Balancing Workload and Well-Being: The Influence of Teacher Utilization Practices on Teacher Welfare in Nakuru East Sub-County, Kenya

Boniface Wanjala, Fredrick Ngala & Henry K. Kiplagat
Department of Education
School of Education, Humanities and Social Sciences
Kabarak University
Email: bwanjala30@gmail.com

Abstract: This study examined teacher utilization practices and their influence on teacher welfare in public and private primary schools in Nakuru East Sub-County, Kenya. Guided by Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and the Resource-Based View (RBV), the study adopted a descriptive research design. Data were collected from 430 teachers through structured questionnaires and analyzed using descriptive and inferential statistics. Findings revealed that teachers were deployed across diverse roles extending beyond classroom instruction. The highest involvement was reported in academic assessment (95.5%, M = 4.11, SD = 0.861), parental engagement programs (98.2%, M = 4.08, SD = 0.816), and extracurricular activities (95.7%, M = 3.97, SD = 0.845). Teachers also reported substantial participation in career coaching (95.1%, M = 3.81, SD = 0.838), school clubs (94.5%, M = 3.81, SD = 0.876), and administrative duties (89.8%, M = 3.77, SD = 0.963). Direct instructional work remained central, with 88.6% acknowledging regular classroom teaching hours (M = 3.64, SD = 0.865). However, supportive practices were less consistently embedded: only 84.6% were engaged in mentorship programs (M = 3.39, SD = 0.911), 81.4% in peer collaboration (M = 3.27, SD = 0.923), and 77.4% in learner counselling (M = 3.21, SD = 0.970). The study concludes that while teachers are effectively utilized in core and co-curricular functions, workload imbalances and gaps in mentorship and collaboration limit holistic professional support. It recommends institutionalizing structured mentorship, peer collaboration, and counselling systems to complement existing roles.

Keywords: Human Resource Management, Teacher Welfare, Compensation, Performance-Based Pay, Incentives.

1. Introduction

Teacher welfare encompasses physical, emotional, and financial well-being, all of which directly influence satisfaction, performance, and retention in the profession. Welfare includes not only monetary compensation but also workload management, professional development, and workplace safety (Sorensen et al., 2021). Theories such as Maslow's Hierarchy of Needs (1943) and Herzberg's Two-Factor Theory (1966) underscore the importance of both basic and higher-level needs, such as fair remuneration, safe working environments, recognition, and career growth. When these welfare dimensions are adequately

addressed, teachers are more motivated, productive, and committed to their roles. However, when neglected, issues such as burnout, absenteeism, and high turnover rates emerge, which undermine education quality.

Human Resource Management (HRM) practices significantly shape teacher welfare by determining compensation structures, workload distribution, performance evaluation, and workplace safety (Armstrong, 2020). From a Resource-Based View (Barney, 1991), effective HRM is a strategic resource for attracting, motivating, and retaining skilled teachers. Globally, countries like Finland and Singapore illustrate how investment in teacher welfare—through competitive salaries, manageable workloads, and continuous professional development—translates into high educational performance (OECD, 2021). Conversely, in many low- and middle-income countries, underfunding and weak HRM practices contribute to widespread dissatisfaction.

In Africa, for instance, 62% of South African teachers earn below the living wage (HSRC, 2022), while 70% of Nigerian teachers work in unsafe conditions (Bawalla, 2021). These challenges highlight the urgent need for welfare-focused HRM strategies in the education sector.

In Kenya, teacher welfare concerns have led to frequent strikes and unrest. Reports indicate that 75% of public primary school teachers earn below KES 50,000 per month, a figure that falls short of meeting rising living costs (Business Daily, 2020). Teachers in both public and private schools also face poor infrastructure, overcrowded classrooms, understaffing, and limited access to professional development opportunities (Nation Media Group, 2023; Waweru & Ndambuki, 2021). Within Nakuru County, these challenges manifest differently across public and private schools. Public schools struggle with heavy workloads and delayed salaries, while private schools face issues of job insecurity and inadequate welfare support (Mutuku, Arasa, & Kinyili, 2021). These disparities necessitate a comparative analysis of HRM practices in both contexts, with particular focus on how compensation, teacher utilization, performance management, and work environment influence social and physical well-being.

1.1 Statement of the Problem

The welfare of primary school teachers in Kenya, particularly their social and physical well-being, remains a critical problem, as evidenced by persistent strikes and media reports highlighting systemic challenges. According to the Kenya National Union of Teachers (KNUT, 2023), 80% of public primary school teachers earn salaries below the recommended threshold of KES 50,000 per month, which is not enough to meet the rising cost of living,

causing financial stress and social instability. Media investigations, such as those by the Nation Media Group (2023), document deplorable working conditions, including overcrowded classrooms, inadequate ventilation, and dilapidated infrastructure, directly jeopardizing teachers' physical health and safety. Frequent strikes, such as the 2023 nationwide protests over delayed promotions and hazardous work environments, further underscore the urgency of addressing these welfare gaps. These systemic issues highlight the need to examine how human resource management practices in public and private primary schools either alleviate or worsen the social and physical health challenges faced by teachers in Nakuru East sub-county. This therefore underscores the need for a study to examine the relationship between the selected human resource management practices and teacher welfare.

1.2 Research Objective

To determine the relationship between teacher utilization practices and teacher welfare in primary schools in Nakuru East sub county, Kenya.

1.3 Justification for the Study

This study is critically important and timely due to several key factors. Firstly, the welfare of primary school teachers in Kenya has become a significant issue, impacting the quality of education. The persistent strikes and protests highlight the urgent need to address the physical, emotional, and financial well-being of teachers. Their welfare directly influences their job satisfaction and performance, which in turn affects student outcomes and educational standards. Furthermore, the disparities in teacher welfare between public and private schools emphasize the need for a comprehensive analysis of human resource management (HRM) practices and their impact on teacher well-being.

Additionally, this study is essential because it provides valuable insights that can inform policy changes. Policymakers and educational administrators can use the findings to develop effective strategies to improve teacher satisfaction and retention. By examining HRM practices in both public and private primary schools in Nakuru East sub-county, this research offers a detailed understanding of how these practices can be optimized to enhance teacher welfare. The study also aims to fill a gap in existing literature, especially in the context of low- and middle-income countries, by providing data-driven recommendations for improving teacher welfare.

Moreover, the relevance of this research is underscored by the ongoing challenges faced by teachers in Kenya, including low salaries, poor working conditions, and inadequate professional development opportunities. Addressing these issues is crucial for ensuring that teachers

are motivated and able to deliver high-quality education. This study aims to provide a foundation for future research and policy development, ultimately contributing to the overall improvement of the education system in Kenya.

1.4 Significance of the Study

This study will benefit several key groups:

Policy Makers and Educational Administrators will gain an understanding on how human resource management (HRM) practices influence teacher welfare. This can guide policy decisions aimed at improving teacher satisfaction, retention, and overall instructional quality in both public and private primary schools.

