

# INFLUENCE OF TEACHERS' INSTRUCTIONAL AND CLASSROOM MANAGEMENT PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN SAMETA SUB-COUNTY, KISII COUNTY, KENYA

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## Abstract

There has been a concerted effort by the government to improve students' academic performance in secondary schools. Thus, the purpose of the study was to determine the influence of teachers' instructional and classroom management practices on students' academic performance in public secondary schools in Sameta Sub-County, Kenya. The study adopted a descriptive survey research design, with a target population of 350 persons, this comprised of 21 Head teachers and 329 teachers. The sample size of 176 persons was determined using the Krejcie & Morgan table (1970). The researcher collected data using questionnaires and interview guides. The instruments were validated by the supervisors. Reliability of the instruments was determined through a pilot study where Spearman's rank correlation coefficient ( $r$ ) was analyzed for the two scores and found to be 0.78, thus, the instruments were reliable. Quantitative data was analyzed using descriptive and inferential statistics, and presented in tables, while, qualitative data was analyzed using the common themes, qualitative data extracted, organized and then discussed under the main objective areas of the study. The study established that there is a statistical significant association between teachers' instructional and classroom management practices and students' academic performance. It was therefore recommended that head teachers, administration, policy makers and other stakeholders should consider incorporating teachers' efficacy on various practices such as teacher's instructional, classroom management, motivation and interpersonal relationships, as this will enhance secondary school students' performance.

*Key words: Classroom, management, instruction, practices.*

## Background to the Study

One of the great appeals of teacher efficacy for researchers is that it is one of the few teacher characteristics that are related to student achievement (Woolfolk, Hoy & Spero, 2005); teachers can make self-judgment on their teaching based on the achievements their students produce. Teacher efficacy is a self-perception of competence rather than a measure of actual competence. Dellinger (2002, 2005) reports that when the definition for teacher efficacy in educational literature incorporated Bandura's definition, the instruments that were being used at the time did not validly assess teachers' self-efficacy beliefs. Based on her review of the literature, Dellinger (2007) defined teachers' self-efficacy as the teacher's individual beliefs about his/her own abilities to successfully perform specific teaching and learning tasks within the context of the classroom. For some time, the terms teachers' self-efficacy and teacher efficacy have been used interchangeably. Dellinger, however, ceased differences in these terms, separating them into two distinct constructs.

Teacher efficacy is defined by several researchers as teachers' beliefs in their abilities to affect student performance (Gibson & Dembo, 1984; Tschannen-Moran, Woolfolk-Hoy, &

Hoy, 1998). Furthermore, teacher efficacy, as defined in the literature, overlooks the role played by teachers' beliefs in their ability to perform a wide variety of teaching tasks in various teaching and learning contexts. Teacher efficacy is focused on affecting student performance. In contrast, the focus of teachers' self-efficacy is focused on successfully performing specific tasks in a teacher's specific teaching situation. This significance of the difference between the two constructs lies in the outcome expectations of each.

Tartwijk, Brekelmans and Wubbels (1998) observes that teaching is a very complex activity that is affected by the subject matter, the time available, the teacher's factors, the disposition of the learners and resources. A distinction can be made between the pedagogical, methodological perspective of teaching which includes the selection and organization of teaching materials, methods of instruction and assessment as well as the interpersonal perspective which focuses on the interpersonal relationship between teacher and student (Wubbels & Levy, 1993). There are essential interpersonal relationships between the teacher and the students. Different teachers advocate different levels of control over their students.

According to Bennett (1988) and Brophy (1988) research in education provides mixed theories and evidence on skills and competencies required for effective classroom teaching. According to the proponents of effective classroom teaching, major teaching functions include instruction, classroom management, student socialization and disciplinary intervention (Brophy, 1988). In addition to the intellectual competencies needed by the teacher, Davis (1973) contended that an effective teacher "is concerned with content of the learning task to be achieved and the social as well as the psychological processes which enable the content to be successfully imparted" (p. 43). Good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents and are genuinely excited about the work they do (Cruickshank, Jenkins & Metcalf, 2003).

According to Zhang (2008) an effective teacher possesses strong cognitive skills, desirable personal characteristics, and knowledge of pedagogy and subject. Teachers have to use a variety of methods to enable students to easily acquire knowledge and skills. Indeed the qualities of a teacher are ideal in Sub-Saharan Countries as the reality is quite the opposite (Zhang, 2008). Studies in Sub-Saharan Countries show that teachers are not effective in their teaching. Other than using traditional methods, poor training is also a factor. For example, according to Sumra (2006) despite the different initiatives to improve the quality of education in Tanzania, training of teachers has not improved. Some teachers in Secondary schools are ill prepared and lacking in methods of teaching. Thus initiatives to improve the quality of teaching in secondary schools have to start from improving teacher education.

