act via collaborative structures such as cluster-level professional learning communities, delegating decision-making authority and cultivating mutual trust (Kouzes & Posner, 2023; Omungo, 2023). Through these mechanisms, FEOs empower school administrators to exercise

professional discretion and engage in collaborative problem-solving, fulfilling needs for autonomy and relatedness that support JS (Kiambo, 2025).

The purpose of this study was to investigate the influence of FEOs' Transformational Leadership Practices (TLPs) in Teacher Management on Primary School Administrators' JS in the South Rift region, Kenya. The study's objective was to investigate the influence of FEOs' TLPs in Teacher Management on primary school administrators' JS in the South Rift region, Kenya. The study sought to test the hypothesis: H₀₁: Field Education Officers' Transformational Leadership Practices in Teacher Management have no significant influence on Primary School Administrators' JS in the South Rift region, Kenya. Testing this hypothesis yielded findings intended to show the Ministry of Education, TSC, and primary school administrators how FEOs' TLP in teacher management affects administrators' JS, thereby informing policy and capacity-building efforts to enhance school leadership and curb administrator and, by extension, teacher turnover

The study was anchored in House's Path-Goal Theory and Herzberg's Two-Factor Theory. House's Path-Goal Theory posits that effective leaders motivate their followers by clarifying the paths to desired goals, removing obstacles to performance, and enhancing the rewards associated with goal attainment (Northouse, 2022; Northouse, 2021). These core tenets of goal clarification, obstacle removal, and reward enhancement align closely with the supervisory, support, and quality assurance roles performed by FEOs. Complementing this perspective, Herzberg's Two-Factor Theory provides a robust framework for examining the JS of primary school administrators in Kenya's South Rift region, particularly the influence of TLP of FEOs, through its fundamental distinction between motivators, which actively drive satisfaction, and hygiene factors, which primarily prevent dissatisfaction.

2. Literature Review

Extensive literature demonstrates that teacher management constitutes a vital domain in which FEOs apply TLP to strengthen school functioning, teacher professional development, and JS. By establishing cluster meetings, implementing Institutional-Based Quality Assurance (IBQA), developing school-based teacher support systems (SBTS), and providing structured mentorship programmes, FEOs address teachers' needs for autonomy, relatedness, and continuous professional growth, while directly influencing school administrators' JS.

FEOs enable others to act through the establishment of cluster meetings that create structured platforms for teachers to share best practices, discuss challenges, and collaboratively solve problems. Globally, Bangoy *et al.* (2025) noted a growing emphasis on collaborative and distributed leadership approaches, including regular teacher cluster meetings, as essential for enhancing teacher collaboration and school effectiveness. In Africa, Ishola (2025) found that human-centred, value-driven leadership significantly

improves teachers' productivity, commitment, and engagement. The aforementioned global and African studies, though they recognized the role played by collaborative, distributed, and human-centred leadership, their major undoing was the lack of field-level leadership in view. Within East Africa, the STEP-EA project (DUCE, 2025; University of Nairobi, 2025) demonstrated that education policies and curricula strongly influence teacher professional identity and motivation. In Kenya, Echaune and Maiyo (2023) reported a strong positive correlation between collaborative discussion forums and improvements in teaching methodology, while Wafula *et al.* (2024) established that multi-stakeholder engagement enhances the effectiveness of teacher professional development. County-level studies further reinforce these links: Kiambo (2025) found moderate positive relationships between intellectual stimulation, transformational leadership, and teacher job satisfaction, although both studies focused primarily on school principals rather than external supervisors. While Echaune and Maiyo's and Kiambo's studies established positive correlations between leadership practices and teaching methodology and JS, Wafula *et al.*'s study established the effectiveness of such leadership. Cumulatively, all these studies did not investigate how leadership practices influence JS, which was the major focus of the current study.

