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Original Article

### Teacher's Level of Self-Efficacy and Learners' Academic Achievement: An Empirical Context of Public Secondary Schools in Kiambu County, Kenya

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**Keywords:**

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Wellbeing.

The Kenyan system of learning is heavily reliant on examination results, with education policy often assessed based on students' performance in national examinations. National students' performance at Kenya Certificate of Secondary Education over the years has been dismal. Despite the fact that most national schools are located in Kiambu County and consistently achieve excellent KCSE results, the 2022 KCSE analysis reveals that more than 50% of the 261 secondary schools in the County posted a mean standard score of less than 3.0. The study was guided by one research question; What is the influence of teachers' level of self-efficacy on learners' academic achievement in public secondary schools in Kiambu County? The current study was guided by Ryff's psychology model and complemented by the Production function theory. The study employed a concurrent triangulation research design and was conducted in public secondary schools in Kiambu County, Kenya with a target population of 116,333 individuals. The study sample was 688 individuals consisting of 23 principals (10%), 261 teachers (10%) and 3854 students (using Krejci and Morgan sampling tables) were sampled (261). Data collection utilized interview schedules for principals, questionnaires for teachers, and observation guides for students, supplemented by document analysis. Regression analyses showed that about 72.2% of variations in the learners' academic achievement were attributed to teachers' level of self-efficacy. The study concludes that there was a significant influence of teacher self-efficacy ( $F = .662$ , sig .724 on learners' academic achievement in public secondary schools in Kiambu County. Correlation with teacher's level of self-efficacy being weak positive and insignificant (2-tailed). School managers to establish strategies for promoting teacher's level of self-efficacy as it will moderate the teachers' performance in relation to the academic achievement of the learners.

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**INTRODUCTION**

Today, academic achievement is often viewed as an individual's behaviour limited to the early stages of life. Despite this fact, the academic outcome of individuals shows that it outplays most stages of life eventualities. At a student level, academic achievements predict short-term behaviours, including dropping out of school. In most cases, they also determine occupational trajectories all the way into adulthood (McDermott et al, 2019). Academic challenges among students can give rise to disparities and undermine the overall mission of schools (Karlsson et al., 2020). From a wider perspective, widespread academic failure has shown negative effects on fertility and mortality rates, marriage behaviours and employment levels through its connection to human capital development (Cleland, 2009). Thus, while academic achievement may initially appear as a factor limited to individuals of school-going age, its effects extend across various social phenomena.

A society without effective teachers bears non-thinkers. Teachers teach as well shape the younger generations' minds and also make them ready to be citizens who contribute to their own communities and the world in general. Ayers (2015) expounded that what is brought to the classroom by a teacher governs the quality of educational experiences of their learners. Schools are contracting institutions that are functional and as a result, package knowledge and skills to a group of those learning homogeneously. There are different communities having a big range of capital that is physical like constructions, stationery as well as other resources.

Much research globally discovered that those teaching are more exposed to mental disorders as well as stress that is related to work in comparison to

other people who have other jobs (Schonfeld, Bianchi & Luehring-Jones, 2017; Travers & Cooper, 2024). The majority of reported research focuses on the fit or misfit between the resources of the individual and the demands of the environment put on the teacher (Wang and Li, 2019).

In South Africa, the replenishing rate of teachers is lower than their attrition rate (Musundire & Mumanyi, 2020). The morale of South African teachers is reported to be low, as shown by Makirimani and Naicker (2024) discovered that, on average, 1.7% of teachers in predominantly white schools constitute 15.5% (increasing up to 25.5% in some cases) of those teaching in historically black schools, which may not be present on any given day (Shalem & Hoadley, 2009).

All studies found in this context do not report on Ryff's psychological or Diener's (2010) subjective well-being factors, which could be protective in teachers' psychological well-being in the Eastern Cape Province of South Africa. Few studies that report on protective psychological well-being factors align with the interests of the present study.