### **Statement of the Problem**

There has been a concerted effort by the government to improve students' academic performance in secondary schools. This has been done through transferring, demoting as well as upgrading teachers, taking teachers for specialized training such as SMASSE, offering students subsidized secondary education among others. But despite this efforts performance in secondary schools in Sameta Sub-County has remained low (Sameta Sub-County Education Office, 2019). In spite of this revelation, no study had been carried out in the Sub-County to determine whether teacher efficacy influences academic performance within the sub-county. Thus, it was important to gain insights on whether this challenge influences students' academic performance in public secondary schools in the Sub-County. Thus, the purpose of this study was to determine the influence of teachers' instructional and classroom

management practices on students' academic performance in public secondary schools in Sameta Sub-County, Kenya.

### **Literature Review**

Instructional practices refer to clarity of instructional goals, decision making about curricula content, choice of instructional strategies, uses of instructional time, grouping practices, and classroom instructions (Leithwood & Jantzis, 2000). There is general consensus in educational literature that teachers' instructional practices do impart student achievement (Leithwood & Jantzis 2000). Some instructional practices are reportedly more effective in improving students' performance than others. Instructional practices are broadly categorized into learner-centred and teacher-centred approaches, the latter being referred to as the traditional approach.

Learner centred instructional practices emphasize high order skills of discovery, reasoning and collaborative learning, and draw on students' past experiences and knowledge while the traditional practices confer the owners of knowledge transmission on the teacher with students playing the passive role of memorizing and reciting concepts (Steps et al, 2001). There is unanimous agreement among educational scholars and practitioners that learner-centred practices positively influence student performance (McCaffrey et al, 2001). On the other hand, McCaffrey et al (2001) report finding no significant relationship between the traditional approach and improved achievement in Mathematics, a core subject.

Top performing school systems recognize that the only way to improve outcomes is to improve instruction: Learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that instruction. They have understood which interventions are effective in achieving this – coaching classroom practice, moving teacher training to the classroom, developing stronger school leaders and enabling teachers to learn from each other – and have found ways to deliver those interventions throughout their school systems (Cheng, 2004). The quality of the outcomes for any school system is essentially the sum of the quality of the instruction that its teachers deliver. You could define the entire task of a school system as to ensure that when a teacher enters the classroom, he or she has the materials, the knowledge, the capacity and the ambition to raise the standards of every child, every day. Ensuring that teachers have that knowledge and capacity is not easy. Delivering excellent instruction requires teachers to develop a highly sophisticated set of skills. They need to access practically the strengths and weaknesses of each individual student they teach, select the appropriate instructional method to help them to learn, and deliver instruction in an effective and efficient manner (Baber 2007).

An effective secondary school teacher therefore has to possess the required qualities to be able to handle students from their varying characteristics. Teachers need to be well prepared, with a personality that is approachable (Brisk, 2006). They have to use a variety of methods to enable students to easily acquire knowledge and skills. Studies in Sub-Saharan countries show that teachers are not effective in their teaching. Dembole and Osiewe (2007) urged that most teaching in African classrooms is not effective, as are characterized by rigidity, "Chalk and talk", teacher dominance and lectures. Similar findings were also found by Sifuna (2007), who stated that lectures are the most dominant method of teaching and students in Tanzania and Kenya hardly receive any attention from their teachers hence learning becomes difficult. Dominance in using lecture is not only that teachers lack knowledge of other teaching methods but also because of other factors like lack of teaching materials which result into combining classes and overcrowding.

In Kenya's case, instruction in secondary schools is dominated by traditional instructional practices (Sifuna&Ka 2007). Consequently, most Kenyan studies have recommended changing the instructional practices as a way of improving performance (Githua & Nyabwa, 2008). These studies have proposed interventions that target the teachers' classroom activities.

Many educational specialists associate outcome-oriented approaches to curricula with incentive teaching and learning (Moreno 2006) and present them as important tools in the hands of teachers to develop autonomous, critical and assertive citizens (Operlti and Duncombe 2008). Teaching practices expected to address the development of subject specific fields; transversal skills and personal development of learners are more demanding. Independent learning, project work, group work, peer learning and action learning are slowly making their way into teaching practices in Europe and there are still few observation and studies on how these pedagogies manifest in the actual learning environment (Psifidou 2010).