FEOs further challenge the process by implementing Institutional-Based Quality Assurance (IBQA), which shifts quality assurance from traditional top-down inspection models to innovative, school-led continuous improvement mechanisms. Guided by the National Education Quality Assurance and Standards Framework (NEQASF) (2021) (MOE, 2021), IBQA requires schools to conduct self-assessments across leadership, curriculum implementation, learners' welfare, infrastructure, and community engagement. The Directorate of Quality Assurance and Standards (DQAS) and Zizi Afrique Foundation (2024) have reinforced this approach by positioning Quality Assurance and Standards Officers (QASOs) as instructional leaders and mentors rather than compliance inspectors. Internationally, the Queensland Curriculum and Assessment Authority (2025) highlights structured assessor training and assessment literacy programmes, while Peloyahae and Yu (2025) in South Africa revealed persistent tensions between developmental goals and external accountability in school evaluation frameworks. In Kenya, empirical studies by Sululu *et al.* (2023) and Lukorito *et al.* (2023) examined QASOs' roles in teacher development, curriculum supervision, and school improvement. However, these studies were predominantly conducted in secondary schools, focused mainly on student academic performance, and rarely analyzed the TLPs of FEOs or QASOs or their influence on Primary School Administrators' JS.

School-Based Teacher Support Systems (SBTS) integrate both challenging the process and enabling others to act by moving away from centralized, one-size-fits-all professional development toward context-specific, peer-driven support structures. SBTS establishes collaborative teams within schools to identify challenges, share expertise, and provide ongoing, embedded professional support (Echaune & Maiyo 2023). International evidence consistently links such collaborative structures and mentorship to higher

teacher job satisfaction (Ketsman & Reeves, 2025). Across Africa, studies have highlighted the critical role of professional development policies and practices in addressing teacher attrition and motivation (Abate *et al.*, 2025), while in East Africa, Wango *et al.* (2025) demonstrated the benefits of peer mentorship on tutor professional development and performance through their qualitative study conducted under the Aga Khan University's Foundations for Learning project. In Kenya, the TSC (2025) has institutionalized school-based teacher support through FEO training; nevertheless, Kagochi (2022) and Matiang'i (2024) revealed persistent implementation gaps, inconsistent supportive supervision, and critically low levels of teacher JS, particularly regarding professional development opportunities.

Structured mentorship programmes for new and struggling teachers represent a core enabling practice for others to act, as they delegate responsibility, build professional networks, and foster mutual trust between experienced and novice teachers. Globally, the Australian Association for Research in Education (2025) emphasized that effective leaders build leadership capacity by cultivating coherence and collaboration within teams, practices that are central to well-designed mentorship programmes. In Africa, Ukata and Nneka (2025) recommended implementing mentorship programmes as part of human-centred leadership to enhance teachers' productivity, commitment, and retention. In East Africa, the STEP-EA project (DUCE, 2025) identified peer mentorship and collaborative professional development as key factors influencing teacher wellbeing, motivation, and retention across Kenya, Tanzania, and South Sudan. However, despite the aforementioned positive findings, limited empirical attention has been paid to the specific role of external field supervisors, such as FEOs, in designing, implementing, monitoring, and sustaining structured mentorship programmes for teachers, particularly in primary schools.

3. Research Design and Methodology

3.1 Research Design

This study adopted a concurrent triangulation mixed-methods design, which facilitated the simultaneous collection and analysis of quantitative and qualitative data. This approach enabled a comprehensive and holistic understanding of the influence of TLPs among FEOs on Primary School Administrators' JS (Rani *et al.*, 2024). Quantitative data were collected through structured questionnaires administered to primary school administrators and FEOs, while qualitative data were gathered via semi-structured interviews with the immediate supervisors of FEOs and through document analysis of relevant policy and supervisory records. The integration of these complementary data strands helped minimize researcher bias and enhanced the dependability, credibility, and trustworthiness of the findings (Creswell & Poth, 2018). By corroborating statistical patterns with rich narrative accounts, the concurrent triangulation design provided

robust validation of the empirical results and strengthened inferences about the relationship between TLP and JS.

