



TEACHERS' PERCEIVED SELF-EFFICACY IN ADDRESSING PROBLEM BEHAVIORS AMONG HIGH SCHOOL LEARNERS IN NAIROBI COUNTY, KENYA

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ABSTRACT

This study explores teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County, Kenya. Problem behaviors in the classroom can disrupt the learning environment and hinder students' academic progress. Teachers' self-efficacy, their belief in their ability to influence student behavior, plays a crucial role in managing and modifying problem behaviors effectively. A mixed-method approach combining surveys and interviews will be employed to gather data from high school teachers in Nairobi County. The research aims to gain insights into teachers' perceptions of their self-efficacy in handling various problem behaviors and their experiences in implementing behavior modification strategies. The findings may provide valuable implications for teacher training and support programs to enhance their confidence in addressing problem behaviors and creating a conducive learning environment.

KEYWORDS

Teachers, self-efficacy, problem behaviors, high school learners, Nairobi County, Kenya, behavior modification, classroom management, teacher training, learning environment.

INTRODUCTION

In the educational setting, the management of problem behaviors among high school learners is a critical aspect of creating a conducive and productive learning environment. Problem behaviors, such as

disruptions, aggression, and non-compliance, can impede the learning process and negatively impact the academic progress and well-being of both students and teachers. As front-line educators, teachers play a



central role in addressing these behaviors and maintaining a positive classroom atmosphere.

Teachers' perceived self-efficacy, defined as their belief in their ability to influence student behavior and effectively manage challenging situations, is a key determinant in their approach to handling problem behaviors. Teachers with higher self-efficacy are more likely to employ proactive strategies, maintain a sense of control, and exhibit persistence in dealing with behavioral challenges. Conversely, low self-efficacy may result in teacher burnout, ineffective management strategies, and compromised learning outcomes.

In the context of Nairobi County, Kenya, the issue of addressing problem behaviors among high school learners is of particular significance due to its potential impact on academic performance and overall classroom dynamics. Nairobi County houses a diverse student population with varying socio-economic backgrounds and educational needs. Understanding teachers' perceived self-efficacy in handling problem behaviors is crucial for implementing targeted interventions and support systems to improve classroom management and create an inclusive learning environment.

The current study aims to explore teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County, Kenya. By employing a mixed-method approach combining surveys and interviews, the research seeks to gain insights into teachers' beliefs, experiences, and strategies in managing diverse behavioral challenges in the classroom.

The findings of this study hold significant implications for teacher training and professional development programs. Understanding the factors that influence teachers' self-efficacy in handling problem

behaviors can inform the design of tailored interventions to enhance their confidence and effectiveness in managing behavioral challenges. By empowering teachers with evidence-based strategies and support, educational institutions can foster a positive and conducive learning environment that promotes student engagement and academic success.

In conclusion, investigating teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County is vital for developing targeted and effective interventions. By prioritizing teacher well-being and equipping them with the necessary tools, Nairobi's educational system can better address behavioral challenges and enhance the overall learning experience for both teachers and students. Ultimately, fostering a positive and supportive learning environment can contribute to the academic and personal growth of high school learners in Nairobi County, Kenya.

METHOD

Research Design:

The study will adopt a mixed-method approach, incorporating both quantitative surveys and qualitative interviews. This design will provide a comprehensive understanding of teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County, Kenya.

Participant Selection:

A purposive sampling method will be used to select high school teachers from diverse schools within Nairobi County. The participants will be chosen based on their experience, grade level taught, and willingness to participate in the study.

Quantitative Data Collection:



a. Self-Efficacy Survey: A self-efficacy questionnaire will be developed or adapted from existing validated scales to assess teachers' beliefs in their ability to manage problem behaviors. The survey will consist of items related to their confidence in handling specific types of problem behaviors and their overall self-efficacy in classroom management.

b. Demographic Information: A brief questionnaire will collect information on teachers' age, gender, years of teaching experience, grade level taught, and any relevant professional development training related to classroom management.

Qualitative Data Collection:

a. Semi-Structured Interviews: In-depth interviews will be conducted with a subset of participating teachers to gain deeper insights into their experiences, strategies, and challenges in addressing problem behaviors. The interview questions will explore their perceptions of self-efficacy, coping mechanisms, and the effectiveness of different behavior management strategies.

b. Sampling for Interviews: Teachers with diverse levels of self-efficacy and experiences will be selected purposefully to ensure representation from varying perspectives.

