MATTERING AND PERCEIVED TEACHER SUPPORT AS CORRELATES OF SCHOOL LIFE SATISFACTION AMONG FORM THREE STUDENTS IN MURANG'A COUNTY, KENYA

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/ institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where texts, data, graphics, pictures or tables that have been borrowed from other sources, including the internet, are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my beloved parents; Francis and Eunice, for their support and my wife; Miriam, sons; Francis and Joseph and daughter; Lavender for their love and encouragement when I was pursuing my studies.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

ABBREVIATIONS AND ACRONYMS

ASCA	American School Counselors' Association
GMS	General Mattering Scale
K. C. S. E	Kenya Certificate of Secondary Education
LS	Life Satisfaction
MOE	Ministry of Education
NACOSTI	National Council for Science, Technology and Innovation
OECD	Organization for Economic Cooperation and Development
PISA	Program for International Student Assessment
PTS	Perceived Teacher Support
SLSS	Students' Life Satisfaction Scale
TMSS	Tardy's Model of Social Support
TSC	Teacher Service Commission
TSS	Teacher Support Scale
UNESCO	United Nations Educational, Scientific, and Cultural Organization

ABSTRACT

This study focused on whether mattering as well as perceived teacher support were correlates of school life satisfaction among form three students in Murang'a County, Kenya. The students across the country had continued to portray behaviors aligned to dissatisfaction with school life like strikes, rioting and burning of school properties which necessitated a research on school life satisfaction among students. The study had four objectives: to establish the relationship between mattering and school life satisfaction, to identify the relationship between perceived teacher support and school life satisfaction, to find out how mattering as well as perceived teacher support predict school life satisfaction, and to establish relationship between mattering and perceived teacher support on school life satisfaction among form three students in Murang'a County. Grounded on the theory of mattering and marginality as well as Tardy's model of social support, the study adopted a correlational research design. Despite targeting all form three students in Murang'a County, only 4,383 form three students in Kahuro Sub County were accessible with 452 students selected for the study through simple random sampling technique. A self-report questionnaire was filled by the participants made up of adopted versions of General Mattering Scale, Teacher Support Scale and Students Life Satisfaction Scale. A pilot study involving 45 students from an extra county school determined the reliability and validity of the research tools. The Statistical Package of Social Sciences (Version 21) was used to analyze data and hypotheses tested at α=0.05. Correlational analyses revealed significant positive low correlations for both mattering (r (444) = .28, p < .05) and support perceived from teachers (r (444) = .24, p < .05) with school life satisfaction. The regression model for predicting school life satisfaction from both mattering and perceived teacher support was significant (F (2, 443) = 28.44, p < .05) with mattering making a larger predictive value (β = .24, p < .05) than support from teachers (β = .19, p < .05). The model yielded R^2 = .11 implying that both predictors accounted for 11 percent variance in students school life satisfaction. Thus school life satisfaction increased with both mattering and perceived teacher support. The findings key implication is that policy makers and educators need to present students with educational experiences that enhance mattering and perceived teacher support in efforts aimed at enhancing satisfaction with school life.

CHAPTER ONE

INTRODUCTION AND BACKGROUND/ CONTEXTUALIZATION OF THE STUDY

1.0 Introduction

This chapter concentrated on background to the study, statement of the problem, purpose of the study, objectives of the study, research hypothesis, significance of the study, limitation and delimitations of the study, and assumptions of the study. The theoretical and conceptual frameworks together with the operational definitions of terms were also given.

1.1 Background to the Study

The world over, adolescent students utilize most of their active time in school with fellow peers and other significant adults especially teachers. In this research the outcome variable, school life satisfaction referred to a cognitive-affective evaluation of the overall school life experiences satisfaction (Zhou et al., 2021). Satisfied students are happier, show great commitment in academic performance, are fast learners, behave in better ways and are embedded to the school environment (Somers et al., 2022). On the other hand, students' dissatisfaction with school life is linked with aggression, general misbehavior among students and even school dropout (Flett et al., 2022).

Globally, students have involved themselves in behaviors that beg the question, "How satisfied are students with school life?" For instance, in the United States (U.S.) students' violence has been characterized by incidences of gangs in learning institutions among learners aged 12 – 18 years (Bloch & Phillips, 2022). Recently, on May 24, 2022, an adolescent 18years old massacred

19 students and two teachers in Uvalde elementary school in Texas. The attacker was a school dropout from the same school.

In Africa, satisfaction with school life among secondary school students is an important variable to pay attention to (Amoako & Asamoah., 2020). In their study carried out in Ghana they discovered that when students' diverse requirements are met through effective instruction, they become satisfied with educational services.

Teachers are seen as fundamental in offering holistic support to students (Nurjanah, 2020). The predictor variable, perceived teacher support refers to students' perceptions of teachers' attitudes and behaviors towards their daily lives (Huang et al., 2022). Thus the variable of perceived teacher support was critical in assessing students' satisfaction with school life, as teachers are vital in offering instructions (Yang et al., 2021). Research has shown that teachers create learning environment which provide learners with the space and resources to internalize how their current behaviors may affect their future goals (Roshandel & Hudley., 2018).

In addition, research has established that aspects of Tardy's (1985) social support model; specifically content aspect generate good teacher student interactions that can boost teacher – student connection (Huang et al., 2022). The content concept as posited by Tardy's social support model has to do with the specific type of support that is given to the students.

According to Tardy, the kind of support that teachers can give can be categorized into four; instrumental, emotional, appraisal and informational support. The four types of support are distinct; instrumental support has to do with providing resources to support students including time, emotional support has to do with students feeling cared for and loved, appraisal support involves providing students with significant feedback about their functioning and performance,

and finally informational support entails proving students with essential information. Research has found that when students perceive more teacher support they adapt well in the school environment (Wang et al., 2021). In addition, research has shown that when adolescents perceive their teachers as ready to support them, they report more positive academic attitudes and values (Fredrick et al., 2019). Since majority of the students in form three are normally in their adolescence assessing the variable of perceived teacher support will be important in determining their satisfaction with school life. Furthermore, research has delivered clear prove that students dissatisfaction with school life can be curtailed when quality of students' life at school is enhanced, consequently boosting satisfaction with school life (Havik & Westergard, 2019).

The variable of mattering is essential in assessing students' satisfaction with school life since feeling valued attracts great benefits whereas when students are made to feel that they do not matter to others and to the school it produces enormous negative consequence (Flett et al., 2022). Mattering refers to our conviction that we are valuable to others, regardless of whether our belief is right or wrong (Somers et al., 2022). As postulated in mattering and marginality theory by Schlossberg (1989) the aspects of ego-extensions, dependence, appreciation, attention, and importance greatly impacts school life satisfaction of students (Somers et al., 2022). They argue that when the students feel significant others are concerned about them, others depend on them, their presence is appreciated, they are given due attention and treated as important in a school set up their satisfaction with school is boosted. This qualifies the variable of mattering as a key variable in accessing satisfaction with school life.

In addition, during the height of Covid – 19 pandemic Besser et al. (2022) established that mattering was linked with better pandemic adaptability. They associated mattering with adaptability, clear mental health benefits and resilience. Similarly, in a school set up students

who feel that they matter adapt well whereas those who feel like they do not matter are bored, distracted and disengaged (Etherson et al., 2022). They argued that students who feel marginalized in aspects of mattering; ego-extension, dependence, appreciation, attention and importance develop a sense of helplessness and hopelessness and thus are dissatisfied with school life.

American School Counselors' Association (ASCA, 2022) affirms that mattering can get students together in school and enhance their school life satisfaction. Additionally, ASCA confirms the pivotal contribution of teachers in guiding and counselling learners to make them feel that they matter in the school environment by involving them in the decision making process for this conveys a message that they are significant to the school.

In Africa, a research by Lenz et al. (2018) using a sample of 657 Ghanaian undergraduate students revealed that school life satisfaction; where students have a sense of embeddedness to school life, positively correlates with school life satisfaction.

In Kenya, the country's Vision 2030 is to be realized by empowering all children through education (GOK, 2008). In the past, the Kenyan government has tried to introduce various measures to enhance students' satisfaction but which appear to be unproductive as far as school life satisfaction is concerned. For instance, the enactment of education act 2001 provided children rights and banned corporal punishment but seems to have failed in enhancing students' school life satisfaction.

Locally, a research by Ngesu (2022) on voices from students: dissatisfaction and violence in Kenya notes that when teachers actively listen to students they begin to remove labels and stereotypes that can be wrongly associated with students. Making the students feel that they

matter by actively listening to them enhances the school life satisfaction. Additionally, a research by Nyangara et al. (2021) carried out in Bungoma County argues that students' satisfaction with school life can be affected by domestic violence. Their research concluded that if teachers are able to show love and warmth to students that the students are lacking at home they can enhance their satisfaction with school life.

In conclusion, research has supported that when students feel they matter; significant others are concerned about them, others depend on them, their presence is appreciated, they are given due attention and treated as important in a school set up, their satisfaction with school is boosted (Somers et al., 2022). In addition, research has shown that when adolescents perceive their teachers as ready to support them, they report more positive academic attitudes and values (Fredrick et al., 2019). It is against this background that this study proposed to explore how mattering as well as perceived teacher support predict school life satisfaction in Murang'a County, Kenya.

1.2 Statement of the Problem

Students across the country had continued to portray behaviors aligned to dissatisfaction with school life like strikes, rioting and burning of school properties in protest. This was despite the Kenyan government effort to support education by allocating it a substantial budget. Satisfied students should reciprocate such efforts from the Kenyan government but when students portray dissatisfaction with school, measures should be taken to check where the problem is. In Murang'a County the information received from County Director of Education, indicated that a total of 34 schools out of 315 schools were involved in students' unrests during second term of 2021. The Sub-County which was greatly affected was Kahuro Sub-County where 7 schools

were involved in tendencies portraying dissatisfaction during the said period. However, paucity of research was noted in Murang'a County on the relationship between mattering, perceived teacher support and school life satisfaction.

Most researchers in the field of educational, social and counselling psychology have conducted studies on the idea of mattering and its relationship with other variables. In Kenya, there is scarcity of research addressing how mattering together with perceived teacher support correlated to school life satisfaction. Studies done in Kenya on factors affecting satisfaction with school life had focused on domestic violence and depression. Since the trend of students' dissatisfaction with school life had persisted, if this trend was not investigated and addressed the trend would continue to be witnessed and this could hinder learners from attaining rewarding life opportunities that emanate from school life satisfaction.

So, this research was interested in interrogating satisfaction with school life as students continue spending much of their time in school by correlating it with mattering and support perceived from teachers. The findings of this research would interest teachers, students and education stakeholders after correlating school life satisfaction against mattering and perceived teacher support in Murang'a County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish how mattering as well as perceived teacher support, related to school life satisfaction among form three students in Murang'a County. This was meant to augment the body of knowledge in order to circumvent drawback in satisfaction with school life.

1.4 Objectives

Four objectives guided the study as follows:

i. To establish the relationship between mattering and school life satisfaction among form three students in Murang'a County.

ii. To identify the relationship between perceived teacher support and school life satisfaction among form three students in Murang'a County.

iii. To find out how mattering and perceived teacher support jointly predict school life satisfaction among form three students in Murang'a County.

iv. To establish relationship between mattering and perceived teacher support on school life satisfaction among form three students in Murang'a County.

1.5 Research Hypotheses

Three hypotheses guided the study as follows:

H_{a1}: There is a significant relationship between mattering and school life satisfaction.

H_{a2}: There is a significant relationship between support perceived from teachers and school life satisfaction.

H_{a3}: School life satisfaction can be significantly predicted using mattering and support perceived from teachers.

$H_{a4:}$ Mattering and perceived teacher support have an interactive effect on school life satisfaction among form three students in Murang'a County.

1.7 Significance of the Study

The policy makers, teachers, parents and even students themselves would be enlightened by this study in finding ways of enhancing mattering and perceived teacher support in order to promote satisfaction with school life in secondary schools.

Through this study the schools' managements might have a basis of coming up with mechanisms that would enhance school life satisfaction among students. Finally, important information would also be revealed through the findings of this study to Teachers Service Commission as well as the Ministry of Education on how support perceived from teachers affect school life satisfaction among students. Consequently, teachers might be urged to be more proactive in offering support to students.

1.8 Limitations and Delimitations

1.8.1 Limitations

The study selected a few public secondary schools in Murang'a County in conducting the research. There are nine Sub Counties in Murang'a County but the study was limited to Kahuro Sub County. Therefore, the study outcomes might not be generalized outside the explicit population the sample for this study was drawn. In addition, data collection was done using only General Mattering Scale (GMS), Teacher Support Scale (TSS) and Students' Life Satisfaction Scale (SLSS) and they might not have been exhaustive in collecting information. Moreover, since this research involved the self-report measures, a degree of subjectivity and dishonesty might not be ruled out of the students' responses and therefore reasons for the research being carried was explained to participants in advance. Lastly, the research used a correlational research design which neither answers the question 'why?' nor show cause effect.

1.8.2 Delimitations

Form three students in public secondary schools were used to delimit the study despite the fact that there are other classes from form one to form four. This was done because at form three a student had enough experience of the school life and was relatively settled having spent two full years in secondary school.

The study was also delimited to mattering and perceived teacher support as correlates of school life satisfaction among form three students. The study did not look at other factors like the parents' role, type of school and the school size which may be correlates of school life satisfaction among students. The study used correlational design.

