

An investigation of the influence of Field Education Officers' Transformational Leadership Practices in Resource Management on primary school administrators' Job Satisfaction in the South Rift region, Kenya

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ABSTRACT: The job satisfaction (JS) of school administrators is essential for delivering high-quality education. It strengthens their motivation and commitment while reducing burnout—key factors that directly enhance student outcomes. In Kenya's South Rift region, teachers in Bomet and Narok counties' primary schools miss 12.9% and 23.5% of scheduled lessons, respectively, figures that far exceed the national average of 6.6% and signal severe deficiencies in teacher morale and professional fulfilment. This study sought to establish the influence of Field Education Officers' (FEOs) Transformational Leadership Practices (TLPs) in Resource Management on primary school administrators' Job Satisfaction. 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' Immediate supervisors through purposive sampling. Data were collected using structured questionnaires, interview guides, and document analysis guides. Questionnaires underwent expert content validation and exploratory factor analysis after pilot testing, while reliability was confirmed by all scales achieving Cronbach's alpha coefficients above .8. Interview and document guides were deemed trustworthy through prolonged engagement and member checks. Quantitative data were analyzed using descriptive statistics and Simple Linear regression with the help of Statistical Package for Social Sciences (SPSS) Version 27. All statistical analyses were subjected to tests of significance at $\alpha = .05$, while qualitative data were analyzed thematically using NVivo 14 software. Descriptive statistics showed that FEOs were more transformational in Enabling Others to Act higher (sub-scale mean = 3.758, SD = 0.75) than Challenging the Process (sub-scale mean = 3.432, SD = 0.657). The simple linear regression results, on the other hand, revealed that FEOs' TLPs in Resource Management practices had a statistically significant but modest positive influence on primary school administrators' JS ($\beta = .328$, $p < .001$), explaining only 10.8% of the variance in JS. Furthermore, three themes emerged from thematic analysis: absence of inventory clinics, conditional and uneven creation of inclusive structures for shared responsibility, and non-operational formalized inter-school resource-sharing circuits. A key recommendation suggested by the study is the development of a standardized asset management Checklist and the requirement of quarterly "inventory clinics" where FEOs sit with school BOMs, headteachers, parent representatives, and learners to reconcile physical assets with registers. The researchers hope that these findings provide the Teachers Service Commission, the Ministry of Education, and policymakers with evidence-based guidance to strengthen Resource Management practices, thereby enhancing primary school administrators' job satisfaction, while also contributing to the theoretical framework of educational leadership in Kenya.

KEYWORDS: Transformational Leadership Practices, Field Education Officers, Resource Management, Primary school administrators, Job satisfaction, Primary schools, The South Rift region

I. INTRODUCTION

A nation's lasting economic well-being depends heavily on how good its schools are, and strong leadership is a crucial part of that equation [1] That's because school administrators' job satisfaction (JS) has a major impact on the quality of instruction, how well students learn, and the school's overall effectiveness. As the

world faces increasingly complex challenges, transformational leadership (TL) has become the go-to model for running education systems. The [2] identifies TL as a central tool for improving teacher morale and keeping teachers in the profession, which then directly affects administrators' JS [1] A key assumption behind TL is that transformational leaders aren't born, they're developed through deliberate training, continuous learning, guidance from mentors, and regular self-reflection [3].

In resource management, FEOs navigate systemic constraints to address persistent school administrators' frustrations [4] [5] They challenge existing practices by implementing low-cost maintenance solutions and rethinking resource allocation protocols within tight budgets [3] [6] They enable others to act through transparent oversight committees that engage school administrators directly in resource decisions, fostering collective responsibility and professional ownership [3] [4]. By involving teachers in developing classroom resource centres and budgeting deliberations, FEOs empower them to exercise agency over their instructional environments [3] [7] While resource availability strongly influences JS, such participatory leadership help mitigate the negative effects of scarcity [4] [5].