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies prevention of disruptive behaviour. According to Bellen, Bellen and Blank (1992), the term classroom management and discipline are often used interchangeably. Class management can further be defined as teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses to students' misbehaviour. Classroom management is closely linked to issues of motivation, discipline and respect (Tan, Parsons, Hanson, Sardo-Brown, 2003). It involves the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience (Krause, Beuchner and Duchesne, 2003).

According to Froyen and Iverson (1999) school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Hence, academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management. The classroom environment not only provides a context for learning and the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience. A well organized classroom is one in which students know how to effectively make use of the classroom and its resources. Some of the teaching objectives focus on expected academic behaviours, appropriate use of materials and learning centres and co-operation with peers, so teachers should play a role to create a community of learners where students play an active part in forming their environment, understanding their role and learn how to work effectively as an individual and with peers. All actions taken by the teacher should be focused on minimizing disruptions and fostering an environment where students can learn.

Tan, Parsons, Hinson and Sardo-Brown (2003) observe that the goals of classroom management include: First to create and maintain a positive productive learning environment. This goal is not meant for absolute control or to create an inert, docile, and totally compliant classroom and student body. Rather an effective classroom management is to maintain students' interests, motivation and involvement. Thus the focus is on activities that create positive, productive and facilitative learning environment. Secondly, is to support and foster a safe classroom community. It means that students are allowed to make the corrections needed for learning to take place. Each student needs to feel comfortable enough to discuss their previous understanding without fear of being ridiculed for their misconceptions. In order to

make the students comfortable enough to take their intellectual risks, it is necessary to set up the rules and routines which: gives a structure to interact with the teacher and each other; are necessary, fair and specific if the students are expected to follow them; and come with a written or verbal description of why the rule is needed. Classroom management strategies will not work if a teacher does not know his/her students. The purpose of classroom management is socializing students with the 'dos' and 'don'ts' behaviours in the school environment. It teaches students to behave in ways that facilitate learning. The teacher should understand students' behaviour is not automatic. In fact in many ways the behaviour we require of students as members of our classes could be contrary to their natural inclinations.

In most classrooms, students' behaviour is generally appropriate. However, sometimes a few students exhibit inappropriate behaviour that is difficult to manage. Disruptive behaviour is one that is problematic or inappropriate in the context of a given activity or for a certain teacher. It interferes with students own learning or disrupts the class. These includes day dreaming, drowsiness, mild interruptions, unnecessary or excessive movement or disrupting flow of learning for the whole group such as calling out, arguing, shouting, swearing, fighting and so on. An important element of classroom management process considers the range of behaviours that may be present in a particular group of students and the identification and implementation of appropriate strategies for handling these behaviours. Managing students' behaviour is a complex process. Teachers must be multi-skilled, talented and able to deal with a range of behaviours. One of the strategies was corporal punishment which has been outlawed in many countries. It has been replaced with alternatives like detention, time out, removal of privileges, in-school suspension and expulsion (Youthlaw, 2003 as cited in Krause, Beuchner, & Duchesne, 2003). Teachers need a plan for effective classroom management. There are six suggested ways in which a teacher can plan for effective classroom management. These include: classroom management styles, creating a physical environment, creating a learning environment, creating, teaching and maintaining rules and procedures, getting students' cooperation.

## **Methodology**

This study was conducted through a descriptive survey research design. Descriptive survey research designs are used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. In addition Key (1997) observes that "descriptive research is used to obtain information concerning the current status of the phenomena to describe 'what exists' with respect to variables or conditions in a situation". Thus descriptive survey research design was chosen so that data on teacher efficacy could be collected from teachers and head teachers in their natural working environment.

The target population was 350 persons, this comprised of 21 principals and 329 teachers. Head teachers were the ones appointed by the Teachers Service Commission (TSC) to manage schools. The target population forty eachers and Form Four students were 329 and 1465 respectively (See Table 1). The study focused on teachers because it was their efficacy that was seen to enhance performance of the students.