1.9 Assumptions

The study assumed that mattering and perceived teacher support correlate with school life satisfaction. It was further assumed that school life satisfaction was predicted by mattering and perceived teacher support and that students had some degree of dissatisfaction with school life. In addition, the study assumed that students would cooperate in filling questionnaires and give honest responses to the questions given.

1.10 Theoretical Framework

Two theories were used. Mattering and Marginality theory by Schlossberg's (1989) and Tardy's model of social support (1985)

1.10.1 Mattering and Marginality Theory (Nancy Schlossberg, 1989)

The proponent of this theory Schlossberg (1989) defined mattering as ones sense of belonging to his or her immediate surrounding and it was an important variable in describing satisfaction with

school life. In the theory, Schlossberg highlights five aspects of mattering that includes: attention, importance, ego-extensions, dependence and appreciative.

The first is attention –feeling of students being noticed while in school. In a school environment, a student can strive to do anything to be noticed by the significant others in the school. The second is importance – the believe that one is cared about. The third is ego-extensions – the feeling that one is proud of what one does or would sympathize with ones failures. For instance, a teacher being concerned about a student's performance. The fourth is dependence – feeling of being needed and finally the fifth is appreciative – the feeling that others appreciate ones effort.

Schlossberg positulates that the condition of marginality occurs where students feel they do not matter. Marginality is the antonym of mattering and, "Mattering is a motive; the feeling that others depend on us, are interested in us, are concerned with our fate or experiences us as an ego extension exercise and has a powerful influence on our actions" (Rosenberg & McCullough, 1981, p.165). Schlossberg, in describing mattering came to this conclusion; appreciation, dependence, ego extention and attention are important components of a students' school life. Schlossberg suggested that new measures need to be undertaken to make the students feel they matter whenever they feel as if they do not matter. She concluded that availing more services to students and fostering a more inclusive atmosphere to them should be the way to go.

In his research, Prilleltensky (2020) using mattering and marginality theory found out that students felt they mattered most to professional instructors and career advisors, and felt marginalized in none academic interactions. He proposed that mattering emanates from giving value to others as well as having value from them and this is an important component in school life satisfaction. In addition, Flett et al. (2022) explained the concept of anti-mattering whereby anti-mattering experiences can leave students feeling irrelevant, insignificant, invisible and

unheard which consequently affects satisfaction with school life. Furthermore, according to Somers et al. (2022) mattering is critical as it strenghthens feelings of optimism.

In conclusion, in describing the variable of mattering in this study, marginality and mattering theory formed the foundational basis of this study whereas another theory was used to access perceieved teacher support in relation to school life satisfaction.

1.10.2 Tardy's social support model (1985)

Tardy's Social Support Model (1985) was the theory in which teacher support scale which was the tool used in measuring the variable of perceived teacher support was founded. According to Tardy, social support is a multifaceted theory which describes five key tenets namely: direction, disposition, description, network, and content. In this research students perception of support from teachers was assumed to impact their school life satisfaction whereas lack of perceived teacher support was anticipated to significantly contribute to dissatisfaction with school life. Therefore, this research explored how the aspect of content affected school life satisfaction.

The aspect of content in Tardy's model is classified into four types: informational, appraisal, emotional and instrumental support. Informational support involves offering guidance, ideas and essential information; when students feel that they are getting the essential information from the teachers their satisfaction with school life is enhanced. For instance knowing the term dates in advance.

The appraisal support entails giving timely feedback to show concern; when students are given timely feedback it quenches the tension and apprehension that may build up among students leading to dissatisfaction with the school. For instance, after sitting an exam students should be given timely feedback on how they performed.

Emotional support entails showing love, acceptance, warmth and trust. Students may have traumatic experiences that may affect their satisfaction with school but when they feel that they have teachers whom they can confide in and who treats them with love and understanding their satisfaction with school life is enhanced. Finally, instrumental support involves providing tangible resources like teachers sparing time to attend to student's needs.

In his model of social support, Tardy posited that there might be benefits to knowing that support was accessible even if it was not utilized. According to Tardy, supportive teacher – student relationships are characterized by high degrees of trust and warmth, mutual respect, and high expectations.

Research had examined social support in relation to positive outcomes in students. For instance, research had demonstrated that social support was related to academic achievement and life satisfaction in students (Elhay & Hershkovitz, 2019).

Therefore, the variable perceived teacher support was fundamental in assessing school life satisfaction and it was hoped that in a school environment the guidance and counselling department might be critical in enhancing healthy teacher – student relationships both inside and outside the classroom as postulated in Tardy's model of social support.

1.11 Conceptual Framework

Figure 1.1: Relationship among mattering, perceived teacher support and school life satisfaction.

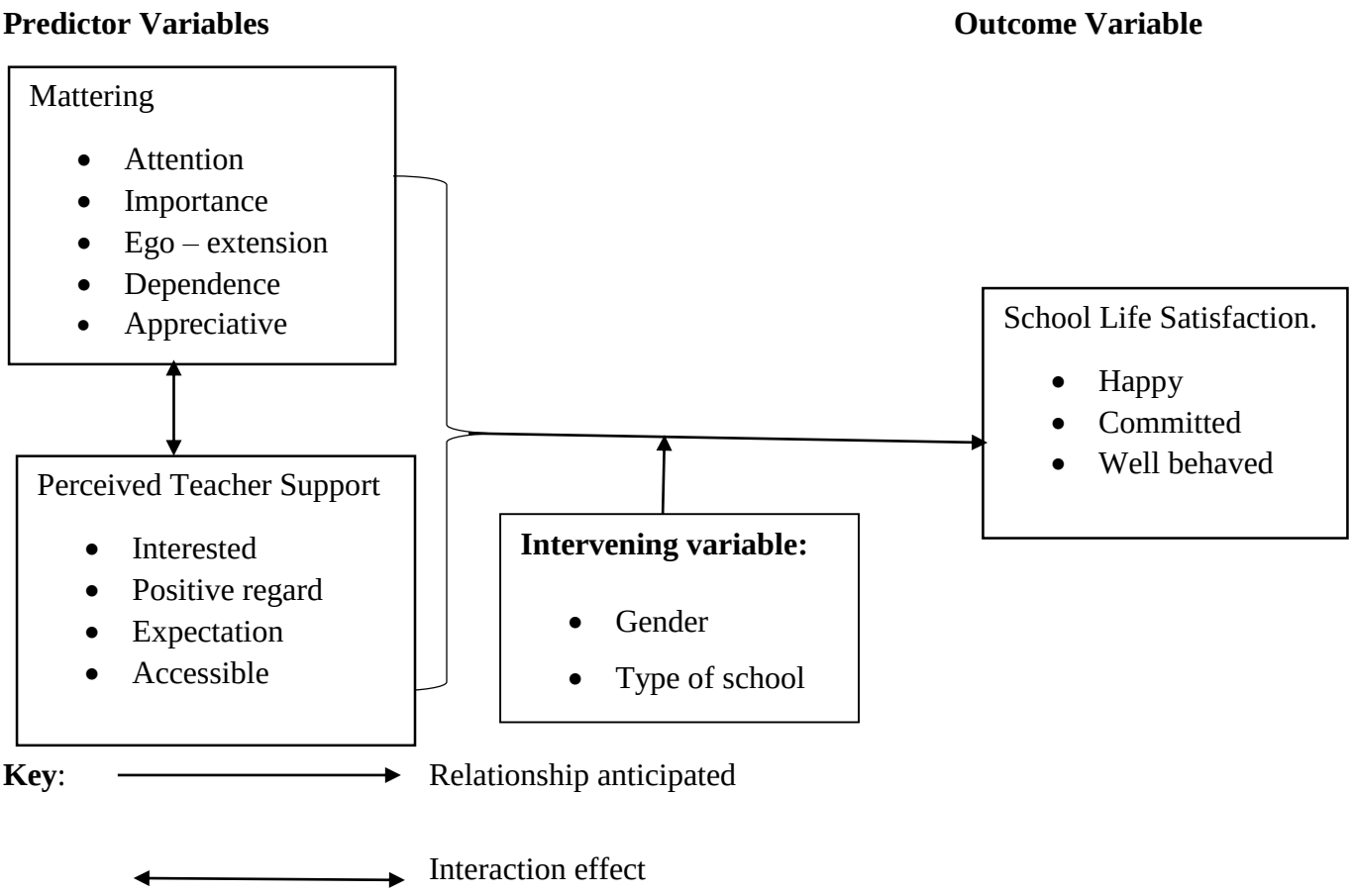


Figure 1.1 Conceptual Framework

Conceptual framework above highlighted study variables which were: mattering and perceived teacher support as the predictor variables and school life satisfaction being outcome variable. A student who scored high on mattering and perceived teacher support would be satisfied with school life whereas the students who scored low on mattering and support perceived from teachers would be feeling marginalized and thus would be dissatisfied with school life.

1.12 Operational Definition of Terms

Accessible: The support given by teachers to students in terms of sparing time to be with the students and offering timely feedback.

Appreciative: The feeling that others appreciate ones effort because they matter.

Attention: The feeling of students being noticed while in school because they matter.

Content: The four categories of support in Tardy's social support model; appraisal, informational, instrumental and emotional support.

Dependence: The feeling of being needed because you matter.

Ego-extension: The feeling that one is proud of what one does or will sympathize with ones failures because they matter.

Expectation: The support students expect from teachers involving teachers showing them love, acceptance, warmth and trust.

Importance: The belief that one is cared about because they matter.

Interested: The tangible support teachers give to students like sparing time to attend to students' needs.

Mattering: Refers to individuals' perception of being important to others and being valued by them in interactive associations.

In the context of the study mattering would be a score obtained from a student on the General Mattering Scale indicating school life satisfaction.

Perceived teacher support: It involved a teacher offering holistic assistance to a student in a school set up. It entailed informational, emotional, appraisal and instrumental support.

In the study, it entailed a score obtained from a student on the teacher support scale.

Positive Regard: The indiscriminate support given by teachers in terms of offering guidance, ideas and essential information.

School life Satisfaction: It referred to a student's subjective cognitive appraisal of the overall satisfaction with school life experiences.

In this study, school life satisfaction was a score obtained from a student on students' life satisfaction Scale.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter contains relevant literature that had pertinent information about mattering and perceived teacher support as correlates of school life satisfaction. Relative prediction of mattering and perceived teacher support as correlates of school life satisfaction was reviewed. The interactive relationship of mattering and perceived teacher support on school life satisfaction was also reviewed. Literature review summary of the study was shared.

2.2 Relationship between Mattering and School Life Satisfaction

From the studies reviewed, correlation between mattering and school life satisfaction have been investigated by a few studies.

A study by Choi and Hong (2020) investigated the correlation between mattering and unconditional self-acceptance, sampling 408 South Korean students undertaking their college education. They reported that, as mattering increased so did unconditional self-acceptance. Their study used socially prescribed perfectionism scale (HFMPS), Social anxiety scale, mattering scale and Unconditional self-acceptance whereas the current study used general mattering scale. In addition, since they had used college students, this study was conducted among students who were pursuing secondary school education. Their recommendation for further studies on the correlation between mattering and other variables using different population greatly inspired the current study. To fill the gap the current study was undertaken in a developing country Kenya, unlike Korea which is a developed country.

A recent research by Cole et al. (2020) assessed mattering against belongingness at colleges and universities and described the significance of mattering during matriculation to university. The research was carried out in USA, using 635 first year college students where two cohorts were sampled. Of the 635 first year students' sample, 337 were in cohort one and 298 were in cohort two. The study established that where students were made to feel that they mattered they adapted better and thrived well in those post- secondary establishments. In addition, since the study was carried out among first year college students, the current study will be among secondary school students. Furthermore, they suggested a need for farther studies on mattering, and the current study correlated mattering to school life satisfaction among secondary school learners in Murang'a County, Kenya, which is a developing country, to find out whether mattering had the same outcome in satisfaction with school life as it had in developed countries like USA.

In a research carried out in Bungoma County Kenya on dissatisfaction in secondary school, Ngesu (2021) the research sampled 576 secondary school students with a purpose to establish factors influencing dissatisfaction among secondary schools in Kenya. He recommended that to make students feel they matter, their voices should be given a chance. The research further recommended that every effort needed to be exerted for students to feel they matter. However, in Kenya research on mattering in relation to school life satisfaction is still scanty; consequently, the study set to correlate mattering and school life satisfaction using form three students.

Despite paucity in local research directly correlating the variable of mattering to satisfaction with school life, a research by Nyangara et al. (2021) in Bungoma County while sampling 648 secondary school students and using a descriptive survey design revealed that domestic violence affects the students' feeling of mattering resulting to dissatisfaction with school life. In

correlating mattering to school life satisfaction, the current study used correlational design and the research was conducted using form three learners in Murang'a County, Kenya.

Most research on mattering depicted the distinctive predictive capability of mattering and its relationship to decreasing amounts of depression. For instance, in evidence cited by Flett and associates (2022) they linked mattering to higher ranks of extraversion and lower ranks of neuroticism. General Mattering Scale was used, sampling 232 Canadian university students in their first year, revealing that mattering was associated with reduced social phobia as well as loneliness. Most notably for the purpose of this study they also found that high score on mattering was greatly associated with student engagement. However, since their study sampled students undertaking first year university education the current study concentrated on form three learners in Murang'a County Kenya.

Lenz et al. (2018) using a sample of 657 Ghanaian first year undergraduate students revealed a positive correlation between mattering and life satisfaction. Their study used General Mattering Scale and observed that Life Satisfaction (LS) was significantly predicted by mattering when measured beside resilience and grit. The study focused on undergraduate students but the current study will assess the impact of mattering among secondary school students. Although it still used the General Mattering Scale, the current study correlated mattering against satisfaction with school life among secondary school students.