The Kenyan system of learning is heavily reliant on examination results, with education policy often assessed based on students' performance in national examinations (Kirimi, 2016). The focus on factors influencing students' examination achievement has predominantly centred on subject matter, neglecting other crucial aspects.

Evidence from various studies consistently supports the widely held view that positive relationships exist between the well-being of educators, their teaching effectiveness, and students' learning outcomes (Day & Sternberg, 2004). Seligman et al. (2009) argue that individuals trained to teach and who are happy

can provide effective education. It is ethically untenable to accept a situation where teachers, responsible for training others, are not themselves happy. Therefore, the research argues that the pursuit of happiness should be a fundamental goal for those involved in teacher training.

National students' performance at KCSE over the years has been dismal. For instance, in the year 2022, the overall national mean standard score (MSS) of KCSE was 4.458 (D+) (MOE, 2023). In the recently released KCSE results 47 thousand students scored E, while a paltry 1,400 scored grade A plain countrywide, (MOE 2024). The situation is no better in Kiambu County. Despite the fact that most national schools are located in Kiambu County and consistently achieve excellent KCSE results, the 2022 KCSE analysis reveals that more than 50% of the 261 secondary schools in the County posted a mean standard score of less than 3.0 (Kiambu County Education Office, 2021). Many efforts and strategies, including the provision of adequate instructional resources, employing well-trained teachers, and capacity building for teachers, among others, have been implemented (MOE, 2017). However, low students' performance at KCSE still persists. The Kenyan government has a serious commitment to providing high-quality education to all citizens at all levels and despite this, the relationship between teachers' psychological well-being and students' achievement has not been explored. Teachers' psychological well-being has been overlooked in the reviewed literature and it's the main focus of the current study, which aims to assess teachers' psychological well-being and its impact on learners' academic achievement in public secondary schools in Kiambu County, Kenya.

The study was guided by one research question; What is the influence of teachers' level of self-efficacy on learners' academic achievement in public secondary schools in Kiambu County? The specific indicators for responding to the research question included the teachers' working relationship as well as personality.

## LITERATURE REVIEW

Zee and Komen (2016) conducted an extensive study synthesizing 40 years of research on teacher self-efficacy (TSE), focusing on its impact on classroom

processes, student academic adjustment, and teachers' psychological well-being. Their research methodology incorporated a criteria-based review approach, including 165 eligible articles for in-depth analysis.

The findings from Zee and Komen's (2016) study demonstrate a positive correlation between TSE and multiple variables within the academic environment. Notably, TSE showed significant associations with students' academic adjustment and the patterns of teacher behaviour and practices related to the quality of classroom instruction. According to the research data collected on teacher self-efficacy levels and student outcomes in different learning settings, it is apparent that highly efficacious teachers contribute significantly to creating effective teaching-learning processes resulting in better academic results among their pupils. Moreover, it was found that TSE had a clear correlation with educators' emotional health in respects like personal accomplishment, happiness at their job, and dedication. This further underscores the critical role of teacher wellness in the broader educational ecosystem.

Conversely, Zee and Komen (2016) identified negative associations between TSE and factors contributing to teacher burnout. This finding underscores the importance of nurturing TSE as a preventative measure against professional exhaustion, which could detrimentally impact teachers' mental health and students' academic achievements.

Interestingly, the study highlighted the indirect effects between TSE and academic adjustment and psychological well-being. Specifically, TSE appeared to influence academic adjustment by shaping instructional support and similarly impacted psychological well-being via its effect on classroom organization.

In the final analysis, Zee and Komen (2016) present compelling evidence linking TSE to classroom quality, student achievement, and teachers' mental well-being. However, they note that gaps still exist in the measurement and analysis of TSE in the current body of educational literature, suggesting that further research is warranted to comprehend the intricacies of these relationships fully. The study

affirms the integral role of teacher wellness for professionals and their students' holistic development and academic success.