Teachers, as the direct respondents, stand to benefit from the study by having their welfare concerns—such as compensation, working conditions, and professional development—clearly highlighted. The findings can support their advocacy for better workplace conditions and inform dialogue with school leadership.

Scholars and Researchers will benefit from the study's contribution to academic literature, especially in the context of a low- and middle-income country like Kenya. By comparing HRM practices in public and private schools, the research provides new insights into how institutional settings affect staff welfare, thus filling a notable gap in educational management research.

1.6 Scope of the Study

This study examines the relationship between selected human resource management (HRM) practices and teacher welfare in primary schools in Nakuru East Sub- County, Kenya. Specifically, it focuses on four HRM practices: compensation practices, working environment, performance management, and teacher utilization (independent variables) and their influence on teachers' social and physical well-being (dependent variable). The research covers the period from October 2024 to May 2025, providing an in-depth examination of existing HRM practices and their impact on teacher welfare over more than six months.

2. Literature Review

Teacher utilization practices refer to how schools and education systems assign, allocate, and manage teachers in relation to workload, subject specialization, class size, and time management. Effective utilization ensures that teacher expertise is aligned with the needs of learners and institutions, thereby improving efficiency and learning outcomes. Inefficient utilization, on the other hand, often leads to teacher burnout, skill underuse, or inequitable

distribution of staff, which undermines the quality of education (UNESCO, 2022).

Globally, the issue of teacher utilization has been highlighted as a critical factor in education system efficiency. The OECD (2019) emphasizes that countries with strong utilization practices, such as Finland and South Korea, match teacher specialization with student needs, maintain optimal class sizes, and ensure fair workloads. This alignment reduces stress, increases teacher motivation, and enhances student performance. In contrast, many low- and middle-income countries struggle with overworked teachers in urban centers and underutilized teachers in rural areas, creating a mismatch that affects educational equity (World Bank, 2020).

In Africa, teacher utilization challenges are linked to poor planning, weak policies, and resource constraints. According to UNESCO's Global Education Monitoring Report (2021), several African countries report teacher shortages in critical subjects like mathematics and science, while surplus teachers remain in non-specialized fields. This misallocation often forces teachers to teach outside their area of training, reducing instructional quality and learner outcomes. A study in Nigeria by Adeyemi (2018) found that 60% of primary school teachers handled subjects they were not trained for, highlighting underutilization of professional expertise.

Kenya presents similar trends where teacher utilization is affected by both over-deployment and under-deployment. The Teachers Service Commission (TSC, 2021) notes that while urban schools often face overcrowded classrooms with high pupil-teacher ratios, some rural schools are staffed with teachers who handle fewer lessons due to low enrolments. This imbalance reflects inefficiencies in workload distribution. Furthermore, teachers are often allocated administrative duties such as examinations management, record keeping, or extracurricular activities without workload adjustments, leading to role strain (Waweru & Ndambuki, 2021).

The issue of workload distribution has significant implications for teacher welfare and performance. According to Mugizi, Rwothumio, and Amwine (2021), equitable workload assignment is positively associated with job satisfaction and teacher retention. When teachers are over-utilized, stress and burnout increase, leading to absenteeism and attrition. On the other hand, under-utilization can reduce motivation and create perceptions of redundancy. Balanced utilization, therefore, ensures that teachers remain engaged, challenged, and productive in their roles.

Subject specialization is another key dimension of teacher utilization. Research shows that when teachers teach within their areas of expertise, instructional quality and learner achievement improve. Dasanayaka et al. (2021) emphasize that mismatch between teacher training and subject allocation reduces effectiveness and leads to frustration. In Kenya, studies have reported that due to shortages in specialized teachers, primary school teachers are often forced to teach science, mathematics, or languages without adequate preparation (Ogari, 2021). Such practices compromise both teacher morale and student outcomes.

The use of teacher time is also central to utilization practices. Armstrong (2020) suggests that optimal utilization requires balancing instructional time, preparation, marking, co-curricular activities, and administrative tasks. However, in many schools, teachers spend disproportionate time on non-instructional duties, reducing classroom effectiveness. In Uganda, New Vision (2014) reported that teachers spend nearly 40% of their working time on administrative roles, significantly lowering instructional hours. This reflects systemic inefficiencies in workload management.

Professional development opportunities are closely tied to utilization. Teachers who are underutilized or misallocated often miss opportunities to apply and develop their skills. UNESCO (2022) stresses that aligning utilization with continuous professional development enhances capacity building and ensures adaptability to curriculum changes, such as Kenya's Competency-Based Curriculum (CBC). Without such alignment, teacher skills remain stagnant, contributing to dissatisfaction and poor educational quality.

Teacher utilization also has gendered implications. Studies show that female teachers in many African contexts are often assigned fewer administrative or leadership roles, reflecting gender bias in workload allocation (Mwesigwa et al., 2020). At the same time, female teachers are frequently overburdened with pastoral or counseling duties, which are undervalued but time-consuming. Addressing gender disparities in utilization is therefore vital for equity and effective workforce management.

Effective teacher utilization requires policy frameworks that balance supply, demand, and professional growth. The Resource-Based View (Barney, 1991) views teacher allocation as a strategic resource that, when managed well, can give institutions a competitive advantage. This perspective suggests that schools must adopt data-driven approaches to teacher deployment, workload management, and specialization alignment. By addressing underutilization and overutilization, education systems can improve both teacher welfare and student learning outcomes.

3. Methodology

3.1 Introduction

This section outlines the research methodology employed to investigate the relationship between selected human resource management practices and teacher welfare in primary schools in Nakuru East sub-county, Kenya. The methodology includes detailed descriptions of the research design, location of the study, population and sampling procedures, instrumentation, data collection, and data analysis. Emphasizing ethical considerations, this chapter also addresses potential risks and benefits to participants and the strategies used to ensure the validity and reliability of the study. By adopting a systematic and rigorous approach, the methodology aims to provide a comprehensive framework for examining the impact of HRM practices on the welfare of teachers, thereby contributing to the enhancement of educational outcomes in the region.

3.2 Research Design

This study adopted a descriptive survey research design, which Creswell (2014) defines as a methodological approach focused on describing the characteristics, behaviors, or conditions of a population or phenomenon without experimental manipulation. Bryman (2016) further emphasizes that descriptive designs are particularly effective for identifying patterns, trends, and associations within existing variables, making them ideal for studies seeking to map the prevalence and distribution of specific factors in a defined context. This design aligned with the study's objective of systematically examining the relationship between selected human resource management (HRM) practices such as compensation, teacher utilization, performance management, and working conditions, and teacher welfare in primary schools within Nakuru East Sub-County.