**Table 1: Target Population**

Type of secondary school	Number of schools	Number of principals	Number of teachers	Total number of persons
Girls Boarding	2	2	80	100
Boys Boarding	1	1	45	46
Mixed Day and Boarding	2	2	60	62
Mixed Day	16	16	144	160
<b>Total</b>	<b>21</b>	<b>21</b>	<b>329</b>	<b>350</b>

**Source: Sameta Sub-County Education Office (2019).**

This study adopted stratified random sampling technique where the target population was divided into groups called strata; Girls Boarding, Boys Boarding, Mixed Day and Boarding, Mixed Day. This is shown in table 2;

**Table 2: Sampling Frame**

Respondents category	Population size	$n_i = (N_i \times n)/N$	Sample size
Girls Boarding	80	$(80 \times 165)/329$	40
Boys Boarding	45	$(45 \times 165)/329$	23
Mixed Day and Boarding	60	$(60 \times 165)/329$	30
Mixed Day	144	$(144 \times 165)/329$	72
<b>Total</b>	<b>329</b>	$(329 \times 165)/329$	<b>165</b>

**Source (Researcher, 2019)**

**Results**

A total of 165 questionnaires were sent out to the respondents to fill. Of these questionnaires, 146 were returned for analysis. The returned 146 questionnaires accounted for 88.5% response rate. A response rate of 70% and above is adequate (Mugenda and Mugenda, 1999), therefore, a response rate of 88.5% was satisfactory for data analysis. Table 3 shows the response rate.

**Table 3: Response rate**

Category	Frequency	Percentage
Administered	165	100.0
Returned	146	88.5

**Source (Field Data, 2019)**

The study adopted descriptive and inferential statistical analysis. This helped to determine the influence of teacher’s instructional practices on students’academic performance in public secondary schools in Sameta Sub-County. For analysis, descriptive statistics (frequency, percentage and mean distribution) for the level of agreement on a five point Likert scale of the variable teacher’s instructional practices, was determined and summarized in Table 7.

There has been a concerted effort by the government to improve students’ academic performance in secondary schools. Thus, the purpose of the study was to determine the influence of teachers’ instructional and classroom management practices on students’ academic performance in public secondary schools in Sameta Sub-County, Kenya. A number of items were raised in the research instruments to elicit the required data as presented in this sub-section. Table 4 shows descriptive statistics for the influence of teacher’s instructional practices on students’ academic performance in public secondary schools.

**Table 4: Descriptive statistics for the influence of teacher’s instructional practices on students’ academic performance in public secondary schools**

Statements		SD	D	U	A	SA	MEAN
Teachers’ instructional input efficacy improves students’ academic performance	F	17	8	10	59	52	<b>3.83</b>
	%	<b>11.6</b>	<b>5.5</b>	<b>6.8</b>	<b>40.4</b>	<b>35.6</b>	
Teachers’ instructional feedback efficacy improves students’ academic performance	F	2	21	8	59	56	<b>4.00</b>
	%	<b>1.4</b>	<b>14.4</b>	<b>5.5</b>	<b>40.4</b>	<b>38.4</b>	
Teachers’ communication efficacy improves students’ academic performance	F	4	3	24	45	70	<b>4.19</b>
	%	<b>2.7</b>	<b>2.1</b>	<b>16.4</b>	<b>30.8</b>	<b>47.9</b>	
Teachers’ knowledge on subject matter efficacy improves students’ academic performance	F	3	15	7	44	77	<b>4.21</b>
	%	<b>2.1</b>	<b>10.3</b>	<b>4.8</b>	<b>30.1</b>	<b>52.7</b>	

**Source (Field Data, 2019)**

Table 4 shows that 59(40.4%) of the respondents agreed with the statement that teachers’ instructional input efficacy improved students’ academic performance, 52(35.6%) strongly agreed, 17(11.6%) strongly disagreed, 10(6.8%) were undecided and 8(5.5%) disagreed with the statement. The study findings suggested that the respondents tended to agree (Mean=3.83) that teachers’ instructional input efficacy improved students’ academic performance. This implies that teachers’ instructional input efficacy improves students’ academic performance. This is in line with the findings of Leithwood and Jantzis (2000) that teachers’ instructional input efficacy improves students’ academic performance.

Additionally, 59(40.4%) of the respondents agreed with the statement that teachers’ instructional feedback efficacy improved students’ academic performance, 56(38.4%) strongly agreed, 21(14.4%) disagreed, 8(5.5%) were undecided and 2(1.4%) strongly disagreed with the statement. It emerged from the study that the respondents agreed (Mean=4.00) that teachers’ instructional feedback efficacy improved students’ academic performance. This was supported by an interviewee who had the following to say;

...Fundamental to teacher and student success is the teacher’s ability to communicate effectively with students’. Therefore, teachers should have good communication skills to help their students achieve academic success...*Female Participant, 57 years, (School Principal)*.