Granziera et al. (2023) investigated the relationship between school-average teacher well-being, explicitly focusing on emotional exhaustion and behavioural engagement, and school-average student achievement. The research involved a robust sample of 486 teachers across 39 elementary schools, with multilevel structural equation modelling deployed to examine a two-level model with teachers as level 1 (L1) and schools as level 2 (L2).

The results indicated a negative association between school-level emotional exhaustion among teachers and school-level academic achievement. In essence, schools that reported higher levels of emotional exhaustion among their teaching staff exhibited lower average student achievement levels. This insight directly ties teacher well-being to learner academic performance, underscoring the importance of addressing emotional wellness among educators at a systemic level.

Nonetheless, while no statistically significant association was found between school-level teacher behavioural engagement and student achievement, the effect size was substantial, indicating a potential correlation that warrants further research. Therefore, Granziera et al. (2023) note a need for more extensive studies, mainly focusing on school-level (L2) variables, to explore this possible connection in greater depth.

In another study, Marsh (2017) conducted a study that primarily focused on exploring teacher well-being and its impact on student learning. The existing literature predominantly examines teacher well-being in terms of its deficits, as stress and burnout among teachers are widely reported across the teaching workforce. Despite research indicating a minor impact of teacher well-being on student learning/achievement, the underlying mechanisms reveal indirect links via elements such as TSRs, teacher engagement, and quality. Despite attempts by scholars to bridge the gap between literature on teaching methodologies, significant issues remain systemic; these include problems related to the

method itself, including those surrounding causality and generalizability, while contested terms like student engagement also pose a threat.

TSRs are the most plausible mediator between teacher well-being and student learning. Educational practitioners (EPs) are crucial in supporting teacher well-being, facilitating positive effects on student learning, assisting in developing positive TSRs, fostering favourable school climates, promoting supervision, and implementing stress management programs. However, future research must concentrate on how teacher well-being can positively influence student learning. By understanding effective strategies comprehensively, interventions can be developed to support stressed teachers and cultivate positive learning environments.

Adler (2016) conducted a series of studies to explore the possibility and advantages of implementing well-being education on a large scale, particularly within school environments. Involving a group of over eight thousand students from eighteen different secondary schools across Bhutan was part of the design for the initial research project. A randomized division was made to form two distinct school groups, one consisting of 11 as treatment and another with just seven schools as control. The treatment schools received an intervention aimed at developing ten non-academic well-being skills.

A study carried out by Carroll et al. (2021) depicted that improved well-being of educators led to improved students' well-being, academic self-perceptions, and academic environment. The psychological well-being of educators was also discovered to strongly affect their health, effectiveness, and quality of instructional strategies in the classroom (Hascher & Waber, 2021). The well-being of educators was discovered to be correlated with the relationships with students, colleagues, families, and the academic results of students (Benevene et al., 2020). This helps to underscore the importance of the current study.

## METHODS AND MATERIALS

The current study was guided by Ryff's psychology model and complemented by the Production function theory. Ryff's model derived the



independent variables while the production theory guided on measure and study of the dependent variable and learner's achievement.

The study employed a concurrent triangulation research design and was conducted in public secondary schools in Kiambu County, Kenya. The target population comprised 116,333 individuals, including 227 principals, 2606 teachers, and 113,500 students across all 227 public secondary schools. The sample size consisted of 11,784 respondents, including 23 school principals, 261 teachers, and 11,500 students. Data collection utilized interview schedules for principals, questionnaires for teachers, and observation guides for students, supplemented by document analysis.

Piloting of instruments was conducted in three schools not included in the main study, ensuring validity and reliability. Face and content validity were confirmed by experts from Mount Kenya University, while reliability was assessed using the test-retest method. Descriptive statistics such as frequencies, percentages, means, and standard deviations were employed, with results presented using tables and figures. Inferential statistics

included correlation and multiple regression analyses. Qualitative data underwent thematic analysis and was presented narratively. The findings were triangulated to reach a common conclusion.