The research employed a quantitative methodology, focusing on numerical data collection and statistical analysis to ensure objectivity and generalizability. Primary data were collected via a cross-sectional survey using a structured Likert scale questionnaire, a tool validated by Joshi et al. (2015) for its reliability in capturing respondents' attitudes, perceptions, and experiences. Bryman (2016) underscores that cross-sectional designs are advantageous for capturing a "snapshot" of variables at a single point in time, enabling studies to document the current state of HRM practices and their perceived impact on teacher welfare.

3.3 Location of the Study

The research was conducted in Nakuru East Sub-County, located in Nakuru County within the Rift Valley region of Kenya. Nakuru County is situated northwest of Nairobi, the capital city of Kenya, and is strategically positioned within the Great Rift Valley, known for its geographical and cultural diversity (Ministry of Education, Kenya, 2023). The specific study sites within Nakuru East Sub-County included various public and private primary schools, ensuring a representative sample of the educational institutions in the area.

The choice of Nakuru East Sub-County was justified by the unique composition of its primary schools, which reflect a mix of urban and peri-urban settings with diverse socioeconomic backgrounds. The region hosted both highly resourced private institutions with structured HRM policies and government-funded public schools, which often struggled with teacher welfare challenges such as inadequate compensation and excessive workloads. This contrast allowed for a comprehensive analysis of how HRM practices varied across different school types and their impact on teacher welfare. Furthermore, Nakuru East Sub-County had witnessed recurrent concerns related to teacher satisfaction, strikes, and retention rates (Nation Media Group, 2023), making it an ideal location for investigating the role of HRM strategies in improving workplace conditions. Additionally, Nakuru County had established research infrastructure and active collaboration between local education stakeholders, ensuring accessibility and feasibility for this study (Ministry of Education, Kenya, 2023).

3.4 Population of the Study

The population for this study was selected from primary school teachers in Nakuru East Sub-County, Nakuru County, Kenya. This population included teachers from both public and private primary schools within the sub-county, providing a diverse sample that represented different teaching environments and HRM practices.

The study targeted primary school teachers in Nakuru East Sub-County, Nakuru County, Kenya. The total number of primary school teachers in Nakuru East Sub-County was estimated to be 1,000 (Ministry of Education, Kenya, 2023).

3.5 Sampling Procedure and Sample Size

3.5.1 Sample Size Determination

The sample size was determined separately for public and private school teachers using Krejcie and Morgan's (1970) Table for Determining Sample Size, which recommends a sample of 234 for a population of 600 public school teachers, and 196 for a population of 400 private school teachers. To ensure fair and representative distribution, the number of public and private school teachers per ward was first estimated proportionally based on the number of schools in each ward. Thereafter, the respective samples were allocated using proportionate sampling from the derived teacher populations.

Number of schools per ward

Table 1: Number of Public and Private Schools by Ward in Nakuru East Sub-County

Ward	Public Schools	Private Schools
Biashara	7	9
Flamingo	5	4
Kivumbini	3	5
Nakuru East	5	6
Menengai	8	10
Total	**28**	**34**

3.5.2 Sampling Technique

The sampling technique for this study was stratified random sampling, applied separately to public and private primary school teachers in Nakuru East Sub-County. This method is suitable for ensuring representative coverage of the teacher population by dividing it into distinct strata based on geographic location (ward). From each stratum, respondents were selected through simple random sampling to eliminate selection bias and to ensure that every teacher had an equal chance of being included (Fowler, 2013).

For public schools, 234 teachers were sampled proportionally from the five wards based on the number of public schools in each ward. Likewise, the 196 private school teacher respondents were distributed proportionally across wards using the number of private schools as the

basis. This yielded a sample size of 430 teachers. This approach allowed the sample to reflect both the distribution of schools and teacher concentration across the sub-county, while enhancing the ability to generalize findings (Creswell, 2014).

The inclusion criteria comprised all teachers employed in public or private primary schools within Nakuru East Sub-County who had worked for at least one year and were willing to participate voluntarily. Teachers on long-term leave, those with less than one year of service, and those unwilling to provide informed consent were excluded. Recruitment was coordinated through the respective school administrations. Eligible participants were identified, briefed on the study's purpose, and required to give written informed consent. Confidentiality and the right to withdraw at any stage were emphasized throughout the process, thereby ensuring both ethical compliance and data reliability (Bryman, 2016).

3.6 Instrumentation

3.6.1 Questionnaire

The questionnaire comprised six sections designed to collect comprehensive data from teachers. Section A gathered demographic information such as gender, age, teaching experience, school type (public or private), which supported representative and comparative analysis. Section B focused on compensation practices, including salary, bonuses, medical allowances, retirement benefits, and non-monetary incentives, rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Very Strongly Agree). Section C assessed teacher utilization in terms of workload, class size, extracurricular duties, and role alignment with qualifications. Section D examined performance management practices such as appraisals, feedback, training opportunities, and promotion pathways. Section E evaluated the working environment, including physical infrastructure, safety measures, and access to teaching resources. Section F addressed teacher welfare, covering aspects of social and physical well-being, including mental health, stress levels, healthcare access, and work-life balance. A pilot study involving 10% of the sample (43 teachers) was conducted to test the clarity and reliability of the tool, with adjustments made as needed before the main data collection.

3.6.2 Interview Guide

To support the quantitative data, a semi-structured interview guide was used to collect concise qualitative input from teachers. The guide was organized around the study's four objectives and began with background information about the respondent's role, experience, and school type.

The first section explored teacher compensation, including salary structure, benefits, and the perceived impact these had on teacher morale and well-being. The next section focused on teacher utilization, examining how teaching loads, administrative responsibilities, and class assignments were managed, and how these factors influenced stress levels and job satisfaction.

The third section looked into performance management practices such as staff appraisals, feedback processes, and access to professional development, with a focus on their role in motivating and retaining teachers. The final section addressed the working environment, covering the state of facilities, availability of teaching resources, and any health or safety measures in place to support teacher welfare. The interview ended with open questions inviting teachers to share their views on how human resource practices could be strengthened to improve teacher well-being.

3.6.3 Pilot Study

The pilot study was conducted on 10% of the total sample size of 430 teachers, resulting in 43 teachers participating in the pilot phase. These teachers were selected from both public and private primary schools in Nakuru East Sub-County to ensure diversity and relevance to the target population. To maintain research integrity, participants in the pilot study were not included in the final data collection (Creswell, 2014).

The primary objective of the pilot study was to assess the validity and reliability of the research instruments, particularly the Likert scale questionnaire, in measuring HRM practices and teacher welfare. It helped identify ambiguities, inconsistencies, or challenges in the data collection process, allowing for necessary refinements before the main study (Bryman, 2016). Conducting the pilot study within the target area enhanced the accuracy, contextual relevance, and applicability of the research findings. The instrument demonstrated high internal consistency, with a Cronbach's alpha of 0.974.