Valliancourt et al. (2022) sampled 6500 Canadian high school and elementary students in examining levels of mattering. Their results confirmed that mostly students who have experienced disruptions faced mental health challenges. Similarly, evidence from research suggested that mattering among emerging adults and youth was related to having high levels of

health-related quality life (Hamby et al., 2020). The current study assessed mattering against satisfaction with school life in the Kenyan context after this disruption in a developing country.

Somers et al. (2022) sampled 206 high school scholars from Southeastern Michigan who had a mean age 16.0 years, using correlational analysis and suggested that low levels of mattering among adolescents could result to low hope and increased levels of loneliness. The research used a version of the mattering index which was slightly modified, however, this research used general mattering scale. In addition, Michigan is a developed state and since the research recommended research on mattering from other locations this study was committed to assess the impact of mattering on school life satisfaction using Kenyan students since Kenya is a developing country.

2.3 Relationship between Perceived Teacher Support and School Life Satisfaction

Teacher support emanates from interaction between teachers and students. The perception of teachers is that they are "natural mentors" (Allee-Smith et al., 2018). In addition, in the school environment, teachers were linked to the mandate of the "Caring person" (Zhang et al., 2018).

Zhang et al. (2018) sampled 2,453 Chinese adolescents in their study and concluded that support from teachers might be perceived in connection to school life satisfaction from the viewpoint of required societal support, which is based on interpersonal interactions and social relation between teachers and students. From the foregoing research it was notable that teacher support impacts greatly on a student's life in school. The research used self-determination theory but the current study will be using Tardy's social support model. In addition, China being a developed country, the research had recommend similar research in developing countries and thus, this

study was based in Kenya which is a developing country and correlated perceived teacher support and school life satisfaction among learners in Murang'a County, Kenya.

In the recent past, Covid-19 alienated students from their teachers physically resulting to far reaching consequences (UNESCO, 2020a). As a result, a research by Kariuki (2020) reported that the interruption of learning processes in schools due to Covid-19 amplified uncertainty, insecurity and anxiety concerning nationwide examinations organized by Kenya National Examination Council. This also increased mental torture for both students as well as their teachers. The research used classical liberal theory of equal opportunities and theory of justice and fairness but the current research used Tardy's model of social support in assessing the correlation between support perceived from teachers and school life satisfaction among secondary school learners in Kenya and especially after the impact of Covid-19 on schools.

A research carried out by Ong'onga (2021) using students aged between 12 to 14 years from international schools in Kenya revealed that students felt that teachers should allow them to have access to phones just as their parents do. The research used a qualitative intrinsic case study but the current study used correlational design. The students felt that the school did not have a clear policy on how students should have access to digital connectivity since having a mobile phone was treated as an indiscipline case and this was heightening the gap between teachers and students. However the research further revealed that teachers were playing a critical role in safeguarding students from accessing obscene online content. This research took place in international schools in Kenya but the current study took place in public secondary schools on correlating support perceived from teachers to school life satisfaction in secondary schools in Murang'a County Kenya.

According to a study carried out by American School Counselors Association (ASCA, 2022) allowing the students recognize that they are significant to the holistic success of the school usually had a positive impact on school climate. This was attained through social interactions and involving students in the decision making process especially on areas that touch them directly like the selection of prefects. This observations were made in a developed county. However, the current research tried to establish the correlation between perceived teacher support and satisfaction with school life in Kenya which is a developing country.

A research by Havik and Westergard (2019) which sampled 1769 Norwegian fifth to tenth grade students acknowledged that excellent interactions in classroom was essential for their school engagement. The students' behavioral and emotional engagement was strongly linked to the emotional support they received from teachers. In addition, the findings revealed that students in lower secondary school were less emotionally engaged than students in primary school. Since this study sampled both senior primary and lower secondary students, the current study will focus only on secondary school students. In addition the tool used for measurement was student's perception of teachers' emotional support but the current study will use teacher support scale developed by McWhirter (2008) in correlating perceived teacher support to school life satisfaction among form three schoolboys and school girls in Murang'a County, Kenya.

In acknowledging the role of teacher support, Allen et al. (2018) established that teachers' personal characteristic and support were the strongest determiners of school belongingness. The research sampled 623 students ranging 12 to 18 years old. The research used quantitative research methodology but the current research used correlational design. In addition, the research was carried out in developed countries while the current research was correlating perceived

teacher support against school life satisfaction in a Kenyan context which is a developing country.

2.4 Mattering and Support Perceived from Teacher as Predictors of School Life Satisfaction

Satisfaction with school life entails students' cognitive assessment of the quality of their life in school (Zhou et al., 2021). Zhou et al. (2021) revealed in their research that students' school life satisfaction was influenced by everything that happens in the day to day life of a student while in school. The research further added that even students personal satisfaction is directly affected by everything that in happening in their daily lives. The research was carried out in China using a sample of 712 grade seven pupils with an average of 12.92 years old. Centrally to that research, the current research was carried out among form threes students in Kenya which is a developing country. Their research used a longitudinal design but the current study will be using a correlational design.

Although there was a scarcity of research on satisfaction with school life in Kenya, a research by Nyangara et al. (2021) carried out in Bungoma County, sought to establish the impact of domestic violence on student's satisfaction with school life. The study revealed that psychological torture as a form of domestic violence impacted greatly on the students' classroom behavior thereby affecting students' satisfaction while at school. The research used descriptive survey research design. However, the current research was carried out in a different county in Kenya, which is Murang'a County and used a correlational research design in establishing how mattering and perceived teacher support relate to school life satisfaction.

Varela et al. (2018) in their study involving 802 Chilean grade seven pupils with a mean of 12.6 years old noted that being involved in school violence had an impact on life satisfaction and school satisfaction for a student. The research encouraged further study on other factors impacting satisfaction with school life using a different location. Since their study majorly focused on the variable of school violence on satisfaction with school life, the current study will be investigating the association of perceived teacher support against satisfaction with school life among secondary school boys and girls in Kenya.

The factors of the students at high risk of dropping out of school is defined by the quality of school life (Hristova et al., 2020). Their study involved 189, 468 European Union students from PISA 2018 assessment cycle who were 15 years old and found out that the social capital at school, expectation attached to students, the bond among students themselves and the value of care students receive from teachers were some of the significant factors for dropping out of school. Hristova et al. (2020) used teacher scale for measuring students' awareness of personal and instructional support, inspiration, encouragement, understanding and attention gotten from their teachers. The other scale was belongingness scale for measuring students' sense of connectedness to school, social bonding and being accepted as part of the school community. However, the current research used teacher support scale and students' life satisfaction scale in establishing students' satisfaction with school life. In addition Europe is a developed economy but the current study was in Kenya which is a developing country.

Experiencing strong social ties, having a sense of belongingness to the school community and feeling liked and supported by teachers made the students to perceive their socialization as successful (Lin et al,. 2022). Lin et al. (2022) revealed that a close teacher-student interaction was an important factor for students' school life satisfaction. The research sampled 562 Italian

students aged between 2 to 9 years. Students – teacher relationship subscale –short form (STRS-SF) was used to measure the closeness in student-teacher relationship. The study concluded that the quality of positive student-teacher interaction boosted students' level of hope which consequently related to students' satisfaction with school life. The study suggested that researchers should delve into variables that intervene in how the quality of teacher-student interactions impact on students' school life satisfaction. Thus the current study wanted to establish how mattering and perceived teacher support related to school life satisfaction. The current study used teacher support scale and students' life satisfaction scale and further still it was conducted in Kenya which is a developing country among form three learners in Murang'a County.

2.5 Relationship between Mattering and Perceived Teacher Support on School Life Satisfaction

A research by Cole et al. (2020) assessed mattering against belongingness at colleges and universities and described the significance of mattering during matriculation to university. The research was carried out in USA, using 635 first year college students where two cohorts were sampled. Of the 635 first year students' sampled, 337 were in cohort one and 298 were in cohort two. The study established that where students were made to feel that they mattered they adapted better and thrived well in those post- secondary establishments. The research was carried out among college and university students but the current study will be among secondary school students among form three students in Murang'a County.

Similarly, a research by Lin et al. (2022) revealed that a close teacher-student interaction was an important factor for students' school life satisfaction. The research sampled 562 Italian students

aged between 2 to 9 years. Students – teacher relationship subscale –short form (STRS-SF) was used to measure the closeness in student-teacher relationship. The current study was carried out among form three students in Murang'a, Kenya. The study concluded that the quality of positive student-teacher interaction boosted students' level of hope which consequently related to students' satisfaction with school life. In conclusion, mattering and perceived teacher support jointly predict school life satisfaction as evidenced in these research.

2.6 Summary of Review of Related Literature and Research Gaps

This section revealed that mattering and perceived teacher support affected students' school life satisfaction. Nevertheless, most research on mattering and perceived teacher support was noted to have been carried out in Europe and America thus making it important to be done again using a different location that had different characteristics like Kenya. Both Europe and America are classified as developed while Kenya is a developing country.

Furthermore, most of the studies on mattering and perceived teacher support were done among university and college students and others in primary schools. It had been noted that there is paucity of research on the two variables among secondary school students and thus this study found it necessary to conduct a research among secondary school students.

In addition some of the reviewed studies used different tools like the modified version of the mattering index and student-teacher relationship subscale while the current study used teacher support scale together with general mattering scale. Furthermore, different research design like the qualitative research design and longitudinal design were used in the studies reviewed but the current study used correlational design. This helped in establishing the correlation between mattering, perceived teacher support and school life satisfaction. Therefore, the researcher found

it necessary to carry out this research since there was scarcity of research on mattering and perceived teacher support in Kenya with regard to school life satisfaction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The research methodology was presented in detail in this chapter. It covered the research design, research variables, the study location, target population, techniques of sampling and determination of sample size, instruments used for the research, collection of data, analysis of data and lastly logistical and considerations of ethical issues.

3.2 Research Design

The study used correlational design. This was in agreement with Abutabenjeh and Jaradat (2018), who posited that correlational design helped to discover the predictive relationship and degree of association among variables. Therefore, the researcher settled on correlational design since it helps a researcher to define relationship in variables. Correlation research design was thus used in determining how mattering and perceived teacher support were correlates of school life satisfaction among form three boys and girls in Murang'a County, Kenya. The established relationship would augment the logic of advocating for measures to strengthen mattering and perceived teacher support in secondary schools to enhance school life satisfaction.

3.3 Research Variables

Three variables were used in this study. The predictor variables were mattering and perceived teacher support while the outcome variable was school life satisfaction. These three variables were measured at interval level of measurement.

3.4 Location of the Study

The study location was Murang'a County. The specific study was conducted in Kahuro Sub County within public secondary schools. Kahuro Sub-County was chosen because schools within that sub county had been greatly affected by more students' dissatisfaction in the recent past in comparison to other sub counties within Murang'a as illustrated in table 3.1. This information was received from County Director of Education (CDE) offices, Murang'a County.

Table 3.1

Location of study

Sub County	Number of Schools	Dissatisfaction cases Reported in 2nd term, 2021
Kahuro	41	7
Kandara	56	6
Kangema	27	4
Mathioya	32	4
Kigumo	37	4
Gatanga	36	4
Murang'a South	41	3
Murang'a East	31	1
Ithanga Kakuzi	14	1
TOTAL	315	34

Thus the study wished to establish what could be causing dissatisfaction with school life in schools within Kahuro.

3.5 Target Population

Form three boys and girls from public secondary schools in Murang'a County were targeted by this study, from Kahuro Sub County. There were 4, 383 form three learners in public secondary schools. The total number public secondary schools in the Sub County were 41 as illustrated in table 3.2 which grouped them according to category type as follows; National, followed by Extra County, then County, and finally Sub County schools. This information was received from Quality Assurance and Standards Officer (QASO), Kahuro Sub County.

Table 3.2

Target Population

Type of School	Number of Schools	Number of Students
National School	1	405
Extra County Schools	5	1403
County Schools	3	390
Sub County Schools	32	2185
Total	41	4383

The form three students were chosen because they had been in school for two complete years and therefore had interacted with the other students and teachers adequately. In addition, they were not having a tight schedule like the form fours who were preparing for their final exams although they also have had substantial interaction with the teachers.

3.6 Sampling Techniques and Sample Size Determination

The techniques used for sampling were shared in this section as well as how the sample size was determined.

3.6.1 Sampling Techniques

Murang'a County was selected using purposive sampling. Schools were stratified on the basis of school type ranging from national to sub county. Proportionate sampling was used to determine the number of participants from each school while random sampling helped in selection of participants.

3.6.2 Sample Size Determination

The actual sample size of schools and participants involved in the study was shared in this section**.** There were 41 schools in Kahuro Sub County with 4383 form three students. To determine the sample size, Slovin's formula (1960) $n= N/(1+Ne^2)$ was used, the sample size required being *n*, the target population being N and the margin of error being e.