## RESULTS AND DISCUSSIONS

Table 1 presents the findings related to the first objective of the study, which aimed to determine the influence of teachers' level of self-efficacy on learners' academic achievement in public secondary schools in Kiambu County, Kenya. The data were collected through a teachers' questionnaire designed to assess their level of self-efficacy in relation to learners' academic achievement. Descriptive statistics were employed to analyze the responses, providing insights into the distribution and central tendency of teachers' self-efficacy scores. The table displays various measures of central tendency, such as mean, median, and mode, along with measures of dispersion, such as standard deviation, to depict the variability in teachers' self-efficacy scores. Additionally, the table may include frequency distributions or percentages to illustrate the distribution of responses across different levels of self-efficacy.

**Table 1 Influence of Teacher's Level of Self-Efficacy on Learners' Academic Achievement**

Statement		SA	A	U	D	SD
I feel much more accepted in my current school	f	36	49	47	50	39
	%	16.3	22.2	21.3	22.6	17.6
The school administration encourages self-efficacy among teachers	f	31	52	54	45	39
	%	14	23.5	24.4	20.4	17.6
I have created a mutual working relationship with my colleagues	f	36	62	37	48	38
	%	16.3	28.1	16.7	21.7	17.2
School-organized seminars have improved my level of self-efficacy	f	18	54	51	55	43
	%	8.1	24.4	23.1	24.9	19.5
My level of self-efficacy is positively felt by learners	f	23	53	58	46	41
	%	10.4	24	26.2	20.8	18.6
I like most aspects of my personality.	f	38	48	50	45	40
	%	17.2	21.7	22.6	20.4	18.1
My personality has helped improve learner's achievement	f	31	55	50	48	37
	%	14	24.9	22.6	21.7	16.7
I enjoy teaching students about various aspects of life	f	38	54	45	44	40
	%	17.2	24.4	20.4	19.9	18.1

**Source:** Researcher, 2023

Table 1 shows that 22.2% of the teachers somewhat agreed and tied with those who somewhat disagreed with the statement "I feel much accepted in my current school". There was portion 47(21.35%) that

was undecided with the statement. The table shows that 36(16.3%) strongly agreed that they felt accepted in their schools. It implies that the teachers were keen on transferring the same to the learners and impacting their achievement as scholars have suggested that teachers who feel accepted effectively interact with their learners (Bonds, 2017).

Similar trends are seen in statements about whether “the school administration encourages self-efficacy among teachers”. The largest portion of the teachers 54(24.4%) were undecided about the statement with 52(23.5%) somewhat agreeing that the school administration encouraged self-efficacy among teachers. A relatively small portion 31(14%) of the teachers strongly agreed with the statement. This shows that there was variation in the level of agreement with the statement. This also implies that the need for the school administration to be in charge of encouraging teachers is lacking among most of the teacher participants. This identifies the gaps that could exist in secondary schools in the concept of

teacher self-efficacy and learners’ achievement. In a related interview with the principals, it was found that the schools’ administration lacks the capacity to have every individual teacher's need catered for.

*Our school has less capacity to ensure that the teachers pay special attention regarding their wellness. This is because the efforts are tethered towards the student body. Sometimes, it becomes difficult to divide attention and be available for teachers depicted having some occasional reports about some teachers being depressed or even suffering burnout [KI 02, Male Principal]*

Data analysis entailed the use of inferential statistics on the teachers’ level of self-efficacy on learners’ achievement. The study adopted regression modelling to ascertain the level to which self-efficacy affected learners’ achievement in public secondary schools in Kiambu County, Kenya. The model summary of the modelling is presented in Table 2.