3.6.4 Validity of the Instrument

The validity of the instrument refers to the extent to which a concept is accurately measured in a study. In this research, several measures were employed to ensure the construct, content, and external validity of the Likert scale questionnaire used to assess the relationship between HRM practices and teacher welfare.

Construct validity refers to the degree to which a test measures what it claims to be measuring (Cronbach & Meehl, 1955). To ensure construct validity, the questionnaire was designed based on well-established theories and frameworks related to HRM practices and teacher welfare, such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and the Resource-Based

View Theory. The items included in the questionnaire were derived from existing validated instruments and literature, ensuring that they accurately captured the constructs of interest. Additionally, factor analysis was conducted to verify the underlying structure of the questionnaire and confirm that the items were appropriately grouped into relevant factors (Field, 2018).

Content validity refers to the extent to which a measurement instrument covers the entire domain of the concept being measured (Haynes, Richard, & Kubany, 1995). To ensure content validity, the questionnaire was reviewed by subject matter experts in HRM and education. These experts assessed whether the items comprehensively covered all relevant aspects of HRM practices and teacher welfare. Their feedback was used to refine the questionnaire, ensuring that it included all necessary dimensions and adequately represented the constructs being studied. A pilot study was also conducted to test the questionnaire with a small sample of teachers, further validating the content and leading to necessary adjustments based on their responses (Bryman, 2016).

External validity, also known as generalizability, refers to the extent to which the findings of a study can be generalized to other settings, populations, and times (Campbell & Stanley, 1963). To enhance the external validity of this study, stratified random sampling was used to select a representative sample of teachers from both public and private primary schools in Nakuru East Sub-County. This approach ensured that the sample accurately reflected the diversity of the target population. The inclusion of teachers from various schools and contexts within the sub-county increased the likelihood that the findings could be generalized to other similar settings. Furthermore, the use of a large sample size (430 teachers) provided sufficient statistical power to detect meaningful relationships between variables, thereby enhancing the robustness and generalizability of the results.

3.6.5 Reliability of the Instrument

Reliability refers to the degree to which the result of a measurement, calculation, or specification can be depended on to be accurate. It reflects the extent to which a measuring procedure yields the same results on repeated trials (Creswell, 2014). To ensure that the Likert scale questionnaire used in this study was reliable, several measures were undertaken.

First, the questionnaire underwent a pilot test to identify any inconsistencies or ambiguities in the items. This preliminary testing helped refine the instrument and enhance its reliability by ensuring that the questions were clear and consistently interpreted by respondents. The pilot test was conducted with a sample of 43 teachers from Nakuru East Sub-County (10% of the total sample size).

Feedback from the pilot test was used to make necessary adjustments to the questionnaire. The instrument demonstrated high internal consistency, with a Cronbach's alpha of 0.974.

Additionally, test-retest reliability was assessed by administering the same questionnaire to the same group of teachers after a two-week interval. This duration is considered adequate to minimize the likelihood of participants remembering their initial responses, while also being short enough to ensure that no significant changes in perceptions or external conditions occur between the two administrations. The test-retest method evaluated the stability of the instrument over time by comparing the responses from the two administrations. A high correlation between the two sets of responses indicates good test-retest reliability (Bryman, 2016).

Inter-rater reliability was also considered, particularly for any open-ended questions included in the questionnaire. Inter-rater reliability assesses the extent to which different raters or observers provide consistent ratings or evaluations (Cohen et al., 2007). This was achieved by training the research team on the scoring criteria and ensuring that they applied it consistently.

3.7 Data Collection Procedure

Data for this study were collected by a team of trained researchers who were proficient in both English and Kiswahili, ensuring effective communication with participants. The data collection took place in various public and private primary schools within Nakuru East Sub-County, Nakuru County, Kenya. Researchers visited the schools during regular working hours to administer the questionnaires and conduct the interviews. Safety, privacy, and confidentiality of participants were prioritized throughout the data collection process. Researchers adhered to ethical guidelines, ensuring that participants' identities and responses were kept confidential. Data were collected in a secure manner, and researchers were equipped with identification badges and letters of introduction from the research institution to ensure their safety.

3.7.1 Privacy and Confidentiality

Measures were taken to ensure the privacy and confidentiality of the data and data subjects. Participants were assigned unique identification codes, and their responses were anonymized to protect their identities. All data collected were stored securely, with access restricted to the research team. If identifier information was collected, it was limited to essential details such as age, gender, and years of teaching experience, necessary for demographic analysis. This information was de-identified during data analysis to further protect participants' privacy.

3.7.2 Data Safeguards

Administrative, physical, and technical safeguards were implemented to protect the study data from unauthorized destruction, loss, misuse, unauthorized disclosure, or alteration. Administrative safeguards included training researchers on data protection policies and procedures. Physical safeguards involved secure storage of data collection devices and physical files in locked cabinets. Technical safeguards included encrypted digital storage and password-protected access to electronic data files.

3.7.3 Data Monitoring and Safety Plan

Data monitoring was conducted regularly to ensure adherence to data collection procedures, safety, privacy, and confidentiality. The principal investigator was responsible for overseeing the data monitoring process and reviewed the data weekly. Criteria for data review included checking for completeness, consistency, and any discrepancies that might arise. Any unusual patterns or issues identified during the review triggered a thorough investigation and corrective action.

3.7.4 Data Entry and Cleaning

The procedures for data entry and cleaning involved double-entry verification to minimize errors. Data were entered into a secure database by trained data entry personnel, and any discrepancies were resolved through cross-checking with the original questionnaires. Cleaning of the data involved identifying and correcting inconsistencies, missing values, or outliers to ensure the accuracy and integrity of the dataset.

3.7.5 Data Storage, Archiving, and Disposal

Provisions for data storage, archiving, and disposal included secure digital storage on encrypted drives and cloud-based platforms with restricted access. Physical data were stored in locked cabinets within the research institution. Data were archived for a minimum of five years after the completion of the study to allow for potential future analysis. After this period, data were securely disposed of through methods such as data wiping for digital files and shredding for physical documents.

3.7.6 Recruitment Process

Contact between researchers and prospective participants was initiated through formal letters sent to school administrations. The researchers visited the schools to provide detailed information about the study and invite teachers to participate. Information sessions were held to explain the study's purpose, procedures, and the importance of participation.

3.7.7 Consenting/Assenting Process

The consenting process involved providing participants with detailed information about the study, including its objectives, procedures, potential risks, and benefits. Participants were given the opportunity to ask questions and seek clarification before providing written informed consent. A sample consent form was included in the appendices of the proposal. Participation in the study was voluntary, and participants had the right to withdraw at any time without any consequences.

3.7.8 Payment for Participation

Participants were not paid to participate in the study. However, they were provided with refreshments during the data collection sessions as a token of appreciation for their time and effort.