For the number of students the formula was applied as follows $n = N/(1+Ne^2)$ where N = 4383 and e (margin of error) was given at 0.05 which gave n = 411. 10% of n was added to take care of no responses and other form of natural attrition Sudman (1976) which gave n = 452

For the schools, N was 41 and e (margin of error) was 0.25. So $n = 41/1+41(0.25^2)$. This gave $n = 11.5088$ which was approximated to 12. The 12 schools that were identified were 1 national girls school, 1 extra county boys school, 1 county school for boys and 9 sub county schools which were mixed and students to participate from each school were selected proportionately using the formula x(N). Where $x = n$/N, $n = 452$ and N = 1696. So $x = 452/1696$. $x = 0.267$ See table 3. Below:

Table 3.2

Sampling Frame

Type of School	Population		Proportionate	Sample Size	
	School students		constant (*x*)	(N)	
	Boys	Girls		Boys	Girls
National (1)	-	405	0.267	-	108
Extra County (1)	389	-	0.267	104	-
County (1)	163	-	0.267	43	-
Sub County (9)	30	29	0.267	8	8
	16	22	0.267	4	6
	20	14	0.267	5	4
	45	39	0.267	12	10
	17	23	0.267	5	6
	43	37	0.267	11	10
	54	63	0.267	14	17
	78	52	0.267	21	14
	83	74	0.267	22	20
Total	1696 (100%)			452	

As illustrated in the table above, by using a target population of 1, 696 from 12 schools a sample size of 452 (203 boys and 249 girls) was achieved through proportionate sampling.

3.7 Research Instruments

The instruments contained in this section were used to measure mattering, perceived teacher support, and school life satisfaction among secondary school students.

3.7.1 General Mattering Scale

The General Mattering Scale (Marcus & Rosenberg, 1987) is a brief five item measure. (See appendix II). The 4 point Likert Scale was used to rate the items, with 4 = *very much* to 1 = *not at all*. The reliability of the tool was analyzed during the pilot study through SPSS (Version 21). The specific test that SPSS facilitated was Cronbach's alpha which yielded a coefficient of at least .70 (Hakan & Seval, 2011) for the 5 items used to measure general mattering.

3.7.2 Teacher Support Scale (McWhirter, 2008)

McWhirter (2008) developed the 21 item Teacher Support Scale. (See appendix III). The 5 point Likert Scale was used to rate the items; with 1= *strongly disagree* to 5 = *strongly agree*. The reliability of the tool was tested during the pilot study through SPSS (Version 21). The specific test that SPSS facilitated was Cronbach's alpha which yielded a coefficient of at least .87 (Hakan & Seval, 2011) for the 21 items used to measure support perceived from teachers.

3.7.3 Students' Life Satisfaction Scale (Huebner, 1991)

Huebner (1991) developed the 7 items scale to measure Students' Life Satisfaction (see appendix IV). The 6 point Likert Scale was used to rate the items, with 1 = *strongly disagree* to 6 = *strongly agree*. The reliability of the tool was analyzed during the pilot study through SPSS (Version 21). The specific test that SPSS facilitated was Cronbach's alpha which yielded a coefficient of at least .70 (Hakan & Seval, 2011) for the 7 items used to measure students' life satisfaction.

3.8 Pilot Study

The pilot study was carried out in an Extra County school before the actual study. Random sampling helped to identify the school and the 45 form three students to participate in the pilot study which was 10% of the sample size as recommended by Lackey and Wingate (1998). The school selected was not be used in the actual study. Piloting helped in correcting ambiguous questions in scoring procedures, fine tuning the research instruments and knowing the phrases not well understood by students. Piloting also helped to identify the challenges that may be experienced during data analysis.

3.8.1 Validity of the Instrument

Before the actual research, to determine the content validity of the instruments of data collection, a pilot study was done. The predictive validity, in which, the practicality of the test scores in predicting future performance was of major concern (Mohajan, 2017) was used in the pilot study to confirm face validity of the instruments. In addition, the research instruments were adopted from standardized scales: general mattering scale, teacher support scale and students' life satisfaction scale which were already validated.

3.8.2 Reliability of the Instruments

The Cronbach's Alpha (α) was used to determine internal consistency reliability as given in Table 3.2

Scale	Number of Items	A
General Mattering	5	.70
Perceived Teacher Support	21	.87
School Life Satisfaction	7	.70

Note. $N = 446$.

As presented in Table 3.3, the Cronbach alpha values for the three scales ranged between .70 and .87 indicating acceptable levels of reliability as per the criteria outlined by Fraenkel and Wallen (2015).

3.9 Data Collection Techniques

The researcher applied to the National Commission for Science, Technology and Innovation (NACOSTI) to conduct research in schools. A pre-visit to the schools was undertaken by the researcher to create initial rapport with the principal and classroom teachers who would be helping in administering the questionnaires and to familiarize with the schools as essential arrangements were made. Data collection questionnaires were personally delivered to the respondents in the selected schools by the researcher for filling. The questionnaires were administered during the time agreed by the researcher and the school administration. After the students were briefed about the research, they were given 30 minutes to complete the questionnaires. Thirty minutes were adequate since during the briefing the researcher had clearly explained what was expected and where there were questions or concerns they were addressed before the students started filling the questionnaires. In addition, as they were filling the questionnaires, the researcher was there to respond to any student who got stuck. Having struck good rapport with the principal, the class teachers and the students, there was good cooperation and it took ten days, within two weeks to collect data in all the 12 schools.

3.10 Data Analysis

In this study, the data collected was coded and then Statistical Package for Social Sciences (SPSS) (Version 21) computer program was used to analyze the data. This analysis was expected

to produce quantitative statistics which was appropriately analyzed using descriptive statistics. Findings were presented in form of graphs and frequency tables.

The quantitative data was analyzed using the statistical technique indicated to test the following hypothesis.

H_{o1}: There is no significant relationship between mattering and satisfaction with school life. Statistical technique: Pearson's product moment correlation coefficient.

H_{o2}: There is no significant relationship between perceived teacher support and satisfaction with school life. Statistical technique: Pearson's product moment correlation coefficient.

H_{o3}: There is no significant prediction of school life satisfaction from mattering and perceived teacher support. Statistical technique: Multiple regression analysis.

H_{o4}: There is no significant relationship between mattering and perceived teacher support on school life satisfaction. Statistical technique: Pearson's product moment correlation coefficient.

3.11 Logistical and Ethical Consideration

3.11.1 Logistical Considerations

The researcher got clearance letter from graduate school, Kenyatta University and National Council for Science, Technology and Innovation (NACOSTI) who issued the research permit to conduct research in Murang'a County. An acquaintance meeting with every school principal was planned to help them to know the significance the research would bring to the schools. The suitable time and day for collecting data was agreed upon.

3.11.2 Ethical Considerations

The school heads were contacted in advance and the purpose of the study was explained. Participants had the liberty to participate or even withdraw at any time. Each participant was given a form with information about the research and requested to read it to get an idea on what the survey was about. The form stated the purpose of the research and why the participants were being requested to take part. After reading the form the participants were given a chance to ask questions and no participant was forced to take part in the study against their wish.

All the study respondents were assured confidentiality of the information given. Respondents were not to write their name or personal details on the instruments. The participants and the schools were coded as a way of ascertaining confidentiality. The participants were assured that there were no risks involved in taking part in the research.

In this study all supplementary work to the researcher's work have been accurately mentioned and accredited. The data that was gathered in this study was not to be used to discriminate against or stigmatize respondents.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction

In line with the study objectives and hypothesis this chapter presents the findings, interpretations and discussions of the study. The study sought to investigate the correlation among mattering, perceived teacher support and school life satisfaction among form three learners in Murang'a County, Kenya. The chapter is organized as follows: the demographic and general information of the participants, the data collection instruments return rate, followed by descriptive statistics for each study objective. Inferential statistics results used to test the null hypothesis are then presented and finally the results are discussed. The objectives of the study were:

i. To establish the correlation between mattering and school life satisfaction among form three students in Murang'a County.
ii. To identify the relationship between support perceived from teachers and school life satisfaction among form three students in Murang'a County.
iii. To find out how mattering and perceived teacher support jointly predict school life satisfaction among form three students in Murang'a County.
iv. To establish relationship between mattering and perceived teacher support on school life satisfaction among form three students in Murang'a County.

4.2 Preliminary Analyses

This section presents preliminary analyses of the data which included: The return rate of the Research instruments; the demographic characteristics of participants; and study variables description.

4.2.1 Return Rate of the Research Instruments

The researcher visited and met participants from all the schools that were selected for the study. This study sampled 452 form three boys and girls from 12 secondary schools in Kahuro Sub-county, Murang'a. The schools were categorized into national, followed by Extra County, then county and finally sub-county secondary schools. The sampled schools were visited and with the help of one teacher from each of the schools, questionnaires were distributed to 452 respondents. It was ensured that all the questionnaires were properly filled out and returned. This ensured a 100% return rate. However, 6 questionnaires were excluded because the participants displayed systematic bias in their responses for items in different scales. The researcher, therefore, analyzed data from 446 participants as presented in Table 4.1.

Questionnaire Return Rate

Table 4. 1

Questionnaire Return Rate

School Type	SS	QA	RQ	%
National	1	107	107	24.0
Extra County	1	104	107	23.3
County	1	42	42	9.4
Sub County	9	193	193	43.3
Total	12	446	446	100

Note. N = 446; SS = sampled schools; QA = questionnaires administered; RQ = returned questionnaires.

In this study, all the targeted 446 participants filled and returned their questionnaires translating into 100 % return rate. As indicated in Table 4.1, 24.0 % of the participants were drawn from a national secondary school; 23.3 % from an extra county secondary school; 9.4 % from a county school while the majority (43.3 %) were drawn from nine sub-county secondary schools.

4.2.2 Demographic Characteristics of Participants

The participants' gender and age categories were analyzed and the results were as recorded in Table 4.2.

Table 4. 2

Participants' Demographic Characteristics

Variable	Category	*F*	%	*M*	*SD*
Gender	Male	249	55.8	-	-
	Female	197	44.2	-	-
Age	15 - 17 Years	313	70.2	17.40	1.23
	18 – 20 Years	118	26.5		
	21 – 23 Years	15	3.4		

Note. $N = 446$.

As given in Table 4.2, over half of the study participants were male (55.8 %) with female participants constituting 44.2 % of the sample. In terms of age, most of the study participants (70.2 %) were aged between 15 and 17 years with 26.5 % aged between 18 and 20. Only 3.4 % were aged above 20. Overall, the participants had a mean age of 17.40 ($SD = 1.23$) years.

The researcher further cross-tabulated the participant's age by their school categories as given in Table 4.3.

Table 4. 3

Participants' Age Across the School Categories

		Age Category in Years			Total
		15-17	18-20	21-23	
School Category	National	90 (20.2)	17 (3.8)	0 (0)	107 (24.0)
	Extra County	80 (17.9)	23 (5.2)	1 (0.2)	104 (23.3)
	County	20 (4.5)	18 (4.0)	4 (0.9)	42 (9.4)
	Sub County	117 (26.2)	62 (13.9)	14 (3.1)	193 (43.3)
Total		307 (68.8)	120 (26.9)	19 (4.3)	446 (100)

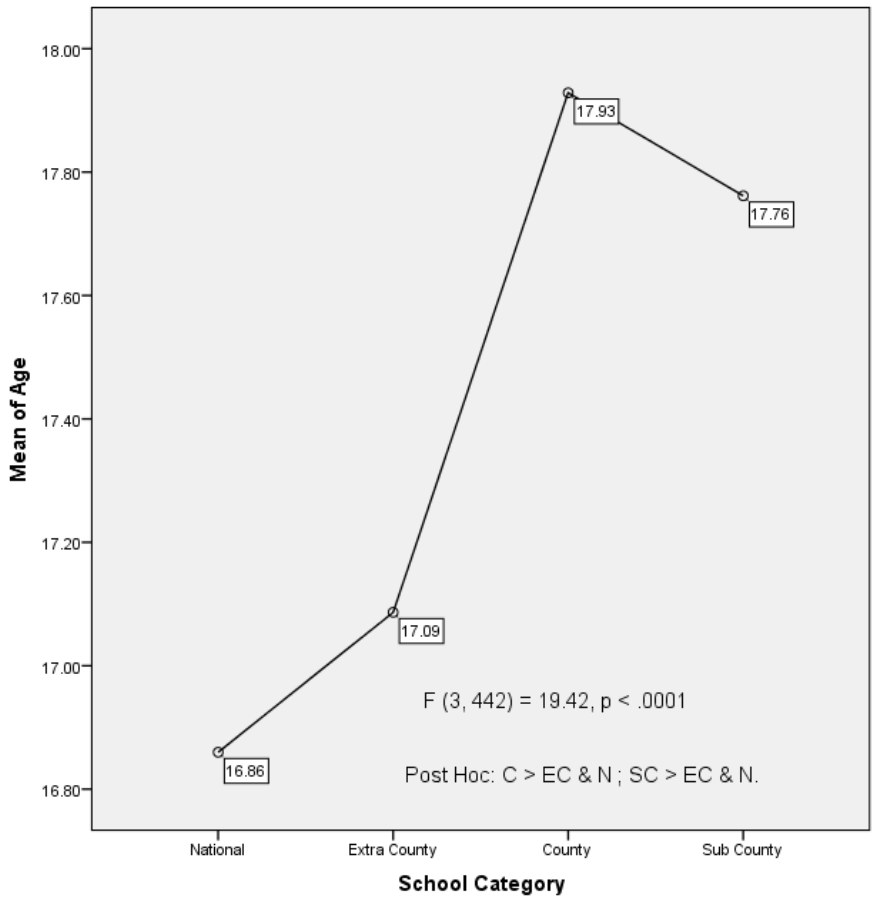
Note. $N = 446$. () = percent of the total.