**Table 2: Model Summary for Teacher’s Level of Self-Efficacy on Learners’ Academic Achievement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.256 <sup>a</sup>	.724	.712	1.395

*a. Predictors: (Constant), I enjoy teaching students about various aspects of life, The school administration encourages self-efficacy among teachers, School-organised seminars have improved my level of self-efficacy, I feel much accepted in my current school, My level of self-efficacy is positively felt by learners, I have created a mutual working relationship with my colleagues, I like most aspects of my personality., My personality has helped improve learner’s achievement*

**Source:** Researcher, 2023

Table 2 presents the results of the regression analysis, indicating that the adjusted R-squared value is 0.712, which implies that approximately 71.2% of the variations in learners' academic achievement can be attributed to teachers' level of self-efficacy. This finding suggests a strong relationship between teacher self-efficacy and learner achievement in public secondary schools in Kiambu County, Kenya. The estimated standard error of 1.395 indicates the degree of accuracy in predicting learners' academic achievement based on teachers' self-efficacy scores.

Comparing these results to previous studies cited, such as those by Onuka and Emunemu (2010), the current study goes beyond establishing the

relationship between teacher self-efficacy and learner achievement by quantifying the extent of influence. This adds depth to the existing literature and provides valuable insights into the significance of teacher self-efficacy in shaping educational outcomes.

Furthermore, Table 3 presents the ANOVA results, which assess the overall significance of the regression model in explaining the variance in learners' academic achievement. These results provide additional support for the relationship between teacher self-efficacy and learner achievement, highlighting the importance of teacher factors in driving student success in public secondary schools in Kiambu County.

**Table 3: ANOVA Table Teacher's Level of Self-Efficacy on Learners' Academic Achievement**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.318	8	1.290	.662	.0424 <sup>b</sup>
	Residual	412.795	212	1.947		
	Total	423.113	220			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), I enjoy teaching students about various aspects of life, The school administration encourages self-efficacy among teachers, School-organised seminars have improved my level of self-efficacy, I feel much accepted in my current school, My level of self-efficacy is positively felt by learners, I have created a mutual working relationship with my colleagues, I like most aspects of my personality., My personality has helped improve learner's achievement

Source: Researcher, 2023

Table 3 presents the ANOVA results, with an F-statistic of 0.662 and a significance level of 0.0424. The significance level indicates that the effect of teacher self-efficacy on learner achievement in public secondary schools in Kiambu County is statistically significant. This finding suggests that teacher self-efficacy plays a significant role in influencing learner achievement outcomes.

The significance level is less than the critical p-value of 0.05 supports the rejection of the null hypothesis, indicating that there is indeed an effect of teacher self-efficacy on learner achievement. This aligns with previous literature, such as the study by Stipek et al. (2008), which highlighted the importance of teacher influence on student enthusiasm and emotions related to educational objectives.

*Teachers play a crucial role in motivating students to learn and enhance their emotional well-being. According to research, some of the ways that teachers can influence the learning enthusiasm and emotions of students are: Displaying enthusiasm for the subject and the*

*teaching process. This can make the students more attentive, curious, and joyful; Supporting students' autonomy, relevance, relatedness, and competence. This can foster students' intrinsic motivation, self-efficacy, and satisfaction; Providing feedback, guidance, and encouragement. This can help students overcome challenges, improve their skills, and feel more confident and valued. Therefore, teachers can have a positive impact on students' motivation and emotions by showing passion, care, and support in their teaching [KI 01, Female Principal]*

Table 4 presents the results of the correlation analysis between the average self-esteem scores and the average KCSE scores for the last three years among the sampled teachers from public secondary schools in Kiambu County, Kenya. The Pearson correlation coefficient (r) is used to measure the strength and direction of the relationship between these variables.

**Table 4: Correlation Between Self-esteem Average Score and Average KCSE for the Last 3 Years**

		Self-esteem Score average	Average KCSE for the last 3 years
Self-esteem Score average	Pearson Correlation	1	.635
	Sig. (2-tailed)		.023
	N	221	221
Average KCSE for the last 3 years	Pearson Correlation	.635	1
	Sig. (2-tailed)	.023	
	N	221	221

Source: Researcher, 2023

The study conducted by Njenga, Njoka, and Ndung'u (2019) aimed to explore the relationship between students' self-efficacy and their academic performance in secondary schools in Kirinyaga and Murang'a counties. The researchers utilized a

correlational research design and distributed questionnaires to 412 students in their third year of secondary school. The data collected from the questionnaires were then analyzed using descriptive and inferential statistics to investigate the strength

and nature of the relationship between self-efficacy and academic performance.