3.7.9 Permission and Approvals

The researcher obtained the necessary permissions from the relevant authorities before commencing data collection. This included approval from the university's ethics review board, the National Commission for Science, Technology, and Innovation (NACOSTI), and the County Education Office. Letters of introduction and approval documents were obtained and presented to school administrations to facilitate smooth access to the study sites.

3.8 Data Analysis and Presentation

The data analysis procedures and methods for this study were carefully selected and justified to ensure that each research objective, question, or hypothesis was accurately addressed. Data analysis began with the cleaning and preparation of the collected data, followed by descriptive and inferential statistical analysis. The entire process was conducted using SPSS (Statistical Package for the Social Sciences), a widely recognized and reliable software program that offers a range of statistical tools and techniques suitable for both descriptive and inferential analysis. Its user-friendly interface and robust analytical capabilities make it an ideal choice for such studies (Pallant, 2020).

Descriptive statistics were employed to summarize the basic features of the data and provide an initial understanding of the demographic characteristics and responses of the participants. Measures such as mean, median, mode, standard deviation, and frequency distributions were calculated to offer a comprehensive overview of the data. This step was crucial for identifying patterns and trends that informed the subsequent inferential analysis.

Inferential statistics were used to test the research hypotheses and examine the relationships between variables. The Pearson correlation coefficient was utilized

to measure the strength and direction of the relationship between HRM practices on teacher utilization. This method is suitable for exploring linear relationships between continuous variables (Field, 2018).

The data analysis process was accurately monitored to ensure adherence to data collection procedures, safety, privacy, and confidentiality. The principal investigator oversaw the data monitoring process and reviewed the data regularly. The criteria for data review included checking for completeness, consistency, and any discrepancies. Any unusual patterns or issues identified during the review triggered a thorough investigation and corrective action. This process ensured the integrity and reliability of the data.

Once the analysis was complete, the data were presented in various formats to enhance understanding and interpretation. Detailed explanations and interpretations of the findings were provided in the text. Tables were used to summarize descriptive statistics, correlation coefficients, regression results, and other key findings, formatted according to APA guidelines. Graphs, charts, and plots, such as bar charts, histograms, and scatter plots, were used to visually represent the data, making it easier to identify patterns and trends.

3.9 Ethical Considerations

This study was conducted with the utmost integrity, ensuring that any potential conflicts of interest were transparently managed. Neither the primary investigator nor any co-investigators had any direct or indirect personal, family, friendships, commercial, or social interests that could compromise the judgments, decisions, or actions taken during the research. However, should any potential conflicts of interest have arisen, they were managed through measures such as recusal from certain aspects of the research, independent oversight, or other strategies to ensure impartiality and objectivity (Bryman, 2016). These steps were critical to maintaining the credibility and trustworthiness of the study's findings.

The study complied with all professional, legal, and regulatory requirements. Necessary permits and approvals were obtained from relevant authorities, including the university's ethics review board and the National Commission for Science, Technology, and Innovation (NACOSTI). Additionally, materials transfer agreements and intellectual property agreements were sought where applicable. This adherence to regulatory requirements ensured that the research was conducted legally and ethically (Creswell, 2014).

The researchers involved in this study possessed the necessary credentials, qualifications, and competencies required for successful execution. The principal investigator held a doctoral degree in educational management and had extensive experience in conducting HRM-related research. The research team included individuals with backgrounds in education, psychology, and statistics, each bringing relevant expertise to the study. Their combined education, research experience, and work experience ensured that the study was conducted competently and professionally (Pallant, 2020).

Participants in this study faced minimal risks, including potential psychological distress from recalling personal experiences and a loss of privacy if confidentiality was breached. These risks were deemed low and were mitigated through strict adherence to privacy and confidentiality protocols. The benefits of the study included the advancement of knowledge on HRM practices and teacher welfare, which can lead to improved policies and practices in educational institutions. This advancement had the potential to indirectly benefit participants and the broader educational community by enhancing teacher welfare and job satisfaction (Field, 2018).

To ensure the safety and well-being of participants, the study implemented several risk mitigation strategies. For example, all data were anonymized to protect participant identities, and secure data storage methods were used to prevent unauthorized access. Participants were given the option to withdraw from the study at any point without any consequences. These measures helped to create a secure environment where participants could share their experiences freely and without fear of reprisal.

Given the minimal risks involved and the substantial potential benefits, the study was ethically justifiable. The low risk-benefit ratio supported the decision to proceed with the research. Measures such as anonymity, secure data storage, and participant debriefing were implemented to further minimize risks, ensuring the safety and well-being of all participants. While the study presented minimal risks to participants, the potential benefits were substantial. The researcher, research assistants, and the educational community stood to gain valuable insights that could inform policy and improve teacher welfare. The potential risks to researchers, data, and equipment were also mitigated through secure data handling and adherence to safety protocols.

4. Results and Discussions

4.1 Introduction

This section presents the findings of the study based on the research objectives. The results are organized into descriptive and inferential statistics, supplemented by qualitative data from interviews. The first part outlines the demographic profile of respondents, followed by an analysis of human resource management (HRM) practices

compensation, utilization, performance management and working environment. The final part presents findings on teacher welfare, the relationships among HRM practices and welfare and differences across demographic characteristics.

4.2 Demographic Information

This section provides a summary of the demographic characteristics of the respondents. The variables analyzed include gender, type of school, age, highest academic qualification and teaching experience. These characteristics are important because they shape teachers' perspectives and provide a basis for interpreting the variations in HRM practices and welfare outcomes.