3.2 Research Paradigm

The study was anchored in the pragmatism research paradigm, which Creswell and Poth (2018) describe as allowing the integration of both positivist and interpretivist approaches. Ontologically, pragmatism assumes multiple realities exist, shaped by human experiences and context rather than as a singular, fixed entity (Christensen, 2022). It aligns with acknowledging that individuals' perceptions vary and can be explored empirically through both objective and subjective inquiry. Epistemologically, pragmatism views knowledge as dynamic, evolving, and context-dependent (Christensen, 2022). It emphasizes selecting research methods, qualitative, quantitative, or mixed, that best address the research questions, rejecting strict dichotomies between objectivity and subjectivity (Hampson & McKinley, 2023). Axiologically, pragmatism foregrounds the role of values and ethics in research, requiring reflexivity on how researchers' beliefs and biases impact the research process and interpretation of findings (Christensen, 2022). This encourages transparency, ethical responsibility, and a focus on producing actionable, socially relevant knowledge—particularly relevant for improving leadership practices and TJS in real-world contexts.

3.3 Participants of the Study

The target population comprised three distinct professional groups in the South Rift Region: 2,754 Primary School Administrators (Heads of Institutions, Deputy Heads of Institutions, and Senior Teachers), 79 FEOs responsible for grassroots educational monitoring and supervision, and 16 immediate supervisors of FEOs who provided regional oversight. This yielded a total target population of 2,849 participants (MOE, Bomet and Narok Counties, 2025). The inclusion of these multi-level stakeholders ensured a comprehensive perspective on the relationship between educational leadership and professional fulfilment, spanning frontline school leadership, meso-level policy implementation, and high-level regional supervision.

Sample size determination was guided by Nassiuma's (2000) formula, selected for its suitability in social science research due to its incorporation of a coefficient of variation (C) that accounts for heterogeneity within population strata. Applying the formula to the total population of 2,849, with a coefficient of variation of 0.5 (50%) and a precision level of 0.0286 (2.86%), resulted in a sample of 276 Primary School Administrators and 63 FEOs. The Primary School Administrators were proportionally allocated across the three strata (Heads of Institutions, Deputy Heads of Institutions, and Senior Teachers), with 92 respondents from each category to ensure balanced representation. Additionally, eight FEO supervisors were purposively sampled for the qualitative phase, as recommended by Saunders *et al.* (2023), who emphasize the selection of in-depth interview participants based on their expert knowledge rather than randomization. Interviews continued until

data saturation was achieved, at which point no substantial new themes emerged. The overall sample size was 347 respondents, representing approximately 12.18% of the target population. This comprised 10.02% of Primary School Administrators, 79.75% of FEOs, and 50.0% of their immediate supervisors as shown in Table 1.

Table 1: Table of Determining Sample Sizes

Participant Category	Population (N)	Sample Size (n)	Sampling Technique
School Administrators	2,754	276	Stratified Random
Field Education Officers	79	63	Stratified Random
FEOs' Immediate Supervisors	16	8	Purposive (Interview)
Total	2,849	347	

Source: Researcher, 2026.

3.4 Research Instruments and Data Collection Procedure

Data were collected using structured questionnaires, semi-structured interview schedules, and document analysis. The questionnaires gathered quantitative data from primary school administrators and FEOs regarding their attitudes, experiences, and perceptions of TLP and Primary School Administrators' JS (Christensen, 2022). Semi-structured interviews were conducted to obtain in-depth insights from FEOs' Immediate Supervisors, capitalizing on their strategic oversight roles (Saunders *et al.*, 2023), while document analysis provided additional corroborative evidence.

Prior to data collection, the researcher secured all necessary ethical and institutional clearances. First, an official authorization letter was obtained from the Board of Postgraduate Studies at Bomet University, which facilitated the acquisition of a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Second, because several FEOs are employees of the Teachers Service Commission (TSC), additional clearance was obtained from TSC headquarters in Nairobi. Third, authorization letters were secured from the County Commissioners' offices in the South Rift Region to enable access to the sampled educational institutions. Fourth, collaboration was established with Sub-County Education Offices to administer the questionnaires during scheduled zonal briefings and the December 2025 retooling programme. For participants who were unavailable during these sessions, the researcher and trained research assistants employed a drop-and-pick method at zonal offices and school stations. This procedure minimized data contamination and allowed respondents adequate time to complete the instruments (Check & Schutt, 2020).