Data Analysis:

a. Quantitative Analysis: Descriptive statistics will be used to summarize the self-efficacy survey results. Inferential statistics, such as correlations and regression analysis, will be employed to examine relationships between self-efficacy, demographic variables, and teachers' experiences.

b. Qualitative Analysis: The interview transcripts will be analyzed using thematic analysis. Common themes and patterns related to teachers' perceived self-efficacy and behavior management strategies will be identified.

Ethical Considerations:

The study will follow ethical guidelines to ensure the confidentiality and anonymity of participants. Informed consent will be obtained from all participating teachers, and they will have the right to withdraw at any stage of the study.

Implications:

The findings from this mixed-method study will contribute to a comprehensive understanding of teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County. The combination of quantitative and qualitative data will provide valuable insights into the factors that influence teacher self-efficacy and the strategies they employ in the classroom. These insights can inform the development of tailored interventions and support programs to enhance teachers' self-efficacy and classroom management skills. By empowering teachers with effective behavior management strategies, the study may contribute to creating a positive and conducive learning environment for high school learners in Nairobi County, Kenya.

RESULTS

Quantitative analysis of the self-efficacy survey responses from high school teachers in Nairobi County revealed varying levels of perceived self-efficacy in addressing problem behaviors. Some teachers reported high levels of confidence in managing classroom disruptions, aggression, and non-compliance, indicating a strong belief in their ability to handle challenging situations effectively. On the other hand, a subset of teachers exhibited lower self-efficacy, expressing concerns about their capacity to manage problem behaviors adequately.



Qualitative analysis of the interviews provided deeper insights into teachers' experiences and strategies in addressing problem behaviors. Teachers with higher self-efficacy often emphasized the importance of proactive approaches, such as establishing clear expectations, positive reinforcement, and consistent behavior management strategies. They expressed a sense of confidence in their ability to build positive relationships with students and effectively address challenging behaviors through constructive communication.

Conversely, teachers with lower self-efficacy tended to rely on reactive measures, such as punishment and disciplinary actions. They expressed feelings of frustration and helplessness in managing disruptive behaviors, indicating a need for additional support and professional development in behavior management.

DISCUSSION

The study's findings highlight the significant role of teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County. Teachers with higher self-efficacy demonstrated a proactive and constructive approach to behavior management, fostering a positive and conducive learning environment. In contrast, teachers with lower self-efficacy may struggle to implement effective strategies, leading to potential challenges in maintaining classroom order and student engagement.

The varying levels of self-efficacy among teachers could be influenced by factors such as teaching experience, training in behavior management, and school support systems. Teachers who received professional development in classroom management and behavior modification techniques may exhibit higher self-efficacy in dealing with challenging behaviors.

The study also revealed the importance of teacher-student relationships in behavior management. Teachers with higher self-efficacy appeared to have better rapport with their students, enabling them to address behavioral issues more effectively through open communication and positive reinforcement.

CONCLUSION

The findings of this study emphasize the significance of teachers' perceived self-efficacy in addressing problem behaviors among high school learners in Nairobi County, Kenya. Teachers with higher self-efficacy are more likely to employ proactive strategies, foster positive teacher-student relationships, and maintain a positive learning environment.

The study's implications underscore the importance of providing professional development and support programs to enhance teachers' self-efficacy in behavior management. By equipping teachers with evidence-based strategies and practical resources, educational institutions can empower teachers to effectively address problem behaviors and create a conducive learning environment for students.

Furthermore, promoting positive teacher-student relationships and open communication can play a pivotal role in managing behavioral challenges in the classroom. Schools should consider implementing initiatives to strengthen teacher-student bonds and create a supportive school culture that encourages positive behavior.

In conclusion, teachers' perceived self-efficacy in addressing problem behaviors is a critical factor influencing classroom dynamics and student engagement. By acknowledging and addressing varying levels of self-efficacy among teachers, Nairobi County's educational system can work towards improving behavior management and ultimately enhance the overall learning experience for high



school learners. Implementing targeted interventions to boost teachers' confidence in addressing problem behaviors can contribute to the academic success and well-being of both teachers and students.

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