4.2.1.Gender
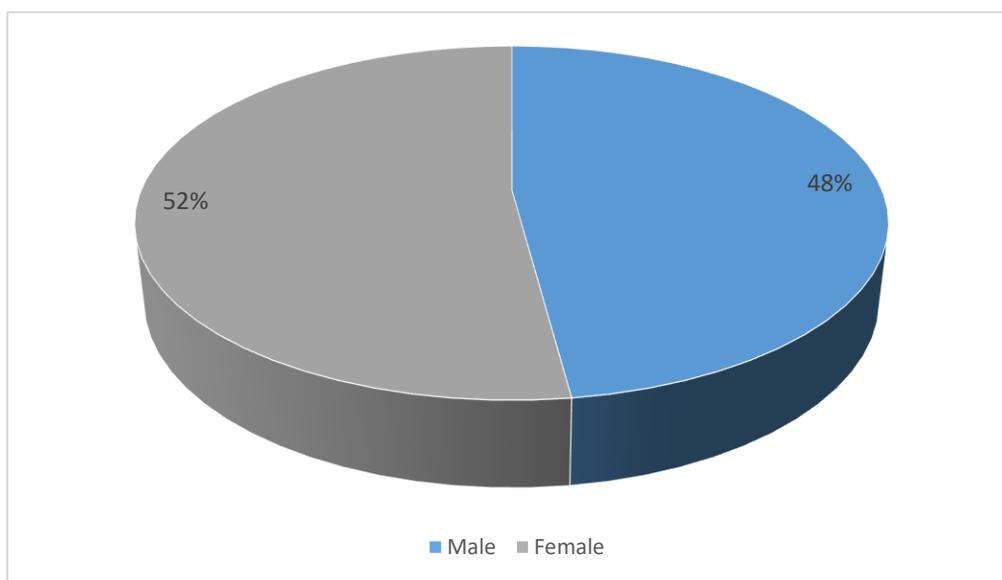
Figure 1: Gender

The findings summarized in Figure 4.1 show that female teachers (52.1%, n = 224) were slightly more represented than male teachers (47.9%, n = 206). This near balance indicates that both genders were well captured in the study, allowing reliable comparisons. Gender is particularly relevant to this research because it may shape how teachers perceive welfare practices. Female teachers, for instance, often juggle professional duties with family responsibilities, which makes supportive practices such as leave allowances, healthcare access, and flexible working conditions especially critical to their welfare. Male teachers, on the other hand, may place greater emphasis on aspects such as fair compensation structures and career progression opportunities. Therefore, the gender distribution is important for understanding how human resource management (HRM) practices affect teacher welfare differently across groups.

4.2.2 School Type
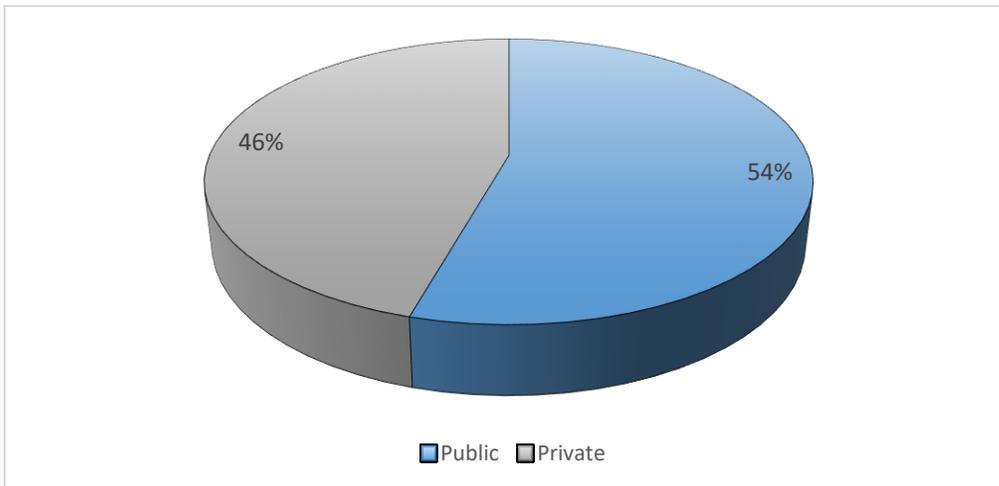
Figure 1: Type of School

As shown in Figure 2, more than half of the respondents (54.4%, n = 234) taught in public schools, while 45.6% (n = 196) were from private schools. This balance is valuable for the study because HRM practices often differ between the two systems. Public schools are regulated by government policies that determine pay structures, promotions, and workload allocations, while private schools have greater autonomy to design their own compensation schemes, performance management systems, and welfare provisions. Kinyua (2022) observes that such differences directly influence teachers' experiences of job satisfaction, motivation, and well-being. For this reason, the type of school is a critical demographic factor for interpreting how HRM practices affect teacher welfare in Nakuru East Sub-County.
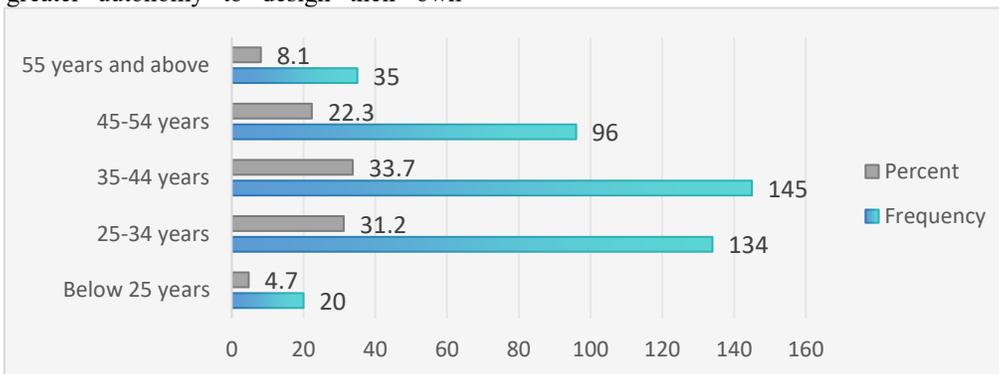