As apparent in Table 4.3, in each school category, majority of the participants were aged between 15 and 17. Notably, around a third of the sample (31.2 %) were aged between 18 and 23 with some of these being in extra county, others county and the majority being from sub-county schools. In fact the highest number of participants aged 21 and above were from sub-county schools.

The participant's mean age was computed across the school categories and the data was as given in Figure 4.1.

Figure 4. 1

Mean Age Across the School Categories



As shown in Figure 4.1, students in county schools had the highest average age (M = 19, SD = 1.45) followed by those in sub county schools (M = 17.76; SD = 1.38). Students in extra county schools had a mean age of 17.09 (SD = 0.09) while those in national schools had a mean age of 16.86 (SD = 0.78). The standard deviations reflected that the highest variability in age was in county schools followed by sub county schools with the least variability being in extra county schools. A one-way analysis of variance established that the differences in the average age across the school categories were statistically significant F (3,442) = 19.42, p < .001. Post hoc analysis

using Tukey's Honest Difference test revealed that the students in county schools and in sub county schools, were significantly older than those in extra-county and national schools. This implied that age distribution across the school categories was an important factor to consider during data analysis in this study.

In addition, a cross-tabulation of age by gender was done as shown in Table 4.4.

Table 4. 4

Participant's Age by Gender

Gender	Age Category in Years				
	15-17	18-20	21-23	Total	*M* (*SD*)
Male	167 (37.44)	69 (15.47)	13 (2.91)	249 (55.83)	17.47 (1.23)
Female	140 (31.39)	51 (11.43)	6 (1.35)	197 (44.17)	17.32 (1.23)
Total	307 (68.83)	120 (26.91)	19 (4.26)	446 (100.00)	17.40 (1.23)

Note. $N = 446$. Parentheses represent percentage of the total.

As presented in Table 4.4 majority of the participants in either gender were aged 15 to 17. Male participants had higher frequencies than female participants in each age category. There was no significant difference $t(444) = 1.28$, $p = 20$; 95 % CI [-0.08, 0.38]) in the ages of the male (M = 17.47; SD = 1.23) and female participants (M = 17. 32; SD = 1.23). Thus the distribution of age across gender was not a significant aspect to consider during data analysis in this study.

4.2.3. Description of the Study Variables

After the analysis of participants' demographic characteristics, the researcher then examined the distributions of the study variables as presented in Table 4.5.

Table 4. 5

Descriptive Statistics of the Study Variables

	Min	Max	*M*	*SD*	*Sk*	*Kur*
General mattering	5.00	20.00	14.44	3.03	-.40	-.06
Teacher social support	32.00	105.00	78.98	13.67	-.35	-.18
Student's life satisfaction	1.00	5.86	3.40	1.05	-.35	-.53

Note. N = 446. Min = minimum; Max = maximum; M = mean; SD = standard deviation; Sk = skewness; Kur = Kurtosis; .GM = general mattering; SSL = satisfaction with school life.

Table 4.5 indicates that the average of the participants' scores in the General Mattering Scale was 14.44 (*SD* = 3.03) with a range of 5 to 20. Perceived teacher social support had an average score of 78.98 (13.67) with scores ranging from 32 to 105. The satisfaction with school life scores had a mean of 3.40 (*SD* = 1.05) with a range of 1.00 to 5.86. Going by the criteria given by Hair et al. (2017) that a normal distribution has both skewness and kurtosis coefficients ranging between -1 and +1, the skewness and kurtosis coefficients for all the study variables indicated that they were approximately normally distributed.

The participants' scores in the study variables were further described across the demographic variables. Table 4.6 presents student's mattering scores across the demographic variables.

Table 4. 6

Mattering Across the Demographic Variables

Variable	Categories	*N*	Min	Max	*M*	*SD*	*t*-test / Anova
Gender	Male	249	5	20	14.47	3.12	t (444) = 0.23, p = .82
	Female	197	5	20	14.41	2.92	
Age (Years)	15-17	307	5	20	14.33	3.04	F (2, 443) = 5.18; p = .01 [a]
	18-20	120	7	20	14.40	3.01	
	21-23	19	14	20	16.61	2.10	
School Category	NS	107	6	20	13.80	2.99	F (3,442) = 3.57; p = .01 [b]
	ECS	104	5	20	14.25	3.43	
	CS	42	9	20	15.38	2.40	
	SCS	193	9	20	14.69	2.87	

Note. N = 585. NS = national school; ECS = extra county school; CS = county school; SCS = sub county school; Min = minimum; Max = maximum; M = Mean; SD = standard deviation.

[a]Tukey HSD: M_3 was significantly larger than both M_1 and M_2. The other pairs were not significant.

[b]Tukey HSD: Only the mean for county schools was significantly larger than that for national schools. The other pairs were not significant.

As summarized in Table 4.6, although male participants had slightly higher scores in mattering (M = 14.47; SD = 3.12) than female participants (M = 14.41; SD =2.92) the difference was not

statistically significant (t (444) = 0.23; p = .82). Thus gender proved not to be an important aspect to consider in further analysis of students' mattering scores.

In terms of age, older students seemed to have higher mattering than the younger ones. Those aged 15 to 17 had their scores range from 5 to 20 (M = 14.33; SD = 3.04) while those in the age bracket of 18 to 20 posted a mean of 14.40 (SD = 3.91) with their scores ranging from 7 to 20. The oldest group aged 21 to 23 had a mean of 16.61 (SD = 2.10) with a range 14 to 20. The differences in these means was statistically significant (F (2, 443) = 5.18; p = .01) with the oldest group having significantly higher mean than the other two groups. Thus the age of the participants' was deemed an important consideration in further analysis involving students' scores in mattering.

Based on the school category, participants in national schools had an average mattering score of 13.80 (SD = 2.99) ranging from 6 to 20. Those in extra county schools had scores ranging from 5 to 20 with a mean of 14.25 (SD = 3.43). Participants in county schools had a mean score of 15.38 (SD = 2.40) with scores ranging from 9 to 20 while those in sub county schools had a mean of 14.69 (SD = 2.87). A one-way ANOVA confirmed that differences in the participants' perception of mathematics control by school categories were significant (F (3, 442) = 3.57; p = .01) with the difference involving the means for participants in county schools versus those in national schools as the only significant one. Thus further analysis involving participants' mattering needed to partial out the role of school type.

The participants' scores in the perceived teacher support were also described across the demographic variables as presented in Table 4.7.

Table 4. 7

Perceived Teacher Support Across the Demographic Variables

Variable	Categories	*N*	Min	Max	*M*	*SD*	*t*-test / Anova
Gender	Male	249	32	105	77.59	13.92	*t* (444) = -2.42, *p* = .02, *d* =
	Female	197	47	105	80.73	13.16	0.23
Age (Years)	15-17	307	43	105	78.18	13.69	*F* (2, 443) = 3.27; *p* = .04 [a]
	18-20	120	32	103	79.92	13.75	
	21-23	19	70	105	85.89	10.70	
School Category	NS	107	47	105	78.14	12.88	*F* (3,442) = 15.32; *p* = .001
	ECS	104	43	99	72.28	12.86	[b]
	CS	42	48	102	79.32	11.86	
	SCS	193	32	105	82.98	13.49	

Note. *N* = 585. NS = national school; ECS = extra county school; CS = county school; SCS = sub county school; Min = minimum; Max = maximum; *M* = Mean; *SD* = standard deviation.

[a]Tukey HSD: M_3 was significantly larger than M_1. The other pairs were not significant.

[b]Tukey HSD: National schools had higher mean than extra county schools; sub county schools had higher scores than nationals school and extra-county schools. County schools had a higher mean than sub county schools. The other pairs were not significant.

As summarized in Table 4.7, female participants had higher scores in perceived teacher support (*M* = 80.73; *SD* = 13.16) ranging from 47 to 105 compared to their male counterparts (*M* = 77.59; *SD* = 13.16) whose scores ranged from 32 to 105. These differences were statistically

significant (t (444) = -2.42; p = .02) and gender was found to have a weak effect on student's perception of teacher support (Cohen's d = .23).

In terms of age, older students seemed to have higher perception of teacher support than the younger ones. Those aged 15 to 17 had their scores range from 43 to 105 (M = 78.18; SD = 13.69) while those in the age bracket of 18 to 20 posted a mean of 79.92 (SD = 13.75) with their scores ranging from 32 to 103. The oldest age group of 21 to 23 had a mean of 85.89 (SD = 10.70) with a range 70 to 105. The differences in these means was statistically significant (F (2, 443) = 3.27; p = .04) with the oldest group having significantly higher mean than the youngest group. Thus the age of the participants' was deemed an important consideration in further analysis involving students' scores in teacher social support.

Based on the school category, participants in national schools had an average teacher social support score of 78.14 (SD = 12.88) ranging from 47 to 105. Those in extra county schools had scores ranging from 43 to 99 with a mean of 78.28 (SD = 12.86). Participants in county schools had a mean score of 79.32 (SD = 11.86) with scores ranging from 48 to 102 while those in sub county schools had a mean of 82.98 (SD = 13.49) with a range of 32 to 105. A one-way ANOVA confirmed that differences in the participants' perception of mathematics control by school categories were significant (F (3, 442) = 15.32; $p < .001$) with the means for participants in national schools being larger than for those in extra county schools. Those in county schools also had a larger mean than those in extra county schools. The mean for participants in sub county schools was larger than that for national and extra county schools. Thus further analysis involving participants' teacher social support needed to partial out the role of school type.

The participants' scores in satisfaction with school life were also analyzed by demographic variables as presented in Table 4.8.

Table 4. 8

Satisfaction with School Life Across the Demographic Variables

Variable	Categories	*N*	Min	Max	*M*	*SD*	*t*-test / Anova
Gender	Male	249	1.00	5.86	3.43	1.06	t (444) = 0.64, p = .52
	Female	197	1.00	5.43	3.36	1.03	
Age (Years)	15-17	307	1.00	5.43	3.42	1.05	F (2, 443) = 0.93 p = .40
	18-20	120	1.00	5.86	3.31	1.05	
	21-23	19	1.86	5.29	3.62	0.92	
School Category	NS	107	1.00	5.43	3.08	1.10	F (3,442) = 7.31; p = .001 [a]
	ECS	104	1.00	5.86	3.30	1.17	
	CS	42	1.14	4.84	3.34	0.91	
	SCS	193	1.00	5.43	3.64	0.91	

Note. *N* = 446. NS = national school; ECS = extra county school; CS = county school; SCS = sub county school; Min = minimum; Max = maximum; *M* = Mean; *SD* = standard deviation.

[a]Tukey HSD: Sub county schools had higher mean than national schools and extra county schools. The other pairs were not significant.

As summarized in Table 4.8, male participants had higher scores in satisfaction with school life (*M* = 3.43; *SD* = 1.06) ranging from 1.00 to 5.86 compared to their female counterparts (*M* = 3.36; *SD* = 1.03) whose scores ranged from 1.00 to 5.43. These differences were not statistically

significant (t (444) = 0.64, p = .52). Thus gender proved not to be an important aspect to consider in further analysis of students' scores in satisfaction with school life.

In terms of age, older students seemed to have higher satisfaction with school life than the younger ones. Those aged 15 to 17 had their scores range from 1.00 to 5.43 with a mean of 3.42 (SD = 1.05) while those in the age bracket of 18 to 20 posted a mean of 3.31(SD = 1.05) with their scores ranging from 1.00 to 5.86. The oldest age group of 21 to 23 had a mean of 3.62 (SD = 0.92) with a range 1.86 to 5.29. The mean differences were not significant (F (2, 443) = 0.93; p = .40). Thus the age of the participants' was not an important consideration in further analysis involving students' scores in satisfaction with school life.

Based on the school category, participants in national schools had an average satisfaction with school life score of 3.08 (SD = 1.10) ranging from 1.00 to 5.43. Those in extra county schools had scores ranging from 41.00 to 5.86 with a mean of 3.30(SD = 1.17). Participants in county schools had a mean score of 3.34 (SD = 0.91) with scores ranging from 1.14 to 4.86 while those in sub county schools had a mean of 3.64 (SD = 0.91) with a range of 1.00 to 5.43. A one-way ANOVA confirmed that differences in the participants' satisfaction with school life across the school categories were significant (F (3, 442) = 7.31; $p < .001$) with the means for participants in sub county schools being larger than that for national and extra county schools. Thus further analysis involving participants' satisfaction with school life needed to be mindful of the role of school type.

After the initial analyses, the researcher proceeded to test the hypotheses. For each, the assumptions were tested and any violations addressed before running the inferential statistics to test the null hypotheses. Then a discussion of the findings is presented.

4.3 Relationship between Mattering and School Life Satisfaction

This sub-section presents the results of the first objective of the study which focused on testing the relationship between mattering and school life satisfaction. Based on this objective, the first null hypothesis was formulated thus:

H_{01} : There is no significant relationship between mattering and school life satisfaction.