This implies that teachers’ instructional feedback efficacy improves students’ academic performance.

Similarly, 70(47.9%) of the respondents strongly agreed with the statement that teachers’ communication efficacy improved students’ academic performance, 45(30.8%) agreed,

24(16.4%) were undecided, 4(2.7%) strongly disagreed and 3(2.1%) disagreed with the statement. The study findings suggested that the respondents agreed (Mean=4.19) that teachers’ communication efficacy improved students’ academic performance. This implies that teachers’ communication efficacy improved students’ academic performance.

Lastly, 77(52.7%) of the respondents strongly agreed with the statement that teachers’ knowledge on subject matter efficacy improved students’ academic performance, 44(30.1%) agreed, 15(10.3%) disagreed, 7(4.8%) were undecided and 3(2.1%) strongly disagreed with the statement. It emerged from the study that the respondents agreed (Mean=4.21) that, teachers’ knowledge on subject matter efficacy improved students’ academic performance. This implies that teachers’ efficacy on knowledge on subject matter improves students’ academic performance. This is in agreement with the findings of Brisk (2006) that teachers’ efficacy on knowledge on subject matter improves students’ academic performance.

These descriptive statistics of objective one was followed by a Chi-square test of association. The Chi-square test at  $p \leq 0.05$  significance level illustrating statistically significant association between teacher’s instructional practices and students’ academic performance in public secondary schools in Sameta Sub-County is as summarized in Table 8. To achieve this, the hypothesis below was tested;

**H<sub>01</sub>:** There is no significant association between teacher’s instructional practices and students’ academic performance in public secondary schools in Sameta Sub-County.

The Chi-square test of association of the variables in question is shown in table 5.

**Table 5: Chi-square test of association between teacher’s instructional practices and students’ academic performance in public secondary schools**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	533.464 <sup>a</sup>	132	.000
Likelihood Ratio	275.085	132	.000
Linear-by-Linear Association	94.806	1	.000
N of Valid Cases	146		

a. 152 cells (97.4%) have expected count less than 5. The minimum expected count is .01.

**Source (Field Data, 2019)**

Table 8 shows that the p value ( $p=0.000$ ) for classroom play was less than 0.05. Therefore the hypothesis, “there is no significant association between teacher’s instructional practices and students’ academic performance in public secondary schools in Sameta Sub-County” was rejected. This implies that there is statistically significant association between teacher’s instructional practices and students’ academic performance in public secondary schools in Sameta Sub-County.



Teachers’ classroom management practices have influence on students’ academic performance in public secondary schools. The study adopted descriptive and inferential statistical analysis on this aspect. This helped to establish the influence of teachers’ classroom management practices on students’ academic performance in public secondary schools in Sameta Sub-County. For analysis, descriptive statistics (frequency, percentage and mean distribution) for the level of agreement on a five point Likert scale of the variable teachers’ classroom management practices, was established and summarized in Table 6.

**Table 6: Descriptive statistics for the influence of teachers’ classroom management practices on students’ academic performance in public secondary schools**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>
Teachers’ efficacy on classroom control improves students’ academic performance	F	21	9	6	50	60	<b>3.82</b>
	%	<b>14.4</b>	<b>6.2</b>	<b>4.1</b>	<b>34.2</b>	<b>41.1</b>	
Teachers’ efficacy on classroom organization improves students’ academic performance	F	8	15	7	49	67	<b>4.04</b>
	%	<b>5.5</b>	<b>10.3</b>	<b>4.8</b>	<b>33.6</b>	<b>45.9</b>	
Teachers’ efficacy on classroom planning improves students’ academic performance	F	5	4	12	41	84	<b>4.34</b>
	%	<b>3.4</b>	<b>2.7</b>	<b>8.2</b>	<b>28.1</b>	<b>57.5</b>	
Teachers’ efficacy on classroom coordination improves students’ academic performance	F	4	13	6	53	70	<b>4.18</b>
	%	<b>2.7</b>	<b>8.9</b>	<b>4.1</b>	<b>36.3</b>	<b>47.9</b>	

**Source (Field Data, 2019)**

Table 9 shows that 60(41.1%) of the respondents strongly agreed with the statement that teachers’ efficacy on classroom control improved students’ academic performance, 50(34.2%) agreed, 21(14.4%) strongly disagreed, 9(6.2%) disagreed and 6(4.1%) were undecided on the statement. The study findings suggested that the respondents tended to agree (Mean=3.82) that teachers’ efficacy on classroom control improved students’ academic performance. This implies that teachers’ efficacy on classroom control improves students’ academic performance. This is in line with the findings of Tan, Parsons, Hanson and Sardo-Brown (2003) that teachers’ efficacy on classroom control improves students’ academic performance.