The findings of the study revealed significant insights into the role of self-efficacy in academic achievement. Through descriptive statistics, the researchers were able to assess the level of self-efficacy among the students and compare it across different groups, such as gender. Inferential statistics, on the other hand, allowed them to determine the existence and magnitude of the relationship between self-efficacy and academic performance.

While the study conducted by Njenga (2022) focused on students' self-efficacy and academic performance, the findings are relevant to understanding the broader dynamics of self-efficacy and its impact on educational outcomes. The positive correlation between self-efficacy and academic performance observed in their study aligns with the findings presented in Table 4, which indicate a similar relationship between teacher self-efficacy and KCSE scores.

Their findings showed that there was a strong connection between self-efficacy and academic performance. On average, students' self-efficacy was 71.36%. Boys had slightly higher self-efficacy than girls, with 71.89% compared to 70.95%. Students in Kirinyaga County had higher self-efficacy than those in Murang'a County. Based on their findings, Njenga et al. (2019) concluded that it's important to help students develop their self-efficacy. They suggested using role models and experiential learning strategies. They also recommended giving teachers more training on teaching methods that can help students develop their self-efficacy.

During the interviews conducted with school principals, one principal highlighted the significant role that teacher self-efficacy plays in students' academic achievement. The principal emphasized that teachers who exhibit high levels of self-efficacy tend to be more motivated and committed to their teaching responsibilities. They expressed confidence in their ability to effectively impart knowledge and support students' learning, which ultimately contributes to improved academic outcomes.

*Here, I am the only one and I serve all the teachers, non-teaching staff, and learners in this school. I also attend to external visitors and community needs to run the school smoothly, It may not be as practical for me as one person to check and work out individual teachers' self-efficacy [KII 02, Male].*

This depicts the gaps that could be emanating from the school administration's point of view. With this finding, it becomes challenging to take into account those responsible for ensuring individual teacher self-efficacy to make sure that the teachers deliver in class. However, the principal did not deny having programs for the same. He noted;

*We have some programs that tend to guide teachers on how to be themselves. It is also a requirement by the employer that programs that guide teacher self-efficacy are run in the schools. This makes it the reason for us to have a programme where teachers group and discuss individual opinions and how they relate to each other in the school. This is meant to correct or clarify where two or more teachers could have clashed, and making it feel like it is impossible to freely interact and work within the context of a fellow teacher or students [KII 02, Male].*

Table 1 also shows that the largest portion of the teachers 62 (28.1%) somewhat agreed with the statement "I have created a mutual working relationship with my colleagues". The same statement is somewhat disagreed with 48 (21.7%) of the teachers. This depicts a diverse view of the relationship between teachers and their colleagues at the workplace in the public secondary schools in Kiambu County, Kenya. Without a cordial and mutual working relationship between staff, the motivation towards the goals is highly affected and thus the impediments on learners' achievement in the county. There exist arguments for the need for others to effectively deliver at the workplace. Ahmad et al. (2023) based their study on psychological theories to review the concept of social exchange theory (SET) as implemented in today's challenging work environments. The authors refer to the working concept in psychology as a hybrid need for effectively delivering. Through working with others, the SET argument for



dependence on others needs colleagues to deliver on job mandates. However, the researcher noted that the 21<sup>st</sup>-century work environment needs some adjustments in the work relationships among employees. These are thought to be essential for scoring the organizational goal today. The current study context set in a school context means that the psychological support and SET model in teaching in public secondary schools in Kiambu are still relevant. In order to underscore the learners' achievement, the teachers need the affirmation that their mutual relationship with their colleagues is guaranteed.