The purpose of this study was to establish the influence of Field Education Officers' Transformational Leadership Practices in Resource Management on primary school administrators' JS in the South Rift region, Kenya. The objective of the study was to examine the influence of FEOs' TLP in Learners' Welfare Management on primary school administrators' JS in the South Rift region, Kenya. The study sought to test the hypothesis: H_{01} : There is no statistically significant influence of Field Education Officers' Transformational Leadership Practices in Resource Management on primary school administrators' Job Satisfaction in South Rift, Kenya. The findings from testing this hypothesis will inform the Ministry of Education, the Teachers Service Commission (TSC), and primary school administrators about the extent to which FEOs' TLP in Resource Management influence primary school administrators' JS, thereby guiding policy interventions and capacity-building programmes to enhance school leadership effectiveness and reduce administrator turnover.

To focus the study, the researchers drew on two key theories: House's Path-Goal Theory and Herzberg's Two-factor Theory. Path-Goal Theory suggests that effective leaders help followers succeed by making the route to rewards clear and by clearing away any obstacles that hinder performance [8] [9]. Its core ideas, clarifying goals, removing roadblocks, and boosting rewards, fit naturally with the essential oversight and quality assurance roles of FEOs. On the other hand, Herzberg's framework gave the study a powerful way to understand primary school administrators' JS in Kenya's South Rift region, especially in relation to how FEOs' TLPs affect it. The theory's central split between "motivators" (which generate satisfaction) and "hygiene factors" (which simply stop dissatisfaction from arising) was key to grasping the subtle ways field-level leadership makes a difference.

II. LITERATURE REVIEW

The literature obtained by the researchers revealed that Resource management represents a critical domain in which FEOs apply TLPs to optimize the use of physical assets and instructional materials in primary schools. By implementing systems for tracking school assets, building staff capacity for maintenance, establishing inclusive committees, and involving learners in stewardship, FEOs help address resource constraints and enhance the JS of primary school administrators. This section synthesizes empirical literature from global, African, East African, and Kenyan contexts, highlighting key insights as well as persistent gaps that the present study seeks to address.

The implementation of robust systems for tracking school assets operationalizes the Leadership Practices Inventory (LPI) behaviour of *Challenging the Process*. FEOs use this practice to replace outdated, informal, or non-existent inventory methods with innovative, low-cost tracking systems that promote accountability and reduce material loss. Globally, [10] demonstrated in a UK energy sector study (E.ON UK) that perceived personal utility, leadership advocacy, and ease of use significantly influence the sustained adoption of technological tools. In a related West African context, [11] found that transformational leadership behaviours by institutional provosts in Nigerian Colleges of Education had a statistically significant positive effect on the management of human and material resources. However, these studies reveal a structural divide: corporate, high-resource settings differ markedly from resource-scarce public educational institutions burdened by bureaucratic inertia.

In East Africa, [12] observed in Zambia that international schools benefit from transformational and participatory approaches to resource innovation, while public schools remain constrained by rigid hierarchies. Complementing this, [13] reported in a Tanzanian study that only 38% of public primary schools had functional asset-tracking systems, yet headteachers who introduced innovative tracking and maintenance protocols achieved notably higher teacher satisfaction ($r = 0.41$, $p < 0.01$). In Kenya, [14] advanced the discourse by including sub-county education officers in their study across Kiambu and Murang'a Counties. Their regression analysis showed that officers promoting innovative, low-cost asset tracking significantly predicted higher teacher job satisfaction ($\beta = 0.43$, $p < 0.01$). Nevertheless, their work examined generalized leadership behaviours without grounding them in a validated framework such as Kouzes and Posner's LPI, leaving a gap in

understanding how FEOs specifically apply *Challenging the Process* to influence primary school administrators' job satisfaction in the South Rift region.

Capacity building for school asset maintenance further integrates *Challenging the Process* with *Enabling Others to Act*. This involves shifting schools from reliance on expensive external technicians toward internal, proactive models by equipping teachers and support staff with basic repair and maintenance skills. While [10] and [11] emphasize leadership advocacy and resource optimization, they offer limited insight into structured pedagogical training for maintenance. Similarly, [12] highlighted resource shortages in Zambian public schools without proposing internal capacity-building strategies. In Tanzania, [13] linked the use of locally available materials for repairs to improved institutional satisfaction, but framed it as individual headteacher initiative rather than district-led professional development.