Figure 2: Age

The age distribution presented in Figure 4.3 shows that a plurality of teachers (33.7%, n = 145) were aged 35–44 years, followed by 31.2% (n = 134) aged 25–34 years. A further 22.3% (n = 96) fell in the 45–54 years group, 8.1% (n = 35) were 55 years and above, while only 4.7% (n = 20) were below 25 years. This distribution indicates that most respondents were in the 25–44 year range, representing a relatively young and active teaching workforce. Age is an important demographic factor because welfare needs and HRM expectations vary across life stages. Younger teachers often prioritize career progression, promotions, and job security, while older teachers tend to focus more on retirement benefits, healthcare access, and leadership support (Mweru & Mueni, 2020). These differences are useful in interpreting the findings of this study, as they explain why perceptions of welfare and HRM practices may differ between younger and older teachers.
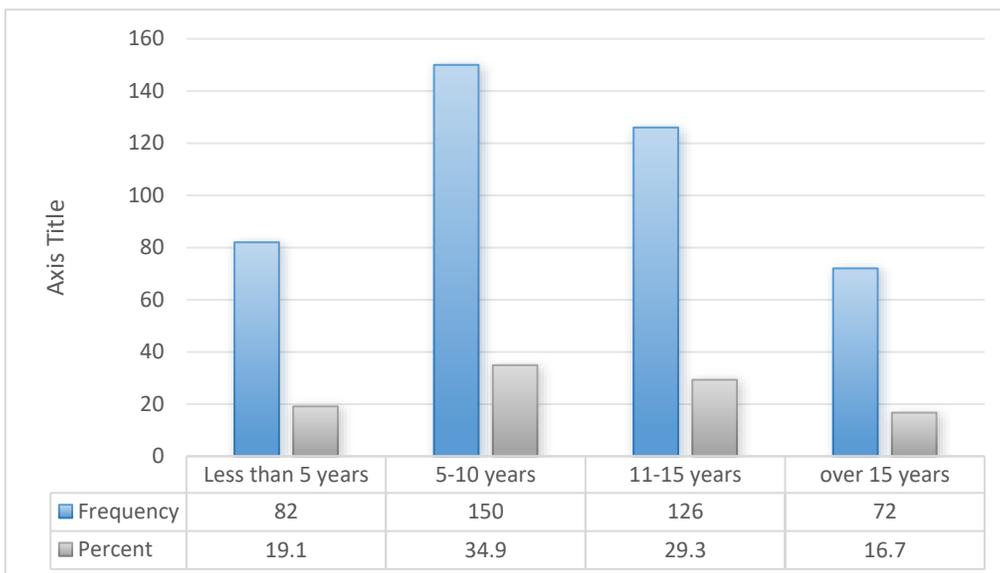
4.2.4 Highest Academic Qualification
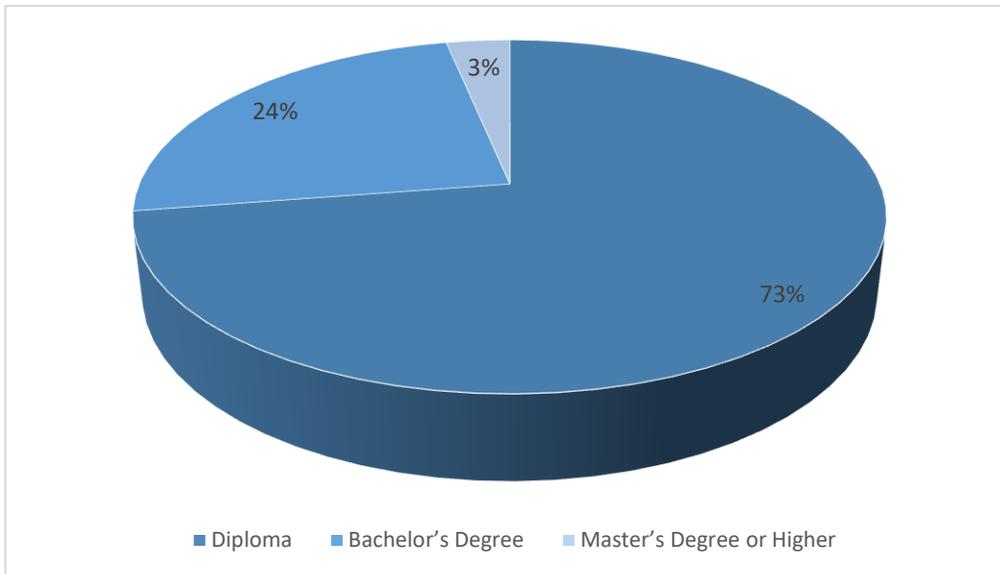
Figure 3: Highest Academic Qualification

As shown in Figure 4. most respondents (72.6%, n = 312) held a diploma, while 24.2% (n = 104) had a bachelor's degree, and only 3.3% (n = 14) possessed a master's degree or higher. This reflects the national trend, since diploma certification has historically been the minimum requirement for primary school teachers in Kenya (Teachers Service Commission [TSC], 2021). The small proportion of postgraduate-trained teachers can be attributed to the high costs of advanced education and limited incentives for pursuing further studies at the primary school level (Sifuna, 2019). From an HRM perspective, academic qualifications shape both compensation and welfare: diploma holders typically fall in lower pay grades, while teachers with degrees and postgraduate qualifications have access to higher salary scales, faster promotions, and more leadership opportunities. These disparities influence how teachers perceive fairness in HRM practices and determine their overall welfare outcomes.

4.2.5 Teaching Experience

	Less than 5 years	5-10 years	11-15 years	over 15 years
Frequency	82	150	126	72
Percent	19.1	34.9	29.3	16.7

Figure 4: Teaching Experience

As shown in Figure 5, the majority of teachers (34.9%, n = 150) had between 5–10 years of teaching experience. This was followed by 29.3% (n = 126) who had 11–15 years, while 19.1% (n = 82) had less than 5 years. Only 16.7% (n = 72) had over 15 years of teaching experience. These findings show that most respondents had been in the

teaching profession for between five and fifteen years. This implies that a majority of the teachers were well-established in the profession and had gathered sufficient exposure to human resource management practices in their schools. Ngigi and Njeru (2020) note that teachers within this range are generally more conversant with school systems and welfare issues compared to those with fewer years of experience. This composition is therefore important for interpreting the study findings, as teachers with longer service are likely to provide more informed views on compensation, performance appraisal and utilization practices.

4.3 Human Resource Management Practices

The study sought to examine the influence of human resource management (HRM) practices on teacher welfare. The practices considered were compensation, teacher utilization, performance management and the working environment. Each practice is presented separately with descriptive statistics, interpretation and supporting qualitative evidence.

4.3.1 Teacher Utilization Practices

The study further examined teacher utilization practices, focusing on how teachers are deployed across instructional, administrative, and co-curricular responsibilities. Responses were measured using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree, and 5 = Very Strongly Agree).

Table 1: Teacher Utilization Practices

Item	N	Mean	Std. Dev.	S.D %	D %	A %	S.A%	V.S .A %
1. I am assigned classroom teaching hours	430	3.64	0.865	0.9	9.5	27.7	48.4	13.5
2. I handle administrative responsibilities	429	3.77	0.963	1.2	9.1	26.3	38.8	24.7
3. I offer career coaching to learners	430	3.81	0.838	0.2	4.7	30.7	42.3	22.1
4. I participate in extracurricular activities	430	3.97	0.845	0.0	4.4	24.0	41.9	29.8
5. I participate in clubs at school	430	3.81	0.876	0.9	4.7	29.8	41.4	23.3
6. I participate in parental engagement programs	430	4.08	0.816	0.0	1.9	24.0	38.6	35.6
7. I am part of a mentor-mentee program (mentor/mentee)	430	3.39	0.911	2.3	13.0	37.9	37.2	9.5
8. I collaborate with peers regularly	430	3.27	0.923	3.0	15.6	40.2	33.3	7.9
9. I am responsible for academic assessment	430	4.11	0.861	0.2	4.2	18.1	39.3	38.1
10. I provide guidance or counselling to learners	430	3.21	0.970	3.0	19.5	40.7	26.7	10.0
Overall	430	**3.71**	**0.887**	**1.2**	**8.7**	**29.9**	**37.8**	**21.5**

As shown in table 2, the highest agreement was recorded on teachers' involvement in academic assessment, where 95.5% of respondents affirmed this responsibility (M = 4.11, SD = 0.861). This reflects the central role of teachers in student evaluation, a core duty that is widely recognized across schools. Similarly, participation in parental engagement programs attracted 98.2% agreement (M = 4.08, SD = 0.816), showing that teachers frequently interact with parents to support learners' academic and social development. Participation in extracurricular activities was also strongly affirmed, with 95.7% agreement (M = 3.97, SD = 0.845), highlighting that teachers are actively engaged in shaping the holistic growth of learners beyond classroom instruction.