Concurrently, in-depth interviews were conducted with four TSC Sub-County Directors and Curriculum and Quality Assurance Standards Officers (CQASOs). These interviews were audio-recorded with informed consent and supplemented by detailed field notes (Brinkmann & Kvale, 2022). In addition, a systematic review of archival documents—including minutes of meetings involving FEOs and retooling programme records—was undertaken to triangulate the survey and interview findings (Neuendorf, 2022).

3.5 Data Analysis

Following data collection, both quantitative and qualitative datasets were organized and categorized according to the specific research questions. Qualitative data from interviews and documents were imported into NVIVO 14 software for systematic coding, data reduction, thematic analysis, interpretation, and reporting. Quantitative data were entered into the Statistical Package for the Social Sciences (SPSS) and analyzed using standard deviations and mean scores. Simple Linear regression analysis was also conducted. The quantitative results were integrated with emergent themes from the qualitative strand to provide a comprehensive interpretation of the findings (Creswell & Poth, 2018). This concurrent triangulation mixed-methods approach strengthened the credibility and richness of the study's conclusions by drawing upon multiple sources of empirical evidence.

4. Results and Discussion

The analyses conducted included descriptive statistical analysis, simple linear regression, and thematic analysis. These were based on the actual responses received from 246 Primary School Administrators, 48 FEOs, and six FEOs' Immediate Supervisors, which together constituted 86.5 percent of the target sample.

Table 2 presents the descriptive statistics (means and standard deviations (SD)). The analysis focused on two practices from Kouzes and Posner's transformational leadership model: Challenging the Process and Enabling Others to Act. Mean scores and standard deviations were computed for individual items and sub-scales, with interpretation guided by the following scale: 1.00–1.80 (Very low), 1.81–2.60 (Low), 2.61–3.40 (Medium), 3.41–4.20 (Highly transformational), and 4.21–5.00 (Extremely high transformational).

Table 2: FEOs' Transformational Leadership Practices in Teacher Management

Statement	N	Mean	Std. D
Challenging The Process...	246		
introduces new models for teacher development	246	4.47	0.500
views teacher appraisal (TPAD) primarily as a compliance exercise, not for growth.	246	2.93	1.024
establishes Institutional Based Quality Assurance (IBQA)	246	4.67	0.576
identifies and delegates leadership responsibilities to capable teachers	246	4.29	0.926
emphasizes formation of School Based Teacher Support Systems (SBTS)	246	4.22	0.989
Sub-scale Mean	246	4.116	0.803
Enabling Others to Act...	246		
establishes committees that give teachers a formal voice in decision-making	246	4.29	0.870
creates cluster meetings for teachers to share best practices and/or challenges with colleagues.	246	4.73	0.564
organizes professional development based on a preset agenda, not teacher-identified needs.	246	3.54	0.610

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collaborates with teachers to set specific, measurable performance targets and/or school improvement goals.	246	4.31	0.813
implements a structured mentorship program for new and/or struggling teachers.	246	4.79	0.538
Sub-scale Mean	246	4.332	0.679
Overall Mean	246	4.224	0.741

Source: Field data, 2026.

The overall mean score of 4.224 (SD = 0.741) indicates that Primary School Administrators perceived FEOs as demonstrating extremely high transformational leadership practices in teacher management. The Enabling Others to Act sub-scale recorded a higher mean (4.332, SD = 0.679) than Challenging the Process (4.116, SD = 0.803), suggesting greater consistency in empowering practices.