Kenyan studies reflect ongoing conceptual ambiguity regarding the drivers of capacity building. [15] found that headteacher-led staff involvement in maintenance planning improved teacher retention ($r = 0.38$, $p < 0.01$) in Machakos and Kitui Counties, yet their analysis remained confined to internal school leadership. In contrast, [16] showed in Kericho and Bomet Counties that curriculum support officers who trained teachers in low-cost maintenance and local instructional aid production significantly boosted teacher job satisfaction ($\beta = 0.46$, $p < 0.01$). Collectively, these studies underscore a key limitation: they rarely examine the broader, scalable impact of external FEO leadership on institutional job satisfaction.

The establishment of inclusive committees embodies the LPI practice of *Enabling Others to Act* by delegating resource oversight to representative groups of teachers, parents, and community members, thereby fostering trust, transparency, and collaboration. Globally, [17] highlighted how resource orchestration in Pakistani universities builds institutional capabilities, while [18] in the Philippines noted that limited stakeholder engagement in School-Based Management creates friction despite strong resource allocation practices. In East Africa, [19] in Uganda found that participatory committees reduced teacher workload anxiety and improved retention, and [20] in Tanzania showed that external officers facilitating inclusive maintenance committees enhanced perceived working conditions through collaborative trust.

Within Kenya, [21] and [22] established positive links between participatory resource governance and teacher job satisfaction, yet both studies focused narrowly on internal school leaders. [23] offered a partial corrective by demonstrating that sub-county officers establishing inclusive committees in Bomet County significantly predicted higher teacher motivation ($\beta = 0.44$). However, their single-county scope and reliance on Bass's framework (rather than LPI's behavioral specificity) left room for further investigation across multiple counties in the South Rift region.

Finally, involving learners in stewardship extends *Enabling Others to Act* by cultivating school-wide responsibility and reducing the administrative burden on teachers and school heads. This dimension remains underexplored globally and regionally. [18] and [17] acknowledged stakeholder engagement but gave limited attention to students in basic education contexts. Similarly, [19] and [20] emphasized adult committees without incorporating learner roles. In Kenya, studies by [14] and [17] highlighted external leadership support for maintenance yet overlooked structured learner involvement through initiatives such as environmental clubs or desk-care programs. This "bureaucratic adult-centrism" leaves school administrators shouldering disproportionate responsibility, increasing stress and diminishing job satisfaction. The present study addresses these empirical, conceptual, and geographical gaps by applying [3] LPI framework to examine how FEOs across the South Rift region implement these resource management practices and their influence on primary school administrators' job satisfaction.

III. 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 [21]. This approach enabled a comprehensive and holistic understanding of the influence of TLPs among FEOs on primary school administrators' JS. 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 [22]. 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 [23] 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 [24]. It aligned 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 [25]. It emphasizes selecting research methods, qualitative, quantitative, or mixed, that best address the research questions, rejecting strict dichotomies between objectivity and subjectivity [26]. 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 [27]. 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 [28]. 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 [29] 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 [30], who emphasizes 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 Instrumentation and Data Gathering Process

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. Semi-structured interviews were conducted to obtain in-depth insights from FEOs' Immediate Supervisors, capitalizing on their strategic oversight roles, while document analysis provided additional corroborative evidence.

Before data collection, the researchers 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 [31].

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, a practice that aligns with contemporary qualitative

research recommendations for retaining rich layers of sensory and emotional data [32]. 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 [33].

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 [34]. This concurrent triangulation mixed-methods approach strengthened the credibility and richness of the study's conclusions by drawing upon multiple sources of empirical evidence.

IV. RESULTS AND DISCUSSION

To examine the influence of Field Education Officers' Transformational Leadership Practices in Resource Management on primary school administrators' Job Satisfaction in the South Rift region, Kenya, a concurrent triangulation mixed-methods approach was used. The study gathered quantitative data from 246 primary school administrators and qualitative data from semi-structured interviews with six FEOs' immediate supervisors (TSC Sub-County Directors and County Quality Assurance and Standards Officers), as well as document analysis. The analyses conducted included descriptive statistical analysis, inferential statistical analysis (simple linear regression), and thematic analysis.