Other duties also received substantial agreement, though slightly lower. These included career coaching (95.1% agreement; M = 3.81, SD = 0.838), participation in school clubs (94.5%; M = 3.81, SD = 0.876), and handling administrative responsibilities (89.8%; M = 3.77, SD = 0.963). Taken together, these findings suggest that teachers' workload extends well beyond classroom teaching, encompassing managerial, co-curricular, and pastoral responsibilities that require considerable balancing of roles.

With regard to direct instruction, 88.6% of respondents agreed that they are assigned regular classroom teaching hours (M = 3.64, SD = 0.865). Although this confirms the primacy of instructional work, the slightly lower percentage compared to other tasks hints at variability in teaching loads, possibly influenced by school type, subject specialization, or administrative demands.

Areas such as mentoring, peer collaboration, and counselling received lower levels of agreement. Only 84.6% agreed they were part of a mentor–mentee program (M = 3.39, SD = 0.911), 81.4% reported regular peer collaboration (M = 3.27, SD = 0.923), and 77.4% provided learner counselling (M = 3.21, SD = 0.970). These relatively modest percentages, coupled with wider standard deviations, suggest that structured mentoring systems, collaborative teaching practices, and counselling roles are less consistently embedded across schools.

52

Overall, teacher utilization practices scored an average of M = 3.71 (SD = 0.887), pointing to broad agreement that teachers are actively deployed across diverse roles. However, while core instructional, administrative, and co-curricular responsibilities are strongly affirmed, more supportive practices such as mentoring, collaboration, and counselling appear less systematically integrated into teacher workload.

Interview data supported these quantitative findings. One teacher noted, "Assessment takes a lot of time, sometimes more than lesson preparation, but it is central to our work" (T-76, Public). Another explained, "Parents' meetings are a big part of our role now; they expect updates on performance and behaviour" (T-112, Private). Regarding extracurricular activities, a teacher highlighted, "Games, music and clubs are not optional; they are part of our weekly duties" (T-34, Public). However, weaker collaboration was echoed in a comment by a teacher who said, "We share ideas informally, but structured peer collaboration is rare unless it is exam season" (T-301, Private). On mentorship, another observed, "Mentorship is talked about, but not every school has a clear program; some teachers just take it up individually" (T-209, Public). The findings resonate with prior research showing that teachers in many education systems are increasingly expected to take on multiple roles, including administrative work, extracurricular engagement and student support, alongside core teaching duties. Darling-Hammond et al. (2017) emphasize that effective teacher utilization requires balancing teaching with supportive functions like mentoring, counselling and collaboration, as these enhance both teacher efficacy and student achievement. Similarly, Opdenakker and van Damme (2006) highlight the positive link between teacher collaboration, structured utilization and improved student outcomes. At the same time, research in sub-Saharan Africa suggests that overburdening teachers with administrative and extracurricular roles without adequate support can reduce instructional quality (World Bank, 2021).

The findings imply that while teachers are strongly engaged in academic assessment, parental involvement and extracurricular activities, disagreement responses on peer collaboration, mentorship and counselling reveal gaps in the systematic utilization of teachers' potential. These results suggest that teacher deployment strategies should strike a balance between instructional and non-instructional responsibilities, ensuring that supportive practices like mentorship and collaboration are institutionalized rather than left to individual initiative.

5. Conclusion and Recommendation

5.1 Conclusion

Teacher utilization practices showed no significant relationship with teacher welfare. Despite high levels of engagement in teaching hours, extracurricular activities, and parental programs, these practices did not predict welfare outcomes. This suggests that workload allocation and role diversification, though important for professional growth, may not directly translate into improved teacher well-being unless supported by adequate resources and fair workload distribution.

5.2 Recommendation

1. Schools should balance teaching and non-teaching roles to prevent teacher overload.
2. Additional responsibilities should be supported with appropriate incentives or professional development opportunities.
3. Workload allocation should be streamlined to ensure fairness and efficiency.
4. Transparent systems for distributing administrative and extracurricular responsibilities should be established. Such measures may prevent burnout and ensure that utilization practices contribute indirectly to teacher welfare.

References

Armstrong, M. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management, 17*(1), 99–120. https://doi.org/10.1177/014920639101700108

Bawalla, T. (2021). *Title of the work*. Publisher.

Business Daily. (2020, Month Day). *Title of the article*. Nation Media Group. URL

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Houghton Mifflin.

Cohen, J., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.

Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin, 52*(4), 281–302. https://doi.org/10.1037/h0040957

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Dasanayaka, S., Author2, A., & Author3, B. (2021). *Title of the work*. Publisher/Journal.

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Fowler, F. J. (2013). *Survey research methods* (5th ed.). SAGE Publications.

Haynes, S. N., Richard, D. C. S., & Kubany, E. S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment, 7*(3), 238–247. https://doi.org/10.1037/1040-3590.7.3.238

Herzberg, F. (1966). *Work and the nature of man*. World Publishing.

Human Sciences Research Council. (2022). *Title of the report*. HSRC Press.

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology, 7*(4), 396–403. https://doi.org/10.9734/BJAST/2015/14975

Kenya National Union of Teachers. (2023). *Title of report*. KNUT Press.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607–610. https://doi.org/10.1177/001316447003000308

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. https://doi.org/10.1037/h0054346

Ministry of Education. (2023). *Education sector report*. Government of Kenya.

Mugizi, W., Rwothumio, J., & Amwine, R. (2021). *Title of the work*. Journal/Publisher.

Mutuku, M., Arasa, R., & Kinyili, J. (2021). *Title of the work*. Journal/Publisher.

Mwesigwa, F., Author2, A., & Author3, B. (2020). *Title of the work*. Journal/Publisher.

Nation Media Group. (2023, Month Day). *Title of article*. NMG. URL

New Vision. (2014, Month Day). *Title of article*. New Vision Media. URL

Organisation for Economic Co-operation and Development. (2019). *Education policy outlook 2019: Working together to help students achieve their potential*. OECD Publishing.

Organisation for Economic Co-operation and Development. (2021). *The state of school education: One year into the COVID pandemic*. OECD Publishing.

Ogari, J. (2021). *Title of the work*. Publisher/Journal.

Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.

Sorensen, O., Author2, A., & Author3, B. (2021). *Title of the work*. Publisher/Journal.

Teachers Service Commission. (2021). *Annual report*. Government of Kenya.

UNESCO. (2021). *Global education monitoring report 2021: The role of non-state actors in education*. UNESCO Publishing.

UNESCO. (2022). *Title of report*. UNESCO Publishing.

Waweru, S., & Ndambuki, J. (2021). *Title of the work*. Journal/Publisher.

World Bank. (2020). *World development report 2020: Trading for development in the age of global value chains*. World Bank.