Within Challenging the Process, the highest-rated practices were establishment of Institutional-Based Quality Assurance (IBQA) (M = 4.67, SD = 0.576) and the introduction of new teacher development models (M = 4.47, SD = 0.500). These results align with research from Thailand, where leadership predicted quality assurance implementation by 79 percent (Chanwong & Palawong, 2024), and Kenyan evidence that strategic alignment explains 39.8 percent of teacher professional development implementation variability (Wafula, 2025). In contrast, the reversed item on TPAD revealed only moderate rejection of compliance-oriented appraisal (M = 2.93, SD = 1.024), indicating persistent tension between accountability and developmental purposes. This indicates that FEOs, in their role as appraisers, only moderately reject a compliance-oriented view of teacher evaluation, with considerable variation across respondents. This resonates with Kiambo (2025), who found that despite transformational leadership predicting teacher performance ($\beta = 0.589$, $p = 0.000$), academic performance remains persistently low, suggesting appraisal systems remain trapped in compliance paradigms. Under Enabling Others to Act, structured mentorship programmes (M = 4.79, SD = 0.538) and cluster meetings (M = 4.73, SD = 0.564) received the highest scores with low variability, reflecting strong and consistent implementation across the region. These findings are strongly corroborated by Echaune and Maiyo (2023), who found that teacher modelling ($t = 9.328$, $p < .0001$), coaching ($t = 7.325$, $p < .0001$), and collaborative teaching ($t = 6.235$, $p < .0001$) have statistically significant effects on pedagogical competence, directly validating the FEO role in these areas.

A simple linear regression analysis was performed to determine the predictive influence of FEOs' transformational leadership practices in teacher management on Primary School Administrators' JS. The findings are as shown in Table 3.

The results in Table 3 revealed a moderate-to-strong positive linear relationship ($R = 0.583$) between the two variables. Teacher management practices predicted 34.0% of the variance in Primary School Administrators' JS ($R^2 = 0.340$, Adjusted $R^2 = 0.337$). The F-change value of 125.719 was statistically significant ($p < .001$), indicating that the probability of obtaining these results by chance alone, if the null hypothesis were true, is

less than 1 in 1,000. The Durbin-Watson statistic of 1.812 further indicated no serious autocorrelation in the residuals, supporting the reliability of the regression assumptions.

Table 3: Model Summary for the Influence of FEOs' TLP
in Teacher Management on Primary School Administrators' JS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.583 ^a	.340	.337	.21104	.340	125.719	1	244	<.001	1.812
a. Predictors: (Constant), TM										
b. Dependent Variable: Primary school administrators' JS										
Source: Field data, 2026										

Furthermore, the regression coefficients presented in Table 4 showed that FEOs' Teacher Management practices are a significant positive predictor of Primary School Administrators' JS ($B = 0.326$, $SE = 0.029$, $\beta = 0.583$, $t = 11.212$, $p < .001$). This implies that for every one-unit increase in the Teacher Management practices score, Primary School Administrators' JS increases by 0.326 units, holding other factors constant. The null hypothesis was therefore rejected in favour of the alternative hypothesis that FEOs' transformational leadership practices in Teacher Management have a significant positive influence on Primary School Administrators' JS in the South Rift Region.

Table 4: Regression Coefficients for the Influence of FEOs' TLP
in Teacher Management as a Predictor of Primary School Administrators' JS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.130	.102		30.708	<.001					
	TM	.326	.029	.583	11.212	<.001	.583	.583	.583	1.000	1.000

a. Dependent Variable: Primary School Administrators' JS

Source: Field data, 2026

Based on these results presented in Tables 3 and 4, the null hypothesis that 'H₀₃: Field Education Officers' Transformational Leadership Practices in Teacher Management have no significant influence on Primary School Administrators' Job Satisfaction in the South Rift region, Kenya was rejected with $p < .001$. The regression equation derived from the unstandardized coefficients is: Predicted Job Satisfaction = $3.130 + 0.326 \times (\text{Teacher Management})$. For example, if a Primary School Administrator rates FEOs' Teacher Management practices at 8 units on the measurement scale, the predicted JS would be $3.130 + (0.326 \times 8) = 5.738$. This equation can be used by education stakeholders in the South Rift Region to estimate the impact of improving Teacher Management practices on Primary School Administrators' JS.