TABLE 2 presents the descriptive statistics. 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 Learners' Welfare Management

Statement	N	Mean	Std. D
Challenging The Process			
promotes innovative, low-cost solutions for school maintenance	246	3.84	0.369
introduces improved systems for tracking school assets	246	3.73	0.656
supports the involvement of students in the stewardship of resources	246	3.78	0.413
does not encourage schools to share resources with each other.	246	2.30	0.904
implements tools to help schools prioritize maintenance and/or repairs.	246	3.51	0.943
Sub-scale Mean	246	3.432	0.657
Enabling Others to Act	246		
establishes inclusive committees to oversee school resource management.	246	3.68	0.968
trains staff on creating teaching aids from locally available and/or recycled materials.	246	4.35	0.583
ensures transparent access to information about the location, condition, and/or use of school assets.	246	3.99	0.797
provides training to build capacity for maintaining school	246	4.00	0.568
does not foster a culture of shared responsibility for school resources.	246	2.77	0.836
Sub-scale Mean	246	3.758	0.75
Overall Mean	246	3.595	0.703

Source: Field data, 2026

The descriptive statistics presented in Table 4.19 offer a detailed view of how FEOs are perceived to engage in the two TLPs of Challenging the Process and Enabling Others to Act within the context of school resource management. The overall mean of TLPs in school resource management is 3.541 (SD = 0.703), which falls within the 3.41–4.20 range designated as “Highly Transformational.” This indicates that primary school administrators perceive their FEOs as demonstrating TL behaviours to a high degree in the domain of school resource management. Within the subscales, the results show that respondents rated Enabling Others to Act higher (sub-scale mean = 3.758, SD = 0.75) than Challenging the Process (sub-scale mean = 3.432, SD = 0.657), producing an overall mean of 3.595 (SD = 0.703). The superior mean for Enabling Others to Act suggests that administrators view FEOs as more effective in practices that empower school communities to manage resources

collaboratively, while the larger standard deviation for this sub-scale (0.750) compared to Challenging The Process (0.657) indicates greater variability across FEOs in enabling practices. Within Challenging the Process, items about promoting low-cost maintenance ($M = 3.84$, $SD = 0.369$), supporting student stewardship ($M = 3.78$, $SD = 0.413$), and introducing asset-tracking systems ($M = 3.73$, $SD = 0.656$) scored above the sub-scale mean, while encouraging inter-school resource sharing scored low ($M = 2.30$, $SD = 0.904$). These findings align with research on resource-constrained educational contexts, where innovative low-cost solutions have been shown to extend the life of school infrastructure. A study in Ghana, for instance, found that schools employing low-cost maintenance strategies such as routine inspection schedules, community labour contributions, and use of locally available materials reduced infrastructure deterioration by 42 percent over three years [35]. Similarly, research in rural South Africa documented that principals who received training on low-cost maintenance innovations reported 35 percent fewer emergency repairs and extended the functional lifespan of water and sanitation facilities by an average of 2.7 years [36].

For Enabling Others to Act sub-scale, training staff to make teaching aids from local/recycled materials scored highest ($M = 4.35$, $SD = 0.583$), followed by training for maintenance ($M = 4.00$, $SD = 0.568$) and transparent asset information ($M = 3.99$, $SD = 0.797$); the item negating shared responsibility scored lowest ($M = 2.77$, $SD = 0.836$). This indicates that FEOs are perceived as exceptionally strong in building teacher capacity to create instructional resources from local materials, with low variability across respondents. This finding is strongly supported by Tanzanian research on the use of locally available materials in primary science education, which found that teacher training on creating teaching aids from recycled materials significantly improved learner engagement ($t = 7.42$, $p < .001$) and reduced school expenditure on commercial teaching aids by 63 percent [37]. Similarly, a Rwandan study on environmental sustainability in schools found that teachers trained in creating teaching aids from local materials reported 45 percent higher confidence in delivering hands-on science lessons and demonstrated improved learner performance in practical assessments [38].

To determine the extent to which FEOs' transformational leadership practices in RM predict primary school administrators' JS, inferential statistical analysis was conducted using simple linear regression. This analysis examined the strength, direction, and statistical significance of the predictive relationship between the independent variable (FEOs' TLP in RM) and the dependent variable (primary school administrators' JS). Prior to interpretation, key assumptions of linear regression—including linearity, normality of residuals, homoscedasticity, and independence of errors—were tested and largely satisfied. The results are presented in TABLE 3.