The table shows that the largest portion of the teachers 55(24.5%) somewhat disagreed that the schools organized seminars have improved their level of self-efficacy. The role of the school in motivating as well as checking on the welfare of the teachers is necessary and correlates to their performance in building holistic learners. This streams down to the school-level leadership that is crucial in professional community development (Louis & Kruse, 1995). In related interview findings from the principals, the study showed that the schools were creating in-service programs for teachers to build their capacity including psychological well-being.

One of the principals noted;

*We often look at the concerns of our teachers in many ways. When we feel that teachers are much worn out, possibly from the kind of work they do, we ensure that we create room for their counselling. We conduct seminars with external speakers who mentor them on how to be resilient in the process. Similarly, the teachers are advised on how to handle self-efficacy issues within their scope and even encouraged to reach out to the school management in cases of emerging stress issues [KII 01, female].*

The findings imply that the concern of the schools in cultivating the self-efficacy of the teachers in secondary schools in Kiambu County was present. Apparently, a comparable portion of the teachers 54(24.4%) had rated the presence of the seminar as somewhat agreement.

Table 1 also depicts a relatively large portion of the teachers 53(24%) indicating that they somewhat agreed with the statement "My level of self-efficacy is positively felt by learners". However, a higher portion of the teachers 58(26.2%) indicated being undecided about the statement. Fawait et al. (2024) argument emphasizes the critical role of teachers in shaping students' academic achievement and overall learning experiences. The author highlights the importance of cultivating values such as acceptance, support, and recognition among teachers, as these qualities are essential for creating a conducive learning environment.

A portion of the teachers 38(17.2%) strongly felt that they liked most aspects of their personality with 48(21.7%) of them being undecided about the statement. About 20.4% of them (n=45) and 18.1% (n=40) somewhat disagreed and strongly agreed with the statement. This implies gaps in the psychological well-being of the teachers in public secondary schools in Kiambu County, Kenya. Self-acceptance, especially in personality, is key in making effective workers. Bardach et al. (2022) argue that teacher personality measures teacher work performance with aspects of consciousness being key in classroom delivery. However, the researchers found no significant influence of teacher personality on student achievement.

The findings also show a similar trend in the largest portion of the teachers 55(24.9%) who somewhat agreed with the statement "My personality has helped improve learner's achievement". The table finally shows the largest portion of the teachers 54(24.4%) indicating that they somewhat agreed with "I enjoy teaching students on various aspects of life". This implies that the teachers were keen on developing self-efficacy in their work. The observation method showing how the teachers interact with the learners showed that some teachers (5 of 13 observed) were friendly to learners, and they focused on underscoring the needs of the learners in the communication process. Some psychologists argue that various personality domains including extraversion, emotional stability, openness and conscientiousness affect teacher effectiveness in classroom delivery (Bardach et al, 2022).

In triangulation of the quantitative findings with the interview findings from the principals, the study found lots of homogeneity. The interviews revealed that school administrators were keen on observing the teachers' behaviour as being a key determinant of job effectiveness. One of the principals noted;

*The teachers' personality affects how they deliver even in the classroom. We get concerned when teachers depict some emotional instability. We always feel that it will affect their effectiveness in teaching. These have been reported in the past and we were able to contain the situation early enough. Emotionally disturbed teachers fail to communicate effectively, have pedagogy lapses and even inconsistent with classroom instructional methodologies [KII 07, female]*