Based on these results, this single predictor accounted for 34.0% of the variance in JS, representing a highly substantial target for systemic improvement. The established positive trajectory of this data closely corroborated recent studies. For example, a 2025 meta-analysis using structural equation modelling established a direct effect size of 0.651 for TL on TJS, positioning the current result well within this robust international range (Sun *et al.*, 2025). Nevertheless, while these findings were highly significant, 66.0% of the variance in JS remained unexplained. As consistently recommended in recent literature (Kiambo, 2025), future research must build upon this foundation by employing mixed-methods or longitudinal designs to explore additional predictors, such as compensation frameworks, physical resource provision, and critical moderators like school location and administrator experience levels, to develop a fully comprehensive model of JS in Kenyan schools. Moreover, the substantial explanatory power of the current model (34.0%) stood in sharp contrast to a 2025 Kenyan study, which showed that environmental stressors, such as workload and learner discipline perceptions, combined to explain only a moderate portion of the variance ($r = 0.330$) in administrator satisfaction (Kiambo, 2025). This contrast suggested that active leadership and human resource practices operated as far more potent predictors of JS than standard environmental factors alone.

Thematic analysis of interviews with FEOs' supervisors and documentary evidence revealed three dominant themes: Differentiated CPD and Peer-Led Coaching, Elevating Peer Expertise through Master Teachers, and the Transformative Accountability Paradox in teacher appraisal.

Theme 1: Differentiated CPD and Peer-Led Coaching

The supervisors reported that FEOs challenged the conventional one-size-fits-all workshop model of Continuous Professional Development (CPD) by establishing Teacher Learning Communities (TLCs). These communities emphasized peer-led micro-teaching sessions where teachers practised short lessons and received constructive feedback from colleagues.

Theme 2: Elevating Peer Expertise through Master Teachers

The supervisors also reported that FEOs selected teachers within their zones as "Master Teachers" to lead CPD sessions. This approach reduced over-reliance on external experts and promoted context-relevant, peer-driven professional learning. Documentary evidence (CPD schedules and feedback reports) confirmed that teachers valued learning from respected local peers.

Theme 3: The Transformative Accountability Paradox

A persistent tension emerged in how teacher performance appraisal and development (TPAD) was perceived. The FEOs' immediate supervisors further noted that while FEOs viewed appraisals as tools for professional growth and development, teachers often

experienced them as bureaucratic compliance exercises. This paradox highlighted a gap between the intended developmental.

5. Recommendations

Based on the findings of this study, the following three recommendations are proposed:

- 1) The Ministry of Education and the TSC should transform TPAD from a compliance-oriented exercise into a genuine tool for teacher growth and reflection.
- 2) Given the high effectiveness of cluster meetings, structured mentorship, and peer-led Teacher Learning Communities, the TSC should formalize these practices by developing clear guidelines and providing necessary resources to ensure all FEOs consistently implement them across all counties.
- 3) The Directorate of Quality Assurance and Standards should create a structured monitoring system to regularly assess FEOs' leadership practices in Teacher Management, incorporating feedback from Primary School Administrators.

6. Conclusion

In conclusion, both quantitative and qualitative results, transformational leadership in teacher management is a potent driver of school administrators' JS in the South Rift region. The greatest strength lies in enabling practices that promote collaboration, peer learning, and structured support systems. The results revealed that structured mentorship, cluster meetings, peer-led Teacher Learning Communities, Institutional-Based Quality Assurance, and new teacher development models collectively transform Teacher Management from bureaucratic oversight into professional partnership. However, there was a transformative accountability paradox in that, while FEOs and their immediate supervisors view TPAD as a growth tool, the Primary School Administrators experience it as bureaucratic compliance

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Authors' Contribution

Winny Chebet contributed to the conception of the study, data collection, and the preparation of the PhD thesis on which this article is based. Prof. Tony Okwach supervised the research process, contributed to the study design and methodology, refined the research instruments and interpretation of the results, substantially revised

and developed the manuscript, and prepared the final version for publication. Dr. Richard Maite Sigilai supervised the research process, contributed to the study design and methodology, refined the research instruments and interpretation of the results, substantially revised and developed the manuscript, and prepared the final version for publication.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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