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

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
				R Square Change	F	df1	df2		
1	.328 ^a	.108	.24538	.108	29.498	1	244	<.001	1.780

a. **Predictors:** (Constant), RM

b. **Dependent Variable:** Primary school administrators' JS

Source: Field data, 2026

The regression model shows a small but statistically significant effect of FEOs' resource-management transformational leadership on primary school administrators' job satisfaction: $R = 0.328$ and $R^2 = 0.108$ (adjusted $R^2 = 0.104$), meaning RM explains about 10.8% of the variance in JS; the model's F change = 29.498 ($df1 = 1$, $df2 = 244$, $p < .001$) confirms the predictor is significant, the standard error of the estimate is 0.24538, and the Durbin–Watson value of 1.780 indicates no serious autocorrelation in residuals.

To confirm the influence of FEOs' TLPs in Resource Management on the JS of primary school administrators in the South Rift region, Kenya, the coefficients of the regression analysis are presented in TABLE 4. The analysis of the coefficient output revealed the specific parameters of the predictive relationship

Table 4 : Regression Coefficients for FEOs TLP influence in Resource Management on Primary school administrators' JS

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations		Collinearity Statistics	
	B	Std. Error	Beta	t		Zero-order	Partial	Tolerance	VIF
1 (Constant)	3.625	.119		30.563	<.001				

RM	.181	.033	.328	5.431	<.001	.328	.328	.328	1.000	1.000
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a. **Dependent Variable:** Primary school administrators' JS

Source: Field data, 2026

The regression coefficients indicate that FEOs' resource-management transformational leadership (RM) is a significant positive predictor of primary school administrators' JS. Examining the specific coefficients, the constant term stood at 3.625, representing the baseline JS score for primary school administrators if FEOs' resource management were theoretically rated at zero. Furthermore, the unstandardized coefficient is 0.181, signifying that for every one-unit increase in the perceived effectiveness of FEOs' resource management practices, the administrators' predicted JS systematically increased by 0.181 units on the measurement scale. This predictor demonstrated high statistical significance, evidenced by a t-value of 5.431 and a p-value below 0.001, supported by a standardized Beta of 0.328. Consequently, the null hypothesis: ' H_{01} : There is no statistically significant influence of Field Education Officers' Transformational Leadership Practices in Resource Management on primary school administrators' Job Satisfaction in South Rift, Kenya', was confidently rejected. The overall model summary as presented in TABLE 3 showed an R Square value of 0.108 and an F-statistic of 29.498 ($p < 0.001$). These metrics facilitated the formulation of the linear regression equation: $Y = 3.625 + 0.181X$. In this context, Y represents the dependent variable (predicted job satisfaction), while X denoted the independent variable (FEO TLP in resource management effectiveness).

The study's statistically established positive trajectory reflects the critical role that FEOs play in the Kenyan primary education system, where they functioned as vital links between the Ministry of Education and individual schools. In Kenya, FEOs are fundamentally tasked with auditing human resource utilization, monitoring curriculum support materials, and providing structural backing to school headteachers. The positive influence of their resource management on JS aligned directly with recent studies. [39] established that the methodical arrangement and equitable distribution of human and material resources by regional education officers directly enhanced the functional capacity and morale of school heads. By effectively securing teaching materials, advocating for equitable teacher distribution, and optimizing infrastructure, FEOs actively reduced the daily operational bottlenecks placed on primary school administrators. [40] corroborated this dynamic in their Nakuru County analysis, demonstrating that effective human resource management and teacher utilization practices, domains heavily overseen by field officers, significantly improved the physical and social well-being of school leaders, thereby mitigating occupational burnout and fostering higher JS. However, the model's R Square value of 0.108 revealed that FEOs' resource management captured only 10.8% of the variance, leaving approximately 89% of the primary school administrators' JS driven by other factors. This modest explanatory power accurately depicted the complex realities of the Kenyan public primary school system, where resource allocation alone acted as an incomplete catalyst for overall professional fulfillment. Recent investigations highlighted that Kenyan primary school administrators simultaneously navigated severe systemic pressures, including delayed capitation funds, highly congested classrooms, and frequent labour disputes that standard resource management could not entirely resolve [41]. [42] similarly emphasized that within the Kenyan educational landscape, standard administrative resource handling needed to be coupled with active professional recognition and robust community engagement to profoundly impact school leaders.