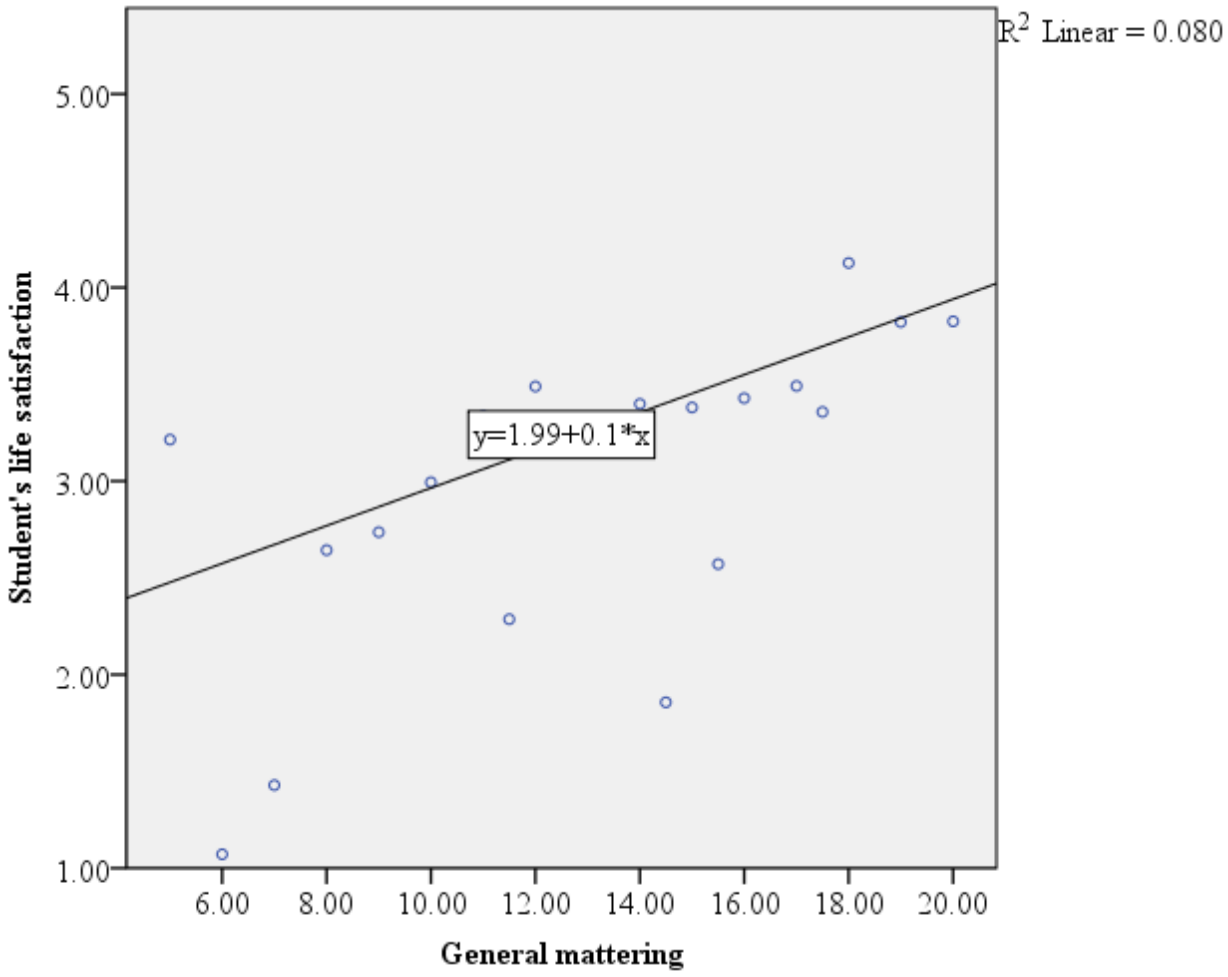
4.3.1. Testing Statistical Assumptions for Pearsons' Correlation Coefficient

Before testing the first hypothesis, it was necessary to check whether study data met the statistical assumptions and to address any violations. As already seen in Table 4.5, the measures of distribution shape (skewness and kurtosis) suggested that both mattering and school life satisfaction had approximately normal distributions. Taken together with the fact that all variables in this study were at interval scale of measurement, there was initial evidence that the data met some of the basic assumptions for the Pearson's product moment correlation coefficient.

To test for the assumption of linear relationship, a scatter graph was plotted for mattering against school life satisfaction as presented in Figure 4.2.

Figure 4. 2

Linearity of Relationship Between Mattering and Satisfaction with School Life

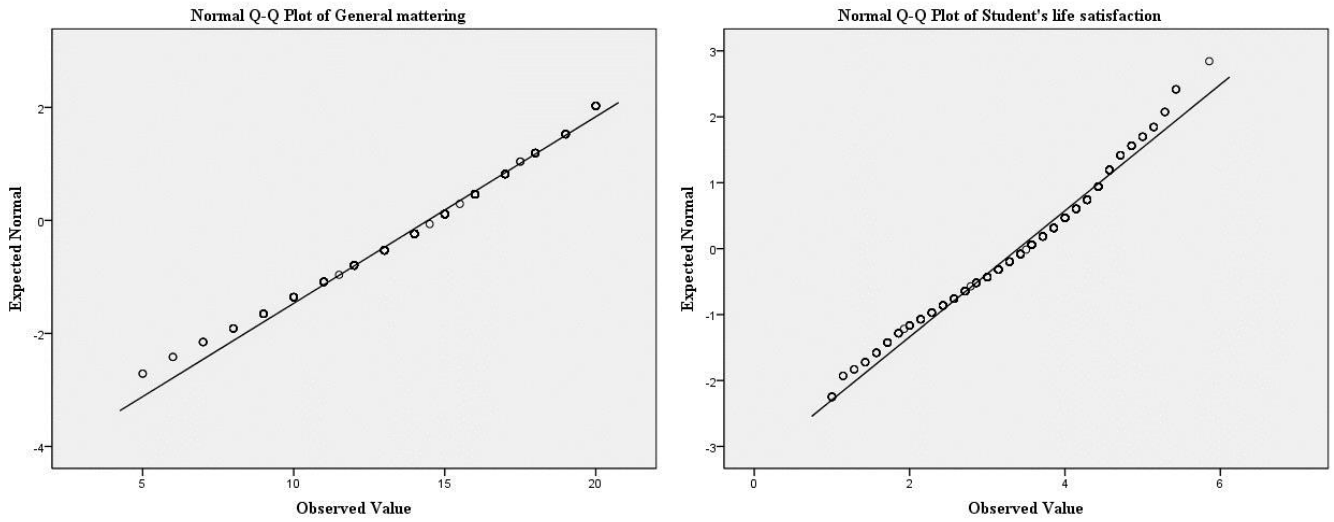


As seen in Figure 4.2, there was a linear relationship between mattering and school life satisfaction.

To check for the normality assumption, the data were analyzed to produce Normal Q-Q plots for mattering and satisfaction with school life as shown in Figure 4.3.

Figure 4. 3

Normality Checks for Mattering and School Life Satisfaction



From the graphs in Figure 4.3, the data for the two variables closely follow the diagonal lines and they do appear to have linear patterns. Thus it was concluded that the data appeared to be normally distributed.

With the data having met the key assumptions of the Pearson product moment correlation coefficient, the statistic was used to test the first null hypothesis and the findings were as presented in Table 4.9.

Table 4. 9

Correlation between Mattering and School life Satisfaction

	1	2
1. General mattering	-	
2. Student's life satisfaction	.28**	-

Note. $N = 446$.

** $p < .01$

As shown in Table 4.9, student's mattering had a significant positive correlation with their satisfaction with school life r (444) = .28; p <.01. Despite it being a weak correlation, the data yielded sufficient evidence to reject the first null hypothesis. It was concluded that as students' sense of mattering increases so does their satisfaction with school life.

4.3.2. Discussion of the Findings on the Relationship Between Mattering and Students' School Life Satisfaction

The first objective focused on the relationship between mattering and students' school life satisfaction. The study established a significant positive correlation between mattering and school life satisfaction. Thus an increase in students' mattering was matched by an increase in their school life satisfaction.

The study findings are consistent with those reported among college students in diverse contexts such as South Korea (Choi & Hong, 2020); America (Cole et al., 2020); and Ghana (Lenz et al., 2018). The findings are also consistent with those reported among high school students in Canada (Hamby et al., 2020) and Michigan USA (Somers et al., 2022). Granted the evidence

linking mattering to important markers of school adjustment among high school students in Kenya (Ngesu, 2021; Nyangara et al., 2021) and the extant literature linking it to mental health outcomes (Hamby et al. 2020; Valliancourt, et al. 2022), there is need to leverage on increasing students' sense of mattering as a way of promoting their satisfaction with school life. The diversity in the contexts of these findings seem to assert the centrality of mattering in students' satisfaction with school life across cultures and geographic locations.

4.4 Relationship between Support Perceived from Teachers and School Life Satisfaction

This section presents the results of the second objective of the study which focused on testing the relationship between perceived teacher support and school life satisfaction. Based on this objective, the second null hypothesis was formulated thus:

H_{02} : There is no significant relationship between support perceived from teachers and school life satisfaction.

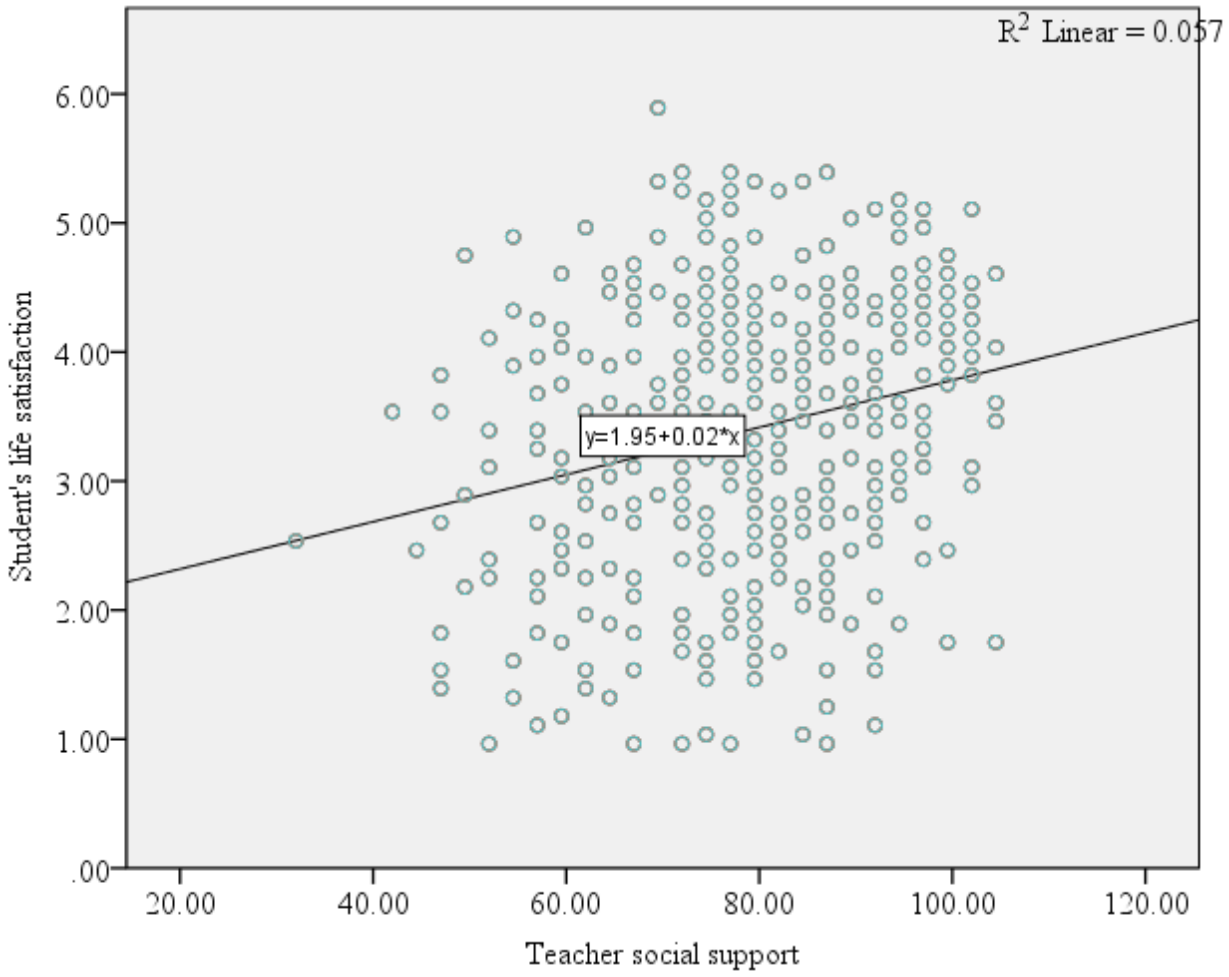
4.4.1. Testing Statistical Assumptions for Pearsons' Correlation Coefficient

Before testing the second hypothesis, it was necessary to check whether study data met the statistical assumptions and to address any violations. As already seen in Table 4.5, the measures of distribution shape (skewness and kurtosis) suggested that both perceived teacher support and school life satisfaction had approximately normal distributions. Taken together with the fact that all variables in this study were at interval scale of measurement, there was initial evidence that the data met some of the basic assumptions for the Pearson's product moment correlation coefficient.

To test for the assumption of linear relationship, a scatter graph was plotted for perceived teacher support against the satisfaction with school life as presented in Figure 4.4.