The findings connote the existing literature which points to diverse teacher emotional effects related to psychology and emotional stability. Njiru's (2022) study provides valuable insights into the relationship between science self-efficacy, gender, and academic achievement in genetics among 12th-grade students in Kenya. By administering a science self-efficacy questionnaire to over 2,000 students and conducting an academic achievement test, the researcher was able to examine the correlations among these variables comprehensively. Through the use of descriptive and inferential statistics such as MANOVA and Pearson's Correlations, Aura analyzed the data effectively, uncovering significant relationships and patterns. The findings of the study revealed a strong positive association between students' science self-efficacy and their academic achievement in genetics, highlighting the importance of self-belief and confidence in driving academic success in science-related subjects. This study contributes to our understanding of the factors influencing academic achievement and underscores the significance of promoting self-efficacy beliefs among students, particularly in the field of science education. These results of the study challenge the belief that female students perform worse in science-related courses and tasks, highlighting the need for biology teachers and science educators to recognize and support female students' strengths in genetics and other science disciplines.

The findings of the study carry significant implications for policymakers and educators. The findings recommend that promoting students' science self-efficacy is critical for improving academic achievement in genetics, and this can be achieved through effective teaching strategies, such as providing opportunities for hands-on experimentation and inquiry-based learning. Additionally, the study highlights the importance of recognizing and addressing gender-based disparities in science education. Teachers should be aware of the potential gender biases in their teaching practices and provide an inclusive learning environment where all students feel valued and supported.

A study conducted by Kaburi (2019) aimed to examine the relationship between academic performance and gender differences in self-efficacy in Kenya. The study was prompted by the inadequate academic achievement equitably across genders in the national educational curriculum implementation process. Although mathematics and the English language are widely recognized as crucial subjects in education, the curriculum examinations' strong emphasis on grades and intense competition has overlooked the importance of self-efficacy as a crucial factor.

This study employed both quantitative and qualitative research methods to investigate the research questions comprehensively. The sample consisted of 240 form-four students from 24 public secondary schools, selected using purposive, stratified, and simple random sampling procedures. A questionnaire comprising thirty items was used to collect data from the students, allowing for the systematic gathering of information on various aspects related to the research objectives. The combination of quantitative data from the questionnaire responses and qualitative insights obtained through open-ended questions or interviews provided a holistic understanding of the phenomenon under study. Descriptive statistics were used to summarize and describe the quantitative data, while inferential statistics helped to analyze relationships and patterns within the dataset.

The study's findings highlight the significant positive impact of self-efficacy on academic success in both English and Mathematics among students.

Moreover, self-efficacy emerged as a significant predictor of academic performance in both subjects, underscoring its importance in shaping students' educational outcomes. These results emphasize the critical role of educators and policymakers in fostering self-efficacy among students, particularly male students, to enhance their academic performance. Additionally, the findings advocate for a shift away from a narrow focus on grades and intense competition towards a more holistic approach that acknowledges and addresses the diverse needs and circumstances of students. By prioritizing the promotion of self-efficacy and adopting a comprehensive educational framework, stakeholders can better support students' overall academic development and success.

## CONCLUSION

The study uncovered several pathways through which teachers' self-efficacy influences learners' academic achievement in public secondary schools in Kiambu County. It revealed that teachers' sense of acceptance in their school environment, coupled with positive working relationships among staff, positively impacted classroom delivery and student performance. Regression analyses showed that about 72.2% of variations in the learners' academic achievement were attributed to teachers' level of self-efficacy. The study concludes that there was a significant influence of teacher self-efficacy ( $F = .662$ , sig .724 on learners' academic achievement in public secondary schools in Kiambu County. Correlation with teacher's level of self-efficacy being weak positive and insignificant (2-tailed).

## Recommendations

Based on the findings of this study and guided by the research objectives, the following recommendations are proposed;

- School managers to establish strategies for promoting teacher's level of self-efficacy as it will moderate the teachers' performance in relation to the academic achievement of the learners.
- Teachers Service Commission; the teacher employer and Registrar can create County Guidance and Counseling units (CGCU) in each

of 47 counties in Kenya that can be used to promote teachers' psychological well-being and in turn, improve the learning outcomes of learners in Kenyan schools.

- The study recommends a further quasi-experimental study to be carried out on the effects of psychological well-being of teachers on professional burnout teachers.

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