Thematic analysis of interview and document data on resource management in the South Rift region was conducted and yielded three interrelated themes that capture the current practices, gaps, and pragmatic innovations employed by FEOs and schools. These themes expose both the limits of meso-level supervision in effecting systemic change and the locally grounded responses that sustain asset functionality in resource-constrained contexts.

Theme 1: The absence of inventory clinics and a persistent "silo" mentality
Although the concept of quarterly inventory clinics—where FEOs would meet Boards of Management to reconcile and audit school assets—was discussed at regional meetings and recognized as desirable, no informant could point to a single implemented clinic. Documentary searches across quarterly reports, field visit logs, and meeting minutes found no attendance registers, reconciliation records, or completed checklists to substantiate the practice. The intended cultural shift away from a resigned "we lost it" attitude toward routine, collaborative asset management has therefore not materialized. Supervisors explained that, despite rhetorical commitment, the practice has not been institutionalized, leaving schools to manage assets in isolation and reinforcing a silo mentality that FEOs have not yet been able to dismantle.

Theme 2: Conditional and uneven creation of inclusive structures for shared responsibility
It was found out that FEOs have supported the establishment of resource committees that broaden asset oversight to teachers, parents, and, in some cases, learners, shifting responsibility away from sole headteacher control. Documentary evidence—such as an Asset Audit Report describing audits as "now a committee activity"—confirms that the committee model has been implemented in some schools and has the potential to institutionalize distributed leadership and community accountability. However, implementation is conditional. Where headteachers willingly share authority, committees function and audits proceed collaboratively; where headteachers remain authoritarian, committees exist only formally, with decisions and documentation remaining

centralized. Supervisors also noted the time intensity of meaningful committee work—initial training and ongoing support are labour-intensive, limiting the scalability of the model to a subset of schools. Thus, while inclusive structures can cultivate shared responsibility, their effectiveness depends on local leadership culture and the availability of supervisory time.

Theme 3: Non-formalized Innovative training and inter-school resource sharing circuits: Policy discourse and supervisory aspirations emphasize formal resource-sharing circuits and FEO-led asset-management training, but the documentary record and informant testimony indicated that formalized sharing circuits are not in operation. Nevertheless, resource optimization was nonetheless occurring through lower-profile, intra-school innovations such as routine preventive maintenance, teacher-led minor repairs, simple inspection checklists, and ad hoc goodwill-based borrowing between schools. These internal practices, though less visible in reports, appeared more sustainable because they require minimal coordination and can be implemented within existing school structures.

V. CONCLUSION

Field Education Officers' TLPs in resource management exerted a weak but positive influence on primary school administrators' JS. This was the case as the results revealed documentation gaps. First, while FEOs excel at training staff to create teaching aids from local materials, there were no documented evidence of FEO-led training on resource management nor formalized inter-school resource-sharing circuits. Second, the study revealed systemic infrastructure deficits such as missing legal templates, tracking systems, and enforcement mechanisms, that individual officers cannot overcome. This contribution reframes resource management satisfaction from an individual leadership problem to a structural policy challenge, demonstrating that 89% of the variance in satisfaction remains unexplained by FEO behaviours alone.

Based on these findings, the following five recommendations have been suggested:

- i. Institutionalize formalized inter-school resource-sharing circuits (e.g., textbook banks, laboratory equipment rotation, shared specialist teachers, coordinated maintenance crews). The Ministry of Education should issue operational guidelines and legal frameworks for asset sharing across school clusters, including memoranda of understanding, inventory tracking protocols, and rotation schedules.
- ii. Mandate and resource FEO-led training programmes on resource management, including asset tracking systems, maintenance prioritization tools, and collaborative governance models for school resource committees. Given the absence of documented training in the region, each FEO should deliver at least two resource management workshops per school per year, with attendance records and training materials submitted for quality assurance.
- iii. Scale up the successful practice of training staff to create teaching aids from local materials to all schools, and create a digital repository of low-cost, locally sourced teaching aid examples for dissemination across clusters.
- iv. Develop a standardized Asset Management Checklist and require quarterly "inventory clinics" where FEOs sit with school BOMs, headteachers, parent representatives, and learners to reconcile physical assets with registers. These clinics should produce signed discrepancy reports and action plans.

VI. ACKNOWLEDGEMENTS

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