Figure 4. 4

Linearity Assumption Testing for Teacher Social Support and Students' Life Satisfaction

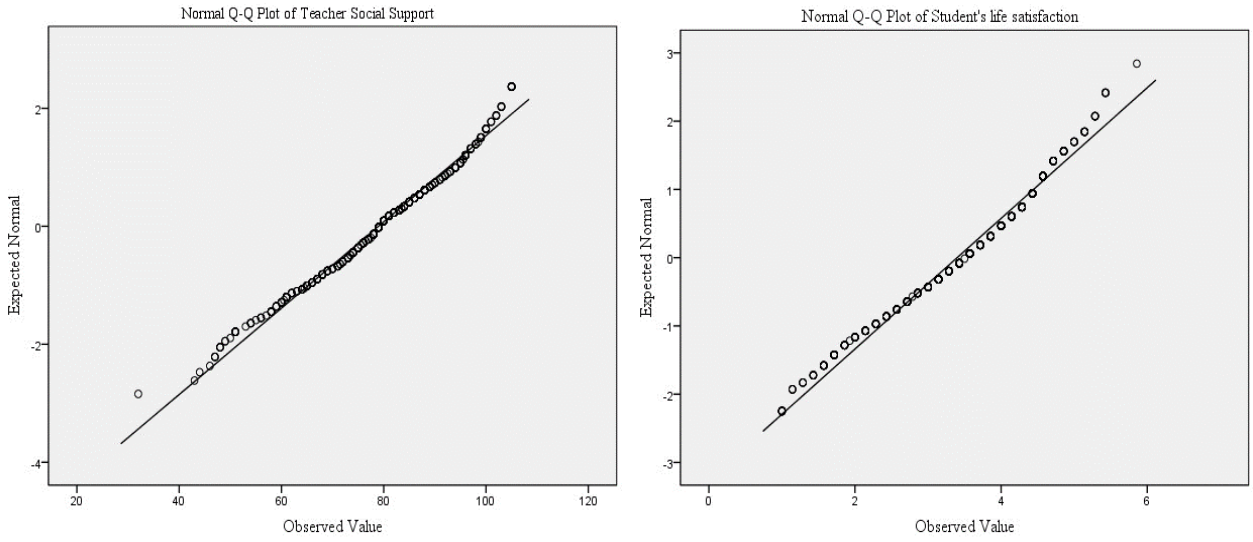


As seen in Figure 4.4, there was a linear relationship between teacher social support and satisfaction with school life.

To check for the normality assumption, the data were analyzed to produce Normal Q-Q plots for teacher social support and satisfaction with school life as shown in Figure 4.5.

Figure 4. 5

Normality Checks for Teacher Support and Satisfaction with School Life



From the graphs in Figure 4.5, the data for the two variables closely follow the diagonal lines and they do have linear patterns. Thus it was concluded that the data appeared to be normally distributed.

With the data having met the key assumptions of the Pearson product moment correlation coefficient, the statistic was used to test the second null hypothesis and the findings were as presented in Table 4.10.

Table 4. 10

Correlation Between Teacher Support and Student's Life Satisfaction

	1	2
1. Teacher Social Support	-	
2. Student's life satisfaction	.24**	-

Note. $N = 446$.

** $p < .01$

As shown in Table 4.9, teacher social support had a significant positive correlation with students' satisfaction with school life r (444) = .24; p <.01. Despite it being a weak correlation, the data yielded sufficient evidence to reject the first null hypothesis. It was concluded that as teacher social support increases so does satisfaction with school life.

4.4.2 *Discussion of the Findings on the Relationship Between Teacher Social Support and Students' School Life Satisfaction*

The second objective focused on the relationship between teacher social support and students' satisfaction with school life. The study established a significant positive correlation between teacher social support and satisfaction with school life. Thus an increase in teacher social support was matched by an increase in students' satisfaction with school life.

The study findings are consistent with those reported among students in China (Zhang et al., 2018) and in the USA (Guess & McCane-Bowling, 2016) that when students perceive teacher support significantly predicts their satisfaction with school life and with life in general. Some studies have found teacher support to be related to important precursors of satisfaction with school life such as student engagement (Hank & Westergard, 2019) and school belongingness (Allen et al., 2018). The diversity in the contexts of these findings seem to assert the centrality of mattering in students' satisfaction with school life across cultures and geographic locations.

4.5. Mattering and Support Perceived from Teachers as Predictors of School Life Satisfaction

The third objective of the study was to find out how mattering and support perceived from teachers predict school life satisfaction among form three boys and girls in Murang'a County. Aligned to this, the third null hypothesis stated that:

H_{03}: Mattering and perceived teacher support do not significantly predict school life satisfaction among form three boys and girls in Murang'a County.

To make the hypothesis more testable, two supplementary null hypotheses were formulated thus:

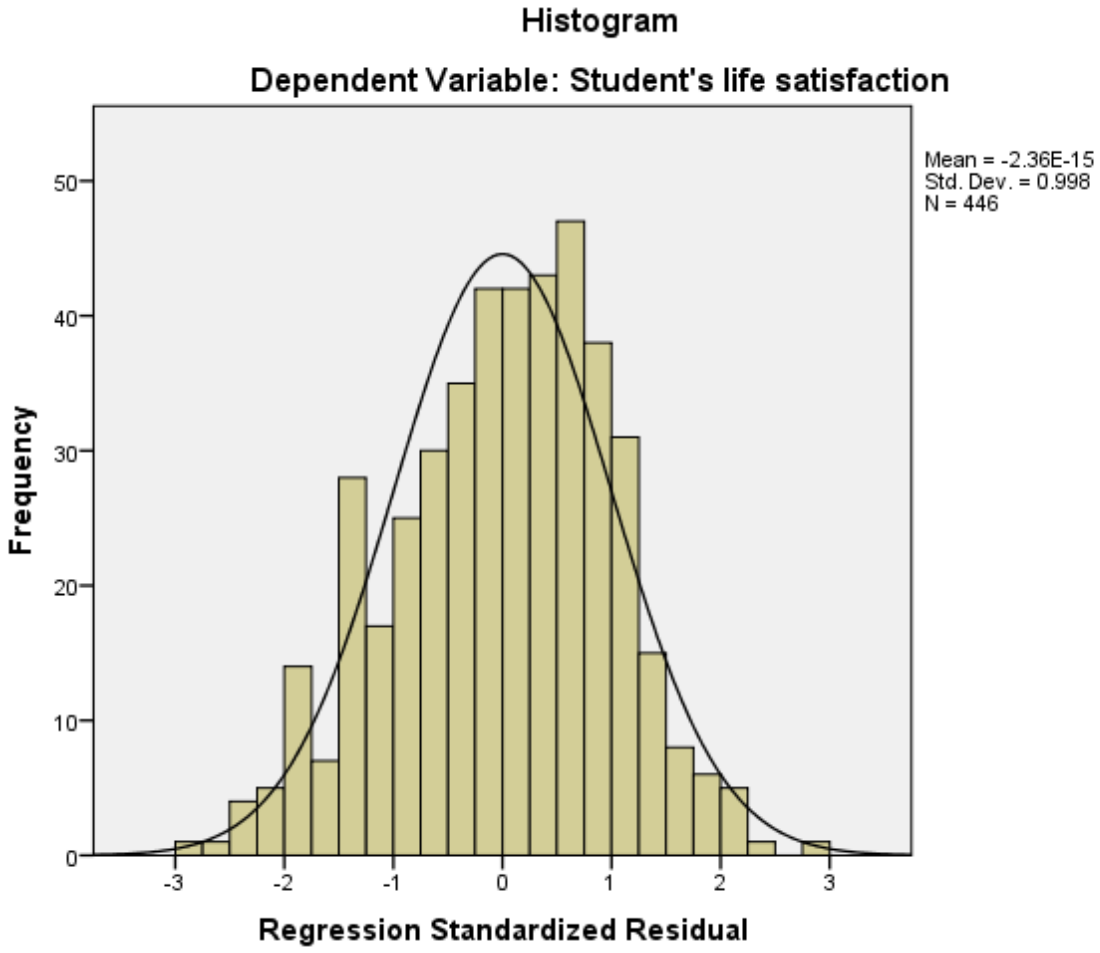
$H_{03.1}$: Mattering does not significantly predict school life satisfaction among form three learners in Murang'a County.

$H_{03.2}$: Perceived teacher support does not significantly predict school life satisfaction among form three boys and girls in Murang'a County.

Before running the regression analysis, the assumptions of normality, linearity, homoscedasticity and multicollinearity were tested. The checks normality and linearity assumptions were met as earlier reflected in figures 4.3 to 4.5. A histogram also revealed that satisfaction with school life was normally distributed (Figure 4.6).

Figure 4. 6

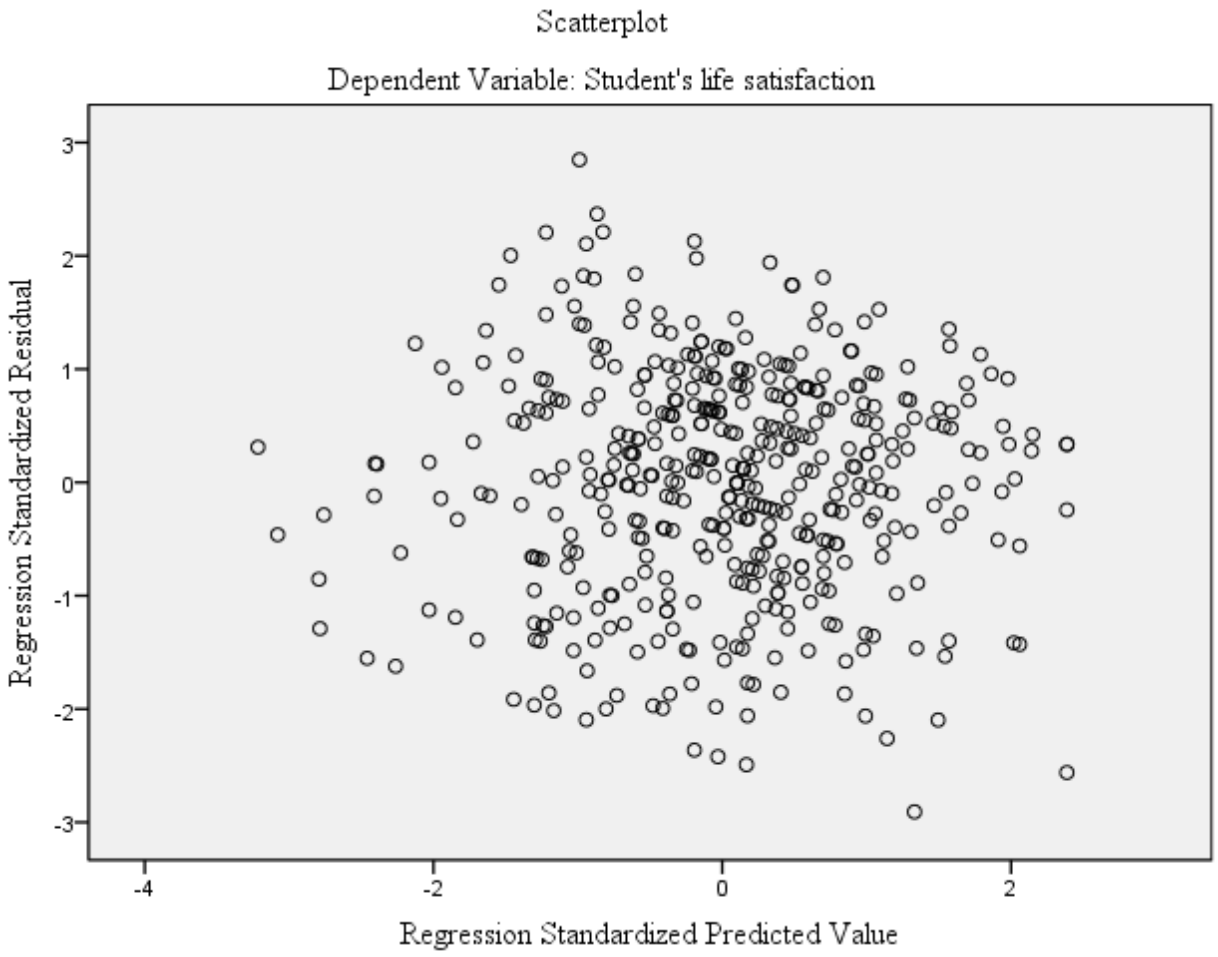
Histogram Checking Normality of Students' Life Satisfaction



To check for the homoscedasticity assumption, the residuals were plotted against the predicted values of satisfaction with school life as given in Figure 4.7.

Figure 4. 7

Testing for Homoscedasticity Assumption



As presented in Figure 4.6, the scatterplot of residuals show that the data are equally distributed which means that the assumption of homoscedasticity was met.

The assumption of multicollinearity was tested using tolerance and variance inflation factor (VIF) as shown in Table 4.11.

Table 4. 11

Collinearity Diagnostics for the Predictor Variables

Predictor Variable	Tolerance	VIF
General mattering	.96	1.05
Teacher social support	.96	1.05

As shown in Table 4.11, each tolerance and VIF value was below 10.00 which indicates the predictor variables were not highly correlated. Thus the results indicated that multicollinearity was not an issue among the predictor variables. Having met the assumptions of linear regression, it was computed to test the hypothesis. The analysis was as shown in Table 4.12

Table 4. 12

Regression Coefficients[a] of Association Mattering and Teacher Support Services on Student Life Satisfaction

	B	*SE B*	β	*t*	*P*
(Constant)	1.05	.32		3.25	.00
General mattering	.08	.02	.24	5.32	.00
Teacher social support	.01	.00	.19	4.12	.00

Note. $N = 446$.

[a]Model Summary and ANOVA: $R=.34$, $R^2= .11$, Adjusted $R^2 = .11$, $F\ (2, 443) =28.44$, $p < .001$.