Additionally, 67(45.9%) of the respondents strongly agreed with the statement that teachers’ efficacy on classroom organization improved students’ academic performance, 49(33.6%) agreed, 15(10.3%) disagreed, 8(5.5%) strongly disagreed and 7(4.8%) were undecided on the statement. It emerged from the study that the respondents agreed (Mean=4.04) that teachers’ efficacy on classroom organization improved students’ academic performance. This implies that teachers’ efficacy on classroom organization improves students’ academic performance.

Similarly, 84(57.5%) of the respondents strongly agreed with the statement that teachers’ efficacy on classroom planning improved students’ academic performance, 41(28.1%) agreed, 12(8.2%) were undecided, 5(3.4%) strongly disagreed and 4(2.7%) disagreed with the statement. The study findings suggested that the respondents agreed (Mean=4.34) that teachers’ efficacy on classroom planning improved students’ academic performance. This was supported by an interviewee who had the following to say;

...Assessing students’ understanding before and after you present a lesson. Provide a formative assessment before you teach a unit to measure what students know about the topic. Thus, teachers’ efficacy on classroom planning

improves students’ academic performance...*Male Participant, 47 years, (School Principal).*

This implies that teachers’ efficacy on classroom planning improved students’ academic performance. This is in line with the findings of Krause, Beuchner and Duchesne (2003) that that teachers’ efficacy on classroom planning improved students’ academic performance.

Lastly, 70(47.9%) of the respondents strongly agreed with the statement that teachers’ efficacy on classroom coordination improved students’ academic performance, 53(36.6%) agreed, 13(8.9%) disagreed, 6(4.1%) were undecided and 4(2.7%) strongly disagreed with the statement. It emerged from the study that the respondents agreed (Mean=4.18) that, teachers’ efficacy on classroom coordination improved students’ academic performance. This implies that teachers ‘efficacy on classroom coordination improves students’ academic performance. This is in agreement with the findings of Youthlaw (2003) that teachers ‘efficacy on classroom coordination improves students’ academic performance.

These descriptive statistics of objective two was followed by a Chi-square test of association. The Chi-square test at  $p \leq 0.05$  significance level illustrating statistically significant association between teachers’ classroom management practices and students’ academic performance in public secondary schools in Sameta Sub-County is as summarized in Table 7. To achieve this, the hypothesis below was tested;

**H<sub>02</sub>:** There is no significant association between teachers’ classroom management practices and students’ academic performance in public secondary schools in Sameta Sub-County.

**Table 4: Chi-square test of association between teachers’ classroom management practices and students’ academic performance in public secondary schools**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	481.534 <sup>a</sup>	132	.000
Likelihood Ratio	322.123	132	.000
Linear-by-Linear Association	104.262	1	.000
N of Valid Cases	146		

a. 153 cells (98.1%) have expected count less than 5. The minimum expected count is .01.

**Source (Field Data, 2019)**

Table 10 shows that the p value ( $p=0.000$ ) for classroom play was less than 0.05. Therefore the hypothesis, “there is no significant association between teachers’ classroom management practices and students’ academic performance in public secondary schools in Sameta Sub-County” was rejected. This implies that there is statistically significant association between teachers’ classroom management practices and students’ academic performance in public secondary schools in Sameta Sub-County.

## Conclusion

From the findings, the study concluded that that teacher efficacy influence secondary school students' performance. It is concluded that there is statistically significant association between teacher's instructional practices and secondary school students' performance. Therefore, teachers' instructional input, instructional feedback, communication and knowledge on subject matter efficacy improves students' academic performance in public secondary schools.

Similarly, it concluded that there is statistically significant association between teachers' classroom management practices and secondary school students' performance. Thus, teachers' efficacy on classroom control, organization, planning and coordination improves students' academic performance.

## Recommendations

In reference to the findings, conclusions and the guidance from the literature review, it was vibrant that teacher efficacy influence secondary school students' performance in Sameta Sub-County. Therefore, the head teachers, administration, policy makers and other stakeholders should consider incorporating teachers' efficacy on various practices such as teacher's instructional, classroom management, motivation and interpersonal relationships, as this will enhance secondary school students' performance.

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