Regression analysis revealed that the model for predicting students' satisfaction with school life from mattering and perceived teacher support was significant (F (2, 443) =28.44, $p < .001$). Both predictors made positive contributions with mattering having a higher predictive weight ($\beta = .24$, $p < .001$) than teacher social support ($\beta = .19$, $p < .001$). The adjusted R^2 value of .11 implied that mattering and teacher social support jointly accounted for 11 % variance in students' satisfaction with school life. Thus there was sufficient evidence to reject the third null hypotheses and conclude that mattering and support perceived from teachers significantly predicted students' school life satisfaction.

The results in Table 4.13 further revealed that the equation for predicting students' satisfaction with school life from mattering and perceived teacher support was:

$$\hat{Y} = 1.05 + 0.\ 08\ (\text{Mattering}) + 0.01\ (\text{Teacher social support}) \qquad (1)$$

From the equation (1), student's satisfaction with school life increased by .08 and .01 points for every standard deviation increase in general mattering and teacher social support, respectively.

4.5.1 Discussion of the Findings on Prediction school life satisfaction from mattering and perceived teacher support

This study, attempted to address a concern raised by Flett (2018) that mattering has not received much attention in the field of positive psychology. Thus the third objective was to find out how mattering and support perceived from teachers predict school life satisfaction among form three boys and girls in Murang'a County. Regression analysis revealed that both mattering and teacher social support predictors were significant predictors of students' satisfaction with school life.

The two had positive predictive weights and matter had a higher contribution than teacher social support in the prediction of students' school life satisfaction.

The results on mattering were consistent with those reported in three studies among different populations. For instance in 2012, Thoits established that mattering significantly correlated with life satisfaction and happiness among former cardiac arrest patients after controlling for several demographic factors. Similar studies have also been reported among retirees (Froidevaux et al. 2016) and among university students (Rose & Kocovski, 2020). A more recent study among Italian university students further reported that mattering generally promoted students feelings of satisfaction with life (Giangrasso et al., 2022).

The results on teacher social support were consistent with those reported in a study among urban middle school students by Guess and McCane-Bowling (2016) that student perceptions of teacher support significantly predicted life satisfaction. The results also agreed with those reported in a recent study among adolescents in public and semi-private secondary schools where it was reported that teacher support had a large and direct effect on life satisfaction (Azpizu et al. 2023). In addition, the study findings are consistent with those reported in a study involving 42 European and North American countries that teachers' social support is significant in the way students' experience satisfaction with their school life or life in general (Bi et al. 2021; Jiménez-Iglesias, et al., 2021; Lin et al.; 2022). Overall, the study findings seem to add to the cross-national body of knowledge on the predictive utility of perceived teacher social support on students' school life satisfaction.

Despite mattering having some conceptual overlaps with social support (Flett, 2022), few studies have studied the two constructs together in relation to student life satisfaction. There is evidence

that both mattering and social support are important predictors of important correlates of student life satisfaction like academic stress (Rayle & Chung, 2008), academic success (Flett et al., 2022; Shine et al. 2021), and better mental health (Mohammed et al., 2023) among others. Studies involving both mattering and perceived social support have them to students' happiness with cyclical mediation roles reported among students in Indonesia (Foo & Prihadi, 2021) and the USA (see Flett et al., 2022 for a review). This study added to this growing body of knowledge by presenting evidence that both mattering and teacher social support together worth in predicting students' satisfaction with school life. Importantly, this study pointed out that mattering made a better contribution in predicting school life satisfaction than teacher social support. This evidence may enrich the current theories on mattering and perceived teacher social support since it is from a Kenyan context that was largely underrepresented in the current literature for the two variables.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The summary of the study is presented in this chapter. The conclusions and recommendations are also given.

5.2 Summary

The study was designed to investigate whether mattering and perceived teacher support predicted school life satisfaction among form three learners in Murang'a County, Kenya.

The study's first objective was to establish the relationship between mattering and students' school life satisfaction. The findings revealed a positive and significant relationship between mattering and school life satisfaction among form three boys and girls in Murang'a County.

The second objective of the study investigated relationship between perceived teacher support and students' school life satisfaction. The findings revealed a positive and significant relationship between perceived teacher support and school life satisfaction among form three boys and girls in Murang'a County.

The third objective was to find out whether mattering and perceived teacher support predicted school life satisfaction. The results revealed that both mattering and support perceived from teachers were significant predictors of students' school life satisfaction.

The fourth objective was to establish the interactive relationship of mattering and perceived teacher support on school life satisfaction. The results revealed that both mattering and perceived teacher support were having significant interaction on students' school life satisfaction.

5.3 Conclusion

The study found that mattering and support perceived from teachers had significant positive correlations with school life satisfaction in Murang'a County. Thus school life satisfaction increased with both mattering and support perceived from teachers.

The study also established that both mattering and perceived teacher support were significant predictors of school life satisfaction. Mattering made a higher contribution than perceived teacher support in the prediction of school life satisfaction.

5.4 Recommendations

There was a number of recommendations that were made based on the study's findings to inform educational policy, practice and further research.

5.4.1 Practice Recommendations

Informed by the findings, the study advances the following recommendations for educational practice:

i. The study indicated that among students in secondary school in Murang'a County, there was a significant positive association between mattering and satisfaction with school life. Therefore, students ought to be made to feel that they matter in their schools as a way of increasing their satisfaction with school life.

ii. In secondary schools in Murang'a County, perceived teacher support had a positive and significant association with satisfaction with school life. Teachers should ensure that students always perceive them as being supportive as a way of increasing their satisfaction with school life.

iii. Both mattering and perceived teacher support significantly predicted school life satisfaction jointly and separately. Therefore, interventions should enhance how students perceive their teachers as being supportive as well as their feelings of mattering within the school.

iv. In secondary schools in Murang'a County mattering and perceived teacher support were jointly discovered to have an interactive relationship on students' school life satisfaction. Therefore, those interventions that combine the two variables will have a better promise at promoting school life satisfaction among form three boys and girls in Murang'a County.

5.4.2 Recommendations for Future Research

In addition, the study advances the following recommendations for future research:

i. It is necessary to do similar research in different regions of the nation to evaluate the predictive effects of mattering and support perceived from teachers on students' school life satisfaction.

ii. This study was limited to form three students and did not control for the role of schools and the psychosocial climate prevailing in the respective schools. Consequently, there is need to consider these factors in future studies.

iii. This study only considered the global scores for the study variables. Future studies may take a more structural approach to consider the contribution of the sub constructs of

perceived teacher control and student mattering in the prediction of satisfaction with school life.

iv. The study only involved students from public secondary schools in Murang'a County. For more conclusive findings, future research should include participants from private schools as well as those from other levels of learning and from different counties in Kenya.

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APPENDICES

Appendix I: Consent for Participants

Title of the Study: Mattering and perceived teacher support as correlates of satisfaction with school life among form three students in Murang'a County Kenya.

Researcher

Name: Paul Mbatia Kihia

Department: Educational Psychology

Address: 218 - 10202, Murang'a

Email: paulmbatia2009@gmail.com

Introduction

The researcher is kindly requesting you to take part in this study. Before you make a decision on whether to participate on not, it is significant that you understand the reasons for it being done and what it entails. You are free to ask for any clarification or question from the researcher on the areas that you don't understand.

The main aim is to establish how students' feelings that they matter and the perceived support from teachers correlates with satisfaction with school life. The findings will help to provide better guidelines for enhancing students' mattering and perceived teacher support for improvement in students' satisfaction with school life. You should be able to complete the instruments in about 30 minutes. Follow the instructions in each sub-section as indicated in the questionnaires and ensure you complete all the (4) pages. There are no risks involved in this

research and participation is voluntary. Participants' information will not be disclosed to anybody else. If you have a question that you cannot ask the researcher you can please reach: Department of Educational Psychology, Kenyatta University, P.O. BOX 43844-00100, Nairobi, Kenya. If you have accepted to take part in this research you are kindly requested to sign the consent form**.**

Consent Form

After reading the above information I have understood it, asked questions and I accept to take part in this research.

Students Sign……..……. Date ……

Researchers Sign……..….... Date……..

Appendix II : General Mattering Scale

Section A: Background Information

Name of school.....

Category of the school

National School ( )

Extra County School ( )

County School ( )

Sub County School ( )

Gender: Male ( )

Female ( )

Age: _____

Section B: Instructions

In this section there are one page which contain 5 questions about you. You are kindly requested to read each question carefully and make a decision on each appropriately. Please circle the answer you choose:

4 = Very much

3 = Some what

2 = A little

1 = Not at all

Ensure that you respond to all the statements, even if you are not certain of the answer.

Item number	General Mattering scale	Not at all	A little	Some what	Very much
1.	How important do you feel you are to other people?	1	2	3	4
2.	How much do you feel other people pay attention to you?	1	2	3	4
3.	How much do you feel other others would miss you if you went way?	1	2	3	4
4.	How interested are people generally in what you have to say?	1	2	3	4
5.	How much do people depend on you?	1	2	3	4

Appendix III: Perceived Teacher Support Scale

Instructions

In this section there are 21 statements about how you perceive your relationship with most teachers in your school. You are kindly requested to read each statement carefully and make a decision on whether you agree or disagree. Please circle the answer you choose:

5 = Strongly agree

4 = Tend to agree

3 = No idea

2 = Tend to disagree

1 = Strongly disagree

Ensure that you respond to all the statements, even if you are not certain of the answer.

Item number	Perceived Teacher Support Scale "Most teachers in my high school …"	Strongly Disagree	Tend to Disagree	No Idea	Tend to Agree	Strongly Agree
1.	Expect me to work hard	1	2	3	4	5
2.	Try to answer my questions	1	2	3	4	5
3.	Are interested in my future	1	2	3	4	5
4.	Take the time to help me get better grades	1	2	3	4	5
5.	Think I am a hard worker	1	2	3	4	5
6.	Are helpful when I have career issues	1	2	3	4	5

7.	Are helpful when I have questions about school issues	1	2	3	4	5
8.	Would tell other people good things about me	1	2	3	4	5
9.	Push me to succeed	1	2	3	4	5
10.	Challenge me to think about my future goals	1	2	3	4	5
11.	Believe I am smart	1	2	3	4	5
12.	Help me understand my strengths	1	2	3	4	5
13.	Want me to do well in school	1	2	3	4	5
14.	Enjoy having me in their class	1	2	3	4	5
15.	Care about what happens to me	1	2	3	4	5
16.	Encourage me to learn	1	2	3	4	5
17.	Think I should continue my education after high school	1	2	3	4	5
18.	Support my goals for the future	1	2	3	4	5
19.	Will listen if I want to talk about a problem	1	2	3	4	5
20.	Are easy to talk to about school things	1	2	3	4	5
21.	Are easy to talk to about things besides school	1	2	3	4	6

Appendix IV: Students' Life Satisfactions Scale

Instructions

In this section there are 7 statements about you. You are kindly requested to read each statement carefully and make a decision on whether you agree or disagree. Please circle the answer you choose:

6 = strongly agree

5 = moderately agree

4 = mildly agree

3 = mildly disagree

2 = moderately disagree

1 = strongly disagree

Ensure that you respond to all the statements, even if you are not certain of the answer.

Item number	Students' Life Satisfaction Scale	Strongly disagree	Moderately	Mildly disagree	Mildly agree	Moderately agree	Strongly agree
1.	My life is going well	1	2	3	4	5	6
2.	My life is just right	1	2	3	4	5	6
3.	I would like to change many things in my life	1	2	3	4	5	6
4.	I wish I had a different kind of life	1	2	3	4	5	6
5.	I have a good life	1	2	3	4	5	6
6.	I have what I want in life	1	2	3	4	5	6
7.	My life is better than most students.	1	2	3	4	5	6

Appendix V: Location of study

Sub County	Number of Schools	Schools with Unrest cases in 2nd term, 2021
Kahuro	41	7
Kandara	56	6
Kangema	27	4
Mathioya	32	4
Kigumo	37	4
Gatanga	36	4
Murang'a South	41	3
Murang'a East	31	1
Ithanga Kakuzi	14	1
TOTAL	315	34

Appendix VI: Target Population

Type of School	Number of Schools	Number of Students
National School	1	405
Extra County Schools	5	1403
County Schools	3	390
Sub County Schools	32	2185
Total	41	4383

Appendix VII: Sampling Frame

Type of School	Population		Proportionate	Sample Size	
	School students		constant (x)	$n = x$(N)	
	Boys	Girls		Boys	Girls
National (1)	-	405	0.267	-	108
Extra County (1)	389	-	0.267	104	-
County (1)	163	-	0.267	43	-
Sub County (9)	30	29	0.267	8	8
	16	22	0.267	4	6
	20	14	0.267	5	4
	45	39	0.267	12	10
	17	23	0.267	5	6
	43	37	0.267	11	10
	54	63	0.267	14	17
	78	52	0.267	21	14
	83	74	0.267	22	20
Total	1696 (100%)				

Appendix VIII: Time Frame

Time	Activity
November - December 2018	Concept paper development
January 2022 - December 2022	Proposal writing and corrections
January 2023 – February 2023	Proposal examination
March - 2023	Data collection
April – 2023	Data analysis
May - November 2023	Project compilation and submission for examination
April – May 2024	Final corrections after examination

Appendix VIX: Research Budget

Items	Cost (kshs)
Preparation of research instruments	30,000
Proposal development	
Printing and typesetting first draft	10,000
The second and subsequent drafts	10,000
Travelling costs	40,000
Lunch during data collection	15,000
Data analysis	40,000
Preparation of final report	20, 000
Miscellaneous expenditure	10, 000
Total	Kshs.175, 000

Appendix VX: Map